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The effect of the CLIL approach on promoting multiple intelligences in
the development of A1 bilingual EFL learners' writing skills

Snizana Chalmouki

Supervisor: Dr. Vasileios Zormpas

Patras, Greece, January 2025

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Snizana Chalmouki

Supervising Committee

Supervisor:

Dr. Vasileios Zormpas

HOU

Co-Supervisor:

Dr. Nikolaos Sifakis

HOU

Patras, Greece, January 2025

*In memory of my dear brother Vitaly,
and my parents, Vasily and Valentina,
who always admired my passion for learning*

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Abstract

The present study investigates the effect of CLIL on promoting MI in the development of A1 bilingual learners' writing skills. It was conducted in a private language school in Kalavryta, Achaia, involving five 8—to 9-year-old bilingual (Russian-Greek speaking) learners facing difficulties in English writing. Moreover, the study seeks to determine the implications of developing writing skills on these students' reading abilities.

Previous research concerned the role of CLIL in the development of MI in older and more advanced English learners. Some researchers referred to the effectiveness of this approach in developing prekindergarten monolingual learners' speaking skills or the importance of MI in developing monolingual and bilingual advanced learners' writing abilities. This study aims to analyze the chain effect that the implementation of CLIL can trigger in a specific age group of bilingual A1 learners. More specifically, the impact of CLIL on advancing these learners' MI, which, in turn, stimulates their writing abilities with due account for the bilingualism factor.

The qualitative reflective teaching method was chosen to meet the needs of the study. It involved designing a series of eight content-language-oriented teaching sessions based on topics from the History, Literature, Geography, and Art syllabuses. The lessons accommodated all types of MI and integrated all language skills paying special attention to promoting the process writing approach. The analysis of the data collected through observation, interviews, and assessment of students' writings advocated the efficacy of CLIL in advancing MI and enhancing students' literacy skills. The findings also reaffirmed the hypothesis that bilinguals have advantages when facing a new language since they possess a background in two languages as a rich basis for their personality development. The analysis of the findings concluded with recommendations for the teachers of English who design and implement English language courses working in bilingual and multilingual settings.

Keywords: Content and Language Integrated Learning (CLIL), multiple intelligences, bilingualism, writing skills

Περίληψη

Η παρούσα διατριβή διερευνά την επίδραση της προσέγγισης της Ολιστικής Εκμάθησης Περιεχομένου και Γλώσσας (ΟΕΠΓ) στην προώθηση όλων των τύπων Πολλαπλής Νοημοσύνης με σκοπό την ανάπτυξη των δεξιοτήτων γραφής των δίγλωσσων μαθητών της Αγγλικής γλώσσας επιπέδου Α1.

Η μελέτη διεξήχθη σε ιδιωτικό φροντιστήριο ξένων γλωσσών στα Καλάβρυτα Αχαΐας, με τη συμμετοχή πέντε δίγλωσσων (με ομιλούμενες γλώσσες Ρωσικά και Ελληνικά) μαθητών 8 – 9 ετών, οι οποίοι αντιμετωπίζουν δυσκολίες γραφής στην Αγγλική γλώσσα. Επιπλέον, η μελέτη επιδιώκει να προσδιορίσει τις επιπτώσεις της ανάπτυξης δεξιοτήτων γραφής στις αναγνωστικές ικανότητες των μαθητών που συμμετέχουν στην έρευνα.

Οι προηγούμενες έρευνες αφορούσαν το ρόλο της προσέγγισης ΟΕΠΓ στην ανάπτυξη όλων των τύπων Πολλαπλής Νοημοσύνης σε πιο προχωρημένους μαθητές. Ορισμένοι ερευνητές αναφέρθηκαν στην αποτελεσματικότητα αυτής της προσέγγισης στην ανάπτυξη δεξιοτήτων προφορικού λόγου των μονόγλωσσων μαθητών του νηπιαγωγείου. Άλλοι ερεύνησαν τη σημασία των Πολλαπλών Τύπων Νοημοσύνης στην ανάπτυξη των ικανοτήτων γραφής των μονόγλωσσων ή δίγλωσσων μαθητών σε πιο προχωρημένα επίπεδα. Ο στόχος αυτή της μελέτης είναι να αναλύσει την αλυσιδωτή επίδραση την οποία μπορεί να επιφέρει η εφαρμογή της μεθόδου ΟΕΠΓ σε μια συγκεκριμένη ομάδα δίγλωσσων μαθητών επιπέδου Α1. Πιο συγκεκριμένα, ερευνάται ο αντίκτυπος αυτής της μεθόδου στην προώθηση όλων των τύπων της Πολλαπλής Νοημοσύνης, οι οποίοι με τη σειρά τους, διεγείρουν τη γραφική τους δεξιότητα, λαμβάνοντας υπόψη τον παράγοντα διγλωσσία.

Η ποιοτική διδακτική μέθοδος του αναστοχασμού επιλέχθηκε για να καλύψει τις ανάγκες της μελέτης. Η μέθοδος περιλαμβάνει το σχεδιασμό μιας σειράς οκτώ μαθημάτων προσανατολισμένων στην εκμάθηση γλώσσας-περιεχομένου και βασισμένων σε θέματα από διδακτικά προγράμματα της Ιστορίας, της Λογοτεχνίας, της Γεωγραφίας και της Τέχνης. Κατά τη διάρκεια των μαθημάτων, ιδιαίτερη προσοχή δόθηκε στην προώθηση της εκμάθησης της διαδικασίας γραφής. Τα δεδομένα συγκεντρώθηκαν μέσω παρατήρησης, συνεντεύξεων και αξιολόγησης των γραπτών εργασιών των μαθητών. Η ανάλυση των δεδομένων υποστήριξε την αποτελεσματικότητα της προσέγγισης ΟΕΠΓ στην προώθηση των Πολλαπλών Τύπων Νοημοσύνης και στην ενίσχυση των δεξιοτήτων παραγωγής και κατανόησης του γραπτού λόγου των μαθητών. Τα ευρήματα επιβεβαίωσαν την υπόθεση ότι οι δίγλωσσοι έχουν πλεονεκτήματα όταν αντιμετωπίζουν μια νέα γλώσσα επειδή κατέχουν ένα υπόβαθρο των δύο γλωσσών ως πλούσια βάση για την ανάπτυξη της προσωπικότητάς τους. Η ανάλυση των ευρημάτων ολοκληρώνεται με προτάσεις για τους καθηγητές, οι οποίοι σχεδιάζουν ή διδάσκουν μαθήματα της Αγγλικής γλώσσας σε δίγλωσσα ή πολύγλωσσα περιβάλλοντα.

Λέξεις – κλειδιά: Ολιστική Εκμάθηση Περιεχομένου και Γλώσσας (ΟΕΠΓ), Πολλαπλοί Τύποι Νοημοσύνης, διγλωσσία, δεξιότητες γραφής

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List of Abbreviations & Acronyms

L1	First Language
L2	Second Language
L3	Third Language
FL	Foreign Language
CEFR	Common European Framework of Reference
A1	Basic level (Basic User – ‘Breakthrough’) on the Global Scale of Common Reference Levels (A1-A2, B1-B2, C1-C2) according to CEFR
CLIL	Content Language Integrated Learning
ACTFL	American Council on the Teaching of Foreign Languages
FLA	First Language Acquisition
SLA	Second Language Acquisition
EFL	English as a Foreign Language
FREPA	Framework of Reference for Pluralistic Approaches to Languages and Cultures
IQ	Intelligence Quotient
LS	Learning Styles
MI	Multiple Intelligences
VAK	Visual, Auditory, and Kinesthetic

1. Introduction

"[...] when faced with a new language, the bilingual has to learn to juggle with three balls, already knowing how to do so with two, while the monolingual has to learn from the beginning."

(Costa, 2020, p. 5)

Language use and learning as lifelong processes

In today's increasingly interconnected and globalized world, communication and cultural understanding are reshaped amidst the language learning revolution. This revolution encompasses the aspects of a more positive celebration of diversity and multilingualism. Apart from the advantages of language use and learning, with respect to global connectivity and personal growth, they also provide economic and cognitive benefits, increasing self-confidence and improving academic performance. According to statistics from the American Council on the Teaching of Foreign Languages (ACTFL, 2023), the number of foreign language learners has steadily increased, with approximately 1.5 billion people learning a foreign language worldwide.

Being one of the rapidly expanding segments of the global e-learning market, estimated to reach \$37.6 billion by 2027 (ACTFL, 2023), global language learning proves its significance and contribution to today's globalized world economy. It opens up job opportunities and facilitates career advancement for multilingual speakers.

The Common European Framework of Reference for Language Teaching, learning, and Assessment (CEFR, 2001), elaborated by the Council of Europe, focuses on the teaching and learning context of foreign languages (FL). It views language use and learning as lifelong processes. During their lifetime, people evolve a diversity of general and communicative competencies that enable them to perform tasks regarding personal, public, educational, and occupational domains.

The increase in the number of language learners and their need for skills development directly impact educational practices in language teaching. Policies, curricula, and, generally, all forms of cultural production in education are intended to improve the quality of instruction and learning outcomes. Diverse teaching approaches that enhance

learners' academic skills have been developed and applied. In view of this, implementing Content Language Integrated Learning (CLIL) (Marsh, 1994) in FL teaching came to the fore in today's multilingual and multicultural society.

The role of CLIL in FL learning

Both Coyle, Hood, and Marsh (2010) and Anastasiadou and Iliopoulou (2017) claim that the main concept of the CLIL approach is twofold. It empowers learners' knowledge in a specific field and improves their FL proficiency. With regard to curriculum, Korosidou and Griva (2016) adopt Coyle's (1999) concept of 4Cs (i.e., communication, content, cognition, and culture). They conclude that construction rather than instruction is the core philosophy behind the CLIL approach. More specifically, the fundamental concept of this approach refers to educational practices that are learner-centered, process-oriented, interactive, and responsive to students' needs and preferences. From this perspective, content is related to acquiring and creating knowledge, learning how learners think (cognition), and gaining intercultural awareness through learning an FL.

Multiple intelligences advancement through CLIL

Given that the conceptual framework of CLIL is based on the cross-curricular approach (Marsh, 2002), learners acquire information from different subjects, process knowledge, and develop critical thinking. Being a perfect environment for the implementation of CLIL, cross-curricularity¹ supports the development of multiple intelligences (MI), as described by Gardner (1999). He defines them as different frames of mind that must be taken care of in teaching. By constructing tasks that combine content with an FL and accommodate MI, a teacher can render the learning process more enjoyable and efficient, boosting learners' motivation and self-confidence

¹ "...denoting or relating to an approach to a topic that includes contributions from several different disciplines and viewpoints" (Collins English Dictionary – Complete & Unabridged, 2012 Digital Edition© William Collins Sons & Co. Ltd. 1979, 1986 © Harper Collins Publishers 1998, 2000, 2003, 2005, 2007, 2009, 2012

(Dörnyei, 2001). This, in turn, enables researchers to embark on exploring the role of MI in the development of learners' language macro skills (listening, speaking, reading, and writing) in a multilingual context² arising from social changes brought on by globalization and migration (Council of Europe, 2001).

When developing linguistic macro-skills, learners' types and characteristics should be considered. The figure below illustrates all types of learners and the characteristics intrinsic to each type.

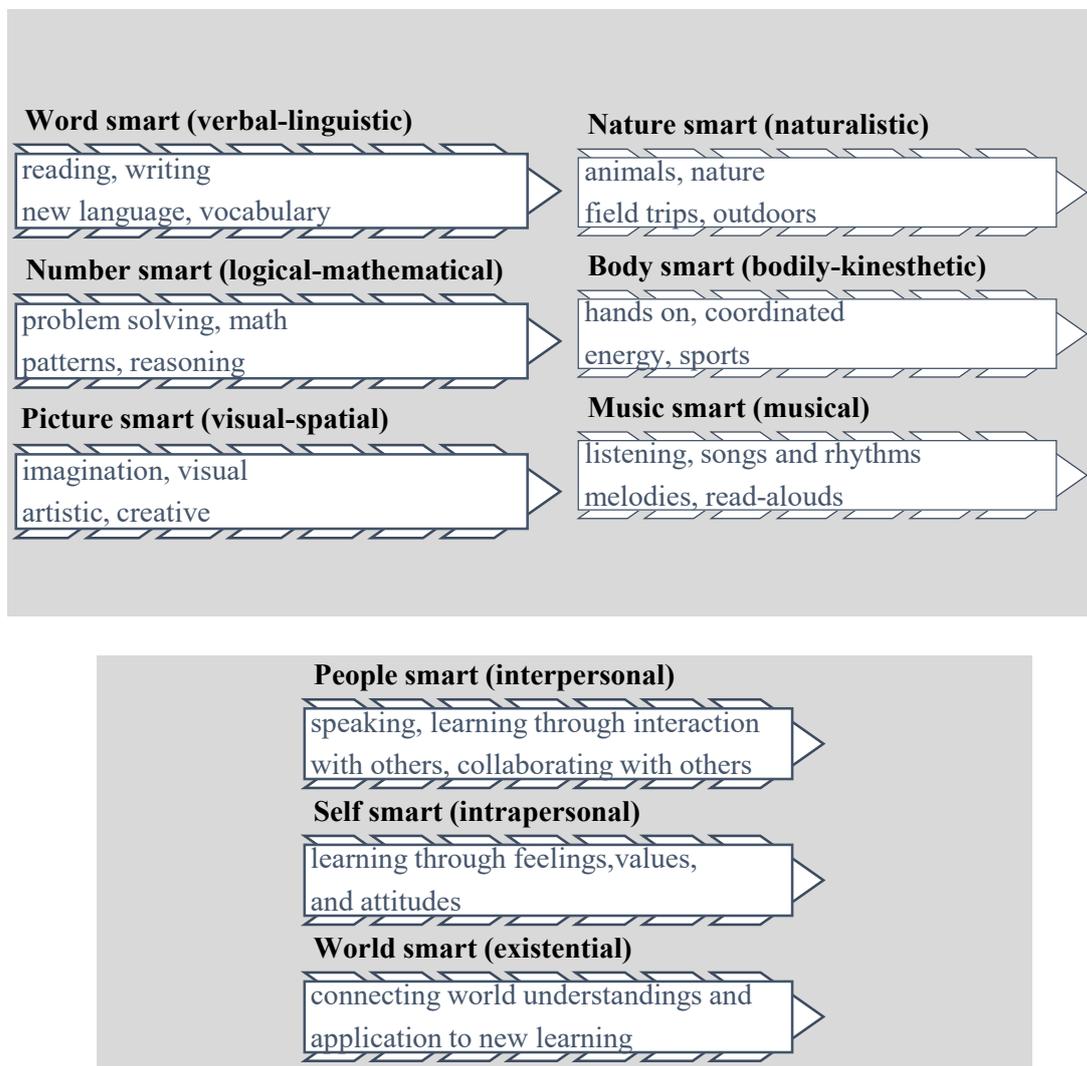


Figure 1.1 Learners types and their characteristics

² A setting in which an individual's daily communication needs involve the use of three or more languages (Olshtain & Nissim-Amitai, 2004).

Implementing the innovative educational CLIL approach allows for considering all types of learners in class. It enables them to overcome challenges related to their skills development in a specific teaching context.

Purpose of the study and its relation to the challenges for A1 bilingual learners

Against this background, and inspired by first-hand observation of a specific group of learners, the present research aims to investigate and determine the effect of the CLIL approach on promoting MI in the development of writing skills in the specific group of A1 bilingual Russian-Greek speaking learners.

A1 (Beginner) proficiency level is considered the initial stage in learning an FL and the first indicator on the CEFR scale. In this respect, some areas regarding learners' language skills require extra attention as they relate to the challenges these learners meet. Writing, reading, listening, and speaking abilities, are constituent aspects of the concept of literacy. These abilities enable an individual to make sense of the world and communicate effectively. They involve cognitive and social processes, revealing the social dimension of literacy grounded in Vygotskian thought interpreted by Gee (2000). According to this thought, the social component is pivotal in a child's mental growth.

One of the challenges that beginners encounter is mastering the basic writing skills. In an attempt to compose more complex sentences, A1 learners struggle to employ new vocabulary and overcome difficulties in using English tenses. According to a recent study published in the British Council 2022-23 Annual Report and Accounts (2023), 53% of young language learners are confronted with a problem of acquiring vocabulary, while 68% have difficulty comprehending and utilizing grammar.

Additionally, the study seeks to determine whether improvements in writing skills enhance these learners' reading abilities. More specifically, it seeks to determine how much the enhancement of writing improves comprehension of simple texts from the

approximate understanding inherent to the A1 level to a more profound and insightful one.

Another issue that deserves a closer analytical approach is to what extent, if any, bilingualism can affect the development of the aforementioned skills. It has been argued that “the cognitive and linguistic processes involved in the acquisition and use of two languages are systematically different from those processes engaged in monolingual language use, leading to detectable changes in language and cognitive outcomes” (Bialystok, 2010, p.559).

The aforesaid assertion converges with the quote from Costa (2020) provided at the beginning of the chapter. The advantage of knowing how to “juggle with two balls,” that is, to handle two languages, favors bilinguals compared to monolinguals when it comes to learning a new language. First of all, according to Marian and Shook (2012), bilingualism makes learners fast task-switching thanks to the developed ability to restrain one language while employing another. This cognitive ability requires the bilingual brain to activate attention and inhibition processes. The inhibitory control of language(s) use helps bilingual individuals switch immediately from one task to another, which makes them more responsive to diverse circumstances demanding multi-tasking skills, e.g., solving problems or making decisions. Additionally, communicating in multiple languages enables bilinguals to expand their social circle, become more confident, and accept otherness and cultural diversity more easily (Chen & Padilla, 2019).

However, the challenges that bilinguals meet and the factors affecting learning outcomes are not to be neglected. As Marian and Shook (2012) pinpoint, bilinguals co-activate both languages automatically when considering words. It may lead to constant linguistic competition and induce language difficulties, increasing tip-of-the-tongue states, especially when a new language appears in the foreground. Also, persistent juggling of two languages and switching between them when speaking can impede communication and restrict language variety. With regard to additional difficulties that bilinguals may face, Ma (2023) mentions a lack of authentic, relevant teaching materials or their outdated content, inadequate exposure to a new language, and unequal progress in language proficiency.

Factors affecting bilingual students when learning a new language include age, cognitive abilities, language-learning aptitude, motivation, learning environment, and native language characteristics. They have a great impact on both learners and teachers. For example, the age factor in connection with students' cognitive abilities and motivation can affect their engagement and persistence in learning and enhance their language-learning aptitude. More specifically, a young learner's inherent ability to acquire new skills can be further developed if his/her memory, attention, and information processing are engaged and enhanced. The positive atmosphere of the learning environment also encourages students' involvement in learning. Finally, students' native language(s) characteristics can affect different components of an FL, such as phonology, morphology, grammar, vocabulary, or syntax.

Qualitative teaching materials and curricula that connect students' needs and interests can facilitate learning. From this perspective, CLIL appears to be an appropriate learning tool supporting bilingual students' education needs and maximizing learning outcomes. Combining language and content approaches, it aims to build learners' knowledge in a specific subject and increase the target language proficiency level. CLIL's 4C components cater to the subject matter to be taught, language use, thinking and learning processes, and intercultural awareness gain. To sum up, the context of the CLIL approach is a favorable environment for bilinguals to exploit their advantages and minimize the challenges they face.

Expected outcomes

In formulating the expected outcomes, it should be pointed out that this study aims to establish the efficacy of the CLIL approach and its contribution to enhancing A1 bilingual learners' writing skills. The research findings are expected to demonstrate how much multiple intelligences triggered by CLIL may benefit these learners' literacy skills. Besides, a direct and clear linkage between inextricably intertwined learners' reading and writing skills will be ascertained. Last but not least, the findings are supposed to substantiate the obvious advantages of bilingual language learners, who

benefit from a higher level of varied skills when learning a new language, given that the optimal teaching framework is found and applied.

In the context of the qualitative reflective teaching method employed in the study, the outcomes will be evaluated using qualitative data collection tools. Initially, the existing level of A1 bilingual Russian-Greek learners' MI will be measured with the help of a semi-structured interview. The collected data (answers to the interview questions) will be assessed and coded on a rating scale from 1 to 4. The figures will be transformed into descriptive evaluation and show learners' strong and weak frames of mind. It will give insight into what types of MI should be paid more attention to when designing a series of lessons for teacher intervention.

Structured participant observation and field notes will provide behavioral, feedback, and descriptive data and shed light on the potential advancement of these students' MI, literacy skills, and the role of bilingualism in FL learning. Also, assessing artifacts (learners' writings) will give a clear picture of the implemented approach's overall effectiveness and impact on the analytical process of reflective teaching. The grades attained by the students will be analyzed on a rating scale from 1 to 6. Transforming these grades into descriptive evaluation will demonstrate whether the expected outcomes were achieved.

Significance of the study

This study is believed to add some useful data to the existing conventional teaching practices for bilingual learners since the record of MI advancement within the CLIL method will give insight into the ways of holistic development of learners' personalities, including cognitive, communicational, and cultural domains. Moreover, the record of learners' writing progression will allow practitioners to approach writing development as a most demanding language skill from a different, more process-oriented perspective. Finally, the data regarding the specificity of the bilingual mind in allowing it to perceive and produce written English help to explain bilinguals' advantages and difficulties in learning English as an FL. Therefore, the findings will be useful for teachers of English as a second/foreign language working in multilingual contexts.

2. Theoretical and conceptual framework

2.1 Early foreign language learning and bilingualism

2.1.1 The significance of learning context

2.1.1.1 First and Second Language Acquisition

Establishing the differences between First and Second Language Acquisition (SLA), Bouniol (2004/2020) asserts that the native language (L1) 'mechanisms' developed and employed at an early age, from birth to 5, are certainly activated while learning a new language. First Language Acquisition (FLA) pertains to a child's ability to speak the language of their environment. This language can be connected to the term 'mother tongue', which a person learns from his/her mother, and, according to Skutnabb-Kangas (1981), this language determines his/her identity.

Another point not to overlook is that in view of different circumstances, a person can relocate (alone or with family) or find him/herself in an environment where another language is dominant and crucial for survival. A second language (L2) is learned after or simultaneously with L1, depending on when a person relocates (Oxford, 2003). Being an integral part of the environment and acquired in a natural setting, it provides a privilege to its owner to be in touch with the culture of their environment. This fact makes its learning easier, more relevant to their everyday needs, and immediately applicable, as it is heard throughout the day all year round.

Ellis (1994) pinpoints that, in this case, the acquisition of a person's L1 and L2 features the same developmental periods: the silent phase, the early production phase, the speech emergence phase, the intermediate production phase, and the advanced production phase.

2.1.1.2 On the way from bilingualism to trilingualism and multilingualism

Multilingualism, used as an umbrella term to define people capable of demonstrating the final outcome of acquiring several non-native languages, includes several subsets. Bilingualism and trilingualism are considered to be its subsets. Bilingualism is broadly

interpreted as knowing two languages (Bialystok, 2010). Having the ability to express oneself in two languages, even with varying proficiency levels, a person is considered bilingual. Bilingualism can be simultaneous when a person is exposed to two languages simultaneously from birth or immediately after birth. Also, it can be sequential, such as when an individual learns L2 after learning L1.

Additionally, he/she is trilingual because he/she has to acquire two non-native languages as part of schooling (Cenoz & Genesee, 1998). For example, a child who comes from a family of Russian immigrants, was born in Greece or immigrated to Greece at a very young age, attends a Greek school, and the language of communication at home is Russian. There used to be some misconceptions that the home language is perceived as a hindrance. Another is that bilingualism leads to cognitive and linguistic delays due to learners' difficulty handling two languages. However, research has proved that balanced bilingual students, as third-language (L3) learners, have access to two linguistic systems and more language experience at their disposal (Cenoz & Genesee, 1998; Bialystok, 2010).

2.1.1.3 Foreign language learning

The term 'L2' appears to differ from the term 'FL' in meaning, depending on whether it is acquired, according to the aforementioned criteria, or learned during a conscious and guided process (Krashen, 1985; Ortega, 2012). FL learning, which is often referred to as 'second language learning' (SLL), usually occurs in instructional settings (e.g. a school or a private language school). In these settings, on the one hand, the goals are concrete, and accuracy is a priority. On the other hand, exposure to the target language is limited, its applicability in real life seems distant and elusive, and subject matter control (tests & grades) does not infuse much motivation into young learners. From this point of view, the role of English language teaching to non-native English speakers will be discussed below.

2.1.2 English as an FL and its role in today's society

The influence of English has spread in all the spheres of our life. As a result, teaching English is considered integral to school curricula across most European countries. In Greece, it is taught as the first FL from the first year in primary school. Learning English in an instructional setting differs from learning it naturally. Munoz (2010) contends that optimal progress and superior competence cannot be ensured, even starting at a young age. However, exceptional outcomes can be achieved if sufficient exposure to the target language and smooth continuity are provided and proper approaches, methods, and techniques are implemented. Educators are responsible for providing learners with prerequisites for attaining the required results. However, the role of the family is indisputable.

2.1.3 Educational and cultural aspects in early language learning

The reality of multilingualism and multiculturalism in today's society imposes a responsibility on teachers to develop an intercultural perspective. It involves understanding, accepting, and respecting cultural diversity by means of evolving empathy and intercultural sensitivity (Karras, 2021; Bennett, 2001; Bhawuk & Brislin, 1992).

It is crucial that learners acquire intercultural competence, that is, the ability to communicate in an effective and appropriate way in different cultural contexts (Korzilius, Hooft & Planken, 2007). Consequently, teachers must skillfully combine learners' multilayered cultural backgrounds and a positive stance towards encountering a new culture through an FL they learn.

2.1.4 Moving from multilingualism/multiculturalism to plurilingualism / pluriculturalism

The CEFR (2020) differentiates multilingualism and plurilingualism by analogy, distinguishing between multiculturalism and pluriculturalism with a view to providing comprehension of two different views of linguistic and cultural multiplicity.

Multilingualism/multiculturalism regards languages and cultures as separate substances or elements that co-exist in a person or society and “grow or fade in an independent way” (Ortega & Piccardo, 2018, p. 77).

Plurilingualism/pluriculturalism presupposes viewing individuals as social agents and capturing the holistic nature of their cultural and linguistic resources, including experience and intercultural awareness, as well as their efficient use in social settings. The use of multiple languages and the experience of several cultures are seen as a connected system. They constitute a perfect medium for intercultural interaction, increase an individual’s critical thinking and creativity, and provide a better and more realistic worldview.

The plurilingual approach (Council of Europe, 2012), fostered by the Council of Europe, aims to develop plurilingual competence or ‘multi-competence’ (Cook, 2010). This approach is an instructive language teaching model. It amalgamates all the languages comprising students’ linguistic repertoire, from their mother tongue to those they speak in their living environment or learn at school, irrespective of proficiency level in each language. These different languages are seen as a connected system within which they affect each other, and their users gain overall cognitive benefits from the phenomenon of language transfer. Having pluricultural competence and being plurilingual enables the speaker to opt for more well-aimed and purposeful words and phrases that best describe the situation. This becomes possible owing to a mingled context of languages and cultures comprising his/her linguistic and cultural repertoire.

Considering the changes in the modern world brought on by the surge of refugees and immigrants in Europe, a Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) (Council of Europe, 2012) has been designed. It describes the knowledge, attitudes, and skills necessary for general language education. FREPA complements CEFR, which refers to the descriptors regarding abilities in one specific language.

Having established the main educational and cultural aspects of early language learning, the discussion narrows down to the specific population of A1 bilingual EFL learners and their needs.

2.2 A1 bilingual EFL learners

2.2.1 The young learner

Children employ different ways to determine their learning style to make sense of the world. Mattheoudakis and Alexiou (2015) state that learning styles are crucial to students' learning. Apart from that, they are variables that can be changed or modified. Teachers, as facilitators, have to recognize these learning styles, keep them in mind when teaching, and enrich and adapt them to assist learners in dealing with various learning situations.

A commonly used taxonomy (VAK) categorizes three types of learners. The visual type pertains to the learner whose learning process is enhanced by employing 'pictures' in it. The aural type denotes the learner who assimilates information through hearing. The kinesthetic type describes the learner who prefers incorporating physical action in learning.

2.2.2 The common A1 reference level

The Descriptive Scheme and the Common Reference Levels, developed by CEFR (2001), establish a set of descriptors that provide policymakers, curriculum planners, and teachers with orientation points regarding the language proficiency level required by existing standards. The assumption underlying this framework is that plurilingualism assists in promoting international education and vocational mobility. For this reason, teaching two FL to young learners, except for their L1, is encouraged, and these languages are seen as a means for action and not as an ultimate aim.

The first stage of Basic User in language learning is presented below. The 'Breakthrough' A1 level is the initial subdivision stage of generative language proficiency in the established framework, which can be identified.

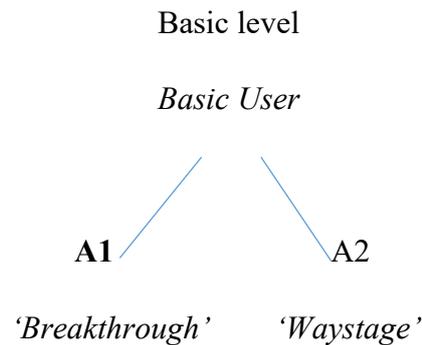


Figure 2.1 'Basic User' language learning level (CEFR, 2001)

The following 'can do' statements present the communicative and linguistic development of A1 proficiency level of EFL and other language learners on a 'global' scale.

