CLILNetLE

DIGITAL PRACTICES IN AND OUT OF THE CLIL CLASSROOM: CYPRUS

A Report by CLILNetLE Working Group 4

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NOTE. This country report presents results from the Cyprus dataset, collected as part of two pan-European surveys administered by WG4 of the COST Action CLILNetLE. For the main report see *Digital Practices in and out of the CLIL Classroom: A pan-European survey of students and teachers*.

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1. Digital Literacies Student Survey (DLSS): Cyprus

1.1. Introduction

CLIL (Content and Language Integrated Learning) education in Cyprus is a relatively recent development, having been introduced primarily at the primary and pre-primary levels (Ioannou Georgiou, 2023). This approach allows for the integration of foreign languages, particularly English, into both language and content lessons within educational institutions in Cyprus. However, only a limited number of schools, and more recently some kindergartens, are implementing CLIL on a voluntary basis.

Since 2006, pilot research projects funded by the European Commission have facilitated the introduction of foreign languages into primary education in Cyprus (Kiely, 2010; Cyprus Pedagogical Institute, 2009; MOEC, 2010; Cyprus Pedagogical Institute, 2017). More recently, this initiative has expanded to include pre-primary education as well (MOECSY, 2020).

This research, being carried out in a number of primary schools around Cyprus, aims to examine how and to what extent Content and Language Integrated Learning (CLIL) teachers engage with digital practices in CLIL teaching and learning. We collected teachers' views and opinions through a quantitative questionnaire that was distributed via a URL link. The researchers decided to conduct a survey exclusively with CLIL teachers in Cyprus at the primary school level, choosing not to include a survey for students this time because of application fees required for the National Cyprus Bioethics Committee.

2. Digital Literacies Teacher Survey (DLTS): Cyprus

2.1. Introduction

The survey in Cyprus was undertaken in February-May 2024. There were several phases of data collection. Two researchers and two institutions in Cyprus were survey administrators: Dr Evdokia Pittas, University of Nicosia, and Dr Sviatlana Karpava, University of Cyprus. The researchers had worked collaboratively regarding the application to the Cyprus National Bioethics Committee and data collection.

In the Republic of Cyprus, CLIL is implemented only in some schools and on a voluntary basis. The researchers contacted all schools with CLIL provision based on the lists prepared by the Ministry of Education and the Cyprus CLIL Coordinating Centre.

The first researcher contacted all the schools in Nicosia district (*N*=16), from the 2021-2023 CLIL list, between February 27, 2024, and April 6, 2024. She contacted the schools via email, phone, and personal visits. She also had meetings with CLIL teachers asking them to encourage other CLIL teachers to complete the questionnaire. As a result, by March 21, 2024, there were 21 responses from Nicosia, and by April 6, the number of responses collected in this area had increased to 24. The schools that did not complete the questionnaire were contacted for a second time via email and phone.

Overall, 35 schools (from the 2021-2023 list) and 22 schools (from the list 2019-2021) were contacted via email and phone by the second researcher, who also visited 14 schools in person. There were 4 phases of data collection in this case, during the months of February, March, April, and May. Each school was contacted at least 4 times: 1) the initial contact via email and 2) via phone, and then a reminder 3) via email, and (4) via phone and email.

Every two weeks, there was an update from Qualtrics regarding the number of the teachers who participated in the survey and the geographical distribution.

Overall, it should be admitted that there was a low response rate of the CLIL teachers in Cyprus (only 28 teachers took part in the survey), this could be because CLIL is implemented only in some schools (primary level) and only by some teachers. Additionally, if the teachers were to leave the school or move to another school, then the CLIL programs would not be implemented anymore in that specific school. This is what most of the principals from the schools (2019-2021 list) reported. This is an interesting situation in terms of research as more efforts should be put in order to raise awareness and develop CLIL programs in Cyprus. It should be noted that after data clearing, the data from only 8 participants remained for further data analysis and interpretation. This is the data that will be considered in this report.

2.2. Summary of main findings

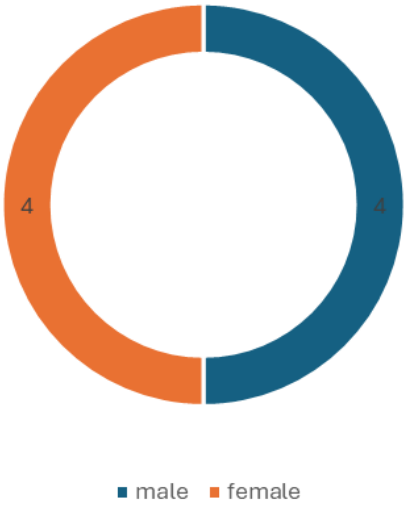
- From the number of the participants, half of them were male and the other half, female.
- Three of the participants were monolingual, and five were bilingual.
- From the 8 participants, three had Greek as an L1, three had English, one had German, and one participant selected the option 'other'.
- The official language of schooling was Greek. One participant chose German as the official school language.
- The subjects that CLIL teachers taught in a CLIL context were Language and Communication, Natural Sciences, Philosophy, Ethics or Religion, Physical Education, Sports and Health, Biology, Chemistry and Physics, Health and Healthcare.
- Seven of the participants denoted that their students' age range was 9-12, while one participant denoted that their students' age range was 13-16 & 17-21.
- The main language of schooling was Greek followed by Romanian.
- The main CLIL language was English, followed by Greek and German.
- Participants had an average of 18 years of teaching experience, and 5 years of CLIL teaching, 50% of teachers were trained in CLIL. The majority of teachers took both informal training in CLIL and professional development courses.
- Six of the participants taught (foreign) language lessons, while two of them did not.
- Four of the participants taught English as a foreign language, one taught German as a foreign language, and the other one taught Greek as a foreign language.
- Regarding participant's language use in CLIL lessons, there was multilingualism. Only one teacher used only CLIL language.
- Computers and mobile phones were mostly used both for personal use and work, whereas consoles were used only for teaching.
- Technologies used in CLIL classes for every lesson included digital projectors and interactive whiteboards or smartboards.
- The minimum time teachers spent on digital technologies in CLIL lessons is 10 minutes, and the maximum was 30 minutes.
- Most of the teachers' experienced challenges when implementing digital technologies in their context.
- Most of the teachers integrated effectively technology into their teaching and learning, by including videos, images, interactive elements, and selecting digital resources, tools, or platforms appropriately.
- Six out of 8 participants taught non-CLIL lessons.
- Most of the teachers agreed ('somewhat agree' or 'strongly agree') that students' disciplinary literacy skills improved when incorporating technology into CLIL.
- Most of the teachers considered that it was important to have an understanding of students' use of technology outside of schools when designing teaching and learning practices for the CLIL classroom.
- Most of the teachers were not quite sure whether the use of technology was more beneficial for developing disciplinary or simply language skills.
- Most of the teachers sometimes discussed or talked with their students about technology they use outside of school.
- Most of the teachers 'rarely' or 'never' made an explicit link between these discussions about technology and learning in the CLIL classrooms.
- The teachers 'rarely', 'sometimes' or 'never' provided specific guidance or suggestions to students on how to utilise technology outside of school to improve their CLIL languages.

