Content and Language Integrated Learning

Η εφαρμογή της προσέγγισης CLIL στην Κύπρο: 10 χρόνια ζωής

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Συνέδριο 'Εφαρμογή της προσέγγισης CLIL στην Κύπρο: 10 χρόνια ζωής', 29 Μαΐου 2018

Cyprus CLIL Coordinating Centre

Ministry of Education and Culture
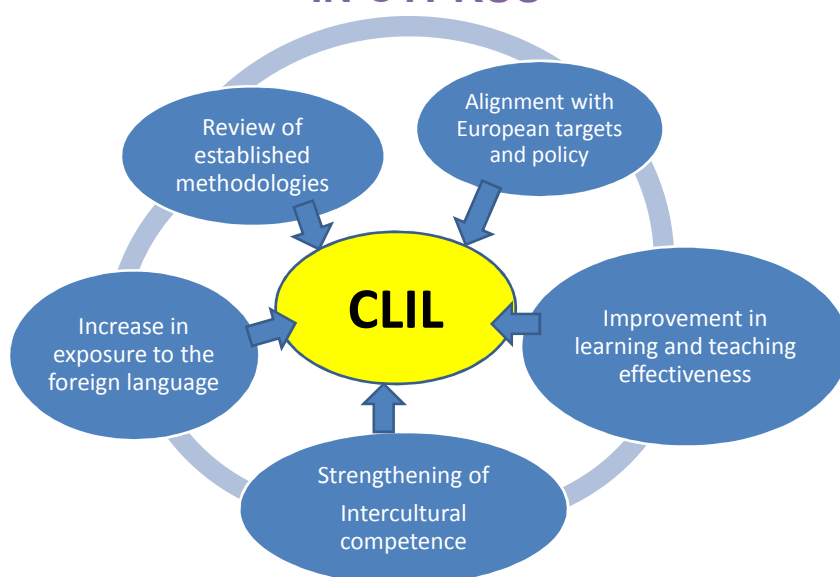Department of Primary Education

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10 years ago …

2

3

EXPECTED OUTCOMES OF CLIL IMPLEMENTATION IN CYPRUS

4

2007

5 Pre primary schools

10 Primary Schools

5

2017

67 Pre primary schools

45 Primary Schools

6

A seed that grew ….

Until the previous school year (2015-2016):

- About 345 teachers (primary and preprimary) have attended training in CLIL following a 15-hour course
- About 200 teachers have participated in other training activities about CLIL (e.g. conferences, workshops)
- About 7000 school children have had the chance to experience learning through CLIL

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A seed that is growing ….

This year (2016-2017):

- 1750 preprimary school pupils
- 1900 primary school pupils
  are learning through CLIL

8

A 10-year process: what have we achieved?

9

Defined the CLIL models implemented in Cyprus (3)

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.)

- **A combination of the two models above**

**Defined the CLIL models implemented in Cyprus (2)**

In Primary

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

Identified key characteristics that need to be in place (1)

- Focus on the subject's curriculum
- Focus on the subject's methodology
- Gradual introduction and increase of L2 use
- A role for L1
- Systematic/regular implementation
- Extensive pupil support, e.g.:
  - ➢Increased use of visual aids
  - ➢Frequent comprehension checks
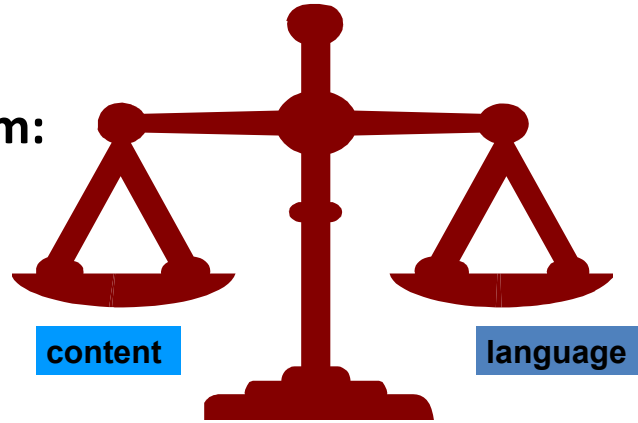 - ➢Pupil engagement and active participation

13

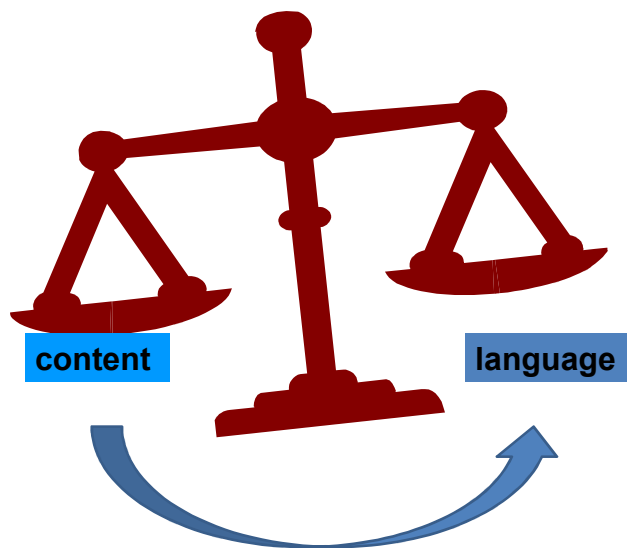## Identified key characteristics that need to be in place (2)