A1	Can understand and use familiar everyday expressions and fundamental phrases to satisfy a concrete type's needs. Can introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. They can interact in a simple way, provided the other person talks slowly and clearly and is prepared to help.
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Table 2.1 Common Reference Levels (A1): Global Scale (CEFR, 2001)

Diverse learning theory-based approaches can be adopted to achieve maximum results in learners' communicative and linguistic development. Gardner's theory of MI is one such approach.

2. 3 Gardner's learning theory of MI

2.3.1 Learning as a cognitive development

Teaching has always reflected what learning theory a particular teacher adopts. Whether it is one specific theory or a number of eclectic insights from different stances,

a consensus has not been reached on what 'learning' is about. Seen as a "product" in the 1960s and 1970s, it was determined as a certain change in an individual's behavior compared with his previous behavior. Later, concerns about how this change appears and takes place came to the fore. Ramsden (1992) attempted to analyze the role of experience in learning and conceptualizing the world. Cameron (2001) referred to learning as a "process" or an outcome of an individual's effort to construct meaning through interacting with the social world.

2.3.2 Intelligence, as Gardner views it

Among educational psychology schools advocating and representing a particular learning theory, Gardner's (1993) theory of MI establishes approaches toward human learning potential and cognition.

According to Gardner (1993), intelligence is something we are born with and pertains to a set of abilities and skills that assist an individual in solving any situation or problem he/she encounters. It can be measured, and its concept is associated with each culture. He claims that not all languages require the same brain functions. In the West, where the languages are phonologically based, the emphasis is placed on the writing systems. Whereas in the East, a pictorial script in some languages (Chinese, Japanese, Korean) demands visual processing.

2.3.3 Types of Intelligence

Initially, Gardner (1983) theorized that an individual does not have only an intellectual capacity in order to capture the full scope of talents and abilities he/she possesses but has eight kinds of intelligence: visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic. Later, he suggested the addition of a ninth, existentialist intelligence.

Gardner (1983; 1999) discusses these kinds of intelligence and the features inherent to individuals who possess them in varying degrees. More specifically, he mentions that:

visual-spatial intelligence empowers a person to be good at visualizing things (e.g., pictures, charts, videos, maps) and to have spatial judgment.

Verbal-linguistic intelligence enables him/her to use words well, both when speaking and writing, memorize information, write stories, explain things well, debate, and give persuasive speeches.

An individual with strong **logical-mathematical** intelligence is good at logically analyzing problems, recognizing patterns, reasoning, and solving complex computations.

A person with high **bodily-kinesthetic** intelligence has motor control, dexterity, and hand-eye coordination; he/she is considered good at physical movement, performing actions, and remembering by doing rather than seeing or hearing.

Those who have strong **musical** intelligence are skilled at musical performance and composition, as well as at thinking in rhythms and sounds and recognizing musical tones and patterns.

Interpersonal intelligence allows a person to interact with other people more easily, accurately assess their desires, intentions, and motivations, and resolve conflicts in social settings by means of the inherent ability to view situations from different perspectives.

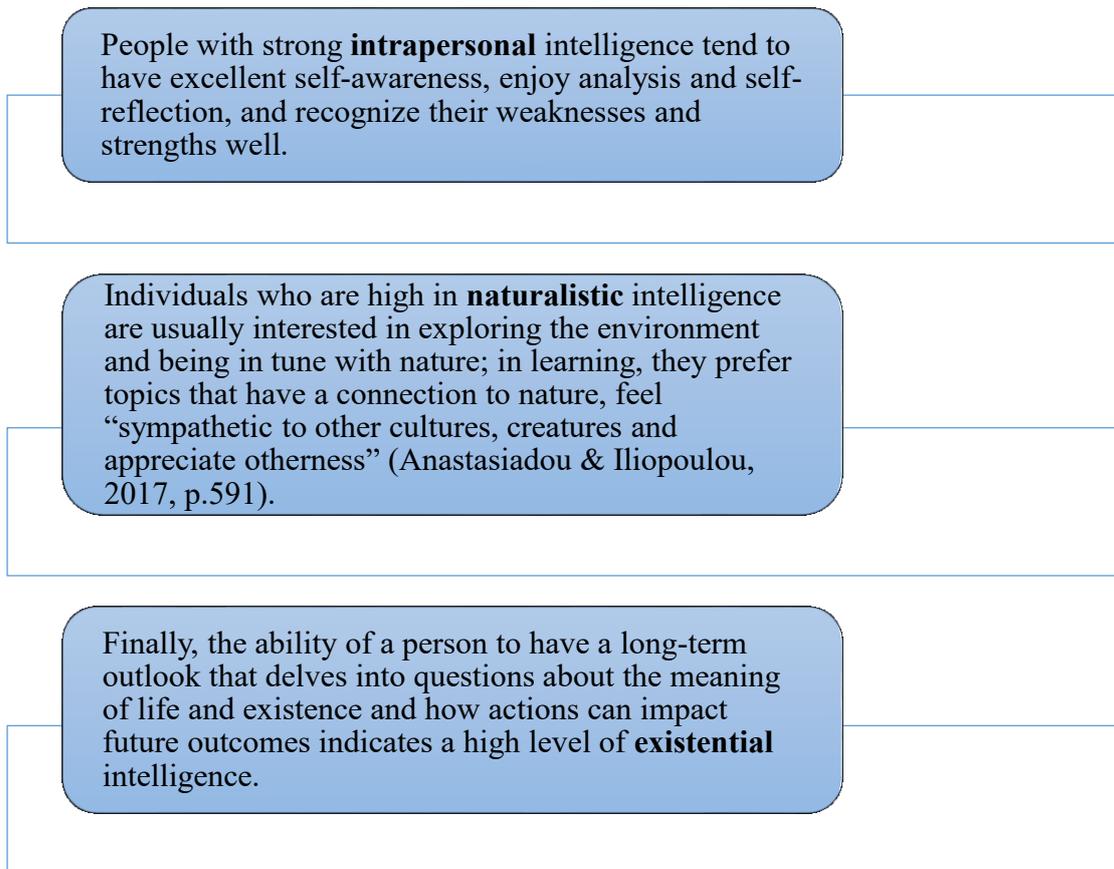


Figure 2.2 Gardner's MI

2.3.4 The implications of Gardner's theory on teaching

As Gardner (1983) suggested, MI theory relates to adult and young learners as it follows a clear route in our different stages of development and is deeply rooted in our development. Its implications for teaching are tremendous. It allows educators to spot different types of strengths, weaknesses, and abilities to help learners make sense of their environment and recognize their preferences. Teachers should cater to presenting instruction in different forms to challenge all forms of intelligence and make learners resort to their favorite ones. Besides, students must learn how to exploit their strengths and overcome weaknesses.

2.3.5 Skepticism in regard to Gardner's theory

Gardner's theory has received much criticism from educators and psychologists. The questions of improvement of these intelligences and the necessity of different methods of instruction for learners with various levels of intelligence have been raised by Williams & Burden (1997). White (2006) claims this theory is multiply inadequate and presents a constraining pluralistic variety of IQ intelligence. It corrals diverse types of human intelligence into subsets of questionable origin. He further says that Gardner relies on his own subjective value judgment and not on empirical research of people's behavior in identifying MI.

Another dubious issue regarding this theory is creating tools that can evaluate MI. Christodoulou (2009) points out that MI assessment is difficult, impractical, and time-consuming in class. It would be prudent for teachers to involve learners in various activities and assess their intelligences utilizing observation. Moreover, Waterhouse (2006) argues that Gardner's nine "intelligences" merely represent personality traits and talents, or learning styles (LS), and do not have any substance due to lack of empirical evidence.

2.3.6 MI and bilingualism/multilingualism

There is a paucity of studies regarding the possible relationship between multilingualism/bilingualism and MI. Exploring the different intelligences in bilingual and monolingual high school students, Fayyazi, Sahragard, Roshan, and Zandi (2013) concluded that bilinguals had higher interpersonal, spatial, linguistic, and logical-mathematical intelligences than their monolingual counterparts. Asadollahfan (2017) investigated the effect of bilingualism on MI of Iranian Turkish-Farsi speaking EFL18 to 26-year-old students. The findings indicated significant differences favoring bilingual participants of the study as they can see things from different perspectives and have more than one linguistic system while communicating or solving a problem.

2.3.7 Assessing MI

To identify a learner's dominant intelligence(s), the Howard Gardner MI Test (Appendix IV (A): MI test), based on Gardner's model (MI) and originally prepared by Chislett & Chapman (2005), can be used as a tool to assess learners' real capacities.

In the context of this study, the researcher will first assess the level of the participants' intelligence with the help of an interview based on the aforementioned test. The interview (Appendix IV (B): Interview protocol 1) will contain questions applicable to young learners aged 8 to 16. After identifying the learners' strong and weak intelligence, a series of teaching sessions with diversifying activities will be designed. The activities will aim to promote the weak and exploit the strong MI with a view to developing these learners' writing skills. Similarly, the contribution of the designed series of lessons to promoting MI can be gauged after its implementation with the help of an analogous interview (Appendix IV (C): Interview protocol 2) structured in the context of the conducted qualitative research.

2.4 CLIL as a means of promoting MI

The promotion of MI involves ameliorating the various frames of mind and differentiating teaching instruction to cater to and capitalize on various levels of intelligence. One way to operationalize MI in the context of the present study is to secure a purposeful environment where all kinds of intelligence will be accommodated. For this purpose, Collins, Brown, and Newman (1989) suggest implementing the innovative interdisciplinary approach, which combines language learning with subject matter instruction.

This cross-curricular approach, CLIL, allows teachers to incorporate interdisciplinary units while designing lessons without restricting students to solely language learning. Moreover, it enables teachers to integrate rhythm, music, interaction, bodily movement, problem-solving, critical thinking, introspection, etc.

It should be stressed that a significant body of research investigated the efficacy of CLIL, its relation to MI, the development of language skills, and cultural diversity in multilingual settings in the EFL context. Yamano (2013) conducted research in a Japanese primary school experimenting with groups dealing with the same topic. She employed the CLIL approach in one of the groups and the conventional EFL methodology in the other. Using qualitative (classroom observation) and quantitative (students' questionnaire) instruments, she pointed to the effectiveness of CLIL. Moreover, she mentioned that it contributed to accelerating the learners' vocabulary acquisition, promoting their communication skills, and raising awareness of global issues.

Lasagabaster and Sierra (2009) attempted to explore the stances and beliefs of 287 secondary education learners towards implementing CLIL. The findings revealed positive attitudes towards FL learning in the CLIL classes. Pinner (2013), exploring the efficacy of CLIL in tertiary education, pointed out that the respondents rendered content and language equally important in an EFL context, supporting a content-oriented methodology to FL learning.

Ackert (2007) compared the linguistic output of 10 eighteen-year-old secondary school CLIL and non-CLIL students. He highlighted the beneficial influence of CLIL on the students' productive writing skills after conducting an error analysis of their grammatical, lexical, and discourse levels. Exploring the academic linguistic achievement of secondary school participants, Várkuti (2010) stressed the significant outperformance of the CLIL learners in social and academic communication, correct use of grammar, more advanced vocabulary, and a higher level of metalinguistic awareness.

However, research on existing literature shows that very little investigation has been made into promoting MI through implementing the CLIL approach. More specifically, Garcia (2014), addressing very young prekindergarten learners, found that their speaking and listening skills improved after five MI-based teaching sessions within the CLIL context.

Anastasiadou and Iliopoulou's (2017) findings verified the advancement of different types of intelligence in 25 3rd-grade experimental junior high school students through the beneficial interaction of History and English. It was proved that the implementation of CLIL contributed to improving the learners' performance in English by exploring the content of the History syllabus.

Thus, to address the gap in the existing literature, data were collected to shed more light on the potential efficacy of the CLIL approach to boosting MI in the development of writing skills of learners belonging to a particular age group (8-9 years old) and FL proficiency level (A1) in a bilingual (Greek-Russian speaking) setting.

2. 5 Developing A1 learners' writing skills

2.5.1 From controlled to free writing

Writing, an important part of literacy development, is the outcome of a series of activities through which young learners have accumulated adequate input to produce the required output (Zouganeli, 2004). Producing written FL is a demanding task for learners who have difficulties in L1 writing. Thus, the EFL teacher should be aware of learners' capacity when designing activities that contribute to developing writing skills.

Once learners have gone beyond the stage of development of initial motor skills in writing and understanding of writing, emphasis should be placed on their awareness of differences between written and spoken language. The teacher should consider these differences when teaching writing to learners 8-12 at the A1 level. Cameron (2001) suggests engaging learners in creative and meaningful activities. Having an audience and helping students express themselves allows them freedom in writing. Some of these activities, according to Cameron, include electronic messages and SMS, letters, simple stories, comments on films and popular TV series, articles, and book reviews.

Brewster, Ellis, and Girard (1992) assert that the transition from controlled writing practice to free writing should be gradual. First, learners are introduced to activities that

promote guided writing at the word level, such as completing crosswords, making lists and personal dictionaries, working out anagrams, etc. Later, they proceed to guided writing at the sentence and discourse level. Such activities entail writing captions for pictures, matching halves of sentences and copying, sequencing sentences and copying, and answering questions.

The next step is free writing. At this stage, learners should be provided with activities that enable them to choose lexis, syntax, and layout for a piece of writing they are to produce. They can cooperate and interact, acquire audience awareness, and learn to deliver meaning through writing. It is important to draw learners' attention to the different types of texts (e.g., stories, poems, letters, instructions) to familiarize them with sentence structure, organization of ideas, and layout.

2.5.2 The process approach to writing

Interaction and collaboration between learners can be encouraged through activities within an integrated framework, engaging them in listening, speaking, and reading tasks. These tasks must set the stage for producing the written output. So, writing should be approached as a process and seen as a recursive rather than a linear procedure. White and Arndt (1991) propose focusing on content before form and developing students' understanding of what writing involves. They single out the following stages of process writing: planning, organizing, drafting, revising, reviewing, and editing.

Giannakopoulou (2002) experimented with the application of process writing in a small group of privately taught students aged between 7-10. The procedure involved multiple drafting and redrafting, revising, editing, and correcting drafts with the teacher and copying the final draft. The study results showed that the process-based approach contributed to developing students' composing strategies. Apart from that, the students acquired the necessary skills to constructively process a text, which is a prerequisite for the more advanced stages of their education and requires mental and cognitive maturity.

2.5.3 EFL writing in a bilingual setting

Being a multidimensional skill, writing entails macro- and micro-components, which are intertwined and complementary. Griva and Chostelidou (2013) highlight the challenges that bilingual students encounter and the strategies they employ while developing their writing skills. They argue that skilled bilingual writers are more flexible in utilizing cognitive and metacognitive strategies. They are more concerned with macro-components attempting writing activities in L1, L2, and an FL. Thus, their writing process in an FL involves a sentence-by-sentence approach and putting ideas into a coherent sequence. Moreover, they activate background knowledge, adjust the message, and use synonyms more easily.

In contrast, less skilled bilingual writers struggle with micro-components and are more concerned with language difficulties and forms. Their writing process is often interrupted by spelling and grammar control and the selection of the vocabulary. Adopting low-level processes, they lack organizational strategies and do not revise ideas whilst writing. In conclusion, Griva and Chostelidou (2013) claim that competence in L1 and L2 affects bilingual students' success in EFL writing. Furthermore, the strategies acquired in L1 and L2 are transferred to L3 writing.

2.5.4 Assessing the development of writing skills

Anastasiadou (2010) insists on evaluating students' quality and quantity of ideas first and then the accuracy of the language. She also asserts that students' presence benefits the procedure, providing opportunities for clarification and discussion, which indicates an appreciation of their work. When correcting, she suggests reading the whole text first, responding positively before responding negatively, allowing students to find the correct answers, and ensuring the comments can be comprehended.

In the present study, the development of learners' writing skills is approached by assigning specially designed activities to them that can facilitate their transition from controlled to free writing. The process writing model within the CLIL approach will be operationalized, and the learners' progress evaluation results will indicate its potential efficacy.

2.6 The link between writing and reading

Literacy skills comprise both writing and reading, which are undeniably connected. Improvement in one enhances the other. By honing and developing their writing skills, learners become more competent readers. Writing enables them to interact with a text in diverse and meaningful ways, motivating their critical thinking about a text.

In order to help students realize the link between writing and reading, it is important to encourage them to view a text from a writer's perspective. It means analyzing the text's genre, the authors' choices, and the devices they use to structure their writing. In this way, two subject areas can be integrated, enabling students to capitalize on developing their writing skills and become more confident and competent readers. Once again, children's experience concerning reading in L1 and L2 (for bilingual learners) plays a crucial role in developing their reading skills and should be considered by the teacher (Cameron, 2001; Griva & Choltelidou, 2013).

In the context of this study, progress in the potential development of learners' reading skills will be assessed by observing and evaluating their performance while doing various activities aimed at improving writing skills.

3. Research framework

3.1 Formulating the research questions and objectives

The literature review related to the topic has led me to formulate the following research questions. The main inquiry question conveys the primary focus of the study and what the entire study aims to answer. The sub-questions provide a more specific direction for the research, enabling further exploration of a particular aspect of the main question.

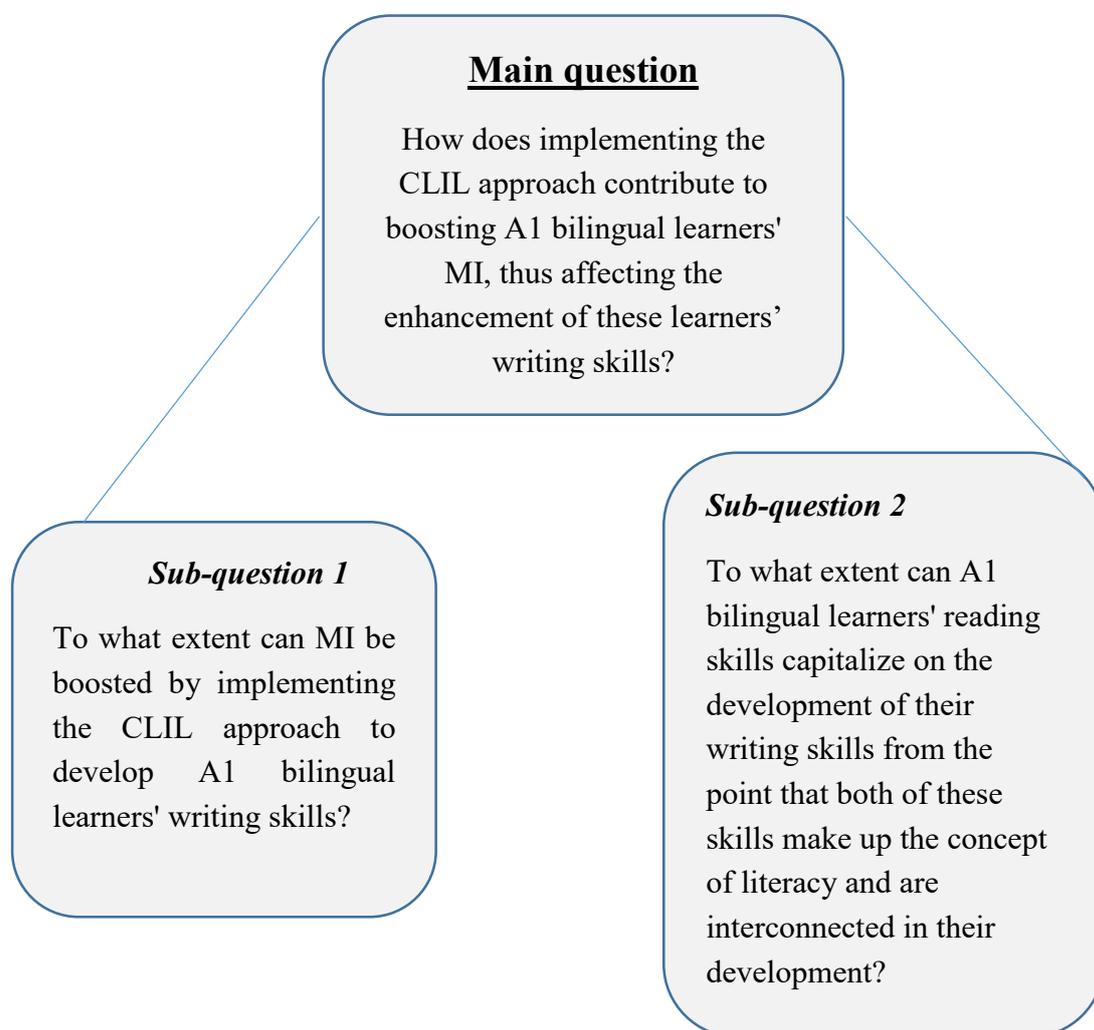


Table 3.1 The research questions

Based on the assumption that there is a relation between the improvement of multiple intelligences triggered by CLIL and the development of learners' writing skills in a bilingual context, the main objectives and sub-objectives of the study are:

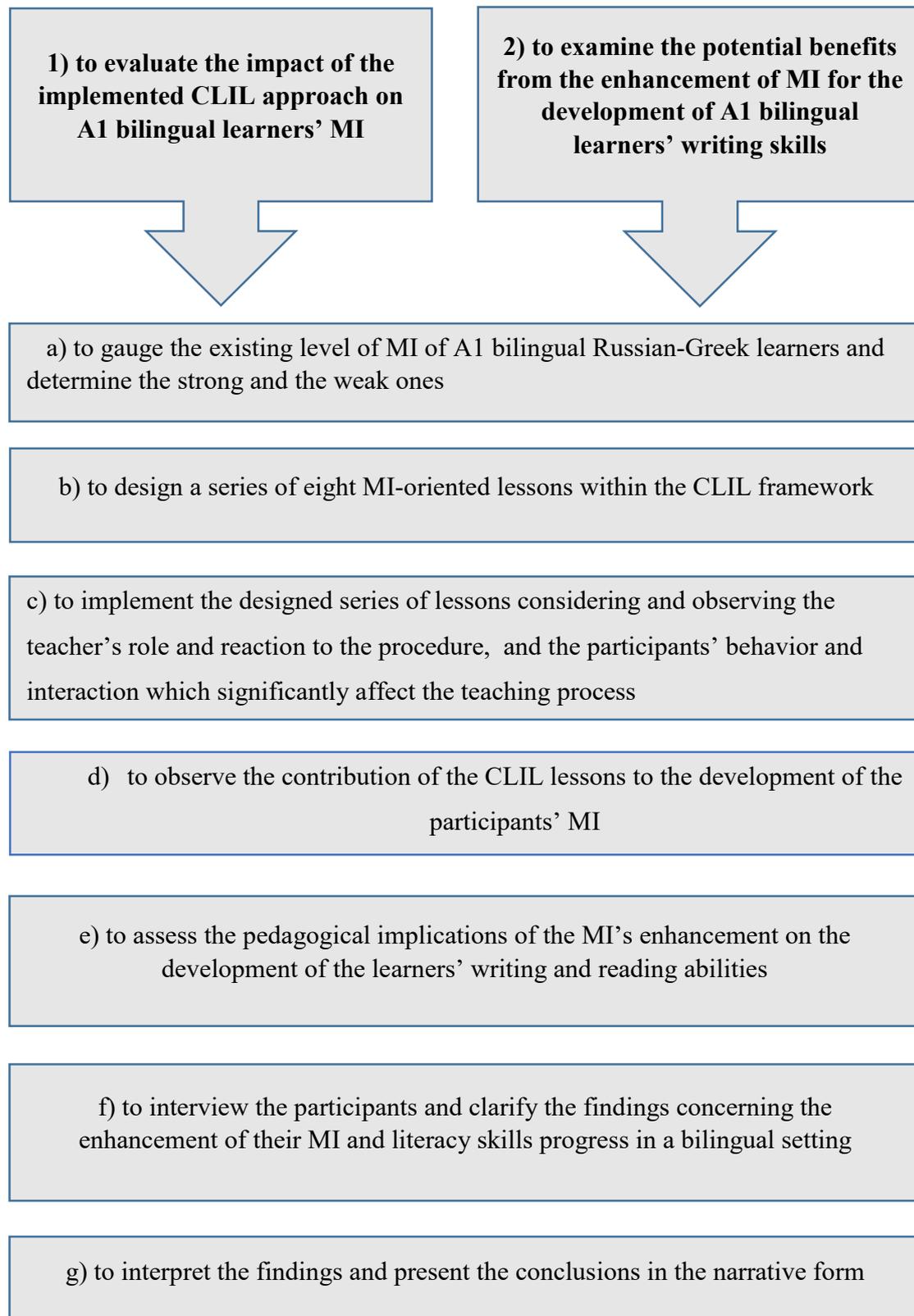


Figure 3.1 The research objectives

3.2 Selecting the research strategy

Based on the previous discussions, this section explores how bilingual young learners can be supported in their English language acquisition and, more specifically, in developing their writing skills. Being a native Russian speaker myself and working with both monolingual (Greek-speaking) and bilingual (Greek and Russian or Greek and Albanian-speaking) students, I noticed that bilinguals appeared to be more experienced language learners and have a more extensive intercultural and linguistic repertoire.

Another observation was that people generally use different criteria to substantiate and reason, depending on the language in which the question was formulated. This fact made me think of mechanisms and cognitive and metacognitive linguistic strategies involved in language use, particularly if bilinguals reap the benefits of these strategies when learning a new language.

While my interest in optimizing the teaching framework for bilinguals is general, I decided to constrain the study to A1 bilingual Russian-Greek EFL learners aged 8-9 and CLIL as a possible optimal approach to developing their writing proficiency. My teaching experience and knowledge of Russian and Greek languages defined this research domain. The specific age group and language proficiency level were chosen because age is considered one of the most significant factors influencing FL learning. Moreover, the age before 10-12 is a critical period in FL acquisition (Hartshorne et al., 2018).

Based on the philosophical roots of the constructivist approach, which is often closely associated and combined with interpretivism (Schwandt, 1998), this study aims to focus on the quality of experience. While planning and conducting the present study, I used an array of ideas, which, according to Chand (2024), are advocated by constructivism. One of these ideas is the need for carefully planned and developmentally appropriate activities. Another idea I adopted is the importance of providing multisensory ways to assist in understanding. Finally, the value of social environment and sharing experience were also considered when structuring the study.

This study has a qualitative flexible-type design with no restriction while accumulating non-numeric, holistic, and nuanced data. As Creswell (2014) suggests, it provides data

through observation of the participants' behaviors and views during their involvement in different activities. The transformative variation helps to convert and structure the data into a usable format.

For the purposes of the study, the reflective teaching method or teacher intervention has been used. The choice of the research method was stipulated by the qualitative approach design and the specific sample. This method, which is referenced in the following section, allowed me to inquire into the problem with a view to reevaluating and improving the existing practice.

3.3 Research methodology

3.3.1 Research method

As mentioned above, the reflective teaching method has been employed in this qualitative small-scale research with a small sample of five participants. According to Martin (2003), reflective teaching implies approaching any problem with questioning, considering why things are as they are and how they potentially might be. Being reflective presupposes meticulously planning what will be done in the classroom within the theory and informed by experience.

The data collection tools include a field diary with reflection notes, correction and assessment of artifacts (writing and reading activities), structured participant observation, and a semi-structured interview. The tools and the research questions they can help answer are presented in the figure below.

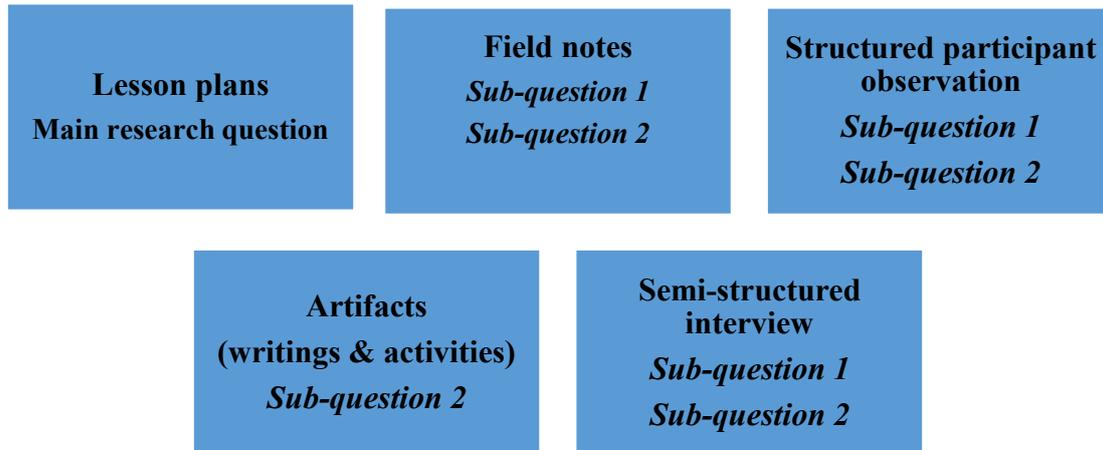


Figure 3.2 Data collection tools and the research questions they can help to answer

As pointed out, the transformative variation was chosen. However, the teacher's reflection notes in the field diary and the students' writings were collected concurrently. Also, one of the tools (i.e., the second semi-structured interview) appeared to be the sequential type since it was employed at the end of the implementation stage of the research.

