



HERODOT
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in higher education

Bilingual Geography

– aims, methods and challenges



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2

Contents

ABOUT THE EDITORS	5
ABOUT THE WORKSHOP LEADERS	7
Olivier Mentz, Daniela Schmeinck, Bilingual Geography – a short report of a first step	9
Agnieszka Bąk-Smyrnów, Educational Innovation – Geography in English. Using the Internet in Geography teaching	15
Anna Krzemińska, English opens the door to world, friendship and knowledge	19
Karl Donert, Przemysław Charzyński, Remigiusz Stańczyk, The Herodot Network – geographical step into the future	26
Katarzyna Papaja, Content and language integrated learning in Geography	30
Iwona Piotrowska, Methods of bilingual Geography employing a film, a mind map and a poster ..	39
Małgorzata Fedor-Kubas, Sławomir Kubas, Challenges of teaching Geography bilingually	46
Alina Wierzba, Teaching Geography in English classes	48
Aleksandra Zaparucha, Teacher-produced materials for teaching physical Geography in English in high school	54
Aleksandra Zaparucha, Student Projects for Geography and English Integrated Learning	65
Olivier Mentz, Models of Bilingual Education	88



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Bilingual Geography – a short report of a first step (by Olivier Mentz & Daniela Schmeinck)

From August 20th, 2007, to August 23rd, 2007, the National Centre for Further Training of Geography Teachers in Toruń organized a workshop entitled “Bilingual Geography – aims, methods and challenges”. The aim of this workshop – which has been the first one of this kind in Poland – was to have a first exchange of experiences and ideas between teachers of bilingual classes. Therefore the attendants of the workshop were teachers who had experienced bilingual geography since years, teachers who just started to make first efforts in teaching geography in English and teacher trainers who were interested in the practice part.

On the first day, Antoni Stark, the head of the Association of Polish Adult Educators, Toruń Branch, opened the workshop and presented the organisation as well as the publishing house SOP Oświatowiec Toruń. He explained that for the Association the focus on bilingual geography is central because it is an important aspect in today’s Europe. Afterwards, Olivier Mentz and Daniela Schmeinck, the two German workshop leaders, focussed their welcome on the idea that they were not come to Toruń in order to give the participants some kind of recipes for successful bilingual teaching but to give them background information on the development of this kind of teaching in Europe and to exchange information.

After this, Przemysław Charzyński presented two European networks of geographers:

- HERODOT (www.herodot.net), a network of geographers in higher education which is funded by the European Union
- EUROGEO, the European Association of all national Geography Association of School Teachers in Europe with a consultancy status at the Council of Europe.

On Tuesday 21st, 2007, the first real working day was especially due to goals and materials for bilingual education.

The auto-presentation of the participants was done by Daniela Schmeinck outside of the building. It was a map creating activity in which the different people had to place themselves within a fictive map in four rounds:

- their geographic origin
- their disciplinary origin (geography, language or others)
- the age of the target group they are teaching (primary, lower secondary, higher secondary, adults)
- their experience in bilingual teaching.

As a second point, the participants had to write down their expectations for the workshop. Then they defined aims of bilingual teaching, which can be summarized as follows:

- students can easier get international degree
- learning/getting knowledge about different countries
- mastering/upgrading their knowledge of English on geographical aspects (but not only)
- cross-cultural education, tolerance against other point of views
- practicing and developing language skills
- enriches vocabulary
- additional time spent with language
- prepares for future professional life, students get accustomed to speak content in English
- being able to talk more freely about e.g. Poland or geographical features in English (they even might be tour guides in future)
- expanding English technical vocabulary
- broadening prospects of employment
- language development
- students' cooperation
- culture awareness
- improving English by learning Geography – especially when we talk about social.

Then, Olivier Mentz presented several models of Bilingual Teaching. He started with the presentation of a series of technical terms all of them determining “bilingual teaching”. He pointed out that all of them are different, not only as term but also in their meanings, in their provenience, in their ideas and finally also in their focus. Most of the terms are coming out from a linguistic background and try to show up the importance of bilingual teaching for a progression of the students' linguistic competencies. The question which of them would be the right term seems nevertheless not really important. More important is to be quite sure on what should be the issue of such a kind of education.

Olivier Mentz continued by presenting the method of immersive teaching that could be determined as the origin of every further bilingual teaching. He presented the idea of total immersion (that means that all subjects are taught in the target language) and of partial immersion (that means that only a few disciplines are taught in the target language) and gave the examples of Canada (the birth place of the immersion idea), the Alsace Region and the German Land Schleswig-Holstein. After that he presented the different models of bilingual teaching in Germany. He reported that nowadays nearly 400 schools all over Germany are offering bilingual classes with one of the languages: English, French, Greek, Italian, Dutch, Russian,

Spanish or Czech. He pointed out that bilingual teaching started in Germany in the late 1960s with French as target language. In general, schools offering bilingual teaching start with one or two supplementary hours of foreign language teaching in the classes 5 and 6, followed by starting one and then several non-linguistic disciplines (e.g. Geography or History) to be taught in the target language from class 7 on. In some parts of Germany, the students taught bilingually have in the same time also one lesson per week of the non-linguistic discipline in their mother language, that means in German. The fact that more and more countries are introducing an early language learning even in the primary school will lead to a rising importance of bilingual teaching. Olivier Mentz finished his keynote by explaining that, unfortunately, scientific research has until yet nearly not tried to find out what impact this kind of teaching has or will have on the students' competencies in the non-linguistic disciplines.

After this keynote the participants discussed the question what goals bilingual geography should have. From a clear focus on the non-linguistic discipline up to only aims to improve the competencies in the target language a whole range of aims was named. Finally, the participants agreed in the idea that bilingual education should have a special focus on the non-linguistic even if the improvement of the language competencies seems to be important also.

At the end of the first morning, Olivier Mentz presented materials for bilingual geography produced and used in Germany. He distinguished several kinds of material:

- original English geography textbooks
These are textbooks written by English mother tongue geographers which means that they are written from the perspective of a native speaker. The problem of these textbooks is usually that one cannot use them in total. Therefore they can be seen as a material fund for teachers but will seldom be used in class. Another problem is that often the level of the language is too high for foreign language learners.
- adapted English materials
This means material that was created in the origin by native speakers and which has been adapted to the German school market. These are editions that could be used in school. The problem here is often that it does not completely fit to the curricula.
- textbooks for bilingual teaching
These are textbooks, which are created by German publishing houses especially to fit the needs of bilingual geography teaching. They are adapted to the curricula. Here the problem is that the material is often not originally English and therefore the aspect of authenticity is not really done.
- materials created by teachers.

The afternoon stood completely in the aim of creating bilingual lessons. At first, the participants analysed the Polish Geography curricula and tried to define suitable topics for bilingual geography. They pointed out the following topics:

- description of a certain region,
- map reading/topography/GPS,
- weather forecast,
- cultural differences and similarities,
- political geography,
- ecological aspects,
- globalization,
- tourism/travelling.

After this selection of topics, two groups were built in order to create first ideas of a bilingual lesson for one of the topics. Both groups defined aims in geography as well as in English:

a) Activity of rivers

The geographic aims of this lesson were that the students should be able to name and describe courses of the river, to explain the process of formation of land relief by the river and to use this knowledge in map-reading. The language aims were to use new vocabulary (by gap filling activities or labelling a picture) as well as to use passive voice structures with relation to the subject matter.

The organization sheet of this group showed the following steps within the lesson:

In the warming-up phase the students revise the names of main rivers of different countries. Then comes the introduction into the topic in a teacher presentation by postcards, photos and other visual aids with a explanation of the different technical terms necessary for this lesson.

In the practice phase the students make some map-reading and gap-filling activity and as feedback and revision phase comes a matching activity. As homework the students have to describe the activity of a chosen river (out of a list of rivers given by the teacher).

b) Map reading

The map-reading group showed the time sheet of a lesson for 16-year old students:

In the warming-up phase the students have to locate certain places on the map reading out the coordinates and the physical features.

Then comes the presentation phase in which the teacher explains how to draw cross-section profiles providing examples and answers the students questions if necessary.

The next step are follow-up exercises. The students are supposed to draw the cross-section profile of a given area. The teacher supervises the students' work. Then comes a production phase in which the students are supposed to match the profiles with the maps, evaluated by the teacher.

As homework the students are expected to find two examples for each hilly and valley areas on a given map and draw a cross-section for each.

The aim of this lesson was that the students should be able at the end of the lesson to read the values of isolines, to recognize the shape of landforms and to construct properly a cross-section profile of a given area.

