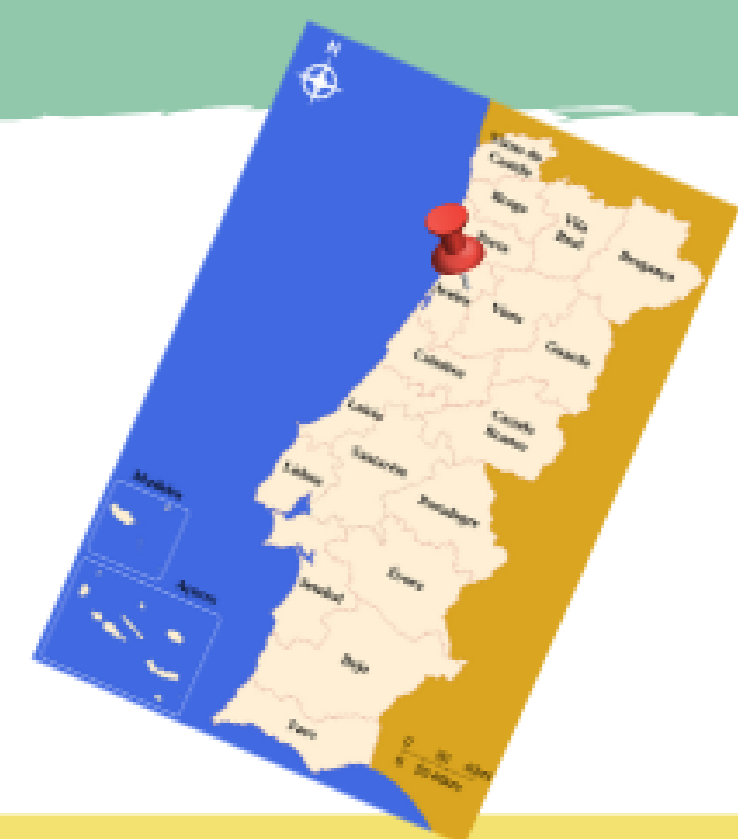
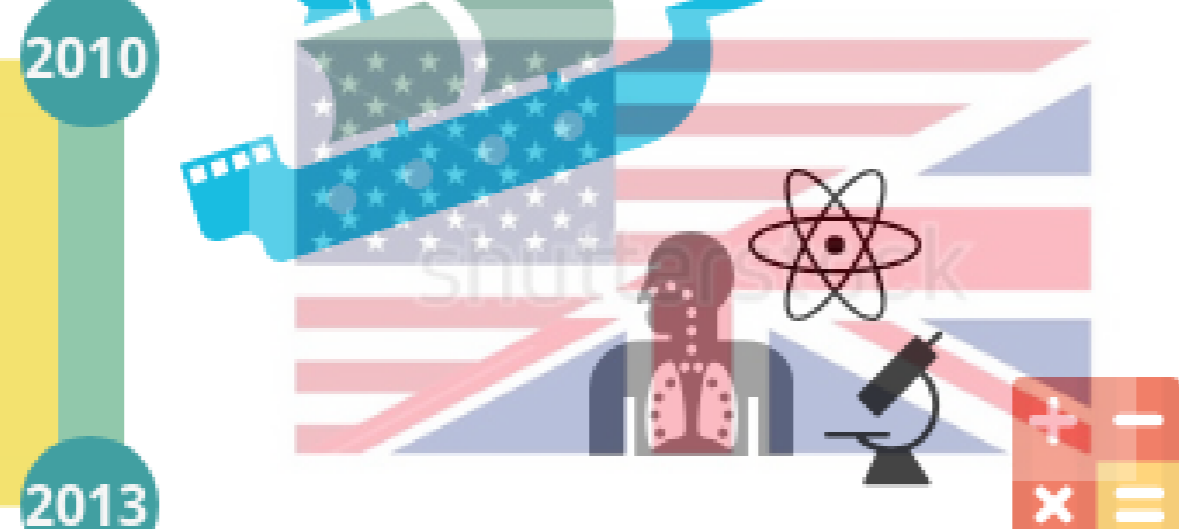