Thematic analysis, a method of analyzing qualitative data, was applied. It implies identifying, analyzing, and interpreting patterns or themes across a large dataset (Braun & Clarke, 2022b). The mechanisms of thematic analysis, detailing the specific steps and criteria for the various stages of the study, are presented in the subsection below, elucidating its empirical part.

3.3.2 The empirical part of the research and the data collection tools

The empirical part of the study was organized in the following stages:

3.3.2.1 Planning stage

Initially, I informed the students and their parents about the research asking for their consent. A clarification meeting was organized, during which I assured the

confidentiality of the data and its use only for research purposes. I explained to the parents the significance of their children's contribution to the successful realization of the research. A parental consent form (Appendix VIII: Parental consent form) was designed, and the parents were asked to affirm their awareness of the study and give permission to their children to participate in it.

Afterward, I conducted a **semi-structured interview** to assess the level of the participants' MI. This type of interview was preferred since it allowed the participants to express their opinions more freely and broadly, expanding on their responses. The flexibility in the framework of the qualitative method allows for adjusting the protocol questions according to the direction it takes (Patton, 2002). Given the age of the students, apart from open-ended questions, some closed-ended questions were included. It helped to guide the discussion more effectively and keep the students focused on the subject of the inquiry. The interview was conducted in two languages (Greek and Russian), which are used equally by the learners in everyday life to facilitate the procedure considering their English proficiency level (A1).

The interview protocol (Appendix IV (B): Interview protocol 1), designed on the basis of Chislett and Chapman's (2005) questionnaire, consists of forty questions. The questions thematic pertains to eight types of MI: verbal-linguistic, logical-mathematical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. Following Chislett and Chapman's (2005) suggestion, I excluded the existential type as it is not feasible to define the students' outlook on the meaning of life and existence at such a young age. In order to simplify the process, the collected data were assessed and coded on a rating scale from 1 to 4. Transforming the figures into descriptive evaluation with 1 equating to "very weak," 2 to "weak," 3 to "average," and 4 to "strong" gave an overview of the student's weak and strong types of intelligence.

Consequently, I designed eight MI-oriented teaching sessions (Appendix I (C): Task sheets) within the 4Cs CLIL framework. The lesson plans evolved around topics from the Literature/Poetry, Geography, History, Music, and Art syllabuses. The activities were aligned with the research objectives. The pedagogical strategies I employed intended to activate students' diverse frames of mind.

Per Pantaleoni's (1991) proposal, the students' development was underscored by implementing the *holistic approach* to syllabus design for young learners. Also, special attention was paid to developing students' cognitive and inferencing skills complying with the *communicative approach* (Yule, 1985).

Brief materials overview

The teaching framework selected for the first four consecutive teaching sessions is story-based. The choice of the Russian fairy tale "*The Twelve Months*" by the Soviet writer Marshak (1991) contributes to the corroboration of the students' sensitivity to cultural diversity. The fact that the students are familiar with the plot of the fairy tale facilitates comprehension. Divided into four parts (each part in one teaching session), the fairy tale is followed by a series of activities integrating both oracy (listening and speaking) and literacy (reading and writing) skills. The topics are taken from the Literature, Geography, Art, and Music syllabuses.

Teaching session 1 includes five activities. *Activity 1, Listen and match*, develops students' ability to understand the message of the statements and match them with the pictures. It enhances their visual-spatial and verbal-linguistic intelligence since the emphasis is placed on consolidating the vocabulary that they encounter in the fairy tale text.

Activities 2 and 3 advance the students' interpersonal, verbal-linguistic, and bodily-kinesthetic intelligences. They promote pair work, during which the students play charades and make up short dialogues working on the grammar and vocabulary of the lesson.

Activity 4: Read the lines of a poem, find the right order, and sing aims to activate the students' cognitive and inferencing skills, practice reading, and advance musical intelligence.

Activity 5 involves writing an informal letter to a friend based on the plot of the fairy tale presented in *Lesson 1*. It aims to develop the students' writing skills and boost their interpersonal intelligence.

Activity 5. In the space provided, write a letter to your friend Mary. In this letter, tell Mary about Masha and what housework she had to do. Use the words from Activities 2 and 3 to write your letter. Start your letter with the words "Dear Mary."

Dear Mary,

Yesterday, I read a Russian fairy tale, "The Twelve Months," about a girl named Masha.....

Figure 3.3 Activity 5, Lesson 1

In *Lesson 2*, there are 7 activities. *Activities 1, 2, and 3* focus on developing oracy skills and promote verbal-linguistic, logical-mathematical, interpersonal, and visual-spatial intelligences. The students listen and match, compare and contrast the months from the fairy tale shown in the picture and work in pairs practicing the vocabulary and grammar of the lesson.

Activity 4 involves them in saying the chant in a sing-song tone. This activity aims to revise the seasons' names and colors and boost the students' musical intelligence.

Activities 5, 6, and 7: Geography Corner are based on the topic from the Geography syllabus. Firstly, answering the *Geography quiz* questions activates the students' prior knowledge. Their verbal-linguistic intelligence is advanced as they practice reading skills and brush up on the lesson's grammar (adjective degrees) and vocabulary. Then, the students read a text to check their answers, practice their reading abilities further, and advance naturalistic intelligence. Finally, when performing a writing activity, they must make up their own geography quiz for their group mates. Besides enhancing writing proficiency, this task aims to boost the students' verbal-linguistic, naturalistic, and interpersonal intelligence.

Lesson 3 also contains 7 activities. *Activity 1: Living or non-living* aims to develop the students' cognitive and inferencing skills by categorizing vocabulary items into living and non-living. *Activities 2, 3, 4, and 5* topics are taken from the Literature/Poetry and Physical Geography syllabuses. They promote the development of reading abilities and

verbal-linguistic, logical-mathematical, visual-spatial, and naturalistic types of intelligence.

Activity 2. What seasons and months are in the picture? Read the poem and find out.

Frogs croak

Rains soak

Chickens peep

Crickets leap

Bees hum

Robins sing

It's

Figure 3.4 Activity 2, Lesson 3

Activity 6 engages students in practicing the lesson's vocabulary, which is essential for the following writing task in *Activity 7*. Namely,

Activity 7: In the space provided, write five sentences about the weather next week.

.....

.....

Figure 3.5 Activity 7, Lesson 3

Lesson 4 includes 5 activities. The goal of *Activity 1: Read and match* is to involve the students in scanning and literal comprehension of the fairy tale to answer the question: *Who says that?*

Activity 2: Look, listen, and match promotes the development of the students' listening skills, enhances their logical-mathematical intelligence and inferencing skills, and consolidates the vocabulary necessary for the writing task in *Activities 3 & 4*. These activities provide a smooth transition from controlled to free writing and prepare the ground for a more demanding procedure in the following teaching sessions focusing on process writing. Below, a part of *Activities 3 and 4* is provided.

Activity 3. Write in your notebook about your favorite season

Points to think about:

- *Spring (summer, autumn, winter) is...*
- *What happens in..... (season)?[weather & nature]*

Activity 4. Rewrite your composition, adding the words from the box with Useful words/expressions

<i>however</i>	<i>also</i>
<i>but</i>	<i>that's why</i>
<i>sometimes</i>	<i>instead of</i>
<i>anyway</i>	<i>at last</i>

Figure 3.6 Activities 3 & 4, Lesson 4

The topic for *Activity 5: Art and project time* is taken from the art syllabus and suggests the students make a weather wheel using the necessary materials. In this group-work activity, they revise the vocabulary dealing with the weather and advance their bodily-kinesthetic, naturalistic, visual-spatial, and interpersonal intelligence.

Teaching session 5 includes consolidation and self-assessment activities. It consists of 2 parts. In the first part, the students check their knowledge of the vocabulary and grammar they practiced in the previous lessons. It is an 'alternative' (Andrews, 2004)

type of formative assessment³ conducted in a discreet way. It entails an additional practice that increases the learners' intrapersonal intelligence. The self-assessment checklist includes 5 activities carrying 50 points in total. The activities postulate 'can do' criteria for the A1 level borrowed from the CEFR (2001). Answering the questions (39 items), the students assess their own performance based on the total score they get.

The second part involves the students in process writing. They exchange compositions written in the previous lesson with their partner. They are to spot and underline all the mistakes their partner made. The role of the teacher is to provide general instructions regarding the peer-feedback activity and help the students identify the mistakes. Finally, the students pay attention to the underlined mistakes in their writings, correct them and produce a final composition draft considering the draft's content and accuracy.

The following three sessions emphasize the development of writing skills accentuating the process of producing a piece of writing. The reading texts are borrowed from a course book, "*Our World 1*" (Taylor & Don, 2011), and pertain to the syllabus of the History of the ancient world (Ancient Egypt & Ancient Greece). The texts, grammar, and vocabulary extension activities aim to enrich the students' knowledge reservoir and provide the necessary linguistic background for producing a final draft after multiple drafts entailing content and form peer feedback and self-correction. Apart from History, the activities include topics from Literature/Poetry.

More specifically, in *Activities 5, 6 & 7* in *Lesson 6*, the students read for gist a poem about the Trojan War while listening to the music. Afterward, they practice new vocabulary, clarify poetry terms such as *lines*, *stanzas*, *rhyme*, and *enjambment*, and try to identify them in the poem. These activities intend to activate the students' musical, verbal-linguistic, and visual-spatial intelligence and elevate critical thinking.

³ A type of assessment which provides ongoing feedback to learners, monitors their learning process and measures their progress (Anastasiadou, 2013)

Activity 5. First, read the poem silently while you are listening to the music. Then, recite the poem out loud, paying attention to the rhyme. What did the poet feel when writing this poem? How did the music make you feel?

Figure 3.7 Activity 5, Lesson 6

The activities of *Lesson 7* aspire to practice the students' reading skills, vocabulary, and grammar, which will be useful for the writing activity of *Lesson 8: A Visit to a Museum*.

Activity 1. Write a blog about your trip to the Museum of Ancient History

Figure 3.8 Activity 1, Lesson 8

The students follow the instructions in order to structure the blog and write it in the space provided in the task sheet. In the final activities, the students practice process writing: they expand their first draft, exchange it with a group mate for peer correction, correct their own draft, and produce the final piece of writing considering its content and accuracy.

3.3.2.2 Piloting

A pilot study took one week and was carried out with the same participants prior to the implementation stage. In particular, the data collection tools were tested to see how they can be applied in terms of time and feasibility to combine teaching and collecting research data procedures. Piloting the study helped me solve a query about making field notes and structured participant observation. Testing was attempted during a pilot teaching session which was similar to those designed for the purposes of the study. It allowed me to decide that both of them should occur immediately after a teaching session, as combining them with the teaching process was impossible.

3.3.2.3 Implementation stage

I applied the designed lessons during this stage, which took approximately a month. Following Glesne's (2016) proposal regarding data collection and research management, I kept an organized **fieldwork notebook**. In this notebook, I included everything dealing with grounding me in the context of the issue under investigation (see Appendices: Fieldwork notebook): fieldwork plans, field notes, observation notes, and interview notes. At this stage, lesson plans, field notes, and structured participant observation were used as instruments of data collection in order to accumulate behavioral, descriptive, attitudinal, and feedback data.

Carefully designed **lesson plans** (Appendix I (D): Lesson plans) translated the study's objectives into clear step-by-step goals guiding the organization of the teaching sessions, teacher-student communication and engagement with the content, and assessment.

Making **field notes** (Appendix II: Field notes) was an effective and practical way to record what happened during the research activities and how the whole process evolved. The reflective process of recording written information on a regular basis on my laptop was both participant and researcher-driven. It helped me monitor the learners' progress, thus giving insight into the procedure's effectiveness regarding the study's objectives. Arranged chronologically, field notes contain a loose description of the participants' behavior and interaction and my personal reaction to what was happening in class. In order to protect the research participants as fully as possible, I used pseudonyms even in my field notes.

Structured participant observation enabled me to have “a clear focus and scheme of prepared categories [and be] accepted by the context as a natural part” (Bentley et al., 1994 in Katsilis, Zorbas, Kofou & Karasimos, 2020, p.12). For this purpose, I employed the observation guide based on the format suggested by Griva & Kofou (2017) (Appendix III (A): Structured participant observation). Immediately after each teaching session, the information was coded according to the aspects and domains suggested in the observation guide (Appendix III (B): Observation guide) elaborated on the basis of

the aforementioned format. The guide referred to the following aspects and domains of participant observation:

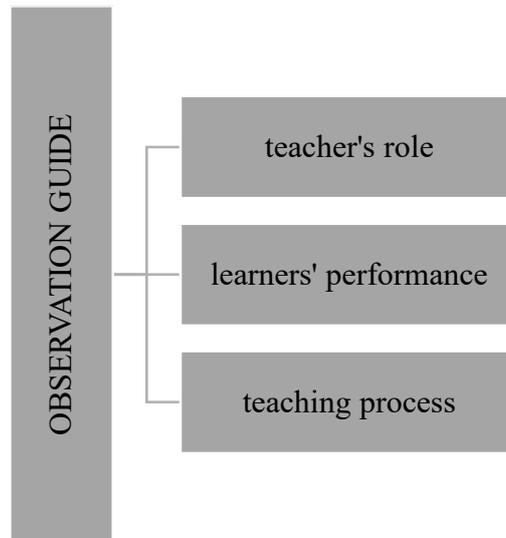


Figure 3.9 Aspects of participants' observation

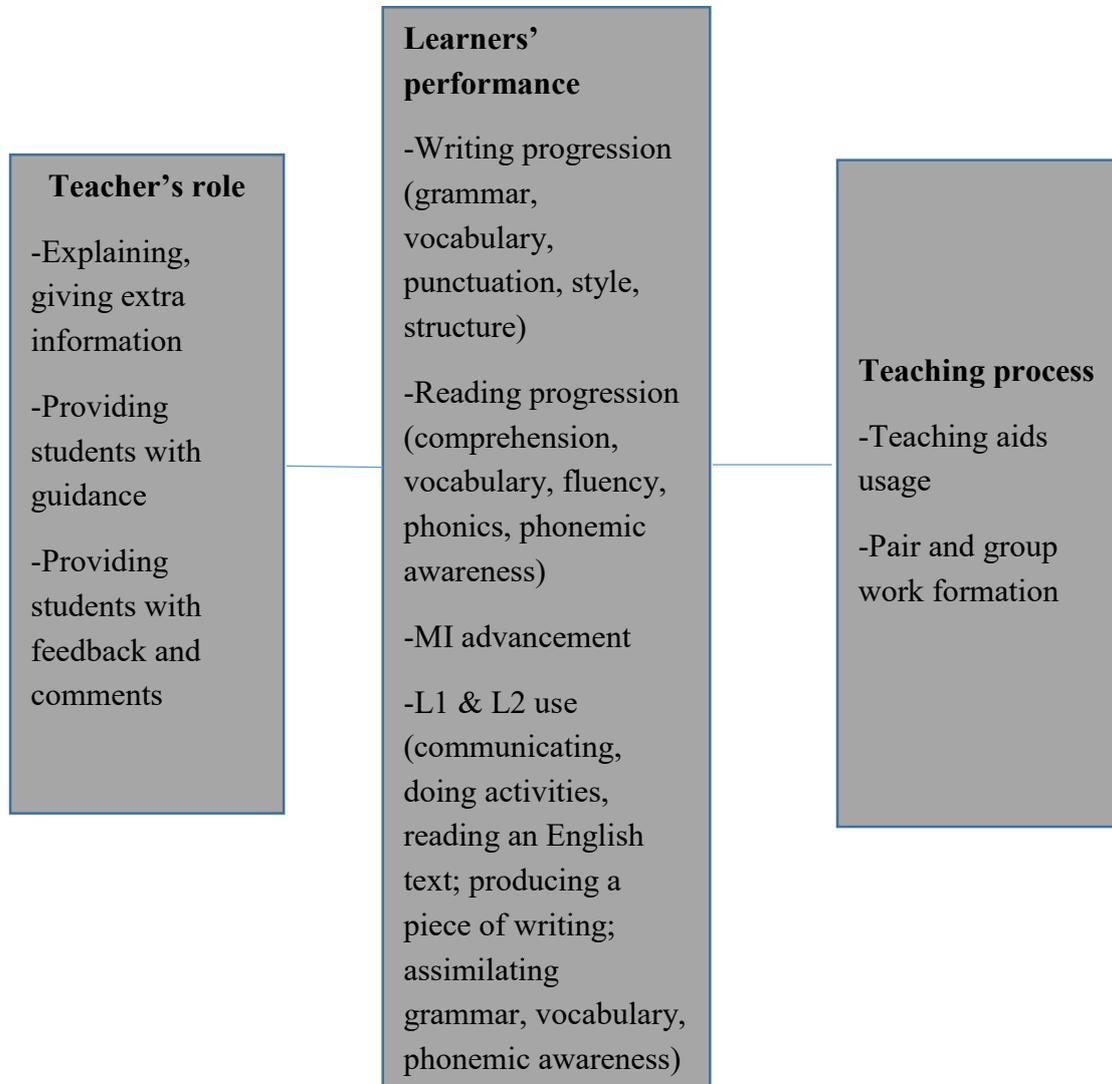


Figure 3.10 Domains of observation

Systematic and accurate observation and reflection notes made after each teaching session helped me to watch and record the procedure as it naturally occurred. Summarizing and analyzing the data enabled me to identify patterns related to the observation context. These patterns answered both research sub-questions regarding MI advancement and literacy skills development.

Additionally, a useful data collection tool at this stage of the empirical part of the research was another **semi-structured interview**. It was conducted during the last teaching session at the end of the implementation stage. As mentioned above, the specific type of interview enables the researcher to elicit additional information through the “probes” (Creswell, 2008), clarifying sub-questions that may come up during the interview. Moreover, the researcher can replace the question or amplify information contained in the question if any misinterpretation arises. Again, both open and closed-ended questions comprised the body of the interview protocol.

The interview protocol (Appendix IV (C): Interview protocol 2) consists of fourteen questions. The questions align with the thematic analysis criteria in the observation guide. The questions are divided into two parts. The first, which regards the role of CLIL in enhancing the learners' MI, includes eight main questions. Each question is related to one of the eight types of intelligence. As the young participants may be unfamiliar with “CLIL” and “multiple intelligences,” I made a brief oral introduction specifying the terms comprehensibly.

Some questions include more detailed sub-questions, which clarify the meaning and ensure reliable answers. For example, the first question, *‘Did the CLIL lessons help you to improve your linguistic ability?’* is expanded by the following sub-questions: *‘Did you learn a lot of new words?’*; *‘Did you consolidate the use of English tenses presented in the lessons?’*; *‘Do you understand an English text better now?’*; *‘How did the lessons help you learn to write better?’* *Can you say that you feel more confident when writing now? Why? Why not?’*

The sub-questions of the first question, which are related to the enhancement of verbal-linguistic intelligence, focus on the learners' opinions concerning the development of their literacy skills (reading and writing). Similarly, the other seven questions inquire about the potential amelioration of the remaining frames of mind: logical-mathematical, musical, bodily-kinesthetic, spatial-visual, interpersonal, intrapersonal, and naturalistic.

The second part of the interview includes five questions that refer to the bilingual aspect of the study and its potential impact on the development of the participants' linguistic

skills: 'How much Greek and Russian did you use when doing activities and communicating with your teacher and group-mates?'; 'Did you use the structure, grammar, and vocabulary similarities between Greek/Russian and English to help you produce a piece of writing?'; 'Did you always translate an English text into Greek/Russian while reading?'; 'Did the differences between English, Greek, and Russian help you remember new information?'; 'While writing in English, did you make a word-for-word translation from Greek and Russian? Which language helped you more?'

The aforementioned structure of the interview was designed to assist the participants in reflecting on the intervention. Once again, the participants were interviewed in Greek and Russian. It helped to avoid possible linguistic obstacles. This fact contributed to extracting authentic, candid, and rich verbal information. However, it made the data presentation difficult because the code-switching of the bilingual participants made the translation of this mix of languages into English very hard. Thus, only the most representative phrases were translated and presented along with other findings in the chapter *Data analysis and results presentation*.

After collecting the **documents** or **artifacts** (writings and reading activities), I assessed the collected data. The results of the assessment were coded and examined. They helped me to answer the second sub-question concerning literacy skills improvement and confirm observation findings. A rating scale was devised to analyze the grades attained for each activity from 1 to 6. Afterward, these grades were transformed into descriptive evaluations with words such as "poor," "fair," "good," "very good," "excellent," and "perfect."

3.3.2.4 Thematic analysis of the collected data and reflection stage

At this research stage, I attempted to examine the data and identify common themes closely. Analyzing the data collected from observation and interview notes, I found patterns of meaning and ideas that come up repeatedly. A deductive semantic approach to data analysis allowed me to examine the explicit content of the data collected. In my thematic analysis, I followed the steps developed by Braun and Clarke (2022b):

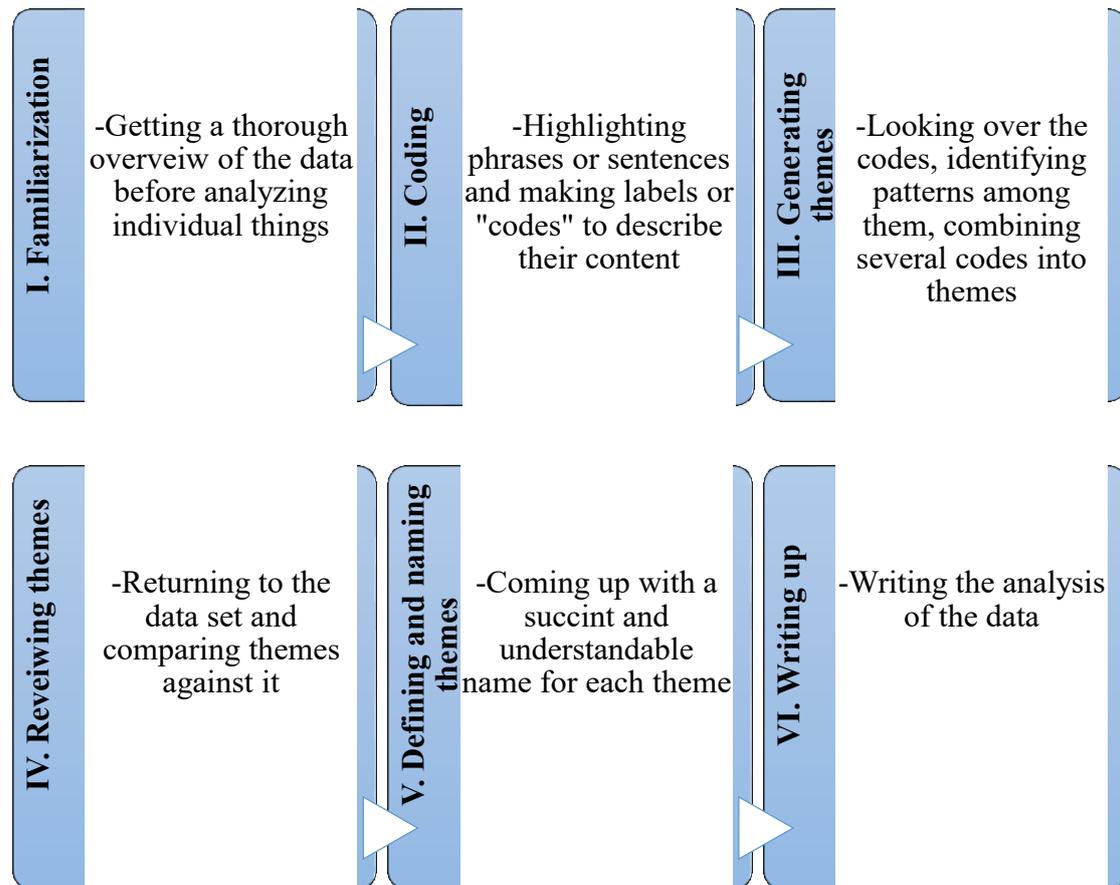


Figure 3.11 Thematic analysis steps

After presenting and discussing the findings in relation to the research questions, I described the intervention's experience, reflected upon its outcomes and limitations, and stated what could be improved.

3.3.3 Mitigating potential biases throughout the data collection and analysis stages

In order to maintain objectivity and avoid bias, I employed the qualitative research strategy of verifying validity through the confluence of information from manifold data sources (Patton, 1999). Using multiple tools aims for triangulation, clarifying the findings, and enhancing their reliability. Furthermore, throughout the data collection procedure, I created a thorough plan of observation and interviews. While observing, I focused on what I aimed to learn, not pick up things that were not there, make fewer

assumptions, and let the participants define themselves. While interviewing, to keep the learners engaged, I divided questions into categories and used diverse question types, asking general questions before defining specific points. Also, I summarized and checked all the alternative explanations before asking the participants to review their answers. In this way, I tried to eliminate the risk of response bias and avoid researcher bias.

3.4 The research site

The research site chosen is the teacher-researcher's working place, a private English language school in Kalavryta, Achaia, Greece.

3.5 Participants

Since collecting data in qualitative research is time-consuming, a small sample base of five participants was chosen. This is a non-probability convenience sample because it relies on the availability and the teacher's intention to conduct research in a specific teaching situation. According to Dörnyei (2007), this sampling technique helped save time and acquire the necessary data. The participants are five 8-9-year-old bilingual students of the teaching situation: two boys and three girls. They all come from families of immigrants, with both parents speaking Russian, and the language of communication at home is Russian. Three of the participants were born in Greece. The other two immigrated to Greece with their families at the age of 2 years old. Consequently, all of them are fluent in Greek, raised in Greece and attending a Greek primary school.

The fact that the teacher/researcher can speak Greek and Russian facilitated the communication with the participants and provided deeper insight into the research problem. Their level of English language competency is A1. It corresponds to basic users, i.e., able to communicate in everyday situations with elementary vocabulary and

commonly used expressions, according to CEFR (2001). Last but not least, the research population, being small and easily accessible, represents the sample. The sampling can be identified as purposive since the participants are “relevant to the research questions that are being posed” (Bryman, 2012, p. 418).

The participants' profiles are presented below. Their names had been changed in light of applying the ethical principles of anonymity and confidentiality.

Vitaly is 9 years old. He immigrated to Greece with his family at the age of 2. Vitaly is a diligent student, highly motivated and determined to succeed. He has a basic knowledge of writing in the Russian language. Along with the other four group members in the private language school, Vitaly has been working towards developing competence in the English language for the past three years. He is involved in reading comics in English, enjoys listening to English music, and playing educational games. When writing in English, he demonstrates difficulty using tenses and structuring sentences.

Alina is 9 years old and was born in Greece. She enjoys communicating in English and is willing to learn new things and skills to improve her performance. Alina is involved in reading English books (graded readers), watching animated movies in English, and doing fun activities (rhyming and phonic games). Like Vitaly, she is familiar with Cyrillic script and can produce simple sentences in Russian. Writing in English seems to be challenging to her regarding using articles and spelling.

Veronica is 8 years old and was born in Greece. Like Vlad, she speaks conversational Russian but cannot write it. She can be characterized as a visual learner and enjoys working with colorful images and graphs. While writing in English, Veronica has difficulty structuring sentences and connecting ideas between different text parts.

Vlad is 8 years old. He immigrated to Greece at the age of 2. Vlad is the least motivated student in the group, is not very sociable, and has difficulty keeping up with his group mates. In class, he demonstrates a low level of self-confidence and unwillingness to collaborate. Russian is his preferred language of communication. However, he cannot write in it and is unfamiliar with the Russian alphabet. Vlad enjoys doing educational activities that involve bodily-kinesthetic elements. The most challenging skill in EFL learning for him is writing.

Valia is 9 years old and she was also born in Greece. She is an auditory learner. In class, she responds best to verbal instructions and often repeats them out loud, asking for clarification in Greek or Russian. She enjoys listening to English songs and singing in English. Valia has basic writing skills in the Russian language and can produce simple sentences. While performing controlled writing activities in English, she finds punctuation, word order, and subject-verb agreement quite challenging in structuring sentences and expressing herself effectively.

Table 3.2 Participants of the research

According to Guthrie (2010), small samples do not offer reliable results as they do not represent the general population. Nonetheless, they can be considered a small barometer as long as the researcher focuses on a controllable study feature such as measurement, the results of which are demonstrated in the following chapter.

4. Data analysis and results presentation

4.1 Findings from the interview prior to the intervention

The interview was divided into eight sections. Each section represents one MI and contains from 4 to 6 questions. As was previously mentioned, the students' answers to each question were assessed and coded on a rating scale from 1 to 4. Then, the average rate was found for each participant in each type of multiple intelligence, with 1 equating to "very weak," 2 to "weak," 3 to "average," and 4 to "strong." The detailed rating for each question in all eight sections is presented in the appendices (Appendix V: Multiple intelligences analysis).

The results showed that the strongest MI of the students seemed to be interpersonal, with a 3.16 average rate, logical-mathematical and naturalistic, with 3.1 and 2.96, respectively. Less strong intelligences are bodily-kinesthetic (2.8), intrapersonal (2.76), and verbal-linguistic (2.74). Visual-spatial (2.68) and musical (2.2) appear to be the weakest.