The discussion at the end of the presentation of this lesson went mainly about the question what geographic and what linguistic outputs are/or should be aimed for.

On Wednesday August 22nd, 2007, the working day started with an analysis of a bilingual Geography lesson in Germany. The idea was to give first one example of bilingual Geography teaching but also to focus on some aspects of bilingual teaching in general. The lesson dealt with the question why the Atacama Desert was the driest desert in the world. The task for the participants was to look after the following aspects: to find out the different phases of the lesson, to describe how the teacher strengthens on the use of English, to define the aims of the lesson. The participants were very interested in this course and found out some differences in the manner how to approach this geographic topic. They noticed that the teacher tried hard to make speak the whole class and that he tried also to give everybody the opportunity to follow the lesson and to participate with his or her competencies. The most interesting thing was to realise that some geographic skills weren't at all the topic of the lesson but were learned or trained "en passant" for example in map-reading activities or by creating graphs. The teacher very rarely switched to the German language – and if so, it was always well reflected (e.g. explanations which would have been much too difficult to explain in English). The way, which led to the main topic of the lesson, went through lots of revision activities in which several aspects of former lessons would have been reflected once again. The aspect of the correction of linguistic mistakes made by the students was raised during the discussion. All participants noticed that in most cases the teacher just took the word(s) over in his own answer or reflection and did not made a case of the fault.

After this analysis the whole group made a field trip to the Astronomical Observatory in Piwnice near Toruń.

For the afternoon, the participants had prepared some presentations about their experiences of bilingual education in geography. These presentations focussed on the one hand on theory of content and language integrated

learning (CLIL) as a possible basis of bilingual learning and teaching. On the other hand there were lots of examples of best practice of bilingual Geography teaching. The discussions that followed every presentation made clear that the concept of bilingual teaching was heterogeneous within the whole group. One predominating question was the use of mother tongue When to use English, when Polish? Is it useful to use both languages together? And what about the assessment of the students? Should they be marked better when they answer in English? Is a right answer in Polish a “wrong answer”?

And at the end of the discussions one question was still in the room: *How to assess bilingual students properly?*

Therefore the participants made a longer feedback round than originally planned. The group decided to run an online forum in order to discuss aims and methodologies of bilingual geography as well as to exchange materials. This should be the first step of a new network of teachers teaching bilingually in Poland. At the end of the workshop the leaders encouraged the participants to try to go on with bilingual teaching.

The next workshop will come – that’s for sure.

Educational Innovation – Geography in English. Using the Internet in Geography teaching

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Abstract

Few years ago the author of this paper, who teaches English, together with Geography teacher decided to introduce an educational innovation “Geography in English in Secondary Education” in School Complex to give the students the opportunity to improve their language competence in the subject of Geography. One main idea was that during such lessons the latest technology should be used. This paper briefly shows what an educational innovation means in Polish educational system and how it was introduced in School Complex in Milicz, a little town in Lower Silesia, Poland.

Key words: educational innovation, Geography in English, active methods, on-line experiments

Basic legal regulations

According to the Ministry of National Education and Sports ORDINANCE from 9 April 2002 about the conditions of innovational and experimental activities in state schools *educational innovations, carried in state schools are innovatory programme, organisational or methodological solutions that lead to the schoolwork quality improvement*. It can include all or chosen educational activities and involve the whole school, class or group of students. Such an innovation can be introduced after the positive opinion of the teachers’ board of the school, which, together with the whole written description of the innovation and author’s (or the authors’) agreement, is passed on to Regional Educational Board (Dolnośląskie Kuratorium Oświaty in our case) and the local managing organ by 31 March of the year preceding the school year when the innovation is to be introduced.

Target group and the objectives of the innovation

Our innovation deals with students’ language competence in the subject of Geography and is addressed to the secondary school students who have been learning English for 3 hours weekly and their language competence is at the pre-intermediate level or above.

It is why the innovation can start at different stage of secondary education, according to students' command of English.

The main goals, both educational and social, are :

- developing students' skills of using authentic materials from different sources of information,
- encouraging students to study English and Geography by themselves,
- making them use the latest technology while studying, including IT,
- educating for openness and tolerance in multicultural world,
- increasing students' self-esteem and belief in their own language abilities.

Specific objectives

In the programme it is particularly important to develop students' skills which can enable them to use English in Geography and in its different areas.

These skills are:

- using geographical terms and names in English,
- understanding authentic, geographical texts,
- filling maps and exercises,
- using the Internet as the source of Geographical information.

These aims were fulfilled by:

- teaching Geography in English, an hour weekly during the whole school year,
- using computer room and school multimedial library,
- using active methods in the didactic process, especially searching for the information, preparing and presenting group and individual projects.

Students' achievements and schoolwork evaluation

As an innovation, the Geography in English is an extra-curriculum subject which means that was not compulsory and as such could not have been included in the students' certificates. The authors of the innovation decided to treat it as a part of Geography and the final mark gained by a student was the partial mark in the main subject just to motivate students to get involved. The evaluation was done during each lesson when the students were to complete exercises either on-line or by fulfilling maps, handouts etc. Low performing students could have been supported by their more advanced classmates. Learning from one another was treated as an additional advantage so students were encouraged by the teacher to cooperate.

The students had to make a group project about the region where they live. They could have decided on a technique themselves but most of them chose a multimedial presentation. All the handouts and exercises were gathered by the students in their files and they also were evaluated by the teacher. The students

appreciated this visible result of their whole-year work in the end of the school year and some of these files were shown on the teachers' board assembly as the author's report of the innovation.

The sense of using the Internet on Geography lessons

"In the discipline of Geography, the computer is a tool." The purpose of using the Internet during the lessons of Geography in English is mainly considered to make students become comfortable with the the Internet as a source of geographical information, know „how” and „where” to access geographically – oriented web sites for future research, and annotate a web site from a „professional” (student research oriented) perspective (William R. Jamieson, 1997). Another good side of using such an active method during the lesson was that most of the students in School Complex in Milicz come from villages and their knowledge about the world derives often just from books and media and not from their own observations. "Through the use of computer technology, students can travel and learn from the classroom and from home" (Artimus Keiffer, 1997). Virtual travels do broaden students'minds as they become members of this global electronic village we can experience at present (Agnieszka Bąk, 2004).

Lessons or computer games?

The students were learning about their role in protecting the environment by making decisions on-line while playing "Battle for the planet" on the website of ScienceMuseum (<http://www.sciencemuseum.org.uk/antenna/climatechange/>). They had an opportunity to see how their choices influenced the air pollution in a virtual town Antennaville.

This active method fully involved everybody in the classroom just like when they were virtually able to do experiments with natural forces as in this exercise: "Cause your own tornado by choosing atmospheric conditions until the weather is perfect for a twister (<http://www.nationalgeographic.com/forcesofnature/interactive/index.html>).

Who would not like to have power to build his or her volcano? The students tried to do so by changing dissolved gas and silica contents and made an explosion virtually on the website: <http://www.nationalgeographic.com/forcesofnature/interactive/index.html>

Such websites as these of National Geographic or Science Musuem of London are perfect sources for teaching, learning and having fun at the same time. An active method of learning is not only a set of games but such learning can be fun (Mel Silberman, 1996). What students can see on their own, even if it is in virtuality they will remeber better in reality and by doing on-line experiments, they will easier understand the Geographical processes which rule our world.

Conclusions

In this paper the author wanted briefly to share with some of her ideas which she dare to claim “innovative” (in fact they are in the town of Milicz) and to show how using the Internet during Geography lessons can make didactic process more interesting and involving. Lessons in computer room require from a teacher special preparation, searching for the proper www before, which sometimes takes a lot of time. The effects are not always immediate but the teacher can be sure that he or she equip students with the best possible tool. In our case the lessons of Geography in English are extra so the teacher is not “forced” to “stick” to the curriculum and use active methods of teaching through playing, which cannot often be used in typical Geography lessons, when it is necessary to “hurry” to fulfill the programme.

The authors’ need of the educational innovation came from the strong belief that “education is an essentially human process that has power to raise aspirations and achievements and transform the lives of persons and communities” (Michael Fielding, The Centre for Educational Innovation in Brighton, 2000).

The aims of the educational innovation mentioned above were in accordance with the school improvement plan and the teachers involved in the innovation have deepened their engagement which, hopefully, increased the quality of the schoolwork performance.