HOW SUBJECTS ARE LEARNT USING FOREIGN LANGUAGES

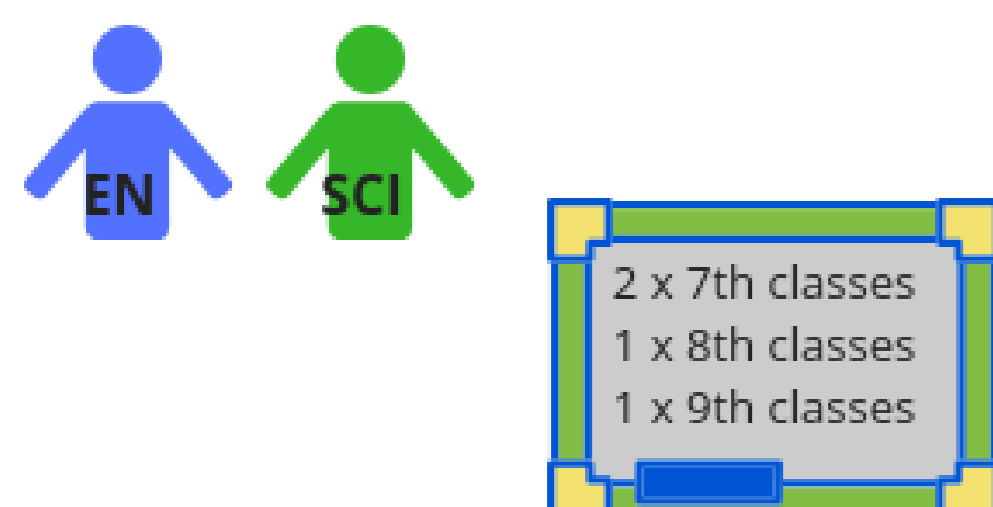


2006
European school - French section top-down initiative

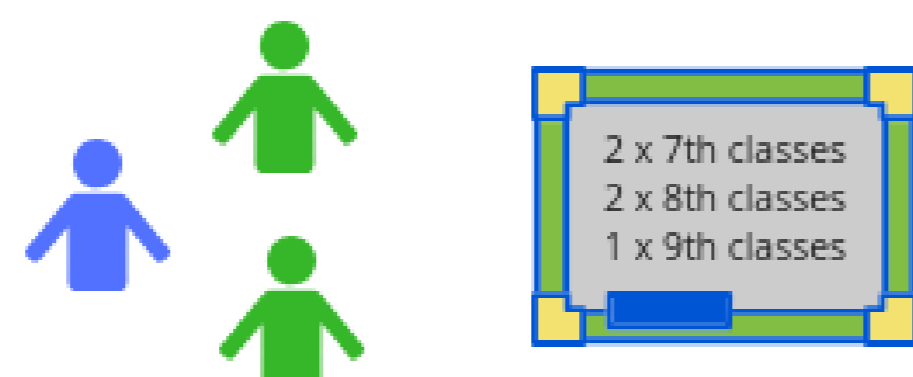
English Plus in History bottom-up initiative (also Science, Math, etc.) first collaboration with UA