The measurement results, showing the average MI rates for each student and the whole group, are presented in the table and figure below.

Multiple intelligences	Students				
	Vitaly	Alina	Vlad	Veronica	Valia
Verbal-linguistic	3.6	3.3	2	2.3	2.5
Logical-mathematical	3.25	3	3.75	3	2.5
Musical	3.2	2.2	1	1,4	3.2
Visual-spatial	2.4	2.2	2.2	4	2.6
Bodily-kinesthetic	3.75	2.75	3.75	2	1.75
Interpersonal	3.3	3.5	3	3	3
Intrapersonal	2.4	3.2	2.8	2.6	2.8
Naturalistic	2.8	2.8	3	3	3.2

Table 4.1 Average MI rates for each participant

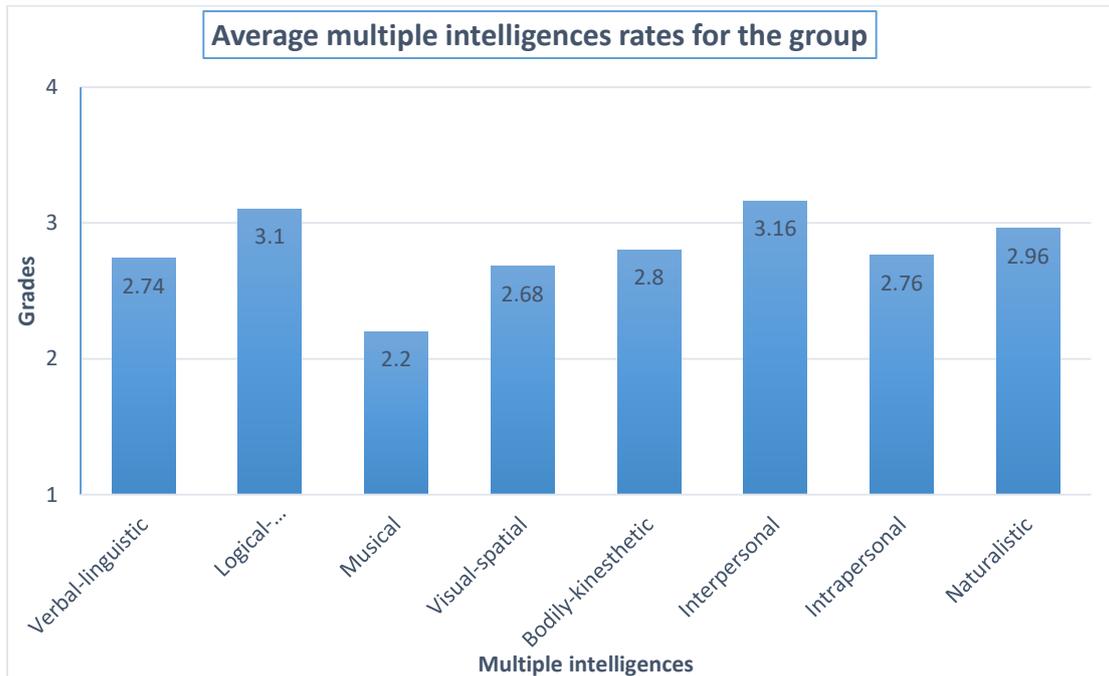


Figure 4.1 Average MI rate of the group

Based on these findings, I designed eight MI-oriented teaching sessions within the CLIL framework.

4. 2 Observation findings

4.2.1 General comments gleaned from the structured participant observation

4.2.1.1 Learners' performance

Writing progression

Following the steps of the thematic analysis mentioned in the previous chapter, I got a thorough overview of the data, highlighted the most representative phrases to describe the content, and identified the patterns in my observation and field notes. Here is what I came up with.

During the observation, I detected that engaging the students in meaningful and creative activities facilitated their gradual transition from controlled to free writing. Starting with activities that promote guided writing at the word level, they smoothly proceeded to writing at the sentence and discourse levels. More specifically, in Lesson 1, Activity 1, they commenced by matching the pictures with the words and writing them under the pictures. Then, they moved on to sequencing and copying sentences of the poem in *Activity 4* of the same lesson.

The subsequent lessons guided them toward the next stage of free writing. They provided the students with activities that enabled them to choose lexis, practice the grammar of the lessons, and take care of the syntax and layout of the piece of writing they were to produce. *Activity 2, Lesson 5*, and all four activities in *Lesson 8* promoted process writing. They engaged the students in a recursive procedure of drafting and redrafting. Following all the stages that process writing entails, the students primarily focused on content before form when structuring a composition about their favorite season or generating ideas when creating and updating a museum blog.

Repetition of certain grammatical phenomena (Present Simple/Continuous, Past Simple/Continuous, Comparatives, Superlatives) and vocabulary items throughout the intervention contributed to consolidating and amending spelling issues.

Vitaly and Veronica significantly improved their ability to use tenses and structure sentences. Alina and Valia appear to have enhanced their spelling and article use. Vlad also made important progress in developing his writing proficiency, but his unwillingness to collaborate with peers hindered his achieving better results.

Reading progression

Working on developing their writing abilities, the students gradually became more competent readers. More specifically, they learned to view a text from the perspective of its genre and structuring. Furthermore, they gained phonological awareness, which enabled them to identify words that rhyme or find *stanzas* and *enjambment*, for example, in the poem of *Activity 7, Lesson 6*. Throughout the implementation stage of the study, I noticed that the students began to isolate, blend, segment, delete, and

substitute the sounds more easily, thanks to the phonemic awareness they gained. Their comprehension of the text was improved due to both the grammatical and vocabulary abilities they developed. Vitaly and Alina, who are involved in reading English books and comics, displayed better results in reading fluency. Veronica and Valia also improved their reading skills in text processing and comprehension. Vlad was the student who significantly improved his reading ability.

MI advancement

After measuring the level of eight types of MI, special attention was paid to designing lessons that accommodate all types of intelligence. Moreover, an attempt was made to augment the weak types: verbal-linguistic, visual-spatial, and musical. The observation findings indicated the following results:

Verbal-linguistic	The students enriched their active vocabulary and activated many passive vocabulary items, using them actively through writing and speaking. They gained a better understanding of the grammatical patterns practiced during the intervention. Integrating the topics from the History, Geography, and Literature syllabuses enhanced the students' comprehension of the written text in English and made them more independent and competent writers.
Logical-mathematical	Engaging in activities intended to develop the specific type of MI advanced the students' critical thinking and ability to make comparisons.

Musical	<p>Music, songs, and chants availed all the students, not only auditory learners. Music was an intriguing starting point when dealing with history topics or pieces of literature. It enhanced their memory retention of content and new vocabulary and helped them to concentrate better. Singing and saying the chant boosted the students' collaboration and engagement, even of the least motivated learner, Vlad.</p>
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Bodily-kinesthetic	<p>'Acting out' phrases in charades assisted in developing the students' creativity and problem-solving skills. It advanced their cognitive abilities (understanding of contexts and word meanings), strengthened their vocabulary, and honed nonverbal communication skills, such as gestures and body language.</p>
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Visual-spatial	<p>The pictures used in the lessons helped transform abstract ideas into realistic ones (e.g., months with characteristics of humans in the fairy tale). The images in the lessons with history and geography content facilitated the students' recall of facts and provided visual stimuli for texts and activities.</p>
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Interpersonal	Pair, teamwork, and student-teacher collaboration were promoted throughout all intervention procedures. The communicative approach, implemented in numerous speaking activities (including a cooperative art project) and peer correction in process writing, augmented the students' social skills.
Naturalistic	The designed lesson series helped the students relate content with nature and different cultures. For example, Geography & History Corner and the Russian fairy tale offered insight into the natural environment and cultural specificity in different parts of the world.
Intrapersonal	The holistic approach of the intervention enabled the students to realize their strengths and weaknesses. It can contribute to further improving their macro-linguistic skills and developing their personality.

Table 4.2 MI advancement gleaned from the learners' performance

L1 and L2 use

The implications of L1 and L2 use during the teacher intervention are presented in the table below.

Criteria/'labels'	Patterns/observation descriptive notes
Communication	Frequent code-switching between L1, L2, and L3 induced language difficulties and impeded communication, leading to tip-of-the-tongue states.
Reading/comprehending an English text	When reading, in order to feel more secure, all five students insisted on a word-for-word translation into Greek or Russian. They often resorted to L1 and L2 for clarification when performing activities. Vlad's lack of self-confidence seemed to be a hindrance to L3 use.
Constructing/producing a piece of writing	More competent writers in L1 and L2, Vitaly, Valia, and Alina, adopted a sentence-by-sentence approach when structuring their writings. They tended to activate background knowledge and adjust the message more efficiently. During the intervention, they seem to have advanced macro-components in writing – putting ideas into a coherent sequence. Less competent writers in L1 & L2, Vlad, and Veronica, struggled with micro-components – their writing process was interrupted by spelling control. However, a significant improvement was observed at the end of the intervention.

<p>Assimilating new information concerning grammar, vocabulary, word formation, syntax</p>	<p>All five students quickly assimilated new grammar and vocabulary, primarily when associating them with images. Vitaly and Alina used synonyms more efficiently, while Vlad had difficulty selecting the correct vocabulary item. All participants' syntax was influenced by L1 and L2, sometimes leading to wrong word order when structuring sentences.</p>
<p>Cognitive/metacognitive abilities</p>	<p>All five students were flexible in utilizing cognitive and metacognitive strategies. Visual and auditory aids assisted them in memorizing new vocabulary and making contextual guesses. Also, all the participants were able to plan, monitor, and use the information offered to them. They were fast task-switchers. The inhibitory control helped them switch immediately from one task to another.</p>

Table 4.3 L1 and L2 use gleaned from the observation guide

4.2.1.2 The teacher's role

Throughout the teaching process, the teacher provided the students with guidance and extra information regarding the cultural, content, communicative, and cognitive aspects of the 4Cs CLIL framework. In addition to explaining grammar points and vocabulary presented in each teaching session, the teacher commented, gave feedback on the students' performance, and monitored the whole procedure.

4.2.1.3 The teaching process

The integrated framework of the CLIL lessons encouraged the development of all four linguistic macro-skills (listening, speaking, reading, and writing) and set the stage for producing the written output. The specific framework promoted the communicative approach and catered to student interaction and collaboration. They were involved in pair and group work when conversing in speaking activities. Also, they cooperated when doing peer correction and making a weather wheel in *Art and Project Activity 5, Lesson 4*.

Using visual and auditory aids, such as colorful pictures in the designed task sheet, music, and materials for the weather wheel construction, facilitated the teaching process, motivated the students, and made language learning fun and engaging.

4.2.2 General comments gleaned from the field notes

The information gathered from my field notes (Appendix II: Field notes) is presented in two sections. Coupled with the structured participant observation, which gives more detailed insight into the procedure's effectiveness, field notes aim to convey the general picture of the learners' progress, the atmosphere in class, and brief feedback on the students' performance in each activity. The first section refers to the participants' behavior and interaction during the intervention. The second section describes my personal reaction to their performance.

Participants' behavior and interaction

Reflecting upon the students' behavior and performance in each activity helped me monitor the learning process in relation to the study's objectives. More specifically, I observed the way in which each activity contributed to the advancement of MI. Analyzing the students' preferences and considering their LS and reactions allowed me to amend the learning process with a view to extensively involving all the participants.

For example, seeing how reluctant Vlad was to sing, I asked him to speak the words with the rest of the group while we were singing. Also, I asked him to accompany the song's lyrics with movements, considering he is a kinesthetic learner. I saw that he was more willing to participate in this way.

Stimulating MI through the implementation of CLIL enabled me to observe how the students gradually unlocked their cognitive strengths and developed linguistic skills. During the intervention, the participants went through different stages in developing their writing proficiency: from uncertainty and negation to deal with something challenging to joy and satisfaction with the results.

The aspect of students' interaction was crucial. Pair and group work, within the communicative approach to teaching, provided a safe and friendly environment and induced their social development. Cooperation fostered strong relationships between the participants and allowed them to comprehend the material better. Well-planned and controlled teacher-learner/learner-learner trilingual interaction led to their higher motivation. Sharing information in three languages throughout the stages of the process writing procedure benefitted their writing proficiency development, which is the main focus of teacher intervention. Moreover, I concluded that bilingual learners have a better awareness of how a language functions and a more solid foundation for acquiring other languages in the future.

My personal reaction

Recording my reaction to what was happening in class was a kind of self-assessment and reflection concerning the study's primary goal and the learning outcomes I was trying to achieve. This self-reflection helped me to amend and better coordinate every following lesson. I realized that although theoretical planning on paper is essential, in practice, there may be different deviations from the plan regarding the turn each activity takes and the time it requires. For example, the procedure of process writing, more specifically, planning, organizing, and revising (peer and self-correction), was more time-consuming than I had expected. Working with every student on refining their

writing involved content and form correction, explanation, and brushing up on certain grammar and syntax rules and vocabulary items.

Another issue that required amendment was L1 and L2 use. Despite the fact that I wanted to observe the impact of these languages on L3 learning, I had to bear in mind that ENGLISH was the target language. I insisted on responding to the students' queries in English, even when I was asked in Russian or Greek. I resorted to using L1 and L2 only when I saw that communication failed.

Last but not least, approaching the whole intervention procedure with patience and an open mind, I attempted to concentrate on the study's objectives and remain unbiased in recording the learners' progress and atmosphere in class.

4.3 Assessment of the artifacts

4.3.1 Assessment of writing activities

As mentioned, the writing and reading activities were collected and assessed. The assessment results were coded on a rating scale from 1 to 6 and analyzed. Transforming these grades into descriptive evaluation, I could conclude if each student's performance was "poor" (1), "fair" (2), "good" (3), "very good" (4), "excellent" (5) and "perfect" (6). The grades attained by the students for each writing activity are presented in the table in appendices (Appendix VI: Assessment of writing activities). The results of the assessment can be seen in the figure below.

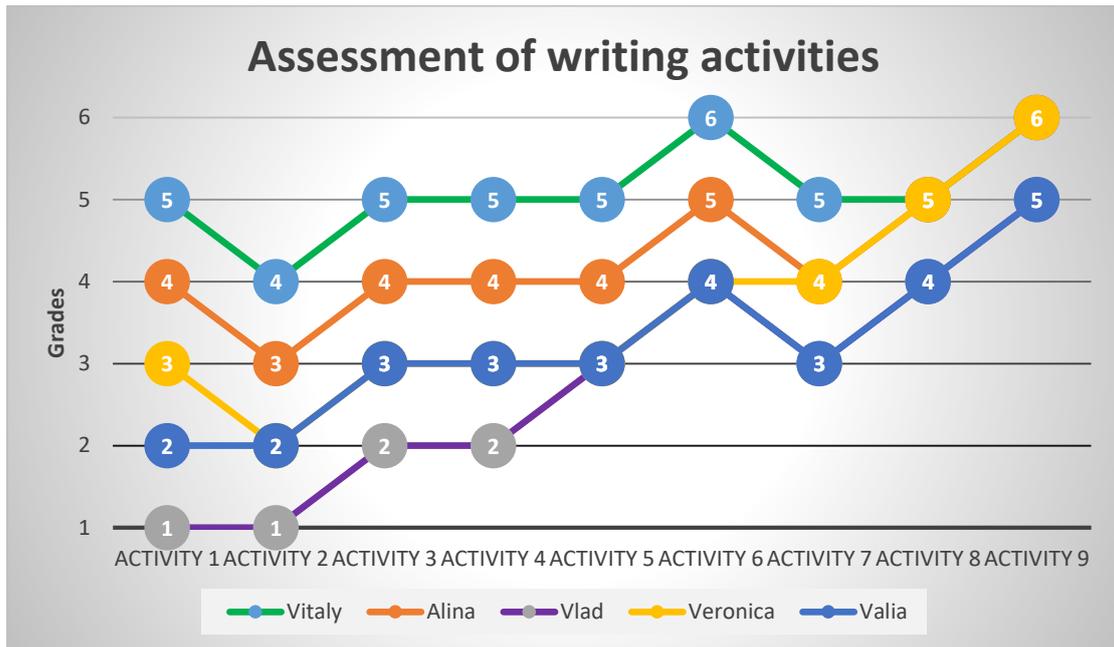


Figure 4.2 Assessment of writing activities for each student

The data analysis indicates that the average rate of the students' performance in each activity has progressed from 3, "good," to 5.6, "excellent," after the intervention. The average rate of the group can be seen in the graph below.

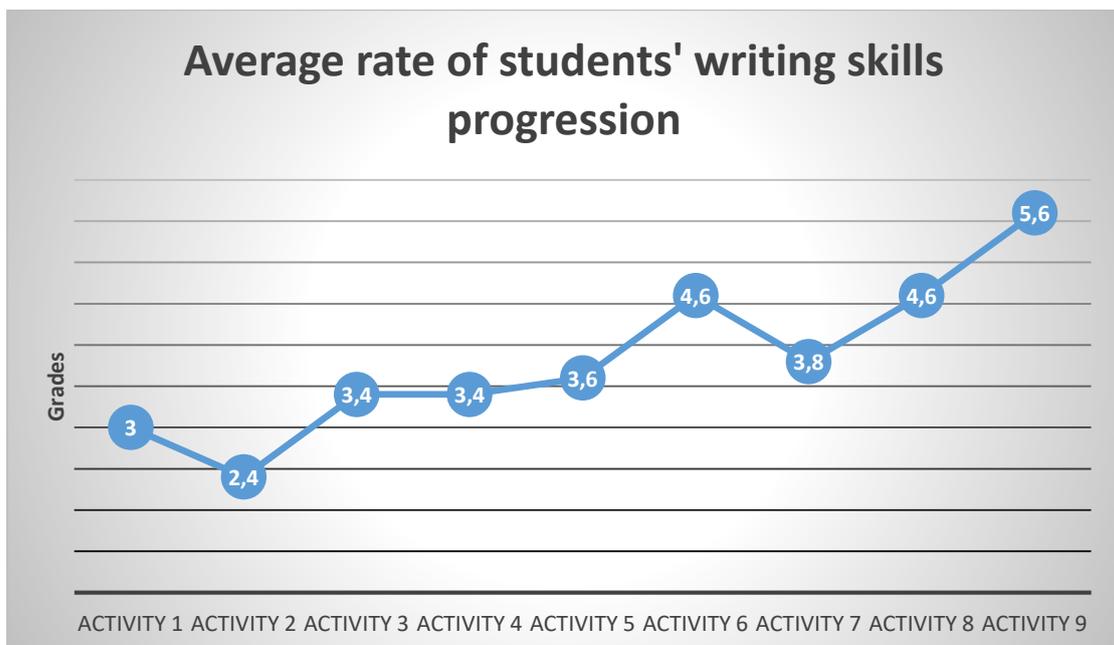


Figure 4.3 Average rate of students' writing skills progression

4.3.2 Assessment of reading activities

The grades attained by the students in reading activities are presented in the table in appendices (Appendix VII: Assessment of reading activities). The graph below demonstrates the results of the reading activities assessment.

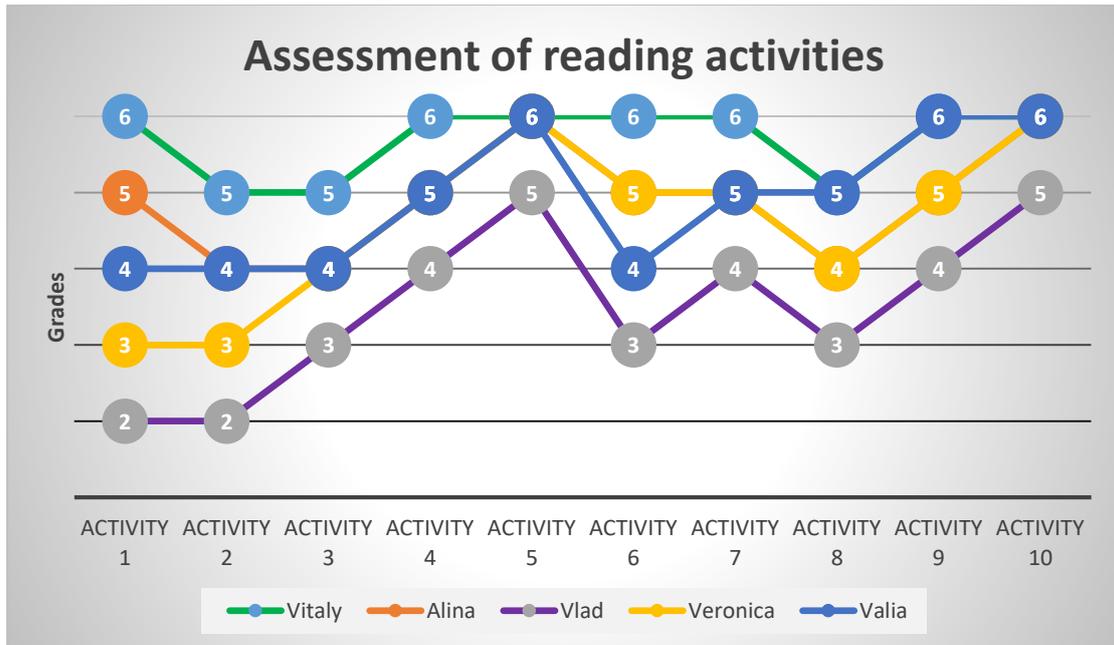


Figure 4.4 Assessment of reading activities for each student

The data analysis indicates that the average rate of the students' performance in each activity has progressed from 4, "very good", to 5.8, "excellent", after the intervention. The average rate of the group is presented in the graph below.

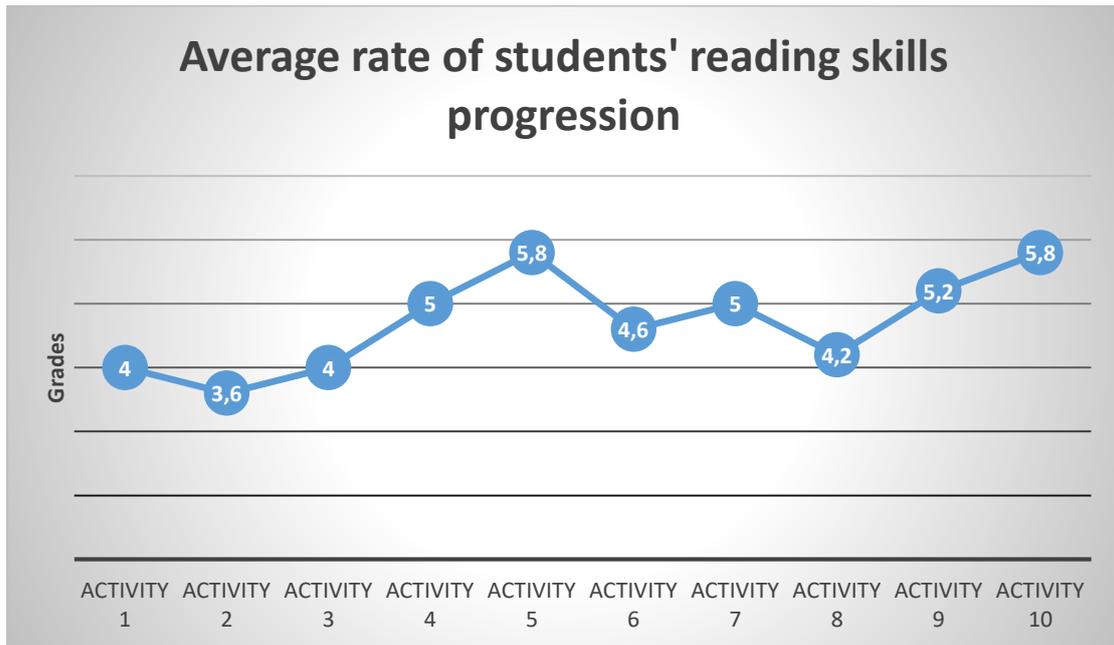


Figure 4.5 Average rate of students' reading skills progression

4.3.3 Self-assessment results

The results of the self-assessment in *Lesson 5, Activity 1* are presented in the figure below. Each student's score has been transformed into a percentage to demonstrate to what extent the material from the previous four teaching sessions has been assimilated. Vitaly scored 50/50 (100%), Alina 45/50 (90%), Vlad 39/50 (78%), Veronica 42/50 (84%), and Valia 43/50 (86%).

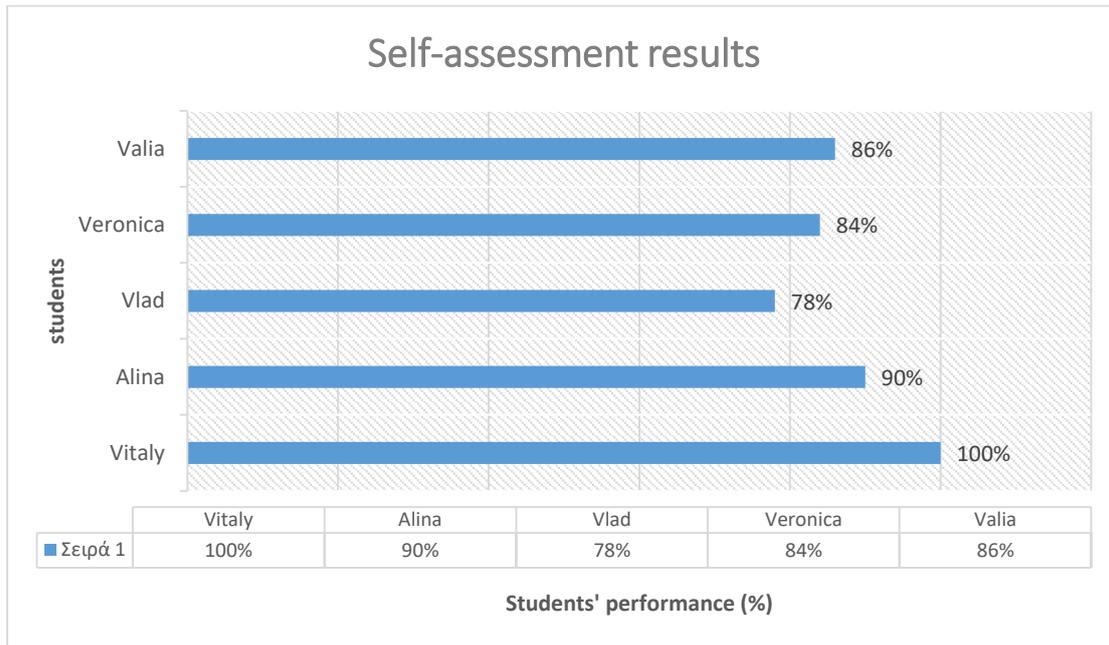


Figure 4.6 Self-assessment results

4.4 Findings from the interview after the intervention

The information collected from the semi-structured interview conducted at the end of the last teaching session is presented in two sections. The first section includes the part of the conversation related to the role of CLIL in advancing the students' MI, questions 1 to 8. The second section comprises the part of the conversation regarding the impact of bilingualism on the development of the students' reading and writing proficiency, questions 9 to 14.

4.4.1 MI advancement

All the participants admitted that the CLIL lessons helped them to advance their MI. First of all, they enhanced their linguistic ability. More specifically, Alina, Veronica, and Valia stated that their vocabulary had been enriched, and their understanding of a written text had improved. Alina mentioned, "...the fact that the words are repeated from lesson to lesson really helps a lot. We encounter them in the texts, then, we see

them in exercises and, in this way, we remember them better when it comes to writing.” Vitaly added, “...now I can tell the difference between Present Simple and Present Continuous! In Russian and Greek, we use only one verb form for the present...why is it so difficult in English? I should always think about whether the action is habitual or taking place at the moment of speaking.”

Vlad said, “Writing used to be my nightmare! When I was to write anything, even a simple sentence, I didn’t know what to start with... Planning, drafting, correcting, and rewriting really work! Cooperation with my group mates made me feel more relaxed. Now I know how to write a composition or a blog.” All the students confirmed that the lessons contributed to advancing their verbal-linguistic intelligence.

As for developing their logical-mathematical intelligence, the students agreed that the lessons enhanced their attention, memory, and ability to make comparisons, which is crucial for developing critical thinking. Veronica mentioned, “It was easier to compare and contrast when the months were shown as humans in the pictures of the lesson. The pictures helped me a lot to support my opinion while comparing.” “Colorful pictures conveyed the atmosphere of the Russian landscape, ancient Greece, and Egypt,” Valia explained. It proves the contribution of the designed lessons to the development of visual-spatial intelligence.

Listening to music, singing songs, and saying chants definitely stimulated the students’ musical intelligence. Although not all of them were willing to sing initially, they admitted that music helped them get extra information from the history topic. “Music emphasized the greatness of the Greeks’ victory in the Trojan War,” Vitaly explained.

Vlad, Alina, Valia, and Veronica believe that moving and touching things while playing charades enabled them to memorize the words more easily and, as a result, learn better. They would like to have more charades and role-playing among activities.