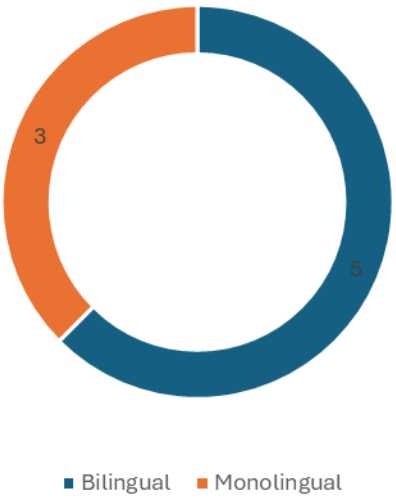
- The teachers believed that their students (9-12 years old) mainly used social media, gaming, video streaming, and educational games outside the classroom.
- The students used English as their main CLIL language for online gaming.
- Only half of the respondents had heard about Critical Digital Literacies.
- Most of the teachers did not provide answers regarding the frequency of the use of CDLs in CLIL teaching. But for those participants who answered the questions, there was a distribution of their answers from 'rarely' to 'always'.

2.3. Participant background

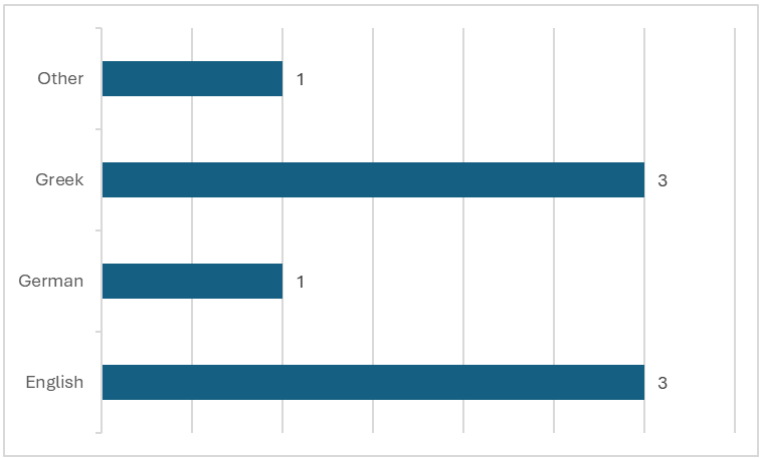
From the number of participants (*N*=8), half of them were male and the other half were female.

Data analysis showed that three of the participants were monolingual and five were bilingual.

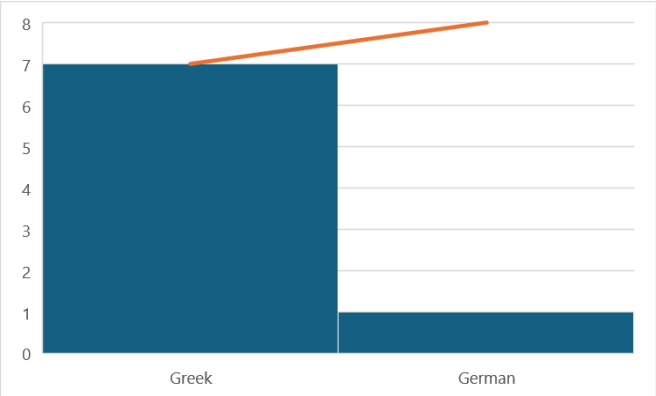




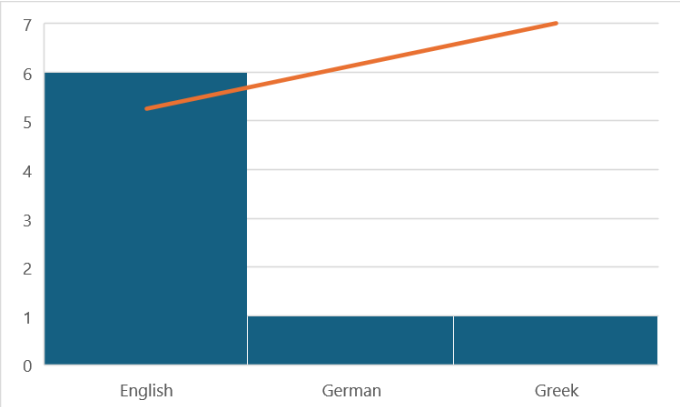
From the 8 participants, three of them had Greek as an **L1**, three of them had English, one of them had German, and one participant selected the option 'other'.



