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CLIL: A Comparative Study among Four European Countries –
Cyprus, Greece, Italy and Spain

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Running Head - CLIL: COMPARATIVE STUDY AMONG FOUR EUROPEAN COUNTRIES

Dissertation

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Abstract

The purpose of this study is to investigate the way CLIL methodology is realized and implemented in four southern European countries (Cyprus, Greece, Italy and Spain) with the view to comparing their syllabi and developing CLIL lessons that would address to primary school learners. The particular study aspires to reconcile various features in order to provide ideas and material that could be used by teachers and learners of different nationalities who may speak different languages but they still could teach or attend the same classes. Thanks to the flexible nature of CLIL, this idea could be feasible.

Specifically, the first chapter places CLIL into the European educational framework and presents a general overview of CLIL methodology. The second chapter refers to the CLIL studies that have been conducted in the four European countries, investigates the ways CLIL is implemented in them and compares the four countries’ syllabi. In the third chapter a single primary school subject is chosen and four thematic areas are drawn from it as they constitute the source for designing the CLIL lessons. The fourth chapter includes the actual CLIL lessons which are described in the form of activities and finally the fifth chapter involves targeted ideas deemed for further discussion, certain pedagogical implications and the limitations of the study as well as proposals for future research.

Key Words: CLIL, content, language, CLIL studies, syllabi, primary education, teaching objectives, learning outcomes.
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Finally, I would like to acknowledge with gratitude my parents, my parents-in-law and my wonderful husband whose patience and support kept me going all along. Another fact that gave me profound inspiration and determination to achieve my goals was the birth of my beloved daughter three months before the completion of this paper. I dedicate it to my husband and her.
Author’s Declaration

I, the undersigned ……Olympia Patinea…… hereby declare that I am the sole author of this thesis. To the best of my knowledge this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted as part of the requirements of any other academic degree or non-degree programme, in English or in any other language.

This is a true copy of the thesis, including final revisions.

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VIDEO 2: [https://www.youtube.com/watch?v=NHCFT2BCbsg](*

*Also found in Teacher’s Kit: Teaching Material.
INTRODUCTION

Many sound theories and studies have come to the forefront in relation to CLIL methodology mainly since the 1990s when the latter started being widespread at all levels of education of European countries. The overwhelming majority of CLIL studies have established CLIL as an innovative and efficient teaching practice with various positive learning outcomes in terms of Foreign Language Learning (FLL) and little could be added towards this direction. However, CLIL is a multi-dimensional area of interest with various overtones and inexhaustible sources of research.

Hence, after meticulous research and in consultation with my supervisor, it became clear that there is enough room for a comparative study among four European countries concerning CLIL to be conducted as this would be something rather new and original. The comparative study itself aims at investigating the different ways with which CLIL is implemented in the educational frameworks of the different countries and constitutes the theoretical pylon of the dissertation. Accordingly, the design of four CLIL lessons that address to primary school learners constitute the practical pylon of it. The design of the lessons will be based on the common thematic areas found at the syllabi of the four chosen countries. Likewise, these common thematic topics will become the trigger or the source of the CLIL lessons that could be attended in English by learners who share neither the same nationality nor the same L1.

Designing CLIL lessons and reaping out the benefits of them could be quite challenging even when having learners of the same nationality attend these lessons let alone when having learners of different nationalities attend the very same lessons. However, such a venture could be streamlined with CLIL method as the latter is
known to be a flexible teaching practice that could be implemented effectively in various teaching contexts. This fact though is not enough on its own and cannot ensure the efficiency of the particular attempt.

Thorough research had to be done on the ways CLIL is implemented in the four European countries chosen in the particular dissertation. And although CLIL studies conducted in Cyprus, Greece, Italy and Spain have unanimously adumbrated the positive aspects of CLIL in FLL, CLIL methodology itself differs in its year of introduction in each country’s educational system, its inclusion or not in the National Curriculum and the degree of its prevalence in primary and secondary education. Apart from this fact, CLIL approach may even differ in the way it is implemented in different regions of the same country. In Spain for instance, there are many autonomous regions eligible to amend their school programme and adopt different types of CLIL so as to cover best the needs of the local population.

CLIL’s multiperspectivity is again attributed to its flexible nature and it is this specific factor that makes the attempt of this dissertation feasible. Research indicated certain common thematic areas that primary school learners of the four countries have been taught in their mother tongue. Consequently, learners are already familiar with the thematic areas which intend to be the source for the design of CLIL lessons and their accompanying material. Learners may feel more confident and willing to process in L2 simple ideas and notions already known to them both from the formal teaching procedure and their personal experience since they are asked to talk about themselves and their surrounding world. To my eyes, there lies the success, if I dare say, of the attempt described in this paper. Whatever the way of CLIL implementation or the country of its implementation, the CLIL lessons are designed to be easily accessible
by all learners thus keeping the variable of language and content level stable to compensate for the variable of teaching context which is changeable.

In terms of the teachers’ perceptions regarding CLIL in the four countries under investigation, the vast majority of them view this method positively. However, the problems they highlight all stem from the hesitation to teach through CLIL due to the lack of specialized training and CLIL material. Teachers also request the development of CLIL training programmes, regular collaboration between content and foreign language teachers and sufficient CLIL resources. All these ideas are further explained throughout the chapters of this paper.

To recapitulate and in the attempt to elucidate things further, the first chapter provides a general overview of CLIL method in light of the European educational framework. The second chapter refers to the CLIL studies both in primary and secondary education that have been conducted in the four European countries, investigates the ways CLIL is implemented in them and compares the four countries’ syllabi. The third chapter includes a single primary school subject and four thematic areas are drawn from it as they constitute the source for designing the CLIL lessons. In the fourth chapter, the actual CLIL lessons are described in the form of activities followed by the fifth chapter which involves targeted ideas deemed for further discussion, certain pedagogical implications and the limitations of the study as well as proposals for future research. Finally, the sixth chapter has the role of conclusion offering certain concluding remarks.
Chapter 1: The Role of CLIL

1.1 Introduction

This chapter begins with defining the pedagogical approach of CLIL. Fundamental elements that constitute the said practice are presented sufficiently with the view to acknowledging, on the one hand its constituent parts and forming, on the other hand a solid basis to which the practical part of this paper is referred. The fundamental parts of CLIL to be described are the 4Cs framework – regarding content, cognition, communication and culture, and the sociocultural perspective of CLIL is further adumbrated. A section referring to the Language Triptych, which represents the connection between language objectives and content objectives, follows. Finally, CLIL studies that have been conducted in primary and secondary education are presented and their results are further discussed in order to ascertain the beneficial factors of CLIL in the relevant levels of education.

Aim of the Study

We could state that interdisciplinarity translates into CLIL methodology whose implementation is further analyzed in four different Mediterranean countries: Cyprus, Greece, Italy and Spain with the emphasis being placed mainly on the primary education (A1-A2 level according to CEFR); yet a brief reference to CLIL in the secondary education of these countries is also included. Specifically, some of the questions that are deemed for investigation are the following:
1. Are there any studies concerning CLIL in the aforementioned countries? What are their outcomes?

2. How do the parameters differ in implementing CLIL in these countries (how are CLIL lessons taught, who conducts the lessons and why)?

3. Is there a common thematic area that can be selected to devise CLIL materials for all the countries involved?

The order of the questions indicates the proceeding of the investigation from a more general speculation to a more concrete one. However, the particular order addresses the non-binding character as answers will rather be given in a way that promotes the coherence of the concepts under investigation.

### 1.2 The General Framework of CLIL

CLIL is the acronym of “Content and Language Integrated Learning” and is a pedagogical approach which employs a foreign language, in our case English, to “integrate the teaching of content referred to a curriculum subject with the teaching of a non-native language” (Lesca, 2012, p: 3). The teaching of the non-native language, usually of L2, targets at developing reading, writing, vocabulary and communicative (listening and speaking) skills while the teaching of content involves the acquisition of a ‘curriculum subject’. The whole teaching process aims at fostering a meaningful context in a rather naturalistic environment where learners are encouraged to participate in interactive activities usually relevant to the specific subject. For instance, crafts and drawings could be useful activities for arts, reading maps and virtual tours for geography or putting events in a chronological order for history.
The core idea of CLIL, however, is encapsulated mainly on the fact that both language and content development should proceed simultaneously and systematically. CLIL method should unfold in a framework of a linguistically accessible environment that meets the requirements of a cognitively demanding one (Coyle, Hood & Marsh, 2010). This possibly could mean that the L2 should be comprehensible to learners so that they use it as a means to acquire the content of the subject, which is traditionally more cognitively demanding in CLIL settings. At the same time, learners are to develop gradually and systematically their overall ability in the foreign language. In other words, CLIL method engages both language and content in an interdependent way where “…using language to learn is as important as learning to use language” (Coyle, Hood & Marsh, 2010, p. 35).

However, CLIL goes beyond mere language learning and subject teaching as its goals are far more diverse and its essence far more intricate. To elucidate things further, CLIL as a pedagogical method is compatible, to a great degree, with the theories of Bruner (1915-2016), Piaget (1896-1980) and Vygotsky (1896-1934) concerning the sociocultural aspect of learning. Specifically, according to Vygotsky all learners are considered unique, blended in a social environment which exerts great influence on their learning process. One aspect of this influence is expressed in the well-known concept of “The Zone of Proximal Development” (ZPD) which describes “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer” (Vygotsky, 1978, p. 86). In brief, ZPD determines the difference between what a learner can do independently and what he or she could potentially achieve after being given targeted and systematic assistance, also known as “scaffolding”.
The term “scaffolding” was first described by Bruner and was based on the theories of Piaget and Vygotsky; it basically involves those instructional techniques that lead learners progressively to profound understanding and independent learning whilst the teacher gradually allows the responsibility of the learning process to learners with the view to promoting learners’ autonomy. Bruner also claimed that scaffolding must be adapted in such a way that takes account of the individual’s needs (Pinter, 2006, pp. 6-13). All these pedagogical theories are reflected on the CLIL method which is virtually a unique pedagogical approach with a wide range of benefits to offer.

Arguably, the benefits of CLIL are various without being restricted only to language and subject learning. On the contrary, CLIL offers the chance to learners to develop in both fields of knowledge in a more natural and smooth way as it involves context-embedded and cognitively-challenging situations and tasks which foster the language as well as the relevant thinking skills. Moreover, CLIL could be viewed as a flexible enough method to adopt differentiation in teaching which virtually acknowledges the fact that different learners have different extent, depth and pace of studying (Roiha, 2012). Differentiation also takes into account the different competence levels, interests and learning styles (visual, auditory, reading/writing, kinesthetic etc.) and is considered inherent in CLIL teaching.

Another considerable benefit of CLIL is that it gives prominence to the social and cultural dimension of teaching and learning since learners are encouraged to develop their intercultural understanding and communication skills through carefully designed tasks on the relevant topics. Consequently, while in previous years the emphasis was placed on the linguistic competence during the educational practice, CLIL has placed equal emphasis on the intercultural communicative competence. The
need of developing this particular competence has come to the forefront mainly due to our more than ever technologically driven society. Indeed CLIL offers many ICT potentials to learners as European policies embrace “the promotion of multilingualism in the emerging landscape of and through media and information and communications technology” (Stevens & Shield, 2013, p: 8), a situation that admittedly has become part and parcel of modern society.

CLIL also underpins strategic awareness in order to boost self-confidence as well as incite motivation in learners aiming at both competent and less competent learners. Therefore, even learners who are considered ‘weaker’ could benefit from this innovative fusion between a second language and a non-language subject matter. Specifically, CLIL employs cognitive and metacognitive strategies which undeniably propel learners to become more self-regulated and autonomous learners.

It is alleged that CLIL method is the European counterpart of immersion, a multilayered technique promoting bilingualism which originated in Canada (Lasagabaster & Sierra, 2009). CLIL has indeed been practiced in European countries for many years and was originally implemented in bilingual or border areas. Nowadays, CLIL is widely used and is conducive to the promotion of multilingualism and, until currently, plurilingualism throughout the world. However, a fundamental distinction between CLIL and other bilingual practices such as immersion is that the former is content-driven and not language-driven like most of the bilingual approaches (Coyle et al., 2010). In “Content and Language Integrated Learning (CLIL) at school in Europe” published by Eurydice in 2006, the history and ‘journey’ of CLIL among the different European countries, as well as its actual contribution to the education system from the 1990s are clearly outlined.
Acknowledging the wide variety of situations and scopes in different
countries, CLIL is considered a rather flexible methodological approach whose
peripheral nature favored its rapid spread and popularity. In particular, it gives space
to the major teaching trends, which may vary among countries, to be implemented
correspondingly. It can therefore be adapted to serve the goals of various contexts in these
countries. Bearing that in mind, CLIL could be viewed as an ‘umbrella term’ offering
to teachers the freedom and flexibility to employ various teaching practices that foster
the respective pedagogical principles. In each context though, the idea of CLIL should
be defined properly based on the framework of the specific context in avoidance of
any misinterpretations and misconceptions that could be occurred due to the generic
and flexible nature of CLIL.

1.2.1 The 4Cs Framework of CLIL

As mentioned before, CLIL consists of two major elements, language
learning and content teaching, which are inextricably interwoven and of equal
importance. Although their emphasis is in line with the specific context and
occasions, the main goal of instruction is to facilitate learners develop proficiency in
both areas “by teaching content not in, but with and through the foreign language”
(Harrop, 2012, p. 57). In order for CLIL to accommodate the wide range of contexts
and occasions in the framework of which it is expected to be effective, the approach
features great flexibility which, in turn, gives enough freedom to teachers to choose
the appropriate teaching practices and materials that best fit to the predetermined
goals and objectives of their instruction.

CLIL’s flexibility is manifest in the 4Cs framework, as defined by Coyle
(2005), which is a holistic approach that incorporates four innovative principles,
content, cognition, communication and culture in a symbiotic relationship essential for the CLIL practice to establish an authentic teaching environment. Content refers to the subject knowledge including the skills and understanding that emerge from the acquisition of this knowledge. Cognition reflects the progression of learning and thinking in the CLIL context, engaging learners in higher order thinking skills (as ranged in Bloom’s taxonomy) where “the foreign language is used as a language for thinking in parallel with the mother tongue” (INSTITUTO POLITÉCNICO DE CASTELO BRANCO, 2016, p. 11). CLIL targets at assisting learners to construct their own understanding by linking the new knowledge and skills to the existing ones. Communication puts emphasis on language development as realized in two interrelated learning techniques; learning to use the language and using language to learn (Drápalík, 2013, p. 13). Communication does not entail explicit grammar or vocabulary instruction but instead engages learners in a meaningful interaction with the view to solving problems, expressing opinions and ideas or generally performing tasks that are tailored to develop the appropriate communication skills. Finally, culture celebrates tolerance and understanding through contrasting of ‘other’ cultures to the learners’ own one. In a CLIL setting, learners are perceived as global citizens who should be offered the chance to develop and deepen their intercultural awareness, in other words interculturality, in order to fulfill their challenging role.
Figure 1.1 illustrates the different principles that constitute the CLIL practice all of which are prerequisite for the successful implementation of CLIL. Learners are implicitly called to adapt to CLIL framework which will enable them to cope with the role of ‘global citizen’ efficiently. Language holds a special position in CLIL and is to be outlined below.

### 1.2.2 The Position of Language in CLIL

Arguably language is an integral constituent of CLIL method as it does not only represent the second letter of the said acronym but is also involved in an intricate interrelationship with the other building block of CLIL that is, content. Therefore, what is the reason that necessitates the further clarification of the role of language in CLIL? Apparently, its importance does not explain sufficiently its complex role since certain key issues remain unanswered. For instance, how language is used in a CLIL classroom, what aspects of language should the learners be familiar with or develop
through CLIL, and how the assessment of language should be done, are some of the issues that will give us a better insight on the CLIL practice. Additionally, the fact that CLIL classrooms differ significantly from language classrooms, both in nature and orientation, underpins the necessity to elucidate the position of language considering that in CLIL settings, learners do not simply study the subject matter in a foreign language but they “somehow pick up the foreign language by osmosis” (Llinares, Morton, & Whittaker, 2012, p: 8) immersing themselves in the language as it happens with bilingual children.

The role of language in CLIL consists of two main parts. The first part refers to the language that is needed when learners work with the content, and represents the meanings and definitions which are crucial to any academic subject. The second part relates to the language which “is used in organizing and orienting the social world of the classroom” (Llinares et. al, 2012). As for the second part of language, it includes functions, which enable learners to express their ideas and opinions as well as communicate and interpret emotions and experiences thus helping teachers deepen in learners’ individuality.

