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

Guest editors:

Eleni Griva

Angeliki Deligianni

PATRAS

Research Papers in *Language Teaching and Learning*

Table of Contents of Volume 8, Issue 2, 2017

Special Issue

CLIL Implementation in Foreign Language Contexts: Exploring Challenges and Perspectives

Part II

Special Issue on

CLIL IMPLEMENTATION IN FOREIGN LANGUAGE CONTEXTS: EXPLORING CHALLENGES AND PERSPECTIVES

Volume Two

Introduction

Eleni Griva and Angeliki Deligianni

The second Volume of RPLT special issue includes a number of CLIL projects implemented and researched in the Greek educational context. Dedicated language teachers from both primary and secondary education share their experience of CLIL projects, designed on the basis of the demands of their own educational/teaching settings. The contributors present CLIL implementations in diverse populations in both primary and secondary education and discuss the specificities of CLIL classroom practices in relation to diverse populations and settings. These separate cases of flexible CLIL project experimentation constitute a source of relevant experience to be considered as the precursor of official CLIL introduction. It is for this reason that this volume also includes teachers' reflections on their CLIL experience, in section entitled "*Episodes in CLIL Arena*".

The volume provides space for researchers and practitioners to present their efforts on studies which offer insights into the practical challenges that might be encountered in implementing CLIL projects. The authors maintain that CLIL instruction should be expanded in the Greek educational context, and good CLIL practices should be developed. Additionally, they highlight their need for training in CLIL approach to acquire and develop the competences required.

The second Volume of RPLTL special issue on CLIL has been organized in two sections as follows:

Section one: Implementing CLIL projects in Primary and Secondary Education

This section comprises a selection of ten papers with the aim to demonstrate that expertise in CLIL does exist in the Greek educational context although this approach has not been officially introduced in Greece. A growing number of teachers, either EFL teachers or teams of EFL and subject teachers in secondary education or EFL and general education teachers in primary schools, can and decide to support innovative CLIL practices in the Greek education system with positive results regarding both language acquisition and content learning in CLIL classrooms.

Section One has been organized into the following two *subsections* related to CLIL projects in mainstream primary and secondary education.

Subsection One comprises four articles that focus on introducing CLIL projects in primary education settings, where teachers used English as a foreign language (EFL) as the vehicle to teach content.

In the first paper of *Subsection One* entitled "CLIL in Primary Education: promoting multicultural citizenship awareness in the foreign language classroom", Eleni Griva and Dora Chostelidou present a CLIL project that was designed to increase students' awareness of cultural and linguistic diversity and develop awareness of self and other along with raising their interest in 'otherness'. The experimental project was piloted for 6th grade students at a primary school, in northern Greece. The evaluation of the study indicated the positive effect of CLIL on students' foreign language (FL) skills development along with significantly enhanced multicultural citizenship awareness.

The second paper: "The case for Geography through CLIL: Exploring the linguistic and intercultural potential in Thrace", authored by Georgia Kosma and Nelly Zafeiriades, views CLIL as a highly dynamic alternative to current mainstream teaching practices and a challenging approach. It focuses on a lesson plan detailed analysis, thus justifying its main argument that CLIL has a role to play in shaping future flexible, enriching and empowering multifaceted language learning and content learning experiences alike into current multilingual /multicultural contexts.

In about the same line, Eleni Korosidou and Angeliki Deligianni, in their paper: "'Let me introduce you to Crete': A CLIL project in the English as a foreign language classroom", present a CLIL project which was piloted in a 6th grade classroom of a Greek primary school, focusing on Cretan history and culture. Language learning was integrated with the subjects of Geography, History Culture and Art. The findings indicated students' improvement regarding both their receptive and productive skills in the target language, the development of children's cultural awareness as well as their sensitivity and respect towards local history.

In the last paper entitled "Physical education through CLIL: teaching movement vocabulary to young learners", Kyriaki Emmanouilidou and Chryssa Laskaridou present a CLIL programme, where a part of the 'movement alphabet' vocabulary of Physical Education (PE) content was taught in a class of Year 2 pupils in a school with an extensive English language curriculum. The PE teacher and the English language teacher were both responsible for the design and implementation of the lessons. The content of the PE syllabus that was chosen, the objectives, the materials and examples of assessment techniques are presented, and the difficulties encountered are discussed.

Subsection Two includes six articles on CLIL implementation in secondary education settings aiming at learning different subject content and developing EFL with both subject-specific and language-specific objectives.

In the first paper of *Subsection Two* "Implementing CLIL in a Greek Secondary school setting: a suggestion for good teaching practices", Ioanna Kynigou, Eleni Xanthakou, Maria Chionis and Dimitra Dertili describe CLIL method in the setting of a junior high school in Athens, Greece. They present a provisional scheme for informal assessment of CLIL implementation in an attempt to evaluate the possible advantages and disadvantages of the method, both in terms of cognitive as well as linguistic development, as these have emerged from its application. Provisional conclusions are drawn, and suggestions are made for further studies in order to assess the opportunities presented and the obstacles anticipated in the event of a more generalized implementation of the method.

Christine Kalfoglou, in her contribution "On how Content motivates Grammar", draws on the conception of grammar as a dynamic system that involves thinking, while attempting to show that, within a CLIL context, form can be taught as emerging naturally out of the needs dictated by the specific type of thinking invited by the content selected. She shows it by presenting a CLIL history project implemented with students in a lower secondary education EFL context for an over three-month period in two consecutive years and through tapping learners' awareness of their grammar benefits.

Mary Marin adopts CLIL approach to teaching poetry in a high school classroom. In her paper entitled "An Integrated Approach to Teaching Poetry in a Greek EFL Classroom. A Case Study: Comparing Cavafy and Shakespeare", she presents a case study of comparing two seemingly different world renowned poets, William Shakespeare and Constantine Cavafy, implemented to junior high school EFL learners. It was revealed that through a variety of linguistic, methodological and motivational elements, the use of poetry in the language classroom can be a potentially powerful pedagogic tool.

Katerina Vourdanou, in her contribution "Integrating the CLIL approach: Literature and wikis in the Greek EFL classroom as a means of promoting intercultural awareness", presents a CLIL project carried out in the 3rd grade of a junior high school aiming to investigate the impact of the integration of literature and wikis in the EFL classroom on students' intercultural awareness. The findings revealed the effect of the literary text on the learners' intercultural awareness and the significance of integrating intercultural material while combining face-to-face with online instruction in the Greek EFL classroom was reflected. Furthermore, the benefits of applying the CLIL approach in EFL students' skills were indicated.

Ifigenia Kofou and Kostas Phillipides, in their paper: "Can teaching of forces enforce language learning?", present a CLIL programme which took place at a senior high school in Thessaloniki aiming at teaching part of the syllabus of Physics in English, more specifically the chapters on forces and Newton's laws. The formative and summative assessment used in both the experimental and control groups proved that the foreign language did not affect the comprehension of the subject content, while a self-assessment questionnaire indicated that most students of the experimental group developed all language skills.

In the last contribution with the title "A CLIL Model: Teaching Science at Secondary Education", Kleopatra Kalogerakou, Marianthi Baka and Maria Lountzi present the implementation of CLIL teaching method in Science at a junior high school of Athens. It is

about a small-scale project of a 12-hour module for 1st grade on 'The organization of life' in Biology and a 12-hour module for 2nd grade on 'Consumer Behaviour' in Home Economics.This project belongs to an on-going research project to develop a pedagogical model for CLIL by involving more content areas and more systematic CLIL teaching throughout the school year.

Section Two: Reflecting on CLIL implementation

This section, entitled "*Episodes in CLIL Arena*", includes eight CLIL teacher reflections on their experience from teaching in a CLIL context. One of the most difficult aspects of implementing innovative approaches such as CLIL is the isolation imposed on practitioners. There are few opportunities available to observe and learn from other colleagues' experience. To help fill that void especially with regard to CLIL project design and implementation, eight CLIL teachers reflect on their CLIL experience and provide a general appreciation of their CLIL intervention by discussing the three following issues:

- *Teacher's experience related to CLIL projects*

The teachers discuss on how and when they became involved in CLIL and report problems/challenges/difficulties they encountered. They finally reflect on the advantages and disadvanatages of CLIL.

According to their reports, CLIL project was implemented in geography, physics, history and astrology classes, either by the EFL teacher or in collaboration with subject teachers. Emphasis was placed on authentic teaching material and the construction of authentic learning environment. In some of the implemented CLIL projects student learning was supported either by a Moodle-based dynamic learning environment or by using the WebQuest or electronic platforms. It is argued that the variety of CLIL resources available on line can help teachers put together and teach a CLIL course effectively. It also derives that their CLIL experience has offered them the opportunity to become more flexible and resourceful teachers with rewarding results for both the teacher and student. On a final/last note they have been left with a very satisfying and positive feeling.

- *Language Teachers' role in CLIL projects*

In particular, the teachers have to reflect on certain issues such as, what makes an effective CLIL teacher, how he/she copes with his/her needs as a CLIL teacher, whether CLIL context helps students feel safer and gives them the opportunity to make suggestions for preferred lesson structure.

It has been recorded that CLIL teachers realize their role as a facilitator while introducing enjoyable activities away from traditional rather boring teaching material. Flexibility is one of the characteristics of their role and code-switching results as a natural communication strategy.

However it stems that language teachers face the restraint and suspicion on the part of their colleagues and head teachers who have not been informed about CLIL as yet. Not rarely CLIL teachers may be confronted with reactions that come from subject teachers and parents who might worry about the effects of the implementation of an innovative teaching approach such as CLIL. Furthermore, Panayotis Domvros, in his report, expresses his doubts

about the readiness of the Greek educational system in terms of modality and resources to adopt CLIL as a generally accepted practice.

- *Teacher training needs*

This issue seems to be teachers' major concern. As they declare, EFL teachers lack CLIL experience and they are in need of relevant teacher training courses. They also report that they need to do a lot of study to make sure that the content information and knowledge to be taught is appropriate. Their suggestions include the establishment of formal, well organized training and relevant legislation that would set the framework within which teachers could safely initiate and experiment CLIL project implementations. More specifically, they wish to have training and consultancy on designing/preparing CLIL materials. They also perceive that they need to familiarize themselves with alternative ways of brainstorming and assessment through computers.

Having reached the end of this RPLTL special issue on CLIL, including two volumes, we would like to extend our sincere thanks to all contributors. As argued at the beginning of this issue, CLIL has emerged as a major innovative approach to learning since mid-nineties and can have a significant future in both European and Greek educational context with remarkable results. We believe that the contents of this RPLTL special issue, in both volumes, advocate for this assertion, send strong messages to policymakers in education, highlight the need for teacher training and raise, at the same time, important questions about the limits CLIL needs to have in manifesting itself. We hope that this RPPLT special issue on CLIL becomes an inspiration to all, who want to strengthen schools as spaces of meaningful and purposeful learning to effectively meet the 21st century challenges.

Eleni Griva (egriva@uowm.gr & egriva.efl@gmail.com) is an Associate Professor of Applied Linguistics at the Department of Primary Education, University of Western Macedonia, Greece. She is also the coordinator of the "Testing and Assessment in Language Learning" module of the M.Ed, in TESOL of the School of Humanities of the HOU. Her research interests include: L2/FL Learning and Teaching, Language Learning Strategies, Bilingualism/Multilingualism, Methods and Materials in Bilingual/SL Education, Teaching Greek a L2/Fl, Assessment in Language Learning.

Angeliki Deligianni-Georgakas (ade@gecon.gr) is a tutor-counselor in the TEYL module at HOU's M.Ed. in TESOL program. She holds an EdD degree from Exeter University, UK in TESOL and a Masters degree from AUTH in Pedagogy. She has worked in the post of EFL School Advisor and taught at Aristotle University. She has also served on the post of Education Counselor at the Greek Embassy in London and cooperated with Hellenic Pedagogical Institute and Council of Europe on a number of EFL projects. Her interest areas include: Metacognitive Strategies Awareness in Language Learning, CLIL, Multi/Pluriligualism, Alternative Assessment.

CLIL in Primary Education: Promoting Multicultural Citizenship Awareness in the Foreign Language Classroom

Η μέθοδος CLIL στην Πρωτοβάθμια Εκπαίδευση: προώθηση της επίγνωσης της πολυπολιτισμικής πολιτειότητας στην τάξη της ξένης γλώσσας

Eleni GRIVA and Dora CHOSTELIDOU

In today's globalized world exposure to cultural learning can be regarded as highly beneficial for developing language and content, as well as for raising multicultural awareness. It is with this purpose that the present CLIL project was designed to increase students' awareness of cultural and linguistic diversity and develop awareness of self and other along with citizenship. The project 'our culture, your culture, their culture' was piloted for 14 weeks with 6th grade students at a primary school, in northern Greece. Its aim was to unfold the different countries and diverse cultural contexts of the immigrant students within the multicultural classroom and build bridges across languages and cultures. Different teaching modes were adopted, and every effort was made so that the teaching strategies employed were tailored to the students' needs and interests. Games and stories were used to support the cultural component, highlight the relationship between the students' own and other cultures, and raise their interest in 'otherness'. The evaluation of the study indicated the positive effect of CLIL on the students' skills development in the target language (TL) along with significantly enhanced multicultural citizenship awareness.

ଔ

Στη σύγχρονη παγκοσμιοποιημένη κοινωνία, η έκθεση στην πολιτισμική μάθηση μπορεί να θεωρηθεί ως ιδιαίτερα αποτελεσματική για την ανάπτυξη τόσο της γλώσσας όσο και του περιεχόμενου, αλλά και της πολυπολιτισμικής επίγνωσης των μαθητών. ῍Το παρόν CLIL πρόγραμμα σχεδιάστηκε με στόχο να καλλιεργηθεί η επίγνωση των μαθητών για την πολιτιστική και γλωσσική πολυμορφία και να αναπτυχθεί η επίγνωση του «εαυτού μου και του άλλου». Το πρόγραμμα «ο πολιτισμός μας, ο πολιτισμός σας, ο πολιτισμός τους» εφαρμόστηκε πιλοτικά για 14 εβδομάδες σε μαθητές της 6ης τάξης ενός δημοτικού σχολείου στη Βόρεια Ελλάδα. Μέσα από το πρόγραμμα επιχειρήθηκε να 'ξεδιπλωθούν' οι διαφορετικές χώρες και τα ποικίλα πολιτισμικά πλαίσια από όπου προέρχονται οι μαθητές με μεταναστευτικό προφίλ, στο περιβάλλον μιας πολυπολιτισμικής τάξη, και να

δημιουργηθούν γέφυρες ανάμεσα σε διάφορες γλώσσες και πολιτισμούς. Υιοθετήθηκαν διαφορετικοί τρόποι διδασκαλίας, και έγινε η κάθε δυνατή προσπάθεια ώστε οι στρατηγικές διδασκαλίας που χρησιμοποιήθηκαν να είναι προσαρμοσμένες στις ανάγκες και τα ενδιαφέροντα των μαθητών. Παιχνίδια και ιστορίες χρησιμοποιήθηκαν ως βασικά 'μέσα' για να υποστηρίξουν τη σχέση μεταξύ των πολιτισμών που φέρουν οι μαθητές, και να αυξήσουν το ενδιαφέρον τους στην «ετερότητα». Η αξιολόγηση του προγράμματος κατέδειξε τη θετική επίδραση της μεθόδου CLIL στην ανάπτυξη των δεξιοτήτων των μαθητών στη γλώσσα-στόχο, αλλά και τη σημαντική καλλιέργεια της πολυπολιτισμικής τους συνείδησης.

Key words: CLIL, multicultural awareness, cultural diversity, young learners.

1. Introduction

1.1 Promoting multiculturalism and intercultural competence in CLIL Contexts

Modern educational contexts are a place of plurality and contact among diverse cultures and languages, bringing together students with diverse linguistic and cultural repertoires since a number of them have already developed a language other than the majority language before entering formal education. In such multicultural educational contexts, all students are in need to receive training so as to develop awareness and acceptance of diversity, as well as respect of the cultural mosaic (Porto, 2010). Therefore, it is considered an objective of primary importance to promote multicultural awareness within the context of the majority culture, which in turn can provide the students with the opportunity to learn about and respect other ways of living, other beliefs, and customs. What is more, effective exposure to multiculturalism should involve awareness of various types of identities on the part of the students since identity, in essence, entails an exploration of the way individuals view and think about themselves and the way they are seen by others including their personal, social, and cultural identity (Barker, 2003, pp. 220-228).

Building on multiculturalism within the frame of education is considered of major significance since as Ruiz-Cecilia and Ojeda (2005, p.71) claim "multiculturalism is the passport for achieving equality, keeping one's identity, taking pride in our ancestry, and having a sense of belonging." Furthermore, building on cultural awareness and acceptance, which can be attained by means of relating an individual's culture with the majority one and drawing on one's own cultural asset, i.e. knowledge, beliefs, and values, can provide a solid ground for promoting efficient intercultural communication (Ho, 2009). After all, the merits of developing the students' ability to cope with their cultural capital when interacting with peers from various cultural backgrounds need hardly be argued in the era of globalization. Thus, developing intercultural competence which is regarded as critical for mutual understanding of different backgrounds, is not confined to the ability to use language; rather it is also believed to be able to foster pluri/multicultural citizenship.

It should be noted that intercultural competence is among the eight key competences for lifelong learning which are proposed by the European Commission (2012) and include: a)communication in one's first language, b) ability to communicate in foreign languages, c) competence in science and technology d) digital competence (using communication and information technology in a critical way), e) "learning to learn", f) civic and social

competence, which involves interpersonal and intercultural relationships, g) having a sense of entrepreneurship, being able to transform creative ideas into actions h) cultural awareness and expression.

It goes without saying that given its significance intercultural competence deserves particular attention within the CLIL classroom while its development should take place in a structured way. In this respect, a model of intercultural competence proposed by Byram and Zarate (1994, p.15) presents "four sets of skills, attitudes, and knowledge", which are referred to as 'savoirs' 'knowings': knowledge of self and other, 'knowing how to understand', 'knowing how to learn/to do', 'knowing how to be'.

1.2 CLIL: a competence-based teaching approach

Content and Language Integrated Learning (CLIL) presents an innovative approach to language learning, involving a threefold role of language: the language of learning; the language for learning; the language through learning (Coyle, 2007). CLIL is both dynamic and motivating comprising holistic features besides emphasizing meaning rather than form and offering a context for purposeful language use (Dalton-Puffer, 2007; Dalton-Puffer & Smit, 2007). Moreover, constituting an integrative approach, it overcomes traditional curricular approaches which involve the teaching of individual subjects in isolation rather "it represents a shift towards curricular integration" (Pavesi et al., 2001, p.77). On the same line, it is believed that CLIL facilitates the achievement of intercultural competence as an educational objective (Griva & Kasvikis, 2015; Griva, Chostelidou & Semoglou, 2015; Wolff, 2007). In this vein, the integrative nature of CLIL lends itself for adopting "not only a dual-focused but a triple-focused approach: simultaneously combining foreign language learning, content subject and intercultural learning" (Sudhoff, 2010, p.36).

CLIL environments have proven to promote rather than negatively influence content learning by providing optimal conditions (Zarobe, 2007 in Spratt, 2012), besides raising the learners' motivation (Wiesemes, 2009, in Drew, 2013) and increasing their involvement (Coyle, 2007; Pavesi et al., 2001 in Spratt, 2011). CLIL virtually presents a challenge for the learners by enabling them to progress both academically and cognitively besides achieving a high level of proficiency in the TL (Naves, 2009). Moreover, CLIL promotes creative thinking processes by engaging the learners in cognitively demanding academic CLIL activities integrating both content and language (ibid). The impact of CLIL on students' gains in terms of developing cognition and metacognition can be adhered to the fact that the CLIL approach offers students the chance to use what they have learned encouraging them to apply, integrate and transfer the gained knowledge while fostering critical thinking (Gravé-Rousseau, 2011 in European Commission, 2014).

CLIL provides an efficient context for allowing learning to take place in a naturalistic setting, while a clear purpose for using the language is also provided (Naves, 2009, p. 25). Given their extensive exposure to the TL, CLIL learners essentially make extensive use of it and use it in more complex ways compared to regular mainstream classrooms, while they also process larger amounts of information which in turn improves their comprehension skills (Anagnostou, Griva & Kasvikis, 2016; Drew, 2013; Padadopoulos & Griva, 2014).

Additionally, a further positive feature of CLIL is that the language used derives from the content subject (Spratt, 2012). More specifically, CLIL language is characterized by predominantly subject-related vocabulary; a focus on elements needed to be explored, discussing and writing about subject related matters; the need to employ cognitive skills

(defining, giving reasons for opinions, evaluating, hypothesizing, drawing conclusions, exemplifying); elements necessary to cope with learning skills (locating information, interpreting information, and classifying) (ibid, p.11).

Within the CLIL frame, it has been evidenced that some aspects of language competence tend to be more developed than others (Dalton-Puffer, 2007). Among them are: the receptive skills, listening and reading, rather than the productive skills, speaking and writing; the mastery of vocabulary items; the elements of creativity and fluency (Anagnostou, Griva & Kasvikis, 2016; Dalton-Puffer, 2007). Moreover, it was found that CLIL students perform equally well or even outperform non-CLIL peers as regards learning of subject content in their first language (Dalton-Puffer, 2011; Meyer, 2010). Other CLIL studies revealed a mismatch between the receptive and productive skills (Jiménez Catalán, Ruiz de Zarobe & Cenoz, 2006; Ruiz de Zarobe, 2007); better results were attained in the receptive skills. According to other researchers (Sylvén, 2006; Dalton-Puffer, 2011), CLIL students tend to be more fluent in the TL and willing to take more risks, feeling much more confident about their abilities than their non-CLIL peers (in Ruiz de Zarobe, 2010).

Concluding, despite the demands CLIL poses on the learners, presenting them with an enriched learning environment, which aims at the development of both content and language, can positively affect mainstream CLIL learners' performance (Jäppinen, 2006).

2. The pilot project 'our culture-your culture-their culture'

2.1 The purpose of the project

Integrating the 4Cs, the building blocks of CLIL (Coyle, 2005), the project was designed to help the students understand the diversity of other students' cultures and develop awareness of 'self and other'. The cultural dimension was encompassed to provide a more comprehensive and pluralistic view of foreign cultures (see also Griva & Kasvikis, 2015; Griva, Chostelidou & Semoglou, 2015). Its ultimate purpose was to promote multicultural understanding, intercultural competence and citizenship awareness. In particular, the following objectives were set:
- developing the students' skills in EFL;
- enhancing their awareness of self and other;
- increasing their understanding of cultural and linguistic diversity;
- enhancing their knowledge in aspects of citizenship.

2.2 The participants

The sample of the study were 47 sixth grade students, aged between 11 and 12, attending classes at two urban primary schools in Thessaloniki, in Northern Greece. Of the 47 students, 22 were immigrant children of Albanian, Bulgarian, Romanian, Russian and Georgian origin with 14 of them having been born in Greece. The other 25 were non-immigrant children of Greek origin. For some bilingual children who participated in our CLIL project, speaking one minority language at home, and using another language, the majority language, Greek at school, English was the third language to learn. Most of them started learning EFL at the age of eight or nine while their exposure to the TL varied. The students' EFL competence level was identified as A2 - A2+ (Elementary Level) according to the CEFR (Common European Framework of Reference for Languages).

Multiculturalism & Citizenship	
1. Introduction to Multiculturalism & Citizenship	*6. Multiculturalism / Citizenship in society*
⟩ Developing active citizenship ⟩ Awareness raising of rights and responsibilities ⟩ Fostering confidence and self-esteem ⟩ Building trust ⟩ Becoming aware of both Individualistic and collectivist cultures ⟩ Becoming aware of different values, beliefs and cultural practices	⟩ Multiculturalism as a human right ⟩ Multiculturalism and anti-bias approaches ⟩ Combating prejudice & discrimination ⟩ Acceptance of differences ⟩ Equal access to services ⟩ Developing critical thinking about what is fair and unfair in human relationships
2. Human rights	*7. Multiculturalism and Diversity at school*
⟩ Understanding human rights ⟩ Introducing the Universal Declaration of Human Rights -UDHR ⟩ Getting to know the UN ⟩ Recording the human rights climate in the school context	⟩ Establishing a safe and supportive learning environment ⟩ Combating stereotypes and prejudicial behavior. ⟩ Offering equitable educational opportunities. ⟩ Promoting multiple perspectives and ways of thinking. ⟩ Creating classroom rules
3. Children's rights	*8. Multicultural identity/ ties*
⟩ Introducing children's rights (i.e. The right to childhood; education; health; fair treatment; voice) ⟩ What children need ⟩ Promoting children's rights	⟩ Constructing a knowledgeable, confident self-identity ⟩ Strengthening cultural consciousness ⟩ Developing multicultural identities ⟩ Becoming aware of cultural differences ⟩ Becoming competent to accept cultural differences ⟩ Developing intercultural communication/ cross-cultural understanding ⟩ Developing a positive attitude towards cultural differences ⟩ Developing skills for communication and interaction across cultures
4. Foreigners and Equality	*9 & 10 Experiencing different customs/traditions*
⟩ Confronting discrimination ⟩ Appreciating similarities and differences ⟩ Promoting freedom of thought, consciousness, religion, opinion and expression	⟩ Experiencing celebrations from different countries ⟩ Knowledge of different cultural and religious traditions ⟩ Experiencing different eating practice ⟩ Knowledge of literature from different countries ⟩ Experiencing music & (traditional) dances from different countries
5. Immigrants needs and rights	
⟩ Protecting life – the role of the individual in society ⟩ War, peace and human rights ⟩ Immigrant's rights	

Table 1.The Thematic Modules

2.3 The design of the project: integrating content and TL

2.3.1 The CLIL Module: Multiculturalism and Citizenship

The CLIL module provided the students with the opportunity to develop awareness of human rights and citizenship in modern multicultural societies. Towards this aim, the students were smoothly introduced to many controversial issues while being encouraged to engage, think critically, make decisions, recognize and respect different perspectives and start articulating and defending their views and values. It should be noted that the CLIL module was designed based on six concepts:

- multicultural awareness;
- citizenship understanding;
- communication;
- creativity;
- cooperation and interaction;
- active participation.

Ten modules were designed to deliver in an activity-based context (Table 1), which presented the students' with a variety of games including on-line ones, designing posters, working on arts and crafts, doing puzzles, creating videos, taking part in role-playing, doing pantomime, learning new songs, and dances, delivering presentations, and participating in debates among others. These activities provided the students with a rich experience of real language in use, stimulated their curiosity, challenged them to engage actively and develop their creativity, free expression as well as their interaction skills.

2.3.2 The tasks incorporated in the modules

The aim of the tasks was to enable the students to cooperate and communicate in the TL, besides making decisions, solving problems and co-deciding on issues related to citizenship and cultural diversity.

"Who are we?" Our Classroom File
With the aim to provide an introduction to multiculturalism and citizenship, the students were given the chance to work on and develop a classroom file (both paper and e-version) with a class portrait on the cover. Each section of the file presented a self-portrait of each class member. As the course went on, the participants added personal details, answered to questions about themselves while information about cultural elements such as their favorite literature and authors from their home culture were collected. By identifying differences in their external physical appearance, origin, interests, likes and dislikes it was expected that tolerance towards diversity would be enhanced and sustained.

Setting our classroom rules
Since active citizenship often involves discussing controversial issues, the students were asked to agree on a set of rules which besides the typical issues concerning their behavior in class involved the following issues: The students should feel that they will be listened to, that their opinion is valued and that they will not be laughed at. They worked in groups of four, agreed on the rules, presented them to their peers and negotiated the final list of classroom rules. Then, individual students were asked to write them on a flipchart while all students were expected to sign them by way of a contract. The rules were then displayed permanently in the classroom.

Settlement on Planet "X"

The students were given the following information: *You are an adventurous person who has decided to settle on a recently discovered planet which will be inhabited by humans for the first time. Provide a list comprising human rights to be enforced there.*

In groups of four, they decided about naming their new homeland as well as developing a list comprising ten rights in total. Then, they presented their work to rest of the class to discuss and finalize the list of people's rights on Planet "X".

Finally, they considered whether these particular rights are respected on planet earth or not. Also, they thought about what would happen if some fundamental rights were excluded from their list.

Surveying human rights in your school

The students were given a survey reflecting statements included in The Universal Declaration of Human Rights (UDHR) articles, which were adapted to the learners' level of language competence aiming to record their school's human rights climate. The data was processed while descriptive statistics were used to make generalizations and discuss their findings. The survey statements including their percentages were thoroughly discussed in class as well as presented as a poster presentation. The follow up task was to play a board game to broaden the students' knowledge concerning the principles UDHR aims to promote.

Message in a box

Aiming to provide the students with the opportunity to establish a sense of themselves as human beings and assume some certain responsibility to humanity, they were provided with the following input. *Imagine that after having received signals from extraterrestrial beings, you are among those appointed to decide what kind of information about human beings should be sent back to them.* The class as a group provided their suggestions regarding the information to be included in a box, i.e. models of people, clothing, food, everyday habits, music, literature, celebrations, which were extensively negotiated and identified providing reasons.

Protecting children

The task involved a consideration of children's rights along with abuse and exploitation of these rights as suggested in the articles of the Convention on the Rights of the Child (CRC), which were exploited in class. Upon the completion of an extensive discussion in class as regards issues of why some children are more vulnerable compared to others and whose responsibility the protection of children is, a research task followed. It involved conducting research concerning child protection in their area with a focus on:

- The children's needs for protection in the community;
- The agents who are responsible for providing protection to children;
- The students' potential to contribute to this protection;
- The need to include children's rights in a human rights treaty.
- The findings of the research were presented and discussed in class.

Packing your bag… to flee the country

The task aimed to familiarize the students with the issue of the increasing amount of refugees in our society, who need to flee their homeland for many reasons. Among them, due to war, for fear of persecution due to having expressed a particular political opinion, or belonging to a certain race, religion, nationality, a specific social group. The students were provided with the following task: *You are in danger, and you decide you must flee. Pack your bag. Take with you only a limited number of items and only what you can squeeze into a single bag which you will carry yourself. You do not have much time, only five minutes, to*

decide which items to take with you while you are unlikely to return to your home country again.

After the students had prepared their list of personal belongings, they read it in class. The ones who did not make it to complete their list discussed the experience of having to make decisions under emotional pressure while being in a state of anxiety. Finally, a class discussion was initiated concerning the reasons for granting or denying asylum to refugees.

The case of refugees in Greece
The students were asked to describe the situation of refugees in Greece and write a report, including relevant figures and graphs and diagrams. The task set was: *Research the case of refugees in Greece these days in terms of:*
- *Demographic features, nationality, gender, age, among others;*
- *The areas in which the greatest concentration of refugees can be identified;*
- *The reasons for having to flee their home country;*
- *The agencies who are responsible for taking care of refugees.*

When is "old enough"?
Following the CRC, the children are given the right to freedom of thought, conscience, and religion, as their maturity grows. However, the point of time when a young person is regarded sufficiently mature to make decisions which are not aligned with the family or cultural background is highly debated. The students were presented with the following case, which was then followed by a class discussion:

> *Ahu and Anna met in primary school but came from different countries and had different social and economic status, so their families objected to them hanging out together. However, their friendship continued for six years until Ahu moved to another city. Both promised to keep in touch, but whenever Anna called, Ahu's parents cut off the call and refused to let Ahu speak to her. Ahu understands her parents' feelings but also thinks that she can be considered old enough at the age of twelve to choose her friends herself and be entitled to privacy in terms of communicating with them.*

The students were advised to consult relevant articles and discuss Ahu's rights according to the CRC, her parents' rights and finally, develop a strategy on how this conflict might be resolved.

Identifying "minority groups" within the community
Aiming to help the students develop a conception and definition of what a "minority group" actually presents, the students were asked to work in groups and indicate the minority groups in their area and present a list of them. They were also requested to identify what circumstances can create minority groups in a population (i.e. immigrants, migrant workers, refugees). Moreover, they were expected to express their opinion on whether such groups experience discrimination and if so in what ways. The students' work was then transformed into a poster presentation.

Multiculturalism and diversity in the society
Aiming to build on the link between cultural identity and diversity, the students were asked to work in groups of four, examine their local community, and indicate whether:
- There are any cultural minorities present;
- There is respect for minority cultures;

-    Participation in minority cultures is free and public rather than private;
-    There is respect for the minority cultures encouraged by the school.

When they had all the necessary information, a class discussion followed which concerned issues such as:

-    The importance of the right to cultural identity;
-    The importance to preserve, develop and appreciate different cultures;
-    The reasons why it is often the case that dominant cultures tend to be imposed on minority groups.

The follow up was to produce a written report on the issues investigated and discussed.

We are all alike
Aiming to promote creative expression, both spoken and written, the students were asked to bring an object, a family heirloom, which reflects the culture of their home country and describe it to the rest of the class. They were also expected to present how their family obtained the item, how significant it is to them and how they feel about it. After that, they were asked to write down the story of the particular family heirloom.

Game: Appreciating similarities and differences
Students do not always recognize the various ways in which they are alike. Therefore, it was tried to make them aware of this fact by introducing a game which involves naming a simple or more complex category (e.g. month of birth, pet kind, favorite sport, toy, hobby or game, school subject, spoken languages) and asked the students to form a group with others who shared that category with them. After that, the enhanced perception of the students' unrecognized similarities and differences was further sustained by holding a class discussion.

Gaining multicultural experiences through literature and dancing
Stories including fairy tales and fables from around the world take place in multicultural settings and provide insights into the world beyond the students' communities. The students were asked to suggest a popular tale reflecting their home culture which was read in class, was processed for both content and language to ensure comprehension and was followed by extension activities to account for its cultural dimension and promote multicultural competence.

As a follow up to this task, the students had to research and identify a different version of one of the fables or folk tales across different cultures, which they then compared and contrasted to indicate cultural elements and promote their critical thinking skills. This way dispelling of stereotypes and obtaining of factual information from an authentic source was achieved.

After the students had been presented with several stories, they were asked to chart the similarities and differences of the moral and the major character in these stories and in this way identify and confront racism, stereotypes, and diversity.

Furthermore, the students were introduced to folk music and dances of the six countries related to the students' origin to experience such cultures in a more active way. Parents were asked to volunteer to teach students these folk dances in the school premises during the regular hourly sessions.

Producing a multicultural cookbook
The students were asked to consult their parents concerning traditional food and taste and bring recipes representative of the food in their home culture, which would be used to

produce a cookbook. Every classroom session focused on the food culture of a particular country while all students working in groups of four were asked to write down the recipe in English making use of dictionaries available on the internet. Furthermore, the parents' active contribution was sought once again; they were requested to cook a considerable amount of the traditional food which was consumed in the classroom, and all students had the chance to taste it. After that, the students were asked to express themselves commenting on the food they tasted and compare and contrast with their cuisine. This way, by introducing an extensive exchange of views in class, the commonalities and differences between various cuisines regarding the ingredients used, the dominant flavors, and modes of cooking were identified.

3. Implementing the CLIL project

3.1 The procedure

3.1.1 Pre-stage

During the pre-stage every effort was made to adopt appropriate means so as to motivate the students, arouse their interest in the topics at issue and engage them in the learning process. Multi-media resources and visual materials were used while teaching techniques such as brainstorming along with mind mapping were introduced not only to activate the students' background knowledge as regards the topics of the modules but also in order to develop their cognitive skills.

It was during this stage that the students were prepared to cope with the demands of each one of the tasks presented to them within the modules but were also equipped with all skills considered essential to deal with organizing *the Active Citizenship Week* and producing the campaign projects. At this stage, it was also necessary to consider grouping issues as well as cooperation rules, which facilitated the students in working together and attain the most optimal outcomes for their team and class.

3.1.2 While stage

During the while-stage the students were given the opportunity to work in pairs and groups using authentic materials and exploring the concept of citizenship in depth since learning about their rights is integral to citizenship education. The materials used, aimed at helping the learners acquire the necessary vocabulary and linguistic structures so as to be able to express their ideas while the thematic units had a clear focus on developing their intercultural skills and competence in a systematic, natural way.

The students were engaged in a variety of inquiry-based activities which called for investigating, collaborating interacting and communicating with each other while trying to 'solve the problem'. They were encouraged to get involved in reflecting on culturally determined attitudes and values, analyzing the feelings of individuals confronting hardships and discrimination, developing empathy, comparing and/or contrasting different cultures to the majority culture, exploring and degrading cultural stereotypes, aiming to nurture the students' tolerance and respect for 'otherness'. Meanwhile, the teacher's role concerned issues of organization and management to facilitate the students' activity.

3.1.3 Post-stage

At this stage the students' outcome or end product, whether based on pair or group work, was presented to the rest of the class and was subjected to evaluation on the basis of clearly specified criteria. The students were invited to reflect on: a) their progress through self-assessment, and b) their willingness to adopt different perspectives to multicultural values and citizenship issues.

3.2 Estimating the effectiveness of the project

A summative and formative evaluation process was conducted to record the feasibility of the project by using the following instruments:

3.2.1 Teacher's Journal

Journal entries were kept by the researchers on completion of every teaching session. The structure of the journal was based largely on the "reflection questions to guide journal entries" provided by Richards and Lockhart (1994, p.16-17) and focused on issues related to the objectives of the session, the material used, the teaching aids, the ways of communication, the students' attitude at the beginning, in the middle and at the end of each activity, etc.

Through a qualitative analysis of the journal entries, it was revealed that employing multimodal materials, creating a multisensory environment and having the students participate in cooperative activities promoted extensive communication in the TL and mutual understanding. This, in turn, led not only to a more positive attitude towards EFL on the part of the students but also enhanced their multicultural understanding. Moreover, through their active participation in multicultural citizenship initiatives, students from different cultures learnt how to "live side by side" in harmony within the school context.

3.2.2 Follow-up structured interviews

Structured interviews were conducted with the students to collect information about their attitudes towards the implementation of the CLIL project as well as to evaluate the benefits of what they had learned through the module. The students were encouraged to reflect in order to answer the following questions:
- -What did you like most?
- -What were the main difficulties?
- -What could have taken place in a different way?
- -What did you learn better?

Through a qualitative analysis of the interview records, it was revealed that the students had thoroughly enjoyed learning by being involved in multicultural activities and were proud of their contribution to the CLIL project. They mostly liked having been involved in various creative and cooperative activities. They also showed a particular preference for doing artworks, designing posters, delivering power point presentations along with assuming roles.

Concerning the difficulties the students encountered during the CLIL project, it was revealed that they had faced particular problems with general and specific vocabulary items related to the themes of 'citizenship' and 'multiculturalism'. Although a significant number of them showed some preference for doing artworks and designing posters, a certain number of the

students regarded taking part in creating a video as a rather challenging activity. Regarding the benefits of the project as perceived by the students, the majority of them stated that they had had the opportunity to develop 'content knowledge' in an alternative way while learning about different cultures and becoming aware of human rights.

3.2.3 Active citizenship Week

During the first week of June 2014, the students took part in an 'Active Citizenship' week. They were actively engaged in a series of workshops and actions addressing issues of concern (Table 2). It was during this week when all students showed what they had learnt during the CLIL project in a setting which made them experience a sense of belonging to a group and offered them the opportunity to understand and experience their rights and responsibilities. Having been committed to working with peers, the students increased their awareness of cultural commonalities and differences, as well as acquired an appreciation of and respect for their own and other cultures. They also exhibited skills, knowledge and attitudes essential to achieve active multicultural citizenship. Moreover, they were given the chance to collaborate and empathize with schoolmates from different cultural and linguistic backgrounds and become familiar with other cultures and customs.

First day: Actions ⟩ A presentation of the students' classroom file. ⟩ Active participation in games: Appreciating similarities and difficulties.
Second day: Actions ⟩ A poster presentation introducing the new planet to be inhabited along with the list of human rights to be established there. ⟩ Students' debate: 'Our Culture-Your Culture', seeking to find some common ground.
Third day: Actions ⟩ A power point presentation for the record of human rights in the school context. ⟩ A power point presentation for the immigrant minority groups in the students' community as a stimulus for students' reflection and discussion.
Fourth day: Actions ⟩ Introducing a 'protect the children's rights' campaign using a video produced by the students. ⟩ A poster presentation: The case of refugees in Greece.
Fifth day: Actions ⟩ Roleplay: Students assume roles debating: When is 'old enough' to make their own decisions? ⟩ Reading story lines with a moral: respect for other cultures.
Sixth day: Actions ⟩ The day of meeting foreign cultures: 'Taste, Music, Dancing'. Parents are invited to participate actively in that multicultural festival, 'a multicultural day'; An event open to the public.

Table 2. An outline of the Active Citizenship Week

4. Concluding remarks

The CLIL project considered was designed with the purpose to promote multicultural understanding, intercultural competence and citizenship awareness within EFL teaching. The following learning outcomes were identified for the particular triple-focused educational framework which aimed at "combining foreign language learning, content subject and intercultural learning" (Sudhoff, 2010).

Outcomes related to *cognitive skills*, were attained through engaging the students in numerous inquiry-based activities requiring their active involvement in problem-solving and decision making. Thus, the project offered them the opportunity to combine academic or cognitive development (see Griva & Kasvikis, 2015). Outcomes related to *communication skills*, were attained through role plays, presentations, dramatizations and participation in debates, during which the students asked for clarifications, negotiated beliefs and stereotypes and expressed their views on diversity in EFL. The project also created a naturalistic learning setting and a clear purpose for using the TL (Naves, 2009; Anagnostou, Griva & Kasvikis, 2016).

Outcomes regarding c*ultural sensitivity and citizenship awareness*, were attained through engaging the students in content-based activities that enhance understanding of issues related to multicultural citizenship and diversity. The project had an impact on introducing different cultures, raising awareness of various cultural values and fostering intercultural competence. Concluding, the CLIL implementation at issue can be regarded as advantageous for the learners since it succeeded in transforming the language classroom into a "culturally sensitive place to learn" (Porto, 2010, p. 47) dismissing racial conflict, establishing acceptance towards diversity and dispelling stereotypes.

References

Agolli, R. (2013). 'A penetrating Content and Language Integrated Learning (CLIL) *praxis* in Italian mainstream education: Stemming novelties and visions'. *Research Papers in Language Teaching and Learning,* 4/1: 138-157.

Anagnostou, V., Griva, E. & Kasvikis, K. (2016) 'From Michelangelo to Picasso: implementing the CLIL approach in a foreign language project'. In A. Murphy (Ed.), *New developments in foreign language learning*, 150-168. N.Y: Nova Science Press.

Barker, Ch. (2003). *Cultural Studies: Theory and Practice.* London: SAGE Publications.

Byram, M. (2008). *From Foreign Language Education to Education for Intercultural Citizenship.Essays and Reflections*. Clevedon: Multilingual Matters.

Byram, M. & Zarate, G. (1994). *Definitions, Objectives and Assessment of Sociocultural Competence.* Strasbourg: Council of Europe.

Coyle, D. (2005). *Developing CLIL: Towards a Theory of Practice*, APAC Monograph 6, Barcelona: APAC.

Coyle, D. (2007). 'The CLIL quality challenge'. In D. Marsh & D. Wolff (Eds), *Diverse Contexts – Converging Goals: CLIL in Europe*. Frankfurt: Peter Lang, 47–58.

Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms.* Amsterdam: John Benjamins.

Dalton-Puffer, C. (2011). 'Content and language integrated learning: From practice to principle?' *Annual Review of Applied Linguistics, 31*/1: 182-204.

Dalton, Puffer, C. & Smit, U. (2007). *Critical Perspectives in CLIL Classroom Discourse.* Frankfurt: Peter Lang.

Drew, I. (2013). 'Using Content and Language Integrated Learning (CLIL) in the 9th grade'. In I. Pareliussen, B.B. Moen, A. Reinertsen, & T. Solhaug, (Eds.), *Teaching about the Second World War from a global to local perspective in English lessons.* FoU i Praksis 2012 conference proceedings, Akademika Forlag Trondheim, 69-77.

European Commission (2012). *Key competences for lifelong learning.* http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm.

European Commission (2014). *Improving the effectiveness of language learning: CLIL and computer assisted language learning*. London: ICF GHK.

Griva, E. & Kasvikis, K. (2015). 'CLIL in Primary Education: Possibilities and challenges for developing L2/FL skills, history understanding and cultural awareness'. In N. Bakić-Mirić & D. Erkinovich Gaipov (Eds.), *Current trends and issues in education: an international dialogue*. Cambridge Scholars Publishing, 125-140.

Griva, E. Chostelidou, D. & Semoglou, K. (2015). '"Our Neighbouring Countries": Raising Multicultural Awareness through a CLIL Project for Young Learners'. In A. Akbarov (Ed.), *The practice of foreign language teaching: theories and applications*, Cambridge Scholars Publishing, 174-184.

Ho, Si T. K. (2010). 'Addressing Culture in EFL Classrooms: The Challenge of Shifting from a Traditional to an Intercultural Stance'. *Electronic Journal of Foreign Language Teaching,* 6/1: 63-76.

Jäppinen**,** A. K. **(**2006). 'CLIL and future learning'. In S. Bjorklurd, K. Mard-Miettinen, M. Bergstrom & M. Sodergard (Eds.), *Exploring dual-focussededucation. Integrating language and content for individual and societal needs.* http://www.uwasa.fi/materiaali/pdf/isbn_952-476-149-1.

Kramsch, C. (1993). *Context and Culture in Language Teaching.* Oxford: Oxford University Press.

Meyer, O. (2010). 'Towards quality-CLIL: successful planning and teaching strategies'. *Puls*, 33: 11-29.

Navés, T. (2009). 'Effective content and language integrated learning (CLIL) programmes'. In Y. Ruiz de Zarobe & R. M. Jiménez Catalán (Eds.), *Content and language integrated learning. Evidence from research in Europe*. Bristol: Multilingual Matters, 22-40.

Papadopoulos, I. & Griva, E. (2014). 'Learning in the traces of Greek Culture: a CLIL project for raising cultural awareness and developing L2 skills'. *International Journal of Learning, Teaching and Educational Research,* 8: 76-92.

Pavesi, M., Bertochi, D., Hofmannová, M., & Kazianka, M. (Eds.). (2001). *Teaching Through a Foreign Language. A guide for teachers and schools to using Foreign Language in Content Teaching*. Milano, Milan: TIE CLIL.

Porto, M. (2010): 'Culturally Responsive L2 Education: An Awareness-raising Proposal'. *ELT Journal,* 64/1: 45-53.

Richards, J. C., & Lockhart, C. (1994). *Reflective teaching in second language classrooms.* Cambridge: Cambridge University Press.

Ruiz-Cecilia, R. & Guijarro-Ojeda, J.R. (2005). 'What Can Multicultural Literature Do for the EFL classroom'. In M. Singhal & J. Liontas (Eds). Proceedings of the Third International Online Conference on Second and Foreign Language Teaching and Research, *The Reading Matrix*, 69-76.

Ruiz de Zarobe, Y. (2010). 'Written production and CLIL: An empiricial study'. In Ch. Dalton Puffer, T. Nikula & U. Smit (Eds.), *Language use and language learning in CLIL classrooms*. Amsterdam: John Benjamins B.V.

Spratt, M. (2012). 'Comparing CLIL and ELT'. In R. Popović & V. Savićeds (Eds), *Content and Language Integrated Learning (CLIL) in Teaching English to Young Learners. Ebook-*Conference Proceedings, 9-20.

Sudhoff, J. (2010). 'CLIL and intercultural communicative competence: Foundations and approaches towards a fusion'. *International CLIL Research Journal*, 1/3: 30-37.

Wolff, D. (2007). 'CLIL: Bridging the gap between school and working life'. In D. Marsh & D. Wolff (Eds.), *Diverse Contexts – Converging Goals: CLIL in Europe*. Frankfurt: Peter Lang, 15–25.

Dr Eleni Griva (egriva@uowm.gr & egriva.efl@gmail.com) is an Associate Professor of Applied Linguistics at the Department of Primary Education, University of Western Macedonia – Greece. She is also the coordinator of the module "Testing and Assessment in Language Learning" in the School of Humanities of the HOU. Her research interests include: L2/FL learning and teaching, language learning strategies, bilingualism/multilingualism, Methods and Materials in Bilingual/SL Education, Teaching Greek a L2/Fl, Assessment in language learning.

Dr Dora Chostelidou (chostelidou@yahoo.com & dchoste@enl.auth.gr) is an Adjunct Teaching Fellow at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. She holds a Ph.D. in teaching English for Specific Purposes from the Aristotle University of Thessaloniki, Greece and a M.A. degree in TEFL. Her research interests include teaching EFL/ESL, language learning strategies, needs-based course design, English for Specific/Academic Purposes, testing and evaluation, pluri/multilingualism, and CLIL.

The Case for Geography through CLIL:
Exploring the Linguistic and Intercultural Potential in Thrace

Η περίπτωση της μεθόδου CLIL: εξερευνώντας την γλωσσική
και διαπολιτισμική δυναμική στην Θράκη

Nelly ZAFEIRIADES and Georgia KOSMA

This article focuses on the CLIL approach as it was integrated into the teaching curriculum for a complete school year (2014-2015) and implemented with 6th year students at the 1rst Experimental Primary School of Alexandroupolis, Thrace. Driven from the theoretical principles underpinning CLIL, the article argues for Geography as the most appropriate subject area justified by the students' linguistic profile and the sociocultural context in Thrace. The specific pedagogic experience views CLIL as a highly dynamic alternative to current mainstream teaching practices and a challenging approach, mutually beneficial for both content and language learning as well as for students' and teachers' linguistic and intercultural competence enhancement. The CLIL experiences in the particular educational context offer useful pedagogic insight with regard to a) learners' active and meaningful classroom engagement, b) enhancing learners' cognitive and metacognitive skills according to Bloom's revised taxonomy, c) developing a sense of community belonging into the classroom culture, d) constructing cultural and intercultural awareness in a noncompetitive learning environment, e) fostering learner empowerment. On the microstrategy level, the article focuses on a lesson plan detailed analysis, thus justifying its main argument that CLIL has a role to play in shaping future flexible, enriching and empowering multifaceted language learning and content learning experiences alike into current multilingual/multicultural contexts.

೮೮

Το παρόν άρθρο εστιάζει στην προσέγγιση CLIL, όπως αυτή ενσωματώθηκε στο πρόγραμμα διδασκαλίας και εφαρμόστηκε σε μαθητές της ΣΤ τάξης στο 1ο Πειραματικό Δημοτικό Σχολείο Αλεξανδρούπολης στην Θράκη το σχολικό έτος 2014-2015. Βασισμένο στις θεωρητικές αρχές, οι οποίες διέπουν τη μέθοδο CLIL, το άρθρο υποστηρίζει ότι το μάθημα της Γεωγραφίας αποτελεί την πλέον κατάλληλη θεματική, καθώς αυτό εξηγείται από το γλωσσικό προφίλ των μαθητών και το κοινωνικοπολιτισμικό πλαίσιο της Θράκης. Η συγκεκριμένη παιδαγωγική εμπειρία θεωρεί τη μέθοδο CLIL ως μια ιδιαίτερα δυναμική εναλλακτική απέναντι στις επικρατούσες διδακτικές πρακτικές και ως μια προκλητική

προσέγγιση, αποτελεσματική τόσο στο περιεχόμενο του γνωστικού αντικειμένου και την εκμάθηση γλώσσας όσο και στην γλωσσική και διαπολιτισμική ενίσχυση μαθητών και εκπαιδευτικών. Επίσης προσφέρει χρήσιμα παιδαγωγικά δεδομένα σε σχέση με: α) την ενεργή και ουσιαστική συμμετοχή των μαθητών, β) την προώθηση της ενίσχυσης των γνωστικών και μεταγνωστικών δεξιοτήτων τους σύμφωνα με την αναθεωρημένη ταξινομία του Bloom, γ) την ανάπτυξη της αίσθησης της κοινότητας στην κουλτούρα τάξης, δ) την οικοδόμηση της πολιτισμικής και διαπολιτισμικής συνείδησης σε ένα μη ανταγωνιστικό μαθησιακό περιβάλλον.

Key words: Geography, language learning, cognitive/metacognitive skills, learner empowerment, community belonging, cultural/intercultural awareness.

1. Introduction

1.1. Culture in Language Teaching and the CLIL potential

While there has been a renewed interest in the ELT practice for the potential of CLIL to foster students' cultural and intercultural awareness (Dalton-Puffer, 2011; Mehisto, Marsh & Frigols, 2008; Perez´ Vidal, 2009; Sudhoff, 2010), it would be useful to think about what 'culture' is and how it is associated with language. Attempting a definition of *culture* is rather a multifaceted issue. Bayurt (2010) highlights the significance of the dynamic nature of culture and how difficult it is to give a simple definition of it. Kramsch (1998) seeks to expand the associations of culture with language and its verbal and non-verbal aspects; language embodies and symbolizes cultural reality. Speakers identify themselves and others through their use of language, their language represents a symbol of their *social identity.* Kramsch also (1998) deals with the difficult issue of *representation* and *representativity* when talking about another culture. Who is entitled to speak for whom, to represent whom through spoken and written language? Who has the authority to select what is representative of a given culture? According to what and whose criteria can a cultural feature be called representative of that culture? (Kramsch, 1998, p.9).

In the ELT context we find Adaskou, Britten and Fahsi's (1990) characterization of *culture* more applicable to our study. Adaskou, Britten and Fahsi (1990) define *culture* as a multidimensional concept. According to their definition, the four senses of *culture* can be listed as: (i) the aesthetic sense (media, cinema, music and literature); (ii) the sociological sense (family, education, work and leisure, traditions); (iii) the semantic sense (conceptions and thought processes); (iv)the pragmatic (or sociolinguistic) sense ("appropriacy" in language use). Henceforth, when we refer to *culture* we will be referring to four senses of "culture" as defined by Adaskou, Britten and Fahsi (1990).

