

eGuide on oral
Communication



Erasmus+

Erasmus + Project: Let's Enjoy Dialoguing

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This eGuide on oral communication has been created for the Erasmus KA2 Project: “Let’s Enjoy Dialoguing” (LED).

Five schools are in the project: IES de Infiesto, Infiesto, Asturias, Spain, I.C. Montemurro, Gravina in Puglia, Italy, Gimnazjum im. Wladyslawa Stanislawy Reymonta, Lodz, Poland, Liceul Ortodox Episcop Roman Ciorogariu, Oradea, Romania, Pajurio Stanislovo Birziskio Gimnazija, Pajurio, Lithuania.

This work reflects the result of their study. All the opinions expressed here are the participants’ opinions.

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- *Poland
- *Romania
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What are CLIL subjects?

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- *Poland
- *Romania
- *Spain

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Chapter five: Conclusion

Chapter three:

What about CLIL subjects?

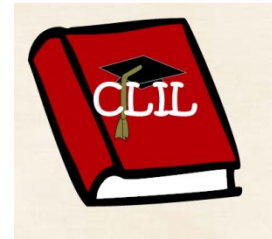
Let's start by defining CLIL:

CLIL is an acronym which stands for 'Content and Language Integrated Learning'.

Not many teachers know this definition as CLIL subjects are in day a day conversation defined as "non linguistic subjects", that is subjects which are taught in English but whose curriculum is not English Language.

So "Content and Language Integrated Learning (CLIL), means:

"Students learn a subject using English as a tool for learning. The CLIL Teacher teaches his subject and does not focus on the learning on English as a Foreign Language".



It provides learners with the opportunity to learn different subjects through the medium of a foreign language, i.e. English.

CLIL can be used by teachers who teach subjects through English (i.e. history, geography, sciences, sports, etc.) to primary/secondary non-native English speakers. It can also be used by teachers of English as it allows students to learn both content and language in real-life situations.

There is a dual approach: students learn the subject in English but the teacher focuses also in learning the English Language. This approach colloquially means "Killing two birds with one Stone".

As the students study the CLIL subject, they learn English without requiring extra time. This approach is good for administrative reasons as it does not imply changes in the curriculum.

But studying CLIL subjects may arise problems such as:

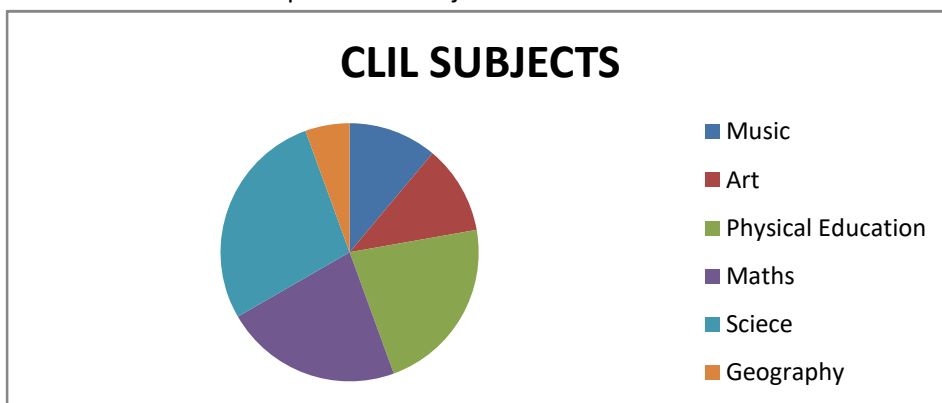


- Sometimes the teacher would have to adjust the methodology to ensure that the students understand the content.
- Materials should be adapted to CLIL subjects as sometimes they are difficult to find.
- Teachers must check the process of learning as difficulties may arise easily for the students.

To overcome the language barrier, teachers sometimes need to plan their lessons to include language support as well as content teaching. Difficulties may easily arise as there may be problems both with the language ability and with the contents.