The fact that language could be divided into two parts, according to its use, was also acknowledged by Cummins (1984). He introduced the distinction between basic interpersonal communicative skills (BICS), a notion relevant to the ‘everyday language’ that facilitates the learners’ daily communication in the foreign language, and cognitive academic language proficiency (CALP) which is adapted to the content each time and includes language to express cause and effect in science, mathematical or musical symbols etc. This distinction was made to observe and draw attention to the challenges of second language development in a formal setting and to the way this development is aligned with the personal, social and cognitive development of each
child. A couple of decades later in 2010, Coyle and her colleagues deployed *The Language Triptych* which is actually a conceptual representation that connects the content objectives with the language objectives in CLIL. Both the aforementioned tools observe and provide assistance to the clarification of the special position of language in a CLIL classroom yet the language triptych would be useful to be further analyzed.

### 1.2.3 The Language Triptych

According to Coyle et al. (2010), three interrelated perspectives of language compose the language triptych (see Figure 1.2 below) and set the framework for describing language use in CLIL. Hence, there is a distinction among the language OF learning, the language FOR learning and the language THROUGH learning. The language *of* learning represents those structures, functions and vocabulary that are needed to access the notions and skills required to understand the content. On the other hand, the language *for* learning involves those language items that learners need to operate in a foreign language context. Specifically, this type of language “includes classroom language as well as language for academic processes and speech acts” (Martín del Pozo, 2016, p. 144) and is mainly oriented to the grammatical and rule-based aspect of language accompanied by the effective strategies that help learners interact in the foreign language. For instance, teaching language for pair and group work, asking questions, expressing an opinion or debating would be some of the options. Finally, the language *through* learning could only be predicted and not planned in advance as it focuses on the new language that emerges through the learning process of a new meaning related to the content. This new language should be captured and further practiced so that it is acquired by the learners.
The Language Triptych

Figure 1.2 demonstrates the language triptych which constitutes one of the major building components of CLIL approach. Another important component is the sociocultural perspective of CLIL explained below.

1.2.4 The Sociocultural Perspective of CLIL

The constantly increasing necessity for linguistic competence, a means that facilitates mobility around Europe for academic, professional or social purposes, has led to the enhancement of intercultural communication as well as the targeting of language learning as a life-long process (Council of Europe, n.d). Additionally, there has been a latest tendency to swift from multilingualism – the ability to use sufficiently two or more languages – to plurilingualism, a state that views the individual as a social being who “has proficiency, of varying degrees, in several languages and experience of several cultures” (Coste, et al., 2009, p. 11). These
Incessant changes have led the European Parliament and the Council of Europe to the generation of a Reference Framework of Key Competences for lifelong learning (Official Journal of the European Union, 2006).

Among the Key Competences for lifelong learning, one could find the social and civic competence as well as the cultural awareness and expression (see Appendix 1) which constitute inherent objectives of CLIL thus giving to the approach an intense sociocultural hue. Accordingly, this sociocultural perspective of CLIL brings together three different theories which appear to overlap in one focal point (Area 1) and virtually describe the essential features of the approach (see Figure 1.3).

![Figure 1.3 Three overlapping theoretical perspectives on CLIL.](Llinares et. al, 2012, p: 13)
Therefore, Area 1 combines all three perspectives in a unique bond with each other that is encapsulated in the framework of CLIL. Specifically, learners are induced to develop their higher cognitive functions through schooling (Vygotsky, 1978) and during this process they use language to understand and construct their mental schemata that lead to the knowledge of the content (Halliday, 1978). When learners go through this procedure in a foreign language, they advance their communicative competence even more because they participate in social interaction in classroom (Llinares et. al, 2012). The overlap of these theories is capitalized on CLIL, which being at variance with other methods, views learners as culturally and socially contextualized shareholders of an ever-changing world.

1.3 CLIL in Education

The interest in CLIL is not new in Europe; on the contrary there has been a steadily growing initiative on behalf of the European countries for the introduction of Content and Language Integrated Learning at all levels of education since the 1990s. Albeit various studies on CLIL have given prominence to the benefits of the approach showing that CLIL learners usually achieve a better command of the foreign language in comparison to non-CLIL learners (Crandall, 1998; Coonan, 2005; Alonso, Grisaleña & Campo, 2008; Navés & Victori, 2010), much of the attention was focused on designing training programmes for high school learners, devoting less attention to all other levels of schooling, especially during the early years of CLIL. However, things changed when the benefits of CLIL on young learners started being further investigated (Crandall, 1998; Kaufman & Crandall, 2005; Serra, 2007).
Putting CLIL in the educational frame in relation to some other teaching practices, it is shown below (see Figures 1.4 & 1.5) that CLIL can be found at the center of the communicative instruction namely between the structure-based instruction and natural acquisition of a foreign language while its types vary according to four different factors thus establishing CLIL’s flexible nature:

![Mapping CLIL Diagram](image)

**Figure 1.4.** Mapping CLIL.

As shown in Figure 1.4, CLIL approach lies at the heart of Communicative Instruction along with Content-Based Instruction (CBI). The two methodologies hold
many similarities as they both combine the learning of content with the learning of a foreign language. CLIL is also placed after Communicative Language Teaching (CLT) and before Immersion. CLT targeted at communicative mastery rather than linguistic mastery in the foreign language while Immersion fosters bilingualism aiming at communicative competence or language proficiency in L2 in addition to L1 (Renau, 2016). On the other hand, CLIL is a dual-focused approach that aims to the simultaneous development of both language and content while CLIL programmes are performed in the context of the L1 where only certain subjects are developed in the foreign language (Casal, 2009) in comparison to language immersion programmes where all subjects are taught in the foreign language.

Figure 1.5. Types of CLIL.
Figure 1.5 summarizes all different types of CLIL and demonstrates the variation in CLIL teaching according to the objective of a CLIL lesson, the frequency of the lessons, the proportion of CLIL teaching in a class and the extent of language use during the lesson. Therefore, a CLIL lesson or programme could be defined as soft or hard, light or heavy, partial or total, bilingual or monolingual.

The brief comparison of CLIL with some other teaching practices along with the specification of the different types of CLIL will help in the better understanding of its essence and the position it holds in education. A plethora of CLIL studies have been carried out both in primary and secondary level of education providing interesting findings which are briefly presented below.

1.3.1 CLIL Studies in Primary Education

As CLIL methodology began to establish around Europe, many countries thrusted early language learning programmes into the limelight with the ProCLIL project having been launched in 2006 within the framework of the COMENIUS programme. This programme investigated the effectiveness of CLIL in primary and pre-primary education and initiated CLIL modules in four countries (Cyprus, Germany, Spain and Turkey) (Catenaccio & Giglioni, 2016).

Through the years of implementing CLIL programmes and conducting surveys on them, the results yielded positive value on the correlation between CLIL primary learners and foreign language mastery (Lasagabaster, 2008; Zydatiss, 2007). One important factor is that CLIL offers a more naturalistic learning where language structure and grammar are imparted to primary school learners through language use in real-life contexts and problem solving tasks. As Mehisto et al. stated in 2008 (p. 26), CLIL “replicates the conditions to which infants are exposed when learning their
first language” thus increasing their motivation to participate in a safer environment and creating more active learners.

CLIL has been successfully implemented in the majority of the European countries while various studies have evinced its positive effects as a pedagogical practice. Specifically, a convergent evolution has been observed in the effects of CLIL concerning the target language learning and the knowledge acquisition of the subject (Korosidou & Griva, 2013).

In relation to subject content, CLIL learners outperform their peers when tested in content in their first language (Dalton-Puffer, 2011). Additionally, research has shown that the language aspects mostly affected by CLIL are: oral performance in L2/FL, communicative and academic language skills, specific and receptive vocabulary, greater fluency and creativity in productive skills, and better reading and listening comprehension (Xanthou, 2011; Griva & Semoglou, 2012; Korosidou & Griva, 2013). Another incremental gain of learning content through the medium of the L2 is the provision of opportunities for learning content and language in meaningful settings, the activation of background knowledge as well as the linguistic interaction between the teacher and peers which allows scaffolding to occur and promotes both the academic and social aspects of the target language (Xanthou, 2011).

In view of the requirement to learn content through a foreign language, CLIL learners make a double cognitive effort which leads them to develop their cognitive skills by strengthening their high-order thinking as well as their creative and critical thinking. Particularly, the learners in primary school are initiated to conceptualization skills and meta-cognition meaning that they are taught how to think or how to their
use basic learning strategies that gradually will help them build their independence (Pedone, 2014).

Naturally CLIL is integrated with intercultural communication (Sudhoff, 2010, p. 33) and knowledge as a ‘dual-focused’ approach that joins content with a foreign language. Consequently, through the exposure to alternative perspectives, CLIL method enables learners to realize and respect ‘otherness’, ‘see the big picture’ and finally choose their own role in the European society.

CLIL implementation offers a range of teaching/learning styles and strategies with the view to promoting alternative ways of language learning thus avoiding learner exclusion but serving mainstream learners at the same time. Notwithstanding the diversity of methods and classroom practices, the interrelation among the language learning, the interest in content and the interaction within the classroom are all pivotal in CLIL methodology that launches individual learning strategies and interactive practices with all the additional benefits they bring in the learning process. In the light of all that, CLIL approaches learning not only as a cognitive but as a multi-layered process where interaction, knowledge and understanding have their own share in this unique pedagogical approach.

In the majority of the European countries, CLIL has been introduced in the mainstream form of education regarding the primary level. However, Greece does not fall under this category as the application of CLIL has occurred in the form of pilot programmes until recently. The first official endeavor to initiate CLIL in state primary education was made in the 3rd Experimental Primary School of Evosmos in Thessaloniki during the academic year 2011-2012. The study evinced the positive influence of CLIL “on both learners’ language aptitude in English and their content.
knowledge thus supporting the extension of the CLIL programme to other Greek primary schools" (Mattheoudakis, Alexiou & Laskaridou, 2013).

1.3.2 CLIL Studies in Secondary Education

As mentioned above, in the early years of CLIL implementation, studies mainly focused on secondary education or university learners possibly because the cognitive ‘burden’ of the CLIL method provoked a kind of reluctance to educators and other scholars who deemed the method more suitable for older learners. Soon, this impression changed (Vallbona, 2009; Victori et al., 2010) and researchers started investigating the benefits of CLIL in all strands of education.

Specifically, the benefits of CLIL that learners have gained from their attendance of CLIL lessons in primary school are developed and further evolved in the secondary school. For instance, language learning continues to be embedded in a naturalistic environment involving meaningful and contextualized material that views the information acquisition as the first priority (Richards and Rodgers, 2001). According to Marsh (2000) this natural use of language pro-acts implicit and incidental learning which both increase motivation and positive attitudes towards learning languages; attitudes that are retained and reinforced in secondary education as well, where the linguistic, cognitive and communicative challenges are much more diverse.

A study demonstrated the positive perceptions of both learners and teachers about CLIL programmes in junior vocational secondary education in the Netherlands. Specifically, the teachers and students were quite optimistic towards the implementation of such programmes as they reported that CLIL programmes provide better “preparation of learners for their future career and cross-cultural
communication with other English language users” (Denman, Tanner & Graaff, 2013). However, these findings should not be generalized as participants took part in the survey voluntarily without being randomly selected.

CLIL method is also beneficial to lower secondary level learners who are on the one hand deprived of prior learning experiences and need the teacher’s guidance intensively but on the other hand “they are still open to experimenting and hands-on learning” (Straková, 2015). The CLIL teachers could make use of the experiential learning that is central in CLIL.

CLIL has proven to be efficient in science and maths as well, since findings of a study in the 9th grade of a lower secondary class in Norway indicated that learners integrated “both content and language” after being exposed to “content-driven and intellectually challenging CLIL teaching with clear instructional explanations and systematic language support” (Mahan, Brevik & Ødegaard, 2018). The learners were supported to speak scientifically and mathematically but they had fewer opportunities to read and write. A longitudinal study regarding the CLIL effect on the development of EFL (English as a Foreign Language) writing in secondary education provided evidence for the significant progress of non-CLIL learners in lexical complexity while their CLIL peers achieved higher scores in all factors tested, written complexity, fluency and accuracy (Gené-Gil, Juan-Garau, Salazar-Noguera, 2015).

In another study, Hellekjaer (2004) measured reading proficiency of secondary learners and Sylvén (2004) incidental vocabulary acquisition between monolingual classes and CLIL classes and found significant differences in favor of the CLIL classes. Particularly, in the latter study Swedish upper Secondary school CLIL learners outperformed their peers in all vocabulary areas tested over a period of two years establishing the benefits of CLIL in secondary education.
A central goal of CLIL is to foment learners’ autonomy through the understanding of their own learning process (Richards and Rodgers, 2001). Cooperative learning techniques, such as pair- and group-work tasks, cultivate to learners a sense of belongingness in a group who share the same goal but are required to put their own touch on the team effort. Consequently, learners are offered opportunities to realize their capabilities, practice their social skills and above all understand that their work is important. From this perspective, learners become more active and autonomous. Cooperation is a core feature in CLIL methodology and a valuable asset to learners, especially secondary school learners who seek to find themselves through the communication with others.

Overall, pivotal features in CLIL methodology both in primary and secondary education are mental construction, scaffolding, gradual transition from lower to higher order thinking skills (LOTS and HOTS), learner-centered teaching, variety of teaching practices and emphasis on differentiated teaching and learning. Finally, among the benefits that stem from CLIL methodology are the holistic language learning, linguistic and cognitive skills development, enhancement of motivation, active participation in learning process, as well as greater confidence in language use (Brewster 1999; Marsh & Langé, 1999).

1.4 EU Objectives in Relation to CLIL

According to the Schengen agreement, a treaty that was first signed in 1985; internal boarders among the signing countries were to be abolished thus ensuring the teachers’ and learners’ free mobility within the Schengen area. The treaty in conjunction with a number of documents relevant to the bilingual education in Europe
of that time, laid the foundations for the elaboration of language policies towards multilingualism and later plurilingualism in every Member State.

Specifically, the European Commission’s *White Paper on Education and Training* (European Commission, 1995) highlights the necessity for the European countries to nurture citizens with the ability of using two foreign languages apart from their mother tongue. Soon, the new situation paved the way for the establishment of a tool for teaching and assessing languages through the use of an accreditation system that would validate documents relevant to language learning and would be acknowledged by all Member States. As a result, the *Common European Framework of Reference for Languages (CEFR)* (Council of Europe, 2001a) became a reality and virtually described the learners’ language ability on a six-point scale classifying them into different levels of language mastery (see Appendix 2).

Henceforth, European institutions having the aspiration to pioneer and dominate on the area of education started issuing various documents on FLL which reflected the European policies and objectives towards multilingualism. A prominent example would be that of *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004 – 2006* (Commission of the European Communities, 2003). In light of the particular document CLIL is viewed as an approach that “opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and those who have not responded well to formal language instruction in general education” (Ibid. 8). Additionally, this project is meant for life-long language learning and addresses to all types of learners regardless of their age, level of language mastery or potentials.
With respect to the European Union objectives towards multilingual education, the overarching goal is encapsulated in the provision of equal opportunities to all citizens of Europe in order to become competent users of two foreign languages. According to Pérez-Vidal (2008), there are three dimensions that surround the European policy towards multilingualism; the cognitive dimension, psycholinguistic dimension and social dimension.

Firstly, “the cognitive dimension” of language learning in a classroom setting works in concert with the communicative approach which places emphasis on interaction in authentic yet meaningful contexts where language is used in a versatile and creative way. Secondly, “the psycholinguistic dimension” entails that language acquisition is better accomplished when the fundamental pedagogical principles such as age, attitudes or interests and motivation are taken into consideration in the curriculum programming. Finally, “the social dimension” of education places language diversity at the forefront of the educational objectives as knowing languages is a collective right, a valuable asset which is inherent in every form of interaction.