2013
2014
English Plus in Science bottom-up initiative



English Plus in Science bottom-up initiative



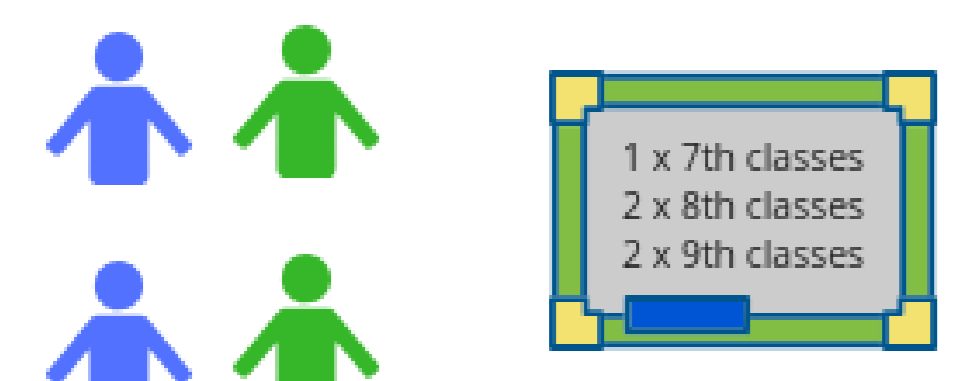
new collaboration with UA-DEP: our empirical study and some results

- Science and English teacher interview
7th and 8th student questionnaire
High School student interview
EP teachers in focus group
- Observation of EP and HP classroom practices, lesson planning and other moments (unformal chats, phone calls, etc.)
- Implementation of CLIL-type classroom activities
- Workshop with interested School teachers and continuous resource sharing

updated context characterization (EP programme)

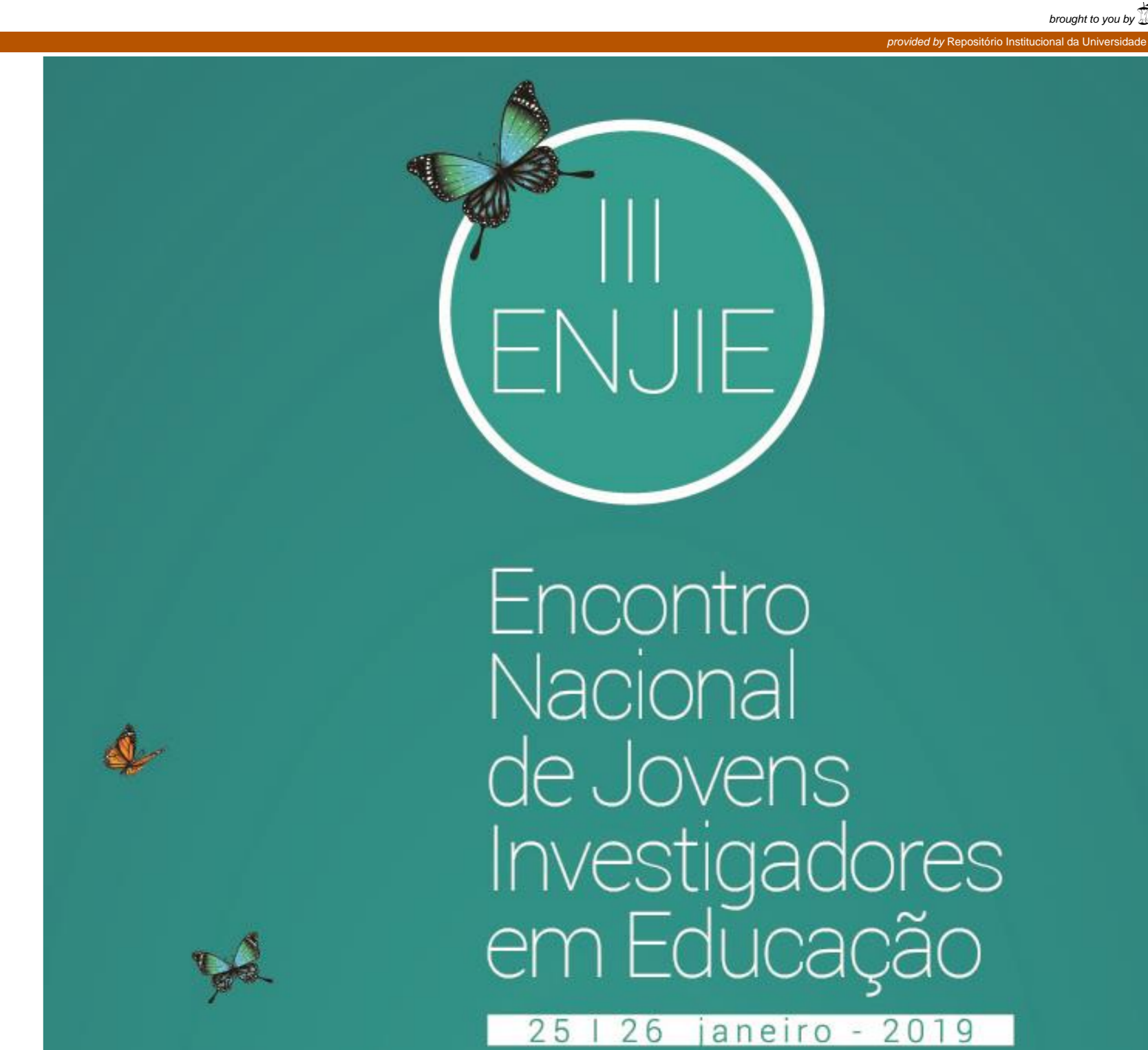
- Theor. Science classes (EP); EN+SCI teachers (45')
- Theor. Science classes (non); SCI teacher (45')
- Pract. Science classes (non); SCI teacher + 1/2 class (45')
- HP on socio-cultural Science topics (EP); EN teacher (45')
- EN+SCI teacher co-planning, 1/w (not always possible)
- Extra-curricular activities (theatre, trips, etc.)
- Attendance in EP classes, not compulsory