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English opens the door to world, friendship and knowledge

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Abstract

As a Polish teacher of English I find myself constantly looking for strategies to activate student participation and encouragement in their own learning process. Our school is situated in the outskirts what could mean being out of opportunities to develop. Luckily enough, I and my students have many possibilities of exemplifying their ideas during English or geography lessons. As a teacher I am trying to be aware of the fact that my students are strongly confronted by travel experiences as an influential factor. They have broad knowledge about the world thereby learning English or geography through English seems both motivating and challenging for them. Organizing our work I concentrate on the principle 'from near to far' meaning 'from local to global'. I am also keen on repeating to my students the following proverb 'the grass is [not] always greener on the other side'. By accepting and loving home villages and neighbourhood one can both meet foreign cultures and show others our Polish, unique values.



Figure 1!: English lesson at Complex School in Samostrzel

Key words: active teaching, junior high school, English, geography, 'local and global trips'

At Samostrzel school students have English classes 3 times a week in a group of 15 and geography lessons twice a week in a whole class. Most teenagers have already studied English at a primary school. Besides, once a week I organize extra English lesson for those who are willing to broaden their minds and strive to be open-minded and knowledgeable. Every school year since I have been working at School Complex in Samostrzel together with my students I regularly organize events connected with a culture of English-speaking countries. These include, for instance:

- 26th of September – European Day of Languages

On that day we encourage all students to learn English in and out of school. We also try to promote the rich linguistic and cultural diversity of Europe through performing English drama and singing English songs in front of students' peers and teachers. We prepare colourful T-shirts and flags indicating ss' ideas of English language in Europe.

1. All photos in the article were taken by the author



Figure 2: European Day of Languages – T-shirts designing

- 31st of October – Halloween

What we usually do is a competition for the best pumpkin made by the youngest students of our junior high school. Then, we have a Halloween party in the late afternoon. Last year, for example, we celebrated Halloween at the nearest Palace of Bnińscy in Samostrzel. Having an unofficial holiday of costumes, ghouls and parties students had to deal with courage tasks like coming with a candle from downstairs to upstairs by following the English sings on the walls (of course participated by only those who were brave enough to take part in this ‘challenge’). It is worth mentioning that there is no electricity in the palace); Scottish dancing under the stars or Halloween storytelling.



Figure 3: Halloween party – students are painting the town red

- 23rd of April – St. George’s Day

Students write projects on English-speaking countries. They are given three topics to choose one and cover. For example, last year students did projects on the following topics:

1. *I am a globetrotter!*
2. *What I miss most now is my childhood.*
3. *I am good at English grammar!*

Every project had to consist of 10 pages and be typed. A set of printed pages was expected to be held in a cover that one could READ as a book or brochure. Students were asked to use various sources of information and it should have ended in the bibliography. As a result I received nicely done projects and I could also observe students interests in looking for the materials and outdoing one another in the best ideas and realization.



Figure 4: European Day of Languages – working on mini-projects and presenting the results

- Furthermore, we publish a school English magazine *Junior High School Grass* twice a semester writing about school matters and presenting classroom works. English students also take part in *The First European English Contest for Schools*. It covers material fitting into students' level of English. They can compare their achieved results with the peers from their province, country and Europe.

Consolidation of our school year work is taking part in both 'local and global' English trip. Students are strongly involved in organizing them. First of all, they know each other and their skills well and thanks to this fact they can easily place themselves in an appropriate task group. Fulfillment of their work is presented during English and geography lessons. For instance, places worth visiting are located on the trip map and difficult English words are explained. After acquiring peers and me with given matters students write a short quiz for the rest of a group which is later used during a trip. As a tour guide and their teacher, I am in charge of organizing and cooperating in arranging the accommodation, means of transport and entrance tickets. However, a local trip is mainly organized by my students. Having a letter of recommendation from our head teacher they are responsible for dealing with organizational matters like arranging meeting with a local people or collecting information. During a trip students are expected to be most active and well-prepared. What I have experienced is the fact that thanks to authentic material students acquire real language more willingly. Indeed I could go further: without a lot of exposure to reading and learning geography material students who learn languages in classrooms would not be

likely to make such a progress as I can observe. They feel to be successful when the benefits are obvious and visible very clearly. Coming back to the topic of our trip we also strive to have short authentic conversation. If we visit a city abroad then students are given some free time to check their English. At the main market they survey citizens about e.g. stereotypes of Poles; favourite cities in the world; monuments worth visiting in a particular place, etc. Students decide whether they record or write down the answers. After such a 'meeting' they share the results with peers and teachers. Clearly this project requires commitment and dedication from my students and leads to the trip being more varied.

Two years ago our global trip was to European cities: Berlin – Amsterdam – Paris – Luxembourg. It lasted for 5 days. Students could not only visit the most beautiful and crucial places of the visited cities, but also check whether their preparation and goals were achieved while touching with reality. It was an unforgettable journey for both students and teachers who put a lot of effort to make it genuine and valuable. That global trip was possible thanks to a special grant from Board of Parents and our head teacher.



Figure 5: Paris, Amsterdam and we



Figure 6: Completing the task and a reward for those who did it correctly (Paris)

When it comes to local trips, they are organized regularly and lots of students participate in them. As a means of transport we very often use a bicycle or we go on foot.

Last year, our local trip was a cycling trip from Samostrzel to Jadwizyn, Borek, Bnin and Sadki. Students were the ones who made up most of staff. They were also evaluated on the basis of the geography task I prepared for them. For instance, they were asked to give geographical coordinates for the points given on worksheet or point out world's directions on the given map. Thanks to both local and global trips students were engaged in hard and nice work. Tools such as maps, videos, projects, extra English lessons, celebrations, news lettering and publishing school magazines increase student comprehension, negotiation of meaning, feelings of community and need for learning English are the base of our positive trips.



Figure 7: Students in front of school



Figure 8: Geography lesson – group work in the nature reserve Borek & villages: Bnin and Jadwizyn

Summing up

Brown optimistically remarks: [o]ne of the most interesting things about teaching is that you never stop learning” (194: 425). I realize that my development as a teacher is the process of lifelong learning in the teaching profession. I am also



Figure 9: ‘English opens the door to the world’ – sharing travel experience with students

trying to find activities aiming at achieving my personal professional growth. For instance, last year I had an opportunity to share my experience with teachers from the USA, Canada, The Philippines, Mexico, etc, working as a youth counselor on a ship and getting some new ideas of teaching and working with young learners. After coming back I could enrich my school work. Furthermore, through sharing my personal experience with my students I am able to motivate my students to take a step forward to the world.



Figure 10: My memories at Caribbean Sea

Conclusions

- Polish students want to learn English and geography and broaden their minds.
- Geography in English can constitute a very positive inner drive for students to take a step forward in the world.
- ‘From local to global’ aims are possible to be achieved thanks to hard and consistent work.
- Teacher’s interests in the process of learning might be a valuable beginning of a personal trip to the world.
- Money has always been a big problem for small, country schools.
- Despite EU grants it is still difficult to finance projects, especially when it comes to sponsoring foreign travels.

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The Herodot Network – Geographical step into the future

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At the beginning of the 21st century many people forget about their place on earth. They are not concerned about the survival of nature nor about ecology and environment. Their only purpose appears to be how they can survive in the urban jungle, connected by motorways. We should ask ourselves how can we help these people restore connections with their heritage? What kind of subject is well equipped to solve this issue in our united Europe? The answer is simple: geography. The only problem is that an average European citizen doesn't understand the complexity of this natural science. That is why it is extremely important to expand geographical knowledge among society. The most efficient way to do that is connected with non-governmental institutions.



Fig. 1. The HERODOT Network logo

HERODOT is an example of such an organization. It is the Thematic Network for Geography in higher education supported by European Commission (HERODOT Network 103700-CP-1-2004-1-UK-ERASMUS-TN) (Fig. 1.). Its mission is promoting Geography, supporting professional development of Geography staff in changing academic environments and to encouraging collaboration. HERODOT is also a editor of relevant publication. Though it is a European Network financed by EU, it has nearly 200 members from Europe (Fig. 2.) and around the world (Fig. 3.).

Between 2002–2006 HERODOT was organized under three thematic areas:

- **Europeanisation** – Bologna process, curriculum change, promote joint collaboration and exchange
- **Professionalism** – professional development, quality, training and support
- **Exciting Geography** – innovation, new technologies, learning and teaching strategies.