In a nutshell, the concept of interdisciplinarity, which is expressed through the use of a foreign language in the teaching of a subject, constitutes a central pillar in the European policy towards multilingualism because it provides ample exposure of L2 to learners in a communicative context of acquisition. Additionally, it implements the correct methodology of FoF in order to improve grammar and discursive accuracy without being to the detriment of learners’ individual differences (Gené Gil, 2010) thus offering proportionally greater opportunities for multifaceted development of both L2 and subject.
Summary

CLIL constitutes an innovative symbiosis of content and language aiming at the integration of foreign languages and non-language subjects in a way that is mutually beneficial for both parts of the approach. It lies at the heart of the European policy towards multilingualism and plurilingualism and although it features certain fundamental characteristics, its nature remains flexible in order to streamline with the context where CLIL is implemented each time. During the last decades, CLIL has rightly gained momentum as its benefits both in primary and secondary education are far more diverse and versatile than other traditional teaching practices. Concluding, CLIL method offers an alternative educational practice to the existing curricula and is addressed to “the widest possible range of learner” population (Coyle, 2006, p.3). The next chapter places CLIL in the framework of the four countries at issue.

The flexible nature of CLIL
Chapter 2: CLIL in the Four Mediterranean Countries: Cyprus, Greece, Italy & Spain

2.1 CLIL in Cyprus

The case of Cyprus presents some noteworthy historical features since they seem to have influenced the linguistic orientation of the country. Firstly, the fact that Cyprus was under British occupation from 1878 to 1960 could possibly explain the high percentage (80.4% according to the Eurobarometer) of Cypriots who have command of the English language as L2 while 76% of them can communicate in English. The Republic of Cyprus became finally a member of the European Union in 2004 undertaking the responsibility to be in line with the Foreign Language Learning (FLL) policy, dominant in Europe.

CLIL was at the heart of the new policy and although it can be realized in any language, in the European context, the most popular language, in which CLIL is undertaken, is English due to its function as a lingua franca (Juan-Garau, 2008, in Papadopoulos & Griva, 2014). English was also chosen as the vehicular language for the CLIL lessons owing to the fact that it has been the prevalent FL in the curricula of primary and secondary education for years (Griva, Chostelidou & Panteli, 2014) thus establishing the principle of continuity within the curriculum.

Specifically, the introduction of teaching of English in primary education first took place at the 3rd and 4th grade in 1992 according to Decision, 37458 (Griva et al., 2014). After the entering of Cyprus in the EU, Foreign Language Learning was introduced alternatively into the formal school programme, through the use of CLIL.
lessons which firstly were optional while they were mainly based on the demands and initiatives of different schools. Concurrently, a variety of pilot educational programmes started to put into practice and be evaluated on the basis of the outcomes these programmes brought about in the context of the Cypriot state primary and secondary schools. Nowadays, CLIL has entered the mainstream educational system of the country and the most common subjects used in CLIL programmes in primary schools are Physical Education, Health Education, Science, Art, Music and Design and Technology.

2.1.1 CLIL Studies in Cyprus

Thorough studies have investigated the experiences, perceptions and attitudes of the Cypriot teachers towards the CLIL approach, in order to provide an account of teachers’ receptiveness and familiarity with it as well as shed light on their conceptions of CLIL language teaching and its challenges. According to Griva, Chostelidou & Panteli (2014), the majority of the Cypriot teachers acknowledged certain advantageous aspects of CLIL such as developing language learning and content along with language learning skills, inducing learners’ motivation, encouraging learners’ active participation, as well as deploying learning styles and strategies. They also determined the skills and competences that teachers should have for the successful implementation of CLIL but they highlighted the increased need to train teachers in CLIL approach in order to develop these skills and competences and be informed about the different methodological changes in CLIL contexts.

With the view to fulfilling the emerging needs, initiatives have been taken to organize projects that support CLIL implementation in Cyprus Primary and Secondary Education. A flagrant example would be the project supported by the
Department of Primary Education aiming at the training of a number of educators (CLIL teachers, subject advisors, school inspectors etc.) in order to develop their CLIL competences, be in the position to develop CLIL material or become efficient CLIL inspectors (Supporting CLIL implementation in Cyprus Primary Education, 2015-2017).

Practically, during the period of 2015-2016, about 200 teachers have participated in conferences and workshops about CLIL while approximately 7000 school children have been offered the chance to experience learning through CLIL (Ioannou-Georgiou, 2017). Finally, a CLIL Coordinating Centre has been established in 2017 intended to support the CLIL approach by informing the parents and teachers or encouraging collaboration with academic institutions in Cyprus and abroad (Cyprus News Gazette, 2017). These efforts to promote CLIL classify it at the top of FLL policies in Cyprus.

2.1.2 Ways of Implementation

Until September 2011, L2 learning involved the teaching of English as a separate subject in the last three grades of primary education. In the meantime, CLIL was implemented through the use of pilot programmes whose results started being paid off from 2011 and onwards, when CLIL was introduced to all schools from the first grade (Kouti, 2012).

Nowadays, CLIL is launched in the pre-primary level in the form of the selected approach for the introduction of the foreign language, by implementing CLIL showers, CLIL in a specific school subject or a combination of the two models (Ioannou-Georgiou, 2017). During the first three years of primary school, CLIL is practiced through the use of songs, storytelling and crafts which allow the integration
of the foreign language into the children’s lives in a natural and child-friendly way. In the next three years, a specific school subject, which may differ for each year, is selected in order to be taught through CLIL method. The implementation of CLIL is systematic, regular and serves in line with the subject’s curriculum. The use of the L2 is gradually increased in order to familiarize learners and make them feel confident with the learning process. Concurrently, learners are supported with the increased use of visual aids and frequent comprehension checks (Ioannou-Georgiou, 2017) ensuring alongside their engagement and active participation.

Moving to the secondary education, it is comprised of three lower grades (Gymnasium) followed by another three upper grades (Lyceum) (see Appendix III). English is an obligatory content subject at both levels while CLIL is implemented and researched by state secondary schools in the form of pilot projects. CLIL material is developed by CLIL teachers on the basis of the demands and challenges that each educational and teaching setting requires.

A controversial issue worthy of clarification is that of the selection between the content and language teacher for the conduction of CLIL lessons. Usually, CLIL teachers are content teachers who are responsible to “bring the foreign language to their classes” (Pavón, 2010, p: 34), however the context in every country is unique and different and should be handled as such. The fact that English is admittedly a lingua franca in relation to the privileged status it holds in the Cypriot reality, have led many teachers to have been educated themselves through English. Therefore, it could be noted that teaching a content subject in a foreign language most familiar to the vast majority of the Cypriot teachers can contribute more to CLIL method than it would in novel contexts regarding the teachers’ English language mastery.
Although such an assumption may appear plausible, in Cyprus and Italy special prior training are prerequisite for successful CLIL teaching. This requirement could be sufficiently explained if we consider the demanding role of being a CLIL teacher. Particularly, it would be erroneous to assume that content teachers should become language teachers too, in the traditional sense, since “their role is not that of policing the language but of facilitating its use for academic purposes” (Pavón & Ellison, 2013). In order to put this principle into practice, one should be specially trained in advance.

Finally, in Cyprus efforts have been made to develop a new type of CLIL teacher by organizing informational conferences or CLIL training programmes which support the close cooperation between CLIL specialists and content and language teachers. The new CLIL teacher would combine on the one hand, a good knowledge of the content and its relevant teaching methodology with a high level of competence in the target language and on the other hand, the understanding of how children learn with the principles of foreign language teaching pedagogy (Ioannou-Georgiou, 2017).

On the whole, Cyprus has accomplished great progress regarding CLIL implementation, focus has been placed on conducting studies, informing and practicing CLIL teachers as well as encourage learners experience CLIL instruction.

2.2 CLIL in Greece

CLIL implementation at all educational levels has been recorded as one of the priorities of EU in acknowledgement of its considerable beneficial aspects (European Commission, 2003, p.8, cited in Griva, Chostelidou & Panteli, 2014). In light of the Greek school system though, CLIL has not been officially introduced yet, since it is
not part of the National Curriculum; instead it is implemented and researched in the form of CLIL pilot projects and courses designed to be conducive to the unique teaching setting of the corresponding schools. As a distillation of her supervision on CLIL implementation in the Experimental primary school of Evosmos, Thessaloniki, Mattheoudakis contends in her interview that CLIL has come to the fore in the primary and secondary education during the past 5-7 years (Griva & Deligianni, 2017).

CLIL, within the framework of the Greek educational context, was first launched as a pilot programme in the 3rd Model Experimental Primary School of Evosmos, in 2010 under the supervision of the English Language and Literature Department of the Aristotle University of Thessaloniki. In 2014-2015, an official pilot programme of CLIL was extended to six primary schools in Grades 3 and 4 “supervised by the University Departments of English Language & Literature and Primary School Education with the collaboration of the German Ministry of Education and the German School” (Paschalidou, 2016). The programme was a softer/weaker type of CLIL and was not in line with the European practices of integrating CLIL into the existing subject curriculum as it added extra hours for the teaching of CLIL lessons. However, such pilot programmes have put CLIL method on the educational chart of Greece.

The most common target language of CLIL programmes is by far English, with German and French coming as a second choice after their pilot introduction in Grades 5 and 6 of primary school the period 2014-2015. The first subject taught in English was Geography of Grade 6 while other subjects such as Arts, Environmental Studies, Religious Education and History followed. Another feature of CLIL in Greece is that it requires extra teaching hours without being integrated into the
existing subject curriculum. It may follow a ‘weak/soft’ model (Baliou, 2011), which is language-focused meaning that learners are allowed to have more contact with the target language, or it may take the form of a modular CLIL programme which is subject-led.

**Figure 2.1. TYPES OF CLIL**

Some schools teach topics from the curriculum as part of a language course. This is called **soft CLIL**.

Other schools teach partial immersion programmes where almost half the curriculum is taught in the target language. This is called **hard CLIL**.

**Modular CLIL** programme is where a subject is taught for a certain number of hours in the target language:

<table>
<thead>
<tr>
<th>Type of CLIL</th>
<th>Language / Subject Balance</th>
<th>Time</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soft CLIL</td>
<td>Language-led</td>
<td>45 minutes once a week</td>
<td>Some curricular topics are taught during a language course</td>
</tr>
<tr>
<td>Modular CLIL</td>
<td>Subject-led</td>
<td>15 hours during a term (1-hour a week)</td>
<td>Schools or teachers choose parts of the subject syllabus which they teach in the target language.</td>
</tr>
<tr>
<td>Hard CLIL</td>
<td>Subject-led (partial immersion)</td>
<td>About 50% of the curriculum</td>
<td>About half of the curriculum is taught in the TL. The content can reflect what is taught in the L1 curriculum or can be new content.</td>
</tr>
</tbody>
</table>

Figure 2.1 is informative about the different types of CLIL regarding the balance between the language and subject in a CLIL lesson, the amount of time that is occupied for the CLIL programme in the school curriculum and the context of the teaching environment. In case of Greece, CLIL is implemented in the form of pilot programmes, not officially involved in the school curriculum, which may adopt the soft or modular model accordingly. What is more, CLIL is mainly organized by
bottom-up initiatives of schools and teachers (Paschalidou, 2018) while foreign language teachers conduct the CLIL lessons in the primary and secondary education leaving the content teachers to undertake the respective lessons in the private tertiary colleges.

2.2.1 CLIL Studies in Greece

The first official study on CLIL implementation in state primary education took place in the 3rd Primary School of Evosmos during the academic year 2011-2012 (Mattheoudakis, Alexiou & Laskaridou, 2013). After research on the learners’ receptive skills (listening, reading) and content learning, the results indicated marginal differences between the CLIL group and non-CLIL group in terms of language performance while all learners performed similarly in the content tests (ibid., p.228). In view of the programme’s limited time of exposure, one school year, further continuation and extension of the project were suggested.

A number of studies followed, with Georgopoulou & Rangousssi (2015) having used a small-scale study based on Project-Based Learning, to prove the compatibility of CLIL approach with the modern Greek public schools, even at the (pre-) primary education grades. Other studies, conducted in primary level, have drawn attention to various factors and aspects of teaching which appear to be positively influenced through CLIL instruction. In specific, teaching of CLIL history in Grade 6 indicated increased motivation, self-esteem, decreased anxiety and less inhibition (Manitsidou, 2012) while teaching of CLIL Citizenship in Grade 5 showed feelings of confidence and positive feelings towards CLIL, the learning procedure and the teacher (Baxevani, 2012). A research in CLIL Geography of Grade 6 suggested improved learning strategies, reading and speaking skills and enhanced motivation.
(Della, 2012). Finally, language skills and multicultural awareness were deployed through CLIL in Griva & Chostelidou’s (2017) research as well as language skills and cultural respect in Korosidou & Deligianni’s one (2017).

Regarding the secondary education, an experiment in A’ class of 3rd Greek Senior High School of Larissa was carried out by Kollatou (2014) during the period 2011-2012, concluding that CLIL approach can be implemented in the form of “inquiry-based projects” introduces as a distinct subject. Further research on CLIL History in Grade 2 suggested positive influence on content learning, speaking, writing and higher-order thinking skills (Baltsavia, 2011) while on CLIL Art history and critique, the speed fluency, lexical diversity and motivation were improved (Paschalidou, 2016).

Lastly, the Greek teachers’ perspectives towards CLIL approach, as these are imprinted on Griva, Chostelidou & Panteli’s study (2014), were generally positive providing a unanimous acknowledgement of certain advantageous aspects of CLIL (p:51). However, the vast majority of teachers also supported the need to develop training programmes for CLIL teachers which will help them meet the requirements and challenges of this admittedly multi-faceted approach. These findings coincide to a great extent with Mattheoudakis & Alexiou’s study (2017) and particularly both studies agree on a systematic collaboration between content and foreign language teachers for the accomplishment of a common objective.

### 2.2.2 Ways of Implementation

Owing to the fact that CLIL approach is not officially implemented on the Greek educational system but instead it is practiced through international CLIL programmes and projects, to which schools can either join or create projects of their
own, its ways of implementation and material resources depend on the researcher’s and teacher’s choice. However, certain essential characteristics represent the building block of CLIL which are streamlined with the respective educational context.

CLIL in Greece is perceived as an integrated approach of content and language with CLIL lessons being scheduled as content lessons while the foreign language holds a separate position in the curriculum. It does not require extra teaching hours since it is complementary to other subjects. What is more, it targets at the integration of language skills (listening, reading, writing, and speaking) including theme-based tasks as well as project tasks which are analyzed in experiential learning activities that enhance the connection of the learners’ existing knowledge with the newly acquired knowledge, critical thinking, active participation and interculturality.

CLIL’s cross-curricular essence also requires from content teachers to work in tandem with language teachers as both linguistic and content-area objectives need to be set. Through CLIL, learners are expected to develop not only their language and content-related skills but also their thinking and communication skills as well as their cultural awareness. Finally, given that CLIL promotes cooperative learning (Jacobs & McCafferty, 2006 as cited in Mattheoudakis, Alexiou & Laskaridou, 2013), designing pair- and group-work tasks is proven to be the most suitable learning practice.

In conclusion, a series of professional efforts have been made to investigate and include CLIL in the Greek educational context however CLIL is not officially established yet.
2.3 CLIL in Italy

CLIL approach started being fomented by the northern regions of Italy (eg. Valle d’Aosta, Friuli-Venezia Giulia and province of Bolzano) where multilingualism has been an inherent part of their cultural background (Cinganotto, 2016). After the Reform Law of Italy’s second cycle of education in 2003, CLIL was introduced as mandatory in licei and istituti tecnici while in 2014-2015, it was implemented at all lyceums and technical schools. Specifically, the licei linguistici are required to teach a content subject in a foreign language during the last three years of high school (15-18 year-old learners) while all other types of high schools, except vocational ones, need to implement CLIL in the final-year curriculum (Digital El Gazette, 2016).

In July 2015, Law n.107 named La Buona Scuola or else ‘The Good School’ (MIUR, 2015) was approved by the Italian Parliament and included, amongst other regulations, the introduction of CLIL method from the primary level and upward. The specific law intended to reap out the benefits of CLIL by welcoming proposals for financing CLIL projects at any school level (primary, lower and upper secondary) during the period 2015-2017. However, CLIL methodology has been introduced in primary education on an experimental and voluntary basis while the legislative framework is still sketchy (Catenaccio & Giglioni, 2016).

Moving to another issue, the National Teacher Training Plan (MIUR, 2016) was approved in order to optimize the teachers’ training procedure making it structural and compulsory (Cinganotto, 2016, p.389). Additionally, a number of training programmes promoting the cooperation between foreign language teachers and content teachers are to be implemented at all school levels during 2016-2019 aiming at in-depth determination and utilization of CLIL benefits. Finally, according
to the CLIL Ministry Report, dated March 2014 reporting on school year 2012/2013, the most popular foreign language for CLIL in Italy is English while the most popular subjects are history, natural sciences, physics, philosophy, mathematics, history of art, and sports. Figures 2.2 and 2.3 below imprint this fact pertaining to only secondary schools without referring to any experimental or pilot projects.