Despite the different definitions of culture the connection of language and culture is undeniable, thus language teaching cannot be separated from culture teaching. Byram (1989) and Kramsch (1991) contributing to this revisitation and understanding of the place of culture in foreign language teaching, observe that it cannot take place without teaching the culture of its speakers since language refers to their knowledge and perceptions of the world, the concepts of culture, and cultural learning. Therefore learning a foreign language involves acquiring the cultural frames of reference of the target language culture (Alptekin,

2002, p.58). Kramsh (1991, p.8) also highlights a third essential layer of culture that of 'imagination'. Members of a culture belong to *'imagined communities'*: language is intimately linked not only to the culture that is and the culture that was, but also to the culture of the imagination that governs people's decisions and actions.

However, the English language is not tied to a particular culture. The multinational nature of the English speaking community as well as the increasing use of English by nonnative speakers has turned it into an international language, the current *lingua franca*, *or world English,* which to quote Modiano (2001, p. 342) "is public property" and "is used by anyone to express any cultural heritage and any value system" (Smith, 1987, p.3). *World English* is used by people coming from different cultural backgrounds and it cannot be taught as related only to one native English-speaking culture (Yoshida, 1995, p. 98). This 'cultural turn' in the human and social sciences in the 1980s, brought about the issue of cultural awareness as an aftermath of the development of post-modern society. Globalization also with international cultural changes and exchanges gave birth to a new interest in cultural differences and the relationship with 'the other'. New concepts and issues such as *reflexivity* (Byram 2000, 2005) allege that insight into the individual's cultural understanding of self and one's own identity is significant to gain insight into the practices of other cultures. Also, discussions on *cultural awareness* highlighted the 'translocation' from ethnocentrism to a more relativistic model in which the individual transcends the barrier of the 'self' towards the realization that the world can be seen from many different perspectives (Byram, 1989).

The above revisitations and understandings of culture had implications in language teaching. As Adaskou et al (1990, p. 5) support "almost everything in a language course is capable of carrying a cultural load of some sort". However, until very recently in the foreign language classroom, culture has been provided in the form of supplementary materials, as the transmission of information about the people of the target language/country (Kramsch, 1993, p. 204) or as a fifth skill supplementing the four language skills (Savignon, 1995, p. 141). This is mainly due to the fact that culture was seen as information carried by the language and not as a feature of language itself (Kramsch, 1993 in Bintaka, 2003). Thus, it became important the intercultural component to be introduced in national curricula. The Council of Europe's *Common European Framework of Reference* (CEFR) highlights the significance of an intercultural approach in language education in order to raise awareness of cultural diversity and promote respect for otherness. The potential for intercultural learning is clearly described:

> The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. […] The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality. The linguistic and cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. Council of Europe, 2001, p. 43).

The process of becoming *plurilingual* and developing *interculturality* as well as the notion of merging the "linguistic and cultural competences in respect of each language" shows parallels to Kramsch' concept of *thirdness* in foreign language education (Kramsch, 1993). Her metaphor of *third space* explores the potential for foreign language learners to construct an enriched cultural identity – one which is enhanced by the integration and fusion of the various cultural influences present and presented within the learning process. Subscribing to the premise that English is the main linguistic vehicle for international, and

therefore intercultural communication, the teaching of English as a foreign language should develop goal and practices so that not only "members of one culture find ways of interacting effectively with minimal misunderstanding in another culture" (Brislin & Pedersen 1976, p.1 in Bintaka, 2003) but also construct enriched cultural identities. In the light of the above considerations the implementation of CLIL approaches into the language classroom appears to be a promising educational potential particularly multilingual/multicultural contexts (Wildhage/Otten, 2003; Breidbach, 2007 in Sudhoff, 2010).

The intercultural potential of CLIL can also be seen in connection with its engagement with subject areas and topics that contribute to the formation of the cultural identity. History, Geography, literature, art, evolution theories, studying the World Wars, learning about judicial or political systems can be seen as examples of school mediated additions to the process of constructing cultural identity. Undeniably, all school subjects could serve as building blocks in the learners' process of growing into a culture, i.e. enculturation process. However, in CLIL classes, the intercultural dimension of teaching is added and plays a central role.

1.2 Schools in Thrace: the linguistic and cultural context

The student population in Thrace varies from monolingual to bilingual and multilingual ones. In schools coexist monolingual students whose L1 (first language) is Greek, bilingual students of Greek and some other language(s) mainly Russian and Albanian and bilingual students of languages other than Greek coming from the Muslim community of Thrace whose L1 is Turkish or Pomakish. Students in the multilingual/ multicultural Thrace are of various religions, the majority of them Orthodox Christians, Muslims, Armenians and a few Jews. The culturally dominant community is the Greek Christian Orthodox whose values influence all the others communities living in the area. According to the goals and specific aims of the Revised 2001 Curriculum for EFL teaching English language state school teachers of primary and secondary schools in Thrace need to:

   i.   Include a cultural element in their lessons and integrate culture instruction in their teaching;

  ii.   Demonstrate the international features of English primarily and secondarily the cultural elements of English speaking countries;

iii.   Prepare their students to communicate with people from different cultural backgrounds, in other words help them develop intercultural communication skills;

iv.   Make their students aware of their own culture and of the other cultures that coexist in the area of Thrace.

It becomes clear that the linguistic and cultural diversity in schools of Thrace claims more than anywhere else in Greece the development of a language pedagogy that embraces cultural and intercultural awareness and the implementation of teaching approaches and practices that focus on students' cultural consciousness and foster intercultural communication. CLIL approaches can serve and fulfill the above aims and one of them is described as it was experienced at a state primary school in the area.

2 CLIL implementation in Thrace

2.1 'Life in deserts'

The following lesson plan approaches CLIL as a teaching practice that was integrated into the Geography teaching curriculum for one teaching hour per week for a complete school year (2014-2015) and implemented with 6th year students at the 1rst Experimental Primary School of Alexandroupolis, Thrace. Its philosophy lies on following two benchmarks:

(A) The core integrated components of CLIL (or CLIL pillars, also called the '4Cs' CLIL Framework): *Content, Communication, Cognition, Culture* (Citizenship or Community). The 4Cs framework for CLIL starts with content(such as subject matter, themes, cross-curricular approaches) and focuses on the interrelationship between content (subject matter), communication (language), cognition (thinking) and culture (awareness of self and 'otherness') to build on the synergies of integrating learning (content and cognition) and language learning (communication and cultures). It unites learning theories, language learning theories and intercultural understanding.

The 4Cs Framework holds that it is through progression in knowledge, skills and understanding of the subject matter, engagement in associated cognitive processing, interaction in a communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and 'otherness', that effective CLIL takes place whatever the model. From this perspective, CLIL involves learning to use language appropriately whilst using language to learn effectively (Coyle, 2008).

In the present lesson plan *content* concerned the geography topic, *communication* was about the geography language, which learners would communicate during the lesson, *cognition* referred to the thinking skills, which would be demanded of learners and *culture* concerned the cultural focus in the lesson; for instance whether students were encouraged to share descriptions of the physical and human features of their home environments and helped to understand the reasons for any differences (University of Cambridge, 2014).

(B) Bloom's Revised Taxonomy of higher and lower order thinking skills (Figure 1). Today there is international recognition that "education is more than just learning knowledge and thinking, it also involves learners' feelings, beliefs and the cultural environment of the classroom. Nevertheless, the importance of teaching thinking is an important element in modern education" (Brewster, 2009, p. 2).

The above chart concerns taxonomies of the cognitive domain and goes from simple (bottom of the pyramid) to more complex and challenging (top of the pyramid) types of thinking. The development of LOTS (Lower Thinking Skills) is encouraged by asking learners *what, when, where* and *which* questions. The development of HOTS (Higher Thinking Skills) is encouraged by asking learners *why* and *how questions*. The Taxonomy intersects and acts upon different types and levels of knowledge — factual, conceptual, procedural and metacognitive. This melding enables teachers to see how they teach at both *knowledge* and *cognitive* process levels. Using the Taxonomy Table to classify objectives, activities, and assessments provides a clear, concise, visual representation of a particular course or unit. It can be used to examine relative emphasis, curriculum alignment, and missed educational opportunities. Based on this examination, teachers can decide

where and how to improve the planning of curriculum and the delivery of instruction (Anderson & Krathwohl, 2001). The classification of levels of mental behaviour is important in learning for it enables teachers measure students' ability.
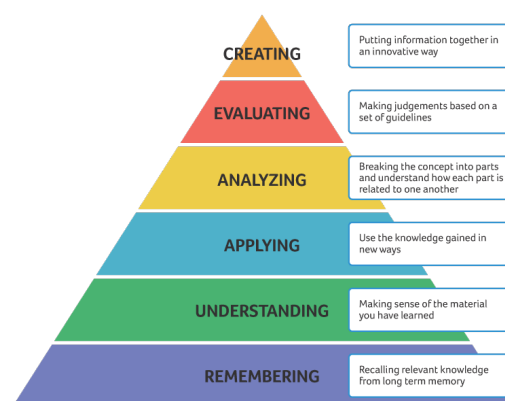
Figure 1: Bloom's Revised Taxonomy

The specific lesson plan had a total duration of two teaching hours. The target group, which consisted of twenty two students (six boys and sixteen girls), was a typical example of a mixed ability group as it comprised of students with different linguistic profile, what Ellis (2003) calls *learning style; t*he more or less consistent way in which a person perceives, conceptualizes, organizes and recalls information, and sociocultural background and four students with diverse language background belonging to the Muslim minority (two boys and two girls). Thus, for some students Greek was the second language to be taught and English was the third one.

The stages of lesson planning that the class teacher went through can be summarized in the following five:

- Identify learning objectives;
- Identify challenges;
- Break down challenges;
- Use a memorable context;
- Provide language support.

The teacher's basic concern was not making any unrealistic assumptions about students' overall ability so that learners would be encouraged to participate in classroom interaction. Thus, for instance longer *wait time* (time teachers wait between asking questions and learners answering them), compared to an EFL (English as a foreign language) lesson, was needed, so that learners could process new subject concepts in the foreign language. Moreover, the teacher was both flexible and tolerant enough considering the use of code switching from L2 (second language) to L1 (first language), while explaining and repeating in order to check understanding. The tasks' type and design was underpinned by Richards and Rodgers (2001) following assumption: Activities that involve real communication are essential for language learning. Activities in which language is used for carrying out meaningful tasks promote learning. Language that is meaningful to the learner supports the learning process. Tasks involved learners in producing key subject-specific vocabulary and

structures in meaningful pair or group work activities. The lesson plan form used was the British Council Teaching English CLIL Essentials template (2010).

2.2 Outcomes

Content: Learners can describe the earth relief, fauna and flora of deserts.

Language: Learners can use the present simple tense to talk about deserts and the daily activities of desert tribes.

Learning skills: Learners can work in groups / pairs cooperatively.

Timetable fit: Learners are working on a unit entitled: 'The Earth as the living space of man.' The chapters of the unit concern the distribution of people on earth, languages and religions, life in deserts, the polar zone, rainforests, and temperate regions.

Assumptions: Students are late beginners-pre intermediate English learners. They have already acquired some of the key vocabulary to discuss deserts but their speaking is weak and therefore needs work. Present Simple tense will not be new to them.

Anticipated problems and solutions: Learners may be slow to start the brainstorm as they may have difficulty in expressing their knowledge in a second or third language. Therefore the teacher should expect learners to use some L1 and the translate. Learners may be unsure of some key vocabulary in the video; therefore a matching definition and word task will be done prior to video watching.

Materials: computer, projector, board, worksheet, A4 paper.

2.3 Procedure

1st teaching hour (40 minutes)

Warmer: Activate prior knowledge: Teacher gives learners A4 paper. Learners write down all they know about deserts (names, fauna, flora, tribes) and report back to whole class after 2 minutes. Interaction: group work.

Outcomes: To explain aims of the lesson. Teacher shows three aims on the board and discusses them with the class (3 minutes). Interaction: whole class (Teacher-Students, TSS).

Vocabulary input: To check understanding of key vocabulary. To prepare for watching a video about the Sahara desert on https://www.youtube.com/ watch?v=mLR0-K2Wpb0. Teacher gives each learner a card with either a word or a definition on it (Table 1, Word bank). Learners must find their partner who can match their word and definition. Learners dictate their words and definitions to the class (5 minutes). Everyone writes the vocabulary down. Interaction: Student-Student (SS).

Content input: To understand the geomorphologic elements and living conditions on the Sahara desert. After watching the video learners take down notes individually. Then they check their answers in pairs and then with a group answer key. Then learners watch the

video again to check answers (10 minutes). Interaction: individual work, pair work, group work.

precipitation	Rainfall
date palm	χουρμαδιά
corrosion	erosion (διάβρωση)
sand dunes	hills of sand
oasis	όαση
Bedouin	Βεδουίνος
breeder	someone who breeds (keeps in order to reproduce) animals (κτηνοτρόφος)
Nomad	a community of people who live in different locations, moving from one place to another (Νομάς)
	καραβάνι
Caravan	

Table 1: Word bank

Language input: To practise present simple tense. Learners watch the video about the Gobi Desert on https://www.youtube.com/watch?v=MFa-4Ni_62k. Learners are asked to either draw a T chart or discuss the differences between hot and cold deserts in relation to the tribes' daily activities (10 minutes). Interaction: group work.

Production of language and content: Learners form groups/pairs. They choose a desert and either prepare a Venn diagram about the Sahara and Gobi deserts or talk about / draw pictures of fauna and flora, oasis, tribes (10 minutes).

2nd teaching hour (40 minutes)

Warmer: Learners fill in the names of deserts in a worksheet (Figure 2). Interaction: group work. (5 minutes).
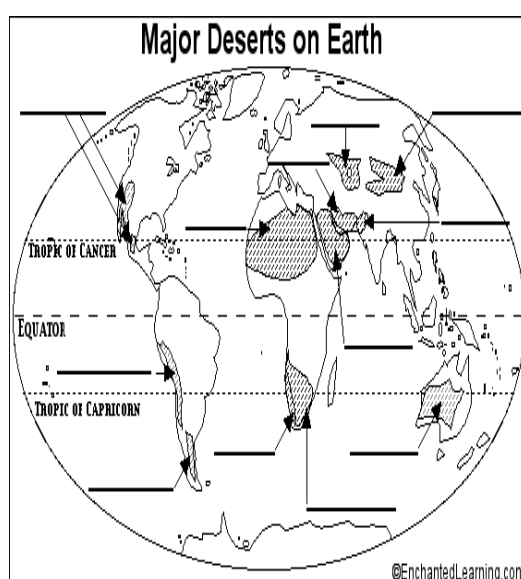
Figure 2: Worksheet

Content input: Learners watch the video about the Bedouin lifestyle on https://www.youtube.com/watch?v=4Q3uhqv8epM. Next, students are asked to comment on the desert tribe and their daily activities (5 minutes). Interaction: whole class (TSS). Finally, students discuss on a consolidation mind map (Figure 3) to reactivate awareness (5 minutes). Interaction: whole class (TSS).
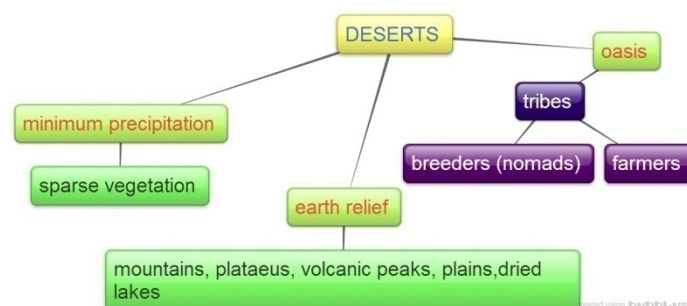
Figure 3: Mind map

In this lesson, the teacher focuses entirely on the production of content and language stage. Setting as a personal aim to minimize Teacher Talking Time (TTT) and maximize Student Talking Time (STT), engaging students both actively and meaningfully in the learning process, the teacher organizes learners in mixed ability groups and offers them a variety of activities (Figure 4) according to Bloom's Revised Taxonomy. All groups present their work to the class plenary (25 minutes).
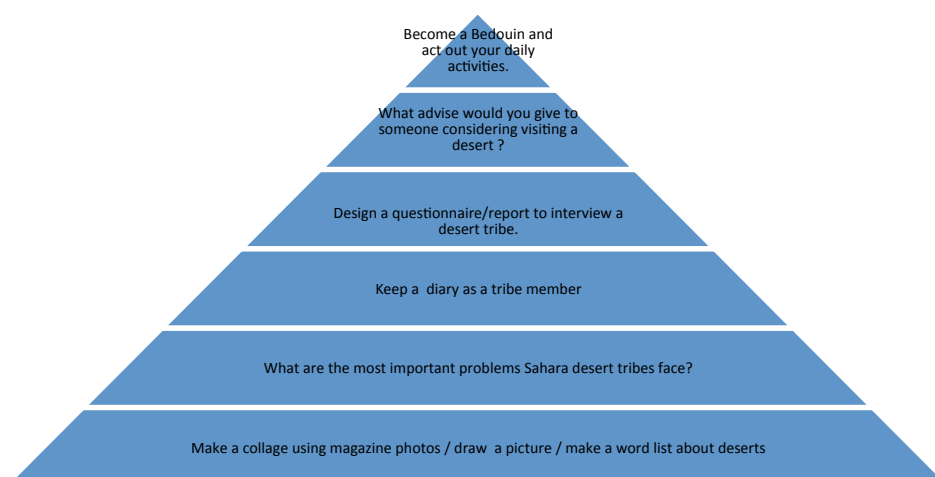
Figure 4: Activities based on Bloom's Revised Taxonomy

3. Concluding remarks

The outcomes of the CLIL approach implementation in the particular school context can be summarized in the following:

- Learners' motivation was increased, as language was seen in real life situations, which concerned language acquisition rather than enforced learning.

- Learners with different learning styles (visual, auditory, kinesthetic, tactile), according to the four modalities of learning by Bandler and Grinder (1979), were actively engaged in the learning process developing balance between self reliance and cooperation.
- Learners' cognitive skills (mental abilities and processes related to knowledge, attention, memory and working memory, judgment, evaluation, reasoning, problem solving, production of language) and metacognitive skills *(*thinking about thinking, or knowing about knowing), knowledge about when and how to use particular strategies for learning or for problem solving), according to Bloom's revised taxonomy, were enhanced.
- Learners constructed cultural and intercultural awareness in a non-competitive learning environment by means of a comparative exploration of the regional, national and global environment.
- Learners developed a sense of community belonging into the classroom culture.

In a nutshell, there is no doubt that learning a language and learning through language and culture are concurrent processes. However, implementing CLIL approaches into the EFL classroom requires rethinking of the traditional concepts and issues bound up with the language classroom and the language teacher. CLIL implementation can develop students' linguistic skills and social skills, enrich their capital of knowledge, enhance their thinking skills and also contribute positively towards making the classroom a place of cultural understanding, acceptance and multicultural celebration. In a culturally conscious CLIL classroom teachers are required to act not only as reflective practitioners but also as transformative intellectuals that create environments where students develop holistically in an international global society through understanding and communicating with the 'other'. In the current postmodern multilingual and multicultural societies where cultural understanding and intercultural communication through English as *a lingua franca*, CLIL as an educational approach and teaching practice has definitely a multifaceted role to play.

References

Anderson, L. W. & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York: Longman.

Bandler, R. & Grinder, J. (1979). *Frogs into Princes: Neuro-linguistic Programming.* Moab, Utah: Real People Press.

Bintaka, E. **(**2003**). '**Intercultural communication training for English Language State School Teachers in Greece**'.** Unpublished Master Dissertation, H.O.U**.**

Brewster, J. (2009). *Thinking skills for CLIL*. Retrieved from: http://www.onestopenglish.com/thinking-skills-for-clil/501197.article accessed on January 5, 2016.

British Council Teaching English Teacher Training Site, at http://courses.britishcouncil.org/teachertraining/mod/page/view.php?id=954, accessed on January 10, 2016.

Council of Europe (2001)*. Modern Languages: Learning, Teaching, Assessment. A Common European Framework of Reference.* Cambridge: Cambridge University Press.

Coyle, D. (1999). 'Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts'. In J. Masih (Ed.), *Learning through a Foreign Language*. London: CILT.

Coyle, D. (2008). 'CLIL – a pedagogical approach'. In N. Van Deusen-Scholl, & N. Hornberger (Eds), *Encyclopedia of Language and Education, 2nd edition*. Springer, 97-111.

Dalton-Puffer, C. (2011). 'Content-and-Language Integrated Learning: From Practice to Principles'? *Annual Review of Applied Linguistics*, 31: 182–204.

Damen, L. (1987). *Culture learning: The fifth dimension in the language classroom*. Reading: Addison Wesley Publishing Company.

Devrim, D. Y., & Bayyurt, Y. (2010). 'Students' understandings and preferences of the role and place of "culture" in English Language Teaching: A Focus in an EFL context'. *TESOL Journal*, *2*/1: 4-23.

Ellis, R. (2003). *Task-based Language Learning and Teaching.* Oxford: Oxford University Press.

Kramsch, C. (1998). *Language and culture.* Oxford University Press.

Kumaravadivelu, B. (2002). *Beyond methods: Macrostrategies for language teaching*. Yale University Press.

Mehisto, P., Marsh, D. & Frigols, M. J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan pbl.

Richards, J.C. & Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Sudhoff, J. (2010) CLIL and Intercultural Communicative Competence: Foundations and Approaches towards a Fusion *International CLIL Research Journal,* 1/3: 30-37.

University of Cambridge Cambridge English Teaching Geography through English Site, at http://www.unifg.it/sites/default/files/allegatiparagrafo/21-01-2014/teaching_geography_through_clil.pdf, accessed 20 December2015.

Wittgenstein, L. (2003). *Tractatus logigo-philosophicus. Logisch-philosophische Abhandlung.* Frankfurt: Suhrkamp.

Georgia Kosma (georgiakosma71@gmail.com) (MA Tesol, Edinburgh University, PhD candidate in Theatre Pedagogy, Democritus University of Thrace) is a state school ELT teacher. She is an evaluator of the Institution of Excellence and a teaching material evaluator of the Educational Policy Institute of Greece. She has been given the good teaching practice award by the University of Athens EYL (English for Young Learners) program.

Nelly Zafeiriades **(**www.zafeiriades.weebly.com) (MA Applied Linguistics and ELT, University of East Anglia, MA in Literature and Culture of the Black Sea Countries, Democritus University of Thrace, PhD candidate in Intercultural Education, Democritus University of Thrace) is a state school ELT Advisor at the prefecture of Eastern Macedonia and Thrace.

"Let me introduce you to Crete": A CLIL Project in the English as a Foreign Language Classroom

«Ας γνωρίσουμε την Κρήτη»: Ένα πρόγραμμα με τη μέθοδο CLIL στην Αγγλική ως ξένη γλώσσα

Eleni KOROSIDOU and Angeliki DELIGIANNI

This paper presents the design and the implementation results of a CLILproject in the context of Greek primary education. CLIL approach has been practiced across Europe for the last two decades, with proven positive effects on the language skills of foreign language learners (Korosidou & Griva, 2013; Lasagabaster, 2008). The present project was piloted in a 6th grade classroom of 18 students in Rethymno, Crete. The topic of the project was "Let me introduce you to Crete". The present project was introduced to serve the aim of developing students' EFL (English as a Foreign Language) receptive and productive skills (reading, listening, speaking, writing) through a project focusing on Cretan history and culture. The thematic areas consisting the core of the project were the following: 1) Geographical features of the Cretan districts, 2) History and culture in Crete, 3) Traditional Cretan products and diet, 4) Cretan music and dance tradition and 5) Tourism in Crete. Language learning was integrated with the specific subject matters of Geography, History and culture and Art. For the evaluation of the project, the following basic tools were used: a) journals kept by the teacher and b) interviews with the students. The findings of project evaluation indicated students' improvement regarding both their receptive and productive skills in the target language, and the development of children's cultural awareness and their sensitivity and respect towards local history.

 C3

Η παρούσα εργασία παρουσιάζει το σχεδιασμό και τα αποτελέσματα μιας πιλοτικής εφαρμογής ενός διαθεματικού project με θέμα «Επιτρέψετε μου να σας ξεναγήσω στην Κρήτη» με τη μέθοδο Ολοκληρωμένης Εκμάθησης Περιεχομένου και Γλώσσας (CLIL) στην τάξη εκμάθησης της Αγγλικής ως ξένης γλώσσας. Στη συγκεκριμένη διδακτική πρόταση 18 μαθητές της Στ' τάξης Δημοτικού Σχολείου του Ρεθύμνου συμμετείχαν σε ποικίλες δραστηριότητες μέσα σε ένα πολυτροπικό και πολυαισθητηριακό περιβάλλον μάθησης, με τη χρήση οπτικών κειμένων, ποστερ, βίντεο και ψηφιακών χαρτών. Ο στόχος της παρέμβασης ήταν διττός: α) να ενισχυθούν οι παραγωγικές δεξιότητες των μαθητών στη Γ2 μέσα από ένα project που εστιάζει στην Κρητική ιστορία, καθώς και β) να αποτιμηθεί η

επίδραση της παρέμβασης αναφορικά με τις επιδόσεις των μαθητών στη Γ2. Τα αποτελέσματα της παρέμβασης κατέδειξαν ότι η επίδραση του project ήταν ιδιαίτερα θετική, με σημαντικές βελτιώσεις στις παραγωγικές δεξιότητες των μαθητών στη γλώσσα στόχο. Παράλληλα, παρατηρήθηκε ότι βελτιώθηκαν σημαντικά οι γνώσεις των παιδιών σε ζητήματα τοπικής ιστορίας και πολιτισμού.

Keywords: CLIL approach, foreign language learning, young learners, cross curricular project.

1. Introduction

According to recent studies, Content and Language Integrated Learning (CLIL) is defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Coyle *et al.* 2010, 1; Mehisto et al., 2008, p. 9). Marsh and Langé also claim that CLIL as a generic term "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 & Langé, 2000, p. iii). With regard to CLIL implementation Marsh (2000) explains that, when implementing CLIL, the learning process focuses on both the development of the specific content knowledge and the communicative ability in the foreign language to express ideas and aspects related to the subject (Marsh, 2000).

More specifically, Coyle et al. (2010) maintain that CLIL is "not simply education *in* an additional language; it is education *through* an additional language" integrating four interrelated principles for effective classroom practice: 1) 'content', referring to subject matter, 2) 'communication', focusing on language learning and language use, 3) 'cognition', related to the development of learning and thinking processes and 4) 'culture', focusing on the development of intercultural understanding and global citizenship (Coyle et al., 2010, p.12). The abovementioned, also known as "The 4Cs Framework", suggest that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, developing appropriate language knowledge and skills as well as acquiring a deepening intercultural awareness through the positioning of self and 'otherness', that effective CLIL takes place.

CLIL is proposed as an innovative, integrated educational approach, aiming to promote multilingualism and multiculturalism in Europe (Järvinen, 2007). According to Gimeno, et al. (2013), introducing CLIL can be advantageous as i) it builds intercultural knowledge and understanding, ii) improves language competence and oral communication skills, iii) develops multilingual interests and attitudes, iv) provides opportunities to study content through different perspectives, v) allows learners more contact with the target language, vi) does not require extra teaching hours, vii) complements other subjects rather than competes with them, viii) diversifies methods and forms of classroom practice, ix) increases learners' motivation and confidence in both the language and the subject being taught".

In addition, as Troncale (2002) indicates, CLIL approach provides learners with opportunities for being exposed in a natural learning environment, therefore enabling them to improve their speaking skills. Research shows that CLIL students seemed to display greater fluency, quantity and creativity and gradually use foreign language spontaneously for face-to-face

interaction (Dalton-Puffer, 2007). Furthermore, CLIL is proven to be advantageous in relation to the lexicon, as learners seem to have improved general and subject specific vocabulary (Dalton-Puffer & Smit, 2007; Lasagabaster, 2008; Mattheoudakis, Alexiou & Laskaridou, 2014). Vallbona (2009) also examined the effects of CLIL on overall language proficiency in primary education. It was indicated that CLIL learners in grade 5 and 6 outperformed their peers in the non-CLIL group in fluency and lexical diversity. Moreover, students' compared competence in listening, reading and writing of CLIL and non-CLIL primary school students in grades 5 and 6 showed higher performance in favor of CLIL learners (Victori et al., 2010). CLIL approach is also related to expanding students' cognitive skills and enhancing their reading comprehension and critical thinking ability (Tsai & Shang, 2010), as well as enriching a learner's understanding and association of different concepts, therefore enabling him to achieve a more sophisticated level of learning in general (Marsh, 2000). Moreover, CLIL seems to be beneficial in terms of developing cultural awareness and sensitivity (Korosidou & Griva, 2014; Papadopoulos & Griva, 2014).

It is, therefore, clear that the CLIL approach aims at overcoming the limitations created by the traditional curriculum, where each content is taught separately. CLIL actually succeeds in integrating various contents with learning the target language. In such a content, planning a CLIL lesson focuses on activating students' content schemata, with the goal of acquiring new content knowledge and developing foreign language skills. It was found that brainstorming ideas as well as presenting information in a multisensory way and multimodal classroom environment (Griva & Semoglou, 2013), mostly by using the new technologies for educational purposes such as video clips, power point presentations and interactive material, could provide students with ample and stimulating input. Instruction includes inquiry-based learning activities, where students are provided with opportunities to develop their higher order thinking skills in a curricular context by processing and using context specific language and participation in problem-solving activities enables learners to use language for communication, negotiating meaning and interacting in order to make choices and decisions. Working in class includes interaction in pairs or groups in order to accomplish tasks, such as to role play dialogues, take part in dramatizations, produce written texts, make posters and power point presentations, which they consequently present in class. As Kelner (1993) points out, role play can be an enjoyable way of 'informal' assessment that could be used effectively within a content-based curriculum. Finally, learners are evaluated by demonstrating their knowledge of language and content. Language is assessed for a real purpose in a real context, mainly focusing on students' communicative competence. Assessment also includes engaging learners in self and peer assessment processes, aiming to enhance their metacognition and their longer - term learning potential.

2. The project

2.1. Purpose and objectives of the project

Focus was equally placed on English language and content development. Therefore, gains in content-based knowledge as far as the island of Crete is concerned were also estimated. For the purpose of the project, a mini-syllabus on Cretan history was designed, with tradition and culture being at the core of the project. It is worth mentioning that one of the researchers was also the English language teacher of the class. The main goal of the project was to develop the students' receptive and productive skills in EFL. There were also some further objectives, more specifically a) to develop their cognitive skills by engaging in

problem-solving situations and participating in inquiry - based activities and b) to enhance their cultural awareness, by becoming acquainted with Cretan history, tradition and geography, therefore developing their respect regarding local history issues.

2.2. Sample of the study

The CLIL project was piloted with 6th primary school grade students (mean age 11.5 years) in the school year 2014-2015 in the city of Rethymnon, Crete. In the specific context, the content was used in a foreign language-learning class. Eighteen students, (12 boys, 6 girls) were the sample of this pilot study. All students were Greek-speaking and their EFL competency level was A2+ (Elementary Level) according to the CEFR (Common European Framework of Reference for languages). They had been taught EFL as a compulsory subject for five years, according to the Greek pilot primary school curriculum.

3. Project Procedure

The CLIL project lasted for almost four months, February to May, 2015. About 40 teaching sessions took place. Students were taught English as a FL in a CLIL framework for 3 hours per week. A mini syllabus was designed after having taken into consideration the students' perceived needs (Moon, 2000). The experimental CLIL syllabus was developed on the basis of criteria for providing successful CLIL teaching and learning, as suggested by Coyle's 4Cs-Framework, while content, communication, cognition and culture were inextricably linked (Coyle et al., 2010). Researchers observe that implementing a CLIL project can be challenging for children, especially at the beginning of the learning process, presupposing support, appropriate materials, scaffolding depending on the various subjects, authentic environment and constructive feedback on the part of the teacher (Gudjons, 2007). Drawing attention to the research data, scaffolding learning to help students cope with input of all sorts received particular attention during the present small scale pilot intervention. Furthermore, language learning strategies training, along with promoting the development of higher order thinking skills – understanding, inferring, connecting new information to already known facts and concepts, categorizing, as well as applying new information to find solutions to problems-were put at the core of the intervention. Therefore, they were engaged in numerous inquiry-based activities, where they were actively involved in problem-solving activities and decision making processes.

Students were provided with opportunities to express themselves both verbally and non-verbally and participate in a variety of creative activities in a multimodal teaching context. In addition, the provision of multimodal input allowed for the production of highly differentiated materials to accommodate different learning styles. All in all, the project was implemented in a task-based language learning (TBL) context, where participants were given opportunities to role play and present their creative work in class, producing several final products. In such a learning framework game-like activities were also utilized as learning tools, as learners seem to learn more easily in a "relaxed" and pleasant learning environment, where they can express themselves creatively (Duong 2008; Griva & Semoglou, 2013; Luong 2009,). Portfolios containing students' creative and written work were also kept throughout the project (Little & Perclová, 2001).

3.1. The mini syllabus

The mini-syllabus designed consisted of five broad thematic areas, while each of the thematic areas consisted of several units, as shown below, which learners processed in pairs or groups.

a) Geographical features of the Cretan districts
      Cretan Districts
      Points of interest
      Mountains, Beaches, Lakes
b) History and culture in Crete
      Historical events
      Great Cretan historical personalities
      Cultures developed on the island
      Museums and archaeological sites
c) Traditional Cretan products and diet
      Cretan herbs and plants
      Cretan products
      Cretan recipes
c) Cretan music and dance tradition
      Cretan musical instruments
      Cretan musicians
      Cretan traditional songs
d) Tourism in Crete
      Touristic areas
      Touristic activities
      The importance of tourism for the island.

3.2. Implementation of the project

The project procedure went through the following basic stages, implemented for each of the units of the broad thematic areas mentioned above:

(a) Pre-stage

The basic purpose of this stage was to activate students' background knowledge and to introduce them to the topic and task in a multisensory learning environment. The students were engaged in activities related to the specific vocabulary of the topic and the content of the reading text in a multisensory context. Dörnyei (2001) emphasizes the importance of presenting a task in a way that motivates learners and he also suggests that task preparation should involve strategies for whetting students' appetite to perform the task. Therefore, multimodal material was used to arouse their interest (PowerPoint presentations, audiovisual material, PCs, digital maps, interactive whiteboard). Moreover, it was used to create a framework where students could enhance their interest and participation, practice the target language and learn the content - aspects of Cretan history, tradition and culture in a natural way **(**Short et al., 1996).

In the present project, students were encouraged to watch relevant videos, pictures, maps, guide books, tourist brochures etc. containing information in the target language. Thus, a multimodal and multisensory environment was created, where learners were invited to

work in groups in order to brainstorm ideas and take notes regarding the topic of each unit. Therefore, content specific vocabulary to be learned was introduced, usually through in - group exchange of ideas, negotiation of meaning and whole class discussion, where students familiarized with content-specific vocabulary. Scaffolding on the part of teacher was aimed at enabling students to express themselves in the target language.

(b) Task-cycle

In the main stage of the session students were given opportunities to communicate and interact in order to process multimodal material by working in groups accomplishing a common task. They were encouraged to help each other, interact and cooperate during problem-solving, with the aim of maximizing opportunities for meaningful interaction though cooperation and inquiry - based learning (Scott & Ytreberg, 1994). Emphasis was placed on enabling them to learn and use the FL indirectly through having fun and communicating in it. In addition, their oral and written works were the product of their group cooperation and interaction.

By taking turns, negotiating meaning and learning how to cooperate and communicate in a group, they became able to perform a wide range of language functions, through agreeing and disagreeing, asking for, giving or repeating information, discussing, reviewing, making comparisons, as well as suggesting solutions to problems. In that way they gradually employed a number of cognitive and metacognitive strategies. As Willis (1996) suggests there should be a "natural conclusion of the task cycle", where children are encouraged to orally present a report on how they performed the task or on how they solved the 'problem'.

On the part of the teacher attention was paid to support learners in using language for authentic and communicative purposes. After the completion of the task, the members of each group reported on their work and presented it in class, explaining the various aspects of it in the target language. The teacher also encouraged learners to reflect on their work, to monitor and evaluate their learning, therefore enhancing their metacognition and motivated them to reflect on how they can improve their performance. All in all, the teacher - researcher was the facilitator and coordinator of students' work, creating opportunities for students' active participation in a relaxed and playful learning environment and helping them overcome problems arising during group work (Griva & Semoglou, 2013).

In the present project the participants managed to create and present a variety of products. A representative sample of their work contains the following:

- posters and brochures made of paper (pictures 1, 2)
- a foam map of Crete, containing points of interest (picture 3)
- short written traditional Cretan songs
- a guide book (picture 4)
- mosaics (pictures 5,6).

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

Pictures 1 and 2: Maps, brochures and posters made of paper.

Picture 3: A foam map of Crete.

Picture 4: "Pages" from the students' guide book.

Pictures 5, 6: The Minotaur and Minoan earrings mosaics.

(c) the *Language Focus and Feedback Stage*

During that stage students presented their group work in class. In that way they were given opportunities to further practise their oral skills and use the vocabulary acquired. They exchanged views, discussed what their classmates presented, communicated their feelings and ideas. Furthermore, they participated in a variety of physical activities and games, such as:

- Role play games between groups, where a group of students-tourists meet another group of locals;
- Planting plants and herbs in the school's yard (picture 7);
- Simulation games during visits to some of the island's folklore and archaeological museums (picture 8).

Picture 7: Planting plants and herbs in the school's yard.

Picture 8: Visiting a Folklore Museum.

Regarding visits to places outside school, such as museums and sites, students were engaged in experiential learning activities and used foreign language for authentic and communicative purposes, while interacting and cooperating with peers (Scott & Ytreberg, 1994). Learners were asked to fill in task sheets after their out of school activities and then present the information in class and share their records and experiences with the other groups, both orally and in written speech, and in general to reflect on their learning and the learning process.

During that stage, the teacher gave feedback on the content and reviewed what was presented. Learners were also assessed by the teacher through their participation and language competence during activities. In addition, participants were also asked to evaluate peers as well as themselves, becoming acquainted with alternative assessment processes such as peer/self-assessment. As researchers observe, peer/self - assessment provides teacher with accurate judgments of students' linguistic abilities, weaknesses and improvement (McNamara & Deane, 1995). Students portfolios and the presentation of their work in class facilitated the recording of their progress. This procedure, which was done with the teacher's support, motivated learners to set and achieve their personal learning goals together with the accomplishment of the group's goals.

3.3. Evaluation of the project

An evaluation process, both summative and formative with a major focus on the formative process, was conducted in order to record the feasibility of the project. The instruments used were a) a teacher-researcher's journal and b) students' interviews. Since journal is easy to be used and allows for great flexibility in the process of documenting classroom events

and teaching situations (Mackey & Gass, 2005), journal entries were kept by the teacher-researcher after the completion of every one of the project's sessions. Moreover, the structured interviews offered insights into the students' attitudes towards the implementation of the CLIL project upon its completion.

3.3.1. Teacher/ researcher journal records

The journals kept were thought to be central in monitoring the interventions in the CLIL classroom. Concerning the form of the researcher's journal, it was based on the questions for journal keeping offered by Richards and Lockhart (1994), and it was designed around three axes of questions related to: a) the teaching process, b) children's behavior during the project and c) the researcher's reflection on the project.

The qualitative analysis of the journal entries resulted into four typologies, namely a) CLIL Procedure, b) TBL framework, c) teacher's role and students' attitude and d) overall reflection on the project, each one encompassing a number of categories and subcategories (Table 1), as presented below:

Typologies	Categories	Subcategories
CLIL Procedure	Teaching context	i.Task-based framework
		ii.Game-based framework
		iii.Multimodal/multisensory environment
	Methods and activities	i.Brainstorming
		ii.Whole class discussion
		iii.Creative activities
		iv. Games and physical activities
		v. Presentations
		i. Posters, maps, guide books
	Aids	ii. Information Technologies
		i. Pair/group work
		ii.Individual work
Task-based framework	Ways of working	iii.Intergroup cooperation and interaction
		iv. Cooperation between teacher-class
		i.Code switching L1/FL
		ii.Mainly FL use
	Language of Communication	iii.Nonverbal communication
		i.Effective cooperation in game-like/ physical activities
	Cooperation and interaction	ii.Effective cooperation in creative activities
		iii. Exchanging ideas in finding solutions
		iv. Negotiating meaning
		v. Elaborating on their view
		i. Encouragement
		ii.Scaffolding
Teacher's Role and	Provision of	iii.Guidance

Students' Attitude	Assistance	iv. Organizing students' work according to their interests
		i.Interest in group interaction and cooperation
		ii.Resolving conflicts in a group
	Students' Behavior	iii. Respect of turn taking
		iv.Interest in games
		v.Interest in participating in experiential activities
		i. Students' difficulty in specific vocabulary
		ii.Students' difficulty in understanding certain concepts
		iii. Students' difficulty in receptive skills
Overall reflection on the project	Problems Encountered	iv. Students' difficulty in productive skills
		i. Use of target language for communication
		ii. Social skills development
		iii. Acquiring content -specific vocabulary
	Learning Outcomes	iv.Developing content-specific knowledge
		v. Pleasurable learning

Table 1: Typologies, categories and subcategories of journal entries.

The results from the teacher-researcher's journals indicated that the students had the opportunity to work in a variety of teaching contexts and engage in a number of different types of interaction, using the FL for authentic communication. The learning environment created was multimodal, stimulating students' interest in acquiring both the FL and the content specific knowledge. Students learned and consolidated content specific vocabulary through purposeful communication in class. During the creative, physical and experiential activities they were given opportunities to interact both verbally and non-verbally and group work was enhanced. Finally, they developed a positive attitude towards the FL and their local history as well.

Regarding the teacher-researcher, she worked as a facilitator of students' work, providing and organizing meaningful activities assuming the role of a mediator (Williams & Burden, 1997).Concerning students' behavior, they seemed to experience learning as a pleasurable process because in this TBL context, FL operated as a means of communication in a meaningful and purposeful way and not as a separate subject in the school curriculum. Therefore students had fun combined with learning at the same time, as they actively participated in experiential and game-like learning activities.

Concerning problems encountered, children seemed to have some problems in understanding specific vocabulary or certain contexts but they eventually managed to acquire content-specific vocabulary and develop content-specific knowledge.

3.3.2. Students' interviews

Structured interviews were conducted to collect information about the participants' attitudes in relation to the CLIL project implementation. The researchers aimed at identifying the extent to which the interventions responded to students' interests and expectations. The students were encouraged to answer the following categories of questions:

- What did you like most about the project?
- What were the main difficulties you encountered during the project?
- What could have been done in a different way?
- What did you learn that was new?

The qualitative analysis of the student interview data revealed a generally positive attitude towards the CLIL project. Students' views are summarized below.

Question: What did you like most about the project?

The great majority of the students declared that working on a CLIL project was a pleasurable learning process. They mostly liked having learnt about the culture and history of their island. Specifically, one of them stated: "I liked learning about Crete in English….It was fun!"
A great number of students showed preference to the game-like activities as well as the experiential activities as stated by two of them: "I liked playing games in class. I have never done this before in an English class"; "I liked visiting the Folklore Museum ... It was interesting and I could talk about this in English".

Moreover, most of the students showed particular preference to doing artworks, such as maps, creations of posters, mosaics. Three students commented on this aspect as follows: "I have never learnt English in that way before. I liked working in a group and learning together with my classmates and friends..."; "I learnt a lot of new vocabulary.. My classmates helped me understand some words and we worked together, I liked that, it was easier for me"; "Now I know some new and useful vocabulary that I can use."

Question: What were the main difficulties you encountered during the project?

Concerning the difficulties children encountered during the CLIL project, they reported that that they faced particular problems with the vocabulary in the authentic texts that they processed. This becomes clear in this selection of three students' comments: "There were many words that I didn't know when I searched for information online …"; "Some texts were long and difficult…the words were difficult and unknown"; "It was difficult because information was too much and I had to be very critical".

Question: What could have been done in a different way?

The great majority of the participants expressed their satisfaction with the project. This is presented in the following student's comment: "I liked project work. It was amazing. I would like to participate in such a project again next year".

A small number of children declared that they would like to participate in more game-like activities.

Question: What did you learn that was new?

Most of the children mentioned that they learned how to cooperate in a group and how to use the FL for in group interaction. Three of them reported that: "I took part in group activities … I learned how to cooperate"; "What was different was that I could have fun and learn English in my group"; "We were doing together posters and mosaics.. I liked being creative together with my friends".

Learning about Cretan traditions and culture was also commented positive by a number of students as presented by one of them: "I learned a lot of things about Crete that I didn't know….It was very interesting and useful to have learnt all this new stuff".

4. Discussion

The findings of the current study, coming to agreement with previous research (Mehisto, Marsh & Frigols, 2008), showed a significant improvement of the students' FL productive skills, as well as the enhancement of their content knowledge. In other words, the students benefited from being provided with a multi modal environment to work in. In addition, multi modal material in the CLIL class stimulated students' interest and helped the teacher in her effort to cater for the needs of students with multiple intelligences (Amstrong, 1994; Gardner, 1999).

It was recorded that students mainly used the target language for communication during their interactions and the presentations of their work in class. Students' oral skills seemed to be enhanced, by participating in a variety of inquiry-based, creative and interactive-cooperative activities. More precisely, they became more confident regarding communicating in the target language. These data are in line with the findings of previous studies having revealed CLIL student's higher performance in the target language skills (Dalton-Puffer & Smit, 2007; Korosidou & Griva, 2013) confirming that content-based projects help to foster students' positive attitudes towards FL learning (Kemp, 2003; Lasagabaster & Sierra 2009). Additionally, they seem to motivate students to learn the target language in real-life settings (Naves, 2009).

Creative and experiential activities were at the core of the CLIL project, making the learning process more pleasurable and simultaneously offering opportunities for cooperation. Students used language for purposeful communication, taking part in role-plays, in group discussions and had ample opportunities to negotiate meaning in order to solve problems. This group interaction contributed to their social skills development (Cameron, 2001). Furthermore previous studies also indicated that activity - based learning favors learners' communicative ability as argued by Gower, Phillips and Walters (1995).

The analysis of journal entries as well as the interview records showed that multimodal material and information technologies used in the learning process motivated learners and enhanced their positive attitude towards both the target language and issues of local history and tradition. It has been also reported in previous studies that using a variety of activities and focusing on different topics can foster different learning styles and allow for differentiated learning (Enright & McCloskey, 1988). Students were also reinforced to

employ and develop a number of helpful strategies, useful both for their active participation in the CLIL project and their lifelong learning.

In conclusion, the findings provided support for the efficacy of CLIL and suggest that such a project could be extensively introduced in the context of primary education. Therefore, launching this CLIL project on a wider scale and for a longer time could possibly contribute to further developing children's FL skills. Thus, there is the need for the specific project to be continued in the future, involving a wider sample of students and multi modal material to confirm the results obtained.

References

Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: University Press.

Coyle, D., Hood P. & Marsh D. (2010). *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam/Philadelphia: John Benjamins Publishing Co.

Dörnyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

Duong, N. C. (2008). *Do games help students learn vocabulary effectively?* Lac Hong University.

Eurydice Report. (2006). *Content and Language Integrated Learning (CLIL) at school in Europe.* European Commission. http://www.eurydice.org/index.shtml. Aug 2006.

Enright, D. & McCloskey, M. (1988). *Integrating English: Developing English Language and Literacy in the Multilingual Classroom*. Reading, Mass: Addison Wesley.

Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century.* New York: Basic Books.

Gimeno, A., Ó Dónaill, C. & Zygmantaite, R. (2013). Clilstore Guidebook for Teachers. *Tools for CLIL Teachers.*

Griva, E. & Semoglou, K. (2013). *Foreign language and Games: Implementing Physical activities of creativity at early years (In Greek).*Thessaloniki: Kyriakidis Editions.

Gower, R., Phillips, D. & Walters, S. (1995). *Teaching Practice Handbook.*Oxford: Macmillan Education.

Gudjons, H. (2007). *Frontalunterricht – neuentdeckt. Integration in offene Unterrichtsformen*. Bad Heilbrunn: Klinkardt.

Järvinen, H. (2007). 'Language in Content and Language Integrated Learning (CLIL)'. In D. Marsh & D. Wolff (Eds), *Diverse Contexts – Converging Goals*. CLIL in Europe. Frankfurt: Peter Lang, 253-260.

Kelner, L. B.(1993). *The creative classroom: A guide for using creative drama in theclassroom*, Pre K-6. Portsmouth, NH: Heinemann.

Kemp, K.S. (2003). *Simulation and Communicative Language Teaching in the SpanishClassroom.* Master's Project. University of Toledo.

Korosidou, E. & Griva, E. (2014). 'CLIL Approach in Primary Education: Learning about Byzantine Art and Culture through a Foreign Language'. *Studies in English Language Teaching*, 2/2:216-232.

Korosidou, E. & Griva, E.(2013). '"My country in Europe": a Content-based Project for Teaching English as a Foreign Language to Young Learners'. *Journal of Language Teaching and Research.* Academy Publisher, Finland, 4/2: 229-244.

Lasagabaster, D. (2008). 'Foreign Language Competence in Content and Language Integrated Courses'. *The Open Applied Linguistics Journal,* 1:31-42.

Lasagabaster, D. & Sierra, J.M. (2009). 'Language Attitudes in CLIL and Traditional EFL.' Classes. *International CLIL Research Journal,* 1/2: 4-17.

Little, D. & Perclová, R. (2001). *European Language Portfolio: guide for teachers and teacher trainers.* Strasbourg: Council of Europe.

Luong, B. H. (2009). *The application of games in grammar review lessons for sixth graders*. HCM city: M.A thesis at the University of Social Sciences and Humanities, Vietnam National University- HCM City.

Mackey, A. & Gass, S.M.(2005). *Foreign language research. Methodology and design*. Mahwah, NJ: Lawrence Erlbaum Associates.

Marsh, D. (2000). 'An introduction to CLIL for parents and young people'. In D. Marsh& G. Lange (Eds.), *Using Languages to Learn and Learning to Use Languages*. Jyvaskyla: University of Jyvaskyla.

Marsh, D. & Langé, G. (2000). *Using Languages to Learn and Learning to Use Languages*. Jyväskylá, Finland: UniCOM, University of Jyväskylä.

Mattheoudakis, M., Alexiou, T. &Laskaridou, C. (2014). 'To CLIL or not to CLIL? The case of the 3rd Experimental Primary School in Evosmos'. In N. Lavidas, T. Alexiou & A. Sougari (Eds), *Major Trends in Theoretical and Applied Linguistics: Selected papers from the 20th International Symposium of Theoreticaland Applied Linguistic*. De Gruyter Versita Publications, 215-233.

McNamara, M. J. & Deane, D. (1995). 'Self-assessment activities: Towards autonomy in language learning'. *TESOL Journal*, 5/1:17-21.

Mehisto, P., Marsh, D. & Frigols, M. (2008).*Uncovering CLIL: Content and LanguageIntegrated Learning in Bilingual and Multilingual Education*. Macmillan: Oxford.

Moon, J. (2000).*Children learning English*. N.Y: Macmillan.

Naves, T. (2009). 'Effective Content and Language Integrated Programmes (CLIL)'. In

Y.Ruiz de Zarobe & R.M. Jimenez Catalan (Eds), *Content and Language IntegratedLearning: Evidence from Research in Europe.* Bristol: Multilingual Matters, 22-40.

Papadopoulos, I. & Griva, E. (2014). 'Learning in the traces of Greek Culture: a CLIL project for raising cultural awareness and developing L2 skills'. *International Journal of Learning, Teaching and Educational Research,* 8: 76-92.

Richards, J. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*.Cambridge: Cambridge University Press.

Scott, W. & Ytreberg, L.H. (1994). *Teaching English to Children*. London: Longmann.

Short, K. G., Harste, J. C. & Burke, C. L. (1996). *Creating classrooms for authors andinquirers.* Portsmouth, NH: Heinemann.

Troncale, N. (2002). *Content-Based Instruction, Cooperative Learning, andCALP Instruction: Addressing the Whole Education of 7-12 ESL Students*. http://journals.tclibrary.org/index.php/tesol/article/viewFile/19/24.

Tsai, Y. & Shang, H. (2010). The impact of content-based language instruction on EFLstudents' reading performance. *Asian Social Science*, 6/3:77-85.

Vallbona, A. (2009). *Implementing CLIL Methodology in Primary Education. A CaseStudy*.MA thesis, Bellaterra: UAB.

Victori, M.,Vallbona, A. & Bret, A. (2010).'*Implementing CLIL in a Primary School. Results and Influential Factors'.* Paper presented at the CLIL 2010Conference, Eichstätt.

Williams, M. & Burden, R. L. (1997). *Psychology for Language Teachers.* Cambridge: Cambridge University Press.

Eleni Korosidou **(**koro_elen@hotmail.com) is an EFL teacher. She graduated from the School of English Language and Literature-Aristotle University of Thessaloniki, in 2005. She received a Masters degree in Teaching Methodology and Curriculum Design, and is a PhD candidate at University of Western Macedonia. She has been teaching English as a Foreign Language in Primary and Secondary Education for the last ten years. Her research interests include Foreign Language Teaching and Learning, Language Learning Strategies, Language Assessment and Computer Assisted Language Learning. She has participated in several educational conferences.

Dr Angeliki Deligianni- Georgakas (ade@gecon.gr) is a tutor-counselor in TEYL module at HOU (M.Ed.) TESOL program. She holds a PhD degree from Exeter University, UK in TESOL and a Masters degree from AUTH in Pedagogy. She has worked in the post of EFL School Advisor and taught at Aristotle University, She has also served in the post of Education Counselor at the Greek Embassy in London and cooperated with Hellenic Pedagogical Institute and Council of Europe on a number of EFL projects. Her interest areas include language learning strategies, CLIL, multi/pluriligualism and alternative assessment.