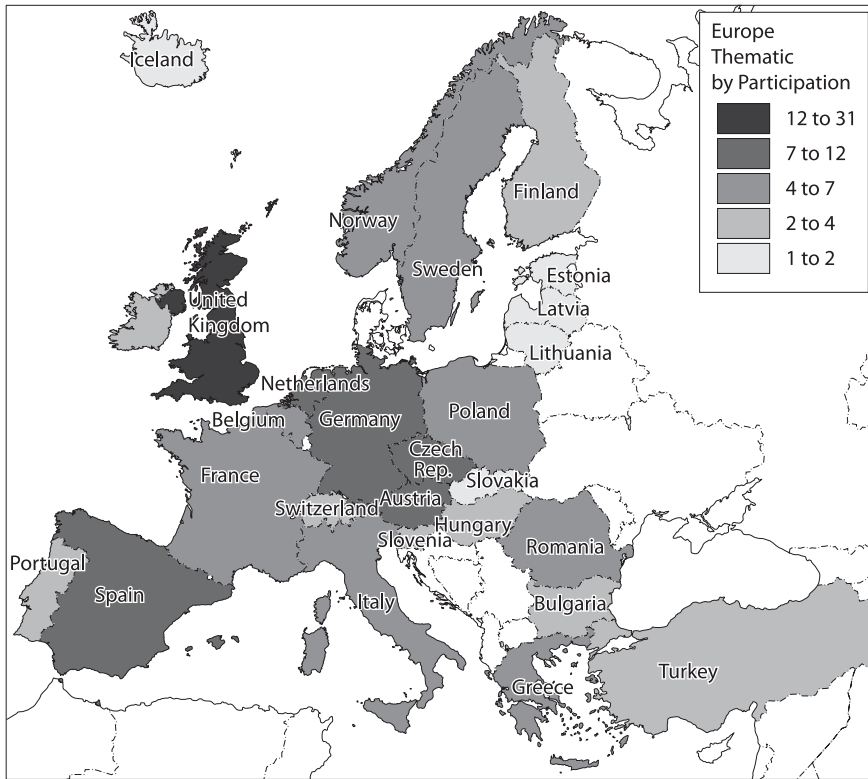


Fig 2. The HERODOT Network members in Europe



Fig 3. The HERODOT Network members in the world

Since then, the aims of HERODOT 2 are as follows:

- *produce guidelines from TUNING and other research*, to promote the role of Geography and the employability of geography graduates
- *promote excellence in the teaching (and learning) of Geography* and the training of geography academics and teachers by raising awareness, through research and publications
- *recognise the key role to be played by Europe in support of the UN Decade of Education for Sustainable Development and other international initiatives*, as an integrated locus of training
- develop a framework for *professional development of Geographers*, through benchmarks and analysis of competences, leading to courses at postgraduate level
- *build a valued and respected organisation.*

The network's activities, during the period 2006–2010, are therefore organized under four Thematic Pillars (TP):

- **TP1 European Dimension** – This pillar is exploring the European Dimension in Geography in higher education and Geographical approach to major European issues, aspects of Masters and PhD studies in Geography.
- **TP2 21st Century Geography** – Thematic Pillar 2 is working on the promotion of Geography in the 21st century. Participants of this pillar met in Malta in late March to look at how HERODOT can develop a promotional campaign

to improve the awareness of what Geography is and does. One of promotion tools would be GeoCube (Fig. 4.)

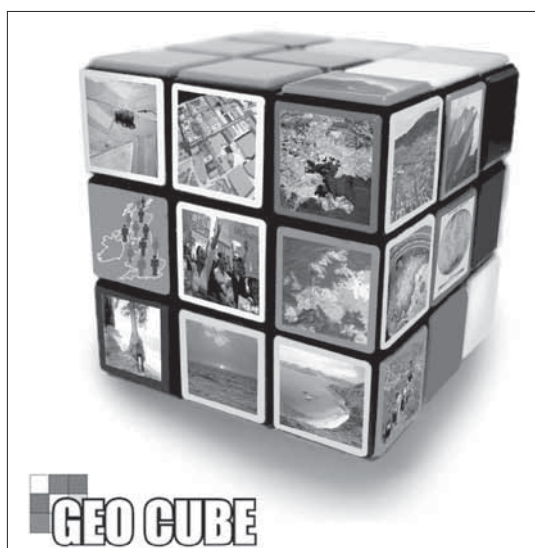


Fig 4.

- **TP3 Innovative Teaching** – This group work on teaching about the Geography of Europe using future learning/teaching approaches. It includes key words like: Sustainable Development, Globalisation, Environment.
- **TP4 Lifelong Learning** – This pillar deals with employability and lifelong learning. During seminars participants will be

dealing with problems like: exciting learning and teaching in Geography, inter-disciplinarity vs multidisciplinary etc.

The outputs of these new thematic pillars are: Web Site, series of European surveys and national reports on the continuing 'state of Geography' and the implementation of the Bologna Process, promotional materials including regular e-newsletters, networking conferences (3), workshops (6), research seminars (2) and other events, as well as ongoing series of publications 'Geography in European higher education' [Donert K. (ed.) 2005; Donert K., Charzyński P. (eds.) 2005; Donert K. (ed) 2006; Donert K., Charzyński P., Podgórski Z. (eds.) 2007].

Members are very active in providing professional support for others and in establishing internationalization through exchanges, joint courses and projects. Transnational activities give us with opportunities to gather information, reflect and review what we do and to set it in an international context. At a time when spatial literacy and understanding are paramount to building citizens for Europe, we need networks who can promote and support these ideals.

Participation in the network is free. It is open to institutions who are concerned with the learning and teaching of Geography in higher education.

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Content and language integrated learning in geography

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Abstract

The past few decades are associated with many changes in medicine, economy, politics, ecology, social life and in education. In Europe, the 1990s in education witnessed many changes of this kind. One of them is the increased interest in foreign teaching methodologies. The new trends lead towards using a foreign language as a means of instruction. Content and Language Integrated Language (CLIL) as an educational approach was developed in Europe and is, therefore, very strongly European-oriented. This paper presents the position of Content and Language Integrated Learning (CLIL) in Geography. It explains the role of the CLIL Geography learner and the CLIL Geography teacher in Polish Secondary Education. What is more, it characterises bilingual teaching of Geography in Secondary School number 1 in Kraków and discusses some problems which occur in the CLIL geography classroom.

Key words: Content and Language Integrated Learning (CLIL), Bilingual Content Teaching, Bilingual Subjects Teaching, Content-based Language Teaching, learning Geography, teaching Geography, methodological approach, curricular integration, qualitative research, observation, the CLIL Geography learner, the CLIL Geography teacher.

Introduction

Content and Language Integrated Learning (CLIL) has been introduced as a common term for a number of similar approaches in Europe to teach content subjects through a foreign language. Other terms used are *Bilingual Content Teaching*, *Bilingual Subjects Teaching* or *Content-based Language Teaching* (Wolff, 2003). The term CLIL is now the most commonly used and it is based on the assumption that foreign languages are best learnt by focusing in the classroom not so much on language but on the content which is transmitted through language. As Figel points out “it is the platform for an innovative methodological approach of far broader scope than language teaching” (cf. the new Eurydice report prepared by the European Commission, 2006). The novelty of this approach is that classroom content is not so much taken from everyday life but rather from content subjects e.g. mathematics, biology, geography etc.

A general definition of Content and Language Integrated Learning (CLIL) has been given by David Marsh, a leading expert on bilingualism:

“Content and language integrated learning (CLIL) is a generic term and refers to any educational situation in which an additional language and therefore not the most widely used language of the environment is used for the teaching and learning of subjects other than language itself” (Marsh & Lange 2000, iii)

It should be stressed that CLIL always involves dual-focused aims: in a CLIL class, attention is simultaneously given to both topic and language. The main characteristic feature of CLIL as pointed out by Marsh (2000), is curricular integration. The subject matter and the foreign language are developed simultaneously and gradually, depending on the age of students and other variables.

The Aim

In my paper, I am going to present the results of my study which are based on my PhD research observations carried out in the Secondary School in Kraków. The observations were carried out in geography classes where geography was taught in English and their aim was to find out what kind of problems the learners and the teachers have in a CLIL geography classroom. In the first part of my paper, I am going to describe the research briefly in terms of the learners, the teacher and data collection methods used. Then, I am going to pose some questions which I had stated in my research and I will try to answer them. Finally, I am going to point out some problems and draw conclusions which should be put under discussion.

A brief description

The study was conducted in one of the secondary schools in Kraków, the 1st Secondary School. One bilingual class was observed: 1G – learners at the age of 16-17 for a period of one school year. Throughout the whole school year, I was taking part in all the lessons taught in English (geography, biology and mathematics) but for the purpose of this paper I am going to concentrate on geography only. The bilingual syllabus concerning geography is based on the National Polish curriculum for Secondary Schools and covered the same topics as the monolingual one. One geography teacher was observed, who has a degree in geography as well as in English.

