

Cross-Curricular Approaches to Language Education

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Edited by

Angeliki Psaltou-Joycey,
Eleni Agathopoulou
and Marina Mattheoudakis

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LIST OF ABBREVIATIONS

AILA	Association Internationale de Linguistique Appliquée
ALAO	Apprentissage des Langues Assisté par Ordinateur
AT	Activity Theory
BICS	Basic Interpersonal Communication Skills
CALL	Computer-assisted language learning
CALLA	Cognitive Academic Language Learning Approach
CALP	Cognitive Academic Language Proficiency
CBI	Content Based Instruction
CDA	Critical Discourse Analysis
CEFR	Common European Framework of Reference
CGU	Contenu Généré par les Utilisateurs
CLIL	Content and Language Integrated Learning
CQ	Cultural Intelligence
EFL	English as a Foreign Language
EHEA	European Higher Education Area
ELT	English Language Teaching
EMI	English Medium Instruction
EMT	English Medium Teaching
ESL	English second language learning
ESP	English for Specific Purposes
EU	European Union
F.A.C.	Factor Analysis of Correspondence
FL	Foreign Language
FNBE	Finnish National Board of Education
FonF	Focus-on-Form
ICLHE	Integrating Content and Language in Higher Education
ICT	Information and Communication Technology
IEP	Institute of Educational Policy
IISP	Integrated Interdisciplinary Studies Program
L1	First Language or mother tongue
L2	Second Language or Foreign Language
L3	Third language
LNC	Language National Curriculum
MG	Modern Greek
MG-L1	Modern Greek as L1

MG-L2	Modern Greek as L2
MNC	Mathematics National Curriculum
NC	National Curriculum/Curricula
NSRF	National Strategic Reference Framework
PISA	Programme for International Student Assessment
pLNC	pilot Language National Curriculum
pMNC	pilot Mathematics National Curriculum
P-P-P	Presentation, practice, production
RC	Reception Classes
SILL	Strategy Inventory for Language Learning
SLA	Second Language Acquisition
SNS	Social Networking Sites
TB	Teachers' Books
TBL	Task-Based Learning
TBLT	Task Based Language Teaching
TPR	Total Physical Response
WWW	World Wide Web
ZPD	Zone of Proximal Development

Abbreviations in Greek

ΑΠΣ	Αναλυτικά προγράμματα Σπουδών
Δ.Ε.Π.Π.Σ.	Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών
Ε' Δημ.	Ε' Δημοτικού
Ε.Π.Σ.-Ξ.Γ.	Ενιαίο Πρόγραμμα Σπουδών Ξένων Γλωσσών
Ζ.Ε.Π.	Ζώνες Εκπαιδευτικής Προτεραιότητας
ΝΕ	Νέα Ελληνική
Ο.ΕΠ.ΕΚ.	Οργανισμός Επιμόρφωσης Εκπαιδευτικών
Π.Σ.	Πρόγραμμα Σπουδών
Στ' Δημ.	Στ' Δημοτικού
Τ.Υ.	Τάξεις Υποδοχής
ΦΕΚ	Φύλλο Εφημερίδας Κυβερνήσεως
Φ.Τ.	Φροντιστηριακά Τμήματα

INTRODUCTION

CROSS-CURRICULAR APPROACHES TO LANGUAGE EDUCATION

1. Introduction

The present volume consists of a selection of twenty-three papers on the theme of *Cross-Curricular Approaches to Language Education* and is based on papers presented at the 15th International Conference of Applied Linguistics, all of which relate to the above mentioned theme. The conference was held in Thessaloniki, Greece, from 23 to 25 November 2012 and was organised by the Greek Applied Linguistics Association, an affiliate of AILA (Association Internationale de Linguistique Appliquée).

The papers reflect current applied linguistic research in the Greek but also in several other international, educational contexts. They cover a broad range of research areas which all share a common focus. Specifically, all papers approach language learning and teaching from an interdisciplinary perspective by crossing school-subject boundaries, and thus bring into focus integrated forms of learning and teaching (Committee of the European Communities, 2007; Council of Europe, 2006; Eurydice, 2008). They investigate language learning practices which promote holistic forms of knowledge; in those cases language is seen as a tool to acquire knowledge but also as a learning objective in its own right (Cummins, 2007; Harris and Grenfell, 2004; Long & Robinson, 1998; Lyster, 2007; McCarthy, 1997). Of the twenty-three papers, sixteen are written in English, six in Greek, and one is in French. To facilitate international readership, all abstracts are written in English.