Physical Education through CLIL: teaching movement vocabulary to young learners

Φυσική Αγωγή με τη μέθοδο CLIL: διδασκαλία του κινητικού λεξιλογίου σε μικρούς μαθητές

Kyriaki EMMANOUILIDOU and Chryssa LASKARIDOU

The purpose of this paper is to present how a part of the 'movement alphabet' vocabulary of Physical Education content has been taught though the CLIL programme. The programme took place in a class of 25 pupils of Year 2 in a school with an extensive English language curriculum, for one of the four 45-minute PE sessions per week. The team teaching model was used, thus the PE teacher and the English language teacher were both responsible for the design and implementation of the lessons. English was the only language used during the CLIL lessons by both teachers. The content of the Physical Education syllabus that was chosen, the objectives, the strategies, the materials and examples of assessment techniques are presented here. Furthermore, the difficulties encountered, as well as issues that require special attention are discussed.

৩

Σκοπός της εργασίας είναι να παρουσιάσει πώς διδάχθηκε το λεξιλόγιο που αναφέρεται στο «κινητικό αλφάβητο» μέσω ενός προγράμματος εφαρμογής του μαθήματος της Φυσικής Αγωγής με τη μέθοδο CLIL. Το πρόγραμμα εφαρμόστηκε σε τμήμα 25 μαθητών της Β' τάξης δημοτικού σχολείου με εξειδικευμένο πρόγραμμα σπουδών στην Αγγλική γλώσσα, για μια από τις τέσσερις ώρες του εβδομαδιαίου ωρολογίου προγράμματος της Φυσικής Αγωγής. Εφαρμόστηκε το μοντέλο της συνδιδασκαλίας με τους δύο εκπαιδευτικούς (Φυσικής Αγωγής και Αγγλικής Γλώσσας) σχεδιάζοντας και διδάσκοντας από κοινού, επικοινωνώντας με τους μαθητές μόνο στην Αγγλική γλώσσα. Παρουσιάζονται το περιερχόμενο της Φυσικής Αγωγής που επιλέχθηκε να διδαχθεί, οι στόχοι των μαθημάτων, οι στρατηγικές διδασκαλίας, το υλικό που χρησιμοποιήθηκε και παραδείγματα τεχνικών αξιολόγησης. Επίσης συζητούνται οι δυσκολίες που αντιμετωπίστηκαν και θέματα που χρήζουν προσοχής κατά την εφαρμογή της μεθόδου στο συγκεκριμένο γνωστικό αντικείμενο.

Keywords: Physical Education, CLIL, English language.

1. Introduction

The Commission of the European Communities White Paper on Education and Training (1995, p. 30) stated that all European citizens should develop proficiency in three European languages. Consequently European countries made appropriate changes to their foreign language curricula in order to achieve this objective and in the majority of EU member states English became the first of the foreign languages pupils studied at primary school. One of the reasons for this is that English is considered to be a lingua franca and as Graddol (2006) claims English is not so much viewed as a language today but as a core skill which is needed to study another curricula subject. To provide further practice in the foreign language, Content and Language Integrated Learning (CLIL) was adopted in the mid 90s by the European Network of Administrators, Researchers and Practitioners referring to CLIL "as a generic umbrella term which would encompass any activity in which 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 curricular role" (Marsh, 2002, p. 58). Content and language are taught simultaneously resulting in "using language to learn whilst learning to use language". Both content and language have an equal role - emphasis is not given to either (Marsh, 2000). CLIL provides learners with the opportunity to study a subject through the medium of a foreign language, therefore allowing for extra exposure to this language without requiring more time in the curriculum. They learn the same concepts and skills as they would have learnt in their native language (Muñoz, 2008). Coyle (1999) claims that a successful CLIL lesson should be planned according to the 4Cs framework which should combine the following elements: Content (knowledge and skills related to the subject matter), Communication (learning and using language), Cognition (developing low and high order thinking skills), Culture (awareness of self and others, pluricultural understanding).

Even though Physical Education (PE) is referred to as being among the subjects taught through the CLIL approach (Ioannou-Georgiou & Pavlou, 2011), according to Devos (2016, p. 38) "PE through CLIL is in its infancy across Europe both in terms of the number of practising schools and the extent of the empirical research". The European countries in which research about PE through CLIL has been conducted as far as we know, are Germany (e.g., Rottmann, 2007), Spain (e.g., Coral & Lleixà, 2014) and England (e.g., Zindler, 2013). PE has not been implemented as a CLIL subject in more European schools basically due to (1) the lack of specific methodology (2) the lack of consideration given to PE and also (3) insufficient training of the teachers (Fazio, Isidori & Bartoll, 2015). Furthermore, Deegan (1994) argued that PE teachers in general, underestimate the importance of language and literacy as important aspects of their subject. However, PE today, as it appears in the current curricula, including that of Greece, has the development of the whole child through movement as its main purpose and not only the development of the physical domain. Therefore, subject-specific academic language should also be taught in order for learners to acquire content literacy skills which they will need to become lifelong movers (Buell & Whittaker, 2001). In addition, the subject of PE is considered to be a suitable environment for cross-curricular teaching and many studies have shown the effectiveness of PE in the teaching of language (e.g., Solomon & Murata, 2008).

Language acquisition is very similar to the process children used in acquiring first and second languages. It requires meaningful and natural interaction in the target language in which speakers are concerned more with the messages they are conveying and understanding rather than with the form (Krashen, 1982). CLIL through PE, as in other curricula subjects, provides such an environment by allowing the pupils to use the foreign language naturally without having to focus on language learning but rather on the PE content. The physical

world of sports, games and physical activities can offer rich opportunities for linguistic interaction involving both social and academic aspects of a foreign language (Bell & Lorenzi, 2004). Language is presented in real-life contexts in which its natural use in games and play can enhance pupils' motivation towards learning the English language. Many sports, such as football and basketball, are based on the English language providing authentic speech situations and furthermore, the vocabulary in physical education is everyday vocabulary so the pupils are used to a lot of words and can implement them in their everyday life (Machunsky, 2007). As Rottmann (2007, p. 205) stated "PE actually offers rich opportunities for combined movement and language learning through communication and interaction especially for beginning foreign-language learners due to its action-oriented and content-based character". Taking all of the above mentioned points into consideration PE can be seen as a subject which is very suitable for CLIL. The aim of this paper is to present the methodology of teaching motor skill and movement concept vocabulary in the English language through the PE through CLIL approach.

PE goals	"Movement alphabet" objectives			Outcomes
	Manipulative skills	turning a hoop with foot, dribbling a ball with feet, kicking a stationary ball, passing a stationary ball, stopping a rolling ball, punting a ball into the air		
Development of fundamental motor skills	Movement concepts	Space awareness (where the body moves)	locations	self and general space
			directions	up/down, left/right, forward/backward, clockwise, anticlockwise
			pathways	straight/circle/zig-zag
		Effort (How the body moves)	time	fast/slow
			force	strong/light
		Relationships	of body parts	narrow/wide
			with objects or people	in front/behind, over/under, partners, together
Development of Health-related fitness components	Flexibility	Stretching and balancing		
	Cardio endurance	jumping rope, parachute activities, aerobics with the use of locomotor skills (i.e., walk, run, hop, skip, gallop, slide etc)		

Outcomes (spanning Development of fundamental motor skills): Pupils should be able to demonstrate the skills and the concepts and know/understand the names and the cues* of the skills and the concepts

*critical elements for the correct performance of a movement skill

Table 1: Units of the physical and cognitive domains of the PE syllabus which were taught in the PE through CLIL programme.

CONTENT	
PE **goals** in the physical domain	▪ Demonstration competency in movement skills and proficiency in some. ▪ Development of a health-related fitness level
Unit outcomes	Pupils should… ▪ be able to jump continually without losing a rope turn (by oneself or by others) ▪ improve their cardiovascular endurance, strength, and coordination
COGNITION	
PE **goal** in cognitive domain	▪ Acquisition of sports science knowledge and its effective application during participation in physical activity
Unit outcomes	Pupils should: ▪ know, understand and apply the cues of correct skills' performance and the principles and strategies of effective and safe participation in rope jumping activities ▪ know how to take and report their heart rate before, during and after activities
Bloom's taxonomy	▪ Low order thinking skills: remember, understand and apply the cues of the individual and team rope jumping and the principles of these activities. ▪ High order thinking skills: evaluate
COMMUNICATION	
Language **of** learning	▪ Turn, jump, skip, hop, travel, rope, hoop, forward, backward, over, under, around, in, out, in the middle of, clockwise, anticlockwise, together, apart, slow, fast, self-space, general space, knees, foot/feet, arms, hands, elbow, bent, stretch, numbers (1-20), rhythm, fingers, pulse Language of **defining** (the cues of the skills): ▪ turn the rope & jump ▪ Run in after the rope hits the ground Language of **refinement**: ▪ bent & stretch your knees ▪ jump on the balls of your feet ▪ run in after the rope hits the ground Language of **explaining/hypothesizing**: e.g., "What will happen if you run in when the rope is above you?"
Language **for** learning	▪ Answer questions verbally or respond physically to orders, report back ("How many times…") ▪ Management protocols: "Line up in twos/threes", "When I say go/stop…", "Find your space". "Run in on 3, 1-2-3", " Quiet please"
Language **through** learning	Rhymes and songs (e.g., "Hickety, pickety, pop, how many times before I stop? 1, 2, 3, …" "I like coffee I like tea, I want (name) to jump in with me")
CULTURE	
PE **goals** in the affective domain	▪ Exhibition of responsible personal and social behavior ▪ Respect of self and others as the result of participation in physical activity ▪ Recognition of the value of physical activity for self-expression and/or social

	interaction
Unit outcomes	Pupils should: ▪ demonstrate respect for the others independently of physical abilities and responsibility in group activities by helping teammates achieve the targets of the lessons. ▪ follow management protocols and safety rules.

Table 2: The jumping rope unit according to the 4Cs

2. Context and Participants

PE through CLIL was implemented at a Greek Primary School in Thessaloniki which is experimental for the teaching of English as a foreign language and supervised by the School of English at the Aristotle University. This particular school practices a cross-curricular approach among other innovative ones and had already adopted the CLIL methodology through the medium of the English language for a variety of subjects. A school environment such as this opens the door for further experimentation and for teachers to try out new approaches according to their personal interests. The PE through CLIL programme took place during the school year 2013-2014 in a class of 25 Year 2 pupils for one of the four 45-minute sessions of the PE curriculum per week. The participants were heterogeneously grouped, as regards academic/linguistic performance and social/economic status. According to the curriculum of the school the participants studied English for 5 lessons per week in Years 1 and 2, not including the PE through CLIL lesson. It is only after having been exposed to the English language for 18 months through oral work that pupils came into contact with the written form of the language. It was the first experience that the participants of this study had with the CLIL approach and it provided them with the opportunity to further benefit from one of their favourite school subjects.

The team teaching model was used, thus the PE teacher and the English language teacher, which in the Greek school context are specialist teachers, were both responsible for the design and implementation of the lessons. The PE teacher, whose competence in English is of C2 level, had 18 years' experience in teaching PE in a primary school but she had not taught CLIL before. The English language teacher, who is a native speaker of English, had 20 years' experience of EFL teaching in a primary school and had already taught CLIL for five years in older classes but in a subject other than PE.

3. Content and language objectives

Even though general literacy skills apply in all content areas, content literacy - knowing how and when to use reading, writing and thinking skills in a particular subject area - will vary and must be taught explicitly (Buell & Whittaker, 2001, p. 32). Content literacy in PE includes both what learners should know and be able to do in all domains (physical, cognitive and affective) at the end of each grade and it is defined by the content standards for the school programme in the Curriculum for Elementary PE (2011). Specifically, the most significant outcomes for pupils at the end of Year 2 are competency in the fundamental movement forms, understanding and knowing the skill and concept vocabulary, knowing and following safety rules, showing respect to and cooperating with others.

The core of PE and the means to achieve the aims of the curriculum is movement (games, dancing, recreational and health-related activities etc). But as Buschner (1994, p. 9) claimed, "In elementary PE, we too have an alphabet that requires mastery. Instead of 26 letters, there are 12 movement concepts and 18 motor skills that should be carefully practised and understood before sport, game, dance, gymnastics and exercise applications". Fundamental motor skills are analogous to verbs (i.e. action words) (e.g. run, hop, balance, dribble, etc), while movement concepts are analogous to adverbs (i.e. how a skill is performed) (e.g. self-space, right/left, fast/slow, etc) (Graham, Holt/Hale, & Parker, 2012). According to the PE curriculum, the mastery of the above 'movement alphabet' content should be achieved at the end of Year 2 and it is the main content of that level. The PE through CLIL programme aimed at developing competence in some of the above-mentioned skills while at the same time aiming at the acquisition of the new movement vocabulary through the promotion of listening and speaking skills in the English language.

4. Procedure

Before the beginning of the school year the PE and the EFL teachers had collaborated in order to prepare the content, resources and materials that would be needed for the implementation of the PE through CLIL programme. They discussed and decided on the content units of the PE syllabus, the sequence in which units would be taught and the target language of the programme. As only one of the four PE lessons was conducted in English, it was necessary to select which units could be suitably simplified for pupils to understand but also not lose the interest and motivation the lesson would normally arouse. The content of the PE syllabus which was selected for the programme is depicted in Table 1.

The selected units and lessons were planned according to the 4C's framework and the PE National Curriculum. Both deal with the development of the whole child and have many elements in common. An example of a unit organised with these in mind can be seen in Table 2.

The PE teacher was mainly responsible for selecting the content and the subject specific vocabulary that pupils needed to understand and learn. As seen in Table 2, apart from the movement skills and concepts vocabulary, pupils should be exposed to language concerning the rules of the games, the management protocols of the class (e.g. protocols in relation to the equipment, selecting partners and groups, entering and leaving the gym), the behaviour protocols and the cues (the critical elements) for the correct performance of movement skills which were provided verbally by the teachers.

The PE teacher also suggested suitable teaching styles and techniques from the Greek PE lesson implementation. The EFL teacher presented her ideas based on the EFL teaching principles and together the two teachers came up with how to combine the two approaches with each complementing and learning from each other. Available materials, strategies, approaches and CLIL principles were all taken into consideration when planning the lessons and especially the integration of the English language into the PE content and keeping the balance between the two. It was very helpful that the EFL teacher taught English classes at this level and was therefore well informed as to both the language level of the pupils and also the vocabulary and language they had already acquired. There was no explicit pre-teaching of the vocabulary but rather the new vocabulary was presented in English through the teaching of the new skills, such as dribbling, skipping and turning the hoop as 'natural' PE language. However, some of what was considered to be new vocabulary for Year 2 PE had already been taught in English lessons during the previous year. Likewise some of the PE

movement concepts had already been taught in one of the three PE lessons that were conducted in the Greek language or in the Year1 PE class.

While preparing the lesson plans both teachers kept in mind the possible difficulties pupils would encounter as the lesson would be conducted in English. A major factor in planning was to ensure that these difficulties would not take away from the fun and excitement that PE offers.

5. Methodology

As mentioned above, a methodology which combined both PE and EFL teaching principles was adopted. In PE, among the guidelines for effective teaching to beginners is that of "explaining and demonstrating one new idea at a time ...and then providing feedback about the ways pupils are moving" (Graham, 1992, p. 65). In the PE through CLIL programme new language was introduced verbally and was accompanied by the demonstration of movements and skills, and/or visual materials. This strategy is common for both PE (in the mother tongue) and also for early foreign language teaching where the Total Physical Response (TPR) technique is used. As stated by Asher (1966) TPR is conducted based on the coordination of spoken language and physical movement helping learners develop listening comprehension and oral fluency.

When pupils had become acquainted with the new language and skills, teaching approaches such as Practice and Reciprocal teaching style from the Mosston's Spectrum of Teaching Styles for Physical Education (Mosston & Ashworth, 2008) were adopted. Using the Practice teaching style the learning environment was organised into *stations* with groups of pupils alternating between stations at the same time in order to practise a variety of different skills while simultaneously being offered feedback. In the Reciprocal teaching style a very simple form of peer-teaching/assessment was implemented where one learner was the *doer* who performed the movement skill and the other learner was the *observer* who offered feedback to the doer, using the learned cues of the skill.

EFL techniques such as songs, rhymes, puppets as well as flashcards were transferred to the PE through CLIL class. An example of how this was done can be seen from the lesson on stretching. In a regular PE lesson the teacher would have demonstrated some stretching exercises explaining which muscle was being stretched and the pupils would have imitated the action. With the influence of the EFL teacher however, the stretching exercises were presented using a traditional children's action song "Punchinello". The EFL teacher brought in a string puppet named Punchinello which was used to help pupils understand 'stretching'. Pupils sang "What can you do Punchinello, funny fellow?" and Punchinello demonstrated a stretching activity. The pupils then sang "We can do it too Punchinello, funny fellow" and imitating the "stretching" movement. The activity was repeated with different children taking the puppet's (Punchinello's) place and demonstrating a 'stretching' movement which the rest of the class had to perform while singing the lyrics (see below) and acting out 'Punchinello' song. During the whole process the PE teacher checked and gave individual feedback regarding the quality of the movement and the EFL teacher supervised the class so that the flow of the lesson was not interrupted.

What can you do Punchinello, funny fellow?
What can you do Punchinello, funny you?

We can do it too Punchinello, funny fellow

> *We can do it too Punchinello, funny you*
>
> *You choose one of us Punchinello, funny fellow*
> *You choose one of us Punchinello, funny you*

Using these techniques what could have ended up being a demotivating lesson due to the new vocabulary and static exercises became a very creative and exciting lesson with language being learnt in a natural PE environment. Punchinello was also used for warm up activities in later lessons.

Another instance of when a traditional children's action song was used is that of "Walking, Walking". This song had been used in the EFL classroom in Year 1 so the learners were familiar with it but in the PE lesson it was used for a fitness activity with the parachute. The pupils all held on to the parachute and moved around in a circle singing and performing the actions of the song.

> *Walking, walking*
> *Hop, hop, hop*
> *Running, running, running*
> *Now let's stop.*

This activity was expanded to include direction movement concept vocabulary (to the left, to the right) and movement skills vocabulary (skip/gallop/slide etc). As already mentioned EFL teachers often use well-known children's songs but may change the lyrics to suit the needs of the lesson. Therefore to suit the needs of the PE class and the parachute lesson the song 'The Wheels on the Bus' was used and the lyrics became:

> *Let's open up the parachute*
> *Shake it, shake it*
> *Let's open up the parachute*
> *In the PE class*
>
> *The parachute goes round and round*
> *Round and round*
> *The parachute goes round and round*
> *In the PE class*

There was further substitution of phrases such as "goes up and down'", "moves very slow", "moves very fast" being included. Various English children's rhymes for jumping rope also became part of the PE lesson with the pupils chanting for example, *"Hickety Pickety Pop, How many times before I stop? 1, 2, 3, 4 . . . ."* as they were jumping rope. This was a very successful method as the rhythm helped not only with the development of the jumping rope skill but also with the revision and consolidation of the numbers they had learnt in the English lesson. With the help of the teachers the pupils were encouraged to continue counting the number of times they jumped rope even when they reached numbers they were not familiar with.

6. Assessment

Assessment as an integral part of any learning process was planned and applied in the PE through CLIL programme and focused on achieving the objectives of every lesson. The

techniques used to assess the acquisition of the movement vocabulary were basically the ones used in assessing cognitive goals in a regular PE class.

Formative assessment was carried out through the lessons using alternative and authentic techniques. Alternative techniques require pupils to use high order thinking skills, such as problem solving and decision making while authentic assessment requires pupils to use and apply skills and knowledge in real-life situations (Schiemer, 2000). The purpose of formative assessment, which was embedded in the actual lesson, was to provide pupils with feedback regarding the process and the enhancement of their movement learning and language understanding.

Since written tests could not be used, verbal and physical responses were observed for assessment purposes. When pupils were not able to respond verbally, they were encouraged to do so non-verbally, by demonstrating. Apart from the live observations, lessons were videotaped for more precise and reliable monitoring of pupils' progress.

One of the techniques for the assessment of vocabulary acquisition was questioning in the beginning, during or at the end of every lesson for activating prior knowledge, confirming, understanding and summarizing accordingly. Furthermore, small changes to familiar games were made leading to the practice of productive skills and to the assessment of the acquisition of movement skill and concept terminology. For example, in the game "musical hoops" (a version of musical chairs) the teacher calls out a skill (jump) and the pupils have to move around using this skill, that is, jumping until the teacher signals 'stop' and they have to find a hoop to stand in. The pupils then take the role of the teacher and are the ones to call out the skill.

Apart from eliciting new language from the pupils the teachers needed to assess their general understanding of concepts also. An indirect way of doing this was when the EFL teacher pretended not to understand the instructions so that the pupils would explain them to her and if necessary, she would repeat them using different language to help the pupils who looked confused. Other alternative techniques of assessment were used such as the teacher performing a newly acquired skill incorrectly and pupils correcting her. This was more natural when done by the EFL teacher rather than the PE teacher who was a specialist. The pupils immensely enjoyed correcting the EFL teacher.

At the end of every lesson a quick assessment of the content and language that had been taught was included. An example of this is when the PE teacher asked pupils to perform something of the content of the day (e.g., "Mary can you show us how to balance on three parts of the body?").

7. Discussion

As previously mentioned in this paper the task of integrating content and language requires careful planning and organisation so as strike a balance between the two. As the medium of instruction is the foreign language, language teachers could easily fall into the trap of teaching language rather than content. Teaching a subject in the foreign language is not the same as an integration of language and content and it is necessary for language and subject teachers to work closely together in order to find the way for real integration (Marsh, 2002).

In the beginning of the school year the teachers involved in the PE through CLIL programme needed to explain to the pupils the reasons why this programme was being implemented and

why the PE lessons were being conducted in English. Some pupils were initially sceptical and some reacted negatively as they believed it would be much more difficult for them to understand the content of the lesson and furthermore, because they would need to make much more of an effort than they would have if the class had been conducted in Greek. After a few weeks, however, their attitudes started changing as they began to feel safer, more confident and more accustomed to using language for and through learning.

As in any CLIL programme emphasis was placed on the pupils understanding of the content matter and the instructions were given as part of the language learning process where learners begin with receptive understanding before they move on to productive use. Young learners, especially in the initial stages, require input from the target language until they are ready to produce it (Halliwell, 1992). This input comes from the teachers who encourage the learners to use the foreign language while engaging in the activities. Care was taken with the choice of the language used so as to ensure that all pupils were to first understand and at a later date use the new language to communicate. Having knowledge of the school's English language syllabus made it possible to use language that pupils were familiar with and to gradually add further subject specific vocabulary. Learners were encouraged to engage in the activities at hand through the use of the English language. The teachers' role was to support and encourage them in this.

It is significant to mention that emphasis was not on accuracy but on communication and on helping pupils perceive that learning is an enjoyable experience. As Marsh (2000, p. 12) claimed "If the child enjoys the CLIL experience then the extra workload will not be seen as a problem". So it was teachers' responsibility to ensure that pupils were exposed to a fun, safe, enjoyable learning environment and to keep stress to a minimum. What Marsh refers to as 'the extra workload' is considered here to be the attempt pupils made in order to understand and communicate in the English language.

There were times when the teachers realised that a pupil may not have understood the instructions and was just imitating what others were doing. Strategies used to check this were the observation of pupils' physical responses to instructions and their answers related to the questions about the activities. As was expected, even though the pupils understood the lesson in the English language some initially spoke in their native language, Greek, to the teachers. It was of no surprise that the pupils spoke Greek to the teachers and that there were instances of code switching. They were not reprimanded in any way when they did this with the teachers continuing to speak in English. In fact, the pupils were encouraged to use English but not pressured into doing so until they felt ready. It was the teachers' responsibility to keep stress levels to a minimum and to ensure that the pupils felt safe in the CLIL environment.

Interference of one language to another is a natural part of the learning process as was the fact that the new English vocabulary was used with much greater ease than the vocabulary which had already been acquired in the Greek language. From the experience of the PE through CLIL programme it was realised that to be able to help learners understand the CLIL teachers had to have a very good command of the English language and especially of speaking skills. To be able bring the foreign language down to the level of the young learners is very demanding and requires the flexible use of the foreign language. As both teachers had an excellent command of the language it was not necessary to use the mother tongue at any time during the programme.

This paper is the first presentation of a longitudinal study that began with Year 2 pupils and is still continuing today with the same group of pupils in Year 4. It is not possible to generalise from the outcomes of this study as the school has a special EFL curriculum which is very different to that of other Greek primary schools. However, if teachers are looking to implement a PE through CLIL programme in their school it is possible to take this study into consideration and adapt it to suit the language level of the pupils.

References

Asher, J. J. (1966). 'The Learning Strategy of the Total Physical Response: A Review'. *The Modern Language Journal*, 50/2: 79-84.

Bell, N.D. & Lorenzi, D. (2004). 'Facilitating second language acquisition in elementary and secondary physical education classes'. *Journal of Physical Education, Recreation and Dance*, 75/6: 46-51.

Buell, C. & Whittaker, A. (2001). 'Enhancing content literacy in Physical Education'. *Journal of Physical Education, Recreation and Dance*, 72/6: 32-37.

Buschner, G. A. (1994). *Teaching children movement and skills, Becoming a master teacher*. Champaign IL: Human Kinetics.

Commission of the European Communities (1995) White Paper: *Teaching and Learning Towards the Learning Society*, Objective IV. Council of Europe, Brussels, DGV.

Coral J. & Lleixà, T. (2014). 'Physical education in content and language integrated learning: successful interaction between physical education and English as a foreign language'. *International Journal of Bilingual Education and Bilingualism*, at http://dx.doi.org/10.1080/13670050.2014.977766, accessed 9 January 2015.

Coyle, D. (1999). 'Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts'. In J. Masih (Ed.), *Learning Through a Foreign Language.* London: CILT.

Curriculum for Elementary Physical Education (2011). Ministry of Education, Lifelong Learning and Religious Affairs, at http://ebooks.edu.gr/. Accessed 12 August 2014.

Deegan, D. (1994). 'Literacy in the content areas: Ain't no need to sign the blues'. *Reading Improvement*, 31/3: 177-185.

Devos, N. J. (2016). *Peer Interactions in New Content and Language Integrated Settings.* Educational Linguistics. Springer International Publishing Switzerland.

Fazio, A., Isidori, E., & Bartoll, Ó. C. (2015). 'Teaching Physical Education in English using CLIL Methodology: a Critical Perspective'. *Procedia - Social and Behavioral Sciences,* 918-926.

Graddol, D. (2006). *English Next.* London, England: British Council, at http://www.britishcouncil.org/learning-research-english-next.pdf. Accessed 2 August 2015.

Graham, G. (1992). *Teaching Children Physical Education-Becoming a Master Teacher.* Human Kinetics: Champaign IL.

Graham, G., Holt/Hale, S. A., & Parker, M. (2012). *Children Moving: A Reflective Approach to Teaching Physical Education* (9th ed.). New York, NY: McGraw-Hill.

Halliwell, S. (1992). *Teaching English in the primary classroom*. Essex: Longman.

Ioannou-Georgiou, S. & Pavlou, P. (2011). *Guidelines for CLIL Implementation in Primary and Pre-Primary Education.* Available at:http://www.schools.ac.cy/klimakio .

Krashen, S. D. (1982). *Second Language Acquisition and Second Language Learning*. Oxford: Pergamon Press Inc.

Machunsky, M. (2007). *Developing Material for Physical Education Lessons in CLIL*, at http://www.factworld.info/en/Article-17-3208. Accessed 15 December 2015.

Marsh, D. (2000). 'An Introduction to CLIL for Parents and Young People'. In D. Marsh & G. Langé (Ed.), *Using languages to learn and learning to use languages,* 2-16.

Marsh, D. (Ed.) (2002). *CLIL/EMILE—The European Dimension: Actions, Trends and Foresight Potential, Public Services Contract DG EAC, European Commission*. Strasbourg. Finland: University of Jyväskylä.

Mosston, M., & Ashworth, S. (2008). *Teaching Physical Education (1st online ed*.), at http://www.spectrumofteachingstyles.org/pdfs/ebook/Teaching_Physical_Edu_1st_Online_old.pdf. Accessed 2 July 2015.

Muñoz, C. (2008). 'Symmetries and asymmetries of age effects in naturalistic and instructed L2 learning'. *Applied Linguistics* 29: 578-596.

Rottmann, B. (2007). 'Sports in English-Learning opportunities through CLIL in physical education'. In C. Dalton-Puffer & U. Smit, (Eds), *Empirical Perspectives on CLIL Classroom Discourse*. Sprache im Kontext. Frankfurt am Main, DEU: Peter Lang AG, 205-225.

Schiemer, S. (2000). *Assessment strategies for elementary physical education*. Champaign IL: Human Kinetics.

Solomon, J. & Murata, N.M. (2008). 'Physical Education and Language Arts: An Interdisciplinary Teaching Approach'. *Strategies: A Journal for Physical and Sport Educators*, 21/6: 19-23.

Zindler, K. (2013). 'Content and Language Integrated Learning (CLIL) and PE in England: An Exploratory Study'. Unpublished Thesis for the Doctorate of Education (EdD), University of Sheffield.

Kyriaki Emmanouilidou (emmanouk@otenet.gr) is a Physical Education teacher at the 3rd Experimental Primary School of Evosmos, Thessaloniki. She received her MSc and PhD degrees in Physical Education at the Democritus University of Thrace. Her research interests involve professional development of physical educators, teacher and student assessment, and interdisciplinary teaching. For the last three years she has been implementing the CLIL approach in Primary Physical Education classes.

Chryssa Laskaridou (laskarid@hol.gr) is currently an EFL state school advisor in Greece. She holds an M.A. in Tesol and her dissertation focused on the cultural awareness of English language teachers in Greek primary schools. She took part in European projects "Oxymoron" and "Hola" which aimed to produce materials for training of foreign language teachers in primary schools. She implemented the CLIL approach for the subjects of Geography and PE at the 3rd Experimental Primary School in Evosmos, Greece. She has published articles on cultural awareness, teaching young learners and CLIL and has presented papers at local and international conferences.

Implementing CLIL in a Greek Secondary School Setting: A Suggestion for Good Teaching Practices

Εφαρμόζοντας τη μέθοδο CLIL σε Σχολείο της Δευτεροβάθμιας εκπαίδευσης: Μία πρόταση για καλές διδακτικές πρακτικές

Maria CHIONIS, Dimitra DERTILI, Ioanna KYNIGOU and Eleni XANTHAKOU

The present article aims at describing the implementation of CLIL method in the setting of a Secondary school in Athens, Greece. The theoretical framework of the method itself and its pedagogical background will be followed by a specific description of its application in practice, in a variety of cognitive fields. We will present a provisional informal assessment of the implementation of CLIL, in an attempt to evaluate the possible advantages and disadvantages of the method, both in terms of cognitive as well as linguistic development, as these have emerged from its practical application. We will highlight the requirements we consider necessary for a successful implementation of the method and refer to the constraints set by the existing educational setting. There will also be an attempt to contextualize the method within a common European approach to teaching which focuses on using technology and innovative practices to meet cognitive needs and requirements. Finally, provisional conclusions will be drawn, as the method is still at a pilot stage. There is a need for further studies (both quantitative and qualitative) in order to assess the opportunities presented and the obstacles anticipated in the event of a more generalized implementation of the method.

☙

Στόχος του παρόντος άρθρου είναι να περιγράψει την εφαρμογή της μεθόδου CLIL (Content and Language Integrated Learning/Ολοκληρωμένη Εκμάθηση Περιεχομένου και Γλώσσας) σε ένα δημόσιο Πειραματικό Γυμνάσιο της Αθήνας. Παρουσιάζεται το θεωρητικό πλαίσιο της μεθόδου καθώς και το παιδαγωγικό της υπόβαθρο και ακολουθεί η περιγραφή της πρακτικής εφαρμογής της μεθόδου, σε ποικίλα νοηματικά διδακτικά πεδία. Στόχος μας είναι να παρουσιάσουμε μια αρχική εμπειρική και ποιοτική αποτίμηση της εφαρμογής της μεθόδου επιχειρώντας την αξιολόγηση τυχόν θετικών και αρνητικών στοιχείων της όσον αφορά στη νοητική αλλά και στη γλωσσική ανάπτυξη των μαθητών. Θα τονίσουμε τις

προϋποθέσεις που κρίνουμε απαραίτητες για την επιτυχή εφαρμογή της μεθόδου και θα αναφερθούμε στους περιορισμούς που θέτει το παρόν πλαίσιο εφαρμογής. Θα επιχειρήσουμε επίσης να συνδέσουμε την μέθοδο με την κοινές Ευρωπαϊκές διδακτικές πρακτικές που εστιάζουν στην χρήση της τεχνολογίας και της καινοτομίας για την εκπλήρωση μαθησιακών αναγκών. Τέλος, θα παρουσιάσουμε κάποια συμπεράσματα από ένα πρώτο, πιλοτικό στάδιο εφαρμογής επισημαίνοντας ότι χρειάζεται περαιτέρω έρευνα (ποιοτική και ποσοτική) για να αξιολογηθούν κατάλληλα οι ευκαιρίες που μπορεί να προσφέρει, αλλά και τα εμπόδια που μπορεί να συναντήσει η μέθοδος CLIL σε περίπτωση ευρύτερης εφαρμογής της.

Key words: CLIL, history, music, literature, biology, FLT.

---

1. Introduction

Traditionally Foreign Language Teaching in Greek schools has been based on course-books which, at best, are organized around mainstream topics presumed to be of interest to young children and teenagers, and which serve as the background to imparting metalinguistic knowledge of grammar rules and vocabulary. The latter is embedded in context, but as a rule disconnected from any cognitive process. The topics included have to be of very wide appeal, making them predictable and uncontroversial, and therefore often mundane for students and teachers alike. The surge of interest in the 'communicative approach' to language teaching, which started in Greece in the 80s, was often followed by frustration when it came to classroom practice and occasionally led to a complete return to more traditional, grammar and syntax based methods of teaching. Language Learning Theory and theories of cognitive development all placed a big value on student motivation, authentic communication and learner autonomy, and yet (despite on the whole dedicated and well-meaning language teachers and teacher trainers), it seems the attraction of reverting to traditional grammar/syntax based methods, enriched with activities targeting the development of communicative skills, is still strong.

In an attempt to make foreign language instruction more appealing and, therefore, more efficient in terms of meeting instruction goals and Curriculum needs, the introduction of Content and Language Integrated Learning (CLIL) as a teaching methodology suggests a wholly new approach to language teaching, which seemingly addresses some of the issues which thwart communication-based language teaching.

2. What is CLIL

CLIL is a method which entails teaching one of the 'content' subjects in the target foreign language. The target language therefore ceases to be the target of instruction and becomes instead the medium through which the content is conveyed. To be more specific, CLIL entails approaching a curriculum subject through a language which is not the one initially intended to be used. It is a new form of Content Based Instruction (CBI) - a lot like immersion where you do not have an 'English' class but learn English by studying another topic or subject. According to Genesee (2003), CLIL is a bilingual/immersion content-driven methodology where mastery of academic objectives is considered as essential as the proficiency in the target language. Teachers involved in CLIL can be either specialists in their own discipline or language teachers working together with cognitive field experts to design courses in various subjects.

2.1 Why use CLIL

On a practical level, course design reflects the 4Cs of CLIL as suggested by Coyle (1999), namely: Content (lesson topic), Communication (Content required language and content compatible language), Cognition (HOTS: higher order thinking skills and LOTS: lower order thinking skills), Culture (community or citizenship lesson focus). Based on the European Commission, CLIL is considered to be highly effective in fostering intercultural awareness and communication as well as developing linguistic competence and pragmatic interaction skills. Its efficiency as a methodology lies in its ability to foster multilingual interests and attitudes offering alternative means of curricular subject approach. Moreover, it provides extensive practice in the target language within curricular restrains through a realistic context for target language use. In terms of curriculum content, CLIL encourages diversity in teaching approach and syllabus design promoting cross-thematic unity and curriculum cohesion. A variety of realistic tasks based on authentic/semi-authentic multimodal stimulus encourage student participation and class advancement both in the target language and the subject being taught.

To be more specific, students comprehend words, notions and functions related to the content field under study enriching their active vocabulary in the target language. They are presented with basic terminology ensuring precise and sufficient mastering of the content language targeted for various cognitive fields in the curriculum. They interact in authentic communication environments-in a task-based framework-developing accuracy and fluency in the foreign language (see Ellis, 2003; Littlewood, 2004; Willis, 1996). They are trained to apply occasional code switch resorting to their mother tongue when content clarification needs arise.

2.2 CLIL in Europe

Historically speaking, CLIL has existed in Europe since 1994 when a group of researchers in educational programmes funded by the European Union initially introduced the term (see Marsh, 2002). According to Marsh (2009), CLIL was defined as an educational approach with a dual focus aim during which one additional language, other than the one initially intended, is used for learning both the content and the language per se. Additionally, Meyer (2010) seems to believe that CLIL is efficient for mastering various cognitive fields as well as linguistic competency within the curriculum teaching constraints. Nevertheless, the term CLIL is frequently used to refer to a number of teaching practices which all apply language use in the framework of cross-thematic instruction, suggesting the clear European support for the methodology as a way leading towards multilingualism.

CLIL has already been applied in many European schools as it is widely regarded a highly efficient methodology for all educational levels. In the last ten years, it has met considerable recognition followed by rapid expansion in various teaching environments. CLIL is widely accepted in most European teaching settings as a highly effective method of language learning for learners and a means for professional development for teachers (Ioannou-Georgiou, 2012). Based on the European Union (2012), all European countries appear to be applying CLIL with the exception of Greece, Ireland, Denmark and Turkey. Thus, nonlinguistic subjects are taught either in the official language of a country making use of a foreign language or, classes are given in the official language making use of another minority/local language.

2.3. CLIL in Greece

As mentioned above, CLIL has not yet been widely implemented as an effective teaching practice in mainstream state educational contexts. There are however emerging method implementations in private as well as in international and/or experimental schools, which indicate a growing interest for CLIL in various educational settings.

However, based on the National Curriculum (ΔΕΠΠΣ/ΑΠΣ), CLIL complies with the need to provide educational settings promoting literacy, multilingualism and multiculturalism. Lessons allow students to develop skills that facilitate real life communication needs applying lingual, paralingual or/and extra-lingual options. More specifically, learners develop oral and written speech making use of every available stimulus. They express opinion reflecting communication strategies required to meet various discourse needs. They process texts as well as multitexts studying both the structural and the aesthetic aspect of the target foreign language. Finally, they develop cognitive and social skills while advancing individual metacognitive ability and collaborative learning practices.

Based on the more specified National Syllabus for Foreign Languages (ΕΠΣ-ΞΓ), CLIL encourages learners to act as intercultural and interlingual mediators of knowledge facilitating communication among people of various cognitive, social and cultural environments. Student autonomy is promoted allowing individuals to approach knowledge in groups addressing diversity and individual learning profiles. Decision making and problem solving are enhanced allowing for flexibility in linguistic resources when considering cognitive load required for effective communication needs. New technologies are fully incorporated in course design establishing variety in visual and auditory educational stimuli while promoting differentiated learning in a multimodal/ multisensory teaching environment. Thus, CLIL implementation fully complies with National Curriculum guidelines through the enhancement of holistic learning, cognitive and linguistic skills development, learner involvement and active collaboration as well as confidence in language use (Brewster, 1999; Littlewood, 2003).

3. CLIL in the 2nd Experimental Gymnasium of Athens

In the 2nd Experimental Gymnasium of Athens, CLIL has been implemented in the subjects of History, Science, Music, and Literature. Implementation has been and still is at a piloting stage involving different ways of method application, various modes of teacher collaboration, several approaches to material presentation/ assessment and diverse hours of method realization. The method of implementation in the various cognitive fields will be discussed in an effort to provide insight into different contexts where it has been applied.

4. Teaching History Using CLIL

The subjects of History and English have been approached through CLIL for five years in the aforementioned school unit. To be more specific, as the method is still at a piloting stage, CLIL has been applied in the History subject of the 3rd class of Gymnasium allowing for different levels of cooperation between the teachers of History and English. Variations in levels of cooperation and intensity of method application derive from both managerial restrictions in Curriculum implementation, unrelated to teacher intent and professional commitment, and method familiarization and development decisions.

To be more specific, CLIL was originally introduced in the school unit by the teachers, Maria Chionis (English) and Yannis Antoniou (History), in 2009 as an alternative way of presenting subjects using an innovative approach. CLIL was met with enthusiasm by the students allowing for method expansion in the years to come. The venture was undertaken by the teachers, Eleni Xanthakou (English) and Yannis Antoniou (History), in the following years giving the opportunity to shift method application from "soft" CLIL to" hard" CLIL (i.e. moderate or intense CLIL application) meeting all aspects of syllabus design, i.e. class research, material design, presentation approach, testing techniques and method assessment.

To be more specific, introductory questionnaires were given out to highlight expectations, needs and limitations to be considered when designing the course. Closed –type and open-ended questions were distributed to the students examining learner viewpoints on individual performance and potential familiarization with the CLIL method. Students were asked to evaluate their language ability and their efficiency in using both receptive and productive skills in the foreign language. Moreover, they were asked to identify potential problematic areas in language use and suggest aspects that they would like to improve in their foreign language classroom setting. The purpose was to investigate demographic data, language skills and strategies, preferable teaching and learning styles and individual involvement and achievement in the fields of English as a foreign language and History as a Curriculum subject.

From the very beginning of the implementation of CLIL, lessons were designed aiming to activate learners' content schemata. Teachers focused on what the students already knew in order to engage them in more demanding tasks and concepts. Information was presented in a multisensory way in a multimodal classroom environment providing learners with sufficient stimulating input. Authentic material was introduced to be processed through tasks allowing for meaningful, interactive and creative learning. Multimodal material found in websites facilitated independent and differentiated learning allowing learners to comprehend both content and language. Tasks were organized in the form of inquiry based learning activities developing high order thinking skills in a curricular context.

To be more specific, a CLIL multidimensional mini syllabus was designed providing four to five CLIL sessions for each Chapter in the 3rd class Gymnasium History Book. The lessons were organized in the following thematic units: The Enlightenment, The American Revolution, The French Revolution, The Greek Revolution, Inventions/The Industrial Revolution, Human Rights and Immigration, The Theory of Evolution, The First World War, The Second World War, etc. Depending on the year of method implementation and the class profile, sessions were designed to include more or less input catering for individual ability and interest levels. Thus, lessons could be considered 'tailor made' as they were supplemented or completely altered to suit particular interests, linguistic and cognitive needs. Games were also designed as a means of content presentation or subject assimilation enhancing interaction (Swain, 1993) while providing opportunities for social skills development (Orlick, 2006). Learning outcomes involved the development in:

- cognitive skills, through inquiry based activities activating multiple intelligences, problem solving and decision making;
- communication skills, through various tasks requiring collaboration and meaning negotiation;
- cultural sensitivity and awareness, through content based activities promoting cultural and historical identity (for language and culture see Kramsch, 1993).

The English language teacher collaborated closely with the teacher of the history subject creating innovatory and appropriate interdisciplinary ways in relation to content and specific language teaching. As the years passed, close cooperation gave way to meaningful, cross-thematic collaboration where both experts felt safe to suggest, explore and evaluate innovative approaches to presenting cognitive load in the safety of expertise guidance offered by both participant specialists.

Teaching sessions were organized in three stages, namely: the pre, while and post stage. In the pre stage, learners were meant to familiarize themselves with the topic, draw knowledge from content schemata already acquired in previous sessions and organize themselves in groups in order to approach learning in a multi-sensory learning environment. In the while stage, learners were asked to interact in order to process multimodal material. Task completion required meaningful interaction and collaborative problem solving as well as meaning negotiation. In the post stage, feedback was given and content was assimilated through tasks that encouraged further work and follow up research. Creativity was promoted through allowing students to select among a variety of tasks based on individual preferences and level of performance. The teachers' role was reduced to that of a facilitators and coordinators catering for learner autonomy and group participation. Teachers served as models of the target language resorting to L1 when circumstances required it. They mainly employed scaffolding by exemplifying, paraphrasing, asking questions and providing visual/audio aids as a means of linguistic development and cognitive expansion.

Learner performance was monitored through testing after each unit. Initially, there were closed-type questions in the L1 checking content presented through CLIL. Gradually, as both teachers and students became more familiar with the method, there were both closed-type and open-ended questions dealing with the CLIL sessions to be answered in English. Content was put before language in the correction stage focusing on the cognitive load that learners had mastered rather than the linguistic competency that they had acquired. The later was assessed in separate tests designed for the English class per se following the typical National Syllabus restrictions.

Finally, method feasibility was monitored through formative and summative assessment. Learners were given questionnaires after each Chapter sessions evaluating material while making suggestions. At the end of the year, students were asked to assess the whole method implementation practices making comments as well as proposals.

4.1. Implementation difficulties

Although CLIL appears to be an effective innovative practice in mainstream education, any potential method implementation does not necessarily lead to successful teaching and learning. Ineffective CLIL implementation may result from inappropriate teacher training in using a foreign language as a vehicle for teaching content in another cognitive field, restricted methodological resources, limited guidance in material development and insufficient provision of a clear framework and readily available teaching material (Richards & Rogers, 2002) . Moreover, managerial restrictions pertaining to the availability of teachers when necessary in order to co-design and co-present cross-thematic sessions of work may lead to frustration and implementation problems. Conservative teaching environments which do not encourage strong collaboration among disciplines may result in reservations in applying the method and hostility towards CLIL realization. Traditional teaching practices which enhance the teacher centered model of instruction may undermine CLIL innovational

aspects in terms of material organization, content presentation and classroom management. Finally, restrictions in formative and summative assessment may result in discrepancy between what is taught and what is examined causing the method to lose credibility and feasibility impetus.

5. Teaching Music Using CLIL

The idea of using CLIL methodology in order to teach a subject which clearly belongs to the arts was intriguing. The programme is currently in its third year of implementation, having started in the school year 2013-14 through the collaboration of Vassilis Mitropoulos (Music teacher) and Ioanna Kynigou (English teacher). The lesson takes place during one of the three teaching hours that we have per week for English in our school. The target group is a third year class (14 year-olds), the curriculum taught is consistent with the guidelines of the National Curriculum for Music in the 3rd grade and the Music teacher is an active participant in class and co-designer of the curriculum and teaching materials.

For reasons of comparability and continuity the students are given an investigative questionnaire at the beginning of the school year and a method assessment questionnaire at the end. Due to the pilot nature of the programme, each year of its implementation has differed in terms of teaching focus and the content and length of the units designed. During the first year the material was organized in four units: symphonic orchestra, rock, jazz and world music. However, although in theory we planned to spend roughly similar amounts of time on each unit, we ended up spending much longer than expected on the second unit (rock music) and as a result had no time left for the last unit (world music). The second year started with an altogether new unit which looked at the human voice box as a musical instrument. This was followed by the units as they had been designed in the previous year. This time the unit on jazz was covered in greater detail and assigned more teaching hours, but the last unit on world music suffered again as a result.

The lessons consist of oral, musical and video presentations followed by worksheets with activities which aim at providing practice of the students' skills and knowledge in both music and English. The activities were mostly group work and a special effort was made for the students to engage in genuine interaction within the groups, rather than to conduct parallel monologues. As an example of one type of activity, the students were shown a video on the history of jazz (which was tailor made by the Music teacher) and asked to complete a multiple choice questionnaire. Each group member was given a different questionnaire and students were required to combine information in order to recreate a complete presentation of the information included in the video. For each activity teaching goals were clearly set out, separately for the content subject and for the language subject. Student initiative and active participation were key elements in the design of lesson plans and worksheets alike. The language of instruction was English and the teaching method communicative. Due to the nature of the content subject, formal assessment specific to the CLIL classes was not really applicable, but as Music is not a subject which is included in the students' final exams, this did not present a difficulty at this stage of method implementation.

One of the most important elements of our teaching methodology was for the teachers to act as role models for life-long learning and good learning practices. Thus, the music teacher communicated in English (which, as mentioned was the language used in the classroom), and the English teacher participated as an active learner of music during the lesson. We also hopefully provided a much needed role model for cooperative teaching and learning. The

framework of a teaching methodology such as CLIL is ideal for providing the students with a genuine long-term experience of the benefits and the challenges of close collaboration, as well as a model of the teacher who is no longer omniscient, instead who is willing to be an active learner him/herself.

One of the advantages of using the subject of Music as the content subject for CLIL as we discovered, was the fact that the practical difficulties concerning teaching groups, curriculum and (as mentioned before) assessment were minimized, as the Music teacher involved taught the whole of the 3rd grade and therefore differences in group consistency due to streaming in English did not create many problems. Also, unlike subjects such as History or Literature, there has been continuity of teachers involved during the three years, which obviously results in more efficient collaboration and long-term planning.

5.1. Implementation difficulties

The main difficulties encountered were the lack of any timetable concessions for preparation and joint teaching time. In each classroom teaching hour of CLIL both the Music teacher and the English teacher were present, however the lessons took place during an hour which is officially assigned to English. As a result, the Music teacher had to add an extra hour per week onto an already heavy schedule. In addition, the pilot nature of the project and the amount of lesson planning and materials design involved, required many hours of extracurricular planning.

6. Teaching Literature/Ancient Greek Drama Using CLIL

For the past years CLIL has been implemented as a dual focused educational approach to learning EFL mainly in the third year of the 2nd Experimental Junior High School of Athens. The Idea behind CLIL is to promote plurilingual competency within the European Union. Therefore, it was decided to see how this would work along the lines of diverse school subjects, such as music, history, biology and Literature/Ancient Greek Drama. Accordingly, since CLIL has been adapted to a range of subjects, teachers are flexible considering the various complexities of this particular venture.

In the case of Literature/Ancient Greek Drama lessons are delivered by Ms Dimitra Dertili. During the first year of CLIL's application in this setting (2013-14), lessons were conducted in a third grade classroom with the collaboration of a colleague teaching Ancient Greek Drama in Greek, Mrs Kallitsaki. Initially, CLIL was employed for the investigation of the historical associations found in Ancient Greek theatre, Elizabethan theatre and Modern Greek Poetry. The goal was to study the successfulness of CLIL as a teaching method that enhances students' (a) cognition, that is their ability to discern associations among different historical periods and genres, (b) communication skills, that is to communicate in both English and Greek, especially regarding drama terminology and translations, (c) awareness of language and culture by focusing on cultural and historical aspects that influenced each period.

The study lasted approximately two months, one or two hours per week, and 15 hours in all. Both teachers employed traditional teaching methods by using the coursebook on Ancient Greek Theatre and Drama. However, these methods were accompanied by power point presentations, short animated videos created for building up awareness and vocabulary, online games and worksheets, quizzes and projects.

In Literature/Ancient Greek Drama, the approach consisted of four parts. The first one

introduced the basic structure and elements of Ancient Greek Theatre. In the end students were able to identify the origins and structure of Ancient Greek Theatre in both Greek and English. They became familiar with Ancient Greek Theatre terms. They were able to appreciate the ideas of Ancient Greek dramatists and playwrights, and in particular Euripides and draw conclusions about the Ancient Greek culture of the 6th and 5th centuries B.C. Student assessment was based on their ability to produce terms and definitions in both target language and source language. They also had to remember the historical linearity of events and express their thoughts on them.

The second part introduced students to the basic structure and elements of Elizabethan Theatre. Students were given a detailed description of Shakespeare's life and time and a detailed introduction of the differences and similarities of the Ancient Greek Theatre and the Elizabethan Theatre. The purpose of this approach was to determine the influence of the classics on Shakespeare. Also, the goal was to help students understand the main aspects of the Elizabethan era in comparison to those of the Dark Ages, to learn about the popular form of entertainment of the 1ate 16th and early 17th century Elizabethan England, to recognise the history and the structural framework of the early Shakespearian Theatre called the Globe Theatre and the Modern Globe Theatre reconstructed in 1997. In addition, presentations helped students become familiar with Elizabethan Theatre terminology, comment on the forceful closing down of all theatres by the puritans during the civil war, identify the influence of the Classics on Shakespeare by comparing both theatres and outlining similarities and differences, understand the different cultural forces that define art but also shape society and, finally, evaluate historical events and associations. Student assessment was based on their ability to incorporate both modern and Elizabethan terms and to be able to synthesize and communicate historical information. It also included a project where students demonstrated the similarities and differences of the structures of Ancient Greek and Elizabethan Theatres. They had to sketch a theatre whose structure was 50% Ancient Greek and 50% Elizabethan. All parts were named in each case.

The third part involved an understanding of the influence of the classics on Modern Greek poets and in particular George Seferis. Students tried to identify the influence of Euripides's *Helen* on George Seferis' poem *Helen*. They commented on the monstrosity of and futility of war in a historical context and evaluated translations from source language to target language. Students were expected to elaborate on the intertextuality of ancient Greek drama and Modern Greek Poetry.

The final part presented the healing power of Ancient Greek Drama. It mainly involved skills such as reading, listening and writing activities based on homemade animated videos through which students would reach a critical understanding of the purpose of the asclepieia and their connection to ancient Greek theatres but also their impact on 20th century Freudian psychoanalysis.

Compared with traditional teaching methods, the teaching mode of CLIL blends subject knowledge with language, making language teaching more interesting. It, thus, stimulates the students' motivation to learn a language, to deepen their understanding of a subject content and enhance their cross-cultural awareness. Students' cognitive level is improved significantly, and so is the ability of spoken language.