Figure 2.2 Languages taught (after Monitoring Report, 2014, p. 17).

Figure 2.3 Subjects for CLIL (after Monitoring Report, 2014, p. 17).
2.3.1 CLIL Studies in Italy

An aspiring and extensive CLIL-based project was carried out in Lombardy, named *Progetto Lingue Lombardia* (Lombardy Languages Project) during 2001-2006, offering a comprehensive report on teachers’ reactions about CLIL. Most teachers who participated in the project had received CLIL training in advance, while the vast majority of them declared that learners showed development of their linguistic and across-the-board CLIL competences as well increased motivation (Progetto Lingue Lombardia, 2007).

In a similar vein, Infante et al. (2009) interviewed 11 experienced CLIL teachers who found the approach effective and their experience extremely satisfactory. Concerning the methodology, fluency and oral communication were more influenced than accuracy: “activities which develop thinking skills are favored; cooperative learning techniques are adopted; and active participation is fostered”, and increased the learners’ motivation (Pérez Cañado, 2012, p: 326). However, teachers contended that the lack of materials and the increased workload were CLIL’s two main disadvantages.

Another pilot project, such as the Istruzione Bilingue in Italia/Bilingual Education in Italy (IBI/BEI), allowed six primary schools to deliver 25% of their curriculum in English and paved the way to use CLIL with younger learners. The project initiated in 2010 and was implemented in the first classes of the primary schools having as target subjects Art, Geography, and Science. According to the monitoring report (MIUR, 2014b), the findings suggested that the participating learners attained better learning outcomes, higher level of competence in English and even wider mastery of the first language while the participating teachers experienced professional improvement in the language and content areas.
Concerning the upper secondary schools, the E-CLIL project in 2011, involved a network of schools all over Italy (Langé & Cinganotto, 2014) with the view to supporting CLIL teachers plan and implement CLIL modules through the use of ICT. A diverse collection of relevant documents, guidelines, and reports combined with the most significant CLIL modules implemented in schools, constituted a valuable repository of resources and provided guidance for teachers, trainers, and learners in Italy.

In short, the overwhelming majority of CLIL pilot programmes specify and give prominence to the positive aspects of CLIL approach without failing to mention the ultimate need for cooperation between the language and content teachers. At the end of a pilot programme, a comprehensive report usually describes the challenges to be considered as well as the targeted actions that are required which lead to future modifications for the optimal implementation of CLIL. Finally, these programmes conclude that teacher training, both linguistic and methodological (in the form of online or regionally sponsored courses, courses abroad, teacher workshops, CLIL seminars and webinars) constitute an essential factor which ensures to a great degree the success of the approach.

2.3.2 Ways of Implementation

Although CLIL is on the cards for primary schools, after the School Education Reform (Law n. 53 / 2003) foreign language learning was set on a new basis. Aiming at the activation of plurilingualism and interculturality in the school curriculum, the promotion and expansion of CLIL method was put into force through various actions and regulations. Foreign language standards were clearly set (Appendix 4), CLIL pilot programmes were designed and implemented, CLIL became
mandatory in the last year of secondary schools (learners aged 14-19) and finally training CLIL advisors and teachers were prioritized.

According to Langé (2014), certain key factors would entail the success of CLIL implementation in the frame of the Italian educational curriculum. Grasping the tangle from the start, subject teachers are required to teach CLIL lessons at all levels of education. Nurturing positive attitudes and motivation towards CLIL, in combination with offering to teachers ample room for incentives to implement CLIL approach, would constitute the first step to its success. However, studies have shown that teachers’ unwillingness or hesitation to teach through CLIL, accrue from the work load required or the lack of CLIL training and CLIL knowledge, material and mastery in the foreign language.

As highlighted above, efforts have been oriented towards offering initial and in-service CLIL teacher training. These training programmes usually have a long term character and target at enhancing the linguistic, subject and methodological/didactic background of the trainee CLIL teacher. The target language level for successful primary CLIL teachers seems to be a certified B2/C1 level which explains the need for establishing joint pan-European diplomas/certification. Concerning the Initial Teacher Training (Ministerial Decree n. 249, September 10, 2010), it involved upgrading and enriching the courses offered by pedagogical universities while In-service Teacher Training (Decree April 16, 2012) could be offered in the form of language courses or methodological CLIL training in the universities of the country.

Another factor which promotes CLIL success is the optimizing of the use of ICT with the view to exchanging content and language models, materials and experiences because the new teaching and learning environments require interactions
and cooperation among CLIL teachers. An interesting suggestion by Langé (2014) was to build CLIL teams consisting of foreign language teachers, subject teachers and language assistants that would design, implement and assess CLIL learning units which would be based on the competences that learners should achieve.

Concluding, great progress has been observed in Italy in relation to CLIL. It is regarded as a significant teaching practice which is officially established in the Italian educational context.

2.4 CLIL in Spain

Spain has been a member country of the EU since 1986, a corollary of which has been its commitment with the European policies regarding multilingualism and plurilingualism. As Coyle underscored in 2010, Spain was rapidly becoming one of the European leaders in CLIL practice and research; a fact that could possibly be explained due to certain characteristic features observed in the legal and structural morphology of the country. First of all, the legislative framework of the Spanish education system is entrenched on the Organic Law of Education 2/2006 and constitutes virtually the core frame for education in the whole country. However, Spain consists of 17 autonomous regions which adapt this Law to their territory administering the educational system accordingly (Lasagabaster & Zarobe, 2010).

Spain is a country of linguistic and sociocultural diversity, in which the language issue remains a significant one to this day. The current legislative context is founded on the Constitution of 1978, defining Castilian Spanish as the formal national language, while “other Spanish languages” (Article 3.2.) also maintain an official status in their respective communities. The local charters of the six autonomous
communities that withhold their own regional languages (Catalonia, Valencia, the Basque Country, Galicia, Navarre and the Balearics) share the above legal terms concerning language policy. The promotion and protection of linguistic plurality as a manifestation of cultural wealth consists the founding principle underlying the above legal construct.

The above constitutional framework posits the foundation for the operation of a bilingual education system, in which autonomous communities implement their own linguistic and educational policies, while adhering to the general guidelines of the national Spanish curriculum. According to Huguet (2007), both Catalonia and the Basque Country are currently organizing their education system on the basis of fully bilingual criteria. Implementation of the curriculum in the bilingual regions may be executed in two different modes. In the first one, educational material is taught in the official language of the State (Spanish), in parallel with the joint regional language (Catalonian, Basque, Galician and Valencian). The second approach proposes implementation in Spanish, and also, in part in one or two foreign languages (Eurydice, 2006).

In terms of foreign language education, Spain has followed European protocol since 2002, with reforms that introduced learning of two foreign languages from an early age. Alongside Spanish -the official national language- and the autochthonous languages, learners are introduced to English at the early age of 6, at the beginning elementary school. However, a paradox does occur: although onset of English language education in Spain is amongst the earliest in European countries, English language skills are noted to be significantly low in the Spanish population. Measures of fluency in English, and in foreign languages in general, have been met with disappointing results for the majority of Spaniards (Caraker, 2016).
Foreign language competence is documented among the lowest in the European Union, surpassing only five other countries, including Italy and Portugal (Eurydice, 2016b). Spanish learner’s deficits in English language skills are so prominent at the end of secondary education, that they are discouraged from selecting English-taught subjects in college (Lasagabaster 2009). This issue has been subject to different explanations, which will not be extensively analyzed in this study. A general hypothesis on this matter is that English is not used for communication needs in the context of Spanish society, as it is not present in film or general discourse. Foreign language teaching has also been subject to widespread scrutiny in recent years, often considered one of the main obstacles (Vez, 2007).

Given the Spanish populations low levels of foreign language acquisition in a context grounded on the principles of multilingualism and internationalization, educational policies have set an agenda on enhancing FL policies in schools. CLIL programmes, known as AICLE (Aprendizaje Integrado de Contenidos y Lengua Extranjera) in Spanish, have been widely implemented in mainstream schools, rendering the country one of the European leaders in the development of such programmes (Coyle, 2010). CLIL programmes were introduced in an agreement signed in 1996 by the Spanish Ministry of Education in cooperation with the British Council. This initiative was named “The Bilingual and Bicultural Project”, proposing the implementation of a Spanish/British integrated curriculum (Munos & Navez, 2009).

However, CLIL approaches in the Spanish territories are not implemented in uniform, as is expected considering the country’s rich and diverse linguistic and political infrastructure. The degree and characteristics of CLIL approaches vary significantly from one Region to another, due to the sociopolitical structure of Spain.
The variety of educational policies in the different autonomous regions are reflected in their foreign language policies, as CLIL programmes are mostly region dependent and do not follow a specific blueprint. For example, in Andalusia, education policies adhere to the Plurilingualism Promotion Plan by the autonomous government (Junta de Andalucía, 2006). In other bilingual autonomous regions, such as the Basque Country and Valencia, multilingualism in the education system is served through different approaches and models.

Nevertheless, a main distinction in implementations occurs between monolingual and bilingual communities, impacting whether the addition of a foreign language causes a shift to a bilingual or multilingual educational paradigm (Coyle, 2010).

### 2.4.1 CLIL Studies in Spain

A number of research studies have been conducted in the different Spanish regions in an attempt to shed light on the effectiveness of current implementation of CLIL programmes. In a longitudinal and crossectional comparative study between CLIL Science secondary learners and traditional Foreign Learning Instruction, Roquet (2009) concluded that significant differences were observed in favor of the CLIL subjects. Learners presented elevated performance in various tasks, while grammatical skills in writing were found to improve, with the exception of a dictation task. In another study assessing effectiveness of CLIL programmes in comparison to typical Foreign Language (FL) programmes in secondary settings, Juan-Garau (2015) noted an important advantage in the CLIL group, especially in terms of oral fluency. Measures of words per minute production indicated significant differences in rate of speech in the English language in favor of the CLIL learner group.
A study conducted in the Basque Country further enhances empirical data supporting CLIL effectiveness in Spain (Lasagabaster, 2008). CLIL groups in the study significantly outperformed their mainstream FL education counterparts in every measure in the overall English competence score. All assessments in speaking and writing showed an important advantage in language skills and grammar in CLIL learners. Gender differences were also examined, with female participants outstripping male participants in all English tests, with the exception of speaking, in which no differences in performance were detected in the two genders. Another variable examined in the study was learner’s sociocultural status, as defined by the parent’s educational background. CLIL education was noted to diminish the effects of sociocultural factors. Learners in CLIL programmes presented no differences in English language competence, while in regular FL educational settings low socioeconomic status has been found to be linked with lower performance (Lasagabaster, 2008).

However, in other studies, these advantages were not confirmed. For example, Moreno (2009) concluded that in a word association task the differences between an intact group of CLIL learners from the Basque Country and a random selection of non-CLIL learners from La Rioja were not clear-cut. The CLIL group was found superior to the non-CLIL group, but the differences were minor. Furthermore, Gallardo del Puerto and his associates (2009) found no statistically significant differences between a group of CLIL learners and a group of non-CLIL learners, both from the Basque Country, with regard to the acquisition of EFL pronunciation.

Esther Nieto Moreno de Diezmas (2018) conducted a large scale study investigating second language acquisition in CLIL programmes in primary school. A group of bilingual pupils in their 4th year primary school (9-10-year-olds) were
compared to their non-bilingual counterparts in terms of their English competence. The only skill in which the bilingual group were significantly ahead of their counterparts was oral production and interaction, although they also scored significantly higher in some learning standards used to assess the other language skills, such as "preparing a draft before writing" (writing), "comprehending space-time relations" (reading), "comprehending an oral text" and "identifying details of oral texts" (listening). These results are not as positive as the ones showed in studies conducted at secondary school, and the main factors behind this could be the age of participants, their limited additional exposure to English and the absence of pupil selection on academic or linguistic grounds.

Another study by Lasagabaster and Sierra (2009) in the Basque region explored the effect of participation in CLIL programmes on secondary education learner’s attitudes towards English as a foreign language. Results indicated that the learners enrolled in CLIL classes expressed significantly more positive attitudes towards the English language compared to those who had no similar experience. Gender differences and sociocultural status were also taken into account, noting that female participants had highly more positive attitudes towards CLIL, while no differences were observed in terms of sociocultural variables. The authors suggest that CLIL is marked as a positive and joyful experience, as it provides all learners with a more interesting, creative and authentic approach to learning another language.

Juan- Garau et al. (2015) and Salazar-Noguera and Juan- Garau (2015) have also studied attitudes of both teachers and learners towards CLIL. It is confirmed that content-based educational methods are very positively assessed by both groups, as they are considered an important alternative approach to promote multilingualism.
2.4.2. Ways of Implementation

In the Spanish education system, CLIL (or AICLE) usually begins at infant or primary school level, but is extended to secondary or even university settings (Munos & Navez 2009). In general, English poses the target language of most CLIL programmes due to its status as the international lingua franca. French is also present, but to a lesser extent, as it used to be the first foreign language taught in educational settings. French incorporation in CLIL programmes is more often a result of a bilateral agreement between the Education Departments of certain autonomous regions, such as Aragón and Andalucía, and the French Ministry of Foreign Affairs. The Comunidad Autónoma de Andalucía also includes German in their CLIL programmes. At the moment, the number of subjects taught through a CLIL approach is confined to two or three. However, the Ministry of Education seems to target at incorporating one third of the primary curriculum subjects. Social Sciences, Natural Sciences, PE, and Arts and Crafts constitute the subjects most frequently implemented through a CLIL approach. In Spanish secondary education setting, learners often undergo a selection process when entering a CLIL programme. Learners are therefore required to undertake an exam in the target language and/or to engage in extra tuition in order to be accepted in a CLIL programme (Munos & Navez 2009). Exams are usually conducted in the target language in the subjects that have involved CLIL. Learners usually take exams in the target language in those subjects that have involved CLIL, but again the situation is different in different programmes and for different levels.

As far as teacher’s training is concerned, wide variations can also be observed in analogy to the variety of education contexts. In state schools that adhere to the
“The Bilingual and Bicultural Project”, run in cooperation with the British Council, a significant number of teachers are native English speakers. In most state schools however, the programme is implemented mainly by primary teachers who are not native language specialists (Munoz & Navez, 2009). In secondary education, CLIL teachers are mainly non-native subject teachers. The language level in English is not clearly specified however, according to Marsh (2002); CLIL teachers should be proficient in the content area as well as have a broad knowledge of the foreign language in order to provide optimal conditions for students’ communication. A task or project approach that is content based may be often implemented by foreign language teachers in secondary schools, even though they are not typically involved in the teaching of general curriculum subjects. University does not include a CLIL specialization, or combined degrees in a content-subject and a foreign language for teachers. Therefore, most training is in-service at the moment. The large programmes implemented in Spain in terms of promoting multilingual education have been accompanied by teacher training schemes that may include both language and methodology courses in Spain and in the target language community, as well as exchange schemes. In those communities where immersion programmes in the minority language have an established tradition (e.g. Catalonia, the Basque Country), CLIL teachers often seem to draw from their experiences to develop sound methodological procedures.

Even though teachers in various studies have expressed positive views about CLIL initiatives, they have also voiced numerous concerns about the effectiveness and implementation methods of CLIL programmes in the Spanish territories. Lack of adequate and systematic training remains a recurring issue, while insufficient resources, such as textbooks, material and consultants also seem to pose important
obstacles (Karaker, 2016). Teachers have also raised concerns about the linguistic and methodological challenges inherent in CLIL practices, claiming that teaching methods need to be improved. Finally, the need to foster multilingualism while at the same time preserving and promoting minority languages may often represent an important challenge, especially in a country with a rich socio-cultural background of diversity and heterogeneity.

Overall, the degree and characteristics of CLIL implementation in Spain vary greatly due to the political structure of the country. However, CLIL programmes have been supported from educational authorities by including them in the mainstream school curriculum.

2.5 Comparative Perspective – Conclusions

Cyprus, Greece and Italy are three countries which are at a significant extent monolingual whereas Spain is a country characterized not only by population who speak different dialects of Spanish but also different languages such as Basque, Catalan and Valencian. Cyprus was formerly a British empire and thus CLIL was naturally implemented in English whereas Greece is a monolingual country where English dominates as the first foreign language acquired and therefore, it is the first language in line for CLIL classes. The second in line language used in CLIL subjects are German and French while the subjects that CLIL has been implemented so far are Geography, Arts, Environmental Studies, Religious Education and History. In the other countries, the courses that are taught through CLIL depend on the availability of instructors who know the language through which the course is to be taught.