2. Thematic units

The units covered in the volume include (a) Cross-Curricular approaches, (b) Intercultural approaches to teaching immigrant and L2 learners, (c) Content and Language Integrated Learning (CLIL) at primary, secondary

and tertiary levels, and (d) Information and Communication Technology (ICT) applications in cross-curricular language education.

2.1 Cross-Curricular approaches

Cross-Curricular approaches employ teaching practices and strategies that focus on the teaching of thematic units as these are approached from different school subjects. By finding points of common ground in subject domains which traditionally have been kept apart—such as history, science, geography, environmental or social studies—cross curricular approaches open up new perspectives in teaching and make learning more challenging. Importantly, further developments in the curriculum may thus be created. Eight chapters cover theory and research in such areas.

The first six chapters are concerned with cross-curricular issues in primary education: Translanguaging, vocabulary acquisition, teaching of spelling, and the use of fairy tales in second or foreign language teaching contexts, as well as interdisciplinary teaching of shortening devices, and the new curricula in Cyprus.

Lydia Mitits, in Chapter 1, researches a cross-curricular approach to teaching languages in multilingual primary schools, as is the case in Western Thrace, Greece. The approach intends to enhance the learning of the three languages, Greek, Turkish, and English, while, at the same time, it promotes relevant content knowledge, increases self-confidence and use of language learning strategies, and helps the development of cross-linguistic understanding and metacognitive awareness among the student population. Such an approach, she argues, becomes mandatory in a multilingual context when three or more languages coexist.

In Chapter 2, Μαριέτα Παπουτσή (Marieta Papoutsis) and Γεωργία Κατσίμαλή (Georgia Katsimali) examine how bilingual children with Modern Greek as a second language handle common vocabulary used within the academic context of different school subjects such as language, Maths, History, Geography, or Physics. Following Widdowson's (1978, 1990) distinction between *usage* and *use*, they have shown that these bilingual children, who are fluent in common vocabulary in their everyday transactions, lack the ability to understand how the meaning of such common lexical items changes in different academic contexts.

In Chapter 3, George J. Xydopoulos, Argiris Archakis and Kyriakoula Tzortzatou focus on spelling problems in Greek encountered by native and non-native primary school learners vis-a-vis the guidelines for the teaching of spelling in the Integrated Interdisciplinary Studies Program and the curriculum for language. An analysis of primary school learners' spelling

errors seems to support the authors' hypothesis that these learners depend mainly on their visual memory of words in order to spell them correctly. The authors point out that the curriculum for language should take these findings into consideration in order to enhance learners' mnemonic strategies for spelling.

Marina Mattheoudakis, Filio Chasioti, and Thomaï Alexiou, in Chapter 4, propose the incorporation of authentic literary materials (i.e., fairytales) into the EFL curriculum of primary education for easier acquisition of vocabulary and grammar. To investigate their proposal, they followed systematic form-focused instruction in the context of young EFL learner classes in a one-year project and through a set of six different tests they concluded that the instruction had positive effects on the acquisition of vocabulary and grammar structures for the majority of learners.

Roula Kitsiou in Chapter 5 examines the presentation and instruction of shortening devices in Greek in an interdisciplinary context, by drawing data from school curricula and textbooks used in the Greek primary education for the teaching of Greek and mathematics. As the text analysis conducted indicates an unfocused use of shortenings by the textbook authors, the researcher stresses the significance of teaching the symbolic use and properties of shortenings through an interdisciplinary perspective. It is suggested that such an approach will allow learners to be gradually introduced into the use of abstract symbols and symbolic systems.

Triantafillia Kostouli and Marios Stylianou, in Chapter 6 analyse recent pedagogical change in Cyprus as a result of the introduction of new language curricula. The new pedagogy suggests that teachers and learners construct their own thematic units through which they may explore topics of interest to them. The new pedagogic approaches are closely linked to the processes by which these thematic units are constructed. The authors examine the implementation of the new pedagogy by analyzing the variety of textual and interactive practices created in a 6th grade primary classroom community within the context of a particular thematic unit exploring the topic of "financial crisis".