6.1. Implementation difficulties

One of the challenges was collaborating with other colleagues. During the first year of

applying CLIL methodology most teachers faced no problems as they were lucky enough to work with a collaborator. Members of the CLIL project cooperated by planning common teaching hours beforehand, presenting the method via a model lesson to other colleagues in an attempt to inform, train and support feedback and information exchange. The method was also implemented as part of two Conference Workshop projects that took place respectively on December 7, 2013 and November 29, 2014 at the 2nd Experimental High School of Athens. Finally, a report was provided regarding the assessment of educational achievement at the end of each year. During the second and third year, however, collaboration with other colleagues was hard to achieve due to the school timetable and overlapping teaching hours concerning teachers of "Dramatic Poetry: Euripides' Helen" and History. Hence, CLIL was implemented by the respective English teachers, which unfortunately reduced the bilingual dimension of its application.

7. Teaching Biology Using CLIL

More than 98 percent of all scientific articles published today are in English (Engber, 2013). Thus, by teaching biology through CLIL, students are given a 'head start' if they decide to pursue a career in science. Even those who will choose not to enter a scientific field, greatly benefit from this experience.

At the 2nd Model Experimental Gymnasium, teaching biology using CLIL was first applied in 2013 starting with students of the first grade of high school. This was intentionally done in order to observe the results of implementing CLIL at younger ages. In collaboration with Dimitra Tsapali, the biology teacher and Maria Chionis, the English teacher, sections of the Greek biology lesson were taught in English after students were exposed to the same material in Greek. Out of the three-hour weekly English lesson, one hour was dedicated to CLIL. Topics that were covered included photosynthesis, nutrition, the digestive system, respiratory system and the circulatory system. The course incorporated all four language skills (listening, reading, speaking and writing). However, more skills can be added to this list. For example, conducting research in the English language is a skill that greatly prepares students for their future endeavors.

 The first CLIL classes involved the introduction of biology and the importance of it in their daily lives, using simple lesson plans and videos found on the Internet. This alleviated any anxiety felt of learning scientific words in English. Furthermore, associating biology to fields such as the environment and health created motivation for the students to actively participate in the lesson. Each unit was taught using a variety of interactive methods including games, the interactive white board and group work. The next step was to teach the students how to properly conduct presentations because after being taught the vocabulary of each unit, they were divided into groups and had to choose to present a topic. Some themes chosen by the students were specific diseases associated with the body systems, the importance of good nutrition and how to prevent illnesses. After the students practiced in front of their fellow classmates, the parents were invited to attend. In this way, the children grew accustomed to presenting in front of an audience which is a skill that is essential not only for the school environment but also in any future profession they choose to follow. Furthermore, this required the students to learn how to collaborate, share responsibilities, make deadlines, conduct research without using the 'copy paste method' and answer questions after presenting.

The results were a high level of enthusiasm and motivation to learn more about biology and the English scientific terminology. The students were asked after their first presentation

whether they would have liked to continue doing them upon completing each unit and they unanimously agreed. During the Greek biology lesson, Ms. Tsapali occasionally asked what the English equivalent was to certain words and they would correctly answer. She also included an English section in her biology exams and the students did impressively well. During the English course, the students actually requested that more time be spent on doing CLIL in the classroom than the 'regular' English lesson. It was also observed that children with dyslexia greatly benefitted with CLIL. This was probably due to the audiovisual stimulating lessons and the group work which entailed all students to participate according to their individual abilities.

7.1. Implementation difficulties

One of the main challenges to teaching sciences using CLIL is finding collaborating science teachers. This was not a problem for the biology class but enticing a colleague to cooperate in teaching physics has proven to be difficult. Time limitation is also an inhibiting factor as a 45 minute class is sometimes too short to finish an interactive lesson plan.

8. Suggestions for further research

Despite presenting various modes of CLIL implementation, it is acknowledged that a mere presentation cannot constitute solid evidence of method feasibility in diverse educational settings. Such a claim should be supported by qualitative and quantitative data reflecting deeper research into the issue in question. A potential analysis would require further testing in the form of questionnaires, interviews as well as evaluation of employed practices, designed materials and performance manifestations. To be more specific, what needs to be compared is competence/ performance levels prior and after CLIL implementation investigating the extent to which the method contributed to linguistic development and mastery of content.

Finally, we strongly believe in the dissemination of information concerning good teaching practices. Accordingly, our school has organized conferences on CLIL as a teaching methodology for two years running. The conferences were held in the autumn of 2014 and 2015 respectively, under the auspice of DEPPS and with the collaboration of the school advisor for ELT, Dr Hadzigiannoglou, an experimental Primary school of Athens, Ralleia and the English Departments of the University of Athens and Thessaloniki. Furthermore, the teachers of English in our school have presented the CLIL programmes that have been implemented in a number of conferences organized by other institutions (PASYKAGA 2013, Ziridis schools 2014, The American College of Greece 2014).

References

Brewster, J. (1999). 'Teaching English through Content: supporting good practice'. In C. Kennedy (Ed), *Innovation and Best Practices*. London: Longman, 83-95.

Coyle, D. (1999). 'Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts'. In J. Masih (Ed.), *Learning through a Foreign Language.* London: CILT.

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford: Oxford University Press.

Engber, D. (2013). 'FYI: How did English get to be the International Language of Science'? Retrieved: http://www.popsci.com/article/science/fyi-how-did-english-get-be-international-language-science

Genesee, F. (2003). 'What do we know about bilingual education for majority language students?' In T.K. Bhatia & W. Ritchie (Eds), *Handbook of Bilingualism and Multiculturalism.* London: Blackwell, 547-576.

European Commission (1995). *White paper on education and training: Teaching and Learning: towards the learning society*. Available at: http://ec.europa.eu/white-papers/index_en.htm.

European Commission (2003). *Promoting language learning and linguistic diversity: an action plan 2004-2006.* Available at: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:c11068.

European Commission (2005). *A new framework strategy for multilingualism.* Available at: http://eur- ex.europa.eu/LexUriServ/LexUriServ.do?uri COM:2005:0596:FIN.

European Commission (2008). *Council conclusions on multilingualism*. (http://ec.europa.eu/languages/eu-language-policy/policy-documents_en.htm.

European Commission (2012). *formal report on language teaching.* Available at:eacea.ec.europa.eu/education/eurydice/documents/.../143EN.pdf.

Ioannou-Georgiou, S. (2012). 'Reviewing the puzzle of CLIL'. *ELT Journal*, 66: 495-504.

Kramsch, C. (1993). *Context and Culture in Language Teaching.* Oxford: Oxford University Press.

Little, D. (1991). *Learner Autonomy 1: Definitions, Issues and Problems*. Dublin: Authentik.

Littlewood, W. (2004). 'The task-based approach: some questions and suggestions'. *ELT Journal,* 58/4: 319-326.

Long, M. H. (2011). 'Methodological Principles for Language Teaching'. In M. H. Long, & C. J. Doughty (Eds), *The Handbook of Language Teaching*. Chichester: Wiley-Blackwell, 518-542.

Marsh, D. (2002). *CLIL/ EMILE - The European dimension. Action, trends and foresight potential.* Contract DG/EAC: European Commission.

Marsh, D. (2009). 'Forward'. In Y. Ruiz de Zarobe & R. Jimenez Catalan (Eds), *Content and Language Integrated Learning: Evidence from Research in Europe.* Bristol: Multilingual Matters, vii-viii.

Meyer, O. (2010). 'Towards quality CLIL: successful planning and teaching strategies'. *Puls*, 33:11-29.

Orlick, T. (2006). *Cooperative Games and Sports: Joyful Activities for Everyone*. Champaign, IL: Human Kinetics.

Richards, J.C. & Rogers, T.S. (2002). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Swain, M. (1993). 'The output hypothesis: Just speaking and writing aren't enough'. *The Canadian Modern Language Review*, 50: 158-164.

Willis, J. (1996). *A Framework for Tasked-Based Learning*. Longman, London.

YPEPTH. Pedagogical Institute (2001). *Diathematico Eniaio Plaisio Programmatos Spoudon*. Athens: O.E.D.B.

YPEPTH. Pedagogical Institute (2005). *Epimorphosi sxolikon symboulon kai ekpaideutikon in Diathematico Eniaio Plaisio Programmatos Spoudon. Epimorphotiko yliko*. Athens: O.E.D.B.

Web links:

http://www.cambridge.org/ar/elt/teachers/zones/custom/item5633999/2325595/Applied-Linguistics-CLIL/?site_locale=es_AR&currentSubjectID=2325595, accessed on 3/9/2013

http://www.cambridge.org/ar/elt/teachers/zones/custom/item6870719/2325595/Applied-Linguistics-CLIL-(2)/?site_locale=es_AR&currentSubjectID=2325595, accessed on 3/9/2013

http://www.cambridge.org/servlet/file/9780521112987c04_p48-73.pdf?ITEM_ENT_ID=5633692&COLLSPEC_ENT_ID=7 , accessed on 20/9/2013

http://eltaa.wikispaces.com/eltaa+Booklets, accessed on 3/12/2013

http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm, accessed on 30/7/2013

http://www.goethe.de/ges/spa/dos/ifs/met/en2747826.htm , accessed on 20/9/2013

http://www.goethe.de/ges/spa/dos/ifs/ceu/en2751287.htm , accessed on 20/9/2013

http://www.icrj.eu/, accessed on 3/9/2013

http://lici.utu.fi/links.htm , accessed on 30/9/2013

http://lici.utu.fi/summary.htm , accessed on 30/9/2013

http://www.onestopenglish.com/clil/methodology/the-clil-debate/is-clil-a-passing-fad-which-will-probably-have-disappeared-within-10-years/500994.article, accessed on 30/7/2013

http://primaryclil.org/, accessed on 2/9/2013

http://www.primaryresources.co.uk/, accessed on 1/9/2013

http://www.teachingenglish.org.uk/articles/interview-keith-kelly, accessed on 1/9/2013

http://www.teachingenglish.org.uk/activities, accessed on 3/9/2013

http://teachunicef.org/, accessed on 3/9/2013

www.cilt.org.uk, accessed on 10/9/2013

www.guardian.co.uk/guardianweekly, accessed on 3/9/2013

Ioanna Kynigou (ikinig@yahoo.gr) has a degree in English Language and Literature (National Kapodistrian University of Athens). She holds an MPhil and an MLitt from Cambridge University (Department of Education). She also has a PhD from the Department of English Studies (Athens University). She has been a teacher of English as a Foreign Language for the past 22 years in both Primary and Secondary schools.

Eleni Xanthakou (elexanrh@yahoo.gr) has a degree in English Language and Literature (National Kapodistrian University of Athens). She holds an Med from the Hellenic Open University and a diploma in the Application of Neurolinguistic Programming to teaching from the International NLP Trainers Association. She has been a teacher of English as a Foreign Language for the past 20 years in both State schools and Institutes of Foreign languages.

Maria Chionis (mhioni@hotmail.com) has a degree in English Literature (Concordia University), a MEd (Concordia University) and has recently completed a MSc from the Medical School of Athens. She also teaches Medical and Legal English Terminology and Communication Skills at the National and Kapodistrian University of Athens.

Dimitra Dertili (ddertili@gmail.com) obtained her Bachelor's degree in English Language and Literature at the University of Athens and proceeded with her Master's degrees at the University of Essex (English Dept.) and Royal Holloway, University of London (English Dept.). She received her Ph.D. from the National and Kapodistrian University of Athens. Her research interest focuses on the internet's impact on learning.

On How Content Motivates Grammar

Η αιτιακή σχέση περιεχομένου και γραμματικής

Christine CALFOGLOU

The Language or form component of CLIL has mostly been discussed as a requirement for the teaching of specific content, as language of or for learning (cf. Doughty & Varela, 1998) and has dealt with lexical gains primarily (see, e.g., Costa, 2012; cf. Llinares & Whittaker, 2007). Within an assessment in CLIL context, Coyle et al. (2010) consider including 'notions' or 'functions' 'or even' (p.115) 'form-focused' elements, like 'the effective use of the past tense' among them, which shows that form study is marginalized. This, however, I would argue, undermines the integration component. Drawing on the conception of grammar as a dynamic system that involves thinking (Larsen-Freeman, 2003) as well as on the idea advanced by cognitive grammarians that "… grammatical forms should be analysed as motivated by meaning" (Holme, 2012, p.6), the present article attempts to show that, within a CLIL context, form can be taught as emerging naturally out of the needs dictated by the specific type of thinking invited by the content selected. This is demonstrated through the presentation of a CLIL history project implemented with 98 learners in a lower-secondary education EFL context over a three-month period in two consecutive years and through tapping learners' awareness of their grammar benefits.

℃

Η τυπική, γλωσσική παράμετρος της Ολοκληρωμένης Εκμάθησης Περιεχομένου και Γλώσσας (CLIL) έχει κυρίως συζητηθεί ως προϋπόθεση για τη διδασκαλία του περιεχομένου (πρβλ. Doughty και Varela, 1998) και έχει επικεντρωθεί σε λεξιλογικά οφέλη (βλ. Costa, 2012; πρβλ. Llinares και Whittaker, 2007). Οι Coyle κ.ά. (2010) αναφέρονται στη χρήση «ακόμη και» τυπικών στοιχείων, όπως η «κατάλληλη χρήση παρελθοντικών χρόνων», στην αξιολόγηση στο πλαίσιο της CLIL, αναδεικνύοντας εμμέσως την περιθωριοποίηση του γλωσσικού στοιχείου. Όμως αυτό υπονομεύει, κατά την άποψή μου, την ολοκληρωμένη εκμάθηση. Ορμώμενη από την αντίληψη της γραμματικής ως δυναμικού συστήματος που εμπεριέχει σκέψη (Larsen-Freeman, 2003) καθώς και από την άποψη των γνωστικών γλωσσολόγων για την αιτιακή σχέση νοήματος και γραμματικής (Holme, 2012), η ερευνήτρια, στο παρόν άρθρο, προσπαθεί να αναδείξει την αιτιακή σχέση περιεχομένου-μορφής στο πλαίσιο της CLIL, παρουσιάζοντας μία τρίμηνη σειρά μαθημάτων Ιστορίας στα Αγγλικά (CLIL) σε 98 μαθητές Γυμνασίου σε δύο σχολικά έτη, με αναφορά επίσης σε

δεδομένα σχετικά με την αντίληψη των μαθητών ως προς τα γλωσσικά οφέλη που αποκόμισαν.

Key words: CLIL, form, cognitive grammar, history.

1. Introduction

The language dimension of Content and Language Integrated Learning (CLIL) has been brought to the fore on several occasions (see, e.g., Kelly, 2009) and attention has been drawn to the fact that the language dimension and the concomitant language challenge of a CLIL venture needs to be seriously considered, alongside the conceptual one. Generally, however, the form component has been neglected, treated as the poor relation of the method and, thus, somehow undermining the 'synergy' referred to in the literature (see, e.g. Coyle et al., 2010, p.27). Quite interestingly, in addressing the 'Language or content' dilemma in CLIL assessment, Coyle et al. (ibid., p.115) suggest that "The language objectives may relate simply to communicating the content effectively, or they may include notions (such as specialist vocabulary from the unit) or functions (such as the ability to discuss effectively) or *even* be form-focused (for example, concerning effective use of the past tense)" (emphasis mine). It seems to me, therefore, that the predominance of content focus in CLIL programmes has usually meant putting language considerations aside, which may be a serious fallacy, in the sense that it undermines the integration idea.

In view of what seems to be a niche that needs to be filled in (Swales, 1990), I will propose incorporating grammar within a history CLIL programme in a way illustrating how grammar can be motivated by the specific type of thinking involved in the content dealt with. The specific content taught is the Enlightenment and the Industrial Revolution and the language integrated is that of epistemic modality, and conditionals, which, I will argue, originates from the very essence of the content. The teaching context is that of lower secondary education in Greece and the number of students involved amounts to 98. Drawing on the conception of grammar as a dynamic system that involves thinking (Larsen-Freeman, 2003) as well as on the cognitive grammar view that "… grammatical forms should be analysed as motivated by meaning" (Holme, 2012, p.6), I will attempt to show that CLIL paradigms are a great opportunity to demonstrate the connection between language and thinking as well as the meaning basis of grammar, which can be taught as responding to the specific needs arising from focus on specific content. This could form the basis of a grammar teaching syllabus, which can vary with the change of content. Data collected from the learners regarding their awareness of their grammar benefits will also be considered.

The present article is laid out as follows: Section 2 deals with the language/grammar component of CLIL, as this has been treated so far, as well as with the broader theoretical context of the present discussion. Section 3 presents the project and section 4 focuses on learner data. Section 5 brings the article to an end in the form of concluding remarks.

2. Grammar in the CLIL paradigm: Focusing on language *through* learning

Deeply ingrained in the philosophical underpinnings of CLIL is the idea that "language is a matter of meaning as well as of form" (Mohan & van Naerssen, 1997, p.2). In other words, when language is used as a 'medium' rather than as the 'object' of learning (Coyle et al.,

2010), its meaningful design becomes clearer. This also suggests that the form-related syllabus followed may be quite diverse in a CLIL context, depending on the needs of the content taught. The diversity of the language syllabus has also been addressed in Coyle's (2000, 2002), Coyle et al.'s (2010, p.36) consideration of the "CLIL vehicular language from three interrelated perspectives: language *of* learning, language *for* learning and language *through* learning"; the language needed for the learner to comprehend content, the language skills involved in cooperation over content and the language accomplished through articulation of learner ideas in relation to content. Grammar in its narrower sense seems to be related to the first perspective, namely language *of* learning (cf. Doughty & Varela, 1998). Yet, as I will try to show below, while the idea of grammar sequencing being determined by the needs of the content taught is particularly interesting as well as fertile land for radical changes in grammar teaching, the notion of grammar forms taught when the need arises contentwise may be rather restrictive. In Coyle et al.'s example, the need for learners to use past forms to talk about a scientific experiment that has already taken place may illustrate the meaning and function of past forms but, I would suggest, there is a certain amount of randomness in proceeding along these lines in the teaching of language, pastness not being a concept specifically associated with scientific experiments.[1] The meaningfulness of grammar may thus be at least partially lost.

Ever since focus on *form* (see, e.g., Ellis, 2001) helped grammar regain at least some of the glory it had lost during the communicative language teaching era, approaches to the teaching of grammar have stressed the significance of context. And yet, the foreign language class has overwhelmingly involved decontextualised language practice and the complete dissociation of grammar and meaning (see also Bielak & Pawlak, 2013 and references therein). As Achard (2004, p.185, cited in Llopis-Garcia, 2010, p. 75) very aptly puts it, "grammatical rules traditionally given in a language class are considered a property of the system, and not the result of the speaker's choice". This is imposed knowledge rather than *deep learning*, which "involves the critical analysis of new ideas, connecting them to already-known concepts, and leads to understanding and long-term retention of these concepts so that they can be used for problem-solving in unfamiliar contexts". Instead, it is 'surface learning', namely "the acceptance of information as isolated and unlinked facts (which) leads to superficial retention only" (Coyle et al.,2010, p.39). It is my contention that such deep learning does not apply to content learning alone but, importantly, to the acquisition of form, too. In other words, grammar might well form part of the third component in the above language taxonomy, namely language *through* learning. In producing the required form, learners could be articulating their ideas in relation to the content discussed, because the use of this form is motivated by the specific content. Alternatively, learners would be producing the relevant form in articulating their ideas on content. But, of course, all this would not be done implicitly alone. There would need to be a certain amount of explicitation involved, which, as will be illustrated in the presentation of the experimental sessions below, could draw on learners' intuitions, thus presenting grammar as not just part of the system but as 'the result of the speaker's choice', too, as noted above.

That language is somewhat neglected in the CLIL paradigm and that further exploitation of form-related issues is needed has already been pointed out. Costa (2012, 2013), for example, while focusing on lexis mostly, argues in favour of "a balance between language and content objectives" (p.43). Interestingly, reference is made to the "difficult(y) (of)

---

[1] Instead, discussing the use of stative forms in science discourse as well as contrasting stative with dynamic forms in carrying out a chemical reaction, for instance, may be much more directly motivated by the type of discourse.

draw(ing) a demarcation line between activities centred on meaning and those centred on form" (p.43), an argument alluding to the form-content fusion achieved in CLIL. Kelly (2009) comments on the need to add a language axis to the ones of cognitive challenge and context embedding (cf. Cummins, 2001), thus reducing the challenge created by the lack of the relevant foreign language knowledge. But, as noted above, language is not to be viewed as a distinct component of CLIL instruction, for, as Ball (2013-2014, p.80) aptly puts it, "language is indeed content".The language-content dichotomy could thus be superseded by an approach where, in the scholar's words, "conceptual and *linguistic* knowledge function as vehicles for "procedural" knowledge, a notion synonymous with "competence" (ibid*.,* emphasis mine). As suggested in Clegg (2013-2014, p.85), "cognitive skills" such as defining, classifying or hypothesizing "are a language issue", which means that acquisition of content requires acquisition of the relevant form. I would argue that this point needs to be developed further in the direction of showing how exactly specific instances of form are not only intertwined with but also motivated by specific instances of content, as will be illustrated in the next section. Demonstrating the relevance of cause-effect in the context of describing what happens with the muscles when the body moves, as in the very interesting example of 'When the biceps contracts, it bends the arm at the elbow' (Clegg, 2013-2014, p.86), that is highlighting the language needed to talk about specific content is a major step in integration. However, what does not seem to have been explored to date is how exactly discussion of specific content somehow deterministically invites the use of specific language; you may need passives to talk about historical events both because history answers the 'what happened?' question typically inviting the use of passive forms and because history involves not only human action but also human suffering, thus highlighting the patient/sufferer.[2] Similarly, you may perhaps not need epistemic modals to talk about Enlightenment issues typically but their use is motivated by the rationalist element in the intellectual movement. It is the relevance of this criterion in the choice of the language to be taught in CLIL courses that I will attempt to illustrate in the next section. The linking of thinking skills and language has been discussed a lot in knowledge process theories (e.g. Anderson & Krathwohl, 2001) and extremely important taxonomies have been compiled. Yet the link to specific content, the language *through* learning part of the story has yet to be developed.

The proposal made in this article derives its deeper theoretical underpinnings from the contiguity of form and meaning emphasized in cognitive grammar approaches, the "meaningfulness (of grammatical phenomena) and its conceptual motivation" (Bielak & Pawlak, 2013, p. 583), the non-randomness of form or, put differently, grammar as thinking. This is contingent upon the idea of grammar viewed "as a skill rather than as an area of knowledge" (Larsen-Freeman, 2003, p. 13) and underscores the need for learners to develop "an ability to do something, not simply storing knowledge about the language and its use" (ibid*.*). Research has not been so extensive, so the gains of this approach have not been firmly established,[3] but it nevertheless seems to be a promising area in the instructional attempt to counter "the inert knowledge problem" (see Larsen-Freeman, 1992, 2003 and discussion therein), namely students' inability to activate the formal and form-focussed knowledge gained in class in real life, evidently attributable to the dissociation of grammar from content in the class context. CLIL-related research on grammar gains has been rather limited, often with a higher education orientation and/or with a lexical focus. What work has

---

[2] In Cognitive Grammar terms (Langacker, 1991, 2008), this would be the product of the increased salience of the patient as against the agent, as a concomitant of a different conceptualization of a specific situation.

[3] See Holme (2010) among others for a presentation of the positive effects of the cognitive stance but also Bielak *et al.* (2013) on the inconclusiveness of such evidence.

been done in a secondary school context is also generally tipped on the side of lexis (e.g. Escobar Urmeneta & Sanchez Sola, 2009; Ying, 2013-2014), though Llinares & Whittaker (2007) explore grammar gains in terms of geography and history-specific register and identify important benefits. This is, then, fertile ground in need of further exploration.

One final point is in order before embarking on a discussion of the project implemented. Language benefits in CLIL settings may not have been conclusively established but part of what underlies these benefits, if any, may be learners' awareness of the possible language gains achieved. As will be shown below, it appears that spelling out these gains clearly may help learners see through the method and into its language advantages beyond vocabulary and other skills.

3. The project

The CLIL project presented in this article involved the teaching of History in the EFL classes of the 3rd grade of lower secondary school and, more specifically, the teaching of the Industrial Revolution and, as a flashback, the Enlightenment. It was implemented in two consecutive school years, 2014-2015 and 2015-2016, and was addressed to 46 3rd grade students the first year and 52 students the second year, that is a total of 98 students.[4] The second year, the material was enriched further. The project spanned a period of three months and took place in parallel with other non-CLIL activities, though it was the dominant feature of learner sessions. The procedure followed consisted of the 5 steps described below, activities being grouped together for the sake of brevity. I will first present the content work done and then show how grammar was fitted in. An analytical statement of the overall aims of the sessions appears in Appendix I.

Step 1: Students were presented with an extract from 'Dombey and Son', by Charles Dickens, and had to perceive the atmosphere of chaos and confusion described therein and generated by the advent of the railway. They were then expected to trace the connection to the Industrial Revolution with the help of two pictures. The Industrial Revolution was chosen as an introduction to the Enlightenment, because it was thought of as more 'tangible' and easier to perceive in modern times.[5] In the spirit of active engagement through personalization, students were subsequently required to visualize themselves as living in the times of the advent of the railway and as visiting the site of chaos and disorderliness and write what they saw and how they felt. This would also help them revise all the relevant lexis.

Step 2: Subsequent to further content activation with regard to the Industrial Revolution-filling in blanks in an authentic definition of the concept, doing a crossword puzzle revision of new lexis and listening to a BBC radio extract about Engels' visit to England in the times of the Industrial Revolution as well as about the conceptual underpinnings and implications of industrialization-,learners were introduced to the Enlightenment, without which the Industrial Revolution might never have taken place (see, e.g., Mokyr, 2007). First, students were given a handout with three columns -'What I already know about the topic (the Enlightenment)', 'What I would like to know', 'What I have learned'- and were asked to complete the first two columns before the implementation of the project and the last one once the project was completed. This was meant to activate their prior knowledge of the

---

[4] Actually, the students addressed were 54 both years, that is a total of 108, but only 98 completed the questionnaires distributed at the end of the project.
[5] It also formed a smoother sequel to the discussion of 'greed', which had preceded it.

topic (e.g. Anderson & Pearson, 1988), rouse expectations in relation to further exploration and, finally, help learners see how the new information gained, if any, can be fitted in the relevant slot.[6] Then, students watched a video explaining about the Enlightenment by focusing on three of its pillars, namely reason, skepticism and individualism, and asking them to identify the relevant points and answer some questions to show comprehension and critical thinking.

Step 3: Learners were now thought to be ready to plunge into the nitty-gritty of the Enlightenment, so they were assigned the task of researching some of the key Enlightenment thinkers – Kant, Descartes, Locke i.a. and their beliefs. They were then required to watch a video about these Enlightenment thinkers and further enrich their notes. Next, they were asked to read the video transcript intensively and do detailed lexical and collocational work. They were now supposed to have familiarized themselves with Enlightenment thought and language quite extensively.

Step 4: The next two tasks involved an increased degree of personalization. First, learners were asked to role-play some Enlightenment thinker statements. They had to imagine they were John Locke, for instance, and defend a specific statement advanced by him, like 'Men are all rational and capable people but must compromise some of their beliefs in the interest of forming a government for the people'. The rest of the class were supposed to engage in some kind of an informal debate, arguing against their classmate's point. Second, students were given an Enlightenment concept and, working in groups, they had to create a dialogue dramatizing the concept and getting their fellow students to guess at it.

Step 5: The final step in the Enlightenment instruction process was associating the concepts acquired with the Greek Revolution and conducting a simulation of the battle between the pen and the sword to see which of the two was more potent. This was meant to be a way of relating content to something closer to learners' experience as a nation.

The activities presented above were interleaved with grammar instruction. As explained in the theoretical section earlier, an attempt was made to teach grammar as language through learning, that is to illustrate how it is motivated by content. Thus, once the key Enlightenment concepts had been introduced, right after step 2, students were led to modality and epistemic modals in particular by being asked how Enlightenment thinkers might articulate beliefs and were invited to engage in Enlightenment-related thinking both by wearing the apparel of an Enlightenment thinker and by commenting on Enlightenment-related statements. For example, in making skepticism- or deism-driven statements, they were expected to come up with sentences like:

(1) God must have created the universe but he can't be the regulator of all that happens in life.

---

[6] It should be noted at this point that in the first year of the implementation of this project, not all students had studied the relevant points in their History class, so they were actually being taught History in English without any prior engagement with the content – except, of course, what they already knew from earlier years at school. This may have made things more complex for them, though the questionnaire data obtained do not point to a clearcut difference between the two learner groups. On the other hand, it is really interesting to note that most of the learners who went through the process the second year report clear gains in knowledge, by completing the third, 'what did you learn?' column generously, despite the fact that they had done these lessons in their History class. In any case, a discussion of these issues would be beyond the bounds of the present article.

Work on the structure was thus motivated by content and was the 'speaker's choice', as in Achard's (2004) comment above, not only in the sense that modality "has to do with the different ways in which a language user can intrude on her message, expressing attitudes and judgements of various kinds" (Eggins, 2007, p.172) but also in the sense that grammar is not treated as 'a property of the system' alone.

The second grammar point dealt with within the context of the project presented in this section was that of condition. Once again, this was motivated by rational thinking, deeply embedded in Enlightenment work, as explained to the students systematically. It was indeed impressive that the structure was elicited from the learners most readily as the *par excellence* form to employ when engaging in reasoning processes and syllogisms. Conditional forms are a *sine qua non* in the language of syllogisms and, more specifically, in phrasing the premises that lead to a specific conclusion. After they had worked on the purely formal properties of the specific structure, learners were assigned a project entitled 'The Enlightenment Ifs'. After being given examples of the implications of an Enlightenment concept, as in the case of rationalism, illustrated in Figure 1 below,
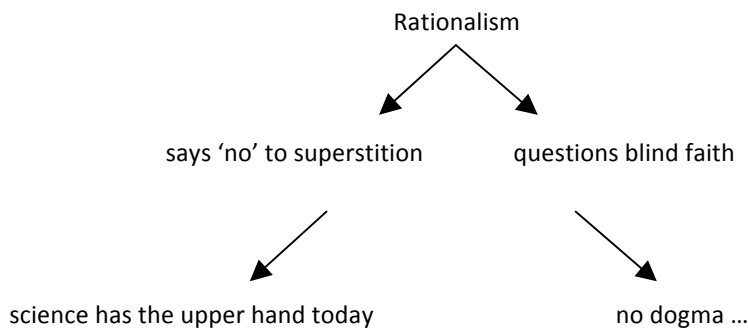
Rationalism

says 'no' to superstition   questions blind faith

science has the upper hand today   no dogma …

Figure 1. Illustrating the implications of an Enlightenment concept

learners were shown how these implications could be translated into a conditional form statement, as in:

(2) If rationalism had not been there, superstitions would still exist and blind faith might not have been questioned. Similarly, science wouldn't have the upper hand and our world would be a dogmatic one.

Alternatively, they could trace the connection between the Enlightenment and the Industrial Revolution, as in:

(3) If scientific investigation had not been accepted, the Industrial Revolution might never have taken place.

They were then given three options, that of a future perspective, requiring the use of the first conditional, that of a future perspective but reduced likelihood, requiring the use of the second conditional, and that of a past perspective, involving the use of either the third or a mixed conditional (see Appendix II for an illustration). The final output expected was a video or power-point presentation based on Enlightenment-related conditional statements. The

CLIL project finally involved assessing learners within a CLIL framework, namely by selecting content-related topics and placing grammar within a content-related context.[7]

In the next section I present the data collected from the learners who participated in the above project.

4. The data

As stated in the introductory section, at the end of the instruction process learners had to fill in a questionnaire focusing on their recognition of the benefits derived. The rationale underlying the distribution of the questionnaire was to check on their metacognitive skills, their awareness of what they had learnt in their CLIL sessions as well as their overall feelings about them and the difficulties they may have encountered. In this section I will be focusing on their awareness of grammar gains specifically.

The questionnaire distributed in the first year of the implementation of the project was broader and aimed at various kinds of benefits, including those related to grammar. Because of the low percentages obtained in terms of grammar as against vocabulary benefits, for instance, the second year I chose to design a questionnaire addressing grammar-focused issues more directly, with a view to exploring learners' awareness of grammar gains, if any, in a more systematic way.

More specifically, the 46 participants in the first year were given the following multiple response question, among others:[8]

'The sessions benefited you in English in terms of
- vocabulary
- listening comprehension
- reading comprehension
- speaking
- writing
- grammar'.

Response frequencies were calculated following SPSS routines for multiple set responses and are demonstrated in Table 1 below.

As we can see in Table 1, the overwhelming majority of benefits involved vocabulary, while listening comprehension came second and all other benefits followed. Grammar was in the lower zone, with a total of 11.4% of responses. This points in the direction of either grammar gains being harder to diagnose or of being substantially reduced compared to lexical gains, for instance. To see whether further explicitation of potential grammar benefits in the CLIL framework would activate more responses, we presented our 52 participants in the second year of the project implementation with the following multiple response question, this time concerning grammar alone:

---

[7] An example of a grammar question is giving students the sentence 'I think that the reason why Diderot said what he did about art is that he believed it could introduce a new morality' and expecting them to rephrase it using a modal ('The reason … must have been …').

[8] The questionnaire distributed was in Greek.

CLIL History sessions				Percent of Cases
		N	Percent	
Language benefits	Vocabulary benefits	37	32.5%	80.4%
	Listening benefits	25	21.9%	54.3%
	Reading benefits	14	12.3%	30.4%
	Speaking benefits	17	14.9%	37.0%
	Writing benefits	8	7.0%	17.4%
	Grammar benefits	13	11.4%	28.3%
Total		114	100.0%	247.8%

Table 1. Language benefits derived from CLIL History sessions (1st year):

This year you're being taught English grammar through History. Which of the following benefits do you think you derived?

a. Understanding the meaning and function of grammatical structures
b. Understanding the connection between content and form
c. Understanding content better
d. Understanding there is no randomness in language use
e. Understanding that grammar is semantically loaded
f. Understanding that grammar is not mechanical
g. Using grammatical forms and structures
h. Seeing grammar as something interesting
i. Seeing grammar as something pleasant
j. Other. Please, specify.'

The results obtained appear in Table 2:

		Responses		Percent of Cases
		N	Percent	
Grammar through History: Benefits[a]	Understanding meaning and function of grammar structures	9	5.7%	18.4%
	Understanding connection between content and form	23	14.6%	46.9%
	Understanding content better	17	10.8%	34.7%
	No randomness in language use	27	17.1%	55.1%
	Grammar carries meaning	12	7.6%	24.5%
	Grammar is not mechanical	22	13.9%	44.9%
	Helps in the use of grammar structures	14	8.9%	28.6%
	Makes grammar interesting	13	8.2%	26.5%
	Makes grammar pleasant	21	13.3%	42.9%
Total		158	100.0%	322.4%

Table 2: Grammar benefits derived from CLIL sessions (2nd year)

As we can see, responses are spread quite evenly over the whole range of possible answers provided. In other words, we note an active involvement with grammar-related benefits, with no sweeping answers. The non-randomness of language use scored highest among learner responses, which suggests that students were able to see the aetiology behind grammar form. Interestingly, quite a few opted for grammar made pleasant through CLIL sessions, which might be a major achievement if one considers learners' generally negative attitude towards grammar. Though not directly comparable with the data obtained the first year, these results show that, when presented with an explicit articulation of grammar benefits, learners may engage more actively, showing increased awareness.[9]

5. Concluding remarks

The data presented above suggest that learners can be responsive to and actually enjoy the deep grammar learning process involved in CLIL sessions. The fact that, when oriented towards grammar benefits specifically, they opted for a number of responses indicating transparency in grammar forms and their use, in the sense of a clearer association between form and content than is normally the case in EFL grammar instruction, is more than a glimmer of hope. On the other hand, the fact that they were rather unwilling to be tested in this way or that some of them found the process a bit demanding,[10] being used to a purely mechanical treatment of grammar, may be related to the novelty of the method and the fact that grammar statements students work on are usually semantically empty (see Calfoglou, 2013, pp.99-100), so a CLIL treatment of grammar, especially as language *through* learning, as proposed in this article, might pose the double challenge of tackling content and language concurrently. As in Bielak and Pawlak's (2013) case, the increased cognitive demands of a cognition-based approach may also require further and more extensive familiarization to yield clearer benefits. In any case, in order for more firmly based conclusions with regard to the efficacy of the method to be drawn, more experimental work is needed. It would thus be interesting to compare grammar performance on the specific forms in a CLIL and a standard grammar practice context (cf. Llinares & Whittaker, 2007), as well as explore how lasting these effects might be. In any case, CLIL seems to constitute a particularly intriguing context for the systematic as well as truly integrated teaching of both content and form, establishing new criteria for the grammar instruction syllabus.

References

Achard, M. (2004). 'Grammatical instruction in the Natural Approach'. In M. Achard & S. Niemeier (Eds), *Cognitive Linguistics, Second Language Acquisition and Foreign Language Teaching.* Berlin: Mouton de Gruyter, 165-194.

Anderson, L. & Krathwohl, D. A. (2001). *Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Anderson, R.C. & Pearson, P.D. (1988). 'A schema-theoretic view of basic processes in reading comprehension'. In P. Carrell, J. Devine & D.Eskey (Eds), *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press, 37-55.

---

[9] However, when asked whether they would like to be assessed in language through CLIL, respondents were pretty reserved. This probably correlates with the low scores obtained in their assessment in CLIL grammar items, as in ft.7. This is, indeed, an issue that merits further exploration.

[10] But note that, of the ones participating in the second year of the project implementation, an overwhelming 55.8% stated they did not find this grammar teaching method particularly difficult to follow.

Ball, P. (2013-2014). 'CLIL and Competences: Assessment'. In *British Council Regional Policy Dialogues,*76-80.

Ball, P., Clegg, J. & Kelly, K. (2015). *Putting CLIL into Practice.* Oxford: Oxford University Press.

Bielak, J., & Pawlak, M. (2013). *Applying Cognitive Grammar in the foreign language classroom: Teaching English tense and aspect*. Heidelberg: Springer.

Calfoglou, C. (2013). 'An Optimality Translation Proposal for the Foreign Language Class'. In D. Tsagari & G. Floros (Eds), *Translation in Language Teaching and Assessment.* Newcastle: Cambridge Scholars, 93-114.

Clegg, J. (2013-2014). 'The Role of CLIL in Developing Language and Cognitive Skills in The Curriculum'. In *British Council Regional Policy Dialogues 2013-14*, 83-94.

Costa, F. (2012). 'Focus on form in ICLHE lectures in Italy: Evidence from English-medium science lectures by native speakers of Italian'. *AILA Review*, 25: 30-47.

Costa, F. (2013). 'Dealing with the Language Aspect? Personally, no. Content Lecturers' Views of Teaching Through English in a ICLHE Context'. In S. Breidbach & B. Viebrock (Eds.), *CLIL in Europe: Research Perspectives on Policy and Practice*. Frankfurt: Peter Lang, 117-127.

Coyle, D. (2000) 'Meeting the Challenge - the 3Cs curriculum'. In S. Green (Ed.), *New Perspectives on Teaching and Learning Modern Languages.* Clevendon: Multilingual Matters, 158-182.

Coyle, D. (2002). 'From little acorns'. In D. So & G. Jones (Eds), *Education and Society in Plurilingual Contexts*. Brussels: Brussels University Press, 37-55.

Coyle, D., Hood, Ph. & Marsh, D. (2010). *Content and Language Integrated Learning.* Cambridge: Cambridge University Press.

Doughty, C. & Varela, E. (1998). 'Communicative focus on form'. In C. Doughty & J. Williams (Eds), *Focus on form in classroom second language acquisition*. Cambridge: Cambridge University Press, 114-138.

Eggins, S. (2007). *An introduction to Systemic-Functional Linguistics*. London & NY: Continuum Press.

Ellis, R. (2001). 'Introduction: Investigating form-focussed instruction'. *Language Learning,* 5: 1-47.

Escobar Urmeneta, C. & Sanchez Sola, A. (2009). 'Language Learning through Tasks in a Content and Language Integrated Learning Science Classroom'. *PORTA LINGUARUM,* 11: 65-83.

Holme, R. (2010). 'Construction grammars: Towards a pedagogical model'. *AILA Review*, 23: 115-133.

Holme, R. (2012). 'Cognitive Linguistics and the Second Language Classroom'. *TESOL QUARTERLY*, 46/1: 6-29.

Keith, K. (2009). *The Language dimension of CLIL.* http://www.onestopenglish.com/clil/methodology/articles/the-language-dimension-of-clil/501228.article, accessed October 20th 2015.

Langacker, R. W. (1991). *Foundations of cognitive grammar*. *Descriptive applications*. Stanford: Stanford University Press.

Langacker, R. W. (2008). *Cognitive grammar: A basic introduction.* Oxford: Oxford University Press.

Larsen-Freeman, D. (1992). 'A non-hierarchical relationship between grammar and communication. In J. Alatis (Ed.), *Georgetown University round table on languages and linguistics.* Washington, DC: Georgetown University Press, 158-165.

Larsen-Freeman, D. (2003). *Teaching Language. From Grammar to Grammaring.* Boston, Mass: Heinle, Thompson.

Llinares, A. & Whittaker, R. (2007). 'Talking and writing in a foreign language in CLIL contexts: A linguistic analysis of secondary school learners of Geography and History'. *Volumen Monografico*, 83-91.

Llopis-Garcia, R. (2010). 'Why cognitive grammar works in the L2 classroom: A case study of mood selection in Spanish'. *AILA Review*, vol. 23: 72-94.

Mohan, B. & van Naerssen, M. (1997). 'Understanding cause-effect'. *English teaching Forum,* 35/4: 22-29.

Mokyr, J. (2007). *The Enlightened Economy: An Economic History of Britain, 1700-1850.* NY & London: Yale University Press and Penguin Press.

Swales, J. (1990). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.

Ying, T. (2013-2014). 'A concrete directive towards literacy'. In *British Council Regional Policy Dialogues*, 105-112. www.britishcouncil.org.

Appendix I

The overall aims of the CLIL project presented in this article were:
-To invite learners to engage in meaningful interaction with as well as over subject content
-To demonstrate the range and potential of foreign language development by getting learners to engage in 'deep learning' (Coyle *et al.* 2010)
-To combine language of learning with language for learning and language through learning
-To encourage the development of higher-order thinking and invite learners to solve problems, critique and analyse, thus connecting L2 learning with L1 cognitive processes
-To illustrate the function of grammar in the building of content and shed further light on its meaning
-To help learners 'forget' they are dealing with a foreign language and bridge the divide between content and L2 learning
-To familiarize learners with historical information
-To familiarize learners with key Enlightenment concepts

Appendix II

The three perspectives given to students in their Enlightenment Ifs project:
a.You're an Enlightenment thinker and support your ideas passionately. Explain how things will change if Enlightenment ideas gain ground.
b.You're an Enlightenment thinker but realise it's difficult to implement your ideas. Explain how things would change if Enlightenment ideas gained ground.
c.You're an Enlightenment thinker and have travelled through time to the present day. Support your ideas by considering how life today would be different if your ideas had not gained ground.

Christine Calfoglou (xkalfog@yahoo.gr) holds an MA in Translation and Translation Theory and a PhD in Applied Linguistics from the University of Athens. She is currently teaching on the MEd programme of the Hellenic Open University. Her research interests and published work include grammar, teaching reading and writing, distance learning methodology, semiotics, translation theory, the translation of poetry.

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

An Integrated Approach to Teaching Poetry
in a Greek EFL Classroom.
A Case Study: Comparing Cavafy and Shakespeare

Μια συνδυαστική προσέγγιση στη διδασκαλία ποίησης στην τάξη Αγγλικών. Μία μελέτη περίπτωσης: Συγκρίνοντας τον Καβάφη με τον Σαίξπηρ

Mary MARIN

This paper presents the results of an integrated approach to teaching poetry in a Greek High school classroom. Drawing on Bamford (1984) on the advantages of extensive reading in the EFL class, on Brumfit (1981) on the criteria for the selection of texts for advanced work in teaching foreign literatures, on Carter and Long's (1991) rationale for the use of the three main approaches to the teaching of literature and finally on Savvidou (2004) who proposes an integrated approach to teaching literature, this paper presents a case study of comparing two seemingly different world renowned poets: William Shakespeare and Constantine P. Cavafy. The participants were eleven third grade Greek Junior High school EFL learners. The course structure and classroom procedures are described. The paper also presents learners' own critical analyses and post-reading activities (poetry-writing, presentation, poster) and demonstrates that through a variety of linguistic, methodological and motivational elements, the use of poetry in the language classroom can be a potentially powerful pedagogic tool.

෫෪

Σε αυτό το άρθρο παρουσιάζονται τα αποτελέσματα μιας μελέτης περίπτωσης στη διδασκαλία της ποίησης στο πλαίσιο του μαθήματος των Αγγλικών σε μία τάξη ελληνικού γυμνασίου. Συνδυάζοντας τα πλεονεκτήματα της εκτενούς ανάγνωσης κειμένων στη διδασκαλία της αγγλική (Bamford,1984), λαμβάνοντας υπ' όψιν τα κριτήρια επιλογής κειμένων για τη διδασκαλία λογοτεχνίας από το πρωτότυπο (Brumfit,1981) τη χρήση των τριών κύριων προσεγγίσεων στη διδασκαλία της λογοτεχνίας (Carter & Long, 1991) και την συνδυαστική τους προσέγγιση (Savvidou,2004) παρουσιάζεται μία μελέτη που σχετίζεται με τη σύγκριση δυο φαινομενικά ανόμοιων παγκοσμίου φήμης ποιητών, του William Shakespeare και του Κωνσταντίνου Π. Καβάφη. Η διδακτική προσέγγιση οδηγεί τους μαθητές μέσα από στοχευμένες δραστηριότητες να ερμηνεύσουν λέξεις κλειδιά των ποιημάτων και παράλληλα να «αποκωδικοποιήσουν» ομοιότητες και διαφορές τόσο στο πρωτότυπο όσο και σε μετάφραση, να κάνουν υποθέσεις και να σχηματίσουν άποψη, να εντοπίσουν κοινά θέματα και μοτίβα, να δημιουργήσουν παραδοσιακά και πολυτροπικά

κείμενα (πρωτότυπα ποιήματα, εικονογράφηση, ηλεκτρονική παρουσίαση, αφίσα), και καταδεικνύει ότι η διδασκαλία της ποίησης στην ξένη γλώσσα όταν συνδυάζει πρωτοτυπία και ενσωματωμένες δεξιότητες αποτελεί ένα ισχυρό παιδαγωγικό εργαλείο.

---

1. Introduction

It is undeniably true that reading has been the skill most emphasized in traditional EFL teaching. However, there is often reluctance by teachers and course designers to introduce unabridged and authentic texts to the EFL syllabus. There is a general perception that literature is particularly complex and inaccessible for the foreign language learner and can even be detrimental to the process of language learning (Or, 1995). Bamford (1984b, pp. 4-7), among others has argued that "reading can be studied more effectively and enjoyably when students use easy material that they can understand and enjoy, instead of being forced to decode and translate texts hopelessly beyond their abilities". Indeed, it is difficult to imagine teaching the stylistic features of literary discourse to learners who have a less than sophisticated grasp of the basic mechanics of English language[1]. On the other hand, the "intensive reading procedure" which implies close study of short passages, including syntactic, semantic, and lexical analyses and translation into the L1 to study meaning is, according to Alderson and Urquhart (1984), not a reading but a language lesson, since it consists of a series of language points, using texts as points of departure[2]. I agree with Bamford and Day (1997, pp. 6-8) who argue convincingly that extensive reading can be integrated into the second language curriculum in a variety of ways, from a stand-alone course to an extracurricular club activity. As for poetry, it encourages students in developing their creativity while providing a break from regular classroom routines. As students study the poems, they can simultaneously discover interesting ideas for creative writing. According to Collie and Slater (1987) "using poetry in the language classroom can lead naturally on to freer and creative written expression" (p.72). Lazar (1996) agrees that poems provide students with insight into developing cross-cultural awareness and this in turn will help them in acquiring fluency in the target language (p.75). Is it possible to broaden learners' horizons through exposure to classic literature, let alone poetry, with positive results? This is what this research sets out to answer.

1.1. Selection of Material: Shakespeare and Cavafy, two Poets apart

Beyond being the most distinguished Greek poet of the twentieth century and the most widely translated poet of modern Greece, Cavafy is a poet with whom a host of other poets worldwide have been 'conversing' through their own work for over seventy years. Like Shakespeare, he died on his birthday. He was born on April 29, 1863 and died on April 29, 1933, so 2013 saw both the 150th anniversary of his birth and the 80th of his death. The Greek Ministry of Culture designated 2013 the Year of Constantine Cavafy. Oddly enough,

---

[1] This perception is also borne out by research (Akyel & Yalçin, 1990: 174-180) which shows that the desire to broaden learners' horizons through exposure to classic literature usually has disappointing results. There is a perception that the use of literary discourse deflects from the straightforward business of language learning, i.e. knowledge of language structure, functions and general communication.

[2] This view is supported by Brumfit (1984: 83) and Hyland (1990: 14).

April 2014 marked the 450th anniversary of Shakespeare's birth, the great English poet who, since his death, has influenced every generation of writers and poets, including Cavafy, and continues to have an enormous impact on contemporary culture. On the occasion of Panarsakeiako Student Cavafy Conference 2014, a group of third Junior High School graders studying EFL at level C1, set out to compare these two great poets.

2. An integrated approach

Drawing on Carter and Long's (1991) description of the three main teaching models of literature, Savvidou (2004) provides a rationale for an integrated approach to teaching literature in the language classroom: She suggests combining the traditional approach to teaching literature, i.e. the *Cultural Model*, which requires learners to explore and interpret the social, political, literary and historical context of a specific text and encourages them to understand different cultures and ideologies in relation to their own, the *Language Model* , an approach which enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features and the *Personal Growth Model* which emphasises the interaction of the reader with the text and encourages learners to express their feelings and opinions. As already stated, this paper describes how such an approach was used in a Greek high school EFL classroom in a way that made literature both accessible to learners and beneficial to their linguistic development.

2.1. Stage one: The Cultural Model

The activities and reading assignments of the first stage fit more into the traditional approach to teaching literature, i.e. the *Cultural Model*, which requires learners to explore and interpret the social, political, literary and historical context of a specific text.

2.1.1. Meeting Cavafy

Picture 1: My students at The Cavafy exhibition at the Theoharaki Foundation in December 2013.

My students' 10-week journey through Cavafy's poetry started by visiting a Cavafy commemorative exhibition, where we admired and discussed works of visual artists inspired by his poems, most of which were presented next to the works of art. This visit gave them important insight into the life and favorite themes of the Alexandrian poet and upon returning to class, we started reading up on his poetry, particularly focusing on poems discussing love, youth and old age. We studied Cavafy's life and background. The different places he lived in, his time in England where he studied in depth the British literature and was greatly affected by the poetry of Shakespeare, Tennyson and Browning. We also talked about his travels and personal struggles that deeply affected his style and themes.

2.2. Stage two: The Language Model

A variety of more intensive, teacher-oriented strategies were used for *the Language Model* which enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features.

Picture 2: A screenshot from Worksheet 3, activity 1
–Comparing translations of Cavafy's poem 'Ο Γέρος'

2.2.1. Exploring Cavafy

As a poet, Cavafy is controversial. He wrote in a rather straightforward manner without the embellishment of metaphor and other poetic devices, and seems to have aroused the antipathy of other Greek poets/writers. The reasons for the negative criticism were diverse: Cavafy's language was not always in agreement with the directives of the 'demoticist' movement. Instead, he created his own highly artificial poetic language, a mixture of two quite different registers of the language: demotic Greek, the vernacular spoken by the people and the far more formal Katharevousa, or 'pure' Greek, the high language of literature, intellectual life, and officialdom, deliberately using archaisms and colloquialisms. Also like the poetry of the ancient Alexandrians, Cavafy's is less the result of sudden inspiration than the result of the most scrupulous craftsmanship. It is the poetry of a very learned, very intelligent man.

The students were urged to compare various translations of Cavafy's poems in English in order to assess the difficulties of preserving his unique style, metric, choice of words and most of all the melancholy conveyed in his poems. They exchanged ideas on which

translation 'worked' for them or 'touched' them more, wrote down their thoughts and presented them in class. They discussed the difficulties of capturing the 'feeling' of a poem in a different language. As seen in Picture 2, the students compared two different versions of the poem *'Ο Γέρος'* by Keely-Sherrard[3], and John Cavafy and three different translations of the poem *'Απ'τες 9':* Edmund Keeley/Philip Sherrard' 1992 version, Stratis Haviaras' 2004 version and Daniel Mendelsohn's most recent one and they agreed that it is John Cavafy in the former, and Daniel Mendelsohn, in the latter, who convey Cavafy's style and melancholy more successfully. Although these translations were not the easiest to understand in English, they 'touched' them more, as they argued.

2.3. Stage three: The Personal Growth Model

The final stage, based on the rationale for the *Personal Growth Model*, was clearly learner-centred since it focused on increasing understanding, enhancing enjoyment of the text and enabling students to come to their own personal interpretation of the poems. This was accomplished by analyzing the poems at a deeper level and exploring how the message was conveyed through rhythm, imagery and word choice. Dramatization techniques were also used.

2.3.1. Interpreting Cavafy

As a homework task, students were asked to read and understand Cavafy's poem TA KEPIA. They were also urged to illustrate the poem by bringing to class photos, or creating collages or painting their own illustration of the poem that would best convey its melancholy and symbolism. In class, they were asked to translate the poem in English, trying to keep the sentiments and atmosphere of the poet. The aim of the activity was to experience the difficulty of translating a literary piece to another language. The particular poem was selected on grounds of its simple yet symbolic character. It contained no unknown words but the students had to understand which translational equivalent would best suit the figurative and/or melancholic feeling Cavafy might have wanted to evoke. They then read their poems in front of their classmates, who provided oral feedback. Picture 3 (on the following page) illustrates three of these attempts.