2016
English Plus in Science bottom-up initiative (involvement of other subject teachers too) and...*Français Plus*.



UA, University of Aveiro EN, English SCI, Science
DEP, Department of Education and Psychology
EP, English Plus HP, project hour
CLIL, Content and Language Integrated Learning

NOT JUST LANGUAGE PROMOTION: SPEAKING ENGLISH CAN ALSO IMPROVE SCIENCE LEARNING!!

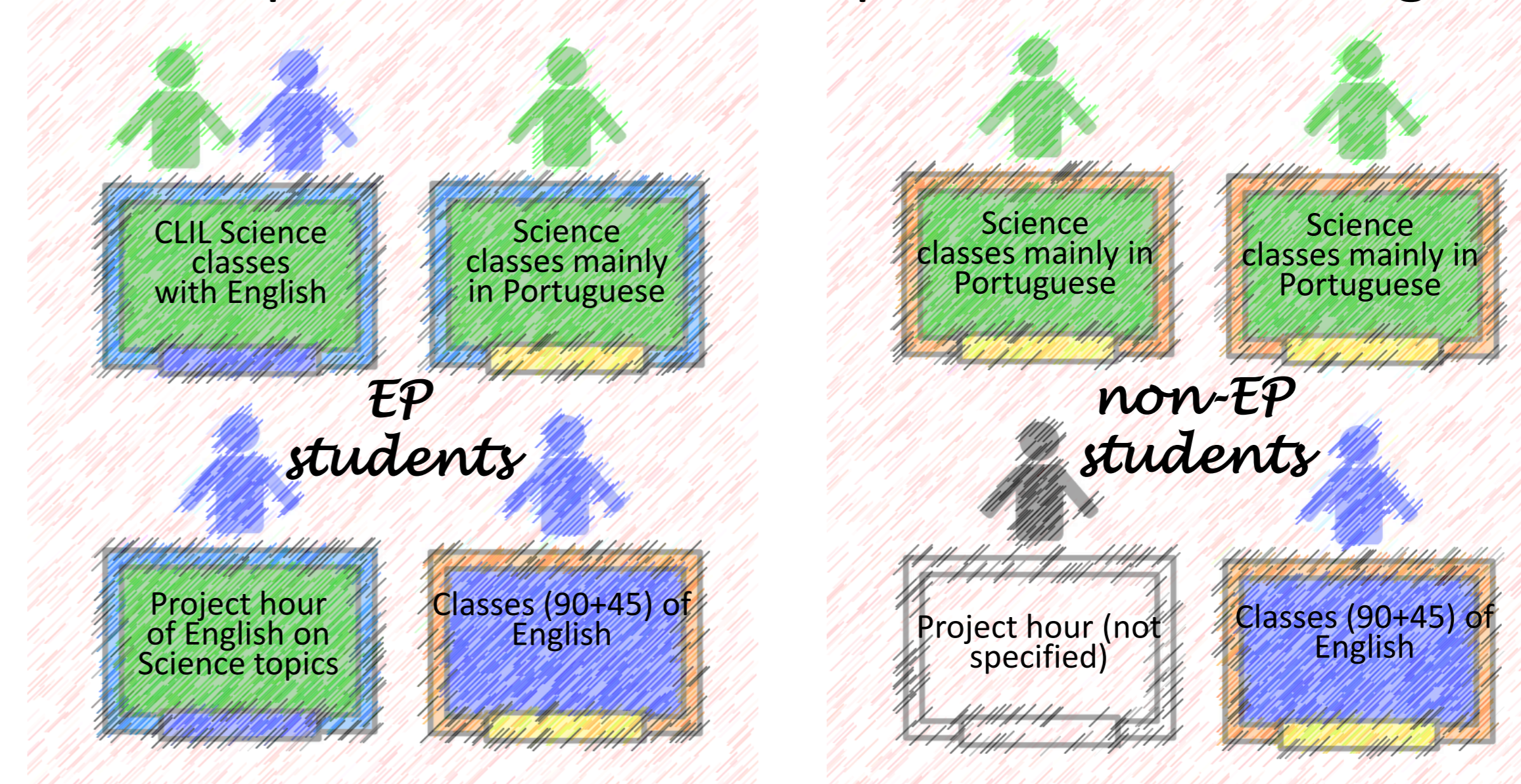


INCLUSIVE FEATURES FROM THE STUDY OF ONE PROGRAMME INTEGRATING THE LEARNING OF SPECIFIC SUBJECTS WITH THE ENGLISH USE AND LEARNING AT MIDDLE SCHOOL

CONTEXT CHARACTERIZATION AND RELEVANT RESULTS

Valentina Piacentini
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- ✓ The presence of an additional language such as English fosters more teacher attention on difficulties learners can have with Science languages;
- ✓ A CLIL-type approach is a context whereby teachers of specific subjects are encouraged to renovate strategies and resources, covering a diversity of styles;
- ✓ CLIL classes represent a meaningful learning environment for the foreign language (other than private language schools) and provide motivation for the non-linguistic discipline, improving Science learning;
- ✓ School projects such the CLIL-type "English Plus" engage students as members, language teachers and teachers from other areas and different language proficiency, as well as parents in different spheres and local organizations...



Papers:

CLIL: a way to develop plurilingual and intercultural competences at schools? (forthcoming)
What can Portuguese students tell us for teacher practices integrating Content with English? (forthcoming)
The language focus of Science lessons integrated with English learning (2017)

<https://ria.ua.pt/handle/10773/22063>

Abordagem holística no sistema educativo português para desenvolver a(s) Literacia(s) das Ciências integradas com o Inglês (2016)

<https://ria.ua.pt/handle/10773/17537>

Events:

O papel da(s) Língua(s) na Educação em Ciências para professoras envolvidas num projeto CLIL do 3.º CEB (2018)

<http://hdl.handle.net/10773/24376>

Perspectives of students for orienting teaching practices in the integration between Science and English at Portuguese middle school level (2018)

<http://hdl.handle.net/10773/22778>

From the awareness on plurilingual competence to one study in Portugal revealing some inclusive achievements (2016)

<https://ria.ua.pt/handle/10773/21699>

Aprendizagem integrada das Ciências e do Inglês no sistema educativo português (2015)

<http://hdl.handle.net/10773/21695>