The remaining two chapters of the unit focus on research related more to secondary education. The papers talk about projects and cross-curricular essays.

In Chapter 7 Ifigenia Kofou, Angeliki Psaltou-Joycey and Aikaterini Kiyitsioglou-Vlachou discuss how project work, as a cross-curricular activity, contributes to the development of language, communication and intercultural skills in secondary education, thus promoting foreign language learning, inter-disciplinarity, and environmental sensitivity. As indicated by results from a large-scale survey conducted in Greek secondary schools, both teachers

and students have a positive attitude towards project work, and project work enhances a variety of skills. Moreover, the teachers need to be further trained for the implementation of project work in their classrooms.

In Chapter 8 Κωνσταντίνα Ηλιοπούλου (Konstandina Iliopoulou) proposes a model of assessment of essays in Greek, written after the implementation of a cross-curricular activity which involved the Greek language and literature, history and new technologies in secondary education. The model is based on multiple-trait scoring that can be used alongside the current analytic one in order to improve the linguistic development of multilingual students with a mixed level of literacy in Greek. The proposed model was tested by the author through a series of semi-structured interviews of teachers and students who participated in the research, and its advantages as well as its drawbacks are acknowledged and reported.

2.2. Intercultural approaches to teaching immigrant and L2 learners

Migration is a common phenomenon today as people, either temporarily or on a more permanent basis, often leave their home countries to seek better economic or educational conditions and living standards. The host countries have to cater for such people by offering forms of multiple support, an aspect of which is education for immigrant populations. The educational support of immigrant populations and the forms this may take have been repeatedly debated by language policy designers, applied linguists and educators (e.g., Carrasquillo & Rodriguez, 1996; Clegg, 1996, 2007; Collier, 1995; Cummins 1986). All of them seem to agree on the need for serious educational reforms, both in mainstream and in foreign language education, so that immigrant children are given equal opportunities to progress academically and/or professionally.

Four chapters in the volume explore the application of intercultural approaches to teaching immigrant and home students and how these can be incorporated into the educational curriculum. The first three chapters examine the issue of heritage languages within various educational contexts in Greece, whereas the fourth one focuses on how best to develop intercultural competence at tertiary level.

In Chapter 9, Ελευθερία Ζάγκα (Eleftheria Zaga), Αναστασία Κεσίδου (Anastasia Kesidou) and Μαρίνα Ματθαιουδάκη (Marina Mattheoudakis) are concerned with the reception classes (R.C.) for immigrant and repatriated students in Greece. They propose the connection and coordination of teaching in such classes with the mainstream classes by

implementing the principles of Content and Language Integrated Learning (CLIL) within the R.C, which can be accomplished through teacher training, designing of and creating relevant teaching materials and teacher willingness to participate in such a programme.

Angeliki Kiliari in Chapter 10 investigates aspects of heritage languages spoken by pupils in Greece. Findings from a large scale study reveal that most of these pupils consider themselves less competent in literacy than in other skills in their heritage languages and feel they need to improve them. Still, they do not think that this improvement calls for a need to receive more instruction in their heritage language. The findings also reveal important differences in the pupils' attitudes towards their heritage languages, as compared with attitudes towards Greek. According to the author, all of the above should be taken into consideration in any future planning of heritage language teaching in state schools.

In Chapter 11, Stergiani Kostopoulou uses a corpus of exam papers of four subjects of the Irish lower-secondary curriculum (namely, Geography, History, Mathematics and Science) in order to examine the language employed in the instructions given. The findings reveal systematic phraseological patterns commonly employed in all exam papers. The researcher suggests the above empirical data should be incorporated into teaching as they may help students understand the linguistic choices made in formulating subject-specific instructions in examinations.

Zoe Kantaridou and Iris Papadopoulou in Chapter 12 focus on the concept of intercultural competence with a view to its implementation in courses of English for students of Business Administration. The notions of culture and *cultural intelligence* in the Management literature are compared to and linked with the notion of culture in the Linguistics literature and, ultimately, with the notion of *intercultural performance* and its importance within the communicative approaches to language teaching. As the authors suggest, intercultural competence should involve an awareness of both the native and the target culture and such competence can be better enhanced through task-based learning.