The same integrated approach of the three stages (as described in sections 2.1, 2.2, 2.3) was followed for the study of Shakespeare.

Meeting Shakespeare (Stage 1)

As a warm- up activity, short excerpts of Shakespeare's works adapted for the screen were used to remind students of the constant presence of the British poet in modern culture and 'convince' them of his diachronic merit. A power point presentation demonstrating how many of Shakespeare-made words have survived in today's English vocabulary raised their interest, familiarized students with Shakespearean language and motivated them to read up on the bard. In line with *the Cultural Model*, students researched Shakespeare's life and works with particular emphasis on his groundbreaking master of the language, his diction and the characteristics of sonnet writing. With the help of the school's digital platform

---

[3] Keeley (1986: 62) who in partnership with Philip Sherrard, translated him in 1975, admitted years later that they had failed to reproduce Cavafy's complex and playful rhyming of his first poems. In the latest rendition of Cavafy's poems, Daniel Mendelsohn attempts to capture both the two quite different registers of the Alexandrian poet's language and his idiosyncratic use of words.

(where videos and articles were provided) and carefully designed worksheets, we studied in depth some of his most famous sonnets both in English and in Greek.

Students' own translations of Cavafy's poem KEPIA

CANDLES
The days of our future stand in front of us
Like a line of lit candles
golden, warm, bright candles.

The days of our past stay behind
like a sad, full of blown out candles, line
those that are closer to us still
five off smoke
the others, cold, melted and bowed.

I don't want to look at them,
I feel sad at their sight
I feel sad at the memory of their first light
I only look ahead at those that are still bright.

I don't want to look back and be horrified
so quickly the sad line lengthens
so quickly the sad line strengthens.

CANDLES
The perspective days stand ahead of us
Like a series of lighted candles
Gold, warm, fiery candles

The days which have passed stay behind
A sad line of dull candles
The short ones still emit smoke
Cold candles, molten, convex.

I don't want to look at them,
their look makes me sad
Their first light when I remember them makes me sad
I look straight at my lighted candles

I don't want to return, I don't want to see and be horrified
Their dark line seems forrader, so fast
The dull candles increase, so fast.

CANDLES
The days of our future stand in front of us
As a line of lit candles
Golden, warm and lively candles.

The old days stay in the past
A sad line of unlit candles
The smallest still moldering
Cold candles, melted and convex.

I don't want to stare at them;
they make me sad
As well as remembering their first light.
I'm staring at my lit candles in front of me.

I don't want to turn and bristle
How fast the dark line stretches
How fast the unlit candles are multiplying.

Picture 3: Screenshot from the Power Point presentation of the students' translations.

Exploring Shakespeare (Stage 2)

In the context of *the Language Model*, after a comprehensive study of the characteristics of sonnet writing, which comprised power point presentation and graphic representation of the sonnet, (Activity 1), we proceeded with analyzing some of the most known Shakespearean sonnets. In his sonnets the poet used striking images and numerous figures of speech to allow the audience to create a better understanding of the text. Such figures are metaphors, personifications, similes, metonymies, synecdoches, hyperbolies, alliterations, antitheses, euphemisms, irony and symbolism. The students were guided through the poems in finding examples of each figure of speech and compare if the translation preserved that figurative image. What follows is an excerpt from a worksheet on *Sonnet 18 "Shall I compare thee to a summer's day"*, namely Activity 2.

---

1. The following sentences have been accidentally removed from the translated version.

Can you find which lines they correspond to?

Όσο έχουν μάτια οι άνθρωποι, όσο έχουνε   *Εσύ υπερέχεις σε απαλότητα και χάρη·*

πνοή,

και της χροιάς του ο χρυσός συχνά θαμπώνει,   *σκορπούν τα μαγιολούλουδα οι άνεμοι,*

2. Fill in the missing words in the modern English translation

---

delicate	eventually	moderate	Live	passing	experiences	fade	last

Shall I compare you to a summer's day? You are more lovely and more ……………. : Harsh winds disturb the ……………. buds of May, and summer doesn't ……………. long enough. Sometimes the sun is too hot, and its golden face is often dimmed by clouds. All beautiful things ……………. become less beautiful, either by the ……………. of life or by the ……………. of time. But your eternal beauty won't ……………. nor lose any of its quality. And you will never die, as you will ……………. on in my enduring poetry. As long as there are people still alive to read poems this sonnet will live, and you will live in it.

1. What season does the poet compare his loved one to?
2. What drawbacks does this season have?
3. Which words does Shakespeare use to describe
   the sun:………………………………………………………….
   the undying lines of his poetry: …………………………………………………….
4. Now read 3 different versions of the poem translated in Greek and say which one you prefer and why. (Picture 2)
5. Do you think it is easy to translate a sonnet like this in Greek? What are the difficulties?
6. Discuss how the poet feels about beauty, youth, the passing of time, death, poetry.
7. Several sonnets use the seasons to symbolize the passage of time and to show that everything in nature—from plants to people—is mortal. Find examples of this symbolism in this sonnet.
8. Give another title to the poem.

Interpreting Shakespeare (stage 3)

In class, we read different versions of translations and discussed how difficult it is to capture the emotional power of a poem, while at the same time preserving the meter and rhyme of the original. Especially in the case of Shakespeare's sonnets, we found that it is almost impossible to convey the lyricism of the poem while keeping the strict form of the sonnet.

As *the Personal Growth Model* suggests, the students were encouraged to go beyond the mere understanding of the language and delve deeper into its meaning, relating it to everyday life. With my guidance and worksheets of graded difficulty, the students read and analyzed several sonnets, such as *Sonnet 73, Sonnet 55* and *Sonnet 65* among others.

All these sonnets were carefully selected to depict similar themes and motifs dealt with in Cavafy's poems, but the activities were designed so as to guide the students into realizing these similarities for themselves. For instance, in Sonnet 73 *That Time Of Year Thou Mayst In Me Behold*, the post reading activities included the questions:

- What type of death is the poet preparing his young friend for?
- What is Death compared to?
- Which line, by its pauses, almost re-creates the blowing away of the last resistant fading leaves by the autumn wind?
- Which quatrain reveals that the poet is speaking not of his impending physical death, but the death of his youth and subsequently his youthful desires?

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

Sonnet 55: O! Not Marble, Nor The Gilded Monuments, and *Sonnet 65 : Since brass, nor stone, nor earth, nor boundless sea,* on the other hand, were chosen because they discuss Shakespeare's beliefs about immortality using Time's destruction of great monuments juxtaposed with the effects of age on human beings, a convention also seen in Cavafy. The sonnets share their theme with that of several others (18, 19, 81, 107, 123), which oppose the power of verse to death and Time's cruel knife, and promise immortality to the beloved. One of the questions on worksheet 4 was, in fact, *What does Cavafy believe about poetry in relation to immortality?*

2.4. Stage four: Combining two models – Interpretation & Personal Response

The Language and Personal Growth Models were combined in the comparative study of the two poets. While worksheets 1, 2 discussed Cavafy and 3, 4 Shakespeare and Sonnet writing, worksheets 5-8 were designed to bring forth common themes and motifs.

2.4.1. Comparing Cavafy and Shakespeare

We reread *Sonnet 18: Shall I compare thee to a Summer's Day* and discussed its themes in comparison to Cavafy's *Morning Sea* and *the Elegy of Flowers.*

In the fifth worksheet, the students were asked to compare Shakespeare's *Sonnet 1: From fairest creatures we desire increase* and *Sonnet 2: When forty winters shall beseige thy brow*, which are adressed to a young man and focus on the power of poetry and pure love to defeat death and "all oblivious enmity", with Cavafy's poems *Οι Ψυχές των Γερόντων* and *Επιθυμίες:*

- What words are associated with beauty?
    - In Sonnet 1……………………………………………………………………………………
    - In Sonnet 2……………………………………………………………………………………
- Which seasons are associated with youth ……………………….and old age………………?
- Which words convey the image of old age?
    - In Shakespreare ………………………………………………………………………
    - In Cavafy ……………………………………………………………………………..
- How do old people feel ?
    - In Shakespreare ……………………………………………………………………….
    - In Cavafy ……………………………………………………………………………..
- Shakespeare gives hope with the creation of new life. Which words or phrases show that?
    - In Sonnet 1…………………………………………………………………………………
    - In Sonnet 2……………………………………………………………………..……………
- Does Cavafy give hope in the same way? Compare.

In the sixth worksheet, students were asked to compare Kavafy's poem *I've brought to Art* to Shakespeare's *Sonnet 54: O! How Much More Doth Beauty Beauteous Seem,* which both discuss the ephemeral nature of beauty.

The seventh worksheet involved comparing Sonnet 77: *Thy glass will show thee how thy beauties wear,* to Cavafy's poem: *Melancholy of Jason Cleander, Poet in Kommagini, A.D. 595,* whereupon students were asked how Time, Old age and Poetry are related in these two poems.

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

The eighth worksheet included excerpts from Cavafy's *Ithaca* and *The City* and urged the students to find other poems and sonnets similar in recurrent motifs and fill in information accordingly. By the 9th week, the common themes were identified and students' answers and additional remarks (like the recurrent symbols of sight and mirrors) were written, discussed in class (we devoted one period every week to this project) gathered, and finally categorized. Students came up with five different themes and five teams undertook to collect the answers and prepare a paper, a poster and a power point presentation for the 3rd Panarsakeiako Conference 2014 (Picture 4). I acted as a mere observer and coordinator in the final phase.

What follows is an excerpt from the paper prepared by students after gathering information from all worksheets.

"During our careful study we witnessed several similarities between the two poets. Both Shakespeare and Cavafy used their native language in an unexpected way, breaking stereotypes in both grammar and spelling, giving their poetic creations an extremely personal yet distinctive and highly recognizable unique style. They both used strong imagery but Cavafy didn't use figurative language to the extent that the Elizabethan poet did. Finally they both wrote and rewrote their first drafts, carefully selecting their words and adjectives, giving emphasis on punctuation, in order to reach 'perfection'. More importantly, we observed that, despite 300 years separating them, Shakespeare and Cavafy shared similar worries about life, and used recurrent themes such as the fleeting nature of youth and beauty, the inevitability of old age, the ravages of time but also confidence in the eternal power of poetic creation. Yet, their perspective was different and this is what we set out to explore".

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities
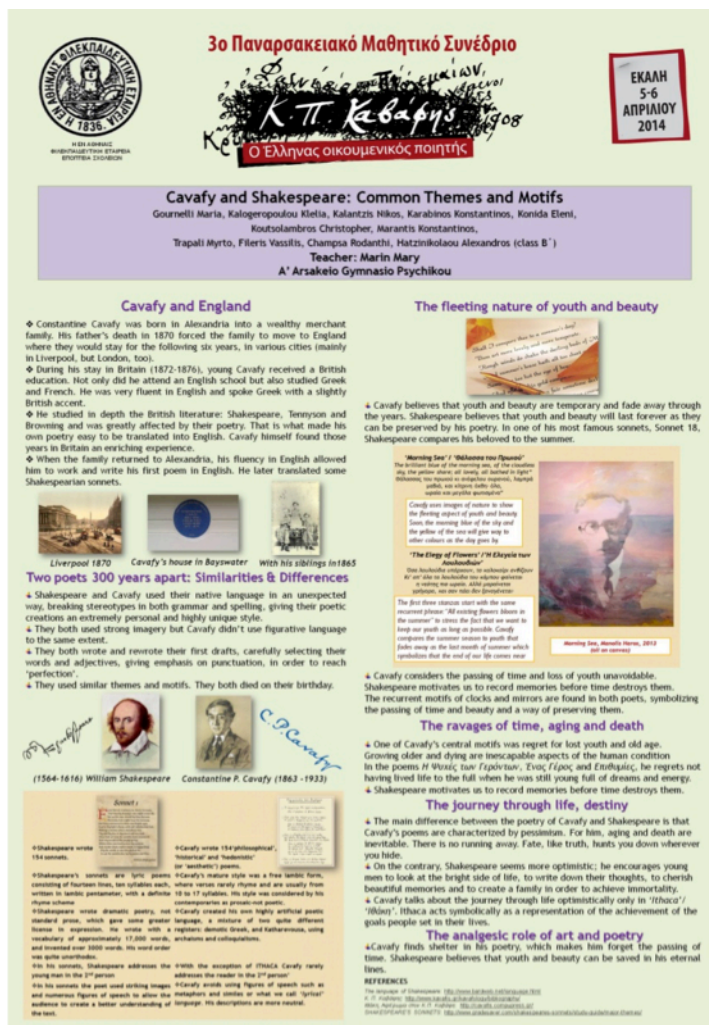
Picture 4: The poster Cavafy and Shakespeare: Common Themes and Motifs

3. ICT and the teaching of poetry

Throughout the project I used several ICT tools to make the lessons more motivating and I highly recommend it to all educators. Apart from the school's *digital educational platform*, we used the *Interactive white board* to highlight important traits in the poems and illustrate sonnet-rhyming, we watched film clips downloaded from *You-Tube* on Shakeapeare's language, documentaries about Cavafy's life, Sean Connery's recitation of Ithaca, and others. We used *Power Point* for our presentation and poster, *Google Drive* for sharing notes and a wonderful application called *Wordle* to enhance linguistic and thematic analysis of the poems.

Wordle is a toy for generating "word clouds" which give greater prominence to words that appear more frequently. As can be seen in picture 5, in the first text the students put the recurrent themes of each poet and the worldle highlighted what we had already established as common: beauty, youth nature, mirror, temporary and fleeting. The second wordle is an illustration of the poem *Candles*. As you can see the most repeated words evoke the dominant feeling of the poem: sadness and regret for the quick passing of time.

Picture 5: A screenshot from the Powerpoint presentation showing Wordle Creations

3. Conclusion

William Shakespeare's writings have influenced a large number of notable novelists and poets over the years, including Cavafy, and continue to influence new authors even today. His impact can be seen in language, vocabulary and drama all over the world. Cavafy's work equally transcends the boundaries of place and time and even in translation touches the hearts of people everywhere. Students should not be deprived of the opportunities and the proper guidance to study such great poets in an EFL class, despite the constraints and difficulties this endeavour may entail.

The three approaches to teaching literature differ in terms of their focus on the text: firstly, the text is seen as a cultural artefact; secondly, the text is used as a focus for grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities. This paper set out to show that using an integrated approach as well as a combination of audio-visual aids to teach poetry, there are many benefits to using poetry in the EFL classroom. It gave a brief outline of how two seemingly different poets separated by 200 years and language can be taught together in an amusing and motivating way. It described the method used, the teaching techniques, suggested a variety of reading activities and evaluated the results of the students' work. It was made clear that apart from offering a distinct literary world which can widen learners' understanding of their own and other cultures, poetry can create opportunities for personal expression as well as reinforce learners' knowledge of lexical and grammatical structure. Moreover, an integrated approach to the use of poetry offers learners strategies to analyse and interpret language in context in order to recognize not only how language is manipulated but also why. They also learn how to derive meaning of a text and form a semantic chain from the key words, examine how language is used to describe a setting and create desired effects, analyze how to assess them, and also find out ways of transferring the text and reconstructing its specific and literal meaning (Khatib et al., 2011). Thus, with awakened language sensitivity and improved literary insight, they gain the ability to read a poem critically as a creative expression with aesthetic sensibility.

I have been blessed with the opportunity to work with a highly-motivated class, which turned teaching into sheer joy and gave more feedback than I could ever have wished or hoped for.

This is, sadly, not always the case, but, more often than not, it is worth the extra effort on the part of the teacher.

References

Alderson, J. C., & Urquhart, A. H. (1984). 'Postscript on Hosenfeld'. In J. C. Alderson & A. H. Urquhart (Eds.), *Reading in a Foreign Language*. New York: Longman, 245-249.

Akyel, A., & Yalçin, E. (1990). 'Literature in the EFL class: A study of goal-achievement incongruence'. *ELT Journal,* 44/3: 174-180.

Bamford, J. (1984 a). 'Review of "The importance of extensive reading in language learning. A presentation by Damien Tunnacliffe given at JALT '83'. *The Language Teacher,* 8/1: 4-5.

Bamford, J. (1984 b). 'Extensive reading by means of graded readers'. *Reading in a Foreign Language,* 2: 218-60.

Brumfit, C.(1981).'Reading Skills and the study of Literature in a Foreign Language System'. *Reading: A Symposium*, 9/1:243-248.

Carter, R & Long, M. (1991). *Teaching Literature.* Harlow: Longman.

Collie, J. & Slater, S. (1987). *Literature in the language classroom.* Cambridge: Cambridge University Press.

Hyland, I.C. (1990). 'Purpose and strategy: Teaching extensive reading skills'. *English Teaching Forum,* 28/2:14-17.

Keeley E. & Sherrard, Ph. (1975). *C.P. Cavafy selected poems*. Princeton: Princeton University Press.

Khatib, M., Rezaei, S. & Derakhshan, A. (2011). 'Literature in EFL/ESL classroom'. *English Language Teaching*, 4/1: 201-208.

Lazar, G. (1990). 'Exploring Literary Texts with the Language Learner'. *TESOL Quarterly* 30s,773-75.

Or, Winnie Wing-Fung. (1995). 'Reinstating literature in the EFL syllabus'. In P. Y. Kitty Wong & C. F. Green (Eds), *Thinking language: issues in the study of language and language curriculum renewal*. Hong Kong: Language Centre, Hong Kong University of Science and Technology. Available: http://repository.ust.hk/retrieve/1190/thinklang12.pdf.

Savvidou C. (2004). 'An Integrated Approach to Teaching Literature in the EFL Classroom'. *The Internet TESL Journal,* 12. Available: http://iteslj.org/Techniques/Savvidou-Literature.html.

APPENDIX

Excerpts from the students' final collective essay: "Cavafy and Shakespeare:Common themes and motifs"

A.   THE FLEETING NATURE OF YOUTH AND BEAUTY

In one of his most famous sonnets*, Sonnet 18 'Shall I compare thee to a summer's day'*, Shakespeare compares his beloved to summer. Summer is personified as the *"eye of heaven"* with its *"gold complexion"*. An important theme of the sonnet is the power of the speaker's poem to defy time and last forever, carrying the beauty of the beloved down to future generations. C.P.Cavafy also uses images of nature to show the fleeting aspect of youth and beauty which are now *"memories, those images of sensual pleasure"*. In *'Morning Sea' / 'Θάλασσα του Πρωιού'* Soon, the morning blue of the sky and the yellow of the sea will give way to other colours as the day goes by. Another poem that evokes images of the ephemeral

beauty of nature is *'The Elegy of Flowers' /'Η Ελεγεία των Λουλουδιών'*. The first three stanzas start with the same recurrent phrase: *"All existing flowers bloom in the summer"* to stress the fact that we want to keep our youth as long as possible. Slowly yet irreversibly, summer comes but it doesn't always bring joy, as we experience the loss of our beloved, sorrow and tiredness. Cavafy compares the summer season to youth that fades away as the last month of summer – the end of our life comes near. *"Λησμονημένου Αυγούστου κρίνοι μάς στέφουνε, τ' αλλοτεινά μας χρόνια γοργά επιστρέφουνε"* and the shadows of our earlier years wave to us.

B.   THE RAVAGES OF TIME, AGING AND DEATH

Growing older and dying are inescapable aspects of the human condition, but Shakespeare's sonnets give suggestions for halting the progress toward death. The idea that the young man has a duty to have children becomes the dominant motif of the first seventeen sonnets. Shakespeare's speaker tries to convince the young man to cheat death by having children. Shakespeare portrays time as an enemy of love. Time destroys love because time causes beauty to fade, people to age, and life to end. He promises immortality through verse. As long as readers read the poem, the object of the poem's love will remain alive.

In Shakespeare's *Sonnet 15* '*When I consider everything that grows'*, the speaker talks of being *"in war with time"*: time causes the young man's beauty to fade, but the poet's verse can keep the young man beautiful. Through art, nature and beauty overcome time. *Sonnet 106 'When in the chronicle of wasted time'* portrays the speaker reading poems from the past and recognizing his beloved's beauty portrayed there. Many of Shakespeare's sonnets have a common theme, especially those which are dedicated to the young man. Several, like *Sonnet 2: 'When forty winters shall besiege thy brow'* have the message that the speaker will preserve the youth's youthful spirit and beauty forever in verse, even after time has taken the youth's beauty from him and turned him into an elderly man, wrinkled and bent over.

In *'The City' 'Η Πόλις'* Cavafy reminisces about lost youth *'You will not find other places, you will not find other seas. / The city will follow you. All roads you walk / will be these roads. And you will age in these same neighborhoods; and in these same houses you will go gray."*

He also talks bitterly about old age in *'Επιθυμίες'*: *"έτσ' η επιθυμίες μοιάζουν που επέρασαν/ χωρίς να εκπληρωθούν", 'Η Ψυχές των Γερόντων': "Μες στα παλιά τα σώματά των τα φθαρμένα/ κάθονται των γερόντων η ψυχές." 'Ένας Γέρος': "Και μες των άθλιων γηρατειών την καταφρόνια/σκέπτεται πόσο λίγο χάρηκε τα χρόνια/που είχε και δύναμι, και λόγο, κ' εμορφιά."*

C.   THE SIGNIFICANCE OF SIGHT – EYES AND MIRRORS

Shakespeare used images of eyes throughout the sonnets to emphasize other themes and motifs, including children as an antidote to death, art's struggle to overcome time, and the painfulness of love. For instance, in several poems, like in *Sonnet 77 'Thy Glass Will Show Thee How Thy Beauties Wear'*, the speaker urges the young man to admire himself in the mirror. Noticing and admiring his own beauty, the speaker argues, will encourage the young man to father a child. More specifically, Shakespeare says that a mirror can reveal the damage that aging causes to our face, how our beauty is wearing out and remind us that youth is fleeting. Other sonnets link writing and painting with sight: in *Sonnet 24 'Mine eye hath played the painter and hath steeled'*, the speaker's eye becomes a pen or paintbrush

that captures the young man's beauty and imprints it on the blank page of the speaker's heart.

In Cavafy's poem *"Mirror in the Entrance Hall" "Ο Καθρέπτης στην είσοδο"* the perfect beauty of the young man may be only temporary, lasting for a few minutes" but is preserved eternally through his reflection in the ancient mirror. Here the mirror is personified. It feels proud to have captured the youth's fleeting beauty and keep its memory for the years to come: "but the ancient mirror now became elated, inflated with pride, because it had received upon itself perfect beauty, for a few minutes". *"μα ο παλαιός καθρέπτης τώρα χαίρονταν,κ' επαίρονταν που είχε δεχθεί επάνω του την άρτιαν εμορφιά για μερικά λεπτά".*

D.   THE JOURNEY THROUGH LIFE, DESTINY

The main difference between the poetry of Cavafy and Shakespeare is that Cavafy's poems are characterized by pessimism. For him, aging and death are inevitable. There is no running away. Fate, like truth, hunts you down wherever you hide. The barbarians are at the gates, his heroes cannot escape fate. On the contrary, Shakespeare seems more optimistic; he encourages young men to look at the bright side of life, to write down their thoughts, to cherish beautiful memories and to create a family in order to achieve immortality. He, too, believes that we cannot avoid old age, decay and death, but he thinks that we can enjoy life. Cavafy talks about the journey through life optimistically only in *'Ithaca'/ 'Ιθάκη'*. Ithaca acts symbolically as a representation of the achievement of the goals people set in their lives. Ithaca is not a fantastic, unrealistic destination, but it can be thought as everybody's quest in their lives to make their dreams come true. The Laestrygonians, the Cyclopes and angry Poseidon represent the obstacles that we face in our lives and that prevent us from achieving our goals. However, what happens if we do not achieve all our goals when we finally reach our "Ithaca"? Should we be considered unsuccessful? Should we feel that we have failed in our lives? The answer is definitely not. The actual objective, *"…Οι Ιθάκες τι σημαίνουν",* lies in making the voyage itself, and to face all those difficulties; to overcome the difficulties in life and gain experience while you are out making the voyage. Therefore, by the time you reach your "Ithaca" you will already have gained so much from the trip that it does not matter so much whether you reached your goals or not.

E.   THE ANALGESIC ROLE OF ART AND POETRY

By comparing Shakespeare's *Sonnet 77 'Thy Glass Will Show Thee How Thy Beauties Wear'* to Cavafy's poem: *'Melancholy of Jason Cleander, Poet in Kommagini, A.D. 595',* we see that the different perspective of the two poets about art and poetry in relation to old age lies in the fact that, whereas Cavafy sees the ravage of time and the loss of youth as inescapable and incurable wounds *"The aging of my body and my beauty is a wound from a merciless knife"/ "Το γήρασμα του σώματος και της μορφής μου είναι πληγή από φρικτό μαχαίρι",* Shakespeare considers them a strong motive towards artistic inspiration. In reality, though, both poets starting from the same cause, that is, the passing of time, end up in the same result, devotion to poetic creation, belief in the healing power of reading and writing poetry.

Mary Marin (marygckmarin@yahoo.gr) holds B.A. in English & French Literature, M.A. in Theory of Lexicography & Applications, PHD ca - Electronic Dictionaries, University of Athens.

Research Papers
in *Language Teaching and Learning*
RPLTL
Hellenic Open University
School of Humanities

102

Integrating the CLIL approach: Literature and Wikis in the Greek EFL Classroom as a Means of Promoting Intercultural Awareness

Εισάγοντας τη μέθοδο CLIL: Η χρήση της λογοτεχνίας και των wiki στην ελληνική ξενόγλωσση τάξη ως μέσο προώθησης της διαπολιτισμικής επίγνωσης

Katerina VOURDANOU

This paper presents the outcomes of a CLIL project carried out in the 3rd grade of a Junior Greek State High School. The purpose of this experimental project was to investigate the impact of the integration of literature and wikis in the EFL classroom on the learners' intercultural awareness. The findings disclosed the learners' attitudes on issues of cultural conflict, empathy and tolerance. Overall, the findings defined the effect of the literary text on the learners' intercultural awareness and the significance of integrating intercultural material while combining face-to-face with online instruction in the Greek EFL classroom was reflected. Throughout the project, the English language was used as a medium in the teaching and learning of this subject-specific content, and the results of this educational process demonstrated the benefits of applying the CLIL approach in the Greek EFL classroom.

‫℀‬

Η εργασία αυτή παρουσιάζει τα αποτελέσματα μιας εφαρμογής της μεθόδου CLIL που διεξήχθη στην τρίτη τάξη ενός ελληνικού δημόσιου Γυμνασίου στο πλαίσιο της διδασκαλίας της Αγγλικής γλώσσας. Σκοπός αυτής της πειραματικής εφαρμογής ήταν να διερευνηθεί η επίδραση της λογοτεχνίας και των wikis στην διαπολιτισμική συνείδηση των μαθητών.Τα ευρήματα αναδεικνύουν τις απόψεις των μαθητών πάνω σε ζητήματα πολιτισμικής αντιπαράθεσης, ενσυναίσθησης και ανεκτικότητας. Συνολικά, τα αποτελέσματα κατέδειξαν την επίδραση του λογοτεχνικού κειμένου στην διαπολιτισμική συνείδηση των μαθητών και κατέδειξαν την σπουδαιότητα της ενσωμάτωσης διαπολιτισμικού υλικού συνδυαστικά με παραδοσιακή και διαδικτυακή διδασκαλία. Κατά τη διάρκεια της πειραματικής εφαρμογής, η Αγγλική γλώσσα χρησιμοποιήθηκε ως μέσο στη διδασκαλία και εκμάθηση αυτού του γνωστικού αντικειμένου, και τα αποτελέσματα αυτής της εκπαιδευτικής διαδικασίας κατέδειξαν τα οφέλη της εφαρμογής του CLIL στην ξενόγλωσση τάξη των Αγγλικών στο Ελληνικό Δημόσιο σχολείο.

Key words: Intercultural awareness, CLIL, literary text, blended learning, wikis.

1. Introduction

In the national Cross-Thematic Curriculum Framework[i] for the teaching of foreign languages in Greek schools, the issues of intercultural awareness, empathy and acceptance of diversity are encompassed in the following piece: *"one aim of the teaching of foreign languages in schools is to show learners how to respect and accept the diversity of others through the awareness of their linguistic and cultural diversity, as well as cultivate their multi-cultural consciousness so as to develop their intercultural communicative competence".* (Pedagogical Institute).

Therefore, selecting Forster's "A Passage to India" stood to reason due to its intercultural theme, which revolves around the coexistence of Indian and British in the colonial India of the 1920s. The second component is a Web 2.0 tool; its members can quickly edit it, monitor each occurring change and reverse it (Leuf & Cunningham, 2001). The cultural and intercultural aspects enriched the classroom environment and facilitated Content and Language Integrated Learning. Both quantitative and qualitative methods were used. The research took place through a pre-project questionnaire (quantitative) aiming at identifying the learners' predispositions concerning the related issues, followed by the learners' weekly journals (qualitative). Finally, the qualitative method was completed by their interviews.

2. CLIL: a brief outline

CLIL is an acronym referring to the content and language integrated learning approach, that is "any teaching of a non-language subject through the medium of a second or foreign language" (Pavesi et al., 2001, p.77) and in this teaching "both language and subject have a joint role" (Marsh, 2002, p. 58).The Euroclic[ii] adopted this umbrella term in the mid-1990s, which was an important move towards distinguishing CLIL from a variety of related approaches, such as bilingual education, immersion or CBI (Content-based instruction), by defining it as "an umbrella term referring to instructional approaches that make a dual, though not necessarily equal, commitment to language and content-learning objectives" (Stoller, 2008, p.59).

Apparently, CLIL may share certain characteristics with the previously mentioned teaching approaches but what differs is that it "operates along the continuum of the foreign language and the non-language content without specifying the importance of one over another" (Coyle, 2006, p.2). Although CLIL initially developed in Europe, it has become a global trend. The spread of CLIL in Europe is not only triggered by the official European language policy but also by parents and employers; this demand "is not so much directed at multilingualism per se but at the international lingua franca, English" (Del Puerto, 2011, p.10). At the same time, in 2006 the European Parliament and the Council of Europe defined the eight key competences for lifelong learning which involve: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences,

sense of initiative and entrepreneurship and finally cultural awareness and expression. All the above competences are reflected in the CLIL framework.

According to Coyle, CLIL relies on the 4Cs-Framework, a theoretical and methodological foundation based on which CLIL lessons and material are planned. Four principles underlie it: content, cognition, communication and culture (Coyle, 2006).Coyle proposes the three functions of language: language of learning, language for learning and language through learning; in this way, "she represents an example of how an L2 can be used for the construction of knowledge in CLIL classrooms" (Nikula et al., 2013, p. 87). *Content* does not simply refer to the input that the learners receive in class but mainly it focuses on the development of their own knowledge and skills through scaffolding learning. *Cognition* refers to the high order thinking skills that learners should be enabled to develop during a CLIL lesson; instead of going through the less complex stages of *remembering* or *understanding,* they will mostly focus on *synthesizing*, *evaluating* or *creating* (Zwiers, 2004).Supportive of this, is what Blakemore and Frith (2005) claim referring to brain functions and learning: "learning language and subject matter at the same time has important consequences for learning in general in the sense that the brain is fundamentally altered" (ibid, in Craen et al., 2007, p.71).

The third principle is *communication;* language is important to be learnt in relation to the learning context. Learners should be motivated to use their own resources, to stretch their linguistic abilities to the fullest, to reflect on the output they produce and invent ways of adapting towards improving comprehensibility, appropriateness and accuracy (Swain, 1993). Authentic communication will take place when there are some gaps (information, reasoning, opinion etc.) which the learners will be assigned to fill in. Finally, the fourth component is *culture* and specifically the relationship among cultures and languages; "culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion"(Coyle et al., 2009, p.12).

3. The intercultural dimension: a key concept of CLIL

Among the major CLIL goals, preparation for internationalization and developing intercultural communication skills are prevalent (Dalton-Puffer, 2007). These issues are reflected in Eurydice[iii], where offering students better job opportunities in the global labour market and conveying to them values of tolerance and respect towards other cultures constitute essential elements of the CLIL approach (Lasagabaster, 2011). Content-based learning is undoubtedly contextualized, culturally-loaded language work which supports a better understanding of the foreign linguistic and cultural codes (Sudhoff, 2010).The learners experience the integration and fusion of various cultural influences which help them become plurilingual and develop interculturality. Intercultural learning is an integral part of CLIL, as it focuses on "reconstructing, shifting between and coordinating one's own and foreign cultural perspectives on the basis of content subject topics" (Sudhoff, 2010, p.35).

Intercultural awareness, empathy and acceptance of diversity are encompassed in most national curricula. Due to the increase in international interaction, the issues of globalization, intercultural awareness and competence have been a major interest of the educational world. Undoubtedly, "the modification of monocultural awareness" (Byram, 1989, p.137) in EFL reflects the notions that cultures do not exist in isolation. A prerequisite to acquiring 'intercultural awareness' and hopefully competence is to master 'intercultural

sensitivity' (Bhawuk & Brislin,1992) that is to be sensitive and respectful to cultural differences.

4. Promoting intercultural awareness through literature in the EFL classroom.

Literature supports the learner in improving his critical thinking skills and cultural awareness, together with stimulating empathy by allowing him to delve into the characters' minds (Carter, 2007; Narančić-Kovać & Kaltenbacher, 2006). Lazar (1993) admits that literature can help arouse our students' imagination, develop their critical abilities and increase their emotional awareness. West (1994) considers literature valuable in helping learners grow intellectually, acquire a certain aesthetic appreciation and understanding of people's past and present experiences.

When students are provided with interesting texts which trigger them to generate output and negotiate meaning, literature can contribute efficiently to their language acquisition (Krashen,1985). The multiplicity of meaning can promote the exchange of feelings and opinions, something which transforms language learning into a process of response (Lazar, 1993). Carter and Long (1991) discuss how literature creates a sense of involvement to the students by strengthening their affective and emotional domains. Ghosn (2002) views literature as *an agent of change* which helps learners develop emotionally through the fostering of their interpersonal and intercultural attitudes.

Reading about others, learners relate to them (*interpersonal sensitivity*), thus gaining *empathy,* one important affective factor either in ESL or EFL context. Gardner (1993) emphasizes that language is not grammar specific, but it is influenced by additional variables which, among others, include the affective factor of empathy. *Empathy* has its origin in the Greek word *empathius*, meaning understanding others by entering their world. *Empathy* is considered to be "the process of reaching beyond the self and understanding and feeling what another person is understanding or feeling" through language which "is a primary means of empathizing" (Brown,1994, p.143). In this sense, literature contributes to the development of social sensitivity, effecting constructive change of attitude (behavioural flexibility). Fleming insists it is essential that foreign language education includes literature and intercultural education, which should be taught by teachers who have been trained in *identity*, *human rights* and *citizenship education* (Fleming, 2006).

Through intercultural reflection we progress towards an understanding of the otherness (*cognitive flexibility*) adding that "both self-awareness and an element of foreignness are necessary conditions in reading and in intercultural encounters: to know what an Other is feeling, the reader will need to search more deeply into his/her skin" (Matos 2011, p.7).The classroom "constitutes a safe space in terms of intercultural and literary experience: it remains confined to the actors/learners in the classroom implying no immediate consequences whatsoever in the *real world* outside" (Matos, 2011, p.7). To this direction, Pulverness (2004) strongly recommends the use of material which relate to more than one English-speaking culture, in order to avoid focusing only on British or American culture.

A Passage to India was written during Forster's second visit there; the title was borrowed from a Walt Whitman's poem written in 1871. The book was published in 1923," a time when important political movements were brewing, alliances between the segments of Indian populations emerging and collapsing, notions of loyalty, independence, equality, race,

religion, nationhood, sovereignty and the like were hotly being debated" (Jafri, 2007, p.3)."It is concerned with matter that may generate confusion, susceptibility and distinct prejudice and set two individuals, even two races face to face in relation to belligerence, intolerance and prejudice" (Hossain, 2012, p.305).
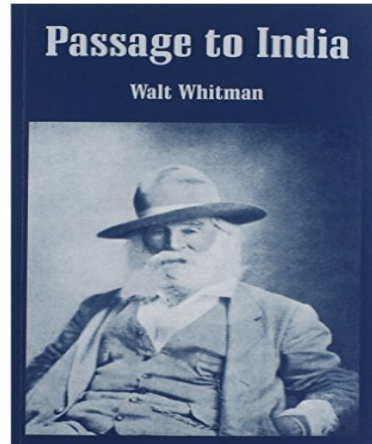

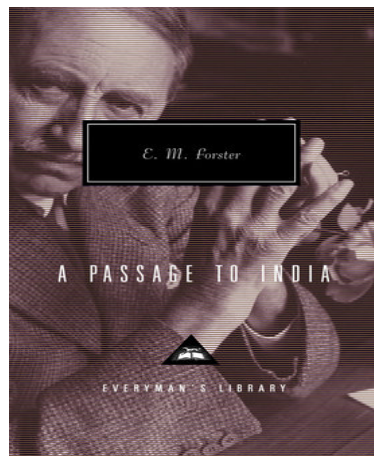*Image 1: Walt Whitman (1819-1892), the great American poet wrote "A passage to India" in 1870.*

Image 2: E.M Forster (1879-1970), the great British novelist wrote "A passage to India" in 1924.

The issues of prejudice and racism permeate Forster's novel as the characters from different cultural backgrounds are forced to intermix. Studying the misunderstandings and cultural differences (hospitality, social properties and the role of religion) will help our learners acquire intercultural awareness. In other words, "confronting prejudice indirectly by examining a piece of literature is often easier than having students reflect on their present day prejudices" (Dietrich & Ralph, 1995, p.3).

5. Using a wiki as an online class platform

The wiki was our online platform which facilitated blended and collaborative learning. In-class activities, such as discussions and listening practices were introduced through it;

learners used it at home to develop their reading and writing skills. Apart from the book (uploaded in pdf form), the wiki was enriched with videos on intercultural learning, the film based on the book (a 1984 drama film written and directed by David Lean), the audiobook, Forster's biography, film photographs and some of Forster's famous quotes. Quinlisk (2003, p.35) highlights the effectiveness of incorporating media asserting that "multiliteracies have many implications, one being that students learn to read and understand the dynamic interplay among their own identities and the texts, images, and cultural stories of mass media". The film truly offered the audiovisual stimuli required so that learners grasp the ideas that govern the literary text.

A wiki improves computer skills, actively engaging students in reading, writing and editing their own material. Wang and Turner (2004, p.2) indicate that "wiki collaboration systems encourage student-centered learning environments, because they encourage students to be co-creators of course content". According to Osguthorpe and Graham (2003), blended learning is instrumental in the EFL classroom because not only does it offer pedagogical richness and easier access to knowledge but also because it facilitates social interaction and ease of revision, as well as it promotes personal agency and cost effectiveness. Correspondingly, through the wiki the learners work towards the:

i.   development in foreign language competence,
ii. development in the content area,
iii. development of positive attitudes concerning both the foreign language and content area,
iv. development of strategic competence in both the language and content,
v.   development of intercultural awareness and promotion of intercultural education (Massler, 2010).

6. Research design

6.1. Sample

The sample consisted of fifteen students (ten girls and five boys) of the 3rd grade of a Junior High School. The students' level was approximately B2 (C.E.F) and they all belonged to the expanding circle of the three concentric circles (Kachru, 1985, in Quirk & Widdowson, 1985) (Figure 1).
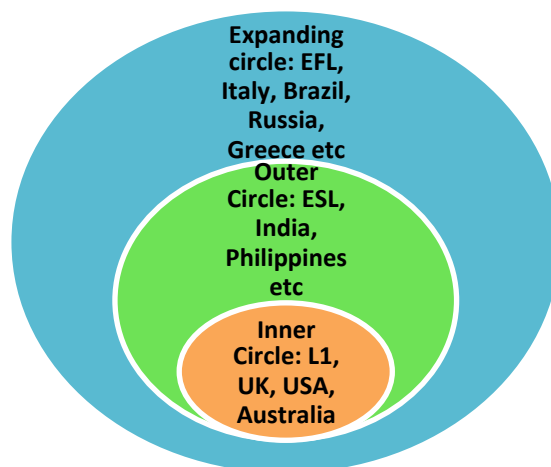

Figure 1: Kachru's three concentric circles.

6.2. The project

6.2.1. Preparatory stage

The project evolved in four stages:

| STAGE 1 |
| PROJECT PREPARATION |

| STAGE 2 |
| PRE-PROJECT QUESTIONNAIRE |

| STAGE 3 |
| PROJECT |

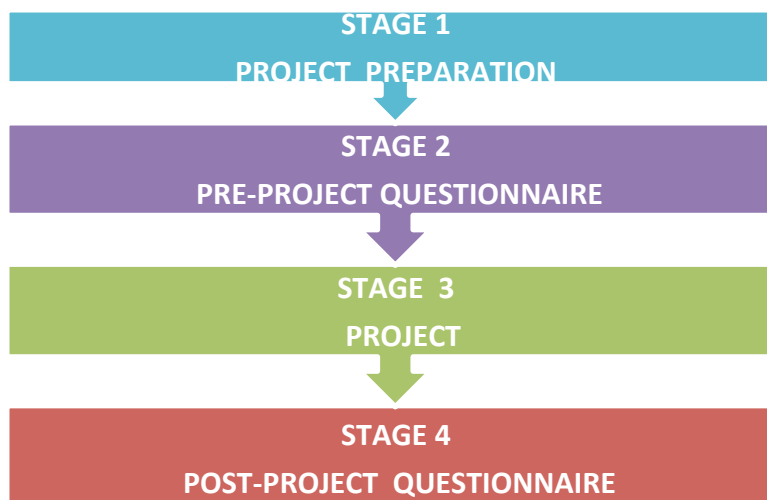| STAGE 4 |
| POST-PROJECT QUESTIONNAIRE |

Figure 2: Case study process.

Initially, three preparatory forty-five-minute sessions took place, which means that, since students of the 3rd grade attend English lessons twice a week, the preparatory stage lasted approximately two weeks. During this stage, students performed tasks through face-to-face instruction. They were divided into three groups and culture-themed mind maps were collaboratively created on the whiteboard; they contemplated on the positive and negative aspects of their own culture and explored key terms such as *empathy* and *diversity*. Later, they reflected on the differences between one's own culture and that of the target language; students reflected on cultural elements and stereotypes. Finally, they became acquainted with the wiki, where they found a short text and three videos on intercultural awareness in the homepage.

6.2.2. The pre-project questionnaire

Next, a pre-project questionnaire consisting of twenty-seven close-ended questions was distributed to investigate the participants' preconceptions concerning literature, intercultural awareness and the use of computers in the EFL classroom.

6.2.3. The project

The literary text was presented via the wiki. For the following weeks, the learners were engaged in both face-to-face and online activities. The film was divided into five parts and the relevant questions demanded the use of certain video viewing techniques such as *freeze frame, silent viewing, behaviour study etc.* (Stempleski & Tomalin, 1990, p.10-29). After each

session, the learners were assigned an essay for homework which they could upload on the wiki (journals).
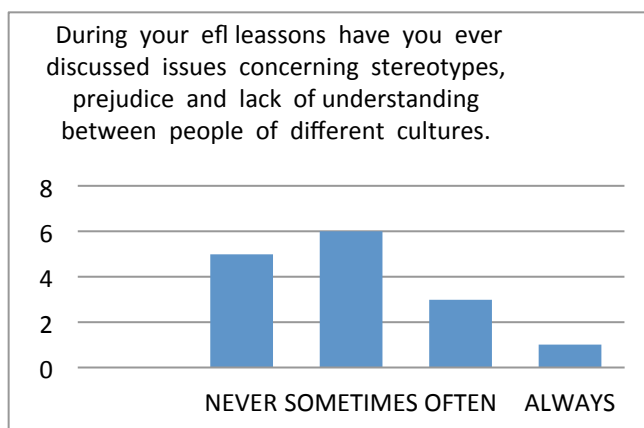
6.2.4. Post-project questionnaires / Interviews

Each learner was offered thirteen open-ended questions. Some of them inquired whether the students discovered any intercultural elements, whether they were able to associate people's behaviour and attitudes with their cultural backgrounds and whether the text helped them realize their own behaviour in cases of cultural conflict. Also, they were asked whether the wiki has motivated them and facilitated communication and cooperation. Finally, the students were asked whether the integration of literature and computers has made them more willing to participate in similar future learning projects.

7. Presentation and interpretation of results

7.1. The pre-project questionnaire

The learners' answers clearly revealed that many had never before dealt with prejudice, stereotypes and cultural differences (see Graph 1).


During your efl leassons have you ever discussed issues concerning stereotypes, prejudice and lack of understanding between people of different cultures.

Graph 1: The learners' prior experience in the EFL class.

Additionally, when learners were asked to reflect upon their own ability to evaluate critically the elements of their own home culture and other cultures as well, almost half of them (47%) seemed unable to identify this ability.

Furthermore, it is obvious that more than 2/3 of our sample (87%) had never used literary texts before. At this point, it is important to note that more than half of the learners (60%) trust that the literary texts can support their EFL learning.

Similarly, 87% appears convinced that a literary text is a source of a multitude of cultural information (Graph 2).
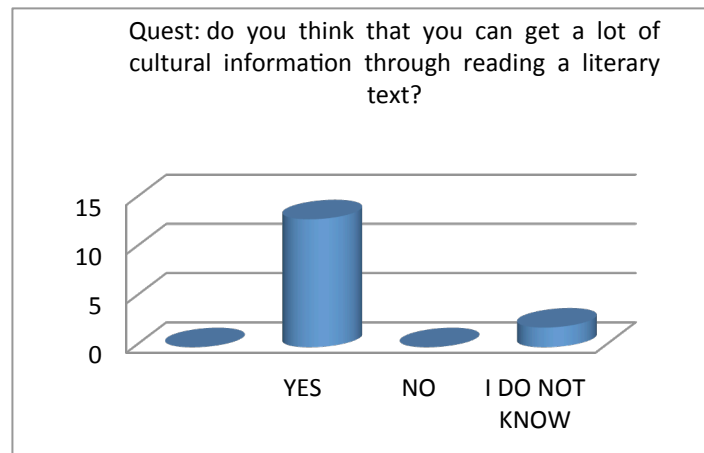
Graph 2: The learners' attitude towards literary texts

The last part of the pre-project questionnaire focuses on the integration of the wiki. More than half of them admitted that they had never used computers in class before (Graph 3). In addition, 46% had never cooperated with their classmates online (Graph 4).
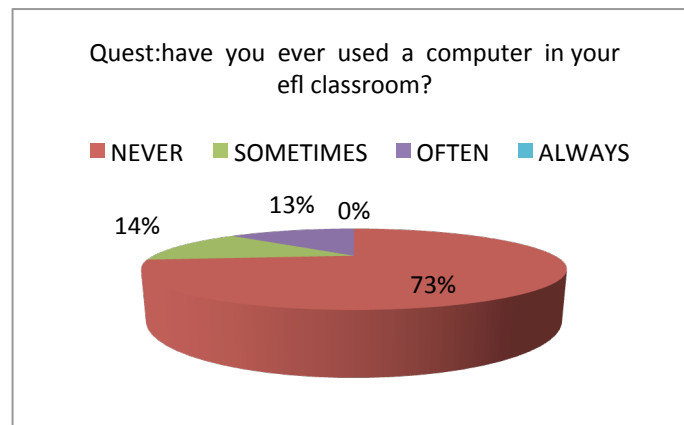
Graph 3: The learners' experience of using computers in the EFL class.
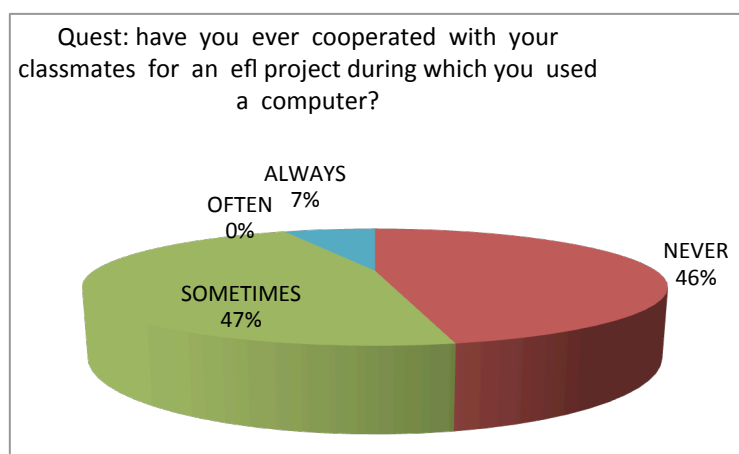
Graph 4: The learners' experience of blended learning EFL projects.

Finally, it is amazing that the vast majority of our students (80%) had a positive predisposition towards the implementation of a project that combines face-to-face with online instruction.

7.2. Reviewing the learners' journals.

In the first week, the initial question introduced the key issue of *prejudice.* S3 commented that: *" prejudice is depicted through the isolation of native people"*. The Indians' social and emotional isolation, identified by the learners, derives from the constant rejection by the British. Rejection, confusion and isolation compose the three core experiences of *cultural homelessness* (Vivero & Jenkins, 1999) that the Indians experience, despite the fact that they are the majority and they live in their home country. S4 agreed by stating that: *"the English looked down on local people and behaved towards them as if they were slaves* and *it is obvious that Englishmen have a big self-esteem"*.

The second week focused on *conflict* which becomes evident through a perceived divergence of interest between the two sides and a constant struggle over values and claims (Avruch, 1998). S4 linked the perceived idea of *conflict* with *racism* and she continued by saying: "*I understand that by the way Englishmen treat Indian ones, they despise them and they behave to them like they are slaves.* S6 recognized that *unfortunately even nowadays there are racial incidents; we like to tell that we live in the 21century and that we are educated and cultivated but on the contrary we are not mature enough so as to set apart our differences and try to live in harmony"*.
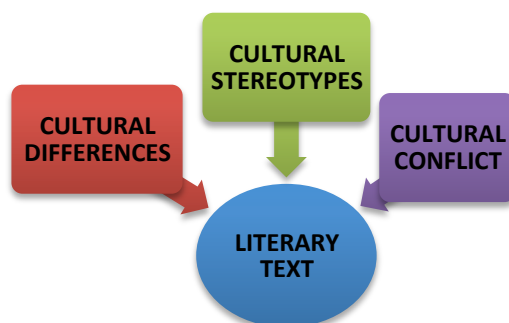

Figure 3: Major cultural components of "A Passage to India".

As the third week proceeded, the question rotated around the central character, the Indian Dr. Aziz, who we might say is an interesting, though unconventional example of *acculturation.*Although he represents the host culture, he desires contact with the British occasionally neglecting his native culture (*assimilation*), unsuccessfully strives for *integration* and finally after the trial resists acculturation (*separation*) and consciously chooses not to identify with the British culture (*marginalization*). S10 depicted Aziz's ambivalent behaviour by stating: "*Aziz has two faces: one looks back towards the India of the past, the other turns towards the West civilization which the English represent".* Also, S6 cleverly observed that: *"Dr. Aziz is a very polite doctor that shows the utmost respect to the English people; although he is a doctor and has a social status, he is always scared, stressed and bashful".* At this point, the learner became aware of the conflict between the social status that a doctor is considered to have in a society and the actual low social position that Dr. Aziz has due to his cultural background.

In the fourth week, the students focused on the prevailing phrase uttered during Aziz's trial that: "*darker races are attracted to the fairer but not vice versa*". They investigated whether Forster's characters have displayed *social cognition* and *cognitive flexibility* (Martin & Rubin, 1995) that is to say whether they are willing to be flexible and open to new ideas or simply adapt the predominant social beliefs.

In Aziz's trial, this predominant racist belief collapsed when Adela decided to become cognitively flexible and reveal the truth about the incident in the Marabar caves despite the social outrage that would follow. S7 commented that: "*this difference in skin colour has made some people think that fair races are superior, cleverer and they should be treated with more respect; this is what we call racism*". S2 believes that:" *nowadays there isn't so much discrimination and people do not believe that their skin colour is important or determines who is a criminal or not*".
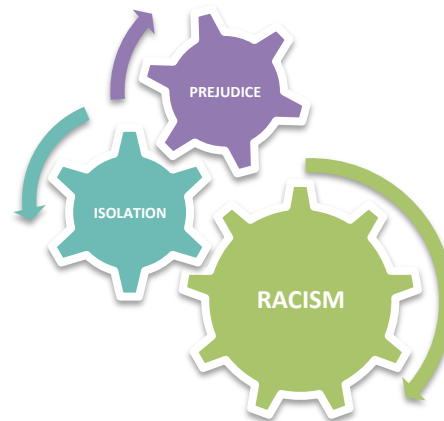

Figure 4: Major themes in "A Passage to India".

Finally, during the fifth week, the focus remained on Dr. Aziz and the impact of the false accusation and the trial on him. S6 realized that: "*this dreadful experience changed him a lot as a person. He became more dynamic and he was no longer servile. He also started wearing his traditional clothes and not suits*". The issue of *culturally sensitive empathy* (Chung & Bemak, 2002) arises again as the learners witness the changes in the relationship between Dr. Aziz and Mr. Fielding. S10 observed that "*as Aziz and Fielding reunite they come to recognize that as an Englishman and an Indian in British India, they cannot stay friends. They seem both changed as people and more reserved. This is the result of the conflict the two cultures had. The change in Aziz's behaviour is the reason that changed everything between the two friends and the two cultures that they represent the British and the Indian*". This pessimistic ending is the way Forster uses to portray social and spiritual alienation, leaving his readers with an elusive feeling of melancholy.

7.3. The Interview Findings

The post-project questionnaire consisted of thirteen open-ended questions which aimed at investigating the impact of the project on the learners.

