



Content and Language Integrated Learning

Implementing CLIL in Cyprus
primary and pre-primary education

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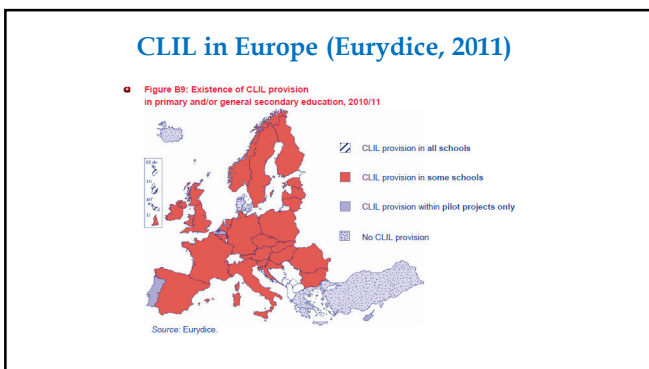
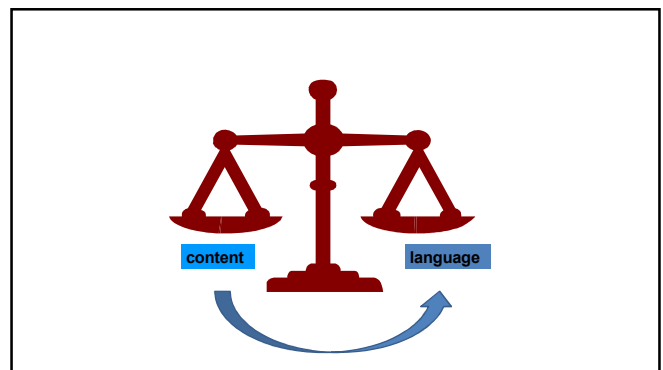
What is CLIL ?

- Content and Language Integrated Learning
- CLIL is a form of dual-focused learning where the focus is both on content and on language
- Teaching has a dual set of goals:
 - Goals related to the school subject
 - Goals related to the foreign language

What is CLIL ?

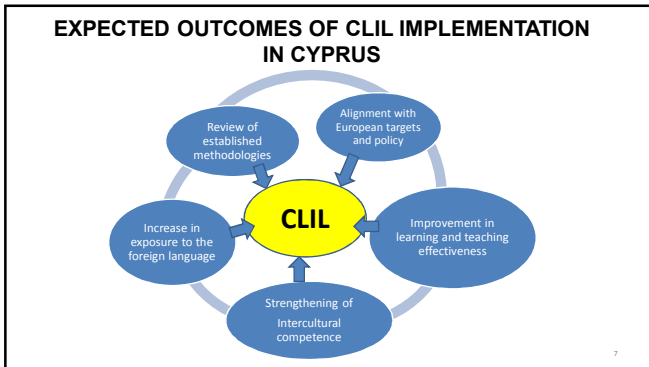
- 'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'.

Marsh, David. 1994. Bilingual Education & Content and Language Integrated Learning. International Association for Cross-cultural Communication, Language Teaching in the Member States of the European Union (Lingua) University of Sorbonne, Paris.



CLIL: A multidimensional approach

Culture Dimension	Language Dimension	Content Dimension	Learning Dimension
Intercultural awareness and understanding	Development of communication skills and strategies	Opportunities to study the school subject from different perspectives	Fosters the development of learning strategies
Develop intercultural communication skills	Improves linguistic competence	Metacognitive awareness of both L1 and L2	Increases student motivation
	Develops positive attitudes towards multilingualism		Variety of teaching methods and techniques
			Authentic, immediate and communicative use of the target language



How is CLIL implemented in Cyprus?

In Pre-primary:

- **CLIL showers** - frequent but brief periods (from 10-30 mins – three times a week – or more) during which learning activities related to the topic under study take place in English (e.g. farm animals, seasons, families, etc.)
- **CLIL in a specific school subject** which is then taught systematically in tandem with the target language (e.g. Music, P.E.)

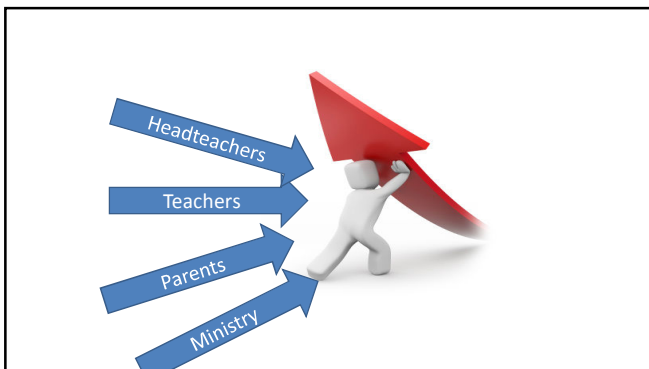
How is CLIL implemented in Cyprus?

