



“School of Humanities”

“The Teaching of English as a Foreign/International Language”

Postgraduate Dissertation

“To CLIL on Translanguaging or not to CLIL? Exploring
Students’ Experiences towards Translanguaging CLIL in an
EFL Class”

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Abstract

The increased diversity that characterizes today's society necessitates the need for new ways of accommodating cultural differences. Considering the situation in Greece, over the last two decades, it has been a destination country for several people with migration and refugee biography. Although schools grant access to immigrant pupils, they follow a monolingual language approach whereas multilingualism and multiculturalism practices in education are rare. In this context, pedagogical approaches such as CLIL and translanguaging have the upper hand in enhancing proficiency, communicative competence, and intercultural communication. The present research seeks to explore students' experiences toward translanguaging and CLIL practices in the EFL classroom. The study was conducted in a third-grade primary school class in Drama, Northeastern Greece that consisted of 8 Greek students and 5 with Albanian backgrounds born in Greece. Toward this goal, interviews, pre-and post-tests, and observation were combined to investigate students' experiences in a translanguaging CLIL lesson. It has been found that the learners experienced positive feelings toward a translanguaging CLIL lesson because students used their mother tongues, Greek and Albanian, as supportive tools to develop intercultural awareness and enhance language competence in English. The findings of this study contribute to the sparse body of knowledge about CLIL and translanguaging in the Greek setting. They may encourage other teachers to incorporate these strategies into their lessons. Lastly, the study concludes that further teacher training is required along with a revision of monolingual policies and proper implementation of intercultural education for all students.

Περίληψη

Η αυξημένη ποικιλομορφία που χαρακτηρίζει τη σημερινή κοινωνία επιβάλλει την ανάγκη για νέους τρόπους αντιμετώπισης των πολιτισμικών διαφορών. Η Ελλάδα, τις τελευταίες δύο δεκαετίες, αποτελεί χώρα προορισμού για πολλούς μετανάστες και πρόσφυγες. Αν και τα σχολεία παρέχουν πρόσβαση σε μετανάστες μαθητές/τριες, ακολουθούν μια μονόγλωσση γλωσσική προσέγγιση, ενώ οι πρακτικές πολυγλωσσίας και πολυπολιτισμικότητας στην εκπαίδευση είναι σπάνιες. Σε αυτό το πλαίσιο, παιδαγωγικές προσεγγίσεις όπως η CLIL και translanguaging στοχεύουν στη βελτίωση της γλωσσικής ευχέρειας, της επικοινωνιακής ικανότητας και της διαπολιτισμικής επικοινωνίας. Η παρούσα έρευνα επιδιώκει να διερευνήσει τις εμπειρίες των μαθητών σχετικά με τις πρακτικές translanguaging και CLIL στην τάξη της Αγγλικής Γλώσσας. Η έρευνα διεξήχθη στην τρίτη τάξη ενός δημοτικού σχολείου στη Δράμα, στη Βορειοανατολική Ελλάδα που αποτελούνταν από 8 Έλληνες μαθητές και 5 αλβανικής καταγωγής που γεννήθηκαν στην Ελλάδα. Για την επίτευξη του στόχου, συνδυάστηκαν συνεντεύξεις, κριτήρια αξιολόγησης (tests) στην αρχή και στο τέλος του μαθήματος και παρατήρηση με σκοπό την διερεύνηση των εμπειριών των μαθητών/τριών σε ένα μάθημα που βασίζεται στη CLIL και translanguaging. Τα αποτελέσματα της έρευνας δείχνουν ότι οι μαθητές/τριες βίωσαν θετικά συναισθήματα στο μάθημα με CLIL και translanguaging επειδή χρησιμοποίησαν τη μητρική τους γλώσσα, την ελληνική και την αλβανική, ως υποστηρικτικά εργαλεία για την ανάπτυξη της διαπολιτισμικής επίγνωσης και της γλωσσικής ικανότητας στα Αγγλικά. Τα ευρήματα αυτής της έρευνας συμβάλλουν στο μικρό εύρος γνώσεων σχετικά με τη CLIL και translanguaging στο ελληνικό περιβάλλον. Μπορούν να ενθαρρύνουν άλλους εκπαιδευτικούς να ενσωματώσουν αυτές τις στρατηγικές στα μαθήματά τους. Τέλος, η έρευνα καταλήγει στο συμπέρασμα ότι απαιτείται περαιτέρω επιμόρφωση των εκπαιδευτικών/τριών μαζί με αναθεώρηση των μονόγλωσσικών πολιτικών και σωστή εφαρμογή της διαπολιτισμικής εκπαίδευσης για όλους τους μαθητές/τριες.

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