7.3.1. The impact of literature on the learners' intercultural awareness.

Firstly, all the participants reacted positively stating that the differences between the two cultures were discernible, therefore recognizing the *cultural distance* which leads them to

cultural friction (Shenkar, Luo & Yeheskel, 2008).S5 stated that: "*the British were very distinct in a crowd full of Indian people not only because of their different skin colour but also because of the way they dress and their behaviour*". S11 admitted that: "*the different characters of the novel were presented with details that have to do with their everyday life (clothes, food, habits, customs) and this helped me see the cultural elements*". S11 pointed: "*the text was very detailed as well as the film which gave me the images to think about. These two cultures are very different, their customs and traditions are not the same and I could see that in the book*".

Also, S10 ingeniously commented that: "*the British were arrogant and selfish because they feel like the leaders of the world and the representatives of the British Empire. The Indians were more humble and shy people, something that comes from their religion and culture*". This English arrogance, as well as their conservative attitude relating to social behaviour (sexual relationships, marriage etc.) which is oddly combined with a lack of spirituality, impressed the learners. On the other hand, they viewed the Indians as servile and insecure, sad remnants of a fallen civilization, who, contrary to the English, lead a life defined by their religious beliefs (prohibition of certain food types, ceremonial traditions etc.) in which mysticism plays an important role.

These cultural stereotypes were easily recognized by the learners throughout this project. In the interviews, students commented that: "*the Indians are a bit insecure but the British are strong-minded*" (S6)*, "the English are more educated and restricted*" (S7) *, "the British seem strict and demanding*" (S8), "*the Indians are poor, dirty and uneducated, the British are rich, well-dressed and educated*" (S12). Perceiving and evaluating cultural stereotypes helps learners attain cultural awareness; witnessing these stereotypes interact and collide, they manage to break them and construct their intercultural awareness (Carano & Berson, 2007). As learners reflected upon their own behaviour in cases of cultural conflict and considered the impact that the literary text had on them, five students replied negatively, while the other ten students admitted that it influenced their attitude immensely. Additionally, the students who gave a negative reply commented that they were not triggered by the studying of this literary text to rethink their behaviour in similar situations, stressing the fact that they have never been judgmental and prejudiced towards people of different colour or different cultural background. Concerning the rest of them who replied positively, some disclosed that the project made them reconsider their behaviour, they felt the need to reinstate their position towards such situations because in the past they had been narrow-minded and biased towards people of different race and culture.

Moving on, triggered by the unjust accusation of the Indian Dr. Aziz by the English Adela Quested, the learners contemplated on the issues of open-mindedness and tolerance. S13 noted that: "*it is sad to see all these negative feelings and hatred between people of a different race and skin colour. What is important is a person's character, not his colour and country*". S3 regarded the situation from a different point of view, saying that: "*in some cases dark-skinned people have actually committed a crime but they try to deceive people by saying that they have been wrongly accused because of their race and cultural background*".
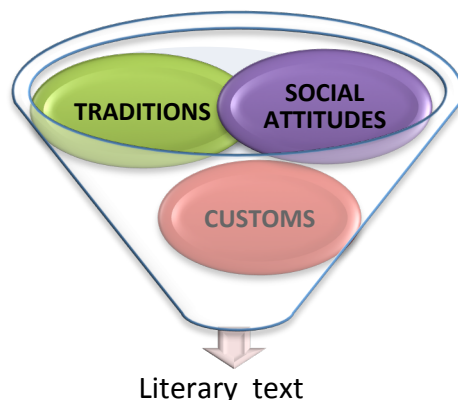
Figure 5: Cultural elements depicted in the literary text.

Finally, three students insisted that this project did not change their views and attitudes in any way. S6 mentioned: "*my attitude towards people of a different culture is positive so I do not think that this process changed me as a person but it had a positive influence on me and it made me think that I am right to behave like that*". The rest of the students answered positively, eloquently explaining the effect that this whole procedure had on them. S11 admitted that: "*although 'A passage to India' talks about the past, it was very interesting to see that the same things happen in our days; personally, this project helped me think things over, consider my own attitude towards people of different race and culture and try to improve it*". Generally, the key words used by most of the learners in their answers were *acceptance, communication, understanding, togetherness*, words that have a positive connotation and revolve around the central idea of *empathy,* a prerequisite for the promotion of intercultural awareness.

7.3.2. The impact of the wiki platform on the learners.

The received reactions here were mixed, in the sense that almost all students answered positively as far as the integration of the wiki into their lesson was concerned especially during the in-class sessions, but seemed a bit wavering as to how often their communication and cooperation with their schoolmates should have been beyond school hours. This can be easily explained through the fact that many students faced practical problems during the project, such as lack of internet connection at home, issues that will be more explicitly outlined in the last chapter of this dissertation. S5 characteristically explained: "*the wiki was great although at times we did not have time in class to work on it. At home I often had problems with my connection in the Internet*".

In addition, answering question 11, learners evaluated the wiki for its structure and the guidance it offered to them throughout the project. Here, the learners reacted positively; S10 characterized it very *practical,* S14 admitted: "*we found all we needed uploaded in the wiki and it was very convenient*", S1 mentioned that "*the wiki was organized well by the teacher and I understood what I had to do in every step*".
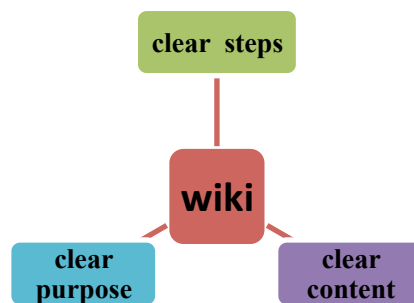
Figure 6: Major characteristics of the wiki.

Moving on, the learners commented on the way the wiki contributed to the improvement of their language skills. S7 noted that: "*it was great because we did not worry so much about making mistakes, we wrote about our ideas and we felt free to express ourselves*" and S13 admitted that: "*this way of writing was very interesting. We could see each other's work and compare it……..you do not feel scared to write things, you feel free to express yourself*". Also, S1 commented: "*I feel it was interesting to write and read about issues different from the letters or essays we usually do*" and S2 clearly explained: "*what was good about the wiki was that I did not get stressed about improving my language skills. I enjoyed writing my comments and I think that I learnt a lot of things*".

Lastly, learners replied very enthusiastically stating that they would like to engage in similar school projects in the future. S9 mentioned*: "I would like to do projects like that with technology and other things, like films, songs, poems, etc. This makes the lesson very interesting"*. Remarkably, S11 stated: "*I would also like to have more hours for the project so we could do more things at school*".

8. Implications and suggestions

Implications of using literature and the wiki in the EFL classroom

An occurring problem when using authentic material in class concerns the difficulties it may cause to learners due to the complexity of its lexical items and structures. Of course, the CLIL approach contributed positively because through this method the students renounced all feelings of linguistic inferiority; the literary text was never viewed from a linguistic point of view. On the contrary, the focus remained on the content and of course the integrated media helped immensely towards this direction. A more serious implication relates to the use of the wiki. The barriers which inhibited the practice of this computer-assisted project concerned the availability of computer hardware, since the computers available at the school lab could not suffice all students, so they often had to share one computer and take turns in using it. Also, the quality of the Internet connection was often poor, both at school and at the students' homes, and this was time-consuming and a serious deterrent for the completion of the study. Here, it should be noted that new technologies, especially in public schools where the financial aid is limited, are considered add-on expenses.

Suggestions for further research

Further research could be conducted in State Schools throughout the country at a larger scale. This would help us understand the effect of this method on the learners' attitudes, both in Primary and Secondary education. For this purpose, some changes in the school syllabi could be implemented so that the CLIL approach via literary texts and computer-mediated instruction could be included on a regular basis. This research could be piloted in some sample classes for an extended period so that we get more measurable results that would lead us to more concrete assumptions as to whether this form of learning could be included more systematically in the EFL class of the Greek State School.

References

Alread, G., Byram, M. & Fleming, M. (2006). *Education for intercultural citizenship: Concepts and comparisons*. Clevedon: Multilingual Matters.

Avruch, K. (1998). *Culture and conflict resolution*. US Institute of Peace Press.

Bhawuk, D. P. & Brislin, R. (1992). 'The measurement of intercultural sensitivity using the concepts of individualism and collectivism'. *International Journal of Intercultural Relations*, 16/4: 413-436.

Blakemore, S.-J. & Frith, U. (2005). *Learning and the Brain. Lessons for Education*. Oxford: Blackwell.

Brown, D. (1994). *Principles of language learning and teaching*. San Francisco: Pearson.

Byram, M. (1989) *Cultural Studies and Foreign Language Education*. Clevedon: Multilingual Matters.

Carano, K. T. & Berson, M. J. (2007). 'Breaking stereotypes: Constructing geographic literacy and cultural awareness through technology'. *The Social Studies*, 98/2: 65-69.

Carter, R. (2007). 'Literature and language teaching 1986 – 2006: A review'. *International Journal of Applied Linguistics*, 17/1: 3–13.

Carter, R. A. & Long, M. (1991). *Teaching literature*. Essex: Longman.

Chung, R. Y. & Bemak, F. (2002). 'Revisiting the California Southeast Asian mental health needs assessment data: An examination of refugee ethnic and gender differences'. *Journal of Counseling & Development*, 80/1: 111-119.

Coyle, D. (2006). 'Content and language integrated learning: Motivating learners and teachers'. *Scottish Languages Review*, *13*, 1-18.

Coyle, D., Holmes, B. & King, L. (2009).*Towards an integrated curriculum–CLIL National Statement and Guidelines.* London: The Languages Company.

Dalton-Puffer, C. (2007). *Discourse in Content and Language Integrated Learning (CLIL) Classrooms.* Amsterdam: John Benjamins.

Dietrich, D. & Ralph, K. S. (1995). 'Crossing borders: Multicultural literature in the classroom'. *The Journal of Educational Issue of Language Minority Students*, 15: 65-75.

Del Puerto, F. G. (2011). *Content and foreign language integrated learning: Contributions to multilingualism in European contexts*. Bern: Peter Lang.

Fleming, M. (2006). 'The concept of "intercultural citizenship": Lessons from fiction and art'. In G. Alread, M. Byram & M. Fleming (Eds), *Education for intercultural citizenship: Concepts and comparisons*. Clevedon: Multilingual Matters, 130-143.

Gardner, H. (1993). *Frames of mind. The theory of multiple intelligences*. New York: Basic Books.

Ghosn, I. K. (2002). 'Four good reasons to use literature in primary school ELT'. *ELT journal*, 56/2:172-179.

Hossain, M. E. (2012). *The Colonial Encounter in a Passage to India*.

Jafri, A. H. (2007).*The Matter of Forster's Passage to India*.

Kachru, B. B. (1985) Standards, codification and sociolinguistic realism: the English language in the outer circle. In R. Quirk & H.G. Widdowson (Eds), *English in the world: Teaching and learning the language and literatures*. Cambridge: Cambridge University Press, 11-30.

Krashen, S. D. (1985). *The input hypothesis: Issues and implications.* Harlow: Longman.

Lasagabaster, D. (2011). 'English achievement and student motivation in CLIL and EFL settings. *Innovation in Language Learning and Teaching*, *5*/1: 3-18.

Lazar, G. (1993). *Literature and Language Teaching.* Cambridge: Cambridge University Press.

Leuf, B. & Cunningham, W. (2001). *The Wiki Way, Quick Collaboration of the Web*. Addison-Wesley.

Marsh, D. (2002). *CLIL/EMILE. The European dimension. Actions, trends, and foresight potential*. Jyväskylä: University of Jyväskylä.

Martin, M. M., & Rubin, R. B. (1995). 'A new measure of cognitive flexibility'. *Psychological reports*, 76/2: 623-626.

Massler, U. (2010). 'Assessment in CLIL Learning'. In S. Ioannou-Georgiou & P. Pavlou (Eds.), *Guidelines for CLIL Implementation in Primary and Pre-primary Education*. Cyprus Pedagogical Institute, 115–137.

Matos, A. G. (2011). '(Re) placing Literary Texts in the Intercultural Foreign Language Classroom'. *International Education Studies*, 4/5:5.

Narančić-Kovać, S. & Kaltenbacher, M. (2006). 'Promoting intercultural awareness through literature in foreign language teacher education'. In A.-B. Fenner & D. Newby (Eds), *Coherence of principles, cohesion of competences: Exploring theories and designing materials for teacher education*. Strasbourg: Council of Europe Publishing, 78–94.

Nikula, T., Dalton-Puffer, C. & García, A. L. (2013). 'CLIL classroom discourse: Research from Europe'. *Journal of Immersion and Content-Based Language Education*, 1/1: 70-100.

Osguthorpe, R. T. & Graham, C. R. (2003). 'Blended Learning Environments: Definitions and Directions'. *Quarterly Review of Distance Education*, 4/3: 227-33.

Pavesi, M., Bertocchi, D., Hofmanová, M. & Kasianka, M. (2001). *Teaching through a foreign language: a guide for teachers and schools to using Foreign Language in Content Teaching.* Milan: TIE CLIL.

Pulverness, A. (2004). 'Here and there: issues in materials development for intercultural learning'. In *Culture in ELT Seminar-Intercultural Materials in the Classroom and on the Web*.

Quinlisk, C. C. (2003). 'Media literacy in the ESL/EFL classroom: Reading images and cultural stories'. *TESOL Journal*, 12/3: 35-39.

Shenkar, O., Luo, Y. & Yeheskel, O. (2008). 'From "distance" to "friction": Substituting metaphors and redirecting intercultural research'. *Academy of Management Review*, 33/4: 905-923.

Stempleski, S., & Tomalin, B. (1990). *Video in action: Recipes for using video in language teaching*. New York: Prentice Hall.

Stoller, F. L. (2008). 'Content-Based Instruction'. *Encyclopedia of language and education*. US: Springer, 1163-1174.

Sudhoff, J. (2010). 'CLIL and intercultural communicative competence: Foundations and approaches towards a fusion'. *In Depth*, 3/4: 5.

Swain, M. (1993). 'The output hypothesis: Just speaking and writing aren't enough'. *Canadian modern language review*, 50/1: 158-164.

Van de Craen, P., Mondt, K., Allain, L. & Gao, Y. (2007). 'Why and how CLIL works. An outline for a CLIL theory'. *VIEWS*, 16, 70-78.

Vivero, V. N., & Jenkins, S. R. (1999). 'Existential hazards of the multicultural individual: Defining and understanding" cultural homelessness'. *Cultural Diversity and Ethnic Minority Psychology*, 5/1: 6.

Wang, C. M., & Turner, D. (2004). 'Extending the wiki paradigm for use in the classroom'. In *the Proceedings of the International Conference on Information Technology: Coding and Computing,* 255-259.

West, A. (1994). 'The centrality of literature'. In S. Brindley (Ed.), *Teaching English*. London: Routledge, 124-132.

Zwiers, J. (2004). *Developing Academic Thinking Skills in Grades 6? 12: A Handbook of Multiple Intelligence Activities*. International Reading Association. Newark.

---

[i] Pedagogical Institute. (c). A cross-thematic curriculum framework for compulsory education: modern foreign languages. Available at: http://www.pi-schools.gr/lessons/english/pdf/14depps.

[ii] The European Network of Administrators, Researchers and Practitioners. Available at: euroclic.net.

[iii] The Eurydice network. Available at: http://eacea.ec.europa.eu/education/eurydice/index_en.php.

Katerina Vourdanou (catherinevourdanou@yahoo.com & cvourdanou@gmail.com) has been working as an EFL teacher in Greece for 19 years. For the last 13 years she has been teaching in Greek State schools, both in Primary and Secondary Education. She acquired my M.Ed. in TESOL in 2014 from the Hellenic Open University. For the year 2015-2016 she has been appointed to work in the 12th Primary School of Egaleo, in the west district of Attica. Her interests revolve around the integration of ICT tools and CLIL in the EFL class. For the year 2015-2016, she had experimented on the integration of the CLIL approach in the 6th grade. She is currently a PhD candidate in Applied Linguistics at the English department of Humboldt University of Berlin.

Can Teaching of Forces Enforce Language Learning?

Μπορεί η διδασκαλία των δυνάμεων να βελτιώσει την εκμάθηση μιας γλώσσας;

Ifigenia KOFOU and Kostas PHILIPPIDES

Aligned with the decisions taken by the Council of Europe and the international trends in language learning and teaching, the European educational systems are making great efforts to improve students' command of foreign languages. Following this trend, the Greek educational system has implemented numerous reforms in order to incorporate multilingualism, skill development and multi-literacies into the foreign languages Curriculum. At the cutting edge of education and reform in Greece, Experimental Schools test teaching methods and material, and implement experimental and innovative practices, such as CLIL (Content and Language Integrated Learning), which attempts to develop interdisciplinarity, teachers' collaboration, and students' linguistic competence and learning strategies. This paper presents a CLIL practice which took place at the 2nd Experimental Senior High School of Thessaloniki in the school year 2014-2015 by teaching part of the syllabus of Physics in English, i.e., the chapters on forces and Newton's laws, in one of the two 1st year classes. The formative and summative assessment used in both the experimental and control groups proved that the foreign language did not affect the comprehension of the subject content, while a self-assessment questionnaire proved that most students of the experimental group developed all language skills.

ം

Εναρμονισμένα με τις αποφάσεις του Συμβουλίου της Ευρώπης και τις διεθνείς τάσεις στην εκμάθηση και διδασκαλία της ξένης γλώσσας, τα Ευρωπαϊκά εκπαιδευτικά συστήματα επιχειρούν να βελτιώσουν τη γνώση της ξένης γλώσσας και να ενσωματώσουν την ανάπτυξη δεξιοτήτων των μαθητών και τους πολυγραμματισμούς στο Αναλυτικό Πρόγραμμα των ξένων γλωσσών. Στην αιχμή του δόρατος της εκπαίδευσης και της μεταρρύθμισης, τα Πειραματικά Σχολεία εφαρμόζουν πειραματικές και καινοτόμους πρακτικές, όπως η Ολοκληρωμένη Εκμάθηση Γλώσσας και Περιεχομένου (CLIL), η οποία επιχειρεί να αναπτύξει τη διαθεματικότητα, τη συνεργασία των εκπαιδευτικών, τη γλωσσική ικανότητα και τις στρατηγικές μάθησης. Η παρούσα εργασία μελετά την εφαρμογή του CLIL στο 2ο Πειραματικό Λύκειο Θεσσαλονίκης το σχολικό έτος 2014-2015 στη διδασκαλία της Φυσικής της Α΄ Λυκείου. Η διαγνωστική και τελική αξιολόγηση στην πειραματική ομάδα και στην

ομάδα ελέγχου κατέδειξε ότι η ξένη γλώσσα δεν επηρέασε αρνητικά την εκμάθηση του περιεχομένου, ενώ οι απαντήσεις στα ερωτηματολόγια ανέδειξαν την ανάπτυξη όλων των γλωσσικών δεξιοτήτων.

Key words: CLIL, language skills, content, physics, communication, assessment.

1. Introduction

Major changes have taken place in the Greek educational system lately, and much more are about to be enforced soon. Some of these changes refer to foreign languages teaching and learning in alignment with the guidelines of the European Commission and the Council of Europe (2006) which supports the development of key competences, such as communication in a foreign language, cultural awareness and metacognitive skills (Committee of the European Communities, 2007), in an effort to improve students' command of languages before they leave the compulsory education. This is the reason that the Unified Curriculum for Foreign Languages for compulsory education (2011) has been reformed in Greece and aims at creating a citizen able to: (a) cope effectively in different social contexts; (b) act as an intercultural and interlingual mediator to facilitate communication between people from different social or cultural groups; (c) use the language in order to participate in activities of the international community; (d) effectively use linguistic, social and cultural concepts; (e) use the acquired knowledge, experience and strategies to communicate with others respecting their differences, or to solve problems (YPEPTH, 2011, pp. 4-9).

Some other changes refer to the role that Model and Experimental Schools are called to play in the educational context, and more specifically, to promote educational research in collaboration with the equivalent University Schools, to support creativity and innovation, to educate students with special learning abilities and talents, to experimentally implement practices related to differentiated teaching methods, assessment programmes and the content of the Curricula (Law 3966, 2011).

All the above innovative attempts, together with the globalized significance of communication skills (Block & Cameron, 2002), have gained momentum leading to an explosion of interest in Content and Language Integrated Learning (CLIL), as it has a role to play in shaping future flexible and multifaceted foreign language experiences in school (Coyle, 1999). The Eurydice Report on European developments for CLIL states:

> "The CLIL methodological approach seeking to foster integrated learning of languages and other areas of curricular content is a fast developing phenomenon in Europe… Aware of this challenge, national policy makers are taking a greater interest in CLIL and offering a wide variety of initiatives consistent with the different circumstances facing them." (Eurydice, 2006a, p. 2).

Consequently, more and more European schools and universities are offering courses taught in foreign languages, exposing students to teaching through the medium of a foreign language. As a result of this desire to improve foreign language skills, the implementation of CLIL programmes is becoming commonplace throughout the continent, in the belief that this kind of approach is the best way to improve students' command of foreign languages without devoting too much time to their teaching (Lasagabaster, 2008).

2. Content and Language Integrated Learning (CLIL)

In the 90s after the successful implementation of immersion progr333mes in Canada and Content-based Language Teaching in the U.S.A, under the umbrella of bilingual education (Brinton et al., 1989; Cummins & Swain, 1986), the new approach (CLIL) was implemented in all education ranks. CLIL supports teaching subjects, such as History or Physics through the medium of a second/foreign language, other than the main language of the learners, the teachers or the language used in the rest of the school Curriculum (Perez-Vidal, 2007), giving emphasis both on language teaching and on the content of the subject. CLIL discourse and practice have been given rise, since, as van Lier (1996, p.69) sets it, "such awareness-raising work, which turns the classroom from a field of activity into a subject of enquiry, can promote deep and lasting changes in educational practices." Economic, political and educational factors, such as the Bologna declaration, the White Paper, mobility, multilingual and multicultural policies heralded changes in the domain of education in general, and languages in particular, and gave way to the implementation of CLIL as a practice of innovation and research (Craen et al., 2007; Perez-Vidal, 2007).

Multiple models, approaches and methods of CLIL have been implemented so far, which, in content-centred second language instruction, include (Crandall, 1994): (a) cooperative learning, with students of different linguistic and educational backgrounds and different skill levels working together on a common task for a common goal in either the language or the content classroom; (b) task-based or experiential learning, with students being provided with appropriate contexts (such as science) for developing thinking and study skills as well as language and academic concepts, and carrying out specific tasks; (c) whole language approach, congruent with students' need to experience language as an integrated whole; (d) graphic organisers (graphs, realia, tables, maps, flow charts, timelines, and Venn diagrams), which provide a "means for organising and presenting information so that it can be understood, remembered, and applied" (Crandall, 1992).

As Banegas (2012) states, both Content-based Instruction (CBI) and CLIL offer multiple models and approaches for secondary education, such as dual-school education, bilingual education, interdisciplinary module approach, language based projects, and specific-domain vocational CLI. They could all be seen as a continuum which goes from a focus on foreign or second language learning, at one end, to a greater interest in curricular instruction through an L2, at the other end, showing that that there is no single pedagogy or model for integrating content and language and confirming that to expect an approach to deal with content and language on equal terms is simply an illusion. Calviño (2012) also supports that there are many different types of CLIL programs, ranging from full immersion (Canada) through partial immersion, about 50% of the curriculum (parts of Spain), to language showers and regular 20-30 minute subject lessons in the target language (parts of Germany). Although the language patterns associated with CLIL type provision in Europe are varied, given that several combinations involving foreign, regional and/or minority languages and other official state languages are possible, CLIL type provision is part of mainstream school education in the great majority of countries at primary and secondary levels (Eurydice, 2006b). The 2006 Eurydice Survey analyzes CLIL programmes in 30 European countries and also comes to the conclusion that different labels are used in different contexts, which is why the reader can come across manifold labels for CLIL in literature on the subject (Lasagabaster, 2008, p. 32). In any case, CLIL classrooms are not typical language classrooms due to the fact that language is the medium through which content is "transported" *(*Katarzyna, 2011).

The essence of CLIL, as mentioned above, is that content subjects are taught and learnt in a language which is not the mother tongue of the learners. The way language is learnt and used follows a triptych developed by Coyle (2007): *language of learning* key words and phrases to access content; *language for learning* so that students can carry out tasks; *language through learning* which concerns the language that emerges from the cognitive process. It is believed (Larsen-Freeman, 2000, in Banegas, 2012; Richards & Rodgers, 2001) that people learn another language more successfully when they acquire information through it. Thus, knowledge of the language becomes the means of learning content, language is integrated into the broad curriculum, learning is improved through increased motivation and the study of natural contextualised language, and the principle of language acquisition becomes central. Broadly speaking, CLIL provides a practical and sensible approach to both content and language learning whilst also improving intercultural understanding, and has now been adopted as a generic term covering a number of similar approaches to bilingual education in diverse educational contexts (Darn, 2006).

Depending on the educational context of each country, importance is attached to: (a) preparing pupils for life in a more internationalised society and offering them better job prospects on the labour market (socio-economic objectives); (b) conveying to pupils values of tolerance and respect vis-a-vis other cultures, through use of the CLIL target language (socio-cultural objectives); (c) enabling pupils to develop: language skills which emphasize effective communication, motivating pupils to learn languages by using them for real practical purposes (linguistic objectives); (d) subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach (educational objectives) (Eurydice, 2006a).

According to Coyle (1999, 2002) a successful CLIL lesson should combine elements of the following four principles:

- Content: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum, successful subject learning, not only what to teach but how to teach it.
- Communication: Using language to learn while learning to use language in authentic, scaffolded situations, developing skills, strategies, competences.
- Cognition: Developing thinking skills which link concept formation (abstract and concrete), understanding and language.
- Culture: Exposure to alternative perspectives and shared understandings which deepen awareness and tolerance of otherness and self (Darn, 2006).

All the above elements require teachers to use certain strategies concerning meaning and language (Perez-Vidal, 2007, adapted from Bermhardt, 1992), which include techniques to convey the meaning for comprehension; teachers' adaptation to the learners' abilities, styles, interests or needs; techniques to help understanding (simplified teacher-talk, repetition, clarification requests, scaffolding, visuals and so on).

CLIL has been praised since, according to studies and research (Calviño, 2012; Lasagabaster, 2008; Smit & Dalton-Puffer, 2007), it seems to offer a lot of benefits. More specifically, it is believed to help prepare students for internationalization, a key word for all education systems due to globalization, and prepare them for further studies and work; it is also believed to boost the affective dimension, in the sense that students will feel more motivated to learn foreign languages and language is used to fulfill real purposes to learn the substantive material; it is thought to help improve specific language terminology which

may be difficult otherwise to acquire or even to be exposed to; it is believed to enhance students' intercultural communicative competence as it introduces learners to the wider cultural context; it is believed to foster implicit and incidental learning by centering on meaning and communication; it develops a positive 'can do' (also see C.E.F.R., 2001) attitude towards learning languages, as well as student multilingual interests and attitudes; it creates conditions for naturalistic language learning, provides a purpose for language use in the classroom and drastically increases the amount of exposure to the target language. It also takes into account the learners' interests, needs and cognitive levels; it is thought to trigger high levels of communication among teachers and learners, and among learners themselves; and, as a result of all the reasons mentioned above, it is believed to be more beneficial for their development than traditional foreign language teaching approaches.

As for teachers adopting a CLIL approach, the advantages may include the use of innovative methods, materials and e-learning, individual and institutional networking opportunities and professional mobility, the development of good practices through cooperation with teachers in other departments, schools and countries (Calviño, 2012).

As no version of CLIL is 'exportable' (Calviño, 2012), there may arise problems which concern customization and personalization of subject material according to the country's curriculum and culture, the local reality and the particular school context. Other possible problems may arise from the fact that language teachers lack knowledge on the subjects while subject teacher have minimal knowledge of foreign languages, from learners' level of proficiency and their ability to transfer knowledge from a second language to their mother tongue, from the form of assessment that is going to be used. Some of these problems did arise in the particular implementation of CLIL but we managed to overcome them thanks to good preparation, planning, collaboration and flexibility as shown below.

3. Research Methodology and Results

3.1. Participants

Twenty six students participated in the research, of whom 40% were male and 60% female. As regards their father's educational background, 42.3% are High School graduates, 30.8% are University graduates, 11.5% hold a Master, and 15.4% a PhD diploma. As regards their mothers, 36% are High School graduates, 36% are University graduates, 20% hold a Master, and 8% a PhD diploma. Almost half of the students (46.2%) are C2 level speakers of English since they have got a Proficiency certificate, and a bit fewer (42.3%) B2 level (or more advanced) with a First Certificate. 7.7% of the participating students have no certificate in the English language. Most of the students (38.5%) use the English language for fun, i.e. to listen to music, watch films or play games; almost 3 out of ten (28.2%) use it to communicate or search the internet (23.1%); only one out of ten (10.3%) uses English to study content other than that of the language.

3.2. Procedure

The implementation of CLIL under investigation took place at the 2nd Experimental Senior High School of Thessaloniki, Greece for about two months from 16th December 2014 to 24th February 2015 in one of the two classes of the 1st grade of the school. As "the need exists to evaluate both CLIL and non-CLIL groups using the same benchmarks to ascertain language competence precisely and discern which skills a CLIL approach complements most" (Lasagabaster, 2008,p. 33), the specific class was the experimental class, whereas the other

1st grade class being taught in the Greek language was the control class. The CLIL programme integrated English and Physics, and demanded collaboration of the teachers of both subjects.

We decided to teach two of the four chapters of the Physics book in English, i.e. forces and Newton's three laws of motion. The teaching material used was the corresponding International Baccalaureate (IB) teaching material, and specifically, Tsokos' Physics for the IB Diploma (2008). In this respect, we customized the subject material to the Greek Curriculum and also included some extra exercises translated from the Greek book. Our ambition was to provide students with a bilingual experience as opposed to merely addressing a Physics issue in the English class or teach English Physics terminology in the Physics class. The experience was a real life experience, in the sense that students would have to rely on it in order to achieve academic outcomes, i.e. cover the official syllabus in Physics and fare successfully not only on midterm exams but on the end of the year summative assessment as well, which at the time was implemented through the national test bank.

The aims of this practice concerned knowledge, competences and attitudes. At the level of knowledge, the students were expected at the end of the teaching practice to be able to: learn about different kinds of forces, identify forces acting on a body, state their formulas and applications, learn new English vocabulary related to forces, compute the net force and analyze it in components, learn how to apply Newton's laws in equilibrium and non-equilibrium situations, etc. At the level of competences, the aims were for students to integrate new and existing knowledge, apply their knowledge of forces to everyday life, use formulas, make calculations, use the English language to describe a force, practise inderdisciplinarity, develop language skills (receptive & productive skills, mediation), focus on specific information, produce oral and written text, connect with the real world, develop learning strategies, use a dictionary, think critically, collaborate, develop interpersonal relations. At the level of attitudes, the practice aimed to motivate students to study physics, demystify the alleged difficulty of Physics, adapt teaching and students to CLIL, change their intercultural attitude.

According to literature (Katarzyna, 2011; Masgoret & Gardner, 2003), attitude refers to the individual's reaction to anything associated with the immediate context in which the language is taught. Toward bilingual education, it is a very important affective variable to consider in the CLIL classroom as it is strongly linked to motivation which can be defined as the driving force in any situation.

There was also an effort to increase motivation by using various techniques and teaching aids. The techniques involved brainstorming, pair-work, group-work, class discussion, demonstration and simple experiments, while the teaching aids included videos from YouTube, PowerPoint presentations, worksheets, realia, the white and interactive board.

As regards the rest of the problems mentioned above, the students' proficiency was mostly at a B2-C2 level as in the diagnostic test in the English language class at the beginning of the school year, and the subject teacher's knowledge of language presented no hindrance, since he has acquired his physics PhD in an English speaking environment and had taught the specific material in English before. Some problems concerning concepts and terminology did arise but were surpassed by using multimodal material, such as images and videos. In addition, formative assessment on language and Physics at the end of the second week of teaching helped us spot any difficulties and problems and revise what was not fully understood or learnt. Another similar but more demanding test was given in the middle of

the progamme (mentioned here as formative testing or assessment, too) and one more comprehensive at the end with the aim to examine the effectiveness of the CLIL approach in an educational environment, where the teaching language is Greek with English bearing no or little social presence.

At the end of the programme, a questionnaire with a five Likert scale was also handed out to students to investigate their attitude toward the programme and its effect. The questionnaire of 59 questions was constructed, according to literature, on the four Cs of CLIL i.e., Content (questions 1-20), Communication (questions 21-36), Cognition (questions 37-52) and Culture (questions 53-59). The questionnaire was also examined for its reliability, which is going to be discussed below.

3.3. Results of the evaluation of the implementation

For the statistical analysis of the data we used the statistical programme SPSS, and the results are presented below.

The unit of content

As regards the first unit of Content (Figure 1), a high percentage of students kept a rather neutral attitude to a number of questions. More specifically, almost half of the participating students did not see any difference in: understanding the content of Newton's laws, applying the laws, understating forces better, describing, explaining and justifying their choices, connecting theory to everyday life, using the method of vector addition, or recognizing situations of equilibrium (q1, q2, q3, q8, q10, q13, q14), and they do not think that the focus was on the form of the language (q20) in contrast to about 40% who do not believe that the focus was on meaning. However, three quarters of the participants believe that they improved terminology (q4); about six out of ten that they dealt with more complex information in the target language (q5), memorized key vocabulary (q6) and were able to state the difference between mass and weight (q15), recognize the direction of acceleration (q16) and apply the second law of motion (q17); about seven out of ten that memorized and used key phrases (q7) and performed the activities better (q9); almost half were able to identify the forces acting on a body and draw the vectors representing them (q11) and also identify pairs of forces that come from Newton's 3rd law (q18); four out of ten think that they can use the proper force laws to calculate magnitudes (q12).

Cronbach's alpha for the unit of content exhibited high reliability, specifically 0.815, which shows great agreement to the students' answers. It is also obvious (Figure 1) that the areas of content in which the respondents agree that CLIL contributed the most (below 2.5) include the following: dealing with complex information in the foreign language (q5), memorizing and using key phrases (q7), distinguishing between mass and weight (q15), applying the second law of motion in practice (q17). There is also agreement on the focus of the practice on the language rather than the content (q20). This is congruent not only with the responses provided in the second unit of questions which concern communication and reveal a development of language skills as explained below, but also with practice within the class environment. That means that students managed to competently use key vocabulary and phrases to talk about forces, explain laws, use formulas and communicate both with one another and with their teachers.
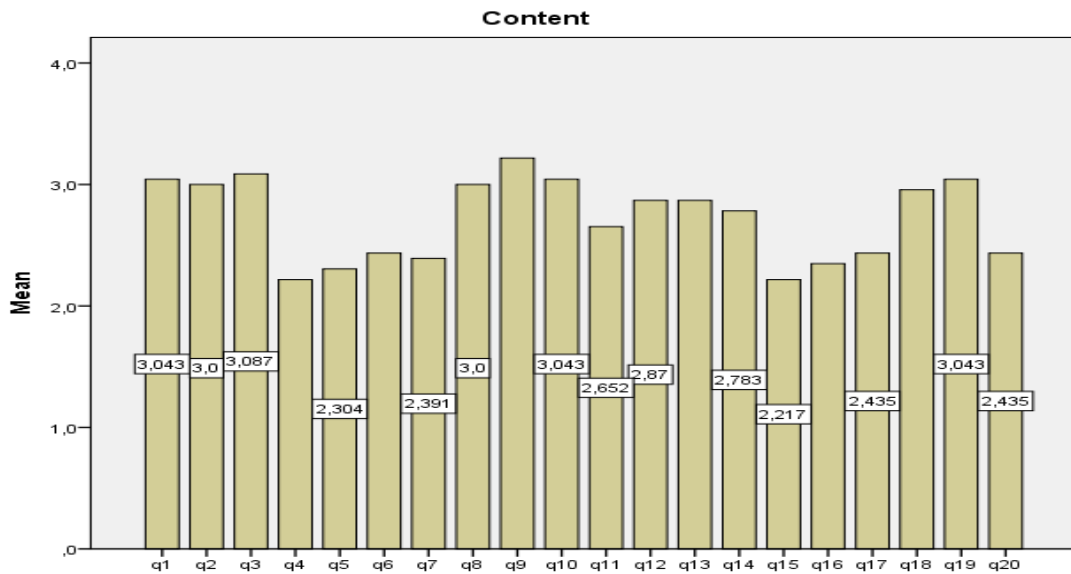
Figure 1: Students' answers to the unit of Content.

The unit of communication

As for the second unit of the questionnaire, that of communication (figure 2), the answers show high percentages of agreement as to improvement in the four skills: 69.3% in speaking (q21); 65.4% in listening (q22); 61.6% in reading (q23); 50% in writing; and also a high 84.6% in vocabulary (q26); 40% in grammar (q28); 38.5% in pronunciation (q27). The students also agree that CLIL helped them explain things (53.9%, q30), justify or present a case (46.2%, q31), deal with not understanding a presentation (44%, q32), ask questions (53.9%, q33), and use the dictionary (40%, q34). A rather neutral attitude appears in the improvement of fluency (q25), description of graphs (q29), and communication with the classmates (q35) and with the teacher (q36).

Cronbach's α was even higher for this part of the questionnaire: 0.902 exhibiting even greater agreement.

The means in the figure above (Figure 2) confirm the agreement with the students' answers. More specifically, this agreement (below 2.5) focuses on the improvement of speaking, listening, reading, fluency, vocabulary (the highest agreement perceived) and giving explanations (questions 21, 22, 23, 25, 26, 30 respectively).

The unit of cognition

The third unit of the questionnaire, that related to cognition (figure 3), does not show remarkable results. About four to five out of ten students are of the opinion that CLIL helped them understand concepts and apply them (q37), make decisions and justify them with reasons (q39), solve problems (q43), improve learning strategies (q44), cooperate (q45), think critically (q46), develop positive attitude to Physics (q50) and build self-esteem and self-confidence (q52). On the other hand, half of the students appear neutral to CLIL helping them make informed choices (q38), transfer knowledge (q41), transfer key language (q42), be innovative (q48), develop motivation (q49) and develop positive attitude to the English language (q51), and about four out of ten appear neutral to CLIL helping them do

independent research (q40) and be creative (q47). Reliability was also very high, specifically Cronbach's a=0.925.
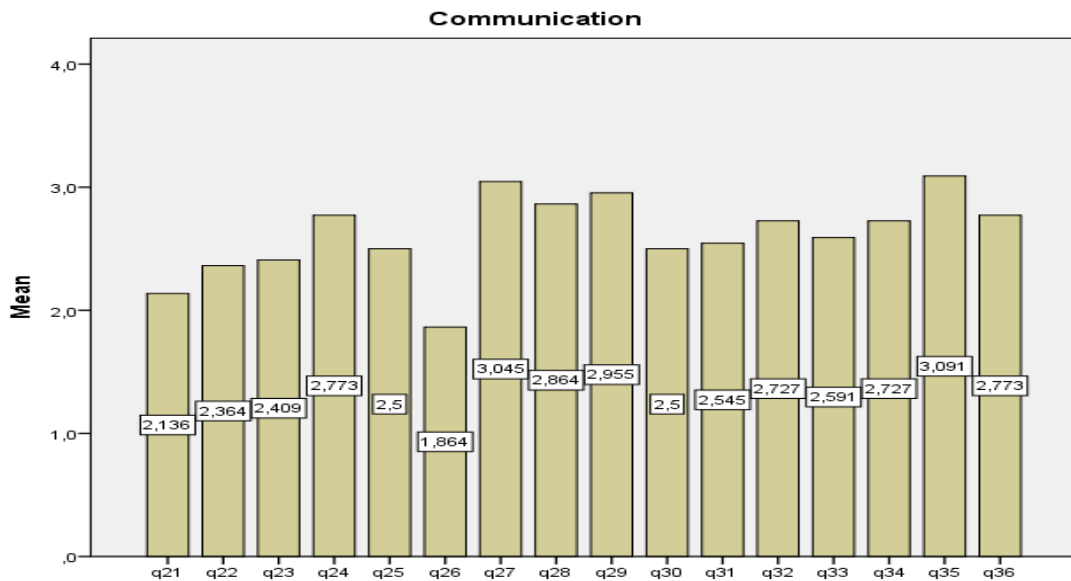

Figure 2: Students' answers to the unit of Communication.
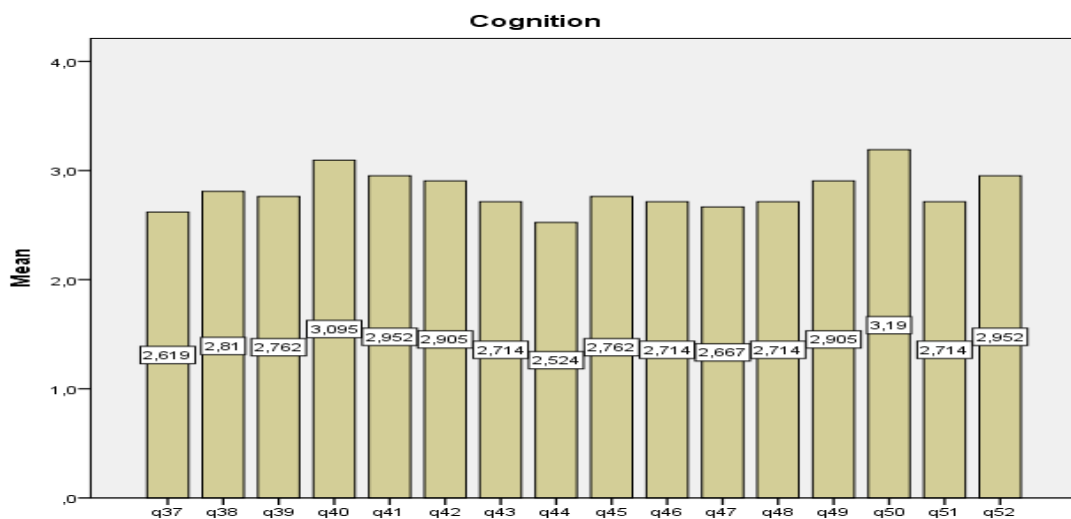
Figure 3: Students' answers to the unit of Cognition.

Students' neutral attitude to cognition is also evident from the means in figure 3 which are around 3 (neither agree nor disagree).

The unit of culture

As for the fourth part of the questionnaire, culture (figure 4), four out of ten students believe that CLIL helped or will help them: understand authentic material, such as graphs and vectors (q54), be able to study abroad (q56), do a post-graduate course in English (q57), be able to work abroad (q58) and communicate with citizens of other countries (q59).

Rather neutral replies were given to doing a project with students from other countries (q55) and studying literature in English (q53).

Cronbach's alpha for this unit of questions was above the acceptable limit 0.70, and specifically 0.793.
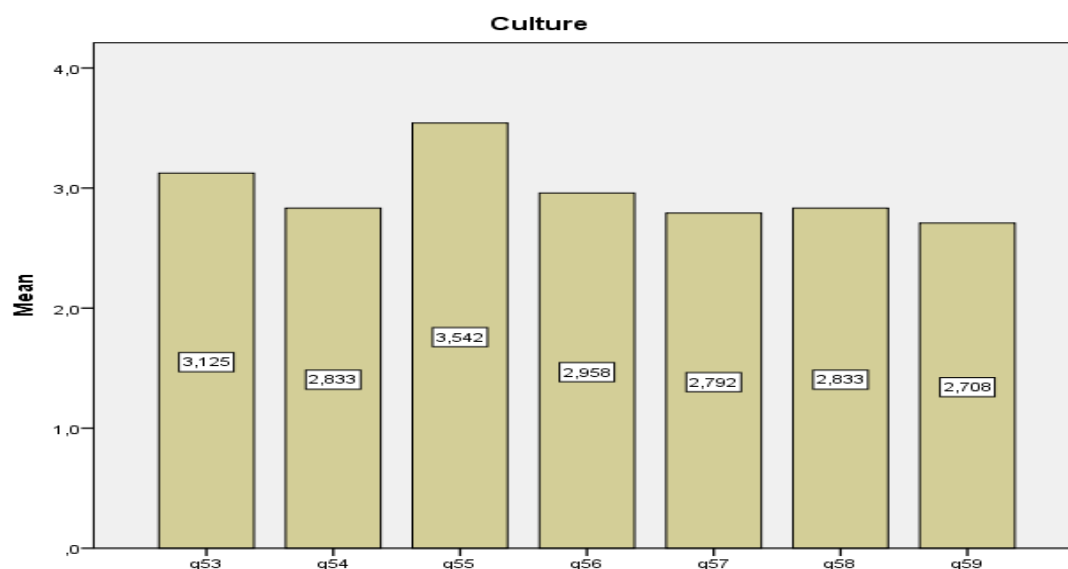

Figure 4: Students' answers to the unit of Culture.

Neutral replies appear in figure 4 fluctuating from 2.7 to 3.5 showing minor CLIL effect on culture, too.

The fact, however, is that, as far as language is concerned, the specific students exhibited progress since the average for the formative assessment, including matching half-sentences and vocabulary exercises, was 17, whereas the average for the final assessment, including matching exercises, cloze and writing, was 19. The average for the control group was 18. It was also high, and that may be explained by the high proficiency level in English which permits students to cope with vocabulary and grammar testing. Another explanation is that the Physics teacher has exposed them to some vocabulary related to terms while teaching in Greek so that the students understood better where the symbols in formulas originate from (i.e. *a* for acceleration).

Regarding the content subject of physics, the procedure we followed is outlined below: The two classes, A1-control group and A2-experimental group, were closely monitored, regarding comprehension of the physics material, throughout the implementation of CLIL, with three 15-minutes monitoring tests and a final summative assessment. The tests and the summative assessment as well, were identical in physics content, their only difference being the language in which they were drafted. The results are shown in the following table (Table 1).

It is evident that overall the two groups fared almost identically. This having being said, we must nevertheless not fail to observe that the experimental group does seem to have experienced a cultural shock at the beginning of the programme and thus lower grades in the first monitoring test which was given at the end of the second week (4th lesson).

However, it seems that this obstacle was overcome both in the next two tests and the summative assessment, where the differences in grade can be seen to be negligible.

groups	Monitoring tests			Summative assessment
	1st	2nd	3rd	
A1 – control group	**18.7**	16.5	**19.2**	**17.7**
A2 – experimental group	17.9	16.5	18.8	17.6

Table 1: Results of Physics tests.

We are thus safe to deduct, based on the above facts, that teaching of the physics content in the English language did not hinder the least the comprehension of the subject material in Physics for the experimental group.

At the end of the programme, a self-assessment questionnaire (using a Likert five scale: excellent-badly)) was given out to the CLIL students to examine their views on the impact of CLIL on their language skills. This questionnaire was also tested for its reliability, which was high (over 0.70), and shows agreement of replies.

Reading comprehension

More specifically, as regards reading comprehension (figure 5), the involved students agree that CLIL helped them a lot (very well-excellent) read a text and answer questions (68%), fill in a cloze (66.6), match half-sentences (92%) and do vocabulary activities (64%), but not fill in crosswords (34.7%), a task type which they had difficulty in (Figure 5).
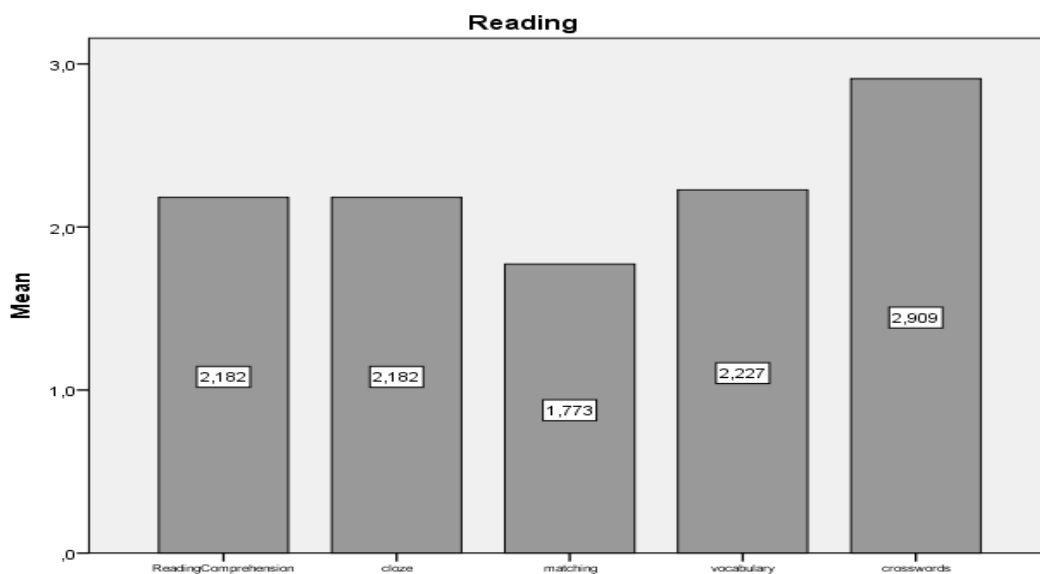

Figure 5: reading comprehension results.

Cronbach's alpha for this unit of questions was above the acceptable limit 0.70, and specifically 0.768.

Writing

CLIL also helped learners develop their writing skills (Figure 6): take notes (80%), write a summary (64%), write formulas (68%), describe an experiment (52%), and less (39.1% very well to excellent, 34.8% quite well) write examples of laws.
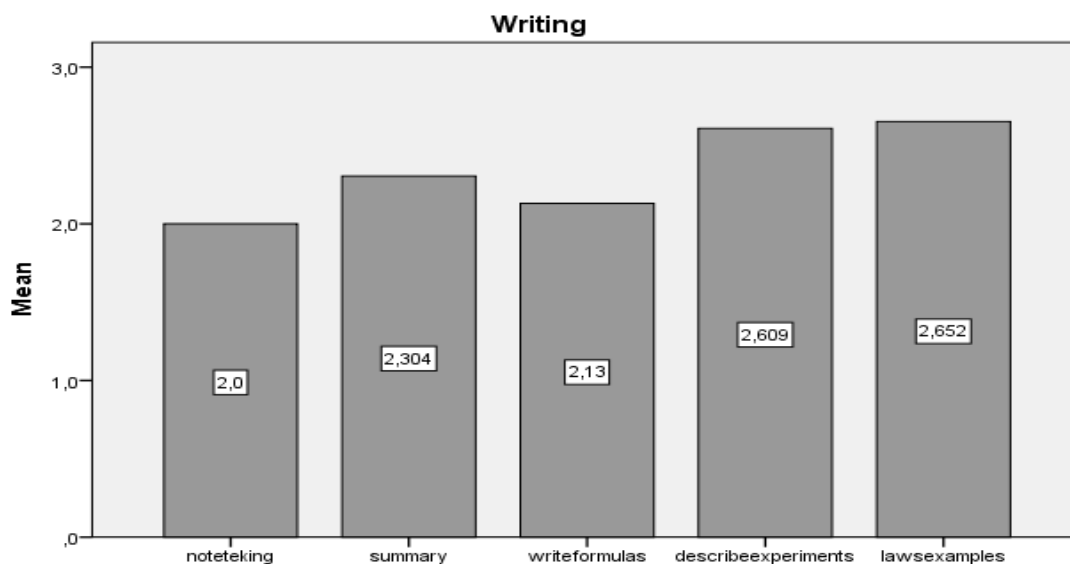

Figure 5: writing skills results

Cronbach's alpha for this unit of questions was above the acceptable limit 0.70, and specifically 0.776.

Speaking

The replies to the speaking section showed the following results (Figure 6): The participants alleged that CLIL significantly helped them retell the laws of motion (68%), explain formulas (68%), explain experiments (48%, quite well 32%), share information with their partners (60%), provide content information (41.7%, quite well 50%).

Cronbach's alpha for this unit of questions was above the acceptable limit 0.70, and specifically 0.805.

Listening comprehension

Similar results appear in listening comprehension. In particular, students believe that, after implementing CLIL, could successfully do the following tasks: understand the gist of a video (68%), understand an experiment on a video (64%), fill in a cloze (56%), match concepts to everyday applications (64%), do vocabulary activities (48%, quite well 44%).