In Primary

- A specific school subject is selected through which CLIL is implemented systematically during the year

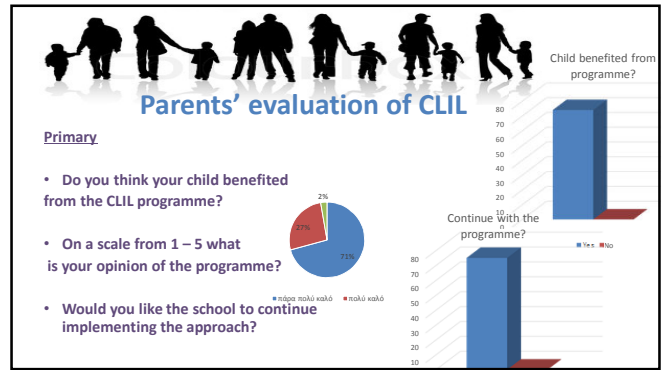
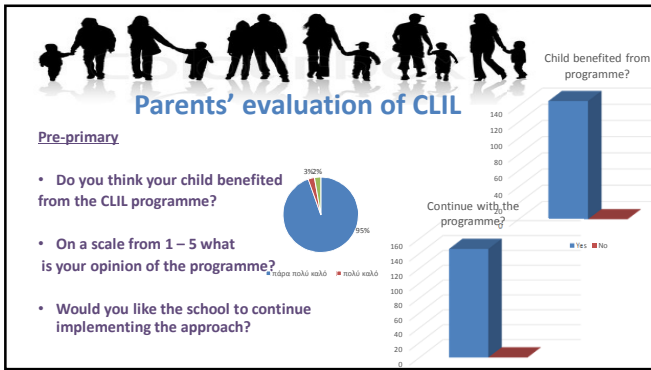
Key points guiding the implementation:

- Subject curriculum
- Gradual introduction and increase of L2 use
- Systematic/regular implementation
- Pupil support, e.g.:
 - Increased use of visual aids
 - Frequent comprehension checks
 - Pupil engagement and active participation



Parents' evaluations of CLIL

- "He showed an interest in Geography whereas before he just didn't care"
- "It made boring subjects, interesting for the children"
- "Children become aware of **cultural diversity**, through foreign languages they become **self-confident**, they are willing to try, they are **curious to learn** and develop a 'creative mind'"
- "Children have a chance to learn a **second language** at the same time as their mother tongue and are not embarrassed about speaking in another language"



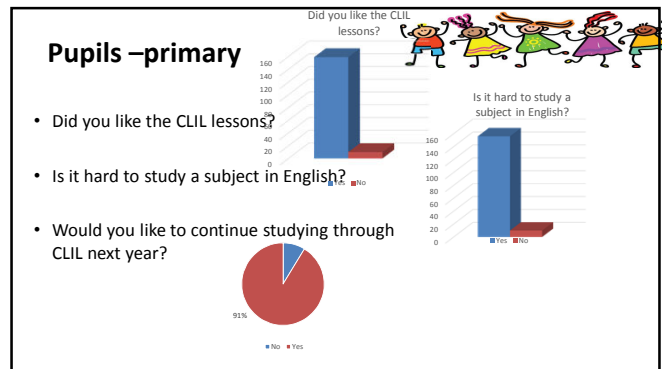
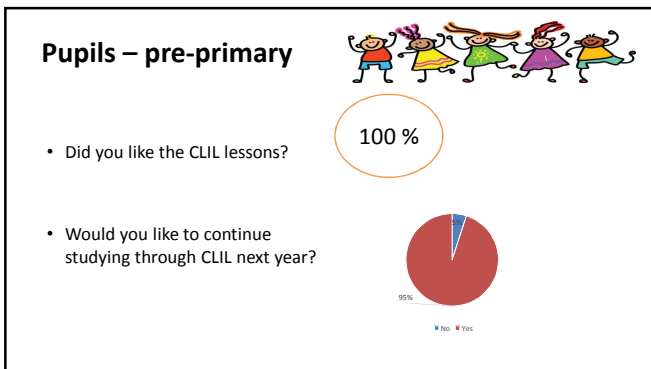
CLIL teachers report:

- teaching CLIL is initially a challenge
- overall CLIL is a positive experience for them
- requires a great deal of preparation
- professional development benefits
- children are learning and benefits are gradually accumulating
- helps better deal with immigrant students
- teachers feel they own the process (increased job satisfaction)
- value the support offered to them (both in formal training and support/coordination/monitoring and in the form offered by colleagues through buddy groups)

And some teacher quotes.....

"There were difficulties in the beginning. What to teach? No lesson plans or materials ready. Start from zero! Time consuming ... In the process it became very interesting and exciting. I really enjoy it and I would like to continue next year"

"I find positive feedback from children and parents highly motivating. The results are very rewarding. I have developed a very positive attitude towards the CLIL approach. I consider the CLIL approach as a very powerful tool of multicultural education"



How did we get here?

- In-service training
 - Seminars at Cyprus Pedagogical Institute
 - Seminars abroad
- Development of educational materials
- Teacher support
 - Buddy groups
 - Mentoring
 - School visits
 - Team teaching

How do we proceed



- **Development of a CLIL Coordinating Centre**
 - Support teachers and schools
 - Inform parents
 - Increase visibility of CLIL
 - Development of educational materials
 - Creating, expanding and maintaining CLIL networks
 - Locally
 - internationally
 - Coordinate and monitor implementation with an aim to ensure high quality teaching and learning