However, Greece is a totally different case because of the homogeneity of the population. In contrast with the other countries CLIL is not an official policy in the
educational system as it is not an official part of the national curriculum whereas in
the other three countries CLIL is considered an official policy. Nonetheless, in Spain,
CLIL is not universal policy for all provinces of the country as there are many
autonomous regions which function under the Ministry of Education of Spain but
have the ability to amend the school programme according to the needs of the local
population. Furthermore, Spain is the only state which encompasses different types of
CLIL such as when the course is taught using the regional language, the foreign
language and when the course is taught partly in one of these languages partly in
Spanish. Greece differs from the other countries in terms of the date of introduction
which took place in 2010 whereas in Cyprus this had happen eighteen years earlier
and Spain twelve years earlier. Italy on the other hand came a little bit later compared
to Cyprus and Spain, in 2003.

It seems from these facts that the homogeneity of the population does play a
role in the establishment of CLIL as Greece and then Italy come last in the adoption
and incorporation of CLIL in the educational system with Greece to have so far
implemented CLIL in pilot studies only and not as an official policy.

The table that follows below includes comprehensive information about the
way CLIL is implemented in the four Mediterranean countries and virtually enhances
the better understanding of the notions discussed in the particular chapter.
Table 2.4 CLIL Implementation in the Four Mediterranean Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Year of Introduction</th>
<th>Inclusion in the National Curriculum</th>
<th>Empirical studies</th>
<th>Content/ Language Teacher</th>
<th>Teacher’s Perceptions</th>
</tr>
</thead>
</table>
| Cyprus  | 2011                 | Yes                                  | -Higher acquisition of subject content  
-Enhanced foreign language competence (oral performance in specific and receptive vocabulary, greater fluency, reading and listening comprehension) | -Advantages of CLIL: developing language and content learning simultaneously, boosting learners’ motivation  
-Need for specialized training | |
| Greece  | 2010  
(pilot projects) | No  
First launched as in the 3rd Model Experimental Primary School of Evosmos | (from pilot programmes):  
-Improved learning and language skills  
-Enhancement of motivation and positive outlook for both teachers and learners  
-Promotion of multicultural awareness | -  
Positive regard and recognition of advantages  
-Need to develop training specialized training programmes  
-Need for systematic collaboration between content and foreign language teachers | |
| Italy   | 2003  
(technical institutions)  
2014  
(all schools) | Yes | -Increased linguistic competence in English  
-Development of thinking skills and active involvement  
-Increased motivation  
-Improvement in language and content for learners and teachers alike | -Highly positive experiences, assessment of CLIL as effective, when having received training  
-Unwillingness or hesitation to teach through CLIL (due to ignorance, lack of training and material, work load etc.) | |
| Spain   | First project:  
‘Bilingual Teaching Enriched Programme (PEBE) in 1998-1999. | Yes | -Important advantages in language skills, especially in secondary school  
-Effects independent of socio-economic background  
-Positive attitudes from learners and teachers alike | Mainly content teachers  
Partly native English speakers | -Concerns such as lack of adequate and systematic training insufficient resources, linguistic/ methodological challenges |
To summarize all these, a thorough investigation of CLIL approaches in the four Mediterranean countries highlights the complexity inherent in the practical implementation of this novel initiative. CLIL methods seem to be highly adaptive to a variety of socio-cultural backgrounds and parameters. Cyprus, Greece, Italy and Spain, the four Mediterranean countries discussed in the present dissertation, may present common cultural and political traits, while simultaneously sharing profound differences that greatly impact educational policies, especially in terms of foreign language education. While FL education is highlighted as a priority in the current context of a globalized and multicultural society in the legislative systems of all four countries, the exact ways of implementing these directions highly depend on the specific political, cultural and historical foundation of each one.

In terms of the introduction of CLIL policies, great variations were observed: from CLIL programmes officially launching in Spain as early as 1996, to the example of Greece, were CLIL approaches have yet to be included in official educational policies and remain in pilot form. Furthermore, it is evident that CLIL is not implemented in a uniform way in terms of the different levels of education it is taught: children are introduced to CLIL programmes in Spain and Cyprus as early as pre-primary school, while in Italy such classes are mandatory only in the final grades of the lyceum, affecting adolescents aged from 15-18 years old. Another parameter that seems to differ between the four Mediterranean countries is that of the kind of teacher who conducts the CLIL lessons, with content teachers primarily expected to rise to the expectations of CLIL education, such in the case of Italy.

Empirical research has been conducted in all four countries, focusing mainly on the effectiveness of CLIL interventions, as well as teachers and learners attitudes
towards the approach. In sum, CLIL programmes seem to have a positive effect on linguistic performance, especially in the second language, and enhancing learning skills, as well as learners’ motivation and engagement in the process. Teacher’s perspectives were also reported as positive, though a number of problems and considerations were expressed in the majority of settings, including lack of specialized CLIL training and insufficient resources. The fact that teachers in research studies conducted in Italy that had previously received CLIL education reported great advantages of the method and high satisfaction is indicative of the importance of the training component. The need for cooperation between language and content teachers is also imperative.

Finally, it is an indisputable fact that a differentiation in CLIL implementation in the four Mediterranean countries is evident, underlining once again CLIL’s flexibility and implementation capacity to different educational contexts, while the general approach has brought numerous positive results. At this point, it is necessary to mention that no method is without disadvantages, and CLIL programmes have also been met with criticism. Although this issue draws much debate, it will not be further analyzed as it surpasses the aims and the extent of the present study.

Despite the differentiation in educational environments and ways of CLIL implementation in the four countries, an investigation and selection of a common thematic area in primary education is feasible and is to be revealed in the next chapter. This thematic area will constitute the basis for the designing of four CLIL lessons which address to all learners of the four countries.
Chapter 3: Research Methodology

After looking through the different educational characteristics as well as the way CLIL is implemented in the four countries, the aim of the present study is to investigate and select common school subjects or thematic areas that these countries share in the primary education.

The research questions are the following:

1. Which common thematic areas do the four countries share regarding the primary education?
2. Why are these thematic areas most suitable for designing CLIL lessons that address to the learners of these four countries?
3. Can the learners of these different countries benefit from environmental studies in acquiring both content and linguistic knowledge?
4. What are the potential benefits of CLIL education for fifth grade learners in the instruction of environmental studies?

The introduction of a CLIL subject in the curriculum employing the subject of environment investigation will assist learners to interact with each other, explore the environment that surrounds them as well as the natural environment. Concurrently, they will have the chance to learn basic vocabulary in English related to the topic of the environment that surrounds them which is an especially useful vocabulary for early L2 learners. I hypothesized that as the learners of Cyprus, Spain and Italy are already familiar with CLIL education, they will not have severe adjustment problems in the CLIL subjects. In terms of Greece, it is considered that Greek learners have the
tendency to become familiar very early with foreign language and with PEAP programme (Programme of English learning in early childhood) they are introduced in English language from the first day of primary school. Therefore, it is hypothesized that the problems of adjustment of Greek learners will be minimal.

The adjustment problems could also be trivial for all four nationalities because the instructor will speak both L1 and L2 during the class, as at that language level the aim is to help learners have some glimpses in the second language and help acquire basic vocabulary and phrases. Once, the instructor sets a solid base on what they intend to teach tackling any adjustment problem, they use L2 exclusively.

All of the countries’ curricula, except that of Greece, involve classes which are instructed through CLIL. Environment is one of the most common classes employed in CLIL and therefore, the course of environment investigation (meleti perivallontos) was chosen as the one that is most appropriate to address to the learners of all four countries. The appropriateness of the specific course is also associated with the fact that it teaches general knowledge about the environment that is not language specific. Additionally, environment investigation is a course which involves thematic areas that do not raise political, religious or historical issues which might cause any kind of controversy among the learners of different countries; from that perspective, it is a rather ‘neutral’ course. It also allows interaction with the other classmates within the classroom.

In specific, through environment investigation, learners will have the chance not only to conquer information and knowledge about the environment but also learn basic vocabulary regarding the topic of each lesson. Furthermore, it is expected that
learners will learn to get engaged in basic forms of interaction in the English language using not only the linguistic knowledge of the subject but also the content knowledge.

More specifically, the lessons are enriched with many hints and instruction which are associated with politeness manners, teamwork, cooperation, the importance of functioning in groups either in the school or in the family as well as the importance of exploring, learning about and protecting both the urban environment that surrounds us and the natural one. All these skills are life skills which constitute an important teaching factor that would be valuable to learners’ future life. Another element that is significant in the creation of the CLIL lessons based on environment investigation is that this subject involves more experiential and everyday topics which are easily grasped. Moreover, as environment investigation is a subject which involves universal knowledge equally important for learners of all nationalities, it would provide beneficial content knowledge for the four nationalities dealt in the particular paper.

The table below demonstrates the different characteristics of each country under discussion regarding their structure and policy towards CLIL methodology. It is virtually an effort to acknowledge their differences and select those thematic areas which will constitute the base for designing the CLIL lessons. Four topics were chosen each one borrowed from a different country yet all of them fall under the school subject ‘Environmental Studies’:
<table>
<thead>
<tr>
<th>Country</th>
<th>Population &amp; Regional Characteristic</th>
<th>Grade when CLIL is introduced</th>
<th>Subjects of CLIL classes</th>
<th>Grade where the material is instructed</th>
<th>Material and topics for the class designed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyprus</td>
<td>Former British colony</td>
<td>Pre-school education</td>
<td>Any subject, depends in the availability of the instructors</td>
<td>Fifth grade</td>
<td>Family environment, learning to cooperate in the family, learning to respect others, learning good manners, promote environment protection</td>
</tr>
<tr>
<td>Greece</td>
<td>Homogeneity of the Population</td>
<td>No official policy</td>
<td>Geography, Arts, Environmental Studies, Religious Education and History</td>
<td>Fifth grade</td>
<td>Time, learning to measure time, learning that time changes, learning to give personal information, learning that teamwork is beneficial</td>
</tr>
<tr>
<td>Italy</td>
<td>Different attitudes between North &amp; South. CLIL is an official policy only in the North</td>
<td>Secondary Education</td>
<td>Any subject, depends in the availability of the instructors</td>
<td>Fifth grade</td>
<td>School, explore school, learning to function in groups, learning to interact, make friends in and work together in the school</td>
</tr>
<tr>
<td>Spain</td>
<td>17 autonomous regions</td>
<td>Primary Education</td>
<td>Any subject, depends in the availability of the instructors</td>
<td>Fifth grade</td>
<td>Classroom, learn how to function in the classroom, learning good manner, to work according to the rules, to cooperate and listen to the instructors’ instruction</td>
</tr>
</tbody>
</table>

3.1 Table. CLIL Characteristics & Materials.
As shown in the table above, four topics have been chosen to constitute the central topics on which the CLIL lessons will be designed in the next chapter. All topics have been taught to monolingual classes thus learners are already familiar with them. The CLIL lessons address to fifth graders of A1 language level, and their central aim is to enable learners of different nationalities communicate interactively about these topics in L2 (English in our case). The specific topics were also chosen because they target at nurturing and practicing life and creative skills apart from the communicative and linguistic ones.

Specifically, the topic that was chosen from Cyprus is “My Family” in order to enable learners communicate in L2 about their most familiar topic which is their family. Learners might feel confident and willing to express themselves when they have to process a topic that is familiar and rather simple to them. Additionally, they should think of ways to protect the environment on a family level. The two notions that of family and that of environment are combined here to highlight and promote respect towards both notions. The topic borrowed from Greece is “Human & Time” which intends to encourage learners share personal information and promote teamwork. Learners should also measure time and realize their existence in it.

The topic chosen from Italy is “My School”; learners are urged to explore their school and compare it with schools of the past. They should also acknowledge the fact that they belong to a school community where they have to behave and act accordingly in order to preserve and improve this community. The last topic borrowed from Spain is “My Classroom” and learners are motivated to cooperate with each other, listen to the teacher’s instructions and function effectively in the classroom. The design of the four CLIL lessons follows in the next chapter.
Chapter 4: CLIL Lessons Based on Environmental Studies

4.1 Developing CLIL Lessons

In the present study, four 60-minute CLIL lessons were designed for the implementation of CLIL methodology in the fifth grade of primary education. The four lessons are based on common thematic areas, cited in the previous chapter and are inclusive for four different Mediterranean countries, Cyprus, Greece, Italy and Spain. Specifically, it was decided to choose a topic for each class that is familiar to all four countries’ curricula and therefore, the subject of Environmental Studies was chosen. This subject is taught to all four countries in primary education; however environment in this case does not only refer to the natural environment but also the urban environment that surrounds the children.

The topic of the initial lesson was ‘the classroom’, which is borrowed from the sixth grade of primary school in Spain and involves material associated with the classroom and learning how to function in it as for instance, learning good manners, learning to work according to the rules and cooperate effectively with the other classmates. The second lesson regards the topic of ‘the school’ which was borrowed from Italy and encompasses material associated with the exploration of the school, learning to function in groups, learning to interact, make friends and work together in the school. The third lesson touches the topic of ‘the family’ and it was borrowed from the sixth grade of primary school in Cyprus. The material involved is associated with the family environment, learning to cooperate in the family, learning to respect others, learning good manners and promote environment protection. The last lesson was designed to encompass the topic of ‘human and time’. This topic was borrowed from the fourth grade of primary school in Greece and includes material associated with
time, learning to count and tell the time, learning that time changes and learning that teamwork is beneficial. The language level in L2 is supposed to be A1.

4.1.1 Lesson 1: ‘My Classroom’

The first lesson includes six activities associated with ‘the classroom’ and it will be completed in 60 minutes. The activities are presented in the order of their implementation.

The first activity involves certain introductory questions followed by some attractive and eye-catching pictures with the view to brainstorming learners’ ideas as well as having an insight on their previous knowledge on the topic. The pictures are associated with the questions which are the following: How is my classroom? How do we live in the classroom? Then, the instructor asks the learners to observe their classroom and the objects that surround them; they are asked what they see on the right, left, up and down. Additionally, they are asked to think what they would like to have in their classroom. (10 mins)

The second activity requires the learners to measure distances and surfaces other measuring the feet needed or a strip. Through this activity of measuring learners will acquire a better sense of the surrounding space and they are practicing life skills as well. (10 mins)

The third activity presents classrooms in other places of the world. Learners are shown pictures of them and they are asked the different and similar characteristics of their classroom with the ones in the pictures. This activity intends to assist learners realize the idea of ‘otherness’ in that there are other learners from different cultures who share the same goal with them. All learners want and deserve to be educated. (10 mins)
The fourth activity includes older pictures of learners in their classroom 150 years ago. Learners are asked to describe a classroom of the past and compare it with a present-day classroom. Think of their differences and the advances that have made from then. (10 mins)

In the fifth activity the instructor encourages the learners to know each other. Learners are shown pictures of children who get to know each other and they are asked to say their names and what they like doing in their free time. (10 mins)

The sixth activity includes a framework where learners are asked to paint pictures of their classroom and then cooperate all together to make a collage of their paintings. (10 mins)

The objectives of the first lesson are to urge learners to learn about and explore their classroom, promote teamwork and functioning according to the rules of the group. Additionally, learners will be introduced new vocabulary in English. In terms of the classroom interaction, the learners will answer the questions of the teacher and interact with their classmates when the activities require it. Regarding the material needed for the implementation of the lesson, learners will be provided with the appropriate photocopies. Furthermore, a laptop and a projector or an interactive blackboard will be needed to display the chosen pictures and videos. In terms of the teaching aids, the teacher is expected to give clear guidelines, explain the unknown words and encourage the learners to speak up in English. In relation to the English academic language introduced in the first lesson, language of describing, comparing and introducing oneself as well as new vocabulary and phrases associated with the topic will be presented by using flashcards.
4.1.2 Lesson 2: ‘My School’

The second lesson will last 60 minutes and includes the following five activities:

The first activity involves questions and pictures of different schools. The questions are the following: Do you like your school? What facilities are there in my school? How do we live in the school? Then, the instructor shows pictures of other schools in different places of the world. The learners are asked what facilities their school has got and what other facilities they would like their school to have. Then, they should compare their school with those shown in the pictures. (10 mins)