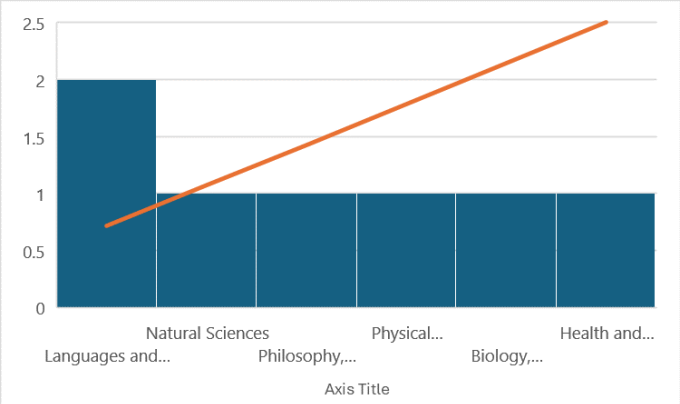
Data analysis showed that the **official language of schooling** was Greek. One participant chose German as the official school language.



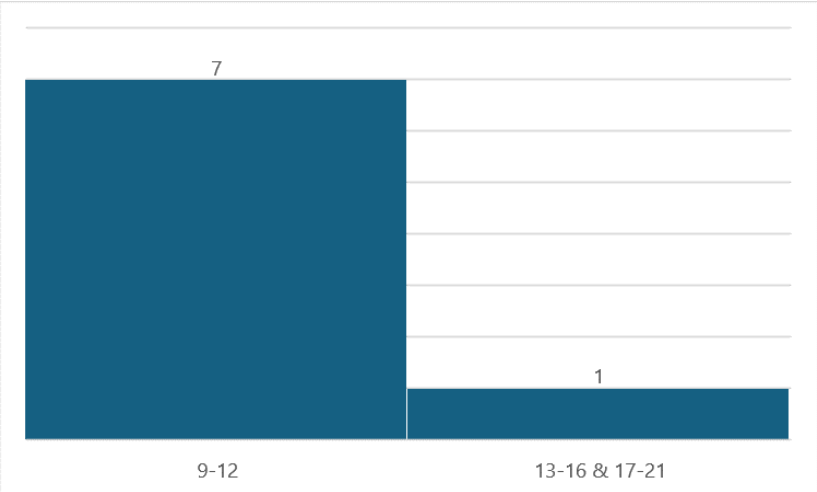
Analysis of data showed that the **main CLIL language** was English followed by Greek and German.



The **subjects** that were taught **in a CLIL context** were Language and Communication (*N*=2), Natural Sciences (*N*=1), Philosophy, Ethics or Religion (*N*=1), Physical Education, Sports & Health (*N*=1), Biology, Chemistry & Physics (*N*=1), Health & Healthcare (*N*=1).



Seven of the participants denoted that their students' **age range** was 9-12, while one participant denoted that their students' age range was 13-16 & 17-21.



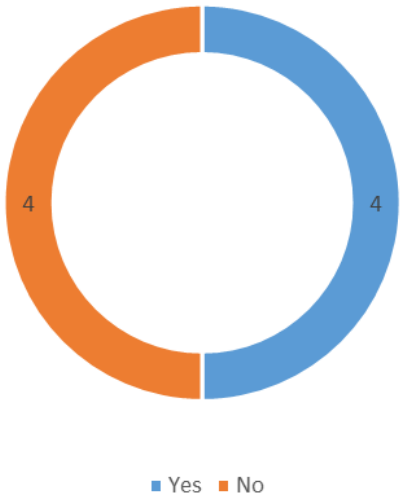
Data analysis showed that mean and standard deviation for participant's **years of teaching experience** was 17.75 (*SD* 8.76).

Years of teaching experience	
Mean	17.75
Standard Error	3.098098
Median	21
Mode	23
Standard Deviation	8.762746
Sample Variance	76.78571
Kurtosis	-0.95952
Skewness	-0.68642
Range	24
Minimum	3
Maximum	27
Sum	142
Count	8
Largest (1)	27
Smallest (1)	3
Confidence Level (95.0%)	7.325839

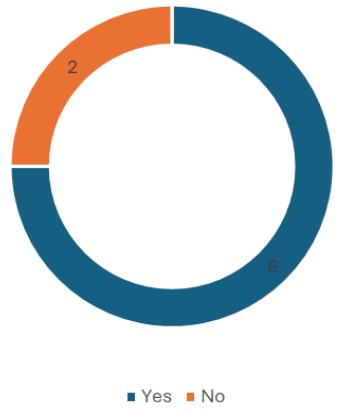
Data analysis showed that mean and standard deviation for participant's **years of CLIL teaching experience** was 5.57 (*SD* 4.15).

Years of CLIL teaching experience	
Mean	5.571429
Standard Error	1.571429
Median	3
Mode	3
Standard Deviation	4.157609
Sample Variance	17.28571
Kurtosis	-0.91711
Skewness	1.067842
Range	10
Minimum	2
Maximum	12
Sum	39
Count	7
Largest (1)	12
Smallest (1)	2
Confidence Level (95.0%)	3.845147

50% of teachers were **trained in CLIL**. The majority of teachers took both informal training in CLIL and professional development courses.



Six of the participants taught **(foreign) language lessons**, while two of them did not teach (foreign) language lessons.

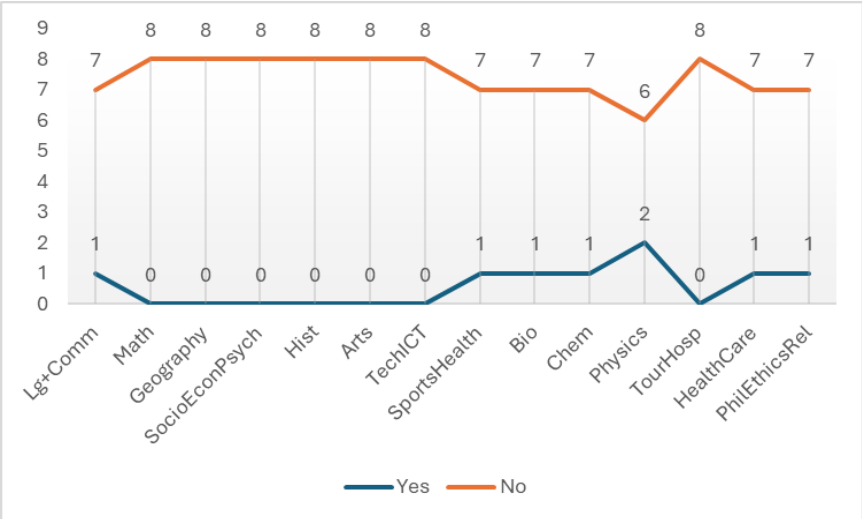


Four of the participants taught English as a foreign language, one taught German as a foreign language, and the other one taught Greek a foreign language.