Cronbach's alpha for this unit of questions was above the acceptable limit 0.70, and specifically 0.821.
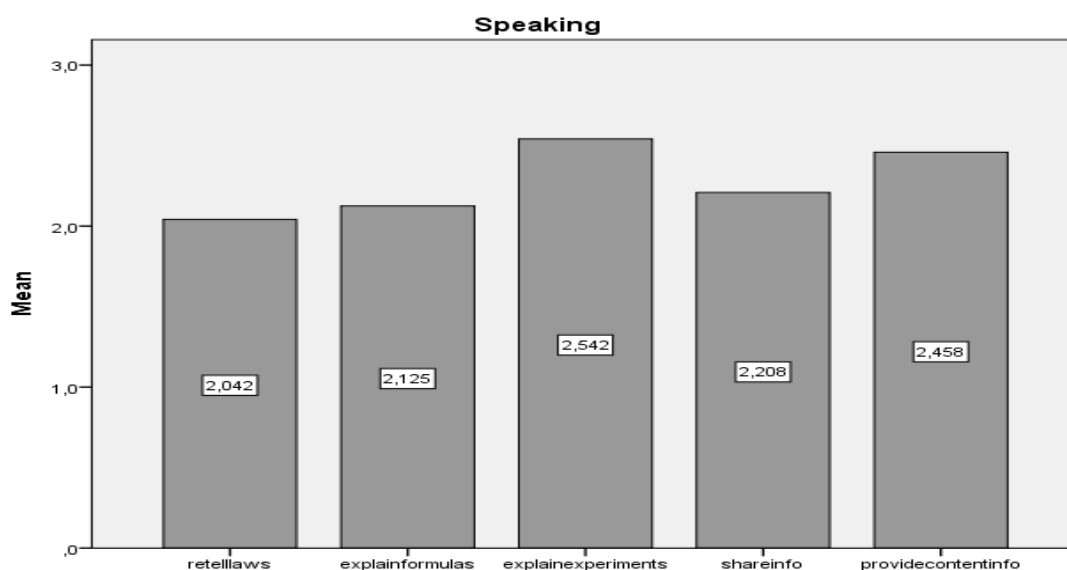
Figure 6: Speaking skills results

Four language skills

All in all, CLIL helped the participants improve their language skills to a great extent (very well-excellent): reading comprehension 65.5%, writing production 60.9%, oral production 57.3%, listening comprehension 60%. The results are represented in the following figure (Figure 7), which shows the mean of the replies received for each language skill with no significant difference.
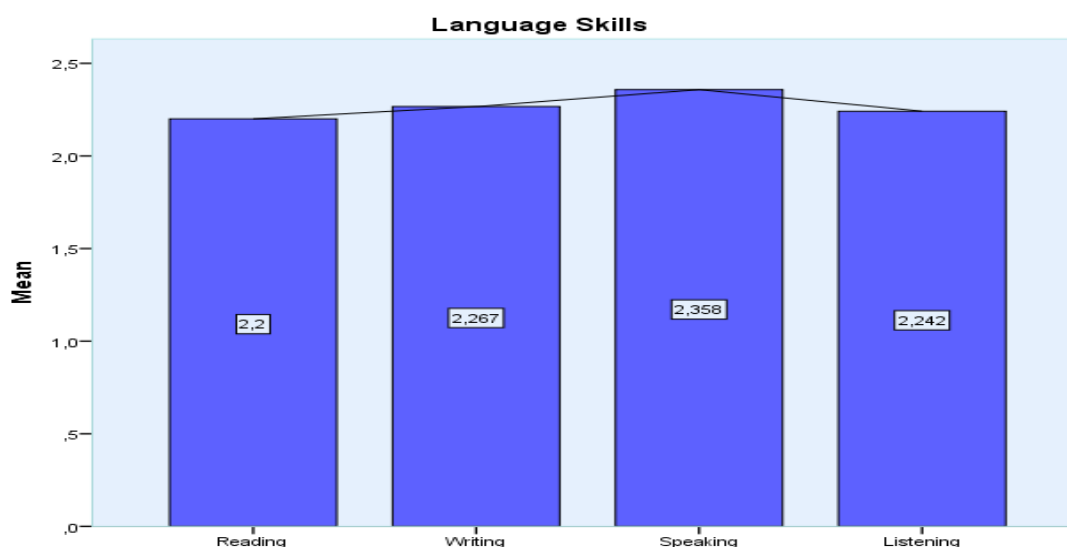
Figure 7: Four skills results.

Therefore, it seems that CLIL can help learners develop content knowledge while improving their language skills. On the other hand, the foreign language does not seem to impede acquisition of knowledge in the subject taught in a language other than mother tongue.

4. Conclusions

Pilot studies such as the one presented in this paper have a crucial role to play in helping to create an evidence base for successful CLIL, contributing to understanding better CLIL pedagogies and disseminating models of effective practice. CLIL is a teacher-led movement demanding "greater workload for teachers" (Banegas, 2012). It is after all what happens in classrooms and how this motivates both teachers and learners, which is gaining momentum. As Holmes (2005) notes:

> "An essential feature of CLIL is that it places both language and the non-language content on a continuum without implying preference or dominance of one over the other […] recognising curriculum development as part of this continuum has allowed us to be inclusive of a variety of approaches, methods and curriculum models adapted to meet needs of the learners and flexible enough to match the readiness of the teaching force to provide appropriate and relevant learning programmes of a sufficiently high quality in both language and the non-language content subject." (Holmes, 2005, in Coyle, 2006).

The present study showed there is a lot for learners to gain through CLIL, such as develop skills and strategies, be involved in authentic speech acts, develop critical thinking, learn new vocabulary and terminology and acquire a positive attitude to the subject content. It is also evident from their performance in tests and the replies to the questions set that all language skills were enhanced. There is of course room for further study and research, based on the results presented above and more to be done to change attitudes and increase motivation, a declared area of research (Smit & Dalton-Puffer, 2007), but also to prepare students for their future studies and work.

References

Banegas, D. L. (2012). 'Integrating content and language in English language teaching in secondary education: models, benefits, and challenges.' *Studies in Second Language Learning and Teaching, 2*/1:111-136.

Block, D. & Cameron, D. (2002). *Globalization and language teaching.* London: Routledge.

Brinton, D., Snow, M.A. & Wesche, M. (1989). *Content-based Second Language Instruction.* New York: Newbury Press.

Calviño, M.A.M. (2012). 'Content and Language Integrated Learning.' *Tlatemoani-Revista Academica de Investigacion*, 19.

Committee of the European Communities. (2007). *The Official Journal of the European Union on 30 December 2006/L394*, Belgium.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge: Cambridge University Press.

Coyle, D (1999) 'Theory and planning for effective classrooms: supporting students in content and language integrated learning contexts.' In J. Masih (Ed), *Learning Through a Foreign Language* London: CILT.

Coyle, D. (2002) 'From little acorns.' In D. So & G. Jones (Eds.), *Education and Society in Plurilingual Contexts.* Brussels: Brussels University Press, 37-55.

Coyle, D. (2006). 'Content and language integrated learning: Motivating learners and teachers.' *Scottish Languages Review*, 13:1-18.

Coyle, D. (2007). 'The CLIL quality challenge.' In D. Marsh & D. Wolff (Eds.), *Diverse contexts – converging goals. CLIL in Europe.* Frankfurt: Peter Lang, 47-58.

Craen, P., M. Katrien, L. Allain & Y.Gao. (2007). 'Why and How CLIL Works. An Outline for a CLIL Theory'.*Views, 70/16 (3) CLIL SPECIAL ISSUE 2* Why and How CLIL Works. An Outline for a CLIL Theory. Brussels. Accessed at https://www.researchgate.net/publication/290828891_Why_and_how_CLIL_works_An_outline_for_a_CLIL_theory.

Crandall, J. (1992). 'Content-centered learning in the United States'. *Annual Review of Applied Linguistics*, 13: 111-126.

Crandall, J. (1994). 'Content-Centered Language Learning'. ERIC Clearinghouse on Languages and Linguistics Washington DC. ERIC Digest. Accessed at http://files.eric.ed.gov/fulltext/ED367142.pdf

Cummins, J. & Swain, M. (1986). *Bilingualism and Education: Aspects of Theory, Research and Practice.* London: Longman.

Darn, S. (2006). 'Content and Language Integrated Learning (CLIL): A European Overview.' Available at: http://www.eric.ed.gov/ # ED490775.

Eurydice (2006a). *Content and Language Integrated Learning (CLIL) at School in Europe.* European Commission.

Eurydice (2006b). *Report on European developments for CLIL*. Available at: http://www.eurydice.org.

Holmes, B (2005). *Language Learning for the 21st Century- the normalisation of Content and Language Integrated Learning (CLIL) within the curriculum for England.* Position Paper: CILT.

Katarzyna, P. (2011). 'The impact of students' attitude on CLIL: A study conducted in higher education.' Institute of English - University of Silesia, Poland.

Lasagabaster, D. (2008). 'Foreign Language Competence in Content and Language Integrated Courses.' *The Open Applied Linguistics Journal,* 1: 31-42.

Law 3966, FEK A 118/24-5-2011. Institute of Educational Policy. http://www.iep.edu.gr/images/documents/n3966-Fek118a-11-IEP.pdf.

Masgoret, A. M. & Gardner, R. C. (2003). 'Attitudes, motivation and second language learning: A meta-analysis of studies conducted by Gardner and associates.' *Language Learning,* 53: 123–163.

MacIntyre, P. D., MacMaster, K. & Baker, S. C. (2001). 'The convergence of multiple models of motivation for second language learning: Gardner, Pintrich, Kuhl, and Mccroskey.' In Z. Dörnyei & R. Schmidt (Eds), *Motivation and Second Language Acquisition*. Manoa: University of Hawai'i at Manoa, Second Language Teaching and Curriculum Center, 461-92.

Perez-Vidal, C. (2007). 'The Need for Focus on Form (FoF) in Content and Language Integrated Approaches: An Exploratory Study.' *Volumen Monografico*, 39-54.

Richards, J. & T. S. Rodgers (2001). *Approaches and Methods in Language Teaching.* Cambridge University Press.

Smit, U. (2007). 'ELF (English as a lingua franca) as medium of instruction – interactional repair in international hotel management education'. In C. Dalton-Puffer & U. Smit (eds.). *Empirical Perspectives on CLIL Classroom Discourse.* Frankfurt am Main: Peter Lang, 227-252.

Tsokos, K.A. (2008). *Physics for the IB Diploma*. Cambridge: Cambridge University Press.

YPEPTH. (2011). *Unified Curriculum for the foreign languages*. Athens: Institution of Educational Policy.

Van Lier, L (1996). *Interaction in the Language Curriculum: Awareness, Autonomy & Authenticity.* New York: Longman Group Ltd.

Ifigenia Kofou (ikofou@gmail.com) is a graduate of the Faculty of English Studies, Aristotle University and works as an English language teacher at the 2nd Experimental Senior High School of Thessaloniki, and as a tutor at the Hellenic Open University. She holds a PhD in language teaching and language communication and an MA in the sciences of language and communication at the new economic environment (Aristotle University of Thessaloniki). She has a number of participations in conferences and publications in international journals. Her scientific interests include language learning and teaching, CLIL, alternative assessment, research methodology, innovation and ICT use in education.

Kostas Philippides (philip@physics.auth.gr) is a graduate of the Physics Department of the National and Kapodistrian University of Athens and works as a physics teacher at the 2nd Experimental Senior High School of Thessaloniki. He holds a PhD and an MSc in physics from New York University and he has worked as a postdoctoral research associate in various universities and research centers in Europe. His initial research focus was on theoretical elementary particle physics where most of his publications in international journals and international conference participations lie. His current scientific interests focus mainly on innovative teaching in the physical sciences, ICT use in education, CLIL, quality management in education, assessment methods.

A CLIL Model: Teaching Science at Secondary Education

Η Μέθοδος CLIL: Διδασκαλία Θετικών Μαθημάτων στη Δευτεροβάθμια Εκπαίδευση

Kleopatra KALOGERAKOU, Marianthi BAKA and Maria LOUNTZI

The aim of this article is to describe the implementation of the CLIL (Content and Language Integrated Learning) teaching method in Science at the 1st Experimental Middle School of Athens. It is about a small-scale project of a 12-hour module for the 1st grade on 'The organization of life' in Biology and a 12-hour module for the 2nd grade on 'Consumer Behaviour' in Home Economics. The project lasted for three months and involved one teaching period per week. All 1st and 2nd graders were involved in the same modules with differentiation between higher and lower level students. This project belongs to an on-going research project to develop a pedagogical model for CLIL at the school by involving more content areas and more systematic CLIL teaching throughout the school year.

Σκοπός του άρθρου είναι να περιγράψει την εφαρμογή της μεθόδου CLIL στα μαθήματα της Βιολογίας και της Οικιακής Οικονομίας, στην 1η και 2α τάξη Γυμνασίου αντίστοιχα, στο 1ο Πειραματικό Γυμνάσιο Αθηνών. Για την εφαρμογή της μεθόδου, υπήρξε διαθεματική συνεργασία μεταξύ των αγγλικών και των δυο προαναφερθέντων γνωστικών αντικειμένων. Η εφαρμογή πραγματοποιήθηκε σε συγκεκριμένες ενότητες του ελληνικού σχολικού εγχειριδίου, με τη διδασκαλία των αντίστοιχων ενοτήτων να προηγούνται του αγγλικού μαθήματος, προσδοκώντας στην ενδυνάμωση της αυτοπεποίθησης των μαθητών και στην διεύρυνση του γνωσιολογικού τους υποβάθρου. Το μοντέλο περιλαμβάνει αναλυτικές πληροφορίες σχετικά με το σχεδιασμό των μαθημάτων σύμφωνα με τις αρχές του CLIL, τη φιλοσοφία με την οποία δημιουργήθηκε το υλικό και χρησιμοποιήθηκαν οι αντίστοιχες πηγές, την αξιολόγηση του προγράμματος καθώς και προβληματισμοί για τη μελλοντική εφαρμογή του.

Key words: Content, CLIL, biology, home economics, cognition, collaboration.

1. Introduction

The model of CLIL in the specific educational context is mostly what Coyle, Hood and Marsh (2007) refer to as 'language-based projects' leading to 'content-based projects' since it is the language teacher who is responsible for teaching but also involves subject teachers in deciding on the aims and determining the content to be learnt. Content elements are taken directly from the curriculum and language and content teachers work closely and effectively to make it a more formal form of instruction. Subject teachers are also in continuous contact with the language teachers, who inform them about the progress, difficulties and so on in order to make any necessary changes. Some projects assigned to students in the language class can also be corrected or discussed in the regular class. Support by the school principal encouraged the implementation of the CLIL method (see Mehisto, Marsh & Frigols, 2008).

The model here is described by providing information on: a) unit planning according to the principles of CLIL, b) the rationale for creation or adaptation of materials and resources, c) evaluation of learner progress through formative assessment and observation of classroom performance and, d) reflection on its implementation for future success.

The aims of the CLIL model were based on Coyle's (2005) 4Cs : a) Cognition: how to move from lower-order to higher-order thinking skills b) Culture: how to promote collaboration and respect within groups, c) Content: what aspects of content to focus on, how to provide natural, understandable content by relating it to previous experience, and d) Communication: how to increase student talk time and support communication by using scaffolding techniques and including genre-specific language and language of learning.

2. General considerations

2.1. Subject areas

For the first year of CLIL implementation, subject teachers who were willing to participate came into contact with the language teachers. Language teachers collaborated with subject teachers to provide specified units from the curriculum through the medium of the English language for a three-month-period at an experimental stage. They closely worked on the areas of concepts, language and skills and formed a program before the start of the school year, which they later adapted according to level and needs. The CLIL instruction took place in the language lessons with occasional presence of the subject teachers and checking of knowledge by subject teachers in their own lesson once a month. It was decided that the lessons in L1 would precede the lessons in L2 so that learners become familiar with the content and feel more confident in the foreign language instruction. In this way, learners would also consolidate knowledge by repeating it in different time periods in the English language. Although more subject areas were involved during the year, the focus in this article will be on Science, which involved my participation as a language teacher in the preparation of the material.

2.2. Teacher collaboration

A group of teachers was brought together to share ideas and decide how CLIL could be implemented at our school. One language teacher started working with a content teacher and deciding how to go about with each content area. In Biology and Home Economics, it was decided that part of the curriculum would be delivered to specific classes through English instruction. We set our 'global goal' which was: "To motivate and challenge learners

by delivering the same content in a foreign language apart from that in their native language. Through a range of authentic material to help learners acquire new knowledge and skills, boost their confidence in using the English language and consolidate knowledge in the specific content area".

In Appendix II, there is an example of a unit plan taking into consideration Coyle's 4 Cs (Coyle, 2005) to fit the global goal and the aims of the specific unit.

2.3. The language

According to the Language Triptych (Coyle, Hood & Marsh, 2007), the three types of language were developed as follows:

Language of learning: the language they needed to master the content, the language of science. There was a shift from language to grammar forms for cohesion.

Language for learning: the language they needed to use in class or in pair/group work in order to successfully communicate. Speech acts related to the content were considered useful in the learning process.

Language through learning: the language that emerged in class through exploitation and communication and needed to be recycled and further developed.

2.4. Classes

As mentioned above, all classes were involved in CLIL instruction. However, since the focus in this paper is on Science, the classes mentioned will be first and second graders, during the first three-month-period. In each of these classes, there are higher and lower level students. In order to deal with lower level learners, there was differentiated instruction through simpler texts, more use of L1 as well as more scaffolding techniques, such as providing constructive feedback, creating interest, use of word banks and glossaries, breaking down tasks into smaller steps, use of language frames, use of models for the production of language and soon.

2.5. Materials/task types

The materials were taken from various sources - the Internet, science journals, ads, and so on - and were either used as authentic material or adapted according to level and needs. There were different techniques used to make learning more motivating and effective such as activating prior knowledge, personalization, repetition of key vocabulary, classification, glossaries, visual organisers, and so on.

The task types varied focusing on both content - such as task-based learning, group presentation, jigsaw tasks - and language - such as running dictation, crosswords, competitions/games, quizzes. Most of the activities were carried out in pairs or groups in order to encourage communication, reduce cognitive load and cater for individual needs.

2.6. Outcomes

CLIL learner outcomes were specified in terms of content, language and learning skills, as follows:

- *Content Outcomes*: to boost and enrich their knowledge on subject matter
- *Language Outcomes*: to cover grammatical aspects related to content as they appear, key vocabulary related to content
- *Learning Skills Outcomes*: to develop learning skills such as internet searching skills, group work, making presentations, etc.

In order to deal with cognitive challenge, following Cummin's framework (2000), there was an attempt to move smoothly from cognitively undemanding/context embedded tasks to cognitively demanding/context reduced tasks.

3. CLIL Project in Biology

3.1. Curriculum fit

In the planning stage, it was decided that we would base our CLIL lessons on the first unit in the Biology syllabus, which is 'the Organization of Life' and includes 'the characteristics of Living Organisms', 'the Cell', 'Classification of Living Organisms' and 'Interaction and Adaptation'.

Biology is by nature a cognitively difficult content area and needed careful planning in order to make it more interactive and scaffold learning as much as possible. According to 'social-constructivist approach' (see Vygotsky, 1978) to learning, learners need encouragement to be active learners instead of passive learners who just memorize terms and definitions. In order to reduce cognitive load, students were required to collaborate through pair and group work and help each other to compensate for weaknesses. Learning content through a communicative approach was the primary aim. Form was a secondary aim which was dealt with as part of content and as it occurred through content.

According to Bloom's taxonomy, on the Cognitive Process Dimension (see Krathwohl, 2002), we had to work on the lower-order skills of remembering (e.g. recalling information from the Greek lesson), understanding (e.g. interpreting and comparing familiar content in a foreign language) and applying (e.g. putting new knowledge into practice) before moving on to higher-order skills of analyzing (breaking down concepts into manageable chunks), evaluating (checking their newly acquired knowledge) and creating (producing something new in the foreign language). On the Knowledge Dimension, learners needed factual information (the basic terms), conceptual knowledge (theory and classification) and procedural knowledge (procedure of doing things).

3.2. Procedure

At the beginning of each unit there was always link to the Greek lesson by using a KWL (know, want to know, learnt) chart or by asking students what they already know in order to build on their existing knowledge. By giving definitions, vocabulary was elicited which could easily be matched with the English equivalents (e.g. eukaryotic, prokaryotic, mitochondria, cell membrane, organelles, cytoplasm e.t.c.). Simple diagrams were usually followed with pictures and terms with definitions.

PowerPoint presentations introduced students to terms and concepts through pictures and definitions which were often followed, immediately afterwards or as a revision in a following class, by a worksheet including either word and information completion or drawing and matching. Videos, which were followed by questions or worksheets, were also an important

feature of the lessons, something that aroused the students' interest and provided them with content and language information. Depending on the level, the material ranged in difficulty (e.g. a demanding video for advanced learners and a rather undemanding video for less able learners.

The worksheets and the activities were most times completed in pairs or groups for support and collaboration, an integral part of the CLIL approach. Interactive activities in the form of vocabulary practice (e.g. matching activities through Hot Potatoes or online practice on www.quizlet.com) or exploration activities (e.g. http://learn.genetics.utah.edu/content/cells/insideacell/) were of great interest and educational value. Other features of a lesson were visual organisers (e.g. a Venn diagram presenting the similarities and differences between an animal and a plant cell); written production activities (e.g. write five sentences beginning with 'The cell …'; memorizing techniques (e.g. MRS GREN = Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition for the seven characteristics of living things); experiential learning (e.g. going on a field trip to observe living things and take photos in order to do a project); running dictation to practice all four language skills in content.

Reading texts were taken from authentic sources and were either adapted to the students' level or provided with support (e.g. glossaries, word banks, e.t.c.). Their aim was to promote Content and Language.

Example: an extract from the reading text on 'Living Organisms', followed by a glossary

| *Respiration* | Respiration is a chemical reaction that happens within cells to release energy from food. |
| *Nutrition* | The intake and use ofnutrients. This occurs in very different ways in different kinds of living things. |

> **Respiration**: breathing
> **Release**: to allow a substance to flow out from somewhere
> **Intake**: the amount of a particular substance that is eaten or drunk
> **Nutrients**: any substance that plants or animals need in order to live and grow

Split reading and information sharing was common practice in Reading in order to reduce cognitive load, boost confidence and promote the element of Culture and Communication. For the Production stage, language frames appropriate to the activity were used (http://www.onestopenglish.com/clil/clil-teacher-magazine/your-clil/). In every unit there was extra material in the e-class for those who were interested in finding more information about the subject. A detailed lesson planning of one of the Biology units (Living Things) can be found at: http://v.gd/RnmEct. A one-teaching-period lesson plan in Biology can be seen in Appendix I.

4. CLIL process in "Process in Home Economics"

4.1. Curriculum fit

As in Biology, in the planning stage, it was decided that we would base our CLIL lessons on the fourth unit in the Home Economics syllabus, which is *consumer behaviour* and includes a) consumer behaviour and b) food labels. Though less demanding than Biology–due to

more frequent references in a language class and more familiar vocabulary–the same approach was followed through interactive learning and support strategies.

4.2. Procedure

Being more advanced in level and cognition and due to the nature of the content area, the students were involved in more communication and there were more activities in the *production stage* (speaking and writing). Group discussions, class discussions and online discussions were prevalent in this subject.

Features of these classes were: debates in class and online with the help of online tools (www.tricider.com/admin/2cRpb9w5ZwV/BYwCXxHsdSd); personalization (e.g. factors that influence our choices with examples); visual organisers (e.g. oral and written interpretation of diagrams showing the influences on consumer choices); use of language frames (especially for lower level learners); videos followed by discussion or worksheets (http://www.econedlink.org/tool/209); official sites with guidance and action taking (http://ec.europa.eu/consumers/eu_consumer_policy); group games or online games (http://www.shopsmartgame.ie/ShopSmart.html); group projects (e.g. draw the family income – budget); online quizzes and crosswords specially designed for their content and language needs (quiz: file:///F:/CLIL/2nd%20session/Presentation%20material/Consumer%20behaviour%20(Web)/index.html;crossword:file:///F:/CLIL/2nd%20session/Presentation%20material/Crossword-home%20Economics/index.html); interactive glossary (file:///F:/CLIL/2nd%20session/Presentation%20material/CLIL_Glossary/GLOSSARY/index.html).

A detailed lesson planning of one of the Home Economics units (Consumer Behaviour) can be found at: http://v.gd/5h3VVm.

5. Student assessment

The type of learner assessment which was used for the first year of its implementation is formative assessment. Through short-answer tests, crosswords, quizzes and so on the learners provided information about how well content and language had been learnt during the course. Observation of classroom performance was another method of assessment which provided useful information about how well the students responded to input. Peer assessment was also a useful and interesting for students assessment tool. An example of peer assessment was the use of a grid which was used by students to assess PowerPoint presentations.

Finally, technology was used for students' assessment. Interactive quizzes were prepared using either iSpring software or Socrative tool and were done either in pairs/groups or individually in the computer lab. Socrative feedback (with percentage of correct answers and the individual responses) was received in Excel spreadsheets which were shown on the IWB and discussed with the students. The quiz could also be done as a game by using the race activity option. An example of such a quiz in Biology can be imported at http://www.socrative.com. Moreover, the use of an e-class at the school setting proved useful in providing valuable information about students' progress.

6. Evaluation of the program

At the end of the programme, learners were given a questionnaire to complete. The questionnaire included ten questions in their native language so that it was clear what was required of them, especially for lower level students. There was a statistical analysis of the questionnaires using SPPS 17 software package (statistical sample n=26). The results and the interpretation of the statistical analysis results is presented below:

6.1. Biology programme evaluation

Q: How interesting was the subject of Biology in English?

As to the interest that the subject of Biology in English generated, the majority of learners was satisfactorily content with the subject, since 43,33% replied 'Quite a lot' and 30% 'A lot' to question E1.

Q: How easy was to comprehend Biology in English?

A high percentage of students (43,33%) considered the teaching of the subject in English 'Quite easy', 16,67% considered it 'Very' easy and there is even a small percentage who replied 'A lot'.

Q: How easy was to comprehend modules 1-3?

Three questions related to the degree of comprehension of the three modules that were covered in the programme. It was that the vast majority of students comprehended all three modules at a satisfactory degree. It is worth noting that their replies ranged from 'enough' (6.67%) to 'much' (40%) and 'very much' (53.33%) in the first module.

In the same line, the degree of comprehension in the second module 'The cell' ranged from 'enough' (6.67%) to 'much' (40%) and 'very much' (63.33%). Also the degree of comprehension in the third module 'Classification' ranged from 'enough' (20%) to 'much' (40%) and 'very much' (40%).

Bidirectional effect and consolidation

Two questions were closely linked to cognition and the interrelationship of teaching the same modules in their native language and the target language.

Q: How much did the Greek subject help you in the English lesson?
Q: How much did the English lesson help you in consolidating knowledge in Biology?

Approximately 70% support that the Greek lesson helped them to a great extent in the English lesson, and 87% appear to a great extent satisfied concerning the contribution of the English lesson to the Greek one. It can be observed that there was a positive bidirectional effect on their knowledge in both languages

Q: Which activities did you like most?

Students' answers on the open-ended question related to the activities they liked most, revealed that they learnt best through videos and quizzes (36,67%), interactive activities (33,33%) and group work (30%).

6.2. Home economics programme evaluation

Q: How interesting was the subject of Home Economics in English?

As to the interest that the subject of Home Economics in English generated, the majority of the participants found it very interesting, since 33,33% replied 'quite a lot' 30% 'very' and 36,67% marked 'a lot'.

Q: How easy was to comprehend Home Economics in English?

As to how easy they found it, a high percentage of students (66,67%) considered the teaching of the subject in English 'quite easy', and 26,67% of them considered it 'very easy'.

Q: How easy was to comprehend module 1: 'Consumer Behaviour'?

Two questions related to the degree of comprehension of the two modules that were covered in the programme. It was that the vast majority of students almost fully comprehended the two modules. It is worth noting that their replies ranged from 'enough' (13.33%) to 'much' (30%) and 'very much' (56.67%) in the first module 'consumer behaviour'. In the same line, the degree of comprehension in the second module 'food labels' ranged from 'much' (40%) and 'very much' (36.67%).

Bidirectional effect and consolidation

Regarding cognition and interrelationship of the two languages, it is obvious that the interaction of the two languages helped them a lot in consolidating knowledge.

Q: How much did the Greek subject help you in the English lesson?
Q: How much did the English subject help you in the Greek lesson?

Approximately 87% support that the Greek lesson lesson helped them to a great extent in the English lesson (ranging from enough 16.67% to much 33.33% and very much 36.67). About the same percentage appears concerning the contribution of the English lesson to the Greek one (ranging from enough 33.33% to much 33.33% and very much 26.67).

Finally, in relation to the *activities* the students liked most, as with Biology, they reported that they learnt best through videos and quizzes, interactive activities and group work.

7. Future considerations

On completion of the programme, there was discussion among teachers on the various issues raised throughout its implementation such as the difficulty in dealing with authentic material and terminology with low-level learners and the parameters of its implementation in small and large classes. The programme was considered successful considering the results of the students' questionnaires while there was room for suggestions for improvements in order to meet all students' needs and interests. There was concern over the implementation in large classes due to difficulty in working in groups effectively.

There are various variables to consider each school year. Management, teachers available, resources and individual learners must be taken into consideration before starting a CLIL programme. Finally, such a program entails a lot of hard work for the teachers involved in the preparation stage as well as the implementation stage.

References

Coyle, D. (2005). *Developing CLIL: Towards a Theory of Practice.* Barcelona: APAC.

Coyle, D., Hood, P.& Marsh, D.(2007). *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Cummins, J. (2000). *Language, power, and pedagogy: bilingual children in the cross-fire.* Clevedon, UK: Multilingual Matters Ltd.

Dale, L. & Tanner, R. (2012). *CLIL Activities: A resource for subject and language teachers.* Cambridge: Cambridge University Press.

Krathwohl, D. (2002). 'A Revision of Bloom's Taxonomy: An Overview'. *Theory into practice,* 41: 212-264.

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

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes.* In M. Cole, V, John-Steiner, S. Scribner, & E. Snuberman (Eds.). Cambridge, MA: Warvard University Press.

Online Magazines
CLIL Magazine. Available at: http://clilmedia.com/clil-magazine/

Appendix I

Outcomes			
	Content	Learners can use vocabulary on 'Parts of the Cell' and distinguish between animal and plant cell	
	Language	Learners can use the Simple Present to ask and answer about cell parts and their function	
	Learning skill	Learners can work in pairs effectively	

Personal aim	To help learners understand terms in a fun way; use less of L1 and more of L2.
Timetable fit	Learners are working on the module of 'Organisation of life', unit 'The Cell'. The corresponding unit has preceded in the Greek lesson. In the previous lesson they watched a video on the differences and similarities of animal and plant cells and the function of each part:https://www.youtube.com/watch?v=PHTvqW7CzXYand they did an activity on the video. This lesson is consolidation of the terms through various activities. After this they will revise the cell through more creative activities.
Group profile	There are 13 learners in this class, 7 boys and 6 girls, age group 12-13.
Time	45 minutes
Assumptions	Learners are of A1/A2 level. They have worked in pairs before and they are cooperative. They have done 'running dictation' and they like moving around the classroom and having fun. They have practised the reading skill through short texts and questions requiring short answers. They have also practised Present Simple in the previous lessons (in living and non-living things).
Anticipated problems and solutions	Learners have difficulty understanding L2 in teacher talk. This means it will take some time to give clear instructions to learners and there may not be enough time for all the activities. Time is crucial and learners may need more time to work on some activities esp. those whose level is lower. In case there is not enough time for all activities, the revision video will be uploaded in the e-class and checked next time. There could also be a problem with using L1 when working in pairs. To avoid such a case, the teacher goes around the groups monitoring them all the time. Another solution is to help less able learners feel more confident. Finally, some less able learners may not participate so much in activities. In order to help them, the teacher, could use L1 to explain how things should be done when doing an activity.
Materials	One reading text (Animal and Plant Cells); IWB; Handouts; slips of paper; A4 paper; pens; Internet sites: Revision video: https://www.youtube.com/watch?v=QrSk28YTPOA

Stage	Aim	Procedure	Materials	Interaction	Tim e

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

Warmer	To activate prior knowledge To recall previously learnt knowledge	T asks learners to recall information from the video: (https://www.youtube.com/watch?v=PHTvqW7 CzXY) Asks about the different types of cells and what each organelle was compared to. By repeating the information, learners retain information in memory and are helped to feel more confident with the activities that follow.		T-SS	5-6 min
Reading	To read for information To provide support	T gives each pair (one group of 3) an adapted text on 'Animal and Plant Cells' with focus on content and a glossary to support students. Ss read the text and answer the questions that follow. The questions focus on understanding the general meaning and require answers in short form using Simple Present. Teacher goes around the class to help with answers. They report in class.	Reading text Glossary	SS-SS T-SS	10-12 min
Production of language and content	To practise cell terms and Present Simple	T explains that there are slips of paper on different parts of the wall with the similarities and differences between animal and plant cells (each one includes an organelle with a picture). They have to run (in pairs) and find them all and stick them on the board where there are two sheets of paper, one for the similarities and one for the differences. When they finish, learners have to check if there are any mistakes. With this fun activity, the content is presented in a cognitively undemanding way.	Slips of paper on the wall	SS-SS T-SS	10-12 min
Practice	To practise vocabulary	T divides the class into two teams and gives one team (Team A) slips of paper with the various organelles and the other team (Team B) their function. Each student (from team A) in turn stands up, reads the term aloud and the student (from team B) who has got its function stands next to him/her and reads the function aloud. In this way they practise the terms and functions through another fun activity and recycle vocabulary.	Slips of paper	SS-SS	10-12 min
Post activity	To consolidate and apply knowledge	T shows a revision video through which learners get visual support to consolidate what they have done so far. T pauses the video after each organelles is presented and helps with understanding.	Internet	T-SS	5-6 min

Next lesson	T will give a picture of the video screen with just the two cells and ask them to complete the terms and functions. Formative assessment of understanding of content will take place. Then with the use of plasticine, learners will create animal and plant cells.

Appendix II

Global Goal: Increase learner engagement
Unit Title: Organisation of Family Life

Kleopatra Kalogerakou (ckalogerakou@hotmail.com) holds a Postgraduate Degree in Teaching English as a Foreign Language from the Hellenic Open University. She has extensive experience in EFL teaching in secondary education as well as experience in primary and tertiary education. She has completed 'CLIL Essentials' online course with the British Council and has been implementing CLIL at the 1st Experimental Junior High School of Athens where she has been teaching English since 2013.

Marianthi Baka holds a Bachelor's degree in Biology Science from the Aristotle University of Thessaloniki. She is a MSc holder in "Forest

Protection and Nature" from the Aristotle University of Thessaloniki and in "Chemistry Teaching using ICT" from the National Kapodistrian University of Athens. She has experience as a research associate and as a secondary education teacher.

Maria Lountzi holds a Bachelor's degree in Home Economics and Ecology Science from Harokopio University. She also holds a postgraduate degree in "Sustainable Development" and a Phd, both from Harokopio University of Athens. Her PhD thesis is entitled: "Design, development, implementation and evaluation of electronic educational (software) hardware through ICT". She has experience in field research and in secondary and tertiary education.

CLIL 'ARENA'—EPISODE 1

Reflection on CLIL implementation in an EFL Primary School classroom

Chryssa LASKARIDOU

Hearing about CLIL and also witnessing a lesson at a school in Belgium made me very enthusiastic about trying out what I considered to be an innovative approach which could open up new horizons for the EFL world in Greece. Fortunately, as I had recently been appointed to the 3rd Experimental Primary School of Evosmos in Thessaloniki, which is under the supervision of the School of English at the Aristotle University, I was in a position to try out new methodologies and approaches.

I taught the subject of geography using the CLIL approach for five years. During the first year tentative steps were made as we were unsure as to how this new approach would be received by the pupils but also by the parents. This is the reason why at first CLIL was only implemented in one of the Year 6 geography classes. Geography through CLIL was planned according to the 4 Cs framework (Coyle, 1999) which combined the elements of content, communication, cognition and culture.

It was obvious from the beginning that the pupils were unsure, and I could also say a little afraid, of what the geography through CLIL lesson would entail, especially the pupils who felt that their level of English was not so good. Therefore, to help the pupils feel safer in this environment they were given the opportunity to voice their concerns and also to make suggestions about how they would like the lesson to be conducted. Suggestions they made included the use of computers, games and, in general, ideas which didn't include the traditional use of the course book.

Throughout the school year the pupils were had the opportunity to give feedback on the lessons. Feedback is an essential ingredient of learning and an on-going two-way process in which teachers and learners are both sources and receivers of feedback (Skenderis & Laskaridou, 2009). There was a 'feedback' box in the classroom where they could write any comments they wished and a common decision was made between teacher and learners that the comments would be read out and discussed in class every two weeks.

The syllabus was based on the National Curriculum but the pupils were not given the course book for a number of reasons. As the medium of instruction was English, we didn't want pupils looking at the materials in the Greek language before the actual lesson. Moreover, it was agreed with some of the other teachers of the class to adopt a cross-curricular approach regarding the subjects of physics, art and music. In general, the geography lesson was conducted using task-based, learner-centered and holistic approaches. Learners were given the chance to discover knowledge for themselves and draw their own conclusions.

An example of how teachers collaborated can be seen with the unit on the solar system. Learners weren't presented with all the information about the planets but rather, through watching videos, they were able to record information regarding the size, colour and other characteristics of the planets. They were then given worksheets where they had to colour the planets, order them according to their position in the solar system and describe their favourite planet explaining the reasons they chose this particular planet. Some pupils suggested they invent their own planet and indeed they were given the opportunity to do so. The results of this task were extremely interesting. By doing such an activity learners not only expressed their creativity, but also revised and used terminology, concepts, and knowledge which had been covered in the previous lessons.

The physics teacher who was also the art teacher helped them use a mathematical equation to determine the size of the planets in relation to each other. They further went on to create their own solar system using styrofoam. In this way, a cross-curricular approach to the teaching of geography was adopted with the inclusion of mathematics, physics and art. What is important to mention here is that the pupils were unaware that they were learning about so many subjects as they were concentrating on a 'theme' (the solar system) and producing creative work. When the planets were completed they were hung up in the classroom by the pupils whose sense of pride was immense. The whole class was involved in one way or another- whether it was solving an equation or painting the planets. They all had something to contribute. We finished off the unit on the solar system with a song about the planets and the music teacher showed them how to perform the song with the use of musical instruments.

All I can say is that this was one of the most satisfying moments in my experience as a teacher and after a feedback session with parents, teachers and pupils we realised that they had been left with a very satistying and positive feeling as well. Even though I was unsure of how to proceed at first, I was slowly able to get a grasp on things. The lesson itself showed me the way. One of the challenges a CLIL teacher faces is how to present new knowledge using a foreign language and at the same time making sure that all the pupils understand. I believe that my experience as an EFL teacher was beneficial in this as I dealt with vocabulary and new concepts as I do in a language class. Preparing materials and worksheets is also quite demanding as it is necessary to find the balance between language and new knowledge.

Experiencing the enthusiasm, the acquisition of knowledge and development of the class I found teaching geography through CLIL extremely rewarding for both pupils and teacher.

References

Coyle, D. (1999). 'Theory and planning for effective classrooms: Supporting students in content and language integrated learning contexts'. In J. Masih (Ed.), *Learning Through a Foreign Language.* London: CILT.

Skenderis T. & Laskaridou C. (2009). 'Feedback: A Basic Ingredient or the Cherry on the top of the Cake?' In K. Van Thienen & R. Baggio (Eds.), *A Touch of Hola!.* Brussels.

Chryssa Laskaridou (laskarid@hol.gr) is a teacher at the 3rd Experimental Primary School, Evosmos, Thessaloniki.

CLIL 'ARENA'—EPISODE 2

Reflection on CLIL implementation in an EFL Primary School classroom

Despoina N. FELEKI

My first and most noteworthy experience with ConBaL took place while I was teaching English at a Primary School in a rural part of Halkidiki during the School year 2013-14. Within the context of Flexible Zone, I was assigned to organize and teach a two-hour weekly course to a class of sixteen (8 boys and 8 girls) underprivileged D graders. The subject of the courses was open, so I decided that it had to be somehow challenging to the particular students and relevant to their reality, needs, and concerns. After discussing with the pupils about their interests, and conducting some research about the subjects they had previously been taught, I organized and carried out a Health Care Program entitled "Getting to Know my Body-Living Healthily". The aim of the course was to help these young learners get to know their body and how it related to other people and to the world and stimuli around them. At the same time, I aimed at increasing my pupils' receptive skills as well as their understanding of and capacity in the English language. Following the Method of Project and organizing task-based activities (see Willis, 1996), every two-hour session focused on a different aspect of the described program, with specific aims, procedures, and desired results.

Beginning with physical and psychological awareness, we opened up our investigations to include nutrition, agriculture, and farming; we organized visits to doctors, to the American Farm School of Thessaloniki, we invited dieticians and biologists; we also cooked and collected olives. Although it was not required of me to teach in English during the two-hour course, I decided that this was a wonderful chance for me to experiment with Content Based Learning on a subject that I had not taught before and, simultaneously, immerse my pupils into as much authentic English as possible. I began hesitantly with this three-month program, but suffice it to say, my students were enjoying it as much as I was so I decided to continue exploring the subject and the different paths that were opening up to us in an interdisciplinary way during the whole school year. At the end of the school year, I had the chance to present a qualitative (rather than quantitative) description of the approach to Primary and Secondary teachers of English, assess its benefits, and discuss possible difficulties at a day event organized by the ELT School Advisor, Dr Angeliki Deligianni.

Since then, strict programming of Greek schools has not allowed me to enjoy the privileges of teaching within the context of Flexible Zone (Vygotsky, 1987). Only this year I have been assigned a one-hour weekly course within the contexts of Flexible Zone, which I am planning to devote to the teaching of simple philosophical issues to young learners through the tales of Aesop. After my previous experience with the implementation of ConBaL, I intend to adopt the CLIL approach as I believe that the teaching of Aesop myths through the medium of English and within a participatory environment is going to help my pupils in both their competence of the English language and their critical thinking skills (see Coyle, 2007; Dalton-Puffer, 2008). I expect that the young learners' possible prior knowledge of the myths is probably going to facilitate their understanding of the stories in the English language and it is going to increase their critical skills and their ability to make connections between the two languages.

What is more, I have had very fruitful cooperation and exchange of ideas with the main subject teacher of the pupils. The main teacher has already worked on philosophy and storytelling with the particular pupils during the previous year in Greek and is willing to cooperate with me on this great endeavor, share experiences, ideas, and offer feedback. We are going to be in close cooperation with the Greek and ELT School Advisors, accepting academic guidance from Dr. Matheoudaki, Assistant Professor in the School of English, Aristotle University of Thessaloniki as well.

The English Department of the Aristotle University of Thessaloniki has been a hub of teaching and training activities relating to CLIL. I have been following closely the mobility of Dr. Mattheoudaki, Assistant Professor in the Aristotle University of Thessaloniki, who, in the last two years, has been lecturing to teachers of English in Greece about the implementation of CLIL in the English-speaking classroom. After I got informed about the method through my personal research into bibliography about CLIL-and got over some misconceptions-I realised that its philosophy was quite close to my experience with ConBaL and decided that I wanted to give it a try. I only needed the "space" within the School's Curriculum in order to be able to test the method.

The problems I have experienced as a language teacher, who wants to experiment with the method, are mainly institutional and practical. CLIL involves the teaching of curriculum subjects in a foreign language but there are very few schools or subject teachers who are willing to experiment and allow a language teacher teach a curriculum subject, such as History, Maths, Geography etc. in English. Due to the economic recession that the country is facing, teachers are facing salary and working-hour shortcuts, literally struggling for their survival in the Greek School. Apart from such practical problems, language teachers face the restraint and suspicion of their colleagues and head teachers who have not been informed about the method yet. Many challenges may come from subject teachers and parents who might worry about the effects of the implementation of CLIL. Fortunately, due to constant lecturing, teachers are gradually getting informed and seem more open to new challenges.

As CLIL challenges the need to translate into the learners' mother tongue, one of the most difficult tasks of the participating language and subject teachers is to explain to the parents that they need not interfere with the teaching and learning process of the pupils. The teacher who decides to use CLIL as a method of teaching and ESL instruction needs to inform the parents about the careful steps to be followed. Most surprisingly, young learners prove to be less intimidated than anyone else. Less biased and adjustable by nature to changing teaching conditions and environments, they are open to new ideas. If convinced about the truth of the cause, they are the teacher's best allies. By building a stress-free English-

speaking environment for the learners, they have many more chances to develop linguistic competence in the target language, as well as critical thinking due to the correlations that the pupils have to make between the mother tongue and the target language. After feelings of inhibition and anxiety are tamed, learners can experiment with the language freely, paying more attention to *content* than to *form*. Free from the 'tyranny' of the textbook, they have more chances to bring their knowledge and experience from their life into the classroom.

Through the activities that I have been organizing, the learners can become more flexible and learn to contribute to participatory teaching and learning environments. Due to the great possibilities that information and computer technologies offer, both the teacher and the learners have the chance to bring into the classroom authentic material in English and actively contribute to the teaching events. The implementation of the method, hopefully, will increase their enthusiasm and their active involvement, their inter-cultural understanding, and their communication skills in the English language.

As I will not be depending on text books any more, I have already turned into a researcher, actively involved in both the organization and the teaching of the subject. I choose to be an orchestrator rather than an authoritative person in the learning environment.

Through my previous experience with ConBaL and presently with CLIL, I am happy to see my role as a teacher changing, evolving, helping me grow personally. What drives me is my constant search for new and effective ways of teaching learners who have to deal with the challenges of the New Media era in a globalized shrinking world, where English in the first language that they will have to use. On this journey, I feel that I will definitely need the help and expert guidance of my tutors, whose not only theoretical guidance but also practical tips and solutions can prove invaluable. Co-operation, possibly co-teaching, observations, and feedback from my colleagues, school advisors, and tutors are going to be needed.

References

Coyle, D. (2007). 'Content and language integrated learning: Towards a connected research agenda for CLIL pedagogies'. *International Journal of Bilingual Education and Bilingualism, 10*/5: 543-562.

Dalton-Puffer, C. (2008). 'Outcomes and processes in content and language integrated learning (CLIL): Current research from Europe'. In W. Delanoy & L. Volkmann (Eds.), *Future perspectives for English language teaching*. Heidelberg: Carl Winter, 139-157.

Vygotsky, L. S. (1987). *The collected works of L. S. Vygotsky* (R. W. Rieber and A. S. Carton, translators). New York: Plenum Press.

Willis, J. (1996). *A framework for task-based learning*. Harlow: Longman.

Dr Despoina Feleki (dfeleki@enl.auth.gr) is a teacher at the 1st Primary School in Plagiari, Thessaloniki, Greece.

CLIL 'ARENA'—EPISODE 3

Reflection on CLIL implementation in an EFL Primary School classroom

Elena SOFRONIADOU

I am an EFL teacher in the 3rd experimental primary school of Evosmos. My school is experimental in the teaching of English, therefore, we, the EFL teachers, have the chance to test and adopt new teaching policies, in order to provide rich foreign language (FL) input to our learners and hence to facilitate their communicative competence in the FL. CLIL has been part of the teaching reality in my school for years but I have been actively involved in it for three years. I teach Environmental Studies to the 3rd graders for two hours per week. The remaining one hour per week is used by the generalist teacher for different units in the book.

Although now I feel that I am privileged to have such a teaching experience, I was quite skeptical in the previous years to start a CLIL course, because I was worried about 'What' I could teach and 'How'. While I was helping my daughter study environmental studies in the 3rd grade, however, I got acquainted with the syllabus and I felt that it was ideal, since it serves the 4Cs (see Coyle, 2005), i.e. the principles that drive the CLIL model. First of all, as far as cognition is concerned, learning in this subject can be built on students' existing knowledge and experience. Secondly, the content, the learning skills and the language outcomes are articulated in cooperation with the students. Last but not least, the content is clearly linked to the community within and outside the classroom. The students can apply the new content and develop related skills through experiential activities. Communication can be supported on all types (linguistic, visual and kinaesthetic) through active participation in activities, classroom displays on the walls and other available resources.

However, thinking about how good something can be is quite different from putting it into practice. CLIL has been one of the greatest challenges in my teaching career for many reasons:

- I have been an English teacher for more than 20 years but my orientation had to change into that of a subject teacher. I chose units 2 and 4 from the students' course book. These units study Greece geomorphologically, its fauna and flora, but at the same time attention is put on the mutual influence between the geographical features of a place and the people who live there. I chose these units as the content

was clearly linked to the community of my students and thus the principle of cognition could be served quite satisfactorily. Communication could also be facilitated as my students could share knowledge and experiences from places they had visited in the past. In the process of teaching, however, I had to overcome my inclination to teach the language and thus had to make sure that the material I created focused on geographical facts rather than linguistic elements.

- I am not in good terms with Geography; and although the subject I teach gives general information about the different areas in Greece and what we can see there, I had to go back in time and learn many details all over again in order to be able to give a simple and holistic view of the content. Depending on the topic of each chapter I had to search the Internet for long hours and find relevant photos to make the lesson more vivid and realistic. It goes without saying that I came to appreciate my country more through this process and also 'saw' places that I had never suspected they existed in our part of the planet.

- I had to help my 8 year-olds understand and learn geographical terms, like waterfalls, caves, valleys and plains, mountainous areas, coastal areas but also terms that are linked to natural life, like pine, fir and oak trees, burrows, hibernation and free-ranging animal farming! Although teaching the vocabulary as such may resemble the techniques we use in EFL, as in through pictionaries, matching activities etc, the challenging part is helping learners use this vocabulary in a descriptive context. For example, when we were talking about the mountainous areas, my students had to work in pairs and create on paper their own mountainous area. I printed stickers depicting animals and kinds of trees already seen in class and gave them a black and white worksheet picturing a mountain range. I asked them to decide what their mountain range would look like and stick the pictures they would choose on the paper. Then they had to present this area to the class and in that case they had to use expressions like "I/We can see…" or "In my mountainous area there is/are…" for the first time. I have to say that I was in doubt whether they would be able to describe their pictures. So I went on using the necessary forms when I presented the material and I repeated the same structures over again in different occasions. What I saw in my class was the proof of what is suggested widely in literature, i.e. that language teaching through tasks can be more effective than pre-teaching vocabulary. My students picked up the new language after a lot of repetition and they were eventually able to use it for their presentations. There were some students of course who needed help but they also managed in the end to make successful presentations.

- My students' level of English was not high, their skills were limited to speaking and listening and therefore I could not use any text for the first two months. So I had to find other ways to assess and check comprehension at the same time. In this case, my previous knowledge in EFL helped me a lot, because, when teaching the FL, we always try to avoid much use of mother tongue in the classroom and find other ways than mere translation to help learners understand. I used a lot of repetition, paraphrasing, facial expressions, visuals and of course, a map of Greece as my students had no idea where the places they saw on the power point presentations were on the map. In this way I tried to make the topic relevant to the students, to somehow connect it to their previous knowledge and experience and, hence, visualize the new concepts.

- I had to face and deal with my students' anxiety to comprehend concepts not seen in the English class until then and, moreover, to be able to produce them. Curiosity and eagerness to participate often changed places with frustration for not being able to remember all the new knowledge. Nevertheless, students were eventually able to cope with the new challenge in their curriculum, since the concepts were less dependent on the language than on the manner of presentation and the activities organized to support learning.

Despite the difficulties both my students and myself had faced, in the end, it was a rewarding experience as, on the one hand, I became more flexible and resourceful as a teacher and on the other, my students gained confidence in themselves. They knew that after the first puzzlement they would understand whatever new was presented and they would also be able to put their message across even if they hadn't been taught the forms in their English class. They also started thinking more flexibly and they worked better in teams. Hence, I strongly believe that CLIL is worth the effort because of its dual identity, i.e. you learn the language without realizing it because your focus in on content. As Met (1999, p. 48) states, "content serves as a powerful mechanism for promoting communication in the new language" and it is precisely in contexts where the focus is on meaning and communication that, as many researchers suggest (Genesse, 1994; Met, 1999), deeper learning of the language and content may take place.

CLIL tunes into the natural way a child learns the first language. But the acquisition of the first language is effortless because the environment is full of resources that the child learns to use as tools. A CLIL environment provides rich input and opportunities for rich intake and output. In order to facilitate the intake in such a young age, it is essential to remember that young learners need personal engagement with the learning process. Philips suggests "young learners respond to language according to what it does or what they can do with it" (1993, p.7). At the age of eight, students like doing things with their hands and they like sharing the outcome of a task with their classmates. The activities have to trigger their imagination in order to take them away from the confinement of the classroom. I tried to use this element not only in my power point presentations, but also when I had to consolidate and practise previous knowledge in class. One instance I would like to share was when we were talking about the mountainous areas at the beginning of the course. We were talking generally about what we can see there, e.g. rivers, lakes, waterfalls, forests, rocky paths, snowy tops. I gave my students a worksheet in black and white and they had to colour it the way they wanted so as to present their area to the class. There were few students who remembered all the words. But since all students wanted to show their pictures, they listened carefully to what their classmates were saying so as to be able to produce it themselves. These words never left their minds, neither expressions like: "Up in the mountains we can see…" Generally speaking, colouring excites children's imagination and it's a good way to revise the lesson at home. But what also helps is having groups working in cut-and-paste activities. They share knowledge and they feel they can get immediate help by their peers. For instance, in later classes, they had to work in groups to create their own village or town. So I gave each group two sticker papers printed with four divided sets of pictures: animals we see in Greece, plants and trees, jobs and types of houses and I also gave each group a worksheet under the title: "Where do you live?". They had to decide where they would like to live, i.e. village, town or city on a mountainous area, coastal area, near a lake, near a river, in a valley or on an island. They had to give a name to their town or village and they had to decide which animals would live there, what kinds of plants there would be, what jobs people would do and what types of houses they would have depending on the geography of the place. Then they had to present their "poster" to their classmates. After their presentation, the rest of the class asked them questions to learn more details about that place. They were eager to present their creation

and the stronger students helped the weaker ones to learn the words they needed to use in their presentation.

On the whole I strongly believe that the advantage of CLIL is that it promotes the holistic development of learners. They gain needed content and language knowledge and skills. It also promotes opportunities for communication with the other learners. The 4Cs that drive the CLIL model (cognition, community, content and communication) serve long-term retention of new knowledge and enhance the use of skills in a meaningful context. CLIL activities are academically and cognitively demanding, therefore, they encourage creative thinking processes. The only disadvantage I can think of is lack of sufficient time. There were numerous moments when I wished for more than 2 hours per week in order to do more pair- or group-work activities and give more opportunities for co-operative learning.

CLIL is a process worth trying for as the advantages in the long run outweigh the disadvantages not only for the students whose language skills are upgraded but also for teachers whose teaching performance becomes more effective. Personally, I feel that I have developed as a teacher in that I have experienced a new teaching practice and thus have discovered new ways of guiding my students into learning paths. Reading articles on the Internet and books on CLIL helped me understand the theory better but there is still a lot to learn and comprehend. Sharing knowledge and exchanging ideas with more experienced in CLIL colleagues at school have been proved equally valuable as I had immediate feedback on the material I had created for my students. I also worked with the generalist teachers in order to understand better the subject I was called to teach through the foreign language. I am lucky to be an EFL teacher because my command of English gives me an advantage for CLIL. Some of my colleagues at school who are not EFL teachers feel less confident when it comes to use English for their CLIL lessons but this does not discourage them as they also see this experience as rewarding and educational not only for their students but for themselves as well. Cooperation between teachers is essential as they can help each other on different areas and thus make a better job.