In the second activity, the learners are shown pictures of where to throw their rubbish and how to preserve the classroom and school clean. The instructor asks the learners to write in pairs orders about keeping the school clean and then read them out loud. Then, instructions are shown on the interactive whiteboard, accompanied with pictures, of what to do in case of an earthquake both in the school and in the house. Learners play an earthquake simulation game. (15 mins)

In the third activity the instructor shows a picture of a school excursion. The learners are asked to observe the picture, think of the appropriate objects they need to take with them on school excursions and write them on their notebook. Then, the instructor plays a video (found at: https://www.youtube.com/watch?v=NHCFT2BCbsg). After watching the video, the learners check the objects they have already found. (15 mins)

The fourth activity involves pictures of schools fifty years ago. The learners should imagine of how school life could be before fifty years and then ask their grandparents about it. Finally, they should write a paragraph as homework. (10 mins)
The fifth activity includes a frame where learners are asked to paint pictures of their school. Then, the instructor initiates a discussion about what the school means to different learners and what kind of qualifications it should offer to them. (10 mins)

The objectives of the lesson are to inform the learners in essence about their school as well as to promote teamwork and functioning according to the rules of the group. Additionally, the learners will be introduced new vocabulary in English associated with the topic. As regards the interaction within the classroom, the learners are expected to answer the questions of the instructor, discuss with their classmates, work in pairs and paint. In terms of the material needed for the completion of the activities, the learners will be given all the necessary photocopies. A laptop and a projector or an interactive blackboard will be needed to display the pictures and videos which facilitate the smooth instruction of the lesson. The teacher is expected to guide the learners, explain the unknown words and encourage them to discuss and participate in the class in English. With reference to the language introduced, new vocabulary and phrases associated with the topic will be presented. What is more, language of describing, giving and following instructions, comparing and contrasting information is going to be introduced.
4.1.3 Lesson 3: ‘My Family’

In relation to the third lesson, the thematic area will be ‘my family’ and there will be hints about the protection of the natural environment as well. The lesson will last 60 minutes, while the activities instructed will be the following:

The first activity involves questions and pictures associated with the topic. The questions are the following: What kind of family do I live in? (Eg. extended, nuclear or single-parent family). How do we spend our free time together? (10 mins)

In the second activity, the instructor plays a video, on the interactive whiteboard, of different kinds of families (found at: https://www.youtube.com/watch?v=yHvaKv9N0VE). The instructor states that families change and then asks how a family can change eliciting oral answers. (10 mins)

In the third activity, learners are asked to talk in pairs about their family. Then, they are shown pictures of the family of children with different nationalities (Eg. Anna, Omar and Manchu). What differences/similarities do learners imagine there would be in these families compared to their own? What would they like to ask Anna, Omar and Manchu about their families and their school life, if they had the chance? (10 mins)

In the fourth activity, the learners are distributed a photocopy of a family tree. They should write down the names of their family members under the correct subtitle. Then, the instructor elicits oral answers to the following questions: If my family would be a place/a color/an emotion which place/color/emotion would it be? What does my family offer to me and what do I offer to my family? (10 mins)

The fifth activity includes pictures of a quarrel between two siblings. The learners should think of effective ways to solve family problems. Then, they are asked
to tell a rule of their family. The instructor collects all these rules and writes them on the board in plain sight. (10 mins)

The sixth activity includes pictures of families and children taking care of the environment. The learners are asked “how does my family care about the environment?” Various answers are given and then the instructor asks “What messages can we think of to protect the environment?” Learners are asked to paint a message for the protection of the environment like the ones shown by the instructor. (10 mins)

The objectives of the third lesson are to enable the learners to learn about the notion of family, promote teamwork and functioning according to the rules of the group and protect the environment. Additionally, new vocabulary in English associated with the topic will be introduced to learners and be supported by the necessary teaching material (handouts, flashcards, interactive whiteboard, projector etc.) In terms of the classroom interaction, learners are expected to answer to the instructor’s questions, work in pairs and groups, discuss, and paint. In terms of the teaching aid, the instructor will provide guidelines, explain the unknown vocabulary and encourage all learners to participate in class in English. Furthermore, in terms of language used, in this class, new vocabulary will be introduced which is relevant to family members/relations and environment. Language structures assisting learners to describe and compare pictures, expressing differences and opinions and making assumptions will also be presented.
4.1.4 Lesson 4: ‘Human and Time’

The last lesson involves the topic of ‘Human and Time’. It is going to last 60 minutes and will encompass the following activities:

The first activity includes the following questions: How do we measure (count/tell) time? How do I spend my leisure time? Pictures, relevant to the topic, are shown on the interactive whiteboard while the instructor uses them as a springboard to brainstorm ideas. (10 mins)

In the second activity, learners are asked to work in pairs and find out certain information about their classmate with whom they share the same desk. The instructor points at some questions he/she has written on the board in advance, such as “What is your favorite color?” “What is your favorite school subject?” “Where do your parents and grandparents come from?” Learners are also asked to think of a question of their own and pose it to their classmate. (10 mins)

In the third activity learners are asked to write their date of birth on their notebook and also write how many years ago they were born. Then, they should think of the ideal present for their birthday. Learners are also shown on the interactive whiteboard the phrase: “Happy Birthday” written in different languages. They should decide on which language is shown each time. (10 mins)

The fourth activity involves pictures of clocks and learners are asked to tell the time. They could seek for help in the expressions shown on the interactive whiteboard or the projector accordingly. (10 mins)

The fifth activity includes a poem with the days of the week and learners are asked to write the name of each day in a picture of a diary next to the poem. Then,
pictures of the four seasons are shown and a month is written below each season. The learners should find and write the rest of the months. (10 mins)

In the sixth activity, the learners are provided with cards of the days of the week and the months of the year. Learners are given a role, others of a day of the week and others of a month of the year. They pin the relevant cards on their clothes. The instructor announces “One Monday of February…” and the two learners who have taken the particular roles cooperate in order to finish the sentence. They should provide written sentences as well. At the end all pairs read out loud their sentences. (10 mins)

The objectives of the fourth lesson are to familiarize learners with the notion of the self and time, promote meaningful interaction among learners and assist them function according to the rules of the group. Additionally, the lesson celebrates diversity while the message to be imparted is the fact that each person is different and unique. All the same, life changes because of time.

In terms of the classroom interaction, learners are expected to answer the questions of the instructor, work in pairs and groups, discuss and cooperate under the light of a common objective. In terms of the material needed for the implementation of the class, an interactive blackboard or a projector, photocopies, handouts, flashcards, cardboards, felt pens etc. should be available. In relation to the teaching aids that will be provided, the instructor will guide the learners, explain the unknown words and encourage them to participate in the class in English.

New vocabulary associated with the topic will be introduced to learners. In terms of the language that will be used, learners will be exposed to language of asking and answering questions, counting and telling the time, understanding instructions. During the lesson, English will mainly be used while L1 will scarcely be utilized and
only in cases to help learners comprehend complex notions of the content or avoid being confused from the process of an activity.

4.2 Use of L1 in CLIL Classes and Other Teaching Features

There is a debate over whether the L1 should be employed in the foreign language classroom and to what extent. There are various studies which investigate this debate and the results vary. For instance, some researchers assume that the L1 can be used as a tool to explain some difficult aspects of the instructional material but some others consider that the exclusive use of L2 is the most effective way to teach it efficiently.

The employment of L1 is suggested by Littlewood & Yu (2011) according to whom EFL instructors employ extensively the L1 in the classroom without refusing that the L1 has potential to support EFL acquisition. In this case, the classes will not be ELT ones but CLIL functions as an ELT class with subject-oriented material. Another study by Paker & Karaagac (2015) concludes that both teachers and learners in their study acknowledge the significance of the employment of L2, however they confess that they use the L1 occasionally and that is valuable to clarify the difficult areas of the material instructed. Other studies acknowledge the contribution of the employment of L1 to the learners’ performance. For instance, in a study by Miles (2004), it was found that the learners who employed the L1 in the classroom outperformed the learners who did not use it. In the case of the CLIL classes, the aim is not to force learners to speak in the L2 and use the language throughout the lesson but give them the chance to do so and expose them to a situation where they can practice the L2 as much as possible.

Learners will be left free to choose whether they want to interact in L1 or L2 although all the content material will be presented in L2. CLIL, in this case, will focus
mainly on the skills of speaking, listening, reading and less on writing. Learners will first be exposed to the passive skills of listening and reading at the stages of the lecturing and then during the discussions and interactions with the other classmates and the instructor, they will be free to use English and their mother tongue. However, certain activities involve writing as well and L1 is used on behalf of the learners only to facilitate the process of the activity.

The texts that will be employed in the class will be combined with pictures and multimodal material in the form of photographs, songs and videos that will be displayed on the blackboard in order to help the learners increase their motivation to participate in the class. As these lessons are not ELT lessons, learners will not be assessed in language production but they will be expected to use the interaction language. Nonetheless, for those that are hesitant to speak up in English, there will not be any negative outcome. The lessons will be one more chance for the learners to interact in English and therefore the focus will be more on the content of the interaction while all the activities will be subject-oriented.

Furthermore, the approach that will be employed in the lessons designed is the communicative approach as it is the one that focuses on communication and interaction helping the learners to use language in order to achieve the communicative purposes. The communicative approach aims to teach the foreign language employing the communicative context rather than the rules and structure of the language. In addition, the learners should be provided the chance to use the language in context (Littlewood, 1981). One related study shows that Taiwanese learners favor communicative language instruction and particularly they agreed on statements like “I liked my English teachers to create an atmosphere that encouraged us to use English in class” and “I liked communicative activities where we could interact in English with peers” (Savignon &
Wang, 2013, p. 16). On the other hand, it is hard for the educators to estimate how much use of L1 is appropriate in communicative language teaching. However, it seems that absorbing activities may trigger at a large extent the use of the mother tongue (Butler, 2011).

Regarding the assessment of the learners, both formative and summative assessment are combined throughout the four lessons. In relation to formative assessment, the CLIL lessons comprise activities which target at getting learners involved in discussions and communicate their views and thoughts, answer to questions, complete writing and homework assignments. In terms of summative assessment, learners are required to complete final projects, presentations and reports. Learners will also be examined orally, in the form of answering to questions, at the beginning of each lesson prior to the introduction of the new lesson. In this way, learners will have the chance to revise what they did in the previous lesson before they are introduced the new material. They will be assessed both for the content and the language used. Finally, at the end of every lesson, learners should complete a self-assessment form for the better realization of their progress.

4.3 Focus on Vocabulary

As regards the language used in the classroom, the focus will be more to the vocabulary and lexical chunks than to any other area of English language. The topics to be taught will give the chance to explore different subjects along with the vocabulary related to them. The multimodal material that will be employed intends to assist learners to remember the new vocabulary and explore the subject more thoroughly.

The instructors can resourcefully present the new vocabulary in numerous ways which are reliant on their pupils’ interests, developmental stage and language
proficiency. According to Alqahtani (2015), tutors should consider that a significant objective in language acquisition is memorizing new vocabulary; consequently lexical stimuli should be displayed, practiced and reviewed to be retained in memory. Therefore, the presentation of lexical units to be acquired is not sufficient. Instead the presentation of functions, as an initial phase in vocabulary learning, is also necessary.

The presentation of new vocabulary has been a debatable subject among academics. For instance, there are conflicting outlooks on whether vocabulary should be taught in semantically associated frameworks, like in the case of the CLIL classes designed or if it is better to be presented separately. The presentation of vocabulary in semantically linked frameworks has been shared practice in various EFL textbooks and CLIL education as well (Wang 2015) suggesting that this technique strengthens memory retention of the acquired vocabulary (Papathanasiou 2008). The schoolbooks are frequently structured in subjects that echo diverse conditions where vocabulary is presented as knowledge to be employed for a precise communicative purpose. Hence, words are structured in semantic entities so that pupils make links and recall them more effortlessly. Additionally, the same researcher bases his argument on theoretical indications about the mechanisms of the mind and on how lexical items are planned in clusters. However, there are almost not any consistent trial findings to demonstrate that semantic grouping is helpful when it comes to foreign language instruction.

In the same line, other researchers favor the employment of semantically dissimilar set of words as studies have revealed that learners who were exposed to semantically unconnected vocabulary had better performance than learners who were presented semantically associated vocabulary (Lázaro-Ibarrola & Hidalgo 2015; Wang 2015). The debate extends further on whether displaying semantically connected vocabulary really obstructs learning. Essentially, though the way most EFL textbooks
are organized makes it easier for English language educators to form subject-based communicative tasks within a context. Consequently, it is up to instructors to choose how they will organize the class and how they will display vocabulary. In the case of the CLIL classes designed above, it was decided to focus on vocabulary and present it in semantically linked framework which will be subject-oriented. Each class presents a different topic and the vocabulary is associated with the classes’ topic accordingly.
Chapter 5: Discussion & Pedagogical Implications

5.1 Discussion

Content and Language Integrated Learning (CLIL) is an innovative teaching method that aspires to embed plurilingualism and interdisciplinarity in the educational frame in order to equip learners with the knowledge and skills demanded from a modern and fast-evolving society. Another factor that features CLIL is its flexibility to differentiate teaching acknowledging that different learners have different extent, depth and pace of studying (Roiha, 2012). CLIL also highlights the sociocultural dimension of the educational process through the enhancement of learners’ intercultural understanding.

CLIL’s capability to be implemented in different educational contexts led to its expansion across the European countries which started one by one running CLIL pilot programmes and then including the approach in their official school curriculum. Many studies have been conducted from the 1990s, the launching decade of CLIL, showing that CLIL learners usually achieve a better command of the foreign language in comparison to non-CLIL learners (Crandall, 1998; Coonan, 2005; Alonso, Grisaleña & Campo, 2008; Navés & Victori, 2010). Additionally, the benefits of CLIL can demonstrably be reaped out both in primary and secondary education.

Various CLIL studies have been conducted in the four Mediterranean countries examined in this dissertation. The vast majority of them attribute positive outcomes to CLIL methodology. More specifically, CLIL studies in Cyprus have registered higher acquisition of subject content and enhanced foreign language competence (Griva, Chostelidou & Panteli, 2014) while in Greece, relevant studies resulted in improved learning and language skills (Mattheoudakis, Alexiou &
Laskaridou, 2013), enhanced motivation (Della, 2012) and multicultural awareness (Griva & Chostelidou, 2017).

In a similar vein, CLIL studies in Italy demonstrated, among other benefits, increased linguistic competence in English, increased motivation (Progetto Lingue Lombardia, 2007) and development of thinking skills (MIUR, 2014b). Spain which introduced CLIL method first compared to the other three countries, also numbers various CLIL studies that showed important advantages in language skills and grammar (Lasagabaster, 2008) while the effects of CLIL are independent of learners’ socio-economic background (Lasagabaster, 2008). CLIL teachers in all four countries view CLIL positively while the lack of CLIL training and material seems to be a unanimous opinion. Therefore, organizing seminars/webinars, lectures, training programmes and CLIL workshops that would be accessible to CLIL teachers is a common practice likely to be found in the four Mediterranean countries. This kind of initiatives, being in line with bibliography (Papaja, 2013; Suhandoko, 2016), works as incentive for CLIL teachers to get further training on CLIL method, share their CLIL experiences and their speculations about them, voice possible difficulties they might face, give solutions to various problems and exchange CLIL material and ways of designing it.

In terms of CLIL implementation in the four countries, it is not uniform regarding the different levels of education in which CLIL is taught, the ways and extent of its implementation, the types of CLIL used and even the school subjects chosen to be taught through the CLIL method. Additionally, CLIL was incorporated last in the educational system of Italy and Greece while the latter has not implemented CLIL as an official policy yet. Content teachers are rather preferable to conduct CLIL lessons while their competence in L2 varies among the four countries but generally a level of B2 to C1 is prerequisite. However, the principle of collaboration among
content and language teachers is essential for the success of CLIL as a teaching practice and is put special focus on it to all four countries. From that perspective, content and language teachers are urged to come in contact in order to share opinions and ideas about the teaching practices to be followed, the ways that language and content should be handled in classes and so on.

Despite the differentiation in the ways CLIL is implemented in the four countries and after thorough research a common thematic area was finally selected as a base or resource for the design of the four CLIL lessons. The thematic area chosen is Environmental Studies because it is a rather ‘neutral’ topic without raising any political, historical or sociocultural issue. At the same time, through CLIL instruction, learners are assisted to develop both their content and linguistic competence on that topic. The benefits of selecting Environmental Studies are numerous. Learners are taught about their surrounding world but most of all, they are taught the fact that they are part of this world with which they can communicate effectively and affect either positively or negatively. In aid of the CLIL lessons, the teaching materials, found at the end of the paper, include pictures, videos, tables, questions, a poem, a quiz and evaluation forms. Finding the necessary teaching material was a challenging and time-consuming task yet utterly important.