Foreign language teaching	
German	1
English	4
Greek	1

2.4. Participants' CLIL teaching experience

The **subjects** that CLIL teachers taught in a CLIL context were Language and Communication, Sports, Health, Biology, Chemistry, Physics, Healthcare, and Philosophy, Ethics and Religion.



The following table provides the descriptives regarding the **objectives of CLIL teaching**.

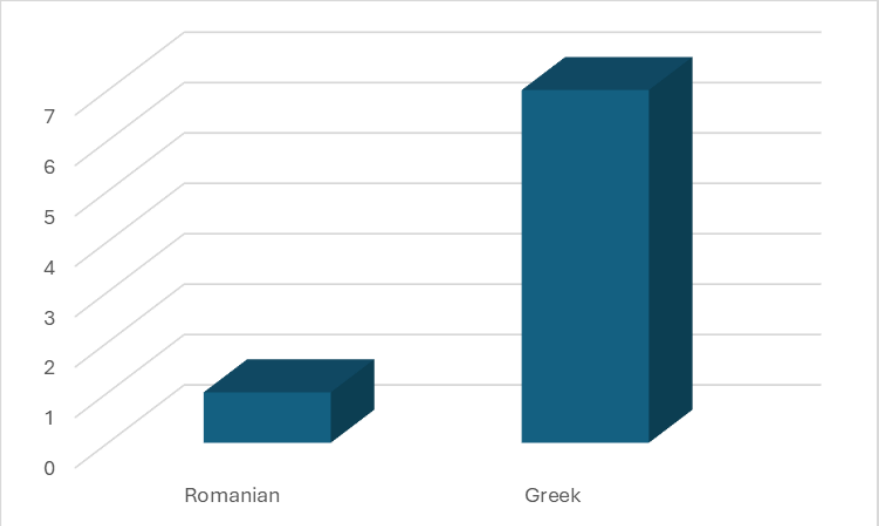
Objectives of CLIL teaching	
Mean	66.5
Standard Error	7.9102104
Median	54
Mode	54
Standard Deviation	22.37345366
Sample Variance	500.5714286
Kurtosis	-0.990928469
Skewness	0.958051977
Range	54
Minimum	46
Maximum	100
Sum	532
Count	8
Largest (1)	100
Smallest (1)	46
Confidence Level (95.0%)	18.70467535

Mean and standard deviation for participant's **language use in CLIL lessons** was 57.7 (*SD* 30.8). Only one teacher used only CLIL language.

Language use in CLIL lessons	
Mean	57.71428571
Standard Error	11.64497498
Median	66
Mode	#N/A
Standard Deviation	30.80970781
Sample Variance	949.2380952
Kurtosis	1.33446912
Skewness	-0.76447156
Range	98
Minimum	2
Maximum	100
Sum	404
Count	7
Largest (1)	100
Smallest (1)	2
Confidence Level (95.0%)	28.49422727

2.5. Participants' school environment

Main language of schooling is Greek (*N*=7) followed by Romanian (*N*=1).



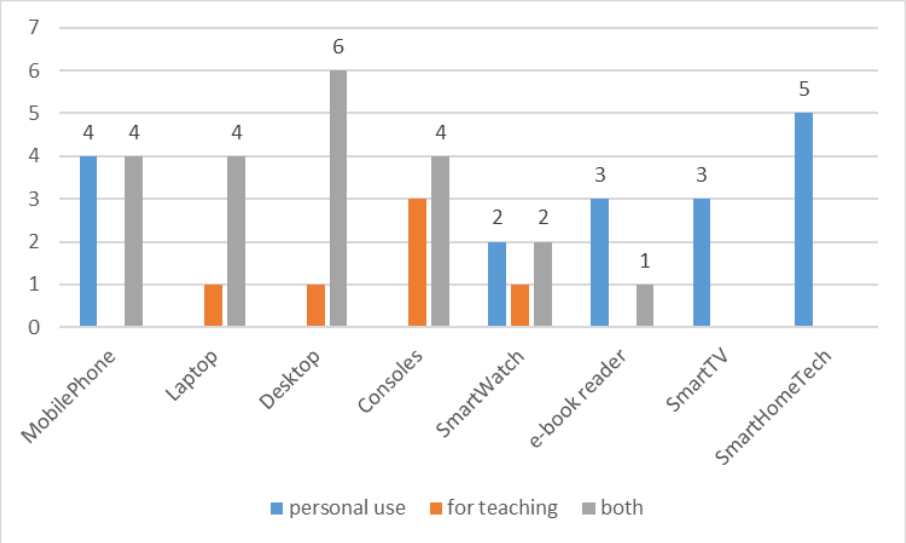
Mean and standard deviation for **bi/multilingual students** was 38.5 (*SD* 27.02). The majority of students were not bi/multilingual.

Bi/multilingual students	
Mean	38.5
Standard Error	9.554356
Median	30
Mode	30
Standard Deviation	27.0238
Sample Variance	730.2857
Kurtosis	-0.5104
Skewness	0.907824
Range	70
Minimum	10
Maximum	80
Sum	308
Count	8
Largest (1)	80
Smallest (1)	10
Confidence Level (95.0%)	22.59246

2.6. Use of digital tools in CLIL

Computers were mostly used both for **personal use and work**. Mobile phones were mostly used for personal reasons and work, whereas consoles are used only for teaching.

