English as a language of communication

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Content, Contenu, Inhalt

Main themes Thèmes centraux Hauptthemen	□ multilingualism, plurilinguisme, Mehrsprachigkeit □ intercultural learning, apprentissage interculturel, interkulturelles Lernen □ school climate, climat scolaire, Schulklima **X professional development, développement professionnel, fachliche Entwicklung**				
Target group Groupe cible Zielgruppe	□ primary, primaire, Grundschule	□ lower sec., college, Unterstufe	**X upper sec., lycée, Oberstufe**	□ vocational, voie professionnelle, berufsbildende Schule	□ adult, adultes, Erwachsene
Key words Mots clefs Schlüsselwörter	**- active use of English as a foreign language / usage actif de l'anglais langue étrangère / aktive Verwendung von Englisch als Fremdsprache**				

Concept, Concept, Konzept

X learning and teaching, apprendre et enseigner, lernen und lehren
X cooperating, coopérer, zusammenarbeiten
X project management, gestion de projet, Projektmanagement
□ survey and interview, enquête et interview, Umfrage und Interview
□ event and communication, événement et communication, Veranstaltung und Kommunikation

Format, Format, Format

□ learner's work / teacher's project, travaux d'élèves / projet pédagogique, SchülerInnenarbeit, Unterrichtsprojekt
□ audio/video recording, enregistrement audio/video, Audio-**/Videoaufnahme**
X report and analyse, compte-rendu et analyse, Bericht und Analyse
□ scheme / plan / poster, schema / plan / affiche, Schema / Plan / Poster
□ test and assessment, test et évaluation, Test und Beurteilung

Relevance, Pertinence, Relevanz

This example shows how an EOL partner school made its first steps into EOL. Taking into account the specific needs of the students and teachers is one the main success factors.

Cet exemple montre comment une école partenaire d'EOL a fait ses premiers pas dans EOL. La prise en compte des besoins spécifiques des élèves et des enseignants est l'un des principaux facteurs de réussite.

Dieses Beispiel zeigt, wie eine EOL-Partnerschule ihre ersten Schritte in EOL unternommen hat. Die Berücksichtigung der spezifischen Bedürfnisse der SchülerInnen und Lehrkräfte ist einer der wichtigsten Erfolgsfaktoren.

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Presentation of topic: - the system has been developed at school level for learners at A1-A2 level; there are no further skills needed
- the main aim is to improve language skills and motivate students to actively use English
- in a voluntary course named "English Conversion" the students participate in speaking activities, ranging from speaking games and language tasks to sketches and plays

Target group: young language learners, A1-A2 level

Staff involved: language teacher

Interesting facts about project: good insight into language learner's development (especially when the focus usually lies on written tasks and reading exercises)

Project analysis

A Equipment, organisation, design
The sessions take place in a classroom. However, there is no traditional classroom setting. For example, the students sit within a circle or the classroom becomes a stage, tables and chairs act as props.

B Status of language education
The course shows the necessity of active engagement in the language process. Furthermore, it puts looking after students first. Tasks are designed according to the wishes and needs of students.

C EOL tools
With reference to the EOL matrix, students on the NANO level learn how to work together with peers. Further, they are taught how to interact with others in a foreign language. As the learners are very young, their willingness to learn is derived from intrinsic motivation.
When looking at the MICRO-level, it's important that the teachers have detailed knowledge of the curriculum. They have to be aware of the students' needs and abilities that they have already acquired.
On a MACRO-system, the most relevant stance is the possibility to implement such a language course. In other words, a school must have the resources to offer such a course at school. Whether such a course is successful in a multicultural environment is difficult to say, as it was tested with a rather homogeneous group of students.
As the matrix offers a great variety of factors to create an appropriate language environment, I personally feel it is difficult to use a label. In my opinion, a checklist would be more useful.

D Impact of EOL

The main impact of the project was that the students learn to use English in an environment that is different to the regular classroom atmosphere. This creates a strong bond between personal needs and the language and is in contrast to language being a subject in school. Though there is no further project mentioned in the paper, the EOL project once again raised awareness of the importance of the learning environment. Various attempts of expanding the learning environment have been made.

There were no other schools included into the project. However, a native speaker joined the course once, giving an insight into the culture of the English-speaking world.

E Sustainability

The EOL project offers a great overview of what might have to be taken into account when developing or using techniques for language learning. It is difficult to take all suggestions on boarding just one project. Based on my experience I would rather recommend to develop a project that focus on only a small number of aspects from the matrix.