Furthermore, the students claimed that the CLIL lessons promoted their collaboration and communication, per se stimulating interpersonal intelligence. Alina said, “It was fun to play in pairs during the lesson. We were allowed to help each other when doing writing activities...writing used to be difficult...but not now.” Apart from that, the participants could detect their strengths and weaknesses thanks to the self-assessment

activity they did. It advanced their intrapersonal intelligence. “I have never had such a high score! For me, it was a surprise...Of course, I still have to work on grammar, but I feel more confident about my vocabulary now,” Vlad said.

According to the students, the lessons helped them relate content to nature and different cultures, which validates the advancement of naturalistic intelligence.

4.4.2 The impact of bilingualism

All the participants agreed that L1 and L2 facilitated their communication and assimilation of new information concerning grammar, vocabulary, and word formation. For example, Vitaly said, “Both languages help me, depending on the word or tense I deal with. Some compound English and Greek words are formed similarly. Both ‘*snowman*’ and ‘*χιονάνθρωπος*’ consist of ‘*snow*’-‘*χίονι*’ and ‘*man*’-‘*άνθρωπος*’. In Russian, it is ‘*snegovik*’. It has only one word ‘*sneg*’-‘*χίονι*’, and two endings, ‘*ov*’ and ‘*ik*’⁴.”

Valia added, “Some English words are related to both Greek and Russian. For instance, a ‘*snowdrop*’ is another name for ‘*galanthus*’. The first name of this flower resembles the Russian ‘*podснежник*’-‘*κάτω από το χίονι*’. However, the second name is Greek and comes from ‘*γάλα*’ – *άνθος*.’ So, both languages help me to understand and remember words.”

The students admitted that word-for-word translation from L3 into L1 or L2 contributed to better comprehension of a written text. Also, when speaking or structuring a piece of writing, they first form a sentence in Greek or Russian and then translate it into English. Vlad and Veronica noted, “It is both good and bad. On the one hand, it helps to put the words in order in a sentence. On the other hand, it may be confusing because in Russian and Greek, we can omit personal pronouns, but not in English. In Russian, we never use the auxiliary ‘*am*,’ ‘*is*,’ or ‘*are*’ in the present. We say ‘*Antarctica the largest desert*

⁴ During one of the teaching sessions, I explained to the students that suffix “*ov*” in Russian indicates “*belonging to*” and suffix “*ik*” indicates a masculine noun, usually denoting a diminutive form or a profession, tool, object and feature.

in the world'. In English, you must use 'is'. Sometimes it is quite confusing. Fortunately, in Greek, we use 'είναι'. So, Greek helps me more in this case."

More or less free syntax and the absence of auxiliary verbs in interrogative sentences in L1 and L2 also make writing in English hard for the students. Vlad said, "I never remember to use 'did', 'do', 'does' or 'is', 'are' in questions!"

Although using three languages in the same context seems to benefit the students' cognitive processing of information, code-switching sometimes impedes their communication, causing tip-of-the-tongue states. Alina stated, "When I want to translate a Greek word into English, a Russian word appears first...and it takes me some time to recall it in English...it prevents me from speaking fast."

5. Interpretation and discussion of the results

This chapter interprets and discusses the study results in relation to the literature review and in an attempt to probe whether the main research question and the sub-questions were verified, to find plausible explanations, and to think about the pedagogical implications of the data accrued in the research process.

Looking for the answers to the research question, which is the effect of the CLIL approach on promoting MI in the development of writing skills in the group of A1 bilingual Russian-Greek speaking learners, a correlation between three key aspects was observed. The first, which was revealed and crosschecked by the observation of the intervention and the interview, refers to the students' MI development through the implementation of CLIL. The second, obtained from the aforementioned sources and verified by the assessment and analysis of artifacts, confirms the intervention's benefit for improving their literacy skills. The third emphasizes the effect of bilingualism on the students' literacy development. The results for this aspect were retrieved and summarized from three sources: structured participant observation, field notes, and interviews.

5.1 MI advancement through CLIL

One of the study's goals was to enhance MI through the CLIL lessons designed to accommodate all types of intelligence. Following Gardner's (1983) suggestion, instruction was presented in different forms to challenge all frames of mind. The intervention included activities that boosted students' critical thinking, musical, bodily-kinesthetic, visual-spatial, interpersonal, naturalistic, and intrapersonal skills. The students enriched their active vocabulary, activated passive vocabulary items, and improved their understanding of grammatical patterns.

The use of music, songs, and chants improved memory retention, concentration, and collaboration. The interactive approach promoted pair and teamwork, and the naturalistic lessons helped students relate content to nature and different cultures. The

holistic approach allowed students to identify their strengths and weaknesses, contributing to improved macro-linguistic skills and personality development.

The findings highlight the importance of Coyle's (1999) concept regarding the CLIL's 4Cs (e.g., content, communication, cognition, and culture) in boosting MI and their contribution to developing literacy skills. Hence, the findings appear to converge with what Ackert (2007), Yamano (2013), Garcia (2014), and Anastasiadou and Iliopoulou (2017) maintain. Consequently, the first research sub-question, seeking to determine whether implementing the CLIL approach can boost MI, is verified.

Overall, the results support Gardner's existing theory but challenge the way in which MI can be evaluated. It agrees with Christodoulou's (2009) and White's (2006) claim. They assert that MI assessment is difficult and requires a longitudinal study to draw reliable conclusions. Apart from that, a researcher must juggle his subjective value judgment with empirical evidence while assessing. In the context of the qualitative reflective teaching method, it is difficult to define precisely to what extent each type of intelligence was developed. Only the holistic picture of the improved students' performance can provide evidence of their overall MI advancement.

5.2 Literacy skills development

Additionally, the study results fit with what Brewster, Ellis, Girard (1992), and Cameron (2001) assert. More specifically, engaging students in meaningful and creative activities helped the transition from controlled to free writing. Activities began with word-level guided writing, followed by sentence and discourse-level writing.

The intervention promoted process writing, focusing on content before form. The data contributed to a clearer understanding of the significance of recursiveness in the writing process, as proposed by White and Arndt (1991). Furthermore, careful planning, organizing, multiple drafting, reviewing, and editing confirm Giannakopoulou's (2002) evidence regarding developing the students' composing strategies. The students were encouraged to practice grammar and syntax and amend spelling issues during the intervention. The results, confirmed by the assessment and analysis of their writings,

indicate that all five students made significant progress in their writing abilities, increasing their average performance from “good” to “excellent” after the intervention.

The students also became more competent readers, learning to view texts from genre and structuring perspectives and gaining phonological awareness. They improved their ability to isolate, blend, segment, and substitute sounds, and their comprehension of texts improved. Additionally, all the students showed improved reading fluency. Therefore, the second research sub-question was verified.

In seeking the extent to which these learners' reading skills can capitalize on the development of writing proficiency, it must be noted that the group's average reading performance also improved and equated to “excellent” after the intervention. Thus, it fits in with the theory that Cameron (2001), Griva, and Chostelidou (2013) proposed: learners become better readers by honing and developing their writing abilities.

5.3 The effect of bilingualism

The interview results, conducted before the intervention, validate Fayyazi, Sahragard, Roshan, and Zandi's (2013) findings concerning a high level of interpersonal and logical-mathematical intelligence in bilinguals. However, lower rates of verbal-linguistic and musical types of intelligence contradict the claims of the aforementioned researchers. One plausible explanation can be the small sample of the participants in this study, which may lead to random variation in the results.

The observation and interview results after the intervention reveal that all five bilingual participants assimilate the new information quickly, especially when it is associated with images. They demonstrate flexible cognitive and metacognitive abilities, including fast task-switching and inhibitory control, enabling them to memorize new vocabulary and make contextual guesses. It absolutely agrees with Marian and Shook's (2012) theory.

However, the study revealed that frequent code-switching between L1 and L2 during teacher intervention can lead to language difficulties and tip-of-the-tongue states.

Automatic co-activation of three languages, leading to their constant competition, can explain this delay in written and oral speech production, again confirming Marian and Shook's (2012) hypothesis. Also, students often resort to L1 and L2 to read and understand English texts. This can be explained by a lack of certainty regarding their insufficient L3 proficiency level.

Furthermore, Griva and Chostelidou's (2013) conclusion concerning skilled and less competent writers encountering similar difficulties in all three languages is also verified. The students who are more competent writers in L1 and L2, for example, Vitaly, Alina, and Valia, are more concerned with macro-components when attempting writing activities in L3. Less skilled writers, Veronica and Vlad, tend to struggle with micro-components while writing in English. Last but not least, the study's results demonstrated that the designed series of lessons enhanced the students' attention, memory, and comparison abilities, making it easier to compare and contrast the three languages.

To sum up, in answering the research question, the findings overall confirm the expected outcomes formulated in the introduction to this study. They demonstrate the effectiveness of MI triggered by CLIL in improving A1 bilingual students' writing skills. They also corroborate the interrelation between writing and reading proficiency development and substantiate obvious advantages of bilingual students when they embark on learning a new language. These conclusions reaffirm Costa's (2020) way of thinking, presented in the introduction. Namely, bilinguals face a new language, being more experienced learners and having a background of two languages at their disposal as a rich basis for subsequent personality development.

Conclusion

The present research combines the findings of the literature review, research from the field of language learning theory and educational psychology, and practical data received and analyzed through the qualitative methods approach. Throughout the literature review, some important aspects of early FL education for bilingual students were underlined. In addition, Gardner's theory of MI's role in developing young learners' literacy skills gave the reader valuable insight into the particularity of FL education in multilingual settings. This study goes a bit further, investigating the development of writing skills in L3 from the point of view of bilingual Russian-Greek-speaking students who come from families of Russian immigrants but were born in or relocated to Greece at a young age. The qualitative methodological instruments, that is, structured participant observation, teacher's field notes, and interviews, provided a rich and interesting insight into the effectiveness of the CLIL framework applied to enhance these learners' writing abilities.

The study's main findings show that implementing CLIL can trigger a chain effect. More specifically, specially designed content-language-oriented lessons contribute to advancing learners' MI, which in turn stimulates the development of learners' language abilities. Focusing on developing writing proficiency as a problematic and challenging issue for the participants of this research, the results of the assessment of the students' performance displayed the absolute efficacy of the chosen approach.

Very useful data came from the participants' opinions acknowledging the value and importance of the CLIL lessons to their MI enhancement and writing and reading skills progression. Interesting insights were given into the ways of the reciprocal influence of three languages in one mind. The students concluded that the benefits of using two languages outweigh the difficulties and confusion related to their use when learning a new language, which entirely coincides with the results of the analysis of the observation findings. However, this research, as every research in the field of education, has its limitations.

Limitations of the study

The major limitation of this study is the small sample size, which impacts the reliability of the data and limits the generalizability of the results. Although a sample size of five participants is often sufficient for a qualitative study, it is important to consider the risks of random variability when interpreting study findings.

The researcher's limitation in expanding the sample of the study, which was conducted in a private language school with a limited number of students, renders it impossible to compare the literacy progression of A1 bilingual learners with their monolingual counterparts. This comparative analysis may provide more profound insight into the impacts of the bilingualism factor in early language learning.

Finally, the third limitation is time-wise. A larger scale research involving more teaching sessions might provide more generalizable data.

Bearing in mind that no study covers all possible aspects, this research, despite its limitations, can be considered reliable and valid as it produces sufficient results to answer the main research question. Its reliability is ensured by comparing results from different data sources, and its validity is proved by its relevance to the results of other relevant data and theories in the field.

Relevance and novelty of the study

This small-scale teacher intervention research can potentially enhance conventional teaching practices for bilingual young learners. It can change already existing teaching methods, allowing practitioners to deal with certain classroom constraints. These constraints account for challenges bilinguals meet in the EFL teaching paradigm, i.e., age, cognitive abilities, motivation, aptitude, learning environment, and native language characteristics. The interdisciplinary approach demonstrates how language learning theory, educational psychology, and practical teaching methods are amalgamated and applied in a multilingual teaching environment.

Moreover, the study has the potential to fill existing knowledge gaps in structuring an ideal optimal teaching framework regarding special cases in classroom settings. The

novelty of this study is that it is the first time that the combination of such important aspects in language teaching as CLIL, MI, and literacy skills development at the beginner level has been addressed in a bilingual setting. Based on the discussion of the relevance of this research and its limitations, some practical applications of the study's findings can be provided. These applications can pave the way for future research paths in the field of early language learning.

Practical applications and recommendations

I would like to conclude the study with practical applications and recommendations resulting from my findings.

- *Holistic approach to teaching*

One of the main recommendations refers to the evidence of the multifaceted benefit of CLIL in the context of EFL teaching. Implementing the cross-curricular approach to teaching young bilingual learners can be used as a means for holistic personal growth that comprises linguistic, cognitive, cultural, and social aspects of learners' development. The holistic perspective implies that teachers should be concerned with every individual student's intellectual, physical, emotional, artistic, and creative potential. Consequently, after a careful needs analysis, the teaching materials should be designed considering this potential and with a view to covering of all the aforementioned aspects of development.

- *Content and FL learning*

In advocating the CLIL methodology, it should be pointed out that compromise must be found between teaching FL and the content of a subject. It is significant that they complement each other and cooperate to have optimal results for young EFL learners. Thus, striking a balance while planning and designing activities for a CLIL lesson would be prudent.

- *Fostering acceptance of otherness*

Regarding the cultural aspect, by implementing CLIL, teachers can promote tolerance towards diversity and boost bilingual learners' critical thinking, empathy, and intercultural sensitivity. Including cultural content in a CLIL lesson can enable them to develop an intercultural perspective, gain awareness of their environment, and be naturally integrated into the multicultural community.
- *Equal opportunities*

Promoting diverse frames of mind can provide equal opportunities for all types of learners to exploit and strengthen their abilities in FL learning. The teacher must cater to actively engaging the broad array of learner types in a specific teaching context because successful language learning is not the privilege of only those with augmented verbal-linguistic intelligence.
- *Improving reading and writing abilities*

Special care should be taken to find more effective motivational tools for advancing literacy skills. Promoting process writing and alternative ways of assessment (peer and self-assessment) can become one of them. It can reduce the learners' anxiety in relation to written speech production, which is considered challenging for many A1 learners. Adopting strategies of a recursive approach to writing can contribute to processing a text constructively and lay the sound foundations for more advanced stages in education. Enhancing writing ability to obtain better results in reading and vice versa should be a prerequisite for improving learners' literacy skills.
- *Exploiting bilingualism factor*

Teachers can exploit multilingualism in the classroom in many ways. For example, to support young bilingual learners' engagement and literacy

outcomes, teachers can provide activities encouraging translanguaging⁵. This practice can accelerate their code-switching, sharpen language skills, and develop eloquence at more advanced levels of language learning.

⁵ Practice of using two or more languages as one integrated language system that includes features of all these languages (Garcia and Wei, 2014).

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Appendices: Field Notebook

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Appendix I: Fieldwork plans

Appendix I (A): Research questions

The effect of the CLIL approach on promoting multiple intelligences in the development of A1 bilingual learners' writing skills.

Main question	. How does implementing the CLIL approach contribute to boosting A1 bilingual learners' multiple intelligences, thus affecting the enhancement of these learners' writing skills?
Subquestion 1	. To what extent can multiple intelligences be boosted by implementing the CLIL approach to develop A1 bilingual learners' writing skills?
Data I will need to collect in order to answer subquestion 1	In this question, I intend to look into data regarding the enablement of the participants' promotion and employment of multiple intelligences in improving writing skills. . Behavioral data, digital data, descriptive data, and feedback data.
Subquestion 2	. To what extent can A1 bilingual learners' reading skills capitalize on the development of their writing skills from the point that both of these skills make up the concept of literacy and are interconnected in their development?
Data I will need to collect in order to answer subquestion 2	My intention in this question is to examine the data related to the possible benefits to the participants' reading skills through the enhancement of their writing skills . Behavioral data, digital data, descriptive data, feedback data

Appendix I (B): Research objectives

The main objectives of the study are:

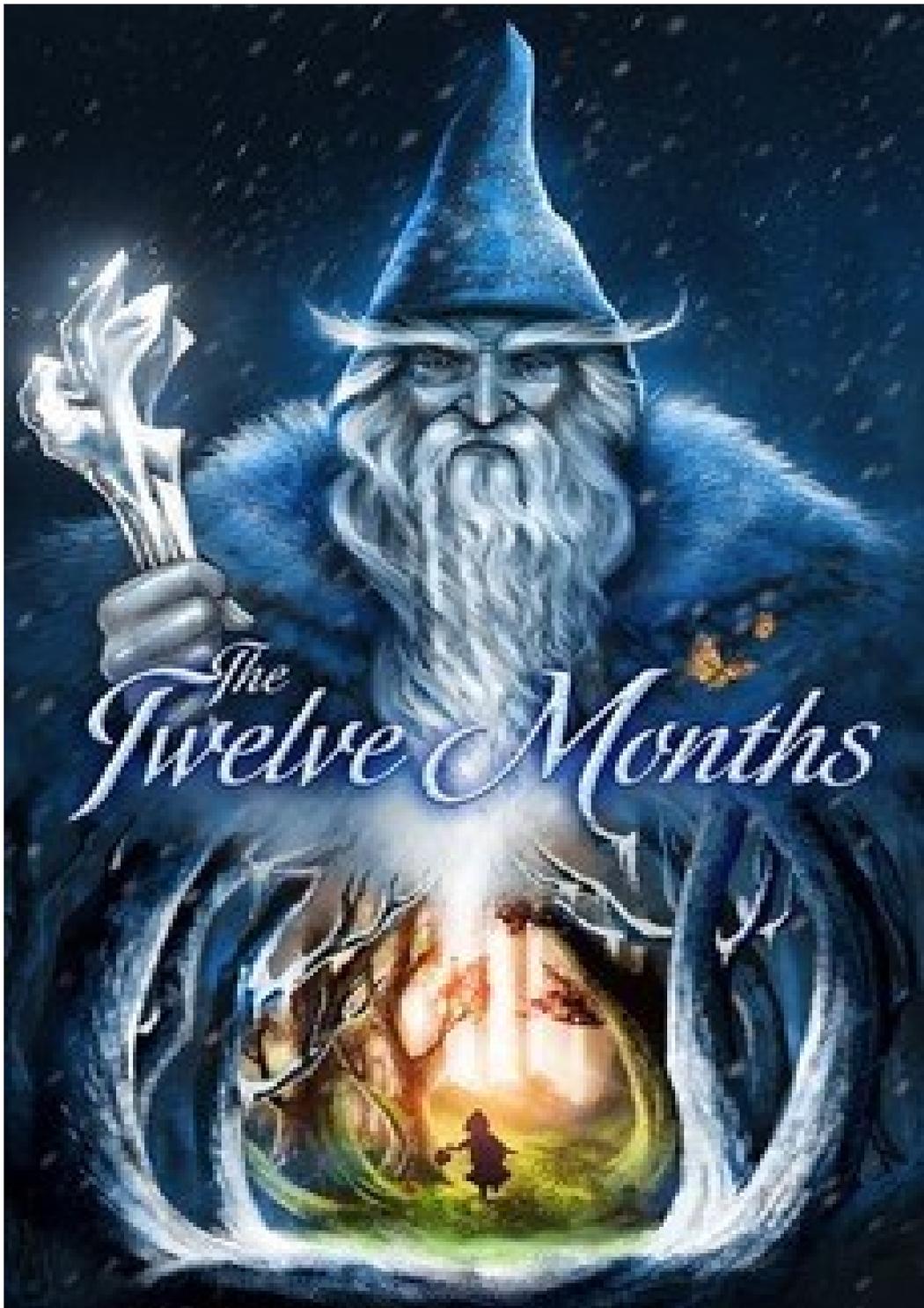
- 1) to evaluate the impact of the implemented CLIL approach on A1 bilingual learners' multiple intelligences,**
- 2) to identify/detect/examine the potential benefits of enhancing multiple intelligences to develop A1 bilingual learners' writing skills.**

These main objectives can be achieved through the following sub-objectives:

- a) to gauge the existing level of multiple intelligences of A1 bilingual (Greek and Russian speaking) learners and determine the strong and the weak ones,
- b) to design a series of eight multiple intelligences-oriented lessons within the CLIL framework,
- c) to implement the designed series of lessons,
- d) to observe the contribution of the CLIL lessons to the development of the participants' multiple intelligences,
- e) to examine the pedagogical implications of the multiple intelligences' amelioration on the advancement of the learners' writing and reading skills,
- f) to interview the study participants in order to clarify the findings concerning the enhancement of their multiple intelligences and literacy skills progress in a bilingual setting,
- g) to interpret the findings and present the conclusions in narrative form.

Appendix I (C): Task sheets

UNIT: THE TWELVE MONTHS



Lesson 1: The evil stepmother

Listen and read. 

Once upon a time, an awful woman lived with her daughter Dasha and stepdaughter Masha in her household.



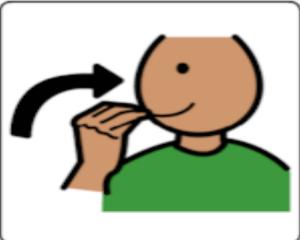
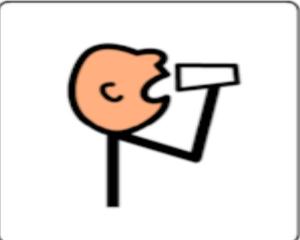
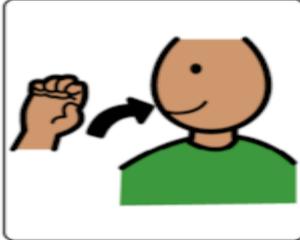
The awful woman hated Masha. Masha worked a lot while her stepsister Dasha did nothing; she only ate, drank, and slept.



Poor Masha had to sweep the floor, fetch water from the well, and bring firewood from the forest.

Activity 1. Listen and match.



A	B	C
		
		
D	E	F

Activity 2. Look and say



sweep bring clean mop water

-Masha is sweeping the floor

-Masha swept the floor...

Activity 3. Let's play charades! Guess what your friend is doing from an acted clue.

share



sleep drink eat mop sweep clean water bring

-What are you doing?

-I am sweeping.

-What did you do yesterday?

-I swept...

Activity 4. Read, find the right order, and sing.



A-B-A-B

**Make it clean from fire to door,
1)Sweep and sweep and sweep the floor,
Clean for Dasha to come in!
Sweep the dust, pick up the pin:**

(by George Macdonald)



Activity 5. In the space provided, write an email to your friend Mary. In this letter, tell Mary about Masha and what housework she had to do. Use the words from Exercises 2 and 3 to write your letter. Start your letter with the words "Dear Mary"

Dear Mary, Yesterday, I read a Russian fairy tale, "The Twelve Months," about a girl named Masha.....

Lesson 2: In the forest

Listen and read. 

On a cold January night, Masha's stepmother said to her, "Your stepsister wants flowers. Go to the forest and find some snowdrops."



Masha wasn't afraid to walk through the chilled landscape. The air was very cold. The forest was dark. The snow was everywhere.



Soon she saw a group of people. There were twelve men. They were not like hunters or woodmen – some were dressed in silver, some in gold and some in green velvet.



“What are you doing here?” the oldest man asked her. Masha told them about the snowdrops, about her awful stepmother and stepsister. The youngest man said they were the twelve months and they could help Masha.

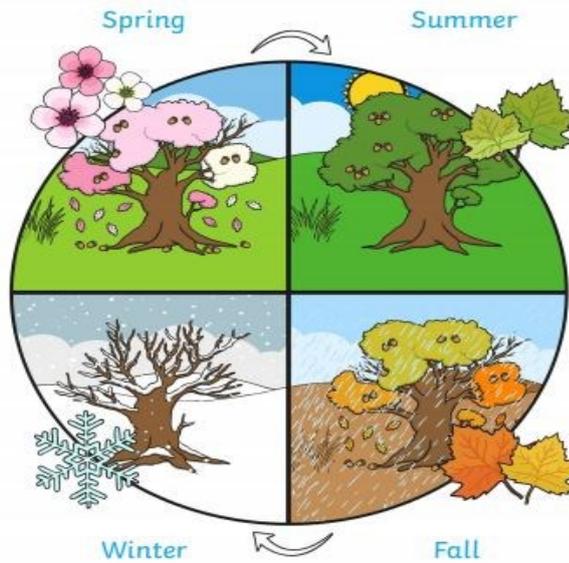
Activity 1. Listen and match the seasons with the months



A

B

Order of Seasons



C

D

1	2	3	4	5	6

7	8	9	10	11	12

Activity 2. Can you spy the twelve months in the forest and find out where each month is?





Activity 3. Look and say.

share



-Who is older?

-...

-Who is younger?

-...

-Who is fatter?

-...

-Who is thinner?

-...

-Who is the oldest?

-...

-Who is the youngest?

-...

-Who is the fattest?

-...

-Who is the thinnest?

-...

Activity 4. Let's say the chant.



Spring is green,
Summer is bright,
Autumn is yellow,
Winter is white.

GEOGRAPHY CORNER

Activity 5. Do you like geography? The Twelve Months have a quiz for you. They hope you will find it interesting

QUIZ

1. The largest desert in the world is the Desert.
a Sahara b Antarctic c Atacama
2. Where can you find the most poisonous spider?
a Iceland b New Zealand c Australia
3. The highest waterfall in the world is
a Victoria Falls b Angel Falls c Niagara Falls
4. Which is the world's longest river?
a the Amazon b the Nile c the Roe
5. Which is the rainiest country in Europe?
a the UK b Greece c Norway

Activity 6. So, was that difficult? Now read the answers to see how you did

1. The Sahara Desert in Africa is the largest hot desert, but the biggest desert of all is the Antarctic Desert. It's the coldest, too. The Atacama Desert in South America is the driest.

2. The funnel-web spider lives in Australia and it's the most poisonous spider in the world. Luckily, it doesn't bite people very often. Most spiders aren't very dangerous. In fact, people in some countries think that they bring luck

3. Victoria Falls is higher than Niagara Falls, but the highest waterfall of all is Angel Falls. It's also the most difficult to reach. You must take a plane and a boat and then walk through a big jungle to get there.

4. Although the Amazon has got the most water, the Nile is the longest river in the world. Imagine 60,000 football fields next to each other - that's how long it is! The Roe is one of the worlds shortest rivers.

5. The UK is rainy, but Norway is the rainiest country in Europe. Greece has got one of the best climates in Europe.

Activity 7. Project

Now write in your notebook your own Geography quiz questions for your classmates to answer.

Lesson 3: With a basket full of snowdrops

Listen and read 

January walked to her and made a motion with his hand. The days of the month passed quickly until it was February's turn. February also made the month speed up. Then March made the sun shine and snowdrops grew in the field.



Masha filled her basket with so many flowers that she could hardly lift it. Then she gave a quick and polite “thank you” to the twelve months and returned home.

Activity 1. Living or non-living? Put the words into the right column.

**basket snowdrop fire forest wood month season frog dog
stepmother snow sun cricket rain robin chick bee**

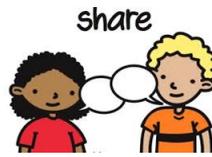
Living	Non-living

Activity 2. What season and months are in the picture? Read and find out.



Frogs croak
Rains soak
Chicks peep
Crickets leap
Bees hum
Robins sing
It's

Activity 3. Read, count, and say



Month Poem

30 days has September,
April, June, and November.
All the rest have 31.
Except February, it's the one.
Which only has 28 days clear.
And 29 in each Leap Year!

-How many months are there with 30 (31/28/29) days?

-There is (are)month(s).

Activity 4. What's the weather like? Read the dialogues and write the correct months next to each dialogue.

Dialogue 1

Megan: I can't believe it's snowing, Alex. It is usually very cold in winter.

Alex: I know, but I love the snow. Let's go outside and make a snowman. Hey, Megan, what are you doing?

Megan: I am checking the weather site on my phone – it's going to snow again tomorrow.

Alex: Great! That means we won't have school!

Megan: Yes!

Dialogue 2

Andrew: Bye, Mum! I'm taking the dog for a walk.

Mum: Wait a minute, Andrew! You aren't wearing a coat.

Andrew: Oh, Mum. I don't need a coat. It's sunny outside.

Mum: But it's spring, not summer, Andrew. I am sure it isn't hot outside! Now, go and get your coat. I'll wait here with River.

Andrew: OK, Mum.

Mum: Oh, and bring Rover's coat, too.

Dialogue 3

Molly: Why is your cat behind the sofa, Tom?

Tom: Trixie always hides there when there's a storm.

Molly: But the weather doesn't look too bad at the moment – it's just cloudy and windy.

Tom: Look, Molly – it's raining now! I can hear thunder too. Listen!

Molly: Trixie was right.

Tom: Yes, She always knows when a storm is coming.

Activity 5. Choose the correct answer.

1. In Dialogue 1, the children say
 - a they won't have school tomorrow.
 - b it isn't snowing at the moment.
 - c they don't like snow.
2. In Dialogue 2, Andrew's mum believes
 - a it's hot today.
 - b it's cold today.
 - c the dog won't need a coat.
3. In Dialogue 3, the children say
 - a it is not going to rain.
 - b the cat likes the weather.
 - c there will be a storm.
4. There isn't any animal in Dialogue
 - a 1.
 - b 2.
 - c 3.

Activity 6. Choose the correct word to complete the dialogue

Mary: What was the **1) site/weather** like today, Oliver?

Oliver: Well, it was sunny in the morning, but not very hot.