The method used for my study was observation which is a major data collection tool in a qualitative research. I took part in the geography lessons and observed the learners as well as the teacher. Two separate observation sheets were prepared (one for the learners and one for the teacher). The learners' observation sheet was divided into the following parts: the stage of the lesson (e.g. revision, brainstorming, etc.), development of target language abilities (speaking, writing,

listening and reading), development of grammar, pronunciation and vocabulary, the use of L1 (when and how?), content management, language difficulties, problems and my own comments. The teacher's observation sheet was divided into the following parts: the stage of the lesson (e.g. revision, brainstorming, etc.), the methods of teaching and materials used (e.g. communicative method, visual aids etc.), paying attention to the development of target language abilities (e.g. speaking, writing, listening and reading), paying attention to the development of grammar, pronunciation and vocabulary (when and how?), error correction and evaluation of content, the use of L1 (when and how?), problems and my own comments. Each observation sheet had such additional information as subject taught in this case geography, the number of learners present, the teacher and the date. Additionally, I analysed the written work of the learners and conducted three questionnaires at the beginning of the 1st semester, at the end of the 1st semester and at the end of the school year.

Geography appears to be particularly favoured as a CLIL subject. One reason for this has been said to be the global dimension of the topics. Another is the fact that it involves a focus on concrete 'here and now' issues. From the questionnaires distributed among the learners, geography is a subject which is favoured by the learners.

The CLIL Geography Learner

In CLIL the learner's roles as a foreign language learner and as a content learner merge. He/she learns the concepts and schemata of the content subject in a new language, i.e. the concept and the linguistic items or structures designating it are acquired simultaneously. The first question that I will try to answer is: *How do the CLIL geography learners develop their language abilities?* Firstly, I will start from speaking and then proceed to writing, listening and reading. Views have been expressed suggesting that spoken language skills do not develop as well as receptive skills in CLIL. Swain (1996) argues that productive language skills of CLIL learners are often weaker than receptive language skills. From my observations concerning geography classes, the learners seem to have developed their speaking skills. At the beginning of the school year they were not willing to speak during the classes which was probably due to the new environment (new school, teacher, classmates as well as a new educational situation, namely, learning through English). At the end of the school year, there was hardly any silence during the lessons; they were willing to speak English without any fear. Writing as a productive skill has also improved. I collected all written pieces of work and on the basis of my analysis I can state that throughout the school year the learners have made progress in terms of language register and structure. The development of receptive skills (listening and reading) are often cited as an outcome of

CLIL. The CLIL learner is exposed to the language more than the regular English language learner. As a result, he/she picks up plenty of lexical material which he/she is able to comprehend and take advantage of while formulating opinions, criticizing or responding. From my observations, the learners were very often exposed to listening and reading in a geography classroom. The teacher often provides the students with visual aids e.g. DVD or video presentations as well as authentic texts. The learners often read the magazine entitled “National Geographic” where they are exposed to the “real English”. The exposure to real texts and audio presentations stimulated the learners to take part in further discussions and what is more, made the geography lessons more interesting. The next question that I would like to concentrate on is connected with grammar, vocabulary and pronunciation. *How do the CLIL geography learners cope with grammar, vocabulary and pronunciation? What kind of grammatical, lexical and pronunciation errors do the CLIL geography learners make?* The learners do not get any special grammatical or pronunciation exercises during the geography lessons. What they receive is the word lists. From my observations and the analysis of the written work of the learners, the grammatical errors that they make are often connected with the use of articles, tenses, passive voice and reported speech e.g. *Hydrography is a study...* (it should be: *hydrography is the study...* or *What I can see in the picture is the volcano which erupts* (it should be:... *which is erupting*) etc. The grammatical errors that the learners make are the ones which are very common in a regular English language classroom. Taking into consideration the fact that they are still in the 1st grade, they still have some time to improve their English. As for the lexical errors, I noticed that the learners still have a lot of problems with specialized vocabulary. It should be pointed out here that the learners have a very difficult task to face – they are provided with huge amount of specialized vocabulary which they have to memorise. Sometimes, they confuse the words e.g. they use *crevice* (*szczelina*) instead of *joint* (*pęknięcie*) or *disintegration* (*rozpad*) instead of *decomposition* (*rozkład*). These kinds of mistakes are usually made due to stress or huge amount of words to be learnt rather than to the lack of knowledge. The pronunciation errors that the learners make while speaking English are connected with the influence of the Polish language e.g. *stalagmit* eng. *stalagmite*, *sawanna* eng. *savannah*. However, I have to admit that a lot of learners from this class have a native-like pronunciation which is due to their previous education (a lot of the learners attended private English schools or classes, some of them lived abroad). The next issue is connected with the use of the Polish language. *When and how do the CLIL geography learners use Polish during the geography lessons taught in English?* According to my observations, the learners use Polish during the lessons when a new topic is introduced, e.g. “Co to są *ruchy oscylacyjne*? Nie rozumiem”, or “Co to są *prądy*

wstępujące, Pani profesor?” etc. What is more, they also use Polish when they are not sure if the information they possess is correct e.g. “Czy *soil* to *gleba*?” or “Czy *pasat* to *trade wind* po angielsku?” etc. The students also use Polish when they ask for particular information about their test or homework e.g. “Kiedy mamy test?”, “32 pkt to jaka ocena?”, “Czy z gleb będziemy mieli kartkówkę?” The next question which is often a key question when talking about Content Learning in CLIL is the following: “How do the CLIL geography learners manage to learn the content sufficiently well when taught through the L2?” In fact, the answer is not straight forward. Findings suggest that even though in the early stages of immersion the learning of content may temporarily slow down, in the long run content mastery is equivalent to that of mother tongue instruction (Swain & Lapkin, 1982). From my observations, CLIL seems to have a good impact on geography learners learning outcomes. I have analysed learners’ marks at the end of the 1st semester and about 40% of the learners turned out to have good or very good marks in geography and at the end of the 2nd semester about 60%.

The CLIL Geography teacher

Teachers involved in CLIL recognize the need to change established needs which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL context means that it is not only the teacher’s linguistic competence which is of importance, but also that of learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centred to learner-centred methods. *What kind of teaching methods and materials does the CLIL geography teacher use?* From my observations, the geography teacher uses a range of methods and materials: authentic materials through different media, clarity of learning aims, illustrativeness, simplification of content transmission, use of written texts, re-formulation and repetition, comprehension checks, group works, pair works etc. It can be noticed that the geography teacher puts a lot of effort into preparing the lessons what made them more interesting and the material easier to acquire. The next question is: *How does the CLIL geography teacher pay attention to the development of target language abilities (speaking, writing, listening and reading)?* As far as speaking is concerned, the geography teacher often puts the learners into groups or pairs and asks them to discuss certain issues e.g. “Discuss factors and processes forming the weather and climate” etc. In addition to it, they are also given some written assignments such as “Describe the map from page... or “describe the subtropical zone” etc. As far as listening is concerned, the geography teacher pays a lot of attention to audio-visual aids such as DVD or video presentations. It is worth underlying that the geography teacher is always well prepared. While watching certain geographical

documentaries the learners are always provided with comprehension tasks e.g. “Why is the name the “Death Valley?” or “What happened to Indians?” etc. The geography teacher also pays attention to the development of reading skills. The learners are provided with authentic texts and different types of reading e.g. extensive or intensive reading, skimming, scanning etc. The next issue that I concentrated on was vocabulary. *How does the CLIL geography teacher deal with specialized vocabulary?* The geography teacher provides the learners with list of vocabulary concerning particular topic e.g. climate. The learners are asked to memorize certain vocabulary before the lesson so they would be able to understand different concepts during the lesson. Vocabulary is provided in English and in Polish and it is available through the Internet. What about the grammar and pronunciation development? *How does the CLIL geography teacher pay attention to grammar and pronunciation?* From my observations, the geography teacher pays attention to grammar and pronunciation through error correction. When a learner makes a grammar or pronunciation error the teacher corrects him/her e.g. the learner: “How big is the temperature fluctuations?” the teacher: “How big ARE the temperature fluctuations?” (grammatical error), or the learner: “What dunes are created?” the teacher: “It’s DUNES not DUNES” (pronunciation error). As for the error correction itself, the geography teacher corrects only those errors which are very visible and have influence on the content. The geography teacher usually does it through repetition i.e. the teacher repeats the sentence in a correct way or asks the learners to correct themselves. The next question is *How does the CLIL geography teacher evaluate the content learning?* Taking into consideration CLIL, one very crucial issue should be mentioned here relating to the notion of separating content and language mastery, which is problematic. From my observations, the geography teacher while evaluating the learners ignores language and pronunciation mistakes. The teacher herself stresses that content is the most important and the learners are evaluated on the basis of their content knowledge. The geography teacher allows the learners to use the Polish language while answering the questions or writing a test but they are also made aware of the fact that their mark will be lower. The geography teacher uses written as well as spoken evaluation techniques. What about the Polish language? *When and how does the CLIL geography teacher use Polish during the lessons?* The geography teacher uses the Polish language while introducing a new topic “Napiszcie sobie nowy temat – rzeki” <translation: „Write down a new topic – the rivers”>. In addition to it, the geography teacher often gives a short lecture in English and then translates it into Polish. The geography teacher also uses Polish when introducing new terms e.g. “tremor to drżanie” etc. Apart from that, the teacher often uses Polish when asked for an explanation e.g. “Drganie to pewnego rodzaju ruch który ma miejsce podczas wstępującej fazy trzęsienia

ziemi” (geography). The teacher often prompts questions in English and asks the learners to answer them in English. However, if the learners have problems, the teacher gives clues in Polish e.g. “Come to the blackboard and draw a volcano, no wulkan narysuj”. The geography teacher tries to be very helpful.