2.3. CLIL at primary, secondary and tertiary levels

Content and Language Integrated Learning (CLIL) is a hot issue in most European countries today and it has been promoted in schools as well as in universities as a more direct and economical way of teaching and learning a foreign language. CLIL exposes learners to authentic uses of the target language in naturalistic contexts, as the L2 becomes the medium of teaching and learning a school or university subject rather than being a

mere school or university subject itself; thus it is expected to have a positive impact on learners' L2 development. CLIL has a central place in the present volume as an alternative approach to L2 instruction at all educational levels, namely, primary, secondary and tertiary.

Seven chapters are included in this thematic unit. The first three set the scene for more specialised topics related to primary, secondary and tertiary education that the next four chapters address.

In Chapter 13 Άννα Αναστασιάδη-Συμεωνίδη (Anna Anastassiadis-Symeonidis), Μαρία Μητσιάκη (Maria Mitsiaki), Ελένη Βλέτση (Eleni Vletsis), Σμαρώ Οικονόμου (Smaro Ekonomou) and Κατερίνα Αλεξανδρή (Katerina Alexandri) present a project for teaching Greek through Physics to non-native students of junior secondary schools in Greece. This 9-hour project is based on the theoretical premises of CLIL as well as those of Strategy-Based Learning and takes into consideration the guidelines of the new curriculum both for the teaching of Physics and the teaching of Modern Greek. The authors detail the suggested project and point out that it may enhance both academic and language literacy skills, through the pedagogical exploitation of written and oral texts.

After presenting the theoretical premises of Content-Based Instruction (CBI), Ελευθερία Ζάγκα (Eleftheria Zaga) discusses in Chapter 14 how a new curriculum that models CBI has been piloted in 168 secondary schools in Greece since 2010. The author points out that the new curriculum aims at the development of both oral and written skills, while the old curriculum, still adopted by the majority of schools, mainly aims at the enhancement of writing and reading. The author also discusses how in the new curriculum, teaching is oriented towards both the communicative and academic skills that may enable native and non-native learners to cope with the demands of both the Greek language courses and those of the other subjects.

Emma Dafouz, in Chapter 15, provides an overview of the internationalisation process in higher education worldwide, with specific focus on Europe, by discussing the vital role of foreign languages, teachers' and students' attitudes towards changes in classroom discourse practices, and the implications that the teaching and learning of content through an additional language may have for student educational outcomes, both from a subject matter and a foreign language perspective.

In Chapter 16 Angeliki Psaltou-Joycey, Marina Mattheoudakis and Thomaï Alexiou investigate the effect of CLIL on language learning strategy use by learners of English who attend a Greek primary school. Besides effects of age and gender on strategy use, results reveal interesting differences between learners who attended CLIL classes in addition to

their regular English classes and those who attended only regular English classes: The CLIL group tend to use strategies relevant to fluency more than the non-CLIL group. These findings may indicate that CLIL enhances communicative skills.

In Chapter 17, Ioanna Ziaka discusses primary school learners' skill performance in English, as well as their emotional loading to the implementation of a year-long pilot CLIL project on Environmental Studies. The results revealed that, for the CLIL learners to outperform their non-CLIL counterparts in listening, reading and writing, an average and high degree of language competence is required whereas low competence CLIL learners' linguistic skills do not differ from those of non-CLIL learners; as for their emotional reactions to the CLIL approach, these were positive for many learners by the end of the year.

In Chapter 18 Βαββάρα Δημοπούλου (Barbara Dimopoulou), Ελένη Ριζικόβα (Helen Rizikova) and Αθανασία Σελέντη (Athanassia Selenti) discuss the production of teaching material for students of Balkan origin. This focuses on the subject of Contemporary and Modern History in the third grade of Greek Secondary education and aims to teach Greek as a foreign language through History and vice versa, i.e., History through Greek as a foreign language. The authors conclude that such teaching approaches may boost learners' motivation in relation to the subject of History.

Marina Tzoannopoulou, in Chapter 19, studies the input presentation strategies of four Greek university lecturers using English as a medium of instruction while teaching their academic subjects (CLIL) to a group of Erasmus students from various European countries. Using both quantitative and qualitative data, the author concludes that the lecturers concentrate mainly on content while showing less concern about focus-on-form, they prefer the lecturing style they are accustomed to, and are reluctant to attend training in how to teach more efficiently in English or cooperate with the English instructor.