Mary: I heard it will be **2) hot/cold** all week. We will need our coats, scarves, and gloves. But it won't **3) rain/snow**, so we won't make a snowman! Is it windy at the moment?

Oliver: Yes, and it's cloudy, too – I think I just heard **4) thunder/winter**.

Mary: It is a storm! I won't take the dog for a walk, then!

Activity 7. Now write five sentences in the space provided about what the weather will be like where you live next week

1.....
2.....
3.....
4.....
5.....

Lesson 4: Getting too greedy, you can get yourself hurt

Listen and read. 

Masha was very glad to show her stepmother the snowdrops. She put the flowers onto the table and told her stepmother and stepsister about the twelve months. “What a stupid girl you are,” shouted Dasha. “You met all twelve months together, and all you asked for was snowdrops! We will ask for juicy apples and pears from one month, ripe strawberries from another, mushrooms from a third, fresh cucumber from a fourth!” “Clever girl, my daughter!” said her mother. Masha’s stepmother and stepsister went to look for twelve months. They wanted to ask for gifts. The flowers were not enough. They looked and looked, became lost, and never found their way home.



Getting too greedy, you can get yourself hurt!



Activity 1. Who says that? Read and match.

Stepmother, Dasha, Masha, month January?

What are you doing here?

Go to the forest and find some snowdrops!

Thank you!

What a stupid girl you are!

Clever girl, my daughter!

Activity 2. Look, listen and match the words with each season



- 1) snowdrops; 2) juicy apples; 3) umbrella; 4) mushrooms; 5) rain;
 6) snow; 7) pears; 8) sunscreen; 9) raincoat; 10) snowflakes;
 11) scarf; 12) jacket; 13) fresh cucumbers; 14) gloves; 15) boots;
 16) ripe strawberries; 17) tomatoes; 18) watermelon; 19) beach;
 20) Easter



spring	summer	Autumn	winter

Activity 3. Write in your notebook about one of the four seasons.

NB! If you don't know a word or a phrase, write it in Greek or Russian. Your teacher and group mates will help you to translate it into English.

Points to think about

- Spring (summer, autumn, winter) [One of the four seasons]
- What happens in (season)? [weather & nature]
- Why do most people like this season?
- Do children like this season? [Why? – Why not?]

- What do you usually do in (season)?
- Why is (isn't).....(season) your favourite season?

Activity 4. Now, rewrite your composition using the following helpful words/expressions.

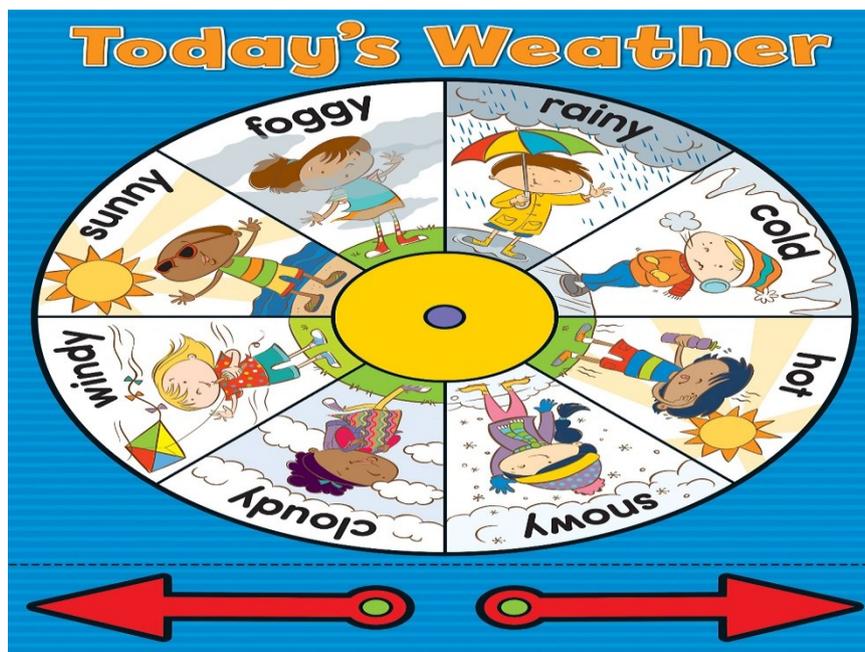
But however sometimes anyway also that's why instead of at last

Activity 5. Art and Project time!



Make a weather wheel with your friends.

You will need paper, cardboard, glue, scissors and coloured markers.



Lesson 5: Check yourself and your friend

Activity 1. First, check how much you remember.

Self-Assessment Checklist

1) I can find the months

1. This is a month for Christmas.....
2. This is the first month of the summer.....
3. This is a month for school.....
4. This is a month for snowdrops.....
5. It's..... Food!
6. This month has 29 days in each Leap Year.....
7. Happy Halloween Month.....
8. The last month of the autumn.....
9. This is a month for Mother's Day.....
10. This is the hottest month of the year.....
11. This is the first month of the year.....
12. This is a harvest month.....

Points /12

2) I can say what the weather is like

What's the weather like today?



1.
2.
3.
4.
5.
6.
7.
8.
9.

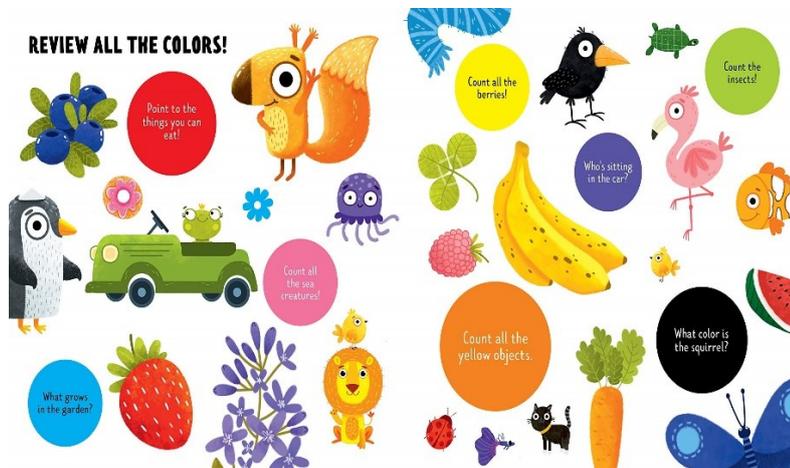
Points: /9

3) I can name the chores



Points /7

4) I can count the objects



1. There are red objects
2. There are blue objects
3. There areblack objects
4. There areorange objects
5. There arepink objects
6. There areviolet objects

Points /12

5) I can say it right!

1. He....(mop) the floor yesterday.
2. He ...(clean) the room now.
3. We....(water) the flowers now.
4. We...(do) our homework yesterday

Lesson 6: History Corner. The history of the ancient world

THE TROJAN HORSE

Activity 1. Read the story and put the paragraphs in the right order

1	2	3	4	5	6

A

In the morning, the Trojans woke up and saw the wooden horse. "Look!" they shouted. "The Greeks went home! And they gave us a present!" They brought the wooden horse into the city. In the evening, the Trojans had a big party. They ate a lot of food and drank a lot of wine. They danced around the wooden horse. Then they went to sleep

B

Helen was a beautiful woman. She lived in ancient Greece. Many kings wanted to marry her, but in the end she married King Menelaus of Sparta.

C

The Greeks and Trojans fought for 10 years and one day one of the Greeks had an idea. They built a big wooden horse and some soldiers hid in it. Then they put the horse on the beach in front of the walls of Troy at night.



D

One day, Prince Paris of Troy went to Sparta and stayed at King Menelaus's palace. Paris saw Helen and fell in love with her. He took Helen to his ship and sailed with her to his father's home in Troy

E

That night the Greek soldiers came out of the horse. They ran and opened the gates of Troy and more soldiers ran into the city. The Greeks won the war. King Menelaus found Helen and they went home to Sparta

F

King Menelaus was very angry, so he sent people to Troy to ask for his wife back. "King Menelaus doesn't want a war. Please give his wife back to him," they said. King Priam and his son Paris said, "No!" So King Menelaus sailed to Troy with his soldiers and the Trojan War began.

Activity 2. Who was it?

1. He fell in love with Helen.
2. She was the queen of Sparta.
3. He was Paris's father.
4. He sailed to Troy to bring his wife back.
5. They fought the Greeks.
6. They won the war.

Activity 3. Complete King Menelaus's speech to his people. Use Past Simple.

"Ten years ago, I (1)..... (**start**) a war against Troy. I (2) (want) my wife back. Last month, we (3) (build) a wooden horse with soldiers in it and we (4)..... (put) it in front of the walls. The Trojans (5) (bring) it into the city. At night, the soldiers (6) (come) out of the horse and (7) (open) the gates of the city. Other soldiers (8) (run) into the city and we (9) (win) the war!"

Activity 4. Imagine you are Prince Paris (King Priam, Helen). Write a similar speech to your people. Use Past simple.

Activity 5. First, read the poem silently while you are listening to the music. Then, recite the poem out loud, paying attention to the rhythm. What do you think the poet felt when he was writing it? How does the music make you feel?

The Trojan War in a Nutshell (by John Bliven Morin)

**Eventually, Odysseus, with the Fates,
Devised a way to breach the gates
Of Troy by means of wooden horse,
Full of warriors, of course;
Even helped by Helen, knowing
How the winds of fate were blowing.**

**But in the end, the Greeks had won,
And mighty Troy was there undone;
Sacked and burned in all her glory,
Thought just another Homer story;
A tale to sing at drink and sup,
Till Heinrich Schliemann dug her up!**

Activity 6. Let us discuss all the unknown words in the poem

- ✚ fate
- ✚ devise
- ✚ breach
- ✚ mighty
- ✚ undone
- ✚ sacked
- ✚ glory
- ✚ sup

Activity 7. Look more closely at these elements in the poem

- ❖ lines
- ❖ stanzas
- ❖ rhyme
- ❖ end-stop
- ❖ enjambment

Lesson 7: Ancient Egypt

Activity 1. Read the text

What Was in the Pyramids?

The ancient Egyptians believed that when a person died, he travelled to another world. When a king died, the people dried his body and covered it with special cloth. They called it a *mummy*. They used one kilometer of the special cloth to make one mummy!

The Egyptians decorated the mummies. They painted them in different colours and put gold jewellery on them. They sometimes put gold masks on the mummies faces' too.



When a mummy was ready, the people put it in a special place called a *pyramid*. They wanted the king to be happy and rich in the other world, so they put food, clothes and money next to the mummy. They sometimes put the king's servants in the pyramid with him to help him in the other world. Then they closed the entrance to the pyramid with stones.

Today you can see Egyptian mummies in some pyramids in Egypt and in some museums around the world. You can also see mummies of animals. These animals were the king's pets.

Activity 2. Complete the summary of the text. Write one word in each blank.

When the king of ancient Egypt (1) **d**....., the people covered his (2) **b**..... with cloth, painted it and decorated it. They called it a (3) **m**..... . They put it in a (4) **p**..... . You can see mummies in pyramids in Egypt and in (5) **m**..... around the world.

Activity 3 (vocabulary). Complete. Use the words below.

entrance * jewellery * mask * rich * painted

1. people have got a lot of money.
2. I can't see his face because he's wearing a
3. Jack's mum waits for him every day at the To his school.
4. The children pictures in their art lesson yesterday.

5. My grandmother has got beautiful gold

Activity 4 (grammar). Complete the information about ancient Egypt. Use Past Simple.

1. In ancient Egypt many families (**live**) on small farms.
2. The men(**work**) on the farm and the women (**stay**) at home.
3. The children (**help**) their parents.
4. In rich families, the children (**study**) at school.
5. Servants (**cook**) and (**look after**) the house.



Activity 5 (listening)  **Listen and circle the correct answer.**

1. How long was King Tut king of Egypt?
 - a. 10 years
 - b. 18 years
2. Do people know why he died?
 - a. Yes, they do.
 - b. No, they don't.
3. What did the archaeologist find in King Tut's pyramid?
 - a. King Tut's mummy, some jewellery, and a mask.
 - b. King Tut's mummy, some food, and some gold.
4. Where is King Tut's mummy now?
 - a. In a museum.
 - b. In its pyramid.
5. Is the mummy popular with tourists?
 - a. Yes, it is.
 - b. No, it isn't.



Lesson 8: A visit to a museum

Create a regularly updated web page (blog) which will be run by the members of your group. Use an informal conversational style.

NB! If you don't know a word or a phrase in English, write it in Greek or Russian. Your group-mates and the teacher will help you to translate it into English.

1. Write a blog about your trip to the Museum of Ancient History.

1. Say who you are and welcome everyone to your blog.

2. What day was it? Where did you go? What exhibits did you see?

3. Which exhibit made the greatest impression on you? Describe it. Why did you like it?

4. Why did you like this museum? Would you like to visit it again?

A large rectangular box containing horizontal dotted lines for writing. Blue arrows point from the numbered questions on the left to the corresponding lines in the box.

Activity 2 (a). Make your blog more attractive. Consider adding the following expressions. Do you understand all of them?

1st paragraph:

- have many advantages
- learn visually
- help think vividly
- source of entertainment
- learn about things differently

2nd paragraph:

- inspire young minds
- dream of many possibilities
- conserve native culture
- record and remember a culture
- be understood by different cultural backgrounds

3rd paragraph:

- display artifacts from our past
- conserve our wealthy heritage
- storehouse of antique items
- not to lose tangible links to our past
- knowledge about how the world used to be
- how the world developed through centuries

4th paragraph:

- fascinating, thrilling as well as enriching experience
- deeply moving
- our country's ancient glory
- leave a lingering impression

(b). Write your improved blog in the space provided below.

A large rectangular box containing 30 horizontal dotted lines for writing.

Appendix I (D): Lesson plans

Teaching session 1: The evil stepmother

Date: 22/10/2024
Grade: A1
Institution: Private language school
Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys & 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (3 girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 20 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabuses of Literature/Poetry, Music.
2. To focus on the Russian fairy tale "The Twelve Months" and identify which message the first part of the fairy tale carries.
3. To develop fluency, pragmatic competence, and learners' ability to use the language in a particular context.
4. To boost learners' multiple intelligences (verbal-linguistic, musical, bodily-kinesthetic, interpersonal, visual-spatial)
5. To develop learners' cognitive and inference skills.
6. To motivate learners' willingness to learn.

C. Objectives

1. To practice and expand vocabulary about household chores.
2. To revise already taught vocabulary and grammar found in the text (fairy tale) and activities.
3. To develop learners' oracy skills (listening and speaking) by doing active listening activities (listening to the story, listening and matching pictures with the sent-s), participating in pair work, describing the characters, asking answering questions, and playing charades.
4. To develop learners' literacy skills (reading and writing) by reading the fairy tale and the poem; and producing a piece of writing (email)

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil

Equipment: Laptop, blackboard

Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian during the lesson.

E. Procedure

Stage/ Skills employed	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading, listening, speaking	Text introduction: T reads the text of the 1 st part of the fairy tale, making sure Ls understand it. T introduces new vocabulary. Anticipated problems: Ls may not remember or understand all the lexis	1) To activate Ls' background knowledge and enrich their vocabulary necessary for the successful completion of the following activities 2) To enhance Ls' verbal-linguistic, visual-spatial, bodily-kinesthetic & interpersonal intelligences	T/Ls T works through the vocab. explaining the meaning of the new words Ls/T Ask and answer T's questions (employing L1, L2 & FL)	Task sheet with the activities, laptop, pencil	15'
Listening	Activity 1. Listen and match: Ls listen to the short dialogues & match the pictures with the numbers	1) To practice Ls' listening skills 2) To enhance Ls' verbal-linguistic & visual-spatial intelligences	T/Ls T gives instructions & reads the short dialogues to Ls Ls/T Listen to T & do the activity	Task sheet with activities, pencil	5'
Speaking	Activity 2. Look and say: Ls work on the vocabulary (household chores), verb tenses (Present Continuous, Past Simple) & subject-verb agreement	1) To practice Ls' speaking skills 2) To enhance Ls' verbal-linguistic & interpersonal intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond making up short sentences Ls/Ls Ls work in pairs (S1	Task sheet with activities	10'

			chooses a voc. item & tense; S2 puts the same sentence in the other tense		
Speaking, listening	<p>Activity 3. Let's play charades! Guess what your friend is doing from an acted clue.</p> <p>Ls work on the vocabulary (household chores), verb tenses (Present Cont. & Past Simple), subject-verb agreement. Ls act out verbs and guess the verbs their partner acts out.</p>	<p>1) To practice Ls' speaking & listening skills</p> <p>2) To enhance Ls' verbal-linguistic, visual-spatial, bodily-kinesthetic & interpersonal intelligences</p>	<p>T/Ls</p> <p>T gives instructions & monitors the procedure</p> <p>Ls/T</p> <p>Ls respond, acting out verbs & making up short affirm., negat. and interrogat. sent-s</p> <p>Ls/Ls</p> <p>Work in pairs (S1 makes up a question; S2 acts out a voc. item in response to the question; S1 guesses the answer</p>	Task sheet with activities	10'
Reading, listening	<p>Activity 4. Read, find the right order and sing</p> <p>Ls read the poem, revise the household voc. & find the right order of each line in the stanza</p> <p>Then, Ls sing the verse to music of a well-known Russian song</p>	<p>1) To practice Ls' reading & speaking skills</p> <p>2) To enhance Ls' verbal-linguistic, logical-mathematical, musical & visual-spatial intelligences</p>	<p>T/Ls</p> <p>T gives instructions & monitors the procedure</p> <p>Ls/T</p> <p>Ls respond, putting the lines in the right order & sing the song</p>	Task sheet with activities, pencil, laptop	7'
Writing, reading	<p>Write an email to your friend Mary about Masha</p> <p>Ls write an email (informal letter) employing the vocabulary & grammar of Lesson 1</p>	<p>1) To practice Ls' writing skills</p> <p>2) To enhance Ls' verbal-linguistic, visual-spatial, logical-mathematical & interpersonal intelligences</p>	<p>T/Ls</p> <p>T gives instructions and monitors the procedure</p> <p>Ls/T</p> <p>Ls write a formal letter activating voc. & grammar revised in Lesson 1</p>	Task sheet with activities	13'

Teaching session 2: In the forest

Date: 24/10/2024

Grade: A1

Institution: Private language school

Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys & 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (three girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 20 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabuses of Literature/Poetry, Music & Geography.
2. To focus on the Russian fairy tale “The Twelve Months” and information provided in Geography Corner.
3. To develop fluency, pragmatic competence, and learners’ ability to use the language in a particular context.
4. To enhance learners’ multiple intelligences (verbal-linguistic, logical-mathematical, musical, visual-spatial, interpersonal, naturalistic).
5. To develop learners’ cognitive and inference skills.
6. To motivate learners’ willingness to learn.

C. Objectives

1. To practice and expand vocabulary about weather, seasons, and months.
2. To revise already taught vocabulary and grammar found in the texts (fairy tale & Geography Corner) and lesson activities.
3. To develop learners’ oracy skills (listening and speaking) by doing active listening activities (listening to the story, listening and matching months with seasons), participating in discussion, pair work, and saying the chant.
4. To develop learners’ literacy skills (reading and writing) by reading the fairy tale and the text and quiz in the Geography Corner section and producing a piece of writing (geography quiz).

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil
Equipment: Laptop, blackboard
Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage/ Skills employed	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading, listening	Text introduction. T reads the text of the 2 nd part of the fairy tale, making sure Ls understand it. T introduces new vocabulary.	1) To activate Ls' background knowledge & enrich their vocabulary necessary for the successful completion of the following activities 2) To enhance Ls' verbal-linguistic, visual=spatial, interpersonal intelligences	T/Ls T reads the text & works through the voc. explaining the meaning of the new words Ls/T Ls ask & answer T's questions (employing L1, L2 & FL)	Task sheet with the activities, laptop, pencil	10'
Listening	Activity 1. Listen and match the seasons with the months Ls listen to the short sentences & match the numbers with the right season	1) To practice Ls' listening skills 2) To enhance Ls' verbal-linguistic, logical-mathematical, visual-spatial & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to the questions matching the seasons with the months	Task sheet with activities, pencil, laptop	5'
Speaking	Activity 2. Can you spy the twelve months in the fores and find out where each month is Ls try to find out where each month is in the picture and explain why. They employ the new voc. of the lesson and practice	1) To practice Ls' speaking, cognitive & inference skills 2) To enhance Ls' verbal-linguistic, logical-mathematical, visual-spatial, interpersonal & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls describe the months & support their opinion Ls/Ls Ls discuss & work in pairs in order to spot the months	Task sheet with activities	5'

	Comparative & Superlative degrees of adjectives. Anticipated problem: Ls may slide into L1 & L2 use				
Speaking	Activity 3. Look and say Ls work in pairs asking and answering each other's questions regarding the picture in Activity 2. They practice voc. (months) & grammar (Comparative & Superlative degrees of adjectives)	1) To practice Ls' speaking & inference skills 2) To enhance Ls' verbal-linguistic, logical-mathematical, visual-spatial, interpersonal & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to the T's instructions Ls/Ls Ls make up questions & answer them	Task sheet with activities	3'
Speaking	Activity 4. Let's say the chant Ls say the chant altogether & practice vocabulary (months & colors)	1) To practice Ls' speaking skills 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to T's instructions and say the chant altogether	Task sheet with activities	2'
Reading	Activity 5. Geography quiz Ls answer the questions of the Geography quiz and practice grammar (Superlative degree of adjectives)	1) To activate Ls' background knowledge 2) To practice Ls' reading skills 3) To enhance Ls' verbal-linguistic & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to the questions of the quiz	Task sheet with activities, pencil	5'
Reading	Activity 6. Read the text and check yourself Ls read & comprehend the text; ask & answer T's questions; check their answers in Activity 5	1) To practice Ls' reading skills 2) To enhance Ls' verbal-linguistic & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to T's instructions and check their	Task sheet with activities, pencil	15'

	Anticipated problem: Ls may have encounter unknown voc. items & employ mostly Greek & Russian to ask and answer T' questions		answers to the questions of the quiz		
Writing	Activity 7. Project Ls make up their own Geography quiz questions & write them in their notebooks	1) To practice Ls' writing skills 2) To enhance Ls' verbal-linguistic, intrapersonal & naturalistic intelligences	T/Ls T gives instructions & monitors the procedure Ls/T Ls respond to T's instructions, ask & answer questions regarding the vocabulary and grammar necessary for the quiz	Task sheet with activities, pencil, notebook	15'

Teaching session 3: With a basket full of snowdrops

Date: 29/10/2024
Grade: A1
Institution: Private language school
Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (3 girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 20 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabuses of Literature/Poetry and Physical Geography.
2. To focus on the Russian tale “The Twelve Months” and the text regarding Physical Geography topic.
3. To develop writing skills, pragmatic competence, and learners’ ability to use the language in a particular context.
4. To promote learners’ multiple intelligences (verbal-linguistic, logical-mathematical, bodily-kinesthetic, visual-spatial, naturalistic)
5. To motivate learners’ willingness to learn.

C. Objectives

1. To practice and expand vocabulary about weather, seasons, months, and nature.
2. To revise already taught vocabulary and grammar found in the texts (fairy tales and dialogues) and activities.
3. To develop learners’ oracy skills (listening and speaking) by listening to the text of the fairy tale and asking and answering questions regarding the texts and activities.
4. To develop learners’ literacy skills (reading and writing) by reading and comprehending the texts (fairy tales, poems, dialogues) and producing a piece of writing (weather forecast for the next week).

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil
Equipment: Laptop, blackboard
Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading, Listening, speaking	Text introduction: T reads the text of the 3 rd part of the fairy tale making sure Ls understand it. T introduces new vocabulary.	1) To activate Ls' background knowledge and enrich their vocabulary necessary for the successful completion of the following activities 2) To enhance Ls' verbal-linguistic, bodily-kinesthetic, visual-spatial, interpersonal, musical & naturalistic intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask and answer questions regarding the text	Task sheet with activities, laptop	15'
Writing, reading	Activity 1. Living or non-living? Ls put the nouns into the right column	1) To practice Ls' reading & writing skills and enrich their vocabulary 2) To enhance Ls' verbal-linguistic, logical-mathematical & naturalistic intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls do the activity, respond to T's questions	Task sheet with activities, pencil	5'
Reading	Activity 2. What season & months are in the picture Ls read the poem & try to find out what season it is.	1) To practice Ls reading skills and enrich their vocabulary 2) To enhance Ls' verbal-linguistic, visual spatial & naturalistic intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls answer T's questions & ask questions regarding	Task sheet with activities, pencil	2'

			unknown vocab. items		
Reading, speaking	Activity 3. Read, count and say Ls read the poem, count & say how many months have 30, 31, 28, 29 days.	1) To practice Ls' reading & speaking skills and enrich their vocabulary 2) To enhance Ls' verbal-linguistic, logical mathematical & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls answer T's questions Ls/Ls Ls work in pairs, ask & answer each other's questions	Task sheet with activities, pencil	3'
Reading	Activity 4. What's the weather like? Read the dialogues and match Ls read & comprehend the dialogues & match them with the correct months.	1) To practice Ls' reading skills, to revise & enrich vocabulary necessary for the writing activity 2) To enhance Ls' verbal linguistic, logical-mathematical & naturalistic intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	10'
Reading	Activity 5. Choose the correct answer Ls answer multiple-choice comprehension questions regarding the text (Activity 4)	1) To practice Ls' reading skills and check their comprehension 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls answer T's questions regarding the text	Task sheet with activities, pencil	5'
Reading	Activity 6. Choose the correct word to complete the dialogue Ls do the activity & revise the vocabulary regarding weather	1) To practice Ls' reading skills and revise the vocabulary necessary for the writing activity 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions regarding the activity	Task sheet with activities, pencil	5'
Writing	Activity 7. Write five sentences about what the	1) To practice Ls' writing skills	T/Ls T gives instructions	Task sheet with activities, pencil	15'

	<p>weather will be like next week Ls make up 5 sentences (weather forecast for the next week)</p>	<p>2) To enhance Ls' verbal-linguistic & naturalistic intelligences</p>	<p>and monitors the procedure Ls/T Ls respond to T's questions & write the weather forecast</p>		
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Teaching session 4: Getting too greedy, you can get yourself hurt

Date: 31/10/2024
Grade: A1
Institution: Private language school
Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (three girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 20 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabuses of Literature, Physical Geography and Art.
2. To focus on the Russian tale "The Twelve Months" and identify its message.
3. To develop fluency, pragmatic competence, and ability to use the language in a particular context.
4. To develop learners' cognitive and inference skills.
5. To motivate learners' willingness to learn.

C. Objectives

1. To practice and expand vocabulary about weather, seasons, and nature.
2. To revise taught vocabulary and grammar found in the text and activities.

3. To develop learners' oracy skills (listening and speaking) by doing active listening activities (listening to the story, listening, matching the words with seasons) and participating in a discussion about the message the fairy tale carries.
4. To develop learners' literacy skills (reading and writing) by reading the fairy tale and producing a piece of writing (composition).
5. To develop hands-on skills.

D. Other details

- Teaching aids/materials to be used:** Laptop, task sheets, pencil, paper, cardboard, glue, scissors, colored markers
- Equipment:** Laptop, blackboard
- Anticipated problems:**
1. Learners may not want to collaborate in pair work.
 2. Reluctance of the less motivated student to participate in the activities.
 3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading, listening, speaking	Text introduction: T reads the text of the 4 th part of the fairy tale making sure Ls understand it. T introduces new vocabulary	1) To activate Ls' background knowledge and enrich their vocabulary necessary for the successful completion of the following activities 2) To enhance Ls' verbal-linguistic, logical-mathematical, visual-spatial, bodily kinesthetic, interpersonal, intrapersonal & naturalistic intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask and answer T's questions regarding the text & the vocabulary items	Task sheet with activities, pencil, laptop	15'
Reading	Activity 1. Read and match Ls read the sentences and find who says them according to the text	1) To practice Ls' reading skills 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	5'

			regarding the activity		
Listening	<p>Activity 2. Look, listen and match the words with each season Ls listen to the words and match them with the right season</p>	<p>1) To practice Ls' listening skills and revise the vocabulary necessary for the successful completion of the following activities 2) To enhance Ls' verbal-linguistic, logical-mathematical, visual-spatial & naturalistic intelligences</p>	<p>T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions</p>	Task sheet with activities, pencil, laptop	5'
Writing	<p>Activities 3 & 4. Write about your favorite season 1) Ls produce a piece of writing (composition) about their favorite season based on the <i>Points to think about</i> and employing the vocabulary and grammar taught in the previous lessons Ls revise their compositions & rewrite them using <i>Helpful words/expressions</i></p>	<p>1) To practice Ls' writing skills (process writing: planning, structuring, drafting, redrafting) 2) To enhance Ls' verbal-linguistic & naturalistic intelligences</p>	<p>T/Ls T gives instructions and monitors the procedure Ls/T Ls ask & answer T's questions regarding vocabulary & grammar for the composition Ls/Ls Ls cooperate in order to produce a piece of writing</p>	Task sheet with activities, pencil, notebook	20'
Hands-on skills	<p>Activity 5. Art and project time! Ls make a weather wheel</p>	<p>To practice the vocabulary relevant to the topic of the lesson To enhance Ls' verbal-linguistic, logico-mathematical, visual-spatial & bodily-kinesthetic intelligences</p>	<p>T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T questions Ls/Ls Ls cooperate in order to complete the activity successfully</p>	Task sheet with activities, pencil, paper, cardboard, glue, scissors, colored markers	15'

Teaching session 5: Check yourself and your friend

Date: 5/11/2024

Grade: A1

Institution: Private language school

Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (three girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 25 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create a self-assessment checklist with activities that combine consolidation of the material with having fun.
2. To promote learners' self-assessment.
3. To promote process writing and peer feedback.
4. To motivate learners' willingness to learn.