content   language
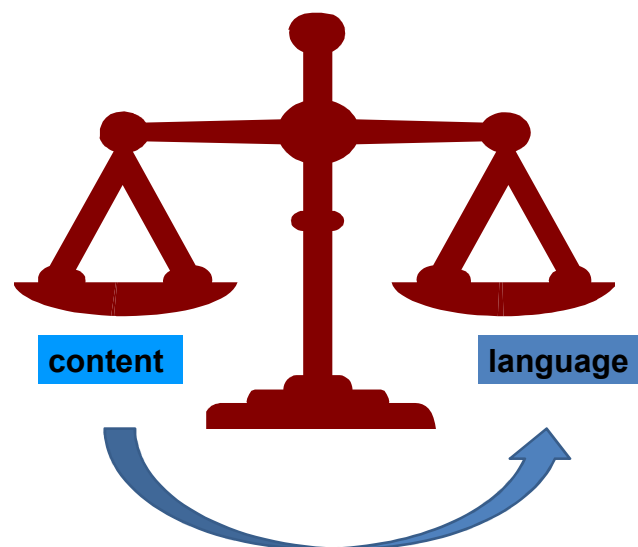
Identified key characteristics that need to be in place (2)

Moved from:

content — language

Identified key characteristics that need to be in place (2)

To:

content — language

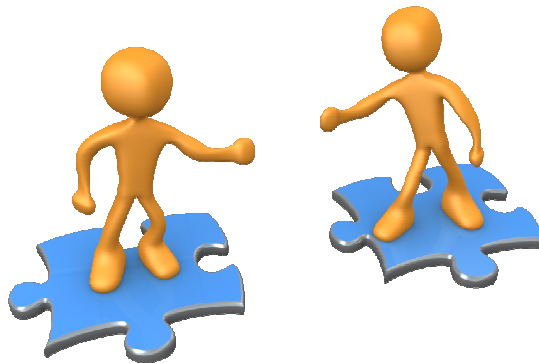## Identified key characteristics that need to be in place (3)
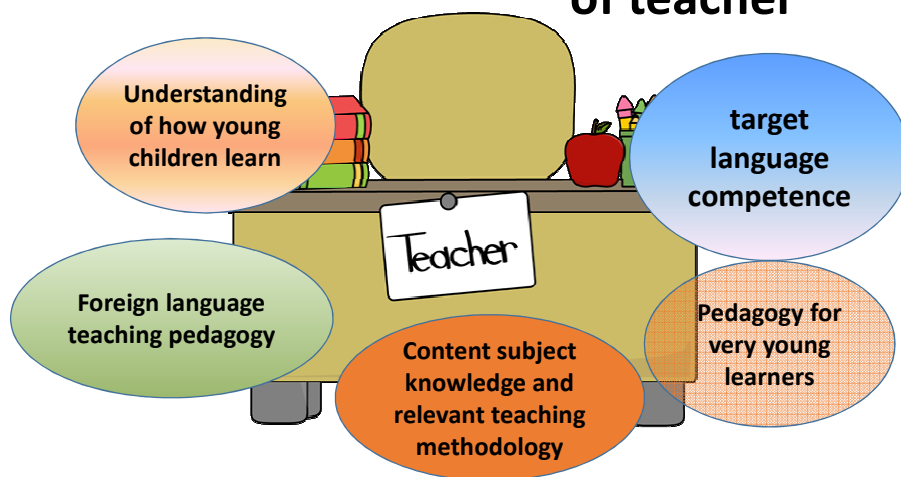
- Importance of training and support

17

Identified key characteristics that need to be in place (5)

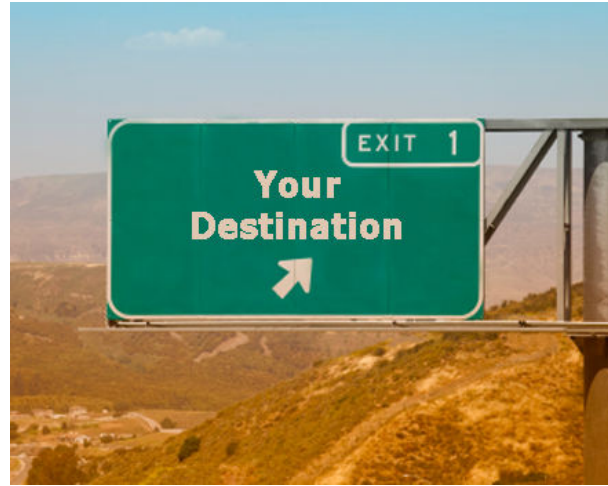**Close cooperation between specialists**

Identified key characteristics that need to be in place (6)

Developing a new type of teacher

Understanding of how young children learn

target language competence

Teacher

Foreign language teaching pedagogy

Content subject knowledge and relevant teaching methodology

Pedagogy for very young learners

MILE 10

Taking stock

Every child should have the opportunity to learn through CLIL

How do we get there?

Headteachers

Teachers

Parents

Ministry

- **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