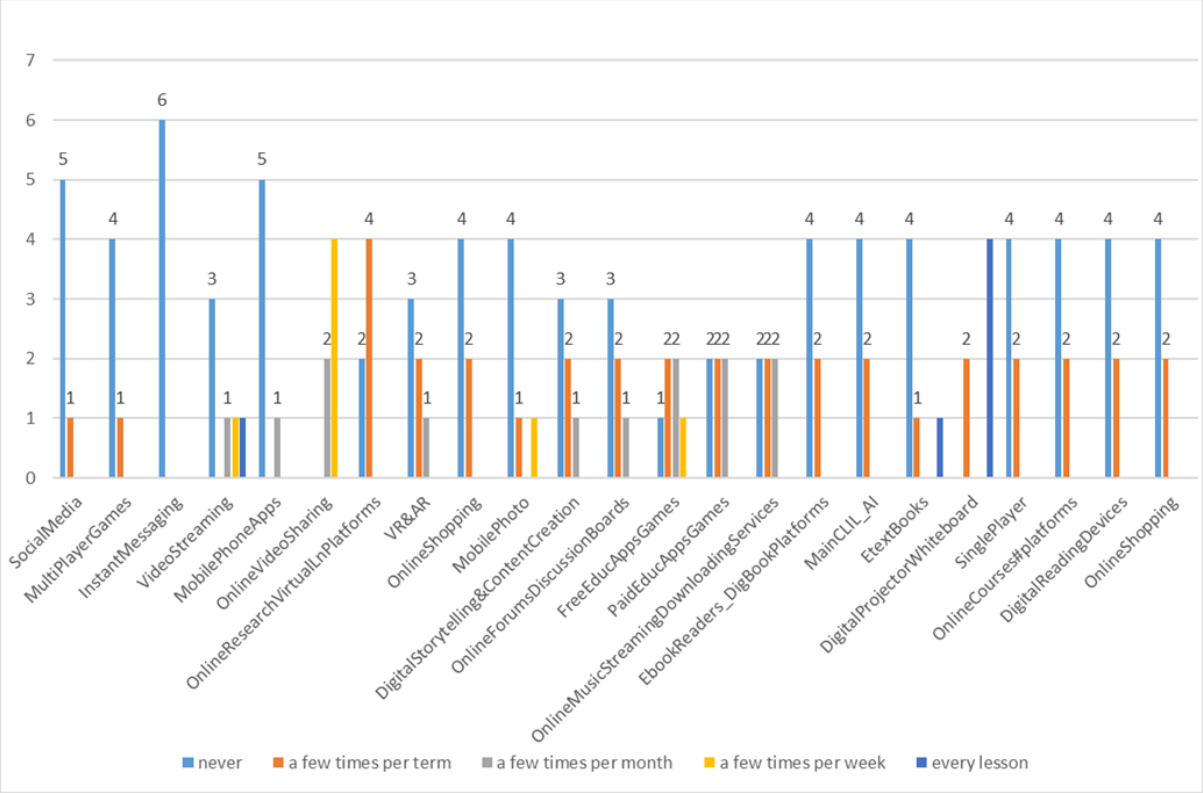
	Personal use	For teaching	Both
Mobile phone	4	0	4
Laptop	0	1	4
Desktop	0	1	6
Console	0	3	4
Smart watch	2	1	2
E-book reader	3	0	1
Smart TV	3	0	0
Smart home tech	5	0	0



Technologies used in CLIL classes for every lesson included digital projectors and interactive whiteboards or smartboards.

	Never	A few times per term	A few times per month	A few times per week	Every lesson
Social media	5	1	0	0	0
Multiplayer gaming	4	1	0	0	0
Messaging	6	0	0	0	0
Video streaming	3	0	1	1	1
Phone apps	5	0	1	0	0

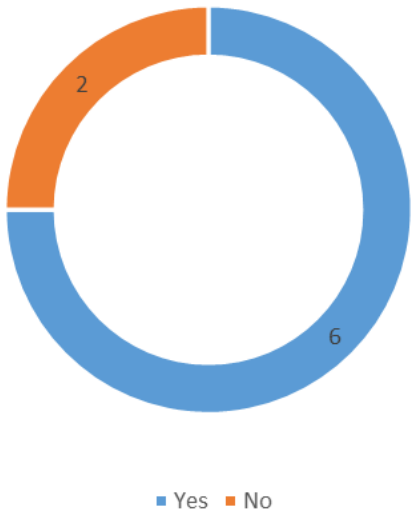
Online video sharing	0	0	2	4	0
Online research	2	4	0	0	0
VR	3	2	1	0	0
Online shopping 1	4	2	0	0	0
Mobile photography	4	1	0	1	0
Digital storytelling	3	2	1	0	0
Online forums	3	2	1	0	0
Free educational apps	1	2	2	1	0
Paid educational apps	2	2	2	0	0
Online music streaming	2	2	2	0	0
E-book readers	4	2	0	0	0
AI	4	2	0	0	0
E-textbooks	4	1	0	0	1
Digital projectors	0	2	0	0	4
Single player games	4	2	0	0	0
Online courses	4	2	0	0	0
Digital reading	4	2	0	0	0
Online shopping	4	2	0	0	0



The minimum **time teachers spent on digital technologies in CLIL lessons** was 10 minutes, and the maximum time was 30 minutes.

Time spent on digital technologies in CLIL lesson	
Mean	17.5
Standard Error	4.031129
Median	12.5
Mode	10
Standard Deviation	9.874209
Sample Variance	97.5
Kurtosis	-1.95266
Skewness	0.817982
Range	20
Minimum	10
Maximum	30
Sum	105
Count	6
Largest (1)	30
Smallest (1)	10
Confidence Level (95.0%)	10.36235

Six out of 8 participants taught **non-CLIL lessons**.



Mean and standard deviation for **use of digital technology in CLIL vs non CLIL** was 62.2 (*SD* 9.9). The majority of teachers did not use digital technology in CLIL classrooms.