An alternative thematic area, from which the topics for the CLIL lessons could be drawn, would be Geography and in fact this was my first choice. Geography is also a neutral topic from the view that it does not raise any historical, political or religious issues among learners and it is one of the most popular subjects taught through CLIL (Zaparucha, 2007). Furthermore, there was the idea, as much simple as it may sound, that a topic such as ‘fact files about the Mediterranean countries’ might interest a lot learners who come from the Mediterranean countries under investigation.
Nevertheless, designing CLIL lessons based on Geography would possibly require advanced vocabulary through the use of terminology or even formulaic language that would best suit for intermediate learners. The designed CLIL lessons however address to learners of an A1 language level thus the selection of simpler and more everyday topics, as those drawn from the area of Environmental Studies, may remove the ‘burden’ of processing more complex notions in the foreign language.

Arguably, learners feel more confident when they talk in L2 about topics that are familiar to them or they are part of their everyday life, especially when the learners are beginners. The sense of feeling comfortable and self-confident along with the well-designed tasks motivate learners to participate in the different tasks assigned to them. To my eyes, this factor constitutes a great asset for the success of a lesson and this was the rationale underlying the design of the CLIL lessons. The results from the research demonstrated that Environmental Studies best serves this goal by offering familiar topics which trigger the personal experiences of learners, providing ample chances for interaction and self-expression, developing learners’ life skills and enhancing their knowledge on content and language. All learners have been taught the chosen topics in their mother in previous classes therefore learners are more ready to process them in the foreign language.

At this point, I wish to say that from my personal experience in designing the CLIL lessons outlined in chapter four, the most challenging part of the whole process was the investigation and selection of a common thematic area that would best cover the needs of learners from different countries without deviating from the objectives of the CLIL lessons. In completing the puzzle of designing CLIL lessons for learners of different nationalities, the experience was rewarding and worthwhile.
## 5.2 Pedagogical Implications-Suggestions

The pedagogical implications for the implementation of CLIL may have both positive and negative aspects; however the positive outcomes far outweigh the negative ones. For this reason the CLIL lessons designed in the present paper are recommended to address to learners of the four different countries.

In terms of the possible negative implications for the learners, these may constitute the difficulties in comprehension which may lead to reduced participation during the lessons. It is highly likely that the learners will face difficulties associated with the use and understanding of the language through which the class is instructed. On the other hand, this negative implication can be controlled by the instructor through explicit instruction of the difficult areas of the material as well as by using both languages during the lesson. In the case of using both languages, the instructor would be able to make clarifications and explain the difficult areas of the lesson instructed.

Another pedagogical implication may be the discomfort that some learners may feel due to their weakness on the second language compared to other learners who do not display similar difficulties. The instructor should pay special attention to weaker students by helping and encouraging them when necessary without removing his/her attention or interest from the stronger students. Finally, complaints could arise from those parents who prefer their children to be able to fully comprehend the class by using their mother tongue. These complaints can be confronted by explaining to them the pedagogical value of CLIL and the benefits that learners could gain.

Concluding, various other issues arise both in CLIL and non-CLIL classes without always being predicted and tackled in advance. An effective solution would be
for the instructor to keep notes after every single lesson mentioning the problems that have accrued and ways to confront them. This way may apply to each class separately; however general conclusions applicable to other classes may also be made.

5.3 Limitations

A major limitation of the present study is that due to space and time limitations, it was not possible to actually implement the lessons which were designed for learners originated from the four Mediterranean countries and attend the fifth grade of primary school. In case of having enough time for piloting the lessons, more concrete clues would be available. Another limitation is that the classes were designed using as a basis already existing material from the four countries without involving any new material. However, overall the material would be new for the learners because only one fourth of it has been taken from each country’s curriculum while the other three-fourths from the other countries’ curriculum. One more limitation is that the classes are only four; they are designed for the fifth grade of the primary school and are addressed to learners of A1 level of language competence. A suggestion for future research could be firstly to implement the four classes designed, design more classes associated with the same subject and also design classes for other grades of school education following the methodology indicated in the paper.
Chapter 6: Conclusion

In the present study, CLIL education was investigated at a bibliographical and theoretical level at the initial stage. The aim at that stage was to find how CLIL education is implemented in the four Mediterranean countries chosen for the study which are Cyprus, Greece, Italy and Spain. From the data collected, it was found that all countries except Greece involve CLIL education in the curriculum and implement it at an official level from primary education. In Cyprus and Italy CLIL is implemented using English as the language through which the class takes place. Spain is a separate case because there is a diversity of local languages which are used to implement CLIL classes. Nonetheless, in Spain, there are CLIL classes where English is the means of instruction too. In Greece, on the other hand, CLIL has been implemented only in the form of studies most of which are pilot ones. Hence, CLIL has not been adopted by the national curriculum as an official practice in order to promote foreign language learning in the country.

At the second half of the study, four classes were developed to be taught in the fifth grade of primary school. All classes were based on CLIL methodology and were subject-oriented. The subject of the classes was that of environment investigation. Each class involved elements from one of the country’s curricula. Therefore, the topics of the classes were the classroom, the school, the family and Human and time. The aim of designing the four classes was to find common features of CLIL education in the four Mediterranean countries and construct common classes for all four of them in order to promote CLIL education. The selection of the four countries was due to the common features that these countries appear to share and mainly the geographical area in which they are found.
In the classes designed, the main focus is to introduce learners to lexical and grammatical elements as well as content topics they are already familiar with. Above all, the central idea of this study is to give prominence to the way CLIL methodology is adapted to the four Mediterranean countries and simultaneously pave the way for similar investigation among other countries. Finally, due to its flexible nature, CLIL is strongly recommended as a teaching practice for learners of different countries. These learners however, have the same mother tongue. A suggestion for the future would be to design CLIL lessons for learners of the same age and language level who have different L1.

Finishing this paper, I feel the need to express my reflections on it. It is a product of great effort and thorough investigation, as many other papers. However, the fact that it compares the syllabi of four different countries, regarding CLIL implementation in those countries with the view to developing CLIL lessons, is an educational area that very few studies have investigated so far. Specifically, the objectives of the four CLIL lessons is to enhance both content and foreign language acquisition as well as assist learners to improve their communication, social and creative skills. Above all, though, the central aim of the lessons is to instill the necessary life skills to all learners who may not share the same mother tongue or nationality yet they do share the same educational needs. As for the educational value and contribution of my work, I think it is significant however it will become evident or not in practice.
References:


Transforming theory into practice.


INSTITUTO POLITÉCNICO DE CASTELO BRANCO, (2016). CLIL for CHILDREN-Guide Addressed to Teachers on how to use CLIL Methodology in Primary Schools. C4C - CLIL for Children, Erasmus+ STRATEGIC


Mattheoudakis, M., Alexiou, T. & Laskaridou, C. (2013). *To CLIL or not to CLIL? The Case of the 3rd Experimental Primary School in Evosmos*.


Appendix 1

According to the Official Journal of the European Union in 2006, the Framework of Key Competences for lifelong learning includes eight (8) competences:

1. Communication in the mother tongue
2) Communication in foreign languages
3) Mathematical competence and basic competences in science and technology
4) Digital competence
5) Learning to learn
6) Social and civic competences
7) Sense of initiative and entrepreneurship
8) Cultural awareness and expression
Appendix 2:

The CEFR Levels

<table>
<thead>
<tr>
<th>Council of Europe levels</th>
<th>Description</th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>C2</strong> Mastery</td>
<td>The capacity to deal with material which is academic or cognitively demanding and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</td>
<td></td>
</tr>
<tr>
<td><strong>C1</strong> Effective Operational Proficiency</td>
<td>The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</td>
<td></td>
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<tr>
<td><strong>B2</strong> Vantage</td>
<td>The capacity to achieve most goals and express oneself on a range of topics. Example: CAN show visitors around and give a detailed description of a place.</td>
<td></td>
</tr>
<tr>
<td><strong>B1</strong> Threshold</td>
<td>The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information. Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.</td>
<td></td>
</tr>
<tr>
<td><strong>A2</strong> Waystage</td>
<td>An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts. Example: CAN take part in a routine conversation on simple predictable topics.</td>
<td></td>
</tr>
<tr>
<td><strong>A1</strong> Breakthrough</td>
<td>A basic ability to communicate and exchange information in a simple way. Example: CAN ask simple questions about a menu and understand simple answers.</td>
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</table>

* The table is available at: [https://www.examenglish.com/CEFR/cefr.php](https://www.examenglish.com/CEFR/cefr.php)

The Common Reference Levels are also thoroughly analyzed in the CEFR 2018 Companion Volume. These levels are described each time according to the different descriptors that have been set.
Appendix 3:

INCLUSION IN THE CYPRUS EDUCATIONAL SYSTEM AT THE BEGINNING OF THE TWENTY FIRST CENTURY: AN OVERVIEW

NATIONAL REPORT OF CYPRUS

BY

THE MINISTRY OF EDUCATION AND CULTURE, REPUBLIC OF CYPRUS

LEFKOSIA, CYPRUS
NOVEMBER 2008
1.2 Structure of the Education System

In the context of the above overall aims, the Ministry of Education and Culture offers free and accessible education to all students without prejudice based on the gender, the abilities, the language, the color, the religion, the political beliefs or ethnic background. The Ministry is organized into departments, which are responsible for the administration of public schools and other educational institutions, as well as the supervision of private institutions, as follows:

- Pre-primary education - 3 to 6 years Department of Primary Education;
- Primary school – 6 to 12 years, Department of Primary Education;
- Lower Secondary School (gymnasium) – 12 to 15 years, Department of Secondary General Education;
- Upper Secondary School (Unified Lyceum or Technical/Vocational school) – 15 to 18 years, Department of Secondary General and/ or Department of Secondary Technical and Vocational Education and Training;
- Higher and University Education, Department of Higher and Tertiary Education;
- Teacher Training, Documentation, Program Development: Pedagogical Institute;
- Educational Research and Evaluation: Center for Educational Research and Evaluation
Appendix 4:


<table>
<thead>
<tr>
<th>Setting Standards for Foreign Languages in the Italian School Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary</strong> (Students aged 6 -11):</td>
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<tr>
<td><strong>Lower Secondary</strong> (Students aged 11-14):</td>
</tr>
<tr>
<td><strong>Upper Secondary</strong></td>
</tr>
<tr>
<td><strong>Students aged 14 - 16:</strong></td>
</tr>
<tr>
<td><strong>Students aged 16 – 19:</strong></td>
</tr>
</tbody>
</table>

Appendix 5

Useful Online Resources for CLIL Lessons:

https://www.youtube.com/watch?v=yHvaKv9N0VE
https://www.youtube.com/watch?v=NHCFT2BCbsg
https://www.youtube.com/watch?v=8elIRY1hvi0
https://www.youtube.com/watch?v=YKNDOcnL4cI
https://www.youtube.com/watch?v=0B1Z3rThN9I
https://www.youtube.com/watch?v=mCKfMJrhg_I
https://www.youtube.com/watch?v=FHaObkHEkHQ
https://www.youtube.com/watch?v=gEk6JLJNg0U
https://www.youtube.com/watch?v=Fe9bnYRzFvk
https://www.youtube.com/watch?v=8RJzoyIVzV8
https://www.youtube.com/watch?v=cPUUIwdyX4Y
https://www.youtube.com/watch?v=zb1BWc6ym-o

The Four Seasons Myth.mp4
# CLIL LESSON PLAN 1

**CLIL SUBJECT:** Environmental Investigation  
**AUTHOR:** Olympia Patinea  
**TOPIC:** My classroom  
**AGE OF STUDENTS:** 11-year-olds (5th graders)  
**TIMING:** 60 mins

## Aims

- To enable students to learn about their classroom, promote teamwork and functioning according to the rules of the group.

## TEACHING OBJECTIVES

### Content

- To identify the different objects in a classroom.  
- To learn how to measure distances & surfaces.  
- To learn how to introduce themselves and ask questions to find information about others.

### Cognition

- To compare & contrast different types of classrooms.  
- To understand & acquire the underlying rules which govern cooperation with others.  
- To imagine & predict the differences between classrooms of different eras.

### Culture

- Realize the classroom differences with the people who lived in another era.  
- Enhance tolerance & respect when communicating with others.

## Language and Communication

### Language of learning

- **Vocabulary**  
  Objects found in a classroom, measuring distances & surfaces.

- **Structures**  
  Use present simple/continuous, past simple, used to.  
  Use I like/don’t like + gerund.  
  Use this/these and that/those.

- **Functions**  
  Ask and answer questions, describe, compare & contrast the pictures and relevant concepts.

### Language for learning

- Understand the language of describing, defining and explaining concepts and processes involved in the topic.  
- Understand more specific vocabulary thanks to context.  
- Ask questions and give answers, in groups, pairs or individually.  
- Use language to build arguments and disagreement.

## LEARNING OUTCOMES

(What learners will be able to do by the end of the lesson/s)

- Identify and label some basic classroom objects.
- Understand how measuring of distances & surfaces occur.
- Identify, compare & contrast the different classrooms.
- Introduce oneself and find information about others.
- Express oneself through painting.
- Cooperate with others to achieve a collective goal meaning create a collage.

<table>
<thead>
<tr>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Identify and label basic classroom objects.</td>
</tr>
<tr>
<td>✓ Answer to open/closed questions, comment on statements.</td>
</tr>
<tr>
<td>✓ Comment on/compare a past situation with a present one.</td>
</tr>
<tr>
<td>✓ Paint pictures and create a collage.</td>
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</table>
Teaching Steps for CLIL Lesson 1

CLIL Subject: Environmental Studies

Topic: ‘My Classroom’

Age: 11-year-olds (5th graders)

CEFR level: A1

Time: 60 mins

Lesson Delivery:

- **Step 1**
  
  As an introduction of the topic, the instructor clearly states that the CLIL lesson is about “My Classroom”. He/She writes the topic on the blackboard and asks learners:

  - How is my classroom? How do we live in the classroom? – aiming at brainstorming ideas and have an insight on learners’ previous knowledge on the topic. Some of the correct answers are written on the board in order to be seen by everyone. Then, learners are instructed to observe their classroom and name or describe orally the surrounding objects. They should tell what other objects they would like to have in their classroom.

(Warm-up stage, 10 mins).

- **Step 2**

  The instructor divides learners in pairs and explains that they should measure distances and surfaces in the classroom using a measuring instrument that is provided to them. After the completion of the task, learners should report their results in class.