Problems connected with CLIL in a geography classroom

On the basis of my observations, questionnaires and interviews with the teachers, I can mention a few problems. The first one concerns implementation of the CLIL curriculum. In fact, there is no CLIL curriculum. The bilingual syllabus concerning geography is based on the National Polish curriculum for Secondary Schools and covers the same topics as the monolingual one. In my opinion, a special bilingual syllabus should be designed. It should be taken into consideration that the learners study geography in a foreign language, i.e. English and they have to spend more time on learning geography. The next problem which should be mentioned here is still the lack of proper materials. The geography teacher has to spend hours on preparing the proper materials e.g. vocabulary, authentic texts, DVD presentations etc. which is very time-consuming for the teacher. In my opinion, the learners should be provided with proper geography course-books based on Bilingual National Curriculum. As for the geography lesson, it has to be stressed that all the lessons were well prepared and the teacher tried to pay attention both to language and content. The only problem which seemed to appear very often was the use of the Polish language by the learners during the geography lesson. I have to admit that a lot of the learners seem to be very shy – I noticed that they do not feel very confident in using English because they are not used to it. Most of them had never learnt a subject in English. Although, they are shy, their level of General English is very high. Questions are often prompted in Polish, especially if they do not understand something. It usually happens when a new topic is introduced. Apart from that, the learners ask the teacher a question in Polish when they want to check if they understand a certain term properly, which also suggests the lack of confidence. They also use Polish when they need some specific information about their test results or homework – they are probably afraid that they may misunderstand some important information. What is more, they use a lot of Polish when they talk to each other. As for the use of the Polish language by the geography teacher, the teacher tried to avoid it. In situations when the learners had real problems with understanding, the teacher used the Polish language. Unfortunately, the use of the mother tongue cannot be avoided but it can be limited.

Conclusions

CLIL is a new concept in Poland. On the basis of my observation of the bilingual geography lessons, I have to state that CLIL was present in that classroom maybe not officially but practically. The teacher tried to integrate content and language and the results were very good. It has to be remembered that to adopt CLIL into the heart of a school ethos is a considerable undertaking because it requires a radical overhaul of established practice. Acquiring good target language skills requires considerable motivation and energy on the part of the learner as well as the teacher. Learning and teaching a subject in a foreign language is even more demanding. However, one thing seems to be sure: introducing CLIL into Polish schools whether, it is introduced in geography, biology or chemistry will bring many benefits for the school, the learner and the teacher:

- CLIL schools from a pedagogical perspective are seen as modern schools
- CLIL learners are better prepared for their future professions
- CLIL teachers are seen as supporters and promoters of a European and international way of life

Finally, from a general perspective CLIL can be seen as a concept which can change the present school system in Europe. It is innovative and it has got a high potential to break down outdated pedagogical ideas, especially in the world where functioning without a good command of a L2 has become impossible (Wolff, 2005). It also gives an opportunity for Polish teachers to communicate with their colleagues abroad, exchange experiences, conduct joint research of the problems, look at the problems from different angles and maybe to bring the concept to a new, more advanced level of understanding (Povaly-aev, 1998). Content and Language Integrated Learning has become our future. Geography which develops the skills of perception, evaluation and explanation of processes and phenomena occurring in our environment is a perfect subject for CLIL education.

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Methods of bilingual geography employing a film, a mind map and a poster

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Abstract

Of special significance among non-linguistic subjects in bilingual teaching is geography, which develops the skills of perception, evaluation and explanation of processes and phenomena occurring in the geographical environment at a variety of spatial, temporal and cultural scales (Piotrowska, 2007). People interested in bilingual education are usually teachers and parents in frontier cultures, ethnic minorities, or users of several languages themselves. What is important in bilingual instruction is a careful choice of teaching methods, like observation of geographical objects presented on film and the creation of mind maps and posters.

Key words: geography, bilingual teaching, methods of bilingual instruction, film, mind map, poster

Introduction

Today the existence of multi-cultural and multi-lingual societies affects educational systems, which have to accommodate the needs this fact creates. An important place in this development is assigned to geography, both as a scientific discipline and as a subject of instruction at a variety of educational levels. Modern geography is a system of sciences exploring and explaining the causes and effects of natural and socio-economic differences in the geographical space. It focuses on describing and elucidating the relations and interactions holding among the particular elements of animate and inanimate nature as well as between those elements and human activity. Another phenomenon highly relevant to geography is the linguistic diversity occurring in the geographical space. It has prompted bilingual education, which is a system of instruction in which particular subjects, e.g. geography, are taught using two languages: native and foreign. Pupils thus attain better linguistic skills in many important fields. Bilingual linguistic competence also opens up an opportunity to continue education in other countries. That is why this conception of education should be a priority and should meet the requirements of reality (Piotrowska, in press).

Methods of bilingual education of geography

Bilingualism can be considered in its social, linguistic, psychological and pedagogical aspects. The bilingual mode of teaching relies on the use of two languages as equivalent tools of instruction, the teaching in Polish and in one of the target languages of subjects. The effect of this process is the acquisition of broad communicative and intercultural competence. Formally, bilingual education was introduced in Poland from the school year 1991/1992. The first to appear were bilingual classes with French established in secondary schools with a tradition of teaching this language. Next came English, German and Spanish classes. Bilingual instruction does not apply to lessons of Polish, the history and geography of Poland, and another foreign language. At present there are some 80 schools in Poland with bilingual classes, and their number keeps growing from year to year (Piotrowska, 2007). Of special significance among non-linguistic subjects in bilingual teaching is geography, which develops the skills of perception, evaluation and explanation of processes and phenomena occurring in the geographical environment at a variety of spatial, temporal and cultural scales.

As follows from international studies, pupils in bilingual classes display (Piotrowska, 2007):

- a stronger motivation for learning and a higher level of activity,
- a more extensive vocabulary also in geography,
- more confident and correct use of the vocabulary,
- a skill in using dictionaries.

In a general secondary school, geography is of great cognitive, practical and pedagogical merit. Geographical instruction is to help the pupil answer the question about the meaning and role of objects and phenomena found in the environment, and about possibilities of their rational use. An exceptional value of this discipline is its holistic approach, both to the geographical environment and to human activity.

The main goals of the bilingual teaching of geography are for the pupils to:

- master two languages at the same level,
- master the subject's substance and skills,
- achieve competence in the target language,
- achieve bi-cultural and intercultural competence (Iluk, 2000).

This kind of teaching should lead to the extension of knowledge about the actualities of contemporary life in the countries speaking the language and about the geographical conditions of human activity in them, their culture and history. People taking interest in bilingualism are teachers and parents in frontier cultures, ethnic minorities, or users of several languages themselves. This new dimension of interest in the subject of the present study is an effect of the globalisation process. An effect of education of geography carried out by creative,

competent and reflection-inclined teachers, or generally teachers-constructivists, should also be the pupils' ability to gather and consolidate the knowledge necessary to describe phenomena, and to appreciate the natural and cultural attractions of their region.

To test the above theoretical assumptions concerning the role of geography in acquiring knowledge about the geographical environment and possibilities of practical application of geographical knowledge, an attempt was made to investigate the actual approach to bilingual education by pupils of the Upper Secondary School No 1 in Poznań (Piotrowska, 2007). A survey research was carried out among 80 pupils of selected classes in which geography was taught in two languages: Polish and French. The questionnaire contained a variety of questions about the importance of geography in the teaching process, the bilingual instruction methods employed, the didactic means used, difficulties encountered in learning, skills acquired in geography classes, and an evaluation of the teaching of geography in a foreign language. The pupils were also asked to give their reasons for choosing bilingual classes, as well as weak and strong points of this kind of instruction.