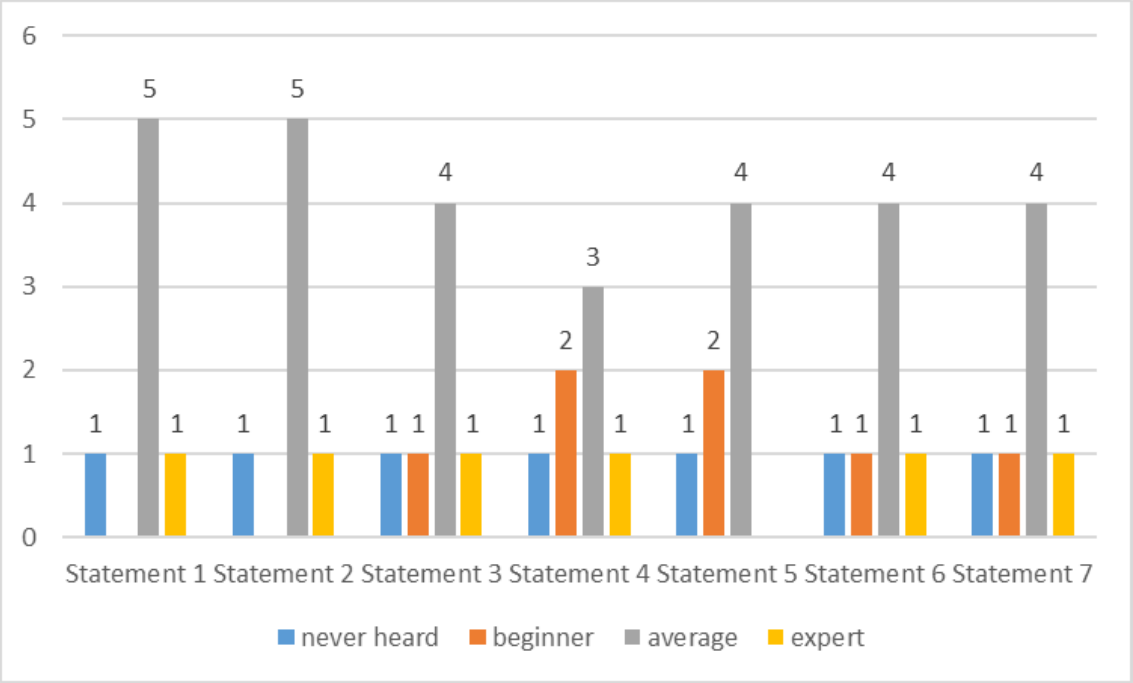
Use of digital technology in CLIL vs non CLIL	
Mean	62.2
Standard Error	9.976973
Median	50
Mode	#N/A
Standard Deviation	22.30919
Sample Variance	497.7
Kurtosis	2.837161
Skewness	1.741395
Range	53
Minimum	47
Maximum	100
Sum	311
Count	5
Largest (1)	100
Smallest (1)	47
Confidence Level (95.0%)	27.70052

2.7. Teachers' competences and challenges

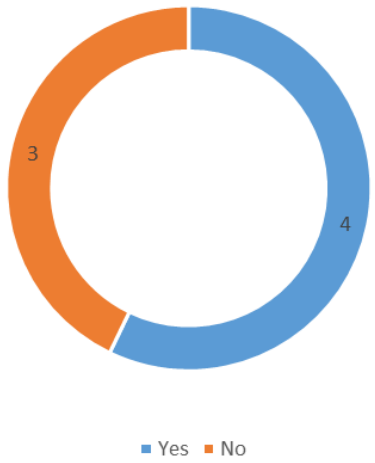
Most of the teachers integrated effectively **technology into their teaching and learning**, by including videos, images, interactive elements, and selecting digital resources, tools or platforms appropriately. Teachers were asked to rate their expertise level for each of the following 7 statements:

- I integrate effectively technology into my teaching and learning including videos, images, interactive elements. (**Statement 1**)
- I select digital resources, tools or platforms appropriately. **(Statement 2**)
- I align my use of digital tools and resources with specific learning objectives. (**Statement 3**)
- I encourage and facilitate communication and collaboration between students using digital technologies. (**Statement 4**)
- I assess students and provide feedback to students using digital tools. (**Statement 5**)
- I evaluate my own digital strengths and weaknesses easily. (**Statement 6**)
- I adapt teaching, learning and assessment using digital technologies to ensure that learning experiences are inclusive. (**Statement 7**)

	Never heard	Beginner	Average	Expert
Statement 1	1	0	5	1
Statement 2	1	0	5	1
Statement 3	1	1	4	1
Statement 4	1	2	3	1
Statement 5	1	2	4	0
Statement 6	1	1	4	1
Statement 7	1	1	4	1



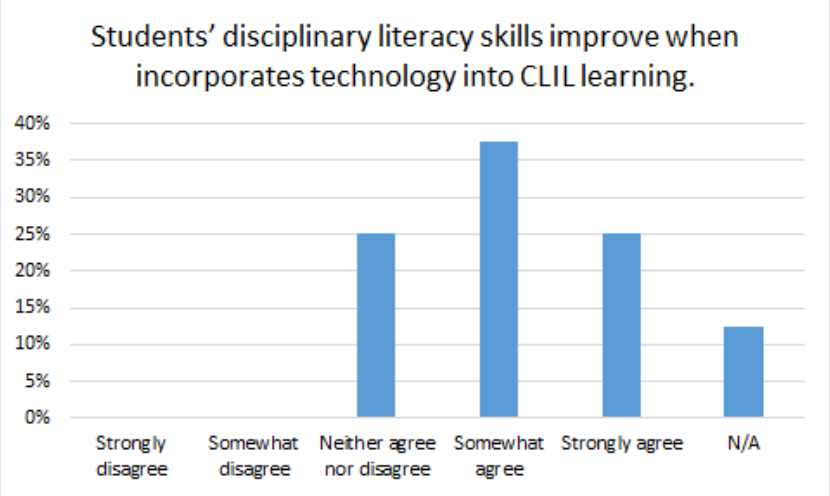
Most of the teachers' experienced **challenges** when implementing digital technologies in their context.