C. Objectives

1. To revise vocabulary items and grammar taught in the previous four lessons.
2. To involve learners in the redrafting of their piece of writing.

D. Other details

Teaching aids/materials to be used: Task sheets, pencil

Equipment: Laptop, blackboard

Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage	Procedure	Objectives	Interaction	Materials/ resources	Time
	<p>Activity 1. Self-assessment checklist. First check how much you remember. Ls do 5 activities which are included in the checklist. Ls evaluate their performance by counting points they gat for each activity (total: 50 points) Exercise 1. I can find the months (carries 12 points) Exercise 2. I can say what the weather is like (carries 9 points) Exercise 3. I can name the chores (carries 7 points) Exercise 4. I can count the objects (carries 12 points) Exercise 5. I can say it right (carries 10 points)</p>	<p>1) To practice & consolidate grammar and vocabulary taught in the previous four lessons 2) To enable Ls to check their own progress</p>	<p>T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T for clarification & assistance when doing activities</p>	Task sheet with activities, pencil	20'
Writing, reading	<p>Activity 2. Check your friend's composition Ls exchange their compositions My favorite season which they wrote during the previous lesson and check them. They find mistakes with the help of T & underline them.</p>	<p>1) To promote self-assessment & peer feedback 2) To enhance Ls' verbal-linguistic, visual-spatial, interpersonal intelligences</p>	<p>T/Ls T gives instructions and monitors the procedure Ls/T Ls ask for T's help to spot & underline mistakes in their friend's writing Ls/Ls Ls check each other's writings</p>	Task sheet with activities, pencil	10'
Writing, reading	<p>Activity 3. Correct and</p>	<p>1) To promote Ls' cooperation,</p>	<p>T/Ls</p>	Task sheet with	

	<p>rewrite your composition Ls correct the mistakes and produce the final draft in the space provided in the task sheet.</p>	<p>self-assessment & process writing 2) To enhance Ls' verbal/linguistic, visual-spatial, interpersonal & intrapersonal intelligences</p>	<p>T gives instructions and monitors the procedure Ls/T Ls ask T for assistance while correcting their own compositions Ls/Ls Ls cooperate and ask each other for clarification regarding the underlined points</p>	<p>activities, pencil</p>	<p>30'</p>
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Teaching session 6: History Corner. The history of the ancient world.

The Trojan horse

Date: 7/11/2024

Grade: A1

Institution: Private language school

Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (3 girls and 1 boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 25 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabuses of History and Literature/Poetry.
2. To focus on the history of ancient Troy and the war between the Greeks and Trojans.
3. To improve learners' English language proficiency through a topic from the History syllabus.
4. To develop learners' cognitive and inference skills
4. To motivate learners' willingness to learn.

C. Objectives

1. To practice and expand vocabulary related to the lesson.
2. To revise grammar (Past Simple) related to the lesson.
3. To learn about basic elements in a poem.
4. To develop learners' literacy skills (reading).

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil

Equipment: Laptop, blackboard

Anticipated problems:

1. Learners may not want to collaborate in pair work.

2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage/ skills	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading	Activity 1. Read the story and put the paragraphs in the right order. Ls read the text about the Trojan horse silently and find the right order of the paragraphs. Then, Ls read the text out loud and check the activity with T	1) To learn some facts from the history of the Trojan war 2) To practice Ls inference skills 3) To enhance Ls' verbal-linguistic and logical-mathematical intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, Pencil, laptop	20'
Reading, speaking	Activity 2. Who was it? Ls answer the questions & check their comprehension of the text	1) To practice Ls' reading & speaking skills 2) To enhance Ls' verbal-linguistic & interpersonal intelligences	T/La T gives instructions and monitors thr procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	3'
Reading, writing	Activity 3. Fill in the gaps putting the verbs in Past Simple. Ls read the speech of King Menelaus and complete the gaps with the verbs in Past Simple	1) To practice the use of Past Simple & Ls' writing skills 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	5'
Writing	Activity 4. Write the same speech in your notebook (as Paris, Priam, Helen) Ls write the same speech in their notebooks on behalf of Paris, Priam & Helen	1) To practice Ls' writing skills 2) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	7'
Reading, speaking	Activity 5. Read the poem and answer the questions Ls read the poem silently while	1) To practice Ls' reading & speaking skills and understanding of poetry	T/Ls T gives instructions and monitors the procedure Ls/T	Task sheet with activities, pencil, laptop	10'

	listening to music. Then, Ls recite the poem and answer the questions of the activity	2) To enhance Ls' verbal-linguistic, logical mathematical, musical, interpersonal & intrapersonal intelligences	Ls respond to T's questions		
Speaking	Activity 6. Let's discuss all the unknown words Ls & T discuss all the new vocabulary in the poem	1) To develop Ls' speaking skills, expand vocabulary & comprehension of the poem 2) To enhance Ls' verbal-linguistic skills & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T questions & discuss the meaning of the words with T	Task sheet with activities, pencil	5'
Reading, speaking	Activity 7. Look more closely at these elements in the poem T explains to Ls the meaning of <i>lines, stanzas, rhyme, end-stop and enjambment</i> in poetry. Ls find them in the poem.	1) To develop Ls' reading & speaking skills 2) To learn & identify the specific elements related to poetry 3) To enhance Ls' verbal-linguistic, visual-spatial & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	10'

Teaching session 7: Ancient Egypt

Date: 12/11/2024
Grade: A1
Institution: Private language school
Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (three girls and one boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 25 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun by means of employing topics from the syllabus of History (ancient Egypt).
2. To boost learners' multiple intelligences (verbal-linguistic, logical-mathematical, visual-spatial, and interpersonal).
3. To develop learners' pragmatic competence and cognitive and inference skills
4. To motivate learners' willingness to learn.

C. Objectives

1. To learn new information regarding the history of Egypt, Egyptian pyramids, and Pharaoh Tut.
2. To practice and expand vocabulary and grammar presented in the text and activities
3. To develop learners' oracy skills (listening and speaking) by doing a listening activity and discussing new information/vocabulary related to the text.
4. To develop learners' literacy skills (reading and writing) by means of reading and comprehending the text and doing the activities.

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil

Equipment: Laptop, blackboard

Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.

3. Learners may use mostly Greek and Russian for their communication during the lesson.

E. Procedure

Stage/ Skills	Procedure	Objectives	Interaction	Materials/ resources	Time
Reading	Activity 1. Read the text Ls read & comprehend the text about ancient Egypt and Egyptian pyramids	1) To learn some facts about the pyramids in Egypt 2) To develop Ls' reading skills 3) To enhance Ls' verbal-linguistic intelligence	T/Ls T gives instructions and monitor the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	20'
Writing, reading	Activity 2. Complete the summary of the text. Write one word in each blank Ls fill in the gaps with the right word from the text	1) To consolidate the vocabulary presented in the text 2) To enhance Ls' verbal-linguistic and logical-mathematical intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	7'
Writing, reading	Activity 3. Complete, use the words below Ls fill in the gaps in the sentences with the correct vocabulary item	1) To consolidate the vocabulary presented in the text 2) To enhance Ls' verbal-linguistic & logical-mathematical intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's question	Task sheet with activities, pencil	12'
Writing, reading	Activity 4. Complete the information about ancient Egypt Ls fill in the gaps with the correct form of the verb given in brackets	1) To learn additional information about ancient Egypt 2) To consolidate the use of Past Simple 3) To enhance Ls' verbal linguistic intelligence	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T's questions	Task sheet with activities, pencil	6'

Listening, reading	Activity 5. Listen and circle the correct answer Ls read through the questions of the activity & the suggested answers. Then, Ls listen to the story about the Egyptian pharaoh Tut and answer the questions	1) To learn some additional information regarding ancient Egypt 2) To practice Ls' listening & reading skills	T/Ls T gives instructions and monitors the procedure Ls/T Ls respond to T' questions	Task sheet with activities, pencil, laptop	15'
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Teaching session 8: A visit to a museum

Date: 14/11/2024
Grade: A1
Institution: Private language school
Tutor: Snizana Chalmouki

A. Description of the class

Language level: A1

Learner profile: A group of 5 students (2 boys and 3 girls) aged 8-9 years old, bilingual [Greek & Russian speaking].

Motivation levels/attitude: Four learners (three girls and one boy) have displayed enthusiasm in classroom activities and reading English books (graded readers). One of the boys is often reluctant to participate and has difficulty in keeping up with the rest of the group.

Recent work: Students have been working towards developing competence in the English language for the past 3 years. The girls are engaged in reading books. The boys are engaged in reading comics.

Class sessions: The class takes place twice a week (every Tuesday and Thursday) from 18:00 to 19:00. Students have completed approximately 30 teaching hours of English lessons from the beginning of the current year.

B. Overall aims of the lesson

1. To create an enjoyable lesson where students can combine learning with having fun.
2. To promote process writing.
3. To develop learners' ability to use the language in a particular context.
4. To boost learners' multiple intelligences (verbal-linguistic, logical-mathematical, interpersonal).
5. To motivate learners' willingness to learn.

C. Objectives

1. To produce a blog (article)
2. To practice and expand the vocabulary necessary for the blog.
3. To develop learners' literacy skills (writing and reading) by producing multiple drafts and reading the instructions for creating the blog.

D. Other details

Teaching aids/materials to be used: Laptop, task sheets, pencil

Equipment: Laptop, blackboard

Anticipated problems:

1. Learners may not want to collaborate in pair work.
2. Reluctance of the less motivated student to participate in the activities.
3. Learners may use mostly Greek and Russian during the lesson.

E. Procedure

Stage/ skills	Procedure	Objectives	Interaction	Materials/ resources	Time
Writing	Activity 1. Write a blog about your trip to the Museum of Ancient History Ls write a blog (article) in the space provided following the instructions given in the <i>Task sheet</i>	1) To develop Ls' writing skills 2) To employ the vocabulary and grammar presented in Lessons 6 & 7 in order to create the 1 st draft 3) To enhance Ls' verbal-linguistic & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T for assistance Ls/Ls Ls cooperate to make up a blog	Task sheet with activities, pencil	15'
Writing	Activity 2 (a). Make your blog more attractive. Ls look through & work on the expressions suggested in the activity Activity 2 (b). Ls add the expressions, expand their blog & produce the 2 nd draft	1) To develop Ls' writing skills 2) To promote process writing 3) To enhance Ls' verbal-linguistic & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T for assistance and answer T's questions Ls/Ls Ls cooperate to produce the 2 nd draft	Task sheet with activities, pencil	20'
Writing, reading	Activity 3. Exchange your blog with your group-mate. Ls check each other's blog, spot problematic points & underline everything they would like to change or improve	1) To develop Ls' reading & writing skills 2) To promote process writing 3) To enhance Ls' verbal-linguistic, logical-mathematical & interpersonal intelligences	T/Ls T gives instructions and monitors the procedure Ls/T Ls ask T for assistance in providing peer feedback Ls/Ls Ls cooperate, spot each other's mistakes & underline them	Task sheet with activities, pencil	7'
Writing, reading	Activity 4. Correct and rewrite your blog in the space provided in the Task sheet	1) To develop Ls' writing skills 2) To promote process writing	T/Ls T gives instructions and monitors the procedure Ls/T	Task sheet with activities, pencil	

	<p>Ls correct & improve their writings after getting peer feedback. Ls produce the final draft and write it in the space provided in the <i>Task sheet</i></p>	<p>3) To help Ls produce the final draft 4) To enhance Ls' verbal-linguistic, logical-mathematical & interpersonal intelligences</p>	<p>Ls ask T's assistance in correcting & improving their blogs Ls/Ls Ls cooperate asking for clarification regarding the underlined points.</p>		<p>18'</p>
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Appendix II: Field notes

Date: 22/10/2024

Lesson 1: The evil stepmother

General notes

Participants' behavior and interaction:

Presentation of the fairy tale: four of the participants seem to be enthusiastic about the fairy tale since they are familiar with the plot. Only Vlad is unwilling to collaborate with his group mates. All five participants insist on translating the 1st part of the fairy tale into Greek or Russian. Employing learners' bodily-kinesthetic and visual-spatial intelligences helps them to comprehend the meaning of unknown vocabulary items.

Activity 1: Vitaly and Alina score the best result in the listening activity. Veronica is not sure if her answers are correct. Vlad does not want to listen to the sentences for the second time, and matching seems to have been done at a guess.

Activity 2: All five students work in pairs willingly, make up sentences with vocabulary items related to household chores

Activity 3: Playing charades seems to be the most enjoyable activity so far. Even Vlad enjoys being involved in the activity. Alina still confuses Present Simple with Present Continuous.

Activity 4: Vitaly and Valia find the right order of the lines easily. Vlad asks for help, and Veronica tries to explain something in Russian to him. Both of them asked me to translate some words into Russian or Greek. At first, Vlad and Alina do not feel like singing... As soon as we have sung the song twice, they seem more relaxed and enjoy singing it now. The music to the song was taken from Russian folklore and all the students are familiar with it.

Activity 5: Veronica has difficulty connecting ideas. After being asked to write a similar letter in Greek, she seems to have the same difficulty. The rest of the group coped with the task quite satisfactorily with the help of the text in the task sheet.

My personal reaction: I feel that my intention to speak to the students only in English is not always achievable. When they encounter an unknown word, we

switch to Greek or Russian. I definitely have to do something about Vlad's unwillingness to participate...

Date: 24/10/2024

Lesson 2: In the forest

General notes:

Participants' behavior and interaction:

Presentation of the fairy tale: Students look forward to reading the 2nd part of the fairy tale. They are fascinated by the pictures since they remind them of the Russian animated film they saw on YouTube.

Activity 1: Students do not seem to have difficulty matching the seasons with the months while listening to short sentences.

Activity 2: Vitaly, Alina, Veronica, and Valia spotted each month in the picture and described them. Vlad was confused between Comparative and Superlative.

Activity 3: Students work in pairs, comparing and contrasting the months in the picture. This activity helped Vlad understand the rule (Comparative/Superlative adjectives) better.

Activity 4: All the students found the chant easy and enjoyable to sing.

Activity 5: Vitaly, Vlad, and Alina said that they answered the questions of the quiz thanks to the subject "*Environmental study*" that they had at school. Valia remembered watching a documentary in the Russian language with her parents about deserts.

Activity 6: Three students completed the quiz without mistakes. They did better than I expected... They found the texts from *Geography Corner* interesting and educational.

Activity 7: It was the most challenging task of the lesson for the students. In order to help the students, I gave them cards with useful information regarding Geography. The cards were written in Russian and Greek.

My personal reaction: I had to work with each student separately and help them structure the questions for the quiz. Unfortunately, we didn't have enough time to finish the questions..... This activity will be assigned as homework.

The fact that the students learned a lot of new things concerning Geography (e.g., the smallest river, the rainiest country, the highest waterfall) contributed to broadening their general knowledge and holistic development.

4) Employment of multiple intelligences: verbal-linguistic, logical-mathematical, visual spatial, bodily-kinesthetic, interpersonal.

6) Reading and writing skills: Reading the fairy tale and the text from Geography Corner contributed to developing learners' reading skills. I could notice better comprehension of the texts since the vocabulary was familiar, and they found the topic of Geography interesting. *Activity 7* involved learners in writing. Reading activities provided students with the necessary grammar and vocabulary for the writing activity.

7) Language(s) used: all the 3 languages were used during the lesson.

Date: 29/10/2024

Lesson 3: With a basket full of snowdrops

General notes:

Participants' behavior and interaction:

Presentation of the fairy tale: The students read the fairy tale and asked me to explain the meaning of the unknown words. They still prefer word-for-word translation.

Activity 1: First, we worked through the vocabulary items. Some of them were new. The students were given 5 minutes to do this activity. All of them categorized the words into living and non-living correctly.

Activity 2: A short poem did not seem difficult to any of the students since we had worked on the vocabulary beforehand. Pictures advance their visual-spatial intelligence and boost inferencing skills. Apart from that, their naturalistic intelligence is promoted as the poem has to do with nature. Veronica and Valia are fascinated by the idea that the spring months are shown as humans.

Activity 3: It develops the students' logical-mathematical intelligence. The purpose of the activity is to brush up on cardinal numbers, months, and there is/are patterns. Vlad and Valia have to work more on word order in interrogative sentences.

Activity 4: This activity enhances the students' reading skills. They find it easy enough to comprehend. Vlad confuses the digraph *th* and pronounces it as *t* in the word *thunder*. While reading English words with the digraph *th*, he is influenced by the Russian pronunciation. There isn't [θ] in Russian. On the whole, the reading fluency of all the students has improved.

Activity 5: Check reading comprehension of the previous text. Only Vlad makes one mistake. The students find the answers to the questions in the text easily.

Activity 6: More vocabulary, which the students will need for the following writing activity. Seeing the word 'snowman,' Vitaly compares it with Russian and Greek words. In Greek, it is the same as in English: «χιόνι»+ «άνθρωπος», "snow" + "man." However, In Russian, it is "snegovik"; only the word "sneg"= "snow" is present".

Activity 7: The students must make up 5 sentences – a weather forecast. The text in Activity 4 and the vocabulary exercises help them. They are allowed to cooperate. In the beginning, they prefer asking me for clarification. Then, Alina takes on the role of instructor and helps her group-mates. The students are encouraged to ask each other for clarification in English. At least, they try to form simple questions in English.

My personal reaction: I feel happy when I hear them speaking English. Even if the students ask me in Greek or Russian, I insist on answering in English. Having a quick look at their writing activity, I noticed some spelling and grammatical mistakes. Vlad, Veronica, and Valia translated some sentences literally from Greek and Russian. Instead of "it will be cold", they wrote "will do cold" (in Greek «θα κάνει κρύο») or "will cold" (in Russian "budet choldno").

Date: 31/10/2024

Lesson 4: Getting too greedy, you can get yourself hurt.

General notes:

Participants' behavior and interaction:

Introduction of the fairy tale: After reading the last part of the fairy tale, we discussed the message that is conveyed in its last part. I asked the students to think

of other examples of a story in Greek literature to carry a similar message. The discussion was held mostly in English. I noticed that all the participants assimilate new vocabulary fast and all of them make an attempt to express themselves in L3.

Activity 1: Reading for gist. They did well in this activity and matched the names with the phrases correctly.

Activity 2: A listening activity with the elements of controlled writing (matching and copying). More vocabulary.....verbal-linguistic intelligence promotion.

Activity 3: A writing activity. The students structure their composition based on the points suggested in the task sheet. They interact and help each other find the correct word or phrase and choose the correct tense.

Activity 4: The students must redraft their composition using the suggested words. Everyone works on their own..... not much enthusiasm about redrafting.

Activity 5: Art and project time! The students have been looking forward to this activity since the beginning of the lesson. After listening to the instructions, they shared responsibility for making a weather wheel: Vlad was cutting the cardboard; Vitaly was writing the relevant to each type of weather vocabulary; the girls were drawing and coloring pictures for the wheel. This activity advanced the students' visual-spatial, verbal, linguistic, and interpersonal intelligences.

My personal reaction:

I was pleased with the students' cooperation and tried to encourage and support them. Valia was disappointed with her composition. She didn't have much to write about. She asked her peers for help, but eventually, she didn't want to use the same ideas in her writing. I encouraged her to opt for another season, and we outlined her composition together.

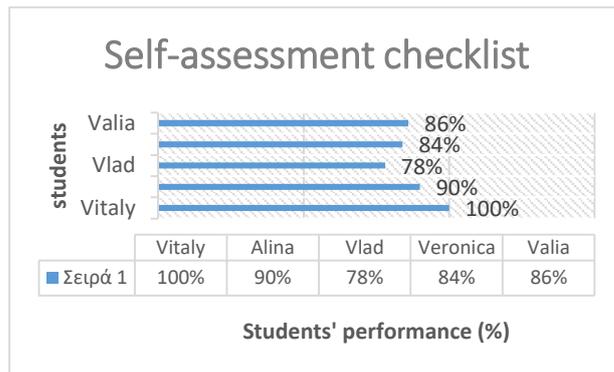
Date: 5/11/2024

Lesson 5: Check yourself and your friend

General notes:

Participants' behavior and interaction:

Activity 1: The students do the activities on the self-assessment checklist. The activities refer to a wide range of vocabulary (months, seasons, weather, household chores, numbers, colors) and grammatical patterns. The score was quite satisfying: Vitaly – 50/50 (100%), Alina – 45/50 (90%), Vlad – 39/50 (78%), Veronica – 42/52 (84%), Valia – 43/50 (86%).



Vlad was happy and said, “I have never done so well!”

Activity 2: peer-correction. Each group member swapped the composition of the previous lesson with his/her group mate. It wasn't an effortless activity, as the students were unsure what to correct/underline. They were constantly consulting me. It was interesting to notice that they could spot a mistake more easily in their group mate's writing than in their own. Among common mistakes made by the students, there was wrong spelling in some words, repetition of some phrases, e.g., “I like,” wrong use of tenses (Present Continuous instead of Present Simple), wrong paragraph division or absence of paragraph division, wrong articles use. Alina confuses English and Russian spelling in some cases. Instead of the English letter ‘t’, she tends to write ‘m’ because, in the cursive Cyrillic script, it is ‘t’. The students are also anxious about their own compositions and try to clarify what they have written. They want to ensure their partner understands their handwriting and the meaning of the sentences.

Activity 3: mostly a teacher-student interaction. The students ask for clarification and help to correct their writing and produce the third and final draft of their composition in the provided space of the task sheet.

My personal reaction:

I patiently provide instructions and help the students spot the mistakes.

Date: 7/11/2024

Lesson 6: History Corner. The history of the ancient world.

General notes:

Participants' behavior and interaction:

Activity 1: The students find the text about the Trojan War fascinating. Besides, the plot seems to be familiar to them from the syllabus of History. I noticed a more fluent reading and a better comprehension of the text compared to the beginning of the intervention. Also, there is less use of L1 and L2 while working on the text.

Activity 2: The students checked their comprehension by answering who-questions. Almost all the answers were correct.

Activity 3: Grammar practice and verbal-linguistic intelligence's enhancement. The students work on Past Simple tense for both regular and irregular verbs. Past forms of some irregular verbs (e.g. teach, bring) seem to problematize them... We definitely have to revise. For example, Alina wrote "teached" instead of "taught", Vlad wrote "bringed" instead of "brought". Valia had the wrong spelling: "brout" instead of "brought".

Activity 4: A controlled writing activity. Copying is not the students' favorite...

Activity 5: A poem about the Trojan War by John Bliven Morin. First, the students read the poem silently. The activity contributes to the development of their reading skills and musical intelligence. The music which accompanies the activity makes a great impression on them. It is a piece of classical Vivaldi's music, "Gloria," which perfectly suits the poem's meaning and the message it conveys.

Activity 6: More work on the functional vocabulary of the poem. The students were asked to explain the meanings of the words or provide their synonyms in English. Additionally, to kill two birds with one stone, I asked the students to make sentences with these words in Past Simple to practice grammar. This task wasn't so challenging. All the members of the group did well.

Activity 7: Elements of the poem. This activity was more challenging because the students didn't know these definitions in L1 and L2. I tried to explain the definitions of *lines*, *stanzas*, *rhyme*, *end-stop*, and *enjambment* in poetry in a very simple way. Subsequently, we found examples of these definitions in the poem.

My personal reaction:

I feel that the lesson was successful since the students learned a lot of new things regarding poetry; they also learned some new details about the Trojan War; finally, the background music, as accompaniment, helped them immerse in the plot of the content, creating an atmosphere and emotion without distracting them.

Date: 12/11/2024

Lesson 7: Ancient Egypt

General notes:

Participants' behavior and interaction:

Activity 1: A text about Ancient Egypt and the pyramids. The activity enhances the students' reading proficiency and verbal-linguistic and visual-spatial intelligences.

In general, the comprehension of the text was good. In very few cases, the students asked for clarification in L1 and L2. This time, we translated it from Greek and Russian into English. I was saying the sentences from the text in one of these two languages, and the students were to translate them word for word into English.

Activity 2: I noticed a very fast task-switching from the 1st to the 2nd activities. The students completed the summary of the text without looking into the text.

Activities 3 & 4: Consolidation of vocabulary and grammar of the lesson. They contribute to the advancement of verbal-linguistic intelligence. Not a lot of interaction between the students...

Activity 5: The students are to listen to the story about the Egyptian pharaoh, King Tut, and answer the questions. The activity doesn't seem to be difficult. All the answers are correct.

My personal reaction:

I believe that the students are ready for a more challenging writing activity in the next teaching session. I asked them to make a good revision of all the vocabulary and grammar they encountered throughout 7 teaching sessions. Till now, the results are much better than I expected.

Date: 14/11/2024

Lesson 8: A visit to a museum.

General notes:

Participants' behavior and interaction:

Activity 1 comprises the first 3 stages of process writing (planning, organizing, and drafting). Firstly, I asked the students to think and plan what they are going to write about. Secondly, the students organized the structure of their piece of writing, putting the ideas in order and choosing the functional and situational language from the lexis of the previous teaching sessions. The instructions provided on the left side of the task sheet guide the students in structuring the 1st draft. They are allowed to collaborate as a group and ask for help. I can observe that the students work faster now and feel more confident when writing in comparison to the first lessons of the intervention. The use of L1 and L2 is noticeably reduced. Vitaly and Alina assist their group mates in grammar use and spelling. Even Vlad looks more motivated and enthusiastic about the blog he is writing.

Activity 2: Incorporating more vocabulary and revising the 1st draft. I urge the students to consider adding some useful expressions to their blogs. We work on the expressions together, discuss their meanings, and make suggestions regarding how they can be embodied in each paragraph. L1 and L2 are involved more in our discussion now, but I want to be sure that all the expressions are understood by the students. Afterward, I asked them to produce the 2nd, improved draft of their blog in the space provided. I notice that the students have assimilated the new vocabulary and work more independently.

Activity 3: peer-correction of the 2nd draft. The students know the procedure now. However, there are some points they are not sure about. So, I help them spot and underline the drawbacks in their peer's blogs. All of them seem to be more competent in correcting the drafts...

Activity 4: Editing and producing the final draft. Again, the interaction is teacher-students mostly. I guide them in amending their writings, and the students produce the final draft. It takes them very little time to perform this activity. I ask the students to pay attention to both content and form while producing their piece of writing.

My personal reaction:

I am looking forward to seeing what the students have produced. Hopefully, the results of the assessment will be rewarding!!! Fortunately, I asked the students to have a longer lesson (1,5 instead of 1 hour) so as to interview them and confirm my field notes and observation findings.

Appendix III: Observation notes

Appendix III (A): Structured participant observation (Griva & Kofou, 2017, p. 114)

Categories	Domains
Teacher's behaviour	<ul style="list-style-type: none"> ▪ Accepting opinions, attitudes, and feelings expressed by students ▪ Motivating or encouraging students ▪ Asking questions ▪ Explaining, giving extra information ▪ Providing students with guidance ▪ Providing students with feedback and comments
The students' behaviour	<ul style="list-style-type: none"> ▪ Answering to questions ▪ Undertaking initiatives ▪ Participation in the activities ▪ Interacting with classmates and teacher ▪ Reading/writing skills ▪ Oral communication skills
The teaching process	<ul style="list-style-type: none"> ▪ Beginning the lesson ▪ Ending the lesson ▪ Teaching aids usage ▪ Group formation

Appendix III (B): Observation guide

<p>Date: 22/10/2024 Lesson 1: The evil stepmother</p>
<p>Teacher's role:</p> <ul style="list-style-type: none"> ✚ Explaining, giving extra information: explanations and extra information were provided in English, but if the students had difficulty understanding, so Russian and Greek were used. ✚ Providing learners with guidance: At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do. ✚ Providing learners with feedback and comments: Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process, and gauges their progress.
<p>Learners' performance:</p> <ul style="list-style-type: none"> ✚ Writing progression: controlled writing (Activity 5). The students are to produce an informal letter based on the vocabulary and grammar of the 1st part of the fairy tale. <p>Grammar: consolidation of grammatical tenses (Present Continuous and Past Simple). The students still make mistakes in using correct forms of verbs (omit auxiliary verbs <i>am, is, are</i> in Present Continuous; incorrect use of past forms of irregular verbs).</p> <p>Vocabulary: household chores. Frequent repetition of vocabulary items throughout the text of the lesson and the activities contributes to their assimilation.</p> <p>Punctuation: frequent absence of commas, periods, apostrophes, and quotations in the students' writing activity.</p> <p>Style: wrong word choice (e.g. "do works" or "do jobs" instead of "do household chores"), the holistic picture of establishing images and mood.</p> <p>Structure: wrong word and sentence order, or no paragraph division in some cases.</p>

Reading progression:

Comprehension: quite satisfying ability to read the text, process it, and understand its meaning.

