

## **CLIL them all! A different approach to teaching Greek as a second language**

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**Abstract:** The European Union recognizes that multilingualism is an essential feature of European citizenship (Hall 2013). Content and Language Integrated Learning (CLIL) was proposed as an ideal way to ensure a more systematic early language instruction that is later supported by continuity and coherent transition from primary to secondary school. CLIL has been used to refer to any type of educational provision in which a language other than the language of the curriculum is used to teach school subjects in the curriculum other than the language lessons themselves (Eurydice 2006; Wolff 2002). The general consensus from studies in different educational contexts is that the integration of L2 with content matter is more effective than L2 instruction in isolation (see Genesee 1994, as quoted in Pérez-Cañado 2012). In this presentation we will also describe CLIL as an alternative way of instilling motivation to learners of Greek as a second language and provide practical examples of how it can be applied in Greek language classrooms.

**Keywords:** Content and Language Integrated Learning, Greek as a second language

### **Short Bio**

**Dr Thomaï Alexiou** comes from Kastoria. She is an Assistant Professor at the Department of Theoretical and Applied Linguistics, School of English, Aristotle University of Thessaloniki. Her expertise is on early foreign language learning, methodology of teaching languages and material development for very young learners. She has published widely and she has been invited as a presenter and teacher trainer at Universities in Greece and abroad. She has also authored and edited textbooks for children learning English as a foreign language (e.g. Magic Book 1 & Magic Book 2 for 3rd Graders in Greece).