Students may have to struggle with vocabulary and syntax as they are learning in the same lesson the new subject concepts the teacher is introducing and the language they need for expressing these concepts.

Which are the most frequent CLIL subjects?



How do the school in the project deal with CLIL activities?

Poland:

In **Gimnazjum in Wiączyń Dolny** only few teachers apply CLIL. The main reason is lack of appropriate level of language skills among teachers and very narrow access to teacher training courses and workshops. Four teachers participated in a CLIL training organized in Great Britain: the Biology teacher, the Math teacher, the Design Technology teacher and the English teacher as a coordinator of CLIL at school.

Subjects taught using CLIL (or rather elements of the method) at our school:
Mathematics, Design Technology and Biology .

The teachers mentioned above cooperate with English teachers. The reason is that subject teachers need support with implementation of CLIL.

The proportion of English language used during CLIL classes is around 25% - 50%. The reason can be connected with the fact that scientific subjects are concerned to be more difficulty even in the native language.

The next problem is that our subject teachers are not language teachers so they can rely only on their own English skills and students knowledge of the language. The subject teacher must introduce a lot of new vocabulary, translate certain aspects into Polish, do exercises and repeat material. They use CLIL methods to teach the particular subject and the language at the same time. Teaching CLIL requires not only a different approach but also more visual materials and a big number of exercises adapted to CLIL.

Romania:

At Liceul Ortodox "Episcop Roman Ciorogariu" they haven't had CLIL in the curricula before, we discussed about it at the teachers meeting and decided upon having CLIL in our school due to the implementation of LED Erasmus+ project.

The main aim of CLIL introduction is to achieve the objectives of LED where CLIL plays an important role in helping teachers and students improve their communication skills in English. Teachers will learn the basic principles of CLIL, plan CLIL lessons and exchange ideas regarding issues of classroom management, lesson planning and materials development. On the other hand CLIL will promote collaboration between participants. Lessons will be held in classrooms and computer lab, as well as outside. Our approach is to base the learning process on practical rather than theoretical knowledge as CLIL is designed on active learning methods.

CLIL activities scheduled in 2016/2018:

1. History lessons – hold in the Citadell of Oradea and the Tower of Oradea where students prepare and present projects about the structure and history of the Citadell as well as of the city (in English)
2. Biology lessons – hold in nature (zoo, woods, mountains, trips) where students can study the local flora and fauna and present their portfolio.
They can also get inspired by the landscape, sounds of nature (birds, water) and draw or paint.
3. Sports lessons – hold in the schoolyard – games where communication is English.
4. Physics lessons – hold in the Physics lab - experiments explained in English.
5. Literature lessons – theatre.
6. Primary lessons – songs and theatre.

Spain:

At IES de Infiesto we have had CLIL subjects since 2008 when the school entered this programme. The teachers selected to teach CLIL subjects must have a certification provided by the government. This kind of studies is called “Bilingual Education” in Spain. At any school teachers can choose to teach one subject or another, depending on the certificate the teacher has.

At IES de Infiesto the subjects chosen were Math in the four levels of Secondary Education, Science at the first level or Secondary Education and Physics and Chemistry at the second level of Secondary Education.

These subjects are normally hard for students, and that is why the number of participants is decreasing year after year.

CLIL teachers try to teach the same contents both for bilingual and non bilingual students. That is why bilingual students must do a higher effort to reach these contents as we add the level of English necessary to fulfill them. CLIL teachers try to speak English in class as much as possible but sometimes they have to use the native language for further explanations.



So... trying to reach a conclusion about the dealing with CLIL subjects at school, we could say that it is interesting and enriching for any school to have CLIL subjects. It is challenging for teachers to deal with them and they must be taken in consideration as, undoubtedly, it means a great effort for them.

The LED team considers, after focusing on CLIL subject that the key to succeed lies in teaching subject not with a higher degree of difficulty but subjects the student can master with a normal effort

and which make him be aware of his progress easily.