(10 mins)
• **Step 3**

Four pictures of different classrooms (teaching material, p. 120) are presented on the interactive whiteboard and learners are asked to find any differences and similarities between these classrooms and their own. All correct answers are written on the board. (10 mins)

• **Step 4**

Other pictures showing classrooms of the past (p. 121) are demonstrated to learners who should describe and compare them with a modern class. Learners should further think and name the amenities of a modern class. Are these amenities helpful? (10 mins)

• **Step 5**

Learners are encouraged to look at the pictures (p. 122), which are used as prompts here, and try to do the same thing. They should ask each other their name, age and the activities they like doing in their spare time. The instructor could use a pair of learners to act out the short dialogue and set the example for other learners as well. (10 mins)

• **Step 6**

Learners are provided with the necessary material in order to draw pictures of their classroom. When they finish their task, they should cooperate all together to create a collage of their work which will be displayed on the notice board of the school. During the creation of the collage, the instructor moves around providing guidance and advice when necessary. (10 mins)
### CLIL LESSON PLAN 2

**CLIL SUBJECT:** Environmental Investigation  
**AUTHOR:** Olympia Patinea

**TOPIC:** My School

**AGE OF STUDENTS:** 11-year-olds (5th graders)  
**TIMING:** 60 mins

<table>
<thead>
<tr>
<th>Aims</th>
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| • To reinforce students to learn about their school, promote teamwork and functioning according to the rules of the group as well as inform about environmental protection.  
• Additionally, students will be introduced new vocabulary in English associated with the topic. |

<table>
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<tr>
<th>TEACHING OBJECTIVES</th>
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<tbody>
<tr>
<td><strong>Content</strong></td>
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</table>
| • To identify the different objects found in a school.  
• To recognize school facilities.  
• To understand the instructions which inform what to do in case of an earthquake.  
• To identify useful objects to take with in a school excursion. |

<table>
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<tr>
<th><strong>Cognition</strong></th>
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| • To compare & contrast different types of schools.  
• To understand & acquire the underlying rules which govern cooperation with others.  
• To imagine and express how school life was fifty years ago. |

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<tr>
<th><strong>Culture</strong></th>
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</table>
| • Realize the differences between contemporary schools with schools fifty years ago.  
• Practice tolerance & respect when communicating with others. |

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<th>Language and Communication</th>
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<tr>
<td><strong>Language of learning</strong></td>
</tr>
<tr>
<td>• Vocabulary</td>
</tr>
<tr>
<td>Objects found in a school, school facilities, the five senses, oral &amp; written instructions for an earthquake emergency, useful objects in school excursions, educational qualifications.</td>
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</table>

| • Structures |
| Use present simple/continuous, past simple, used to.  
Use this/these and that/those.  
Imperative, modals: can/could, should. |

| • Functions |
| Ask and answer questions, compare & contrast the pictures and relevant concepts.  
Follow & give instructions.  
Predict situations. |
| Language for learning | ✓ Understand the language of describing, defining and explaining concepts and processes involved in the topic.  
| ✓ Understand more specific vocabulary thanks to context.  
| ✓ Ask questions and give answers, in groups, pairs or individually.  
| ✓ Use language to build arguments and disagreement. |

| LEARNING OUTCOMES  
(What learners will be able to do by the end of the lesson/s) |

*By the end of the unit, the learners will be able to: (use Bloom’s wheel)*  

- ✓ Identify and label some basic school objects.  
- ✓ Identify, compare & contrast the different schools.  
- ✓ Identify useful objects for school excursions.  
- ✓ Follow & give instructions for a case of an earthquake emergency.  
- ✓ Participate in a discussion about ‘my school’. Give my opinion, support students’ ideas. |

| Assessment Method |

- ✓ Identify and label basic school objects and facilities.  
- ✓ Answer to open/closed questions, comment on statements.  
- ✓ Follow and give instructions.  
- ✓ Comment on/compare a past situation with a present one.  
- ✓ Participate in a discussion.  
- ✓ Write a paragraph. |
Teaching Steps for CLIL Lesson 2

CLIL Subject: Environmental Studies

Topic: ‘My School’

Age: 11-year-olds (5th graders)

CEFR level: A1

Time: 60 mins

Lesson Delivery:

- **Step 1**
  The instructor poses certain questions to introduce the topic such as: ‘Do you like your school? What facilities are there in my school? How do we live in the school?’ Various answers are taken and then learners are asked to describe the pictures (teaching material, p.123-124) shown to them and compare them to their school. Hence, a discussion is initiated relevant to the topic, as a warm-up activity with the view to establishing a smooth transition to the following activities. (10 mins)

- **Step 2**
  Pictures (p.125-126) are again used as prompts in order for learners to understand better the next task. The instructor asks “Where do we throw rubbish? How can we preserve our classroom and school clean?” After giving feedback on the answers taken, the instructor divides the class into pairs and explains that learners should produce written orders about keeping the classroom and school clean. These orders will be read out loud. Then, the instructor announces that “we should learn what to do in case of an earthquake”. He/She points at the relevant pictures and explains them in simple words. Finally, learners play an earthquake simulation game orchestrated by the instructor. (15 mins)
• **Step 3**
Learners are shown pictures (p.127) and are asked “What objects would you take with you on a school excursion?” They should write them on their notebook. Then, they watch a relevant video and check whether they have taken the correct objects. (15 mins)

• **Step 4**
The instructor asks learners to imagine how school life was fifty years ago. Relevant pictures (p.128) are shown to trigger learners’ imagination and instigate their participation. The instructor brainstorms ideas and writes them on the board. Learners should ask their grandparents about it or look into the internet for information and prepare a short paragraph as homework. (10 mins)

• **Step 5**
Learners are provided with the necessary material in order to paint pictures of their school. The best pictures will be hung on the noticeboard and all pictures will be given a sticker to award learners’ effort. To close the lesson, the instructor asks “What does school mean to learners?” and “What qualifications should it offer to them?” (10 mins)
**CLIL LESSON PLAN 3**

**CLIL SUBJECT:** Environmental Investigation  
**TOPIC:** My Family  
**AUTHOR:** Olympia Patinea  
**AGE OF STUDENTS:** 11-year-olds (5th graders)  
**TIMING:** 60 mins

### Aims
- To reinforce students to learn about the notion of family, promote teamwork and functioning according to the rules of the group and promote environmental protection.
- Additionally, students will be introduced new vocabulary in English associated with the topic.

### TEACHING OBJECTIVES

| Content | To recognize the variety of families and label the family members accordingly.  
|         | To identify the differences among families of different nationalities.  
|         | To provide feasible solutions when family conflicts occur.  
|         | To imagine of ways to protect the environment.  
| Cognition | To compare & contrast different types of families.  
|         | To understand & acquire the underlying rules which govern cooperation with others.  
|         | To express how families change and acknowledge their power.  
| Culture | Realize the differences among different families yet acknowledge the underlying principle that bonds a family.  
|         | Promote tolerance & respect.  

### Language and Communication

| Language of learning  
| Vocabulary  
| Structures  
| Functions | Vocabulary that is associated with the topic of ‘family’ such as family members, family tree etc. Nationalities, places, colours, emotions.  
|           | Use present simple/continuous. Use this/these. Imperative, modals: should.  
|           | Ask and answer questions, compare & contrast the pictures and relevant concepts. Follow & give rules. Offer solutions.  
|           |
| Language for learning | ✔ Understand the language of describing, defining and explaining concepts and processes involved in the topic.  
|                        | ✔ Understand more specific vocabulary thanks to context.  
|                        | ✔ Ask questions and give answers, in groups, pairs or individually.  
|                        | ✔ Use language to describe, compare & contrast, offer solutions to family disputes. |

**LEARNING OUTCOMES**  
(What learners will be able to do by the end of the lesson/s)

*By the end of the unit, the learners will be able to: (use Bloom's wheel)*

- ✔ Identify and label different kind of families.
- ✔ Identify, compare & contrast families of different countries.
- ✔ Understand and acknowledge the essence of the notion of family.
- ✔ Express oneself through painting.

**Assessment Method**

- ✔ Identify and label family members.
- ✔ Answer to open/closed questions, comment on statements.
- ✔ Comment on/compare different families.
- ✔ Paint environmental messages.
Teaching Steps for CLIL Lesson 3

CLIL Subject: Environmental Studies

Topic: ‘My Family’

Age: 11-year-olds (5th graders)

CEFR level: A1

Time: 60 mins

Lesson Delivery:

- **Step 1**
  The instructor points at the pictures shown on the interactive whiteboard (see teaching material p. 129-131) and asks learners “What do the pictures show? Can you guess the topic of today’s lesson?” He/She brainstorms ideas and continues asking “What kind of family do I live in? (Eg. extended nuclear or single-parent family). “How do we spend our free time together?” Feedback is given on learners’ answers. (10 mins)

- **Step 2**
  The instructor announces that learners should watch a video (p. 132) relevant to different types of families and look for their differences. Learners are encouraged to keep notes while the video plays. Answers are checked together in class. Then the instructor asks “How families change?” eliciting oral answers which initiate a short discussion on this issue. (10 mins)

- **Step 3**
  Learners are divided into pairs with the view to talking about their family for 2-3 minutes. Then, they are shown pictures of families of different nationalities (p. 132) and are required to think of some differences and similarities between these families and their own. Additionally, they should write the questions that they would like to ask to Anna, Omar and Manchu about their family or school life. (10 mins)
- **Step 4**

Learners are handed out photocopies of a family tree (p. 133) where learners should name the family members. They are further asked to link their family with a place/color/emotion and consider what their family offers to them and what they offer to their family (food, material goods, love, protection, guidance).

(10 mins)

- **Step 5**

A picture of a quarrel between two siblings (p.133) is shown to learners who should think of what their problem would be and how to solve it. Oral answers are given and then the instructor asks learners to tell a rule of their family which he/she writes them on the board.

(10 mins)

- **Step 6**

Learners are asked “How does my family care about the environment? Do they recycle rubbish, save up energy or plant trees?” After taking various oral answers, the instructor shows a painting including an environmental message (p. 134). Learners should paint a picture that would pass on a similar message. (10 mins)
CLIL LESSON PLAN 4

CLIL SUBJECT: Environmental Investigation  
TOPIC: Human & Time  
AGE OF STUDENTS: 11-year-olds (5th graders)

AUTHOR: Olympia Patinea  
TIMING: 60 mins

### Aims

- To facilitate the students to learn about the time, to promote teamwork and functioning according to the rules of the group as well as the fact that life changes because of time.
- Additionally, students will be introduced new vocabulary in English associated with the topic.

### TEACHING OBJECTIVES

<table>
<thead>
<tr>
<th>Category</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>To tell the time.</td>
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<tr>
<td></td>
<td>To identify the colors, months, seasons, days of the week.</td>
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<tr>
<td></td>
<td>To find information about others.</td>
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<tr>
<td><strong>Cognition</strong></td>
<td>To become aware of the importance to measure time.</td>
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<tr>
<td></td>
<td>To understand &amp; acquire the underlying rules which govern cooperation with others.</td>
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<tr>
<td></td>
<td>To present information about others.</td>
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<tr>
<td><strong>Culture</strong></td>
<td>Realize the fact that time passes and changes everything.</td>
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<td></td>
<td>Practice tolerance &amp; respect when communicating with others.</td>
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### Language and Communication

<table>
<thead>
<tr>
<th>Language of learning</th>
<th>Details</th>
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<tbody>
<tr>
<td>Vocabulary</td>
<td>Tell the time, months, seasons, days of the week, colours.</td>
</tr>
<tr>
<td>Structures</td>
<td>Use will+infinitive, past simple/continuous.</td>
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<tr>
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<td>Use wh- questions, subject pronouns, the verb be.</td>
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<td></td>
<td>Use expressions which help students tell the time.</td>
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<tr>
<td>Functions</td>
<td>Ask and answer questions, compare &amp; contrast the pictures and relevant concepts.</td>
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<td>Make sentences describing past situations.</td>
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<th>Language for learning</th>
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<tbody>
<tr>
<td>✓ Understand the language of describing, defining and explaining concepts and processes involved in the topic.</td>
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<tr>
<td>✓ Understand more specific vocabulary thanks to context.</td>
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<tr>
<td>✓ Ask questions and give answers, in groups, pairs or individually.</td>
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<tr>
<td>✓ Use language to make sentences.</td>
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</table>
### LEARNING OUTCOMES
(What learners will be able to do by the end of the lesson/s)

*By the end of the unit, the learners will be able to: (use Bloom’s wheel)*

- Tell the time.
- Identify and label the colors, months, seasons, and days of the week.
- Find information about others and introduce them.
- Express oneself through painting and creating cards.
- Cooperate with others make sentences about a past situation.

### Assessment Method

- Identify and label.
- Answer to open/closed questions, comment on statements.
- Make sentences describing a past situation.
- Create cards and participate in a cooperative game.
Teaching Steps for CLIL Lesson 4

CLIL Subject: Environmental Studies

Topic: ‘Human &Time’

Age: 11-year-olds (5th graders)

CEFR level: A1

Time: 60 mins

Lesson Delivery:

• **Step 1**

  The instructor asks “How do we measure time? How do I spend my leisure time?” and shows the relevant pictures (teaching material, p. 135-136) which are used as a springboard to introduce the topic and brainstorm ideas. Additionally, the instructor indirectly checks learners’ prior knowledge on the topic and behaves accordingly.

  (10 mins)

• **Step 2**

  Learners are asked to work in pairs and ask and answer the questions that are written in advance on the board by the instructor. Some of these questions are: “What is your favorite color?” “What is your favorite school subject?” “Where do your parents and grandparents come from?” They should also think of a question of their own and pose it their classmate. Then, pairs should present what they have learnt about their classmates. (10 mins)

• **Step 3**

  Learners are required to write their date of birth on their notebook and also write how many years ago they were born. Oral answers are given and the instructor asks “What is the ideal present for your birthday?” He/she shows some pictures of presents and the phrase: “Happy Birthday” written in different languages (p. 137-138). Learners should decide on which
language the phrase is written in each time. All thoughts and ideas are welcomed both correct and incorrect ones. (10 mins)

- **Step 4**

Photocopies with pictures of various clocks (p. 136) are distributed to learners who are asked to write the time under the appropriate clock. The instructor also shows helpful expressions on the interactive whiteboard in order to assist and guide learners. Finally, learners are required to ask for and tell the time. (10 mins)

- **Step 5**

More photocopies including a poem with the days of the week and pictures of the seasons and months of the year (p. 138-140) are handed out to learners. A list of the particular vocabulary is projected on the interactive whiteboard. Learners need to write the days, seasons and months in the appropriate blank. The instructor moves around the class providing assistance and guidance when necessary. (10 mins)

- **Step 6**

The instructor announces that they are going to play a game. Learners are given a role, others of a day of the week and others of a month of the year. They are also provided with the relevant cards which they pin or stick on their clothes. Then, the instructor states clearly “One Thursday of May….” and the two learners who have taken the particular roles cooperate in order to finish the sentence. Learners should provide written sentences which will be read out loud towards the end of the lesson. (10 mins)
Teaching Material on Lesson 1: ‘The Classroom’

Activity 1:

‘How is my classroom?’   ‘How do we live in the classroom?’
Activity 3:

Are there any similarities and differences between your own classroom and the following ones?

China

India

Sweden

Madagascar
Activity 4:

150 years ago
Activity 5:

Let’s get to know each other.

What’s your name?

What do you like doing in your free time?
Teaching Material on Lesson 2: ‘My School’

Activity 1:

- Do you like your school?
- What facilities are there in my school?
- How do we live in the school?
- Compare your school with the schools below:
Activity 2: How do we preserve the classroom and school clean?
- What do we do in case of an earthquake?
Activity 3: What should we take with us on school excursions?

Watch the following video:

https://www.youtube.com/watch?v=NHCFT2BCbsg
Activity 4: Schools 50 years ago. How school life would be 50 years ago?
Teaching Material on Lesson 3: ‘My Family’

Activity 1:
- What kind of family do I live in (Eg. extended, nuclear or single-parent family?)

Extended Family
Nuclear Family

Single-parent Family
- How do we spend our free time together?
Activity 2: Watch the following video:

https://www.youtube.com/watch?v=yHvaKv9N0VE

- How families change?

Activity 3:

- What differences are there in these families compared to your own?

Anna’s family

Omar’s family

Manchu’s family
Activity 4: My Family Tree

![Family Tree Diagram]

Activity 5: How can we solve family problems?

Family Talk

Communication
Activity 6: - How does my family care about the environment?

- What messages can we think of to protect the environment?
Teaching Material on Lesson 4: ‘Human & Time’

Activity 1: - How do we count time?

In hours
In days
In weeks
In months
In years

- How do we tell the time?
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**What time is it?**

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Activity 3: What is the best present for your birthday?
- Say ‘Happy Birthday’ in different languages.

### 8 LANGUAGES

- **French**  
  Bon anniversaire!
- **Italian**  
  Buon compleanno!
- **Spanish**  
  Feliz cumpleaños!
- **Portuguese**  
  Feliz aniversário!
- **English**  
  Happy Birthday!
- **German**  
  Alles Gute!
- **Dutch**  
  Gefeliciteerd!
- **Swedish**  
  Grattis!

**Activity 5:** Read the poem with the days of the week.

---

**Days of the Week**

Weekdays start on Monday,
When I have to go to school,
And continue Tuesday, Wednesday,
Thursday, Friday too.

But after five days working,
The next two I will spend,
Taking breaks and having fun,
Enjoying my weekend!
- Match the four seasons with the months of the year.
Now write the months under the correct season:

Winter  Spring  Summer  Autumn

Supplementary Material: Days & Months Quiz

Days and months quiz

1. What day comes before Friday?
2. What day comes after Saturday?
3. What day is between Monday and Wednesday?
4. It's Sunday today. What day will it be tomorrow?
5. It's Sunday today. What day was it yesterday?
6. In which day is the third letter D?
7. What month comes before August?
8. Which month comes between October and December?
9. In which month is the third letter P?
10. In which month is the last letter H?
11. Which is the shortest month of the year?
12. Which month has the longest day of the year?
13. Which month has the shortest name?
14. Which month has the longest name?
15. Which month doesn't always have the same number of days?
16. Which three months begin with the same letter?
17. How many days are there in a leap year?
18. Which three months begin with a vowel?