Generally speaking, I believe that an effective CLIL teacher should have a good command of the FL but also good knowledge of the content subject. This does not imply that a second degree is necessary. The school books give a solid basis to work on but they need to be enriched and in many cases more details need to be added in order for the topic of the lesson to be adequately analyzed and learnt. Another point I keep in mind in order to teach CLIL effectively is that my lesson plans need to ensure gradual content and language progression. The age of the students in primary education calls for a holistic approach which is action- and content-based and process-oriented. They need hands-on, concrete experiences gained through multi-sensory activities linked to the spheres of experiences. For that purpose the lessons need to be planned within the broader framework of three essential conditions for language acquisition suggested by Willis (1996, p.11): exposure, use and motivation. Corrective feedback should also be provided either explicitly or implicitly when meanings are wrongly identified. As a CLIL teacher therefore I need to be flexible and never forget that sometimes code-switching is inevitable as a natural communication strategy. Repetition, demonstration, giving cues and using visuals, describing tasks accurately and giving instructions clearly, sequencing tasks and maintaining learners' engagement in the tasks are important points to keep in mind.

As I mentioned earlier, CLIL helps a teacher develop professionally. Since 'development' to me is another meaning for 'learning', I believe that it would be of great help to me to have some kind of consultancy on the professional standards that L1 teachers have when they are trained to teach Environmental Studies to the 3rd grade. Moreover, since I believe that

modern technology is necessary to make my lessons more interesting and challenging for my students, I would like to have some kind of training on alternative ways of brainstorming and assessment through computers.

References

Coyle, D. (2005). *Developing CLIL: Towards a Theory of Practice*. Barcelona: APAC.

Genesse, F. (1994). *Integrating Language and Content: Lessons from Immersion*.

National Center for Research on Cultural Diversity and Second Lang. Learning.

Met, M. (1999). 'Curriculum Decision-making in Content-based Language Teaching'. In I. Cenoz & F. Genesse (Eds), *Beyond Bilingualism. Multilingualism and Multilingual Education.* Clevelond: Multililngual, 35-63.

Philips, S. (1993). *Young Learners*. Oxford: Oxford University Press.

Willis, J. (1996). *A framework for task-Based Learning.* Harlow: Longman.

Elena Sofroniadou (elenasofr@yahoo.gr) is a teacher at the 3rd experimental primary school of Evosmos, Thessaloniki.

CLIL 'ARENA'—EPISODE 4

Reflection on CLIL implementation in an EFL Primary School classroom

Georgia MAKROGIORGOU

I have been teaching English in Primary schools for 20 years and I received in-service training in CLIL methodology, for two weeks in 2010, in Edinbourgh within the framework of Comenius actions. Ever since, I try to organize CLIL projects with my classes.

A CLIL event that I distinguish was implemented within the framework of the action 'teachers4europe' in the school year 2013-14. The action aimed at engaging students of the 6th grade of the 4th Primary school of Pefka in hands-on activities in order to conceive the idea of the EU 'united in diversity'. The idea was linked to the specific unit in Geography of the sixth grade, which is about Europe and the European Union. Simultaneously, the first unit of the textbook 'English 6th grade' is about countries, nationalities and our multicultural world. To this end, I designed a WebQuest, with the title 'European Corner' available at: www.zunal.com/webquest.php?w=231686.

WebQuests are educational tools that include an authentic task which the students implement using specific sources from the Web, following specific steps. The students work in groups and they investigate the topic, transforming the acquired knowledge into a final product. WebQests consist of an introduction, an explanation of the task, a description of the process to be followed, the resources, an evaluation and a conclusion (Dodge, 1995; March, 2004).

Following this educational tool, 34 students participated in the project, in two sections. Through the WebQuest, the students gathered information about various countries in Europe, their capitals, flags, population, products, climate, foods and languages. They watched videos and they designed maps, a fairy tale, a board game and finally a European corner with all the materials they had created. They also brought souvenirs to decorate the European corner.

After the creation of the European corner, the project went on with activities about European citizenship. Thus, the children created posters for a better world, with drawings and slogans for the environment, friendship against bullying and racism, respect for the

different. The action developed and the next year it was transformed to an eTwinning and Erasmus+ project with the title 'United in diversity through stories in Europe' for the years 2014-2016. Taking part in this action, I try to design CLIL events combining the aims of this European partnership with the aims of the curriculum.

I think that CLIL is worth the effort because it presupposes designing of interesting tasks. The students feel motivated and confident with CLIL as the activities are organized according to their level and prior knowledge about specific areas of the curriculum. Also, they experience a sense of self-efficacy gaining knowledge about subjects through language learning.

Organizing CLIL activities I constantly search the Internet to find motivating material, videos, worksheets, games, stories, etc. I also cooperate with the teachers of general education about the subject areas I include. An effective CLIL teacher has to search a lot, be competent in new technologies, cooperate, be informed and eager to learn. And within the classroom, (s)he has to act as a facilitator, introducing enjoyable activities away from traditional teaching.

References

Dodge, B. (1995). 'Some thoughts about WebQuests'. http://webquest.sdsu.edu/about webquests.html. Accessed on 2 March 2010.
March, T. (2005). 'What WebQuests are'. http://tommarch.com/writings/what-webquests-are. Accessed on 20 October 2012.

Georgia Makrogiorgou (giorginamak@hotmail.com) is a teacher at the 1st Primary school of Triandria, Thessaloniki.

CLIL 'ARENA'—EPISODE 5

Reflection on CLIL implementation in an EFL Secondary School classroom

Efthimios MAVROGEORGIADIS

Even though CLIL has spread across Europe and has been incorporated in the school curriculum of many countries, there is still no official framework to regulate it in Greece (Mattheoudakis et al., 2014). As education in Greece is tightly controlled and regulated centrally, whenever a teacher is willing to incorporate CLIL in his/her classes and take the initiative to teach his/her subjects in a foreign language, s/he would most probably find him/herself involved in legal proceedings over the compatibility of his/her actions with current school policies.

Thankfully, experimental schools have the opportunity to break new ground and introduce innovations such as CLIL within the framework of their extracurricular activities under the supervision and approval of their Scientific Supervisory Boards [SSB]. As a teacher of English at the Experimental Junior High School of the University of Macedonia, I took this opportunity to teach an astronomy course to the students attending the after-school English Club, which mainly aimed to prepare them for the KPG (National Foreign Language Exam System) exams in English at the B1/B2 level. Implementing CLIL in this setting entails limited funding and informal student evaluation but, at the same time, teachers can shape and tailor the curriculum to their students' needs.

Teaching astronomy to 13-year-old junior high school students proved to be a challenging endeavor not only for the students but also for the teacher himself. Normally, students in Greece can take up astronomy as an optional course while studying at a senior high school. Approaching the subject in English much earlier allows for a clearer picture to emerge concerning the effect of CLIL implementation on the students' cognitive awareness and language skills as students at this age do not normally have a L1-based background on astronomy that could significantly affect their performance in class. For the English teacher, on the other hand, teaching astronomy requires a substantial time investment to prepare and familiarize himself with the subject that is to be taught. In this case, the teacher had good, solid knowledge of basic astronomical concepts as an amateur astronomer that allowed him to plan and implement a 30-hour long CLIL project with relative confidence.

Students had the opportunity to learn basic astronomical concepts along with English structures and terminology related to the thematic units taught through a variety of methodological approaches and techniques: introductory video sessions, reading comprehension along with consolidation exercises, group and pair work, etc. As students progressed, they faced the challenge of using the vocabulary, structures, and concepts learnt to create their own presentations, conduct practical experiments, and use on-line resources that helped them come to grips with difficult aspects of astronomy that would otherwise seem vague or simply incomprehensible. Throughout this journey, student learning was supported by a Moodle-based dynamic learning environment that presented each lesson in a clearly structured format that helped them focus on the subject being taught while, at the same time, offering them a variety of activities and resources for further study as optional homework. Complementing in-class work with the online learning experience offered to students through Moodle's active learning environment allows teachers to keep their students engaged in the learning process interactively (Rice, 2008), encouraging both language production and content comprehension.

As the group of students that participated in this CLIL course had been selected through a B1-level placement test and were supported throughout the course with parallel English language classes that were meant to prepare them to take the B1/B2 level exams, they formed a more or less homogenous group language-wise, which facilitated the learning process. Furthermore, it should be pointed out that students had never taken an astronomy course in their mother tongue and English was the vehicle through which they came to understand astronomical concepts for the first time. As a result, when speaking about astronomy they had no option but to think directly in the foreign language and use it naturally to express concepts learnt within the framework of classwork. This became obvious a couple of months before the course ended when students from the School of English, Aristotle University of Thessaloniki, expressed interest in attending the club and helping with one of the lessons. At the end of the class, they voiced their surprise at the terminology students seemed to be able to handle with ease and their readiness to adapt to the different types of activities used in class.

This, of course, does not mean that everything went smoothly. Like every other class in Greece, this was just another group of students that shared the same L1. Even though ideally the language used during student interactions should be the foreign language taught, the common language tool students shared often meant that they would resort to Greek to complete an activity swiftly (even though they sometimes used Greek with embedded English astronomical terms), which is not always frowned upon in a CLIL context (Deller & Price, 2007). As most of the work done in-class required the use of computers, it soon became obvious that one of the main distractors that led students to use their mother tongue was the language of the computer interface. It is believed that switching the computer language and locale to English and UK/USA respectively would allow students to adapt more easily to using the foreign language in class even though this transition to a different language/locale is not always feasible when the computers are also used by most of the other teachers in school.

Another major obstacle on the path to using CLIL in a Greek secondary school is the lack of suitable textbooks and supporting material or the steep prices of those that have been prepared and made available by privately owned publishing companies (cf. Coyle et al., 2010). Even if one decided to use one of the latter textbooks, it would soon become obvious that they mainly focus on language learning and, as a result, seem to miss one of the targets of CLIL, i.e. subject learning. On the other hand, using material that is publicly available to

teach specific subjects to students in English-speaking countries would also be problematic since they need to be pedagogically adapted to the needs of students with different background knowledge and language competence (Mattheoudakis et al., 2014). Relying on the variety of CLIL resources that is available on line could help a teacher put together and teach a CLIL course effectively, but the situation can develop into a heavy burden for teachers who decide to implement CLIL, as a significant amount of time needs to be devoted to developing and/or adapting material to one's teaching situation no matter its origin or previous use.

Nevertheless, the results seem to be rewarding both for the teacher and the students. Both seemed to enjoy teaching/attending the CLIL course more than they did when they were studying English in the examination preparatory class and they actually said so every time they had the opportunity to express their views on the matter. Even though quite a few students found some of the material hard to follow, student self-confidence was boosted as they could understand texts they would be otherwise unable to tackle (Coyle et al., 2010). The use of L2 as a means to acquire knowledge on an unfamiliar scientific field also allowed them to be less hesitant when expressing their views in English both orally and in writing. The results of the B1/B2 examination that students took at the end of the course also speak volumes. All 12 students that attended the CLIL course were encouraged to take the exam in May 2015. Even though only eight of them decided to take the plunge, they all passed and received B2 certification. Of course, the CLIL course alone cannot take credit for these results. However, conversational feedback received by the students made it obvious that the familiarity students developed with L2, the techniques they mastered to handle unknown words, and the everyday in-class vocabulary they practiced most of the time during the CLIL course certainly played a significant role in lowering their stress level during their exam and, eventually, achieving the language level needed to be certified.

As far as teaching efficiency is concerned, lack of experience with CLIL projects meant that not all activities developed as planned or achieved the expected results. However, good communication with the students allowed for swift adaptation to the feedback received, which usually entailed falling back to backup material that was cognitively or linguistically less challenging (Bentley, 2010). Thankfully, an introductory distance-learning course on CLIL is regularly offered by the British Council. Having the opportunity to attend this course and exchange views with the rest of the participating teachers can help improve the methodology and techniques implemented in class as well as develop new ideas and insight on the subject matter and language that is being taught. Moreover, the fact that the aforementioned course was also offered on a Moodle platform helped move the Astronomy Club's Moodle website one step further in terms of organizing group work and student interaction better.

Of course, more formal and organized training and legislation that would set the framework within which teachers could innovate and initiate CLIL projects is essential if more teachers of English and/or teachers of other school subjects are to get involved. Introductory courses to school subjects and foreign languages should be offered respectively to allow teachers to familiarize themselves with concepts and language structures they don't feel confident using and/or teaching. Within this framework and depending on teacher interests, university departments could organize intensive courses that would allow teachers to teach basic subjects at school in a foreign language. Nevertheless, it is unlikely that foreign language teachers could ever teach higher level subjects in senior high school without a degree on the subject to be taught.

Apart from training, though, what Greek schools seem to need most is the spirit of cooperation and the interdisciplinary approach to learning that CLIL is based on. The legislation that regulates primary and secondary education in Greece is more likely to encourage antagonistic relations among teachers who try to preserve their rights and position in school rather than joint projects that would benefit the students most. However, even though legislative changes could be easily introduced, given the necessary political will, teacher perceptions and attitudes could be difficult to modify. As a result, human resource management projects might need to be initiated to promote the behavioral adaptation needed.

References

Bentley, K. (2010). *The TKT Course CLIL Module.* Cambridge: Cambridge University Press.

Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL: Content and Language Integrated Learning.* Cambridge: Cambridge University Press.

Deller, S. & Price, C. (2007) *Teaching Other Subjects through English.* Oxford: Oxford University Press.

Mattheoudakis, M., Alexiou, T. & Laskaridou, C. (2014) 'To CLIL or not to CLIL? The Case of the 3rd Experimental Primary School in Evosmos'. In *Major Trends in Theoretical and Applied Linguistics 3: Selected Papers from the 20th ISTAL,* 215-234.

Rice, W. (2008). *Moodle 1.9 E-Learning Course Development: A Complete Guide to Successful Learning Using Moodle 1.9.* Birmingham, UK: Packt Publishing.

Efthimios Mavrogeorgiadis (emav@sch.gr) is a teacher at the Experimental Junior High School of the University of Macedonia, Thessaloniki.

6th EPISODE IN CLIL 'ARENA'

Reflection on CLIL implementation in an EFL Secondary School classroom

Panayotis DOMVROS

I am an EFL teacher in a junior high school in Thessaloniki, Greece. I also teach History in all three classes of junior high school. Considering the benefits of CLIL (see Coyle, 2006; Dalton-Puffer, 2007), I have very often used a cross-curricular approach to my teaching trying to highlight the use of the English Language as a means rather than an end and thus stress its pivotal function in the learning process.

In the past two years I have developed a project with third class students (9th graders) involving World History and World War I, in particular. The project has run for two years and this year I am thinking of running the project with a fellow History teacher in another school. I chose 9th graders for a number of reasons the most obvious being that their level of English is quite advanced by now, which makes following the material much easier. Additionally, the state-prescribed textbook does not offer much of a challenge to them rendering it almost imperative to seek additional material. Finally, their organisational skills and willingness to do group work has been adequately "groomed" the previous years, making it easier to embark on a highly collaborative project.

World War I was chosen because although it is an event that has changed the course of modern history it is given minimal coverage in Greek History text-books. Furthermore, it is material that would not be extensively covered by their History teachers, thus limiting the possibility of "clashes" and "turf wars" between subjects and instructors.

Another important element in the project was TET (Technology Enhanced Teaching). The whole project was operated on electronic platforms, with the material mounted on web pages and tools devised by me. An additional goal was to make this a "paperless" project with students using only their laptops and tablets and no pen or paper. The project was called "It's a Long Way to Tipperary – World War I", and its effects on the lives of the people involved. Its causes, its break-out and its fronts through Literature, Art and personal accounts of the time and the students worked in four groups investigating various aspects of the war.

Working with English came surprising natural to my students. I believe that this was largely due to the fact that they were reading and discussing events that took place outside Greece. It would, perhaps, have seemed more 'awkward' for them to be talking about a Greek-specific period of History, say, the Golden Age of Pericles or the Peloponnese War in English. Authenticity of the material was another key element in their acceptance of the English language as a means of navigating through the material and producing their own material.

Of course the preparation of the material demanded a lot of time on my part and one might think that it is impossible to ask a single person to put in so much work for just four hours of classroom time. I will not disagree. I believe that the Greek educational system is very far from adopting CLIL as a generally accepted practice. It is both a matter of resources and mentality. It could be an "off-the-books" practice for some English language teachers but I think this is as far as it could go for a number of years to come. Furthermore, it might be a practice that can easily be applied with some subjects such as History, Geography, Art, Music, Home Economics but I hardly see it being applied to "hard core" subjects like Math, Physics, and so on.

The mentality of both teachers and students/parents also comes into play. There will be a number of people who will talk of the necessity of double degree and who will question the secondary skills of the teachers who implement CLIL practices. There is already widespread discontent and distrust for Language Teachers who teach History so imagine what would happen if, say, History became the sole responsibility of Language teachers. There will also be 'purists' who will argue that the use of the English language will undermine national identity.

Even if all obstacles are overcome, we are still looking at a serious training time needed for people who will be involved in any CLIL implementation. The need of each individual will vary based on the degree of prior exposure and personal knowledge, but what remains a constant is that it will have to be a carefully organized process that will lead to some sort of certification.

Note: Examples of the project that I have mentioned can be found on my webpage (http://www.pdomvros.mysch.gr)in the following sections:
http://domvrosww1b.pbworks.com/w/page/89200013/CONTENTS (2014-15)
http://domvrosww1.pbworks.com/w/page/76877816/FrontPage (2013-14)

References

Coyle, D. (2006). *Content and Language Integrated Learning: Motivating learners and teachers*. Scottish Languages Review.

Dalton-Puffer, C. (2007). *Discourse in content and language integrated learning (CLIL) classrooms.* Amsterdam: John Benjamins Publishing.

Panayotis Domvros (pdomvros@gmail.com) is a teacher at the 1st Gymnasium Panorama, Thessaloniki.

CLIL 'ARENA'—EPISODE 7

Reflection on CLIL implementation in an EFL Secondary School classroom

Melina Kalaitzidou

Sounds easy? Sure is, if you've got it!

Working in a junior high school where students were not set by ability in English language class due to reactions on the part of other expertise teachers, objecting to the method of setting students I decided that offering all my students advanced courses in mixed ability classes would be but beneficial. At this advanced level English language was used both inside and outside the classroom, even during break-time.

This way a more natural environment was created, with English being the tool to teach the very language. The idea of touching upon other subjects emerged from a cross-curricular project with geography. Though I had only practiced CLIL for two years, it came as a natural continuation to my previous work; children immediately took a liking to it because they were exposed to new pieces of information through English and not Greek- the case with the rest of the subjects.

This has not always been easy-breezy; however, lots of studying needs to be carried out by an EFL teacher to make sure the required information to be taught is absolutely correct. Additionally, some children who may not really follow because of poorer English vocabulary, will also miss out on the subject taught through English. Still, children learn to appreciate the English language because they see a meaning in it, that is learning another subject (Ludbrook, 2008). As a result, they are rarely bored or lose attention; these very challenging lessons offer real life situations for acquiring the language.

In my cross-curricular project students were asked to find English songs that contained geographical terms and reflect on the lyrics, explaining how geography interacted with possible emotions described. All the talking was initially conducted in Greek (due to the geography teacher) but it immediately turned into English when I used an English word! Another similar event occurred this year in Project Work class, a school subject newly introduced into junior high school curriculum.. The topic was finding out environmental-friendly energy sources mainly in Greek. When a student showed us an English video on

nuclear energy possible benefits, the discussion immediately turned into English! These events clearly show that the language switch kids use (because they have been exposed to some English words) is an indication that real language acquisition is taking place.

Quite understandably, in order to be an effective CLIL teacher you definitely need to be a fluent communicator of the most complex ideas in English. This inevitably addresses mainly bilingual or native English teachers or near-natives. Otherwise, the traditional old style teacher can never cope in such a class with the extra burden of another subject to be taught in English.

In a nutshell, if teachers come from the former background, the situation could be a piece-of-cake. If they are people of multiple interests who are open to new ideas, always on the lookout for new progress in scientific settings, CLIL teaching is meaningful and sounds logical. Unless this is so, I personally doubt that a teacher can really be trained in CLIL teaching.

If then the idea of CLIL teaching addresses highly specialized teachers for implementing and practicing it in the Greek classrooms, a second degree of specialization is really needed for another core subject to be accurately and effectively taught (see Wei & Jieyun, 2015). Alternatively, the Project Work school subject could be assigned by the Ministry of Education exclusively to EFL teachers, to practice real life situation settings for teaching the language; it is worth noting that the teacher who undertakes this subject guides, supports and supervises kids' research on a chosen area (see Wolff, 2011 for learning in an autonomous setting.

References

Ludbrook, G. (2008). 'CLIL: The Potential of Multilingual Education'. *Dos Algarves,* 17:19-27.
Wei, R. & Jieyun, F. (2015). 'Researching Content and Language Integration in Higher Education'. In Ch. Williams (Eds), *Maastricht:Maastricht University Language Centre*. Available at http://arno.unimaas.nl/show.cgi?fid=12521.
Wolff, D. (2011). 'CLIL and Learner Autonomy: Relating Two Educational Concepts'. *Education et Sociétés Plurilingues,* 30: 69-80.

Dr. Melina Kalaitzidou (mely1000@hotmail.com) is a teacher at the 13th Junior high-school, Thessaloniki.

CLIL 'ARENA'—EPISODE 8

Reflection on CLIL implementation in an EFL Secondary School classroom

Dora CHOSTELIDOU

Having been an English language teacher for 20 years, I have always been concerned with employing the most optimal approach to language teaching so as to address my learners' needs. I was a Ph.D. student in the field of applied linguistics when I came across the Content and Language Integrated Learning approach to language teaching, most commonly referred with the acronym CLIL, which seemed worth to research further and implement in consideration of its potential to bring about changes in language education.

Since then, I have tried to in-depth explore CLIL while I have taken the time and effort to organize CLIL projects with my classes whether at secondary or primary education. However, for the present call I am going to refer to a CLIL project implemented in the context of vocational education (VE), in which I have been employed on a part-time basis. The present reflection focuses on a CLIL course concerning Travel, Tourism and Hospitality Management, with VE students attending the specialty 'Administrative and Financial Management Staff in the Tourism Sector' implemented for two semesters. The data presented resulted from a qualitative analysis of the reflective journal kept throughout the CLIL course by myself.

The rationale for deciding to implement CLIL in VE stemmed from the fact that practical examples of the organization, implementation and development of CLIL courses in such contexts are limited in Europe in general (Coyle et al., 2010) and Greece in particular. This was one of the reasons that the project "Content and Language Integrated Learning in Greek Vocational Education: Introduction to Tourism & Hospitality" was developed and implemented during the school year 2014-2015 in the context at issue.

Moreover, it should not be ignored that both EFL and ESP or EVP instruction have failed many vocational students in their attempt to respond to the need of educating a linguistically qualified workforce within an increasingly internationalized labor market. On the other hand, CLIL by promoting the learning of both language skills, and subject-specific knowledge can offer clear advantages for the particular target group of students by means of encompassing their real-life or occupational purposes.

It is my firm belief that students specializing in the Tourism Industry, need to develop better English language skills as well as knowledge of subject-specific skills and vocabulary, to cope with the demands of their future working life, which takes place in international contexts. Such linguistic demands and possibilities present the language teachers operating in the context of VE with a major challenge.

The learning objectives of the CLIL course in terms of subject-specific content were: a) to introduce students to the principles and practice of modern tourism; and b) to explore issues related to the Tourism & Hospitality Industry, i.e. classification of hotels, distribution channels, front office structure, services and communication.

As regards the set objectives of the CLIL course in terms of language skills, these comprised: a) Reading: understand authentic texts related to specialism areas (textbooks or web-based resources); b) Writing: write detailed specialism-related letters in standard format; c) Listening: understand main ideas and identify relevant information in conversations and discussions on specialism-related topics; d) Oral communication (Spoken Interaction - Production): understand, develop and communicate ideas and information; respond to main ideas and identify relevant information in conversations on subject-specific topics; analyze, evaluate and use information from various sources.

The expected learning outcomes were linked to the aims and objectives of the syllabus and comprised: a) acquiring subject-specific content knowledge; b) promoting language skills development. Regarding language proficiency, the anticipated learning outcomes were in accordance with level C1+ of the CEFR.

In total, 52 VE students streamed into two groups received 60 hours of instruction in total; Their age range was 18-28 years (mean age 21.9) while their level in English was: false beginners (10.4%); upper intermediate (51.2%) and advanced (38.4%).

The study followed the qualitative research paradigm; a reflective journal was kept by the teacher-researcher with the aim to provide in-depth information concerning the implementation of the experimental CLIL intervention. While running the course, taking the role of a teacher-researcher, I tried to observe consciously and reflect on the effect of my CLIL teaching on the VE students, with a particular focus on the development, implementation and appreciation of the CLIL course. From the analysis of the extracts, three basic typologies emerged which reflected: A. the CLIL teaching process; B. the roles assumed by the CLIL teacher; C. a general appreciation of the CLIL teaching intervention.

The following qualitative data provide insights into the potential of introducing the CLIL paradigm within the context of VE.

As regards the CLIL *teaching process,* it was identified that in order to address the aim and objectives set for the CLIL course, a balanced approach to content and language learning was adopted. Moreover, multimodal input from a variety of sources as well as authentic materials integrating all four skills were widely employed to ensure that the learners' interest and motivation would be kept at the highest possible level throughout the course. A variety of task types were presented to the learners, providing them with adequate input, allowing for processing besides encouraging output as well as establishing cooperative learning within the classroom.

Additionally, the experimental CLIL course provided ample opportunities for oral communication, both interaction and production. Such productive use of the language is generally regarded as more demanding since it requires sufficient linguistic competence in the TL. Nevertheless, establishing the learners' perceptions of developing in terms of functional fluency (Juan-Garau & Salazar-Noguera, 2015) rather than opting for accuracy only, along with being able to understand complex content through the TL, enabled them to increase their confidence and motivation while making use of it.

Furthermore, since willingness to take risks and communicate orally in the TL can only be achieved through adequate exposure and practice in it, the students' aim was largely in conveying their message and maintaining communication rather than being inhibited by mistakes that were inevitably expected to occur during the learning process. Such an approach opted for less pressure for accuracy in the TL so as to promote language learning within the CLIL context by lowering the affective filter.

Personality traits such as confidence, initiative and motivation influenced the learners' contribution and active language use within the CLIL classroom. Nevertheless, establishing a relaxed and non-threatening atmosphere in the classroom, encouraging VE students to cooperate with their peers besides providing them with adequate input were the means adopted so as to help them overcome any potential reluctance to get actively involved in learning and use the TL.

As regards the use of the English language by the teacher, it included the purposes of giving instructions, involving repetition or paraphrasing, as well as providing clarifications and checking for understanding whenever it was necessary.

Concerning the use of L1, Greek, it was more often resorted to on the part of the students for communication purposes and managing interactions at the beginning of the course while using English became gradually more and more natural with code-switching between the two languages, being present even towards the end of the course. Nevertheless, my general impression is that the less competent of the students, false beginners and very few upper intermediate ones, often used L1 only to make sure that they had properly comprehended the message while their comprehension was at an acceptable level.

However, despite the popularity CLIL has recently gained, and its undisputed merits it cannot not be mistakenly considered as an approach easy to implement and deliver, which in fact I experienced myself. This can be primarily adhered to the fact that CLIL has by nature brought about a change in perspective, with the TL functioning as a tool for content learning besides being a subject in itself. Inevitably, this 'dual focus of CLIL' (Coyle et al., 2010) has been identified to pose a heavy load on the language teacher, who assumes *multiple roles,* among them, the roles of course developer and syllabus designer. In effect, the CLIL teacher needs to cope with policy issues and be able to adapt CLIL to the unique demands of the local context as well as integrate it into the curriculum.

A further role assumed by myself as a CLIL teacher is that of the materials provider, which involved presenting my learners with a variety materials, which offered them rich input in terms of both content and language, supported their learning outcomes, and were identified to be in accordance with the VE learners' needs, besides considering their different learning styles. Therefore, the CLIL teacher ideally needs to possess adequate knowledge of the subject discipline(s) as well. Given that this is not the rule as only a few teachers possess a

double degree, the amount of collaboration between the content teachers and the language teachers can prove critical in determining the success of CLIL programmes.

Nevertheless, getting involved in CLIL projects necessitates considerable awareness as to how to perform in the CLIL classroom as well as implement and manage the CLIL process due to the significant methodological changes it requires. It goes without saying, that in order to operate effectively in CLIL, EFL teachers need to be able to adapt their teaching methodology to cater for balanced, integrated learning of both content and language by using different methods appropriate for the teaching context as suggested by CLIL principles and practice (see 4Cs, Coyle et al., 2010).

In the context considered these entail, among others, a consideration of aspects such as the affective side of learning; the application of an interactive methodology; the promotion of learning skills with a focus on knowledge and awareness of cognition and metacognition; the fostering of cultural and inter-cultural awareness; the provision of CLIL-specific assessment and evaluation (Bertaux et al., 2010, p.5-9). Evidently, the importance of possessing all these competencies calls for diversified roles of the CLIL teacher which however, are not all CLIL-specific.

In an attempt to provide *a general appreciation of the CLIL teaching intervention*, the data emanated from the records in the reflective CLIL journal revealed the potential of the experimental CLIL project in providing VE students with adequate input in the TL, especially in relation to the subject discipline, making it possible for them to experience not only the roles of language learners but also of language users (Meyer, 2010). This can be adhered to the fact that having used the TL to teach content had a substantial impact on the VE students' performance; it provided a more intensive exposure to the TL while offering meaningful opportunities to make active use of it. Despite the fact that the CLIL experience was regarded as cognitively demanding for many of the VE students in the case considered, learning took place in a naturalistic, relatively anxiety-free environment, which is believed to have positively influenced their performance in both the TL and the subject discipline (Dalton-Puffer, 2007).

Additionally, having been presented with cognitively challenging tasks, is considered to have helped VE students to foster both higher-order and lower-order thinking about the TL along with content and learning skills (Marsh et al., 2010). Moreover, they were offered the chance to develop an increased ability to process input, as a means of promoting a broader capacity to think, which could also help improving their meta-cognitive ability (ibid).

On the whole, I believe that the CLIL experience was advantageous for the students, who benefited from being provided with rich, meaningful input, efficient in developing both their TL skills and content knowledge. In particular, considerable improvements were exhibited in terms of mastery of both content knowledge and language (language skills and vocabulary) as well as in terms of involvement and motivation. Nevertheless, the students' perspectives, as well as quantitative data, would be useful to substantiate further these data.

My experience as a CLIL teacher in VE was highly positive despite the fact that not everything went by the book. I feel that at times, I could have functioned differently in terms of coping with the fixed beliefs that adult learners tend to have in result of their previous learning experiences. Also, I consider that I could have found further ways of supporting my students as regards the cognitive or linguistic demands they faced when dealing with communicative situations that threatened to lower their motivation. Also, I think there was

more to offer in terms of enhancing their self-regulation. On the same line, I think that there was more to do in terms of decreasing competition among the students and establishing a more cooperative spirit during group-work. However, as the course progressed, it was possible for me to reflect, reconsider, adjust and deal more efficiently with any CLIL-specific aspects.

All in all, my engaging in the particular experimental teaching intervention was professionally fulfilling, since not only it made it possible for me to gain experience but also, gave me the chance to explore my practices and improve them so as to gain deeper insights and develop further as a CLIL teacher.

Concluding, the reflections based on my observations and understanding as the teacher of the particular VE CLIL course indicate that developing and implementing CLIL necessitates a move away from the traditional roles assumed by language teachers. Given the diverse teacher roles and methodology in CLIL contexts, the importance of teacher education for CLIL should be highlighted to ensure the development and delivery of effective and efficient CLIL courses. Clearly, the training of CLIL teachers should consider the needs, implications and challenges that teaching content through a foreign language entails. Last but not least, CLIL training constitutes a fundamental part of teacher education while every teacher should be given the opportunity to train as a CLIL teacher.

References

Bertaux, P., Coonan, C.M., Frigols, M.J. & Mehisto, P. (2010). *The CLIL Teacher's Competence Grid*. http://lendtrento.eu/convegno /files/mehisto.pdf.

Coyle, D., Hood, P. & Marsh, D. (2010). *Content and Language Integrated Learning. Cambridge*: Cambridge University Press.

Dalton-Puffer, C. (2007). *Empirical Perspectives on CLIL Classroom Discourse*. Frankfurt: Peter Lang.

Juan-Garau, M. & Salazar-Noguera, J. (2015). *Content-based Language Learning in Multilingual Educational Environments*. London: Springer.

Marsh, D., Mehisto, P., Wolff, D. & Frigols Martin, M. J. (2010). *European Framework for CLIL Teacher Education: A framework for the professional development of CLIL teachers.* Graz: European Centre for Modern Languages.

Meyer, O. (2010). 'Towards quality-CLIL: successful planning and teaching strategies'. *Pulso* 33:11-29.

Dr Dora Chostelidou (chostelidou@yahoo.com & dchoste@enl.auth.gr) is a teacher at the Junior High School of M. Panagia, Halkidiki and at the IEK of Thermi.

Book review

Cross-Language Mediation in Foreign Language Teaching and Testing.
Maria Stathopoulou (2015). Bristol: Multilingual Matters.

Stathopoulou's book *Cross-Language Mediation in Foreign Language Teaching and Testing* aspires to delve into an underexplored area, namely, crosslanguage mediation, within the context of multilingual and bilingual education. More specifically, it attempts to investigate the strategies that effective mediators use in their struggle to transfer information from one language to another.

Apart from defining mediation and exploring its application in written discourse, this book attempts to identify whether international language testing institutions which prioritise monolingual testing can adopt the practice of assessing the candidates' cross-language ability. Although the notion of mediation was embraced in CEFR (2001), no guiding descriptors were developed. The first testing body to adopt mediation activities was the Greek national foreign language examinations (Kratiko Pistopoiitiko Glossomathias, KPG) rendering, thus, necessary the design of relevant leveled descriptors through thorough research.

In the introduction, Stathopoulou starts by highlighting that the mingling of languages in the contemporary multilingual society has attracted foreign language (FL) theorists' interest in the terms translanguaging, polylanguaging, crosslanguaging, code-switching and code-mixing (p.1). She describes the focus of the book i.e. cross-language or interlingual mediation through which mediators are required to "bridge communication gaps between speakers of different languages" (p.1). Stathopoulou acknowledges two dimensions in interlingual mediation: the interaction between languages and the communicative process whereby the mediator selects information from a written text in one language in an attempt to relay it in another language by means of the target text. This information transference entails transformation in the new context or "recontextualisation" (Fairclough, 2003, p. 51) which requires specific strategies. Recontextualisation differentiates mediation from translation, in that certain parts of the text and source meanings (rather than the whole text itself) are transformed (p. 3). Referring to Dendrinos (2006) she claims that a mediator acts as a link between languages and cultures (p. 4). She does not expect the mediator "to be totally fluent" in the two languages and corroborates that the mediator creates texts comprising components from "two texts and two languages" (p. 4). Moreover, she supports that a competent mediator capitalises on both linguistic and cultural resources (p. 4).

Stathopoulou's research was conducted within the framework of her doctoral thesis (p. 13 footnote 4) drawing information from the KPG exams. The KPG was put in effect in 2003

following the CEFR (Council of Europe, 2001) specifications. It includes exams in English, French, Italian, Spanish and Turkish and the test papers are designed by experts of the University of Athens and Thessaloniki, Greece under the auspices of the Greek Ministry of Education. The KPG includes four components which test candidates' performance in 1) reading comprehension and language awareness, 2) writing production and written mediation, 3) listening comprehension and 4) speaking production and oral mediation. According to Dendrinos (2009), the theoretical foundation of this exam battery is systemic functional linguistics, whereby language is considered as a means for decoding meaning (Halliday, 1975) as well as a system for meaning potential (Halliday, 1985). In the KPG framework, language exists in context rather than a vacuum and, thus, it must be taught and tested accordingly (p. 10, 11). More specifically, Stathopoulou investigated two parts of the KPG exams, namely, writing mediation tasks, which are in accordance with the guidelines of the European Commission to boost multilingualism.

In an attempt to describe the mediation process, Stathopoulou claims that mediation comprises two dimensions, namely translanguaging from one language to the other and employment of strategies appropriate to the specific context. (p. 4). These strategies may entail combining information from various sources i.e. the mediator's prior knowledge of a topic or the original text, summarizing and synthesizing to mention but a few (p. 5). Stathopoulou (p. 5) regards selection of appropriate linguistic data as a prerequisite for successful mediation. This selection is affected by the social milieu and the "interpersonal relationships involved while mediating". An important issue raised by the author is the fact that rather than being compartmentalised, the two languages and cultures are interwoven (p. 6). A competent mediator takes into account the context of mediation, that is who mediates, for what reason, what the appropriate register is and the type of both the original and the target text. It is worth mentioning that the mediator may have to produce a hybrid text in order to create a successful translanguaged piece of writing (p. 6).

The author used data retrieved from two sources: the database of the past papers of KPG and the KPG English corpus which includes the candidates' written scripts. The KPG written mediation component requires candidates to extract information from a Greek text and transfer it in English, taking into account contextual requirements (p. 7). The first stage of the research focused on task analysis and descriptions of linguistic categories with a view to identifying variations in text features produced by candidates of different proficiency levels (p. 7, 8). This analysis resulted in the creation of relevant descriptors that can inform teaching and testing (p. 8). In the second stage, the candidates' texts were investigated with the aim of determining the employed strategies. The author stresses that her main preoccupation was the linguistic and social dimensions of the scripts. The focal point of this phase was the exploration of strategy use which resulted in the formulation of an inventory of mediation strategies (IMS) which is deemed a major contribution by the author (p. 8) as no leveled descriptors are included in the CEFR (Council of Europe, 2001). This IMS contributed to the identification of the applied strategies at different learners' proficiency levels and the relationship of strategy use to task requirements. The quantitative analysis of the data yielded numerical results concerning strategies but it could not account for the variations traced among different levels. In this sense, qualitative analysis was also employed to justify the differentiation of strategic use "as the level increases" (p. 9). Stathopoulou states (p. 9, 10) that the purpose of her research was not only to produce an original piece of work in the underexplored areas of translanguaging practices but also offer practical and pedagogical implications as follows: 1) it could provide specific benchmarks for the complementation of the CEFR, 2) it could serve as a guide for curriculum, syllabus and materials designers 3) it could be useful for teachers as regards the selection of medi-

ation tasks and strategies to be used in classroom and 4) finally, other theorists, such as sociolinguistics or critical discourse analysts may exploit it for their "own research purposes" (p. 10).

In chapter two, Stathopoulou traces the origin of the term mediation in the ancient civilisations of Phoenicia, Babylon, Greece and Rome (p.15). According to Dendrinos (2006, pp. 11-12) mediation served as a means of diplomacy in the Mediterrenean nations. The author, then, presents an inderdisciplinary overview of mediation discussing the use of the term mediation in various disciplines, namely resolution studies and international affairs, communication studies and technology, philosophy, society and education, translation studies and foreign language education. Discussing the relationship between mediation and translation, she maintains that in the existing literature (Hatim & Mason, 1990; Federici, 2007) mediation and translation seem to be used interchangeably with mediation being viewed as a determinant prerequisite for successful translation which involves both linguistic and cultural negotiation (pp. 25- 27). Mediation gained momentum in foreign language education as it was embraced in the CEFR (2001). Moreover, it has prevailed in Greek FLT since the early 1980's (Dendrinos, 1988, 1997, 2000, 2003) and it was incorporated in the Integrated Foreign Languages Curriculum (IFLC- 2011) (pp. 28, 29). Important as mediation may be in the CEFR (2001), it is considered as synonymous to translation. This attitude runs contrary to Stathopoulou's opinion who considers mediation and translation dissimilar. In an attempt to raise the differences between mediation and translation, Stathopoulou, echoing Dendinos' position (2014, p.152) that "mediators bring into the end product their own voice", states that the mediator selects only those pieces of information from the source text that serve the communicative purpose determined by the task. She concedes, however, that translators are allowed to make some cultural adaptation to the sentence level (p. 32). On the contrary, the mediator may use the source text as the springboard to produce a piece of writing with different discourse and register and of diverse genre depending on the communicative goal set by the context (p. 33). Going a step further, Stathopoulou (p. 34) labels mediation as both interlingual and intralingual, providing the intervention of a doctor who interprets the results of a test to his patient as an example of mediation within the same language.

Chapter 3 theorises mediation, by stating that it is a social practice meant to repair a communication gap (Dendrinos, 2006). More specifically, she corroborates that the population mobility in recent years has rendered languages and cultures hybrid (Canagarajah & Said, 2010) and resulted in the emergence of multilingual societies,whereby the need for mediation arose (p. 39) (Shohamy, 2006a, p. 13).

Stathopoulou, then, defines translanguaging as a process of relaying information through languages based on the communicative environment. Her attitude is in alignment with Garcia et al. (2011) (p. 40) who define translanguaging as a hybrid language practice maximizing the communicative aspect. Rooted in bilingual theories (Garcia & Kano, 2014, p.260), tranlanguaging has expanded to multilingual environments (Canagarajah, 2011, p. 401; Wei, 2011, p. 1222) (p.40). Discussing translanguaging in the classroom, Lewis et al., 2012, p. 655) (p.45) claim that it enables students to exploit all linguistic resources to optimize communication. Consequently, it contributes to the enhancement of the learners' cognitive, linguistic and literacy capacity (Garcia et al. 2011, p. 8) (p.46) as well as their metalinguistic ability and metacognitive awareness (Garcia, 2009a, p. 153) (p. 46).

After providing this brief history of translanguaging, Stathopoulou claims that mediation is a way of tranlanguaging, as it entails interplay between languages (Stathopoulou, 2013). In

Research Papers
in *Language Teaching and Learning*

Hellenic Open University
School of Humanities

order to elaborate more on this issue, she attempts to put forward that mediation constitutes a form of translanguaging, as it involves language alternation and its theoretical foundation lies on the tenet that, rather than being separate entities, languages and cultures are interrelated semiotic systems (p. 47). By considering mediation as a form of translanguaging, the emphasis is shifted to the use, the user, the process as well as the purpose and context of the communication (p. 49). This view is in line with the Hallidayan attitude of language and reflects the view of the author of the book, implying that language must be studied in a context rather than in a vacuum (pp. 49-50). This linkage of language to context led Stathopoulou to the statement that mediation is not only a type of translanguaging but it also constitutes a social practice (p.50).

Moreover, she supports the view that both in oral and written discourse, mediation results in a hybrid text displaying the traits of two texts. Moreover, she differentiates mediation from code-switching, code-crossing, polylanguaging, intercomprehension, metrolingualism etc. all of which pertain to parallel language use.

Polylanguaging is typical of people who draw elements from different languages, even though, their competence in one language may be limited (Jorgensen, 2008, 2010) (p.41). Metrolingualism was introduced by Pennycook (2010) to describe the hybrid practices whereby people capitalize on the linguistic means at their disposal in specific milieus (p. 42). Code-switching involves alternation of L1 to L2 both in everyday life and in classroom (Canagarajah, 1995) (p.42). Seen in this light, translanguaging is regarded an umbrella term encompassing code-switching (Garcia, 2009) (p. 43). Furthermore, code-switching captures language compartmentalisation (Lewis et al., 2012, p. 659), whereas, translanguaging is "part of the metadiscursive regimes that students in the twenty-first century must perform…" (Garcia, 2011, p. 147). (p.44) and signifies a non-separatist methodology concerning the use of language.

Based on the theoretical framework discussed in previous chapters, Chapter 4 focuses on the research conducted by Stathopoulou. First, she defines mediation tasks as cognitively demanding activities requiring learners to transfer information from one language to another for a specific communicative purpose (pp. 61- 62). She classifies mediation tasks into three categories a) summarising, b) extracting information and c) relaying numerical into verbal information (p. 63). She states that "thirty-two written mediation tasks designed for 14 examination periods for the B2 level, 7 for the B1 level and 11 for the C1 level" were put under the lens. Six parameters were determined in her analysis, namely text type, generic purpose (to inform, to narrate, etc), text topic, discourse environment (linguistic context of the text), communicative purpose, addressor and addressee. The statistical analysis was carried out through a specially designed electronic database. The findings revealed that the higher the proficiency level tested, the "greater the demands are in terms of linguistic, pragmatic and generic competence" (p. 78). This result led Stathopoulou to the conclusion that the topic areas of the tasks should correspond to students' needs and interests activating, thus, the stored schemata which will empower them to do the task successfully. Moreover, she produced level- specific can-do statements for B1, B2 and C1. Finally, guidelines are given to teachers in order to design appropriate mediation tasks for their students.

Since the use of appropriate strategies comprises the backbone of successful mediation, chapter 5 defines mediation strategies and delineates an inductive model of their analysis. Mediation strategies reflect the mediator's techniques or options in his/her attempt to transfer information from one text or language to another (p. 89). Stathopoulou, then,

introduces the Inventory of Mediation Strategies (IMS) which can serve as a model of investigating mediation strategies in various kinds of corpora (p. 93). The inventory is divided into two Types of strategies, Type A (information-related strategies) and Type B (lexico-grammatical strategies). She maintains that both types may occur both separately and concurrently (p. 96). Her research followed two phases: 1) the pilot one, where a few samples of scripts were analysed with a view to formulating a coding scheme; and 2) corpus analysis resulting in the final coding scheme after evaluating and refining categories (p. 121). The analysis, which was carried out through NVivo 8, involved 600 scripts.

Chapter 6 discusses the results derived from the quantitative analysis. The research sought to trace which types of strategies were employed in diverse tasks. The accrued data pointed to the fact that both the linguistic and mediatory specifications of the activities determine the frequency and variety of mediation strategies applied in various texts. It was found that Type A strategies are mostly used in texts which require picking-up information tasks. On the other hand, the combination of Type A and Type B strategies appears in texts which require summarising which constitutes a demanding mediatory means (p. 145). In this vein, chapter 6 disclosed the significance of activity type in the selection and application of mediation strategies.

Chapter 7 investigated the extent to which proficiency level influences the employment of mediation strategies. Moreover, an effort was made to trace any differentiation in the amount of vocabulary used across levels. The data were triangulated through the use of both quantitative and qualitative analysis. As regards the mediation strategies, the quantitative analysis yielded the following results: 1) the higher the proficiency level, the more scripts involved Type A and Type B strategies, 2) the higher the level, the less written products displayed Type B strategies solely, 3) the higher the level the more sophisticated strategies were used (blending, combining and summarising) and 4) a greater variety of strategies were employed in higher levels. In relation to vocabulary use the quantitative analysis disclosed that in higher levels the scripts included more words in order to attain creative blending, summarising and syntax-level paraphrasing (p. 153). The analysis of variations in language use across levels was presented on the basis of 1) sentence semantics (e.g. how sentences are linked) and 2) sentence-grammar, i.e. the employed vocabulary and grammar. The analysis focused on various logico-semantic choices which were either extracted from the Greek text or were ignored during the production of the English text (p. 205). Stathopoulou states that these logico-semantic relations may be utilised in future research to "predict differences in texts that have resulted from different mediation tasks", even though she admits that the limited number of scripts under exploration does not conduce to generalisations.

The two main research questions addressed in this study were: 1) "Which strategies are linked to which tasks? and 2) which strategies differentiate scripts of differing proficiency levels? Another dimension which could have afforded greater scope to this research would have been to explore any correlation between students' age, their level and strategy use along with the produced text. Interesting findings might have arisen regarding the interrelation of age and performance, namely older students might employ more sophisticated strategies due to augmented cognition and maturity.

Stathopoulou's book provides evidence that confirms that mediation is related to context and task, putting forward the linkage between the demands of mediation tasks and the employed strategies as well as the final product. The major contribution of the book is the Inventory of Mediation Strategies and the attempt to develop level-appropriate de-

Research Papers
in *Language Teaching and Learning*
Hellenic Open University
School of Humanities

scriptors. The book addresses curriculum designers, syllabus and materials writers, and language researchers. It could also be helpful to teacher trainers who will train teachers on appropriate ways to implement mediation tasks in classroom in order to foster mediation skills and strategies to their students and, therefore, render them efficient mediators in our multilingual society.

This book could serve as a springboard for further research, that is, besides exploring mediation in an exam context we could try to explore its application in real life situations so that real students' needs could inform classroom practice and exams in a bottom-up approach.

References

Canagarajah, A. S. (1995). Functions of code switching in ESL classrooms: Socialising bilingualism in Jaffna. *Journal of Multilingual and Multicultural Development*, 16/3: 173-195.

Canagarajah, A. S. (2001). Critical pedagogy in L2 learning and teaching. In E. Hinkel (ed.) *Handbook of research in second language teaching and learning.* Mahwah, NJ: Lawrence Erlbaum Associates.

Canagarajah, S.A. & Said, S.B. (2010). English language teaching in the outer and expanding circles. In J. Maybin and J. Swann (eds). *The Routledge Companion to English Language Studies* London/New York: Routledge, pp. 157- 170.

Council of Europe. (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment.* Cambridge: Cambridge University Press.

Dendrinos, B. (1988).The effective use of L1 in communicative learning materials. In B. Dendrinos (ed.), *Views on EFL teaching and learning.* Athens. University of Athens Press, pp. 35-65.

Dendrinos, B. (2006). Mediation in communication, language teaching and testing. *Journal of Applied Linguistics* 22: 5-35.

Dendrinos, B. (2009). Rationale and ideology of the KPG exams. http://rcel.enl.uoa.gr/kpg/kpgconrner_sep2009htm (accessed 16 August 2012).

Dendrinos, B. (2014). Testing and teaching mediation. Input from the KPG exams in English. *Directions in Language Teaching and Testing* 1: 142-179. http://rcel.enl. uoa.gr/directions/issue1_1f.htm (accessed 22 June 2014).

Fairclough, N. (2003). *Analysing discourse: textual analysis for social research*. London/ New York: Routledge.

Federici, E. (2007). The translator's intertextual baggage. In *Forum for modern language studies* 43/ 2: 147-160.

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In Ajit Mohanty, Minati Panda, Robert Phillipson, Tove Skutnabb-Kangas (eds) *Multilingual Education for Social Justice: Globalising the local*. New Delhi: Orient Blackswan (former Orient Longman), 128-145.

García, O. (2011). Educating New York bilingual children: Constructing a future from the past. *International Journal of Bilingual Education and Bilingualism* 14/2: 133-153.

García, O., Flores, N. & Chu, H. (2011). Extending Bilingualism in U.S. Secondary Education: New variations. *International Multilingual Research Journal*, 5/1: 1-18.

García, O. & Kano, N. (2014). Translanguaging as process and pedagogy: Developing the English writing of Japanese students in the US. In J. Conteh & G. Meier (eds.), *The Multilingual Turn in Languages Education: Opportunities and Challenges*. Bristol, United Kingdom: Multilingual Matters, 292-299.

Gort, M. & Pontier, R. W. (2012). Exploring bilingual pedagogies in dual language preschool classrooms. *Language and Education* 27/3 pp. 1-23.

Halliday, M.A.K. (1975). *Learning how to mean: Explorations in the development of language.* London: Arnold.

Halliday, M.A.K. (1985). *An introduction to functional grammar*. London: Arnold.

Hatim, B. & Mason, I. (1990). *Discourse and the translator*. London / New York: Longman.

Institute of Educational Policy in Greece (2011). The Integrated Foreign Languages Curriculum IFLC. http://rcel.enl.uoa.gr/xenesglosses/sps.htm (accessed 30 March 2014).

Jørgensen, J. N. (2008). Polylingual Languaging Around and Among Children and Adolescents. *International Journal of Multilingualism*, 5/3:161–176.

Jørgensen, J. N. (2010). Languaging. Nine years of poly-lingual development of young Turkish-Danish grade school students, vol. I-II. Copenhagen: University of Copenhagen.

Wei, L. (2011). Moment analysis and translanguaging space: Discursive construction of identities by multilingual Chinese youth in Britain. *Journal of Pragmatics* 43/5: 1222-1235.

Lewis, G., Jones, B., & Baker, C. (2012). Translanguaging: Developing its conceptualisation and contextualisation. *Educational Research and Evaluation*, 18/7: 655–670.

Pennycook, A. (2010). *Language as a local practice*. London: Routledge.

Schaffer, C. (2003). Translation and intercultural communication. Similarities and differences. *Studies in Communication Sciences* 3/2: 79-107.

Shohamy, E. (2006). *Language policy: Hidden agendas and new approaches.* London: Routledge.

Stathopoulou, M. (2009). Written mediation in the KPG exams: Source text regulation resulting in hybrid formations. MA thesis, University of Athens.

Stathopoulou, M. (2013). Task dependent interlinguistic mediation performance as translanguaging practice: The use to KPG data for an empirically based study. PhD thesis, University of Athens.

Valero-Garces, C. (2005). Mediation as translation or translation as mediation? Widening the translator's role in a new multicultural society. http://www.babelport.com/articles/32 (accessed 19 August 2009).

Valero-Garces, C. (2006). *Formas de mediation intercultural e interpretacion en los servicos publicos. Conceptos,datos, situaciones y practica.* Granada: Comares.

Alexandra Anastasiadou

Dr Alexandra Anastasiadou (alexanastasiadou@yahoo.gr) is a state school advisor and tutor at the TEFL/TEIL Postgraduate programme of the Hellenic Open University. She holds a Post Doc, a Ph.D. an M.Ed, an M.A and two B.As.