

The participants



The Aristotle University of Thessaloniki was founded in 1925 and is the largest University in Greece. It includes 11 faculties, 36 Schools as well as a wide array of academic units that support and enhance its educational, social and research role.

The School of English belongs to the Faculty of Philosophy, Aristotle University of Thessaloniki, and consists of four departments: (a) the department of Theoretical and Applied Linguistics, (b) the department of English Literature, (c) the department of American Literature, and (d) the department of Translation and Intercultural Studies. The School of English offers a BA Honours degree in English Language and Literature after the completion of 8 academic semesters of study as well as an MA and a PhD degree as part of its Graduate Studies Programme. The School of English offers a wide array of courses, compulsory as well as optional in various fields (Linguistics, Literature, Translation, etc.) and thus provides students with a rich interdisciplinary variety of choices during their studies.

The career options for the School's graduates are various: teaching English in primary and secondary education, the private sector (schools, language learning institutes), translation agencies, publishing houses, banks, translation departments, interpretation etc. Since one of the graduate career options is teaching English, fourth-year students are required to attend a compulsory course on Teaching Practice. This allows them to gain hands-on experience by observing primary and secondary school classroom teaching and by gaining some experience in English language and CLIL teaching.

The project



CLIL appeared in the field of education in the nineties and has been gaining appeal since then, mainly due to its dual focus, i.e. content and form of a foreign language and the benefits that this may entail. Researchers and practitioners alike have been experimenting with various modes of implementation and the benefits or drawbacks that can emerge and so far results have been promising.

The current project brings together educators from five European schools and researchers from a Greek University Department in an effort to provide the educational community with further research data concerning CLIL implementation across several European countries and different educational contexts. It is an attempt to calibrate its implementation, following a bottom-up approach, and articulate the approaches of practitioners while adhering to current pedagogic theory.

Synchronous and asynchronous modes of communication among partner organizations will be used to explore different teaching techniques and the teaching material produced will be tested and adapted to fit various educational contexts and published in the OER platform that will be set up to this end. The cognitive response of learners will be measured via observation sheets, quizzes and tests, while learners' emotional responses will be recorded in learning diaries and questionnaires. The project will culminate in the delivery of a MOOC course available for pre- and in-service educators wishing to implement CLIL.

Url: <http://clilprime.com/>

Facebook: <https://www.facebook.com/CLILprime/>

Twitter: https://twitter.com/CLIL_Prime



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Promoting CLIL Implementation in Europe



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Erasmus+

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With a strong emphasis on foreign language teaching and a passion for innovation, the 3rd Experimental primary school of Evosmos boasts of numerous leading-edge teaching practices that find their expression both in the school syllabi and the after-school clubs offered to learners of the community where the school is located. Areas of interest of the school staff involve, among others, foreign languages, robotics, ICT, chess, music and drama.

Supervised by the School of English Language and Literature, the learners are exposed to literary texts, which are used as the medium of instruction of EFL, and have been exposed to CLIL courses in various subjects from a young age. With a view to cater for diverse learners' interests CLIL implementation has included courses on Chess, Physical Education, History, Environmental Studies, Geography, Science, ICT and Religious Education.

The teaching staff has made significant efforts to disseminate teaching practices and results within the Greek and international educational community participating in various teacher training seminars and national and international conferences and have published several papers.



ST.THOMAS'S INTERNATIONAL SCHOOL is the first international school of Viterbo, using an interdisciplinary framework and maintaining a proficiency level both in Italian and English. Twinned with Ambricit International School, St. Thomas's assures high standard of academic learning and facilitates the development of the child as an "inquirer", both inside and outside of the classroom.

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At St. Thomas's we study art and crafts, drama, ICT, music and sports from an early age. All the activities are designed to provide opportunities for experimental and co-operative learning and to exploit the communicative importance of languages.

ST.THOMAS'S INTERNATIONAL SCHOOL adopts a bi-lingual programme in which English is the main language, while Italian is maintained at a proficiency level throughout the subjects. Continuity with the Italian State programme is ensured for those children who may wish to enter the Italian State Education System at a later stage.



We believe that this is EXACTLY what the future school will be. Because the school of the 20th century no longer suits children of the 21st century. Our school is today's school of the future. We develop PERSONALITIES -the best "ME" as I can be.

We do not chase academic achievements –the achievements catch up with us... Life = Learning. We DO NOT TEACH, we HELP you learn to LEARN at your own pace. We know that "drilled and killed knowledge" does not give passion for life, virtual communication does not replace face-to-face contact, and IQ does not reflect multiple intelligences innate to every human... We develop a child's creative capacity, imagination, proactive behaviour, and leadership – abilities which make us superior to the best robots. We do not teach what we do not believe in and in a way which is not acceptable to us, even if we are asked by parents. Our pupils are probably the happiest pupils in Lithuania. Grass doesn't grow faster if you pull it.

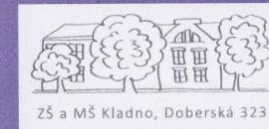


CAMBRIDGE
SCHOOL of
CONSTANTA
Educational Center
High School

In our school, 40% of the students come from various European countries, such as England, Russia, Spain, Italy,

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Slovenia, Greece, France, Netherlands, Serbia, FYROM, as well as non- European countries: Turkey, Korea, Syria, Lebanon, USA, Iran, Mexico, Palestine, Egypt, Nicaragua, Ghana, Kazakhstan. We have created a tolerant, multicultural, educational climate that promotes diversity, collaboration and respect. Cambridge School of Constanta maintains a tolerant attitude, increased openness towards understanding and respecting the cultural differences and fosters a collaborative climate supporting a high quality educational process. We believe that this represents the basis for building future adult personalities able to display empathy towards people having different cultural backgrounds.



Our school is in Kladno – a town in the centre of the Czech Republic, 30 km from Prague. We are an elementary and a nursery school with about 450 pupils aged from 3 to 15 years. Our school staff consists of 25 teachers. There are also 6 assistants for integrating pupils with disabilities. The school is located in a historical building and there is a small arboretum and an outdoor classroom in our school garden.

Our priority is the healthy lifestyle. Our educational project has three pillars – "Welcoming environment", "Healthy learning" and "Open partnership". In 2014 we won the title "School of Health Promotion". We are also holders of the title "Sustainable Development School". Ecology is another priority in our kindergarten and elementary school. Some pupils go on an ecological trip every year, to the nature conservation area near our town, where they explore natural environment.

In 2014 we participated in a project called Introducing CLIL in primary schools. Two native speakers taught CLIL in some classes for 6 months and our teachers could practise English speaking skills. There is also extended teaching of ICT at our school.