Vocabulary: receptive (passive) vocabulary is richer than expressive (active) vocabulary.

Fluency: Some students' (Vlad & Veronica) reading ability lacks accuracy and good pace.

Phonics: Some students (Vlad & Valia) confuse the sounds each letter makes (e. g. wrong pronunciation of the word 'clean' – [sli:n] instead of [kli:n]).

Phonemic awareness: Changing phonemes in some words (e.g., /o/ in the word 'mop' to /a/ - 'map' to 'map') changes the word's meaning.

 **MI advancement:** verbal-linguistic, visual-spatial, interpersonal, and bodily-kinesthetic intelligence are enhanced.

 **L1 and L2 (Russian & Greek) use:** Students use mostly Russian and Greek when communicating and doing activities. They also ask for clarification in Russian and Greek when reading and writing an informal letter.

Teaching process:

 **Teaching aids usage:** task sheet, pictures, laptop

 **Pair and group formation:** students work in pairs while doing Activity 2 (asking & answering questions) and as a group while doing Activity 3 (playing charades).

Date: 24/10/2024

Lesson 2: In the forest.

Teacher's role:

 **Explaining, giving extra information:** explanations and extra information were provided in English, but if the students had difficulty understanding, Russian and Greek were used.

✚ **Providing learners with guidance:** At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.

✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the student's performance, monitors the learning process, and gauges their progress.

Learners' performance:

✚ **Writing progression:** an attempt of transmission from controlled to free writing (Activity 7: project. Write your own geography quiz).

Grammar: consolidation of Comparative and superlative degrees of adjectives. The students demonstrate a better understanding of the specific grammatical patterns.

Vocabulary: revision of months, seasons, colors.

Punctuation: more careful use of apostrophes and question marks.

Style: more correct word use. The students benefitted from the additional material on the information cards provided by the teacher.

Structure: problematic question structuring in some cases (absence of auxiliary verbs).

✚ **Reading progression:**

Comprehension: The students, on average, demonstrated a good ability to read, process, and understand the texts of the lesson.

Vocabulary: receptive vocabulary is at a quite satisfactory level, which enables them to comprehend the written text easily enough.

Fluency: The students work on reading accuracy and pace while reading the texts out loud.

Phonics: The students gain a better understanding of matching sounds of spoken English with groups of letters ([k] can be spelled as c, k, ck, or ch: dark – luckily)

Phonemic awareness: The students gain a better understanding of segmenting words into sounds.

✚ **MI advancement:** Verbal-linguistic, visual-spatial, naturalistic, logical-mathematical, naturalistic, and interpersonal intelligences are targeted.

<p>✚ L1 and L2 (Russian & Greek) use: Students use mostly Russian and Greek when communicating and doing activities. They also ask for clarification in Russian and Greek when reading and making up questions for the geography quiz.</p>
<p>Teaching process:</p> <p>✚ Teaching aids usage: Task sheet, pictures, laptop</p> <p>✚ Pair and group formation: Students work in pairs while doing Activities 2 and 3 (comparing and contrasting months and seasons) and as a group while doing Activity 7 (preparing a geography quiz).</p>

<p>Date: 29/10/2024 Lesson 3. With a basket full of snowdrops</p>
<p>Teacher's role:</p> <p>✚ Explaining, giving extra information: Explanations and extra information were provided in English but if the students had difficulty understanding, Russian and Greek were used.</p> <p>✚ Providing learners with guidance: At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.</p> <p>✚ Providing learners with feedback and comments: Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process, and gauges their progress.</p>
<p>Learners' performance:</p> <p>✚ Writing progression: Free writing (Activity 7: Write a weather forecast)</p> <p>Grammar: consolidation of Present Simple, grammatical pattern <i>there is/are</i>.</p> <p>Vocabulary: revision of months, seasons, and numbers. Presentation of new vocabulary relevant to weather and nature.</p> <p>Punctuation: more careful use of commas and periods.</p> <p>Style & structure: a more careful sentence arrangement.</p> <p>✚ Reading progression:</p>

Comprehension: The students demonstrated a good understanding of the texts and the poem.

Vocabulary: The more words the students learn, the more skilled they are at reading.

Fluency: Not all the students pay attention to punctuation when reading aloud, and their expressive voice is monotone.

Phonics: The students better comprehend spelling patterns and recognize them in words (e.g., **ei** – receive, **ie** – piece, **wh** – when).

Phonemic awareness: inaccurate decoding of some new words by Vlad and Valia.

✚ **MI advancement:** verbal-linguistic, logical-mathematical, bodily-kinesthetic, naturalistic, and interpersonal intelligences are targeted.

✚ **L1 and L2 (Russian & Greek) use:** Students make an attempt to use L3 when communicating and doing activities. Guessing the meaning of an unknown word, they use L1 and L2, providing synonyms and asking for clarification when reading and writing a weather forecast.

Teaching process:

✚ **Teaching aids usage:** Task sheet, pictures, laptop

✚ **Pair and group formation:** Students work in pairs while doing Activity 3 (asking and answering questions).

Date: 31/10/2024

Lesson 4. Getting too greedy, you can get yourself hurt!

Teacher's role:

✚ **Explaining, giving extra information:** Explanations and extra information were provided in English, but if the students had difficulty understanding, Russian and Greek were used.

✚ **Providing learners with guidance:** At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.

- ✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process, and gauges their progress.

Learners' performance:

- ✚ **Writing progression:** Free process writing (planning, organizing & revising the 1st draft). Activity 3: Write a composition about your favorite season. Activity 4: Rewrite your composition using words from the *help box*.
Grammar: revision of grammatical patterns of the previous lessons necessary for the writing activity.
Vocabulary: Revision of the vocabulary necessary for the writing activity. Presentation of new vocabulary items related to weather and seasons.
Punctuation: The students work on punctuation (commas, periods, question marks, and exclamation points) to add clarity and precision to writing.
Style & structure: Sentence arrangement and word choice in the composition of some students must be paid more attention to.
- ✚ **Reading progression:**
Comprehension: the ability to decode the symbols (words) and understand their meaning steadily improves.
Vocabulary: The more words the students learn, the better their reading comprehension becomes.
Fluency: The students pay more attention to punctuation and sound excited when reading an exclamation point.
Phonics & phonemic awareness: Some students (Vlad, Alina, and Valia) display difficulty matching sounds with letters, which affects their reading and spelling.
- ✚ **MI advancement:** Verbal-linguistic, bodily-kinesthetic, visual-spatial, naturalistic, and interpersonal intelligence.
- ✚ **L1 and L2 (Russian & Greek) use:** students use Russian and Greek to structure sentences of the writing task and try to translate them into English with the teacher's help.

Teaching process:

- ✚ **Teaching aids usage:** Task sheet, pictures, laptop, paper, cardboard, glue, scissors and colored markers.
- ✚ **Pair and group formation:** Students work as a group while doing Activity 5: Art and project time! (making a weather wheel).

Date: 5/11/2024 Lesson 5: Check yourself and your friend.

Teacher's role:

- ✚ **Explaining, giving extra information:** Explanations and extra information were provided in English, but if the students had difficulty understanding, Russian and Greek were used.
- ✚ **Providing learners with guidance:** At the beginning of each activity, learners were given detailed guidance on what they were expected to do.
- ✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the student's performance, monitors the learning process, and gauges their progress.

Learners' performance:

- ✚ **Writing progression:** process writing (reviewing & editing the 2nd draft, producing the final draft).

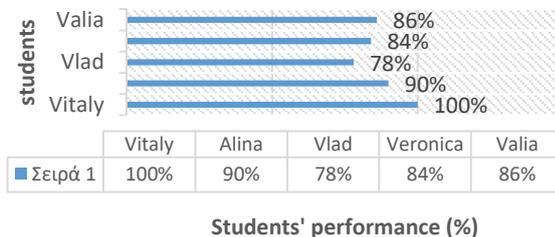
Grammar: The students make a self-assessment of their competence in grammar in Activity 1: Self-assessment checklist. In Activities 2 and 3, they make peer and self-correction of grammatically incorrect points.

Vocabulary: The students self-assess their vocabulary assimilation in Activity 1: Self-assessment checklist. In Activities 2 & 3, they make peer and self-correction of wrong word choices in the 2nd draft.

Punctuation, style, and structure: The students make peer and self-correction of punctuation (commas, periods, question marks, exclamation points) and sentence structure and arrangement, as well as paragraph division.

The results of the students' self-assessment in Activity 1:

Self-assessment checklist



The results of the students' performance in writing Activity 3:

Activity 3	Grades attained for the writing activity				
	Vitaly	Alina	Vlad	Veronica	Valia
	6	5	4	4	4

- ✚ **MI advancement:** Verbal-linguistic, interpersonal & intrapersonal intelligences.
- ✚ **L1 and L2 (Russian and Greek) use:** The students try to use L3 in order to ask for clarification when doing writing activities. L1 & L2 are also involved while making peer-correction and discussing grammar, vocabulary and stylistic choices.

Teaching process:

- ✚ **Teaching aids usage:** task sheet.
- ✚ **Pair and group formation:** Students work in pairs while doing Activity 2 (peer correction).

Date: 7/11/2024 **Lesson 6. History Corner. The history of the ancient world**

Teacher's role:

- ✚ **Explaining, giving extra information:** Explanations and extra information were provided in English, but if the students had difficulty understanding, Russian and Greek were used.

✚ **Providing learners with guidance:** At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.

✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process and gauges their progress.

Learners' performance:

✚ **Writing progression:** controlled writing (copying King Menelaus' speech).
Activity 4: Write a similar speech on behalf of Prince Paris, King Priam, or Helen).

✚ **Reading progression:**

Comprehension & fluency: The ability to decode and understand long words, sentences, and texts is steadily becoming automatic and more fluent. Guided oral reading and repeated readings of the text and the poem improve the students' reading proficiency.

✚ **MI advancement:** verbal-linguistic, logical-mathematical, musical, and interpersonal intelligences.

✚ **L1 and L2 (Russian and Greek) use:** Students use all the 3 languages while doing activities and asking for clarification. Fast task-switching, vocabulary assimilation, and problem-solving ability seem to be advancing. Sometimes, code-switching impedes their communication and leads to tip-of-the-tongue states.

Teaching process:

✚ **Teaching aids usage:** Task sheet, pictures, laptop

✚ **Pair and group formation:** Students work as a group throughout the teaching session.

Date: 12/11/2024

Lesson 7. Ancient Egypt

Teacher's role:

- ✚ **Explaining, giving extra information:** explanations and extra information were provided in English, but if the students had difficulty understanding, Russian and Greek were used.
- ✚ **Providing learners with guidance:** At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.
- ✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process, and gauges their progress.

Learners' performance:

- ✚ **Writing progression:** the students get prepared for the writing activity in the following teaching session by means of revising grammar and accumulating the necessary vocabulary.
- ✚ **Reading progression:**
Comprehension & fluency: The ability to decode and understand long words, sentences, and texts is steadily becoming automatic and more fluent. Guided oral reading and repeated readings of the text contribute to honing the students' reading proficiency and vocabulary enrichment.
- ✚ **MI advancement:** verbal-linguistic, visual-spatial, musical, naturalistic, and interpersonal intelligences.
- ✚ **L1 and L2 (Russian and Greek) use:** Students use all the 3 languages while doing activities and asking for clarification. Fast task-switching, vocabulary assimilation, and problem-solving ability seem to be advancing. Sometimes, code-switching impedes their communication and leads to tip-of-the-tongue states.

Teaching process:

- ✚ **Teaching aids usage:** Task sheet, pictures, laptop
- ✚ **Pair and group formation:** Students work as a group throughout the teaching session, correcting each other and discussing the meanings of new vocabulary items.

Date: 14/11/2024

Lesson 8. A visit to a museum

Teacher's role:

- ✚ **Explaining, giving extra information:** explanations and extra information were provided in English but if the students had difficulty in understanding, Russian and Greek were used.
- ✚ **Providing learners with guidance:** At the beginning of each activity, learners were provided with detailed guidance on what they were expected to do.
- ✚ **Providing learners with feedback and comments:** Formative assessment, which provides ongoing feedback and comments on the students' performance, monitors the learning process, and gauges their progress.

Learners' performance:

- ✚ **Writing progression:** process writing
Activity 1. Write a blog about your trip to the Museum of Ancient History (planning, organizing, and drafting stages).
Activity 2. Make your blog more attractive (revising and redrafting stages).
Activity 3. Check your group mate's blog (peer correction).
Activity 4. Correct and rewrite your blog (reviewing, editing, and producing the final draft).
Grammar & vocabulary: The grammar presented in the designed teaching sessions has been used correctly with some minor errors. Use of synonyms: Sentences are formulated so as to avoid repetition of the same words in one sentence or paragraph.
Punctuation, style, and structure: sentence structure has been significantly improved, there are fewer punctuation errors, and the manner of expression is informal conversational, as was required. Division in paragraphs is correct.
- ✚ **MI advancement:** verbal-linguistic, interpersonal, and intrapersonal intelligences.

✚ **L1 and L2 (Russian & Greek) use:** Students use all the 3 languages while doing activities and asking for clarification. Fast task-switching, vocabulary assimilation, and problem-solving ability seem to be advancing. Sometimes, code-switching impedes their communication and leads to tip-of-the-tongue states.

Teaching process:

✚ **Teaching aids usage:** task sheet.

✚ **Pair and group formation:** Students work in pairs while doing Activity 3 (peer correction).

Appendix IV: Interview notes.

Appendix IV (A): Multiple Intelligences Test – based on Howard Gardner's MI Model

(Likert scale questionnaire originally prepared by Chislett & Chapman, 2005)

Score statements: 1=Mostly Disagree, 2=Slightly Disagree, 3=Slightly Agree, 4=Mostly Agree
Alternatively, for speed, and if it is easier for young people, tick the box if the statement is truer for you than not.
Adults over 16 complete all questions. Young people between 8-16 red questions only.

	Score or tick the statements in the white-out boxes only	S c o r e						
1	I like to learn about myself							1
2	I can play a musical instrument							2
3	I find it easiest to solve problems when I am doing something physical							3
4	I often have a song or piece of music in my head							4
5	I find budgeting and managing my money easy							5
6	I find it easy to make up stories							6
7	I have always been physically well coordinated							7
8	When talking to someone, I tend to listen to the words they use not just what they mean							8
9	I enjoy crosswords, word searches or other word puzzles							9
10	I don't like ambiguity, I like things to be clear							10
11	I enjoy logic puzzles such as 'sudoku'							11
12	I like to meditate							12
13	Music is very important to me							13
14	I am a convincing liar (if I want to be)							14
15	I play a sport or dance							15

16	I am very interested in psychometrics (personality testing) and IQ tests									16
17	People behaving irrationally annoy me									17
18	I find that the music that appeals to me is often based on how I feel emotionally									18
19	I am a very social person and like being with other people									19
20	I like to be systematic and thorough									20
21	I find graphs and charts easy to understand									21
22	I can throw things like well-darts, skipping pebbles, Frisbees, etc.									22
23	I find it easy to remember quotes and phrases									23
24	I can always recognize places that I have been before									24
25	I enjoy a wide variety of musical styles									25
26	When I am concentrating, I tend to doodle									26
27	I could manipulate people if I choose to									27
28	I can predict my feelings and behaviors in certain situations fairly accurately									28
29	I find mental arithmetic easy									29
30	I can identify most sounds without seeing what causes them									30
31	At school, one of my favourite subjects is/was English									31
32	I like to think through a problem carefully, considering all the consequences									32
33	I enjoy debates and discussions									33
34	I love adrenaline sports and scary rides									34
35	I enjoy individual sports best									35
36	I care about how those around me feel									36
37	My house is full of pictures and photographs									37
38	I enjoy and am good at making things-I am good with my hands									38
39	I like having music on in the background									39
40	I find it easy to remember telephone numbers									40

41	I set myself goals and plans for the future								41
42	I am a very tactile person								42
43	I can tell easily whether someone likes me or dislikes me								43
44	I can easily imagine how an object would look from another perspective								44
45	I never use instructions for flat-pack furniture								45
46	I find it easy to talk to new people								46
47	To learn something new, I just to get on and try it								47
48	I often see clear images when I close my eyes								48
49	I don't use my fingers when I count								49
50	I often talk to myself out loud or in my head								50
51	At school, I love/loved my music lessons								51
52	When I am abroad, I find it easy to pick up the basics of another language								52
53	I find ball games easy and enjoyable								53
54	My favourite subject at school is/was maths								54
55	I always know how I am feeling								55
56	I am realistic about my strengths and weaknesses								56
57	I keep a diary								57
58	I am very aware of other people's body language								58
59	My favourite subject at school is/was art								59
60	I find pleasure in reading								60
61	I can read a map easily								61
62	It upsets me to see someone cry and not be able to help								62
63	I am good at solving disputes between others								63
64	I have always dreamed of being a musician or singer								64
65	I prefer team sports								65
66	Singing makes me feel happy								66

67	I never get lost when I am on my own in a new place								67
68	If I am learning how to do something, I like to see drawings and diagrams of how it works								68
69	I am happy spending time alone								69
70	My friends always come to me for emotional support and advice								70

Add the scores or ticks in each column and write the total for each column in the boxes below.

Your highest scores indicate your natural strengths and potential – your natural intelligences.

There are no right or wrong answers.

My strongest intelligences are (write them here):

Intelligence type	t o t a l S						
Linguistic							
Logical-Mathematical							
Musical							
Bodily-Kinesthetic							
Spatial-Visual							
Interpersonal							
Intrapersonal							

You are **happiest** and **most successful** when you **learn, develop, and work** in ways that maximize your natural intelligences (your strengths, style, and brain type).

This indicator can help you focus on the learning and work that will be most fulfilling and rewarding for you.

Appendix IV (B): Interview protocol 1

Measuring multiple intelligences

1. Can you play a musical instrument?
2. Do you have a song or a piece of music in your head while doing something (e.g., homework, school activities, extra-curricular activities)?
3. Do you find it easy to make up stories? What are your stories about?
4. Is music important to you?
5. Are you a convincing liar (if you want to be)?
6. Do you play a sport or dance? What sports do you play?
7. Do you like being with others and doing activities with others?
8. Do you find graphs and charts easy to understand?
9. Do you find it easy to understand phrases in Greek? Russian? English?
10. Do you easily recognize places that you have been before?
11. Do you tend to doodle when you are concentrated?
12. Are you good at solving mathematical problems?
13. Do you find mental arithmetic easy?
14. Do you like English? Why? Why not?
15. Is English important to you? Why? Why not? What about Greek and Russian?
16. Do you like adrenaline sports and scary rides?
17. Do you enjoy individual sports (e.g. skiing, boxing, swimming, cycling)? Why?
18. Do you find it easy to remember telephone numbers?
19. Do you like to plan your day?
20. Have you thought about what you will become in the future?
21. Can you tell easily whether someone likes or dislikes you? How do you know that?
22. Do you learn new things easily when you get on and try them?
23. How “green” are you and your family?
24. Can you see images clearly when you close your eyes?
25. Do you use your fingers when you count?
26. Do you always enjoy your music lessons at school?
27. Do you find ball games easy and enjoyable?

28. Do you have a pet? Why? Why not?
29. Do you always know how you are feeling?
30. Do you keep a diary? If not, would you like to?
31. Do you enjoy art at school?
32. Do you find pleasure in reading? If so, what kind of books do you prefer?
33. What do you feel if you see someone cry and you cannot help?
34. Do you enjoy team sports? Which ones?
35. Why should we protect animals?
36. Does singing make you feel happy? Why?
37. Do you like spending time alone? Why? Why not?
38. Do your friends come to you for emotional support and advice? Why not?
39. Do you like to observe nature?
40. Why do you think it is important to protect the environment?

Appendix IV (C): Interview protocol 2

Assessing bilingual learners' multiple intelligences amelioration and literacy skills advancement

- 1) Do you believe the CLIL lessons helped you improve your linguistic ability and competence? - (linguistic intelligence)
 - a. Did you learn a lot of new words?
 - b. Did you consolidate the use of English tenses presented in the lessons?
 - c. Do you understand an English text better now?
 - d. How did these lessons help you to learn to write better?
 - e. Can you say that you feel more confident when writing now? Why? Why not?
- 2) Do you believe the CLIL lessons helped you make comparisons more easily? Did they improve your critical thinking?
- (logical-mathematical intelligence)
- 3) Do you believe that songs, music, and rhythms in the CLIL lessons helped you to learn better? Why? Why not? – (musical intelligence)
- 4) Do you believe that moving and touching things during charades playing helped you to learn better? Why? Why not? - (bodily-kinesthetic intelligence)
- 5) How did the colorful pictures help you to learn and acquire knowledge of the space? – (spatial-visual intelligence)
- 6) Do you believe that the CLIL lessons helped you better cooperate with your group mates? Why? Why not? – (interpersonal intelligence)
- 7) Do you believe the CLIL lessons helped you relate content to nature and different cultures? Why? Why not? – (naturalistic intelligence)
- 8) What are your strengths and weaknesses while learning an FL? Did the CLIL lessons help you to detect them? – (intrapersonal intelligence)
- 9) How much Greek and Russian did you use when doing activities and communicating with your teacher and your group-mates? – (bilingualism)
- 10) Did you use the structure, grammar, and vocabulary similarities between the languages you already know and English to help you produce a piece of writing? – (bilingualism)

- 11) When reading, did you always translate a text into Greek and Russian? – **(bilingualism)**
- 12) Did the differences between English, Greek, and Russian help you remember the new information? – **(bilingualism)**
- 13) Did you try to analyze the logical relationship between English roots and their derivatives, comparing them to Russian and Greek words? – **(bilingualism)**
- 14) Did you make a word-for-word translation from Greek and Russian while writing? Which language helped you more? – **(bilingualism)**

Appendix V: Multiple intelligences analysis prior to the intervention

1= very weak; 2= weak; 3= average; 4= strong

Multiple intelligences	Questions No	Vitaly	Alina	Vlad	Veronica	Valia
1) Verbal-linguistic Intelligence	(3)	2	2	1	1	1
	(5)	4	3	3	2	3
	(9)	4	3	2	2	2
	(14)	4	4	2	3	3
	(15)	4	4	3	4	4
	(32)	4	4	1	2	2
.....
2.74	average	3.6	3.3	2	2.3	2.5
2) Logical-mathematical intelligence	(12)	3	2	4	3	3
	(13)	4	3	4	3	3
	(18)	2	3	3	3	2
	(25)	4	4	4	3	2
.....
3.1	average	3.25	3	3.75	3	2.5
3) Musical intelligence	(1)	4	3	1	2	4
	(2)	3	1	1	1	3
	(4)	4	3	1	1	3
	(26)	2	1	1	2	2
	(36)	3	3	1	1	4
.....
2.2	average	3.2	2.2	1	1.4	3.2
4) Visual-spatial intelligence	(8)	3	2	2	4	3
	(10)	4	3	3	4	3
	(11)	1	1	1	4	2
	(24)	2	3	2	4	2
	(31)	2	2	3	4	3
.....
2.68	average	2.4	2.2	2.2	4	2.6

5)Bodily-kinesthetic intelligence	(6)	4	3	4	3	2
	(16)	3	2	4	1	1
	(22)	4	3	3	2	2
	(27)	4	3	4	2	2

2.8	average	3.75	2.75	3.75	2	1.75
6)Interpersonal intelligence	(7)	3	4	2	3	3
	(21)	4	4	3	4	4
	(33)	3	4	3	3	4
	(34)	4	2	4	2	1
	(38)	3	3	2	2	3

3.16	average	3.3	3.5	3	3	3
7)Intrapersonal intelligence	(17)	2	3	4	3	3
	(19)	3	3	2	2	3
	(20)	4	4	3	3	4
	(30)	1	4	1	2	2
	(37)	2	2	4	3	2

2.76	average	2.4	3.2	2.8	2.6	2.8
8)Naturalistic intelligence	(23)	2	3	2	3	3
	(28)	1	1	4	1	1
	(35)	4	4	4	4	4
	(39)	3	3	2	3	4
	(40)	4	3	3	4	4

2.96	average	2.8	2.8	3	3	3.2

Appendix VI: Assessment of writing activities

Writing activities	Grades attained for the writing activities				
	Vitaly	Alina	Vlad	Veronica	Valia
<i>Lesson 1</i> <i>Activity 5</i> (1)	5 excellent	4 very good	1 poor	3 good	2 fair
<i>Lesson 2</i> <i>Activity 7</i> (2)	4 very good	3 good	1 poor	2 fair	2 fair
<i>Lesson 3</i> <i>Activity 7</i> (3)	5 excellent	4 very good	2 fair	3 good	3 good
<i>Lesson 4</i> <i>Activity 3</i> (4)	5 excellent	4 very good	2 fair	3 good	3 good
<i>Lesson 4</i> <i>Activity 4</i> (5)	5 excellent	4 very good	3 good	3 good	3 good
<i>Lesson 5</i> <i>Activity 3</i> (6)	6 perfect	5 excellent	4 very good	4 very good	4 very good
<i>Lesson 8</i> <i>Activity 1</i> (7)	5 excellent	4 very good	3 good	4 very good	3 good
<i>Lesson 8</i> <i>Activity 2 (b)</i> (8)	5 excellent	5 excellent	4 very good	5 excellent	4 very good
<i>Lesson 8</i> <i>Activity 4</i> (9)	6 perfect	6 perfect	5 excellent	6 perfect	5 excellent

Appendix VII: Assessment of reading activities

Reading activities	Grades attained for the reading activities				
	Vitaly	Alina	Vlad	Veronica	Valia
<i>Lesson 1</i>	6	5	2	3	4
<i>Activity 4</i> (1)	perfect	excellent	fair	good	very good
<i>Lesson 2</i>	5	4	2	3	4
<i>Activity 6</i> (2)	excellent	very good	fair	good	very good
<i>Lesson 3</i>	5	4	3	4	4
<i>Activity 4</i> (3)	excellent	very good	good	very good	very good
<i>Lesson 3</i>	6	5	4	5	5
<i>Activity 5</i> (4)	perfect	excellent	very good	excellent	excellent
<i>Lesson 4</i>	6	6	5	6	6
<i>Activity 1</i> (5)	perfect	perfect	excellent	perfect	perfect
<i>Lesson 6</i>	6	5	3	5	4
<i>Activity 1</i> (6)	perfect	excellent	good	excellent	very good
<i>Lesson 6</i>	6	5	4	5	5
<i>Activity 2</i> (7)	perfect	excellent	very good	excellent	excellent
<i>Lesson 6</i>	5	4	3	4	5
<i>Activity 5</i> (8)	excellent	very good	good	very good	excellent
<i>Lesson 6</i>	6	5	4	5	6
<i>Activity 7</i> (9)	perfect	excellent	very good	excellent	perfect
<i>Lesson 7</i>	6	6	5	6	6
<i>Activity 2</i> (10)	perfect	perfect	excellent	perfect	perfect

Appendix VIII: Parental consent form

PARENTAL CONSENT FORM

ΕΝΤΥΠΟ ΣΥΓΚΑΤΑΘΕΣΗΣ ΓΟΝΕΑ/ΚΗΔΕΜΟΝΑ

Name of parent/guardian – Όνομα γονέα/κηδεμόνα

.....

Parent's/guardians email address – Ηλεκτρονική διεύθυνση γονέα/κηδεμόνα

.....

Address - Διεύθυνση

.....

Phone number - Τηλέφωνο

.....

Dear parent/guardian,

Kindly append your signature to certify and affirm that you have given your permission and are fully aware that your child will participate in the research regarding the development of students' writing skills conducted by the teacher of the English language, Snizana Chalmouki.

Your child's participation involves answering the questions of the interview conducted by the teacher. The responses will be treated with confidence, and data will always be presented so that your child's identity cannot be connected with specific published data, which will be used only for the purposes of the research. Your child's participation is significant and will contribute to realizing the study and its success.

Thank you.

.....

Αγαπητέ γονέα/κηδεμόνα,

Παρακαλώ όπως υπογράψετε την παρούσα δήλωση με την οποία επιβεβαιώνετε ότι έχετε λάβει πλήρη γνώση και συγκατατίθεστε για τη συμμετοχή του τέκνου σας στην έρευνα, η οποία διεξάγεται από την εκπαιδευτικό Αγγλικής Γλώσσας Χαλμούκη Σνιζάνα και αφορά στην ανάπτυξη δεξιοτήτων γραφής των μαθητών.

Η συμμετοχή του τέκνου σας περιλαμβάνει απαντήσεις στις ερωτήσεις της συνέντευξης διεξαγόμενης στην τάξη από την εκπαιδευτικό. Τα δεδομένα θα χρησιμοποιούνται με εμπιστευτικότητα αποκλειστικά για τις ανάγκες της έρευνας και θα παρουσιάζονται με τρόπο που να μην μπορούν να συνδεθούν με την ταυτότητα του τέκνου σας. Η συμμετοχή του τέκνου σας θα συμβάλει σημαντικά στην επιτυχή πραγματοποίηση της έρευνας.

Σας ευχαριστώ θερμά.

.....

I hereby consent to the participation of my child

Συναινώ στη συμμετοχή του τέκνου μου

Date -Ημερομηνία	
Parent/guardian's name & Signature Όνοματεπώνυμο γονέα/κηδεμόνα & Υπογραφή	

Author's statement:

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