An analysis of the questionnaires showed that:

1. The choice of bilingual classes by the pupils was justified by the following reasons:
 - expanding their use of French and acquiring a vocabulary from a variety of disciplines,
 - learning about the French culture,
 - preparing for the international graduation exam, and
 - ability to enrol in a study in other countries.
2. Among the most common difficulties encountered in learning geography in a foreign language were:
 - having to master a great number of geographical notions,
 - a difficult geographical vocabulary,
 - remembering and using geographical notions, and
 - explaining and formulating descriptions of phenomena and processes in a foreign language.
3. The skills formed during geography classes included:
 - using the French geographical vocabulary in practice,
 - combining phenomena with geographical notions,
 - using notions in two languages,
 - ability to perform an analysis of geographical phenomena,
 - understanding of the surrounding world,
 - ability to construct explanations and definitions of phenomena in a foreign language,

- orientation in space and on a map,
- searching for geographical information, e.g. in the Internet, and
- ability to understand TV broadcasts.

With reference to the skills being developed, geography is indeed a very important subject which can help a young person to understand the environment and the world.

Extremely helpful in the understanding of the surrounding world and geographical space are teaching methods adjusted to the subject matter and skills to be developed in the pupils. Among the methods employed in geography classes the respondents mentioned: a lecture, a discussion, a talk, work with a geographical text in French, and work with a map. But very important methods include observation (of phenomena or processes in a film or on didactic charts), creation of mind maps and preparation of posters.

The necessary information is supplied by perception, or observation of geographical objects, phenomena and processes taking place in a selected space. Observation consists in planned, conscious perception of geographical objects, phenomena and processes. The research procedure consists in seeking and uncovering facts, and the research itself includes description, registration, analysis, and interpretation. In geography, observation is the basis of acquiring knowledge about the environment. Observation is a search and a discovery, depending on the aim or task adopted. Observation must be target-oriented, planned, accurate, objective and perceptive. Its main goals are to develop observation skills and the ability to perceive and learn about phenomena, and to help pupils to form geographical ideas and notions on the basis of cognitive processes (Piskorz, 1997). It is also an important intellect-developing factor through independent thinking and inference as well as through attempts at explaining the operation of geoecosystems (Piotrowska, 2007), because when observing we try to understand the observed.

Film and observation

An audio-visual work of any length composed of a series of sequential pictures giving the impression of movement, conveying a message, and fixed on any medium allowing its frequent replaying. Film acts on our sight and hearing. The following basic film genres can be distinguished: a feature film – a fictional live-actor film, an animated film – created with classical stop-motion techniques employing drawn or spatial objects, or the latest computer techniques of 3D animation, a documentary – a non-fiction film documenting reality, and an educational film – for didactic-instruction purposes. Thanks to a film pupils can observe dynamically developing phenomena as well as those occurring over a long period of time or inaccessible to the observer, perform concrete predetermined tasks, and learn to concentrate.

Another type of poster is an educational one, which may be about a particular subject for educational purposes.

According to Dina F. Mandoli (University of Washington, Department of Biology and Center for Developmental Biology), „a great poster is ...:

- readable

Readability is a measure of how easily the ideas flow from one item to the next. A text that has lots of grammatical problems, complex or passive sentence structures, and misspellings is „hard to read”.

- legible

If a text is legible, it can be deciphered. A common error in poster presentations is the use of fonts that are too small to be read from 6-10 feet [2-3 metres] away, a typical distance for reading a poster.

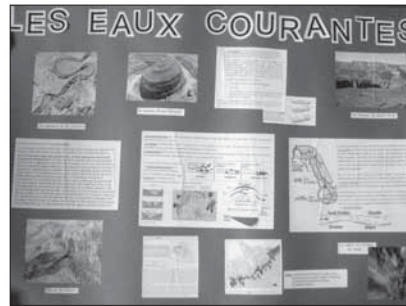
- well organized

Spatial organization makes the difference between reaching 95% rather than just 5% of your audience: time spent hunting for the next idea or piece of data is time taken away from thinking about the science.

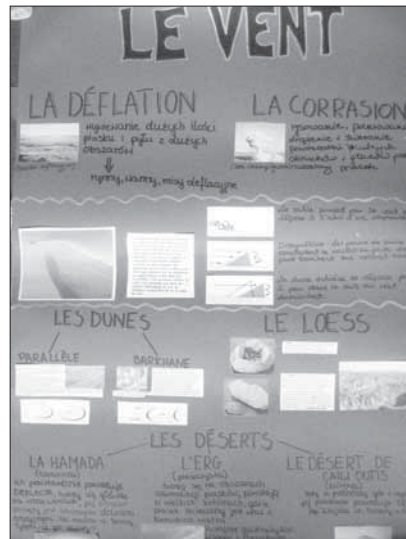
- succinct

Studies show that you have only 11 seconds to grab and retain your audience’s attention, so make the punchline prominent and brief. Most of your audience is going to absorb only the punchline. Those who are directly involved in related research will seek you out anyway and chat with you at length, so you can afford to leave out all the details and tell those who are really interested the „nitty gritty” later.

Pupils can also work using a poster as an instruction method, preferably during a class, because then we have an opportunity to watch their ingenuity, involvement, and activity. After they have studied the geographical issue set as their task, the final stage should be the presentation



Poster – River erosion



Poster – Wind erosion

of the poster by its authors and possibly a discussion. Practice shows this method to be highly instructive.

Below is an example of a poster concerning river and wind activity, prepared by pupils of a Polish-French form during a geography class.

With reference to the skills being developed, geography is indeed a very important subject which can help a young person to understand the environment and the world. Geographical bilingual education is also intercultural; with the application of various teaching methods it allows a deeper insight into geographical phenomena and processes, both at a local and a global scale.

Summing up

Current discussions and considerations of the role, significance and value of geography in the cognitive and educational systems employing bilingual instruction confirm the important place that this discipline occupies in them. Geographers, both researchers and teachers, who adjust geographical knowledge to the school level, make a great effort to ensure that its fields of study and ever-more-perfect instruments offer an increasingly deeper insight into the operation of the geographical environment. Among very important methods of geographical instruction are observation of geographical objects presented on film and the creation of mind maps and posters. They all develop pupils' creativity and activity. Bilingual teaching helps them to learn notions and employ them to explain natural and economic aspects of a geographical region.

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Challenges of teaching Geography bilingually

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While teaching as well as discussing with other teachers in the bilingual geography program, we greed that teaching a subject such as geography bilingually often causes obstacles.

One of them is lack of feedback of experienced teachers in bilingual education. Nowadays there are many schools starting bilingual programs with the help of ambitious and hardworking teachers but with just a bit experience of that issue. Most of them are desperately looking for some support especially as far as some teaching materials, lesson plans and tests are concerned. Furthermore, there is a big necessity for creating an internet website and a forum for geography teachers in bilingual classes, not only teaching in English but also in other foreign languages. That will create a possibility to share knowledge, experience and resources and create a big community of geography teachers in bilingual education.

The big help for them appears to be a geography handbook written both in English and Polish that could solve some lexical problems that thematic vocabulary may bring. It may also be useful to collect some texts from magazines, diagrams and videos in English which we can find, among others, in the internet and organize the internet paths in our search engine in thematic folders. What is more, let the students search the internet for some geographic topics and prepare a PowerPoint presentation that can be a good material for further teaching too.

The thematic vocabulary introduced to the students during a lesson may cause another difficulty. That concerns quantity of geographic key words and assessing them. It is useful to create a list of geographic keywords necessary to be used during the lesson by the students as it is important to understand and use them in the future, for instance during the final exam. Such lists of words could be placed on websites. The students' knowledge of thematic vocabulary should be verified during every written test (meaning and spelling) and oral answer (meaning and pronunciation). Separate vocabulary tests can be applied

at the end of each term, e.g. the students are required to prove their knowledge of at least 60% of the keywords presented and used during the lessons. This may be the borderline to be promoted to the higher class. Yet, grammar, stylistic mistakes in written/oral answers should not be taken into consideration if only information provided by a student in English is clear.

Another very crucial fact is that the number of geography lessons in English in bilingual classes is often the same as in a native language, however it is far more time consuming to explain geographic issues and evaluate students in both Polish and English. That causes the problem of time balance between teaching or studying geography in Polish and in English. The suggested ratio is from 80%-20% to 40%-60% of lesson time (both content and language) respectively (but never 100% lesson time in English in bilingual classes).