2.4. ICT applications in cross-curricular language education

Web-based environments have often been used in the classroom and at home to support student-centred learning, to increase student motivation and autonomy, to create teaching and study-materials, and to promote cooperation between diverse learning environments. Issues related to the implementation of ICT in education for the development of L1 or FL literacy are explored in the following four chapters of this volume.

In Chapter 20, Dimitrios Koutsogiannis, Maria Pavlidou and Stavroula Antonopoulou discuss the construction of different realities with regard to the relationship between digital media and literacy education in the secondary school curricula of two widely distant educational contexts such as Finland and Australia. In the case of Finland, ICT is implemented as a cross-curricular theme which influences all school subjects, whereas in the case of Victoria in Australia, ICT is used as a teaching medium which facilitates learning as well as being a medium for new literacy practices to be developed.

Bessie Mitsikopoulou in Chapter 21 explores the notion of enrichment in the context of EFL textbooks and argues for the adoption of a principled approach to digital enrichment. The author presents the case of the Digital School Project, a large scale project of the Greek Ministry of Education for primary and secondary education and suggests that the specific approach to digital enrichment could be useful in other foreign language contexts where digital enrichment of textbooks is attempted.

In Chapter 22, Eriñli Roubou employed questionnaires in order to investigate the use of assistive technology in foreign language writing in the context of a process approach to writing. Her study provided evidence of positive attitudes towards incorporating technology tools in English language learning; however, there were also mixed feelings towards the process approach, mainly on the part of students.

In Chapter 23, Maria-Iliana Kontogianni examines the use of web 2.0 and its pedagogic potential as an instructional tool within the foreign language teaching context. The article focuses on the relation between social networking and naturalistic learning through immersion, based on learners' interaction with native speakers and being supported by the web 2.0.

3. Summary and Conclusion

Certainly, there is a lot more to be said about the themes addressed in the papers of the present volume. Cross-curricular approaches, intercultural considerations, the learning of languages following content-based teaching, materials development for the new curricula and methods, as well as the contribution of ICT to the redirection of education constitute areas of current research in Europe and elsewhere. However, with the central focus on Greece's educational system, the challenging new ideas enlisted in this volume being implemented by enthusiastic academics and dedicated practitioners, aspire to add useful insights into the relevant issues and promote ideas and practices worthy of being further

investigated. Language education, be it the L1, an L2 or an additional language, will always be a challenging endeavour while there are learners to be taught and teachers to lead them to the realm of literacy.

It is hoped that the present volume will attract a wide and diverse readership given that current applied linguistic research seems to support the adoption of interdisciplinary approaches to language and content education; as a result of this, educational policy designers have already started to promote them and support their use in the educational systems of several countries. Such top-down decisions have triggered an increased interest among practitioners in the implementation of cross-curricular approaches which seem to take various forms according to the educational and cultural context. The results of such applications should be of interest to all stakeholders, policy designers, researchers and practitioners alike. Publications like the current one are thus expected to address the need of policy designers to evaluate educational innovations, the theoretical concerns of applied linguists with regard to the impact of such approaches on learners' progress, and also the needs of practitioners for more concrete teaching applications.

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Greece

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CROSS-CURRICULAR APPROACHES

CHAPTER ONE

THREE LANGUAGES, THREE SCHOOL SUBJECTS, ONE THEMATIC FRAMEWORK: A CROSS-CURRICULAR APPROACH TO LANGUAGE LEARNING IN MUSLIM MINORITY SCHOOLS

LYDIA MITITS

Abstract

The aim of the present study is the design, implementation and evaluation of a macro-focused language learning/teaching framework involving 6th grade pupils in a Muslim minority primary school in Thrace, Greece and their English, Greek and Turkish language teachers. It is based on a cross-curricular theme, *The Solar System*, and intends to enhance the learning of the three languages, the relevant content knowledge and cross-linguistic awareness. Classroom observation, semi-structured interviews of the teachers and the pupils and their linguistic outputs in the form of learning products were the methods of data elicitation, which all contributed to confirming the hypothesis that a cross-curricular approach to learning languages (as a form of Content and Language Integrated Learning–CLIL) is not just an option but a necessity in a multilingual classroom where three languages coexist. It is the author's firm belief that pupils in Muslim minority schools would significantly benefit from the introduction of cross-curricular thematic frameworks involving various school subjects and all three languages–Greek, Turkish and English.

