

## **CLIL and ICT in English Foreign Language Learning: the Etwinning Experience of a Primary School of Inter-cultural Education**

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### **Abstract**

This presentation will consider an eTwinning project undertaken by a Greek Primary School of Inter-Cultural Education and an Italian primary school. In particular, it will report the learning outcomes and overall experience concerning English Foreign Language (EFL) learning designed within a Content and Language Integrated Learning (CLIL) model and realized through the use of Information and Communication Technology (ICT).

The aim of the cross-curricular project presented here was to explore the history of the castles of the two collaborating cities. The students researched how the relevant sights stand through time affecting and shaping the lives of the citizens in the past and present. The project set out to explore and present the multicultural identity of the city now and then.

In Greece there is no official CLIL type provision in state primary schools [1]. Moreover, ICT as part of the regular curriculum is introduced, in most cases, in high school. In our project, which had a four-month duration, our eleven-year old students were taught History and Geography through the foreign language (English) for three hours per week. Our basic observations are summarized as follows:

- a) Apart from History and Geography, we had to teach ICT (in English) as well
- b) Theme-based inquiry learning has motivated our students and achieved encouraging learning outcomes with respect to the subjects of History and Geography.
- c) As regards the foreign language, students' end-products in each of the designed activities showed a steady improvement compared to their oral and, especially, written production in previous matching tasks.

### **References**

- [1.] European Commission (2006). Content and Language Integrated Learning at School in Europe.