Moreover, it is very essential to remember that English in bilingual geographic education, especially thematic vocabulary, is a mean of communication, a “tool” that enables the students to understand and describe geographic issues. The students applying for a bilingual program in our schools have their further goals such as studying in a foreign language, working or cooperating with foreign companies in Poland or abroad and thus acquiring specific thematic vocabulary will enable them to gain information from foreign sources and communicate on a specialist topic in L2.

Teaching Geography in English classes

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Abstract

This paper presents my experiences in teaching geographical issues during English classes. It includes a list of useful topics and some sample exercises which could be used both by Geography and English teachers. It also recalls theoretical basis for content teaching during English lessons and advantages it brings both to students and language classes.

Key words: bilingual teaching, Geography and English, CLIL

Introduction

Being a subject of my university studies, Geography has always been in the center of my interests while teaching English. I often try to introduce geographical topics, materials and techniques. Although this is not bilingual teaching it certainly includes elements of one. I believe that as an English teacher at secondary school level I should offer students various topics and materials dealing with other branches of science. I am convinced that Geography brings many benefits into language lessons.

Some of the most important advantages Geography provides to my English classes are the following:

- it gives a great variety of interesting, motivating, up-to-date topics which can be used for different linguistic activities,
- the topics are a great basis for practicing language skills, vocabulary, grammar and functions,
- it develops a wide range of general skills such as analysis, synthesis, critical thinking etc. crucial in any problem solving subject,
- it gives attractive, authentic materials,
- it raises motivation for language learning since the language becomes a tool for wider studies.

Other benefits such teaching brings to students include preparing them for further professional life, giving them useful knowledge and linguistic and general skills, developing students interest both in the language and subject studies.

As a result Geography, being so useful for developing language proficiency of the students, has become an important part of my teaching English at all levels.

Theory

Introducing Geography into English classes emerges from many theoretical ideas. Some of them are the most important:

- ESP– English for Specific Purposes
Teaching language is related to specific needs and interests which help students to acquire the language more efficiently. It creates the opportunity to use the learner’s knowledge of a subject.
- EDP – English for Development Purposes
Studying a language should become a way of personal development, and a conscious citizen of a society and the world.
- CLIL – Content and Language Integrated Learning
Content becomes of equal or even higher importance than the language itself. Introducing content into language lessons guarantees high motivation to study English and raises interest in both linguistic and subject aspects. The language becomes a tool for meaningful communication, knowledge acquiring and development.

Useful topics

Some geographical topics seem to be more useful for English classes than others. My students are most interested in the following:

- countries and regions
- weather forecast description
- cultural differences and similarities
- migrations and conflicts
- ecological issues
- natural disasters
- tourism
- globalization issues
- problems of the world
- European Union.

Using the students’ interest I prepare my own teaching materials. Below there are some sample exercises I use during the language classes. There are some language exercises included which could be used during bilingual and English lessons alike.

Examples of lesson materials

▪ Exercise 1

Topic: *Population explosion and family planning*

Task: *Put the reasons for having big and small families into two groups: group 1 – developed countries, group 2 – developing countries.*

Teacher gives students mixed pieces of paper with different reasons. Students work in pairs and do the task. Then a teacher asks them to read the reasons for both groups.

Materials:

- Group 1 – developed countries

Parents earn enough to support the family without the help of children.

Women want to develop their own careers.

Children are a financial burden. In a smaller family the wealth is shared between fewer people and the family can afford holidays and so on.

Parents will have a state pension when they retire so they have a smaller need for children to look after them when they retire.

Health service is well developed so fewer children die at an early age.

- Group 2 – developing countries

Children are a financial asset. They should work at an early age instead of going to school.

Most people are farmers and because they have little machinery they need extra hands to help grow crops.

Children will look after parents in their old age. This is the only security of parents.

Women are traditionally tied to the house.

Children are a gift from heaven. Having children is beyond control.

▪ **Exercise 2**

Topic: *Famine*

Task: *Put the pieces of the vicious circle of hunger in the correct order. Then write sentences about causes and effects of hunger using because and so and keywords from the pieces.*

Teacher gives students mixed pieces with reasons of hunger. Students work in pairs and do the task. Then a teacher asks them to read the sentences.

Materials:

- LACK OF FOOD
- HUNGER
- LACK OF ENERGY
- INABILITY TO WORK
- LESS FOOD GROWN
- LESS MONEY EARNED
- NO MONEY TO BUY FOOD
- NO FOOD

Example sentence: *Because they have no food they are hungry.*

▪ **Exercise 3**

Topic: *Natural disasters*

Task: *Read descriptions of the effects and name the natural disasters which caused them.*

Students read the sentences and give names of disasters.

Materials:

1. Every building in the area either fell down or developed huge cracks in the walls.
2. The whole valley looked like a lake, with only the tops of trees and the odd boat visible.
3. The river was dry, the land was yellow and all the wild life had disappeared.
4. There wasn't a tree left standing and the roads were blocked by fallen ones.
5. Hectares of the land were covered with stones and ash.
6. The very strong wind finished at last leaving everything covered with snow.
7. Camels didn't want to go. Sand was everywhere in the air, the dunes seemed to move.

▪ **Exercise 4**

Topic: *Global warming*

Task: *Which of the opinions about climate changes do you agree/ disagree with? Give reasons.*

Students read different opinions about climate changes and express their own ones. Then write the opinions down.

Materials:

1. The world's climate has always been changing. There is nothing special to worry about.
2. The Earth's climate is changing, but very slowly. We will be able to adapt to the changes.
3. Very soon science will find a solution to the problem of global warming. Perhaps we will discover a way of reversing the process.
4. In a few decades life will become impossible. It is already too late to do anything about it.

▪ **Exercise 5**

Topic: *Pollution*

Task: *Use the passive to make sentences from the given keywords.*

Students make sentences using the passive voice.

Materials:

1. Sulphur dioxide and nitrogen oxide/emit/factories, power stations and cars.
2. Trees/damage/acid rain.
3. Poisonous oxidants/drop onto trees/rain and snow.
4. Sulphur dioxide/turn into sulphuric acid/water vapour.
5. Forests/destroy.
6. Pollution/blow from one country to another/wind.

Example sentence: *Sulphur dioxide is emitted by...*

▪ **Exercise 6**

Topic: *Rainforest destruction*

Task: *Do the quiz.*

Students answer the questions.

Materials:

Quiz: *What do you know about rainforests?*

1. Which continent contains the world largest rain forests?
a) South Asia b) Africa c) South America
2. The area of Amazon rainforest is:
a) bigger than Poland b) bigger than Germany c) bigger than Europe

3. At what rate are the world rainforests disappearing?
 - a) 1 square mile a quarter
 - b) 1 square mile a day
 - c) 1 square mile a week
4. What percentage of the world plant and animal species exist only in the rainforests?
 - a) 10
 - b) 35
 - c) 60
5. How many people live in the world rainforests?
 - a) 60 million
 - b) 20 million
 - c) 140 million
6. What percentage of the world annual production of oxygen does Amazon forest contribute to?
 - a) 30
 - b) 50
 - c) 70

Future

Bilingual teaching, which is more and more popular in Europe, deals with many problems among which covering all topics included in the curriculum in a time given seems to be the most crucial. Therefore there is a need for searching possible ways of changing the situation. Creating teams consisted of two teachers: an English one covering some geographical topics and Geography teacher providing subject matter would be one of possible solutions.

Conclusions

It seems that in the case of Geography English lesson may become a bilingual class in dimension of topics, methods, techniques, materials and procedures used.

I would like to encourage English teachers to use their knowledge of other fields for teaching language through different subjects and to create their own teaching materials.

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Teacher-produced materials for teaching physical geography in English in high school

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Abstract

In most cases bilingual teaching is conducted by specialists of a subject not a language. As teacher-produced handouts and tests make up for most of the materials used in such teaching it is necessary for the teachers to know all the different methods used by language teachers as well as the subject teachers. Combining these two different methodologies would result in real integration of the subject and the language and thus the language will not only pose the role of a transmitter of the given subjects' contents.

The following paper presents various methods combined in preparing handouts and tests for teaching Geography in English. Besides typical Geographical tasks, like completing a table or a scheme, the list includes the methods used for working with texts during language classes, like YES/NO or TRUE/FALSE questions.

Key words: bilingual teaching, Geography and English Integrated Learning, CLIL, teacher-produced materials

Introduction

Teaching a school subject in a foreign language is a