1. Introduction

It is strongly believed by the author and supported in the literature (McCarthy, 1997; Harris & Grenfell, 2004) that teachers of different

languages should be brought together in order to implement a cross-curricular approach to language learning that would raise metalinguistic awareness and create mental pathways for cross-linguistic transfer found in multilinguals. The development and the use of metalinguistic awareness in language learning imply a degree of interaction among the learners' prior languages. This interactive aspect of knowledge is especially emphasized in Jessner (2006) who believes the multilingual mind to be a complex dynamic system and learning within this system to be a non-linear process but reversible and dependent upon the interaction with the existing knowledge (see also Herdina & Jessner, 2002). More particularly, in terms of metalinguistic awareness and metacognitive skills, the interactive aspect of knowledge in the mind is emphasized and it is argued that such interactions are at the origin of the enhanced abilities and skills found in L3 learners (De Angelis, 2007). The cross-curricular approach in our study is based on the above claims as well as on the theories of how children think and learn and how they learn languages, and is designed around an adapted Task-Based Learning (TBL) model suggested by Ellis (2003) which can be defined as a communicative, meaning-oriented approach focusing on the content and process of learning as opposed to solely focusing on language structures and learning products.

2. Background

Aspects of bilingual education, cross-curricular teaching, content-based teaching and others are now often seen as parts of a wider term—Content and Language Integrated Learning (CLIL). The term CLIL mainly means teaching other school subjects through L2, usually English. A CLIL teacher is required to focus both on content and the language necessary to teach a particular content. With young learners in a primary school context, both language teachers and class/subject teachers can benefit from implementing aspects of CLIL across the curriculum and integrating non-linguistic abilities into language learning (Darn, 2009).

2.1 Multilingualism in the classroom

Multilingualism has been defined as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (European Commission, 2007, p. 6). This is a broad definition which includes various levels of proficiency and communicative abilities in the languages used by a multilingual individual (Cenoz, 2009).

Cummins (2007) draws on research data and concludes that conceptual knowledge in L1 and L2 (or, it can be added, in any additional language) is interdependent, meaning that concepts, academic content and learning strategies transfer across languages. He argues that neither the “direct method” (instruction exclusively through the target language) nor the “two solitudes” (strict separation of languages in an immersion program) assumptions have research basis. This monolingual instructional orientation should be complemented by bilingual/multilingual instructions as they are more efficient and consistent with the interdependence that exists among languages. The “interdependence hypothesis” expressed by Cummins (2005a) will be adapted to the present teaching context as follows: To the extent that instruction in Turkish (L1), Greek (L2) or English (L3) is effective in promoting proficiency in L1, L2 and L3, transfer of this proficiency will occur provided there is adequate exposure and motivation to learn L1, L2 and L3. In our case L2 and L3 are typologically similar languages allowing for the transfer of linguistic proficiency, while L1 is a typologically dissimilar language where transfer will occur mainly on the conceptual level. Generally the sociolinguistic situation enables the following types of transfer: Conceptual elements, metacognitive and metalinguistic strategies, pragmatic aspects of language use, specific linguistic elements and phonological awareness.

Whether it is an added language, like English, or any of the school languages, Turkish and Greek, the “interdependence hypothesis” implies that it is pedagogically sound to teach for transfer across languages and that a form of contrastive analysis can help investigate similarities and differences in the three languages and develop linguistic awareness. As far as translation is concerned, Cummins (2007) points out empirical evidence for the pedagogical usefulness of translation practices and proposes as an example of bilingual instruction strategies a creation of “dual language multimedia books”. The present project involves creating “three-language books” including, among others, translation of short texts from English into Turkish and Greek. According to Cummins (2005b), some of the benefits of creating such books are that learners take ownership of the language they write in and this ability to express themselves in more than one language helps them develop their multilingual identities and appreciate the ability to communicate in three languages.

Such trilingual books are still a novelty in the Greek educational context. Probably the first one came as a result of research in Greek primary schools conducted by Tsokalidou (2005) who documented a lack of teachers’ awareness of issues related to bilingualism as well as to the bilingual students’ social and educational needs and proposed the creation