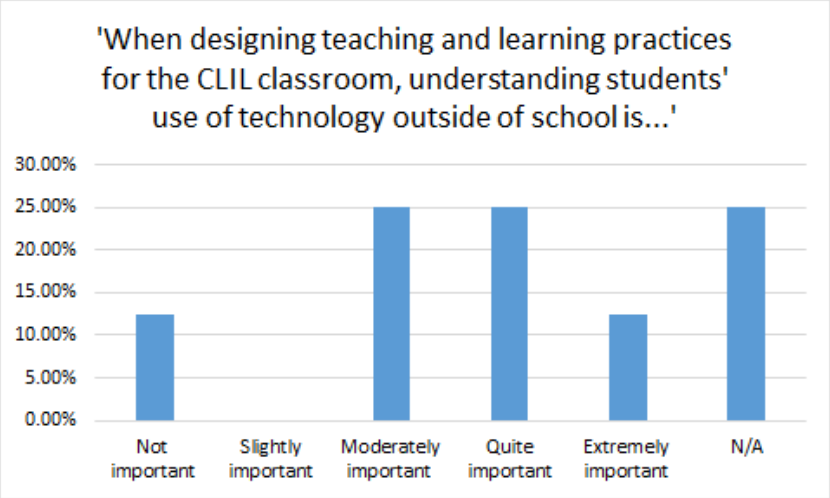
2.8. Teachers' perceptions of digital technologies in CLIL

The analysis of the data showed that most of the teachers agreed ('somewhat agree' or 'strongly agree') that students' disciplinary literacy skills improved when incorporating technology into CLIL learning.

Students' disciplinary literacy skills improve when incorporating technology into CLIL learning.	
Strongly disagree	0/0%
Somewhat disagree	0/0%
Neither agree nor disagree	2/25%
Somewhat agree	3/37.5%
Strongly agree	2/25%
N/A	1/12.5%



The analysis of the data showed that most of the teachers considered that it was important ('moderately', 'quite', and 'extremely') to have understanding of students' use of technology outside of schools when designing teaching and learning practices for the CLIL classroom.



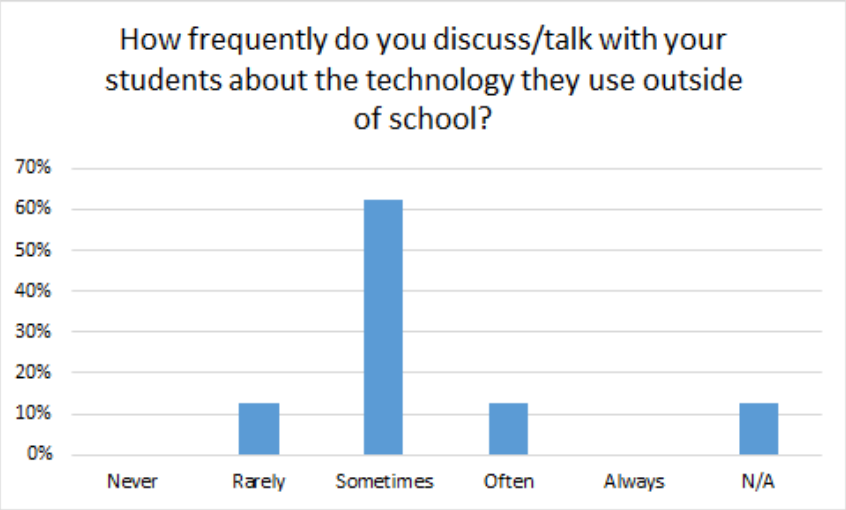
The analysis of the data showed that the teachers were not quite sure whether the use of technology was more beneficial for developing disciplinary or simply language skills.

Your students' use of technology outside the classroom.				
	Language skills (range 1-49%)	**Neutral (50%)**	**Bi/Multilingual Disciplinary Literacy Skills (range 51-100%)**	**N/A**
Do you think that their use of technology is more beneficial for developing disciplinary literacy skills or simply language skills?	2 (19% and 29%)	1 (50%)	2 (63% and 65%)	3

2.9. Students' digital competences: teachers' perceptions

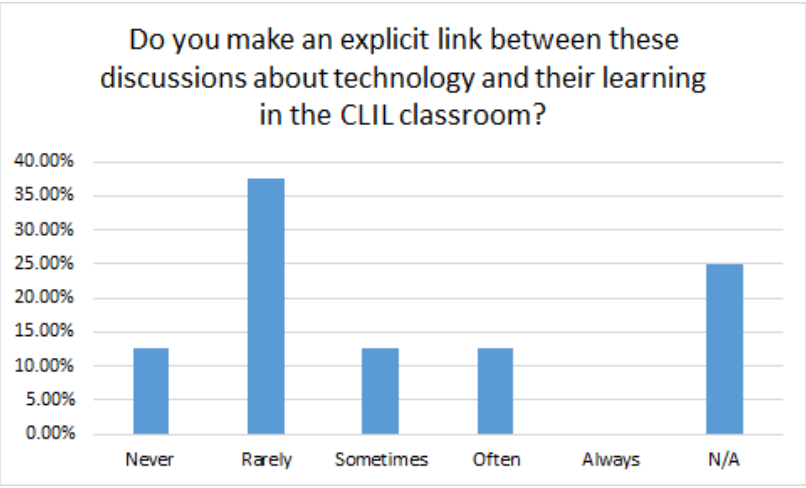
The analysis of the data showed that most of the teachers 'sometimes' discussed or talked with their students about technology they use outside of school.

How frequently do you discuss/talk with your students about the technology they use outside of school?	
Never	0/0%
Rarely	1/12.5%
Sometimes	5/62.5%
Often	1/12.5%
Always	0/0%
N/A	1/12.5%

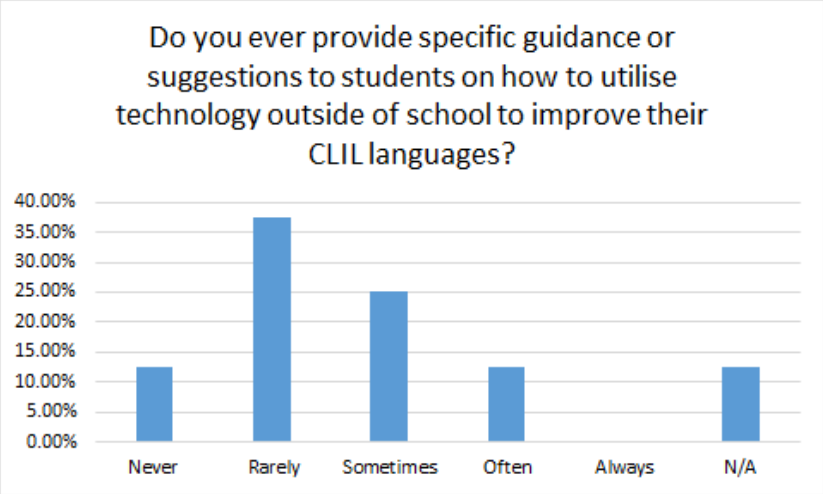


The analysis of the data showed that most of the teachers ‘rarely’ or ‘never’ made an explicit link between these discussions about technology and their learning in the CLIL classrooms.

Do you make an explicit link between these discussions about technology and their learning in the CLIL classroom?	
Never	1/12.5%
Rarely	3/37.5%
Sometimes	1/12.5%
Often	1/12.5%
Always	0/0%
N/A	2/25%



The analysis of the data showed that the teachers 'rarely', 'sometimes' or 'never' provided specific guidance or suggestions to students on how to utilise technology outside of school to improve their CLIL languages.



2.10. Students' extramural use of digital technologies: teachers' perceptions

The analysis of the data with respect to **teachers' perceptions** regarding students' extramural use of digital technologies showed that teachers believed that their students (9-12 years old) mainly used social media, gaming, video streaming, and educational games outside the classroom.

The students mainly used English as their main CLIL language for online gaming.

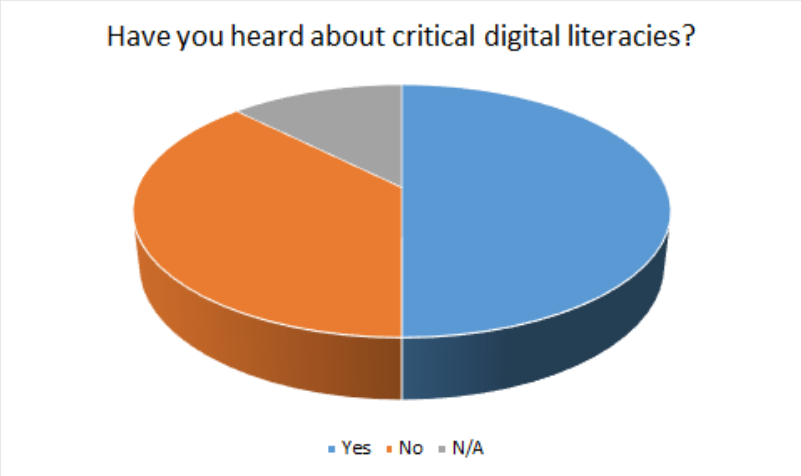
Students use of technology outside the classroom (aged 9-12)	**Yes**	**No**
Social media	5/62.5%	3/37.5%
Gamins	5/62.5%	3/37.5%
Instant messaging	2/25%	6/75%
Video streaming	6/75%	2/25%
Mobile apps	4/50%	4/50%
Online sharing	4/50%	4/50%
Online research	2/25%	6/75%
VR & AR	0/0%	8/100%
Online shopping	0/0%	8/100%
Mobile photo	2/25%	6/75%
Digital content	0/0%	8/100%
Online board	1/12.5%	7/87.5%

Educational games	5/62.5%	3/37.5%
Online streaming	3/37.5%	5/62.5%
E-book readers	1/12.5%	7/87.5%
AI	0/0%	8/100%

Which tools do students use outside school in main CLIL language?	**English**	**N/A**
Social media	4/50%	4/50%
Gamins	5/62.5%	3/37.5%
Instant messaging	2/25%	6/75%
Video streaming	4/50%	4/50%
Mobile apps	4/50%	4/50%
Online sharing	4/50%	4/50%
Online research	2/25%	6/75%
VR & AR	0/0%	8/100%
Online shopping	0/0%	8/100%
Mobile photo	2/25%	6/75%
Digital content	0/0%	8/100%
Online board	1/12.5%	7/87.5%
Educational games	3/37.5%	5/62.5%
Online streaming	3/37.5%	5/62.5%
E-book readers	1/12.5%	7/87.5%
AI	0/0%	8/100%

2.11. The teaching of Critical Digital Literacies in CLIL

Only half of the respondents had heard about critical digital literacies.



The analysis of the data showed that most of the teachers did not provide answers regarding the frequency of the use of CDLS in CLIL teaching. For those participants who answered the questions, there was a distribution of their answers from ‘rarely’ to ‘always’.

	Never	Rarely	Sometimes	Often	Always	N/A
Assess the credibility, accuracy and reliability of online information	0/0%	1/12.5%	1/12.5%	1/12.5%	1/12.5%	4/50%
Analyse and interpret media bias, understand persuasive techniques (i.e. photo editing, decontextualized images), examine stereotypes (i.e. stereotypical images of masculinity).	0/0%	2/25%	1/12.5%	0/0%	1/12.5%	4/50%
Discuss issues related to online privacy, cyberbullying, digital footprint and responsible online behaviour	0/0%	1/12.5%	0/0%	1/12.5%	0/0%	6/75%
Discuss how to be safe online	0/0%	0/0%	1/12.5%	0/0%	1/12.5%	6/75%
Use digital technologies to foster communication, collaboration and knowledge sharing	0/0%	1/12.5%	0/0%	1/12.5%	0/0%	6/75%
Using technology to solve problems	0/0%	1/12.5%	0/0%	1/12.5%	0/0%	6/75%
Discuss the principles of copyright, piracy	0/0%	2/25%	0/0%	0/0%	0/0%	6/75%
Encourage students to reflect on their own digital skills	1/12.5%	0/0%	1/12.5%	0/0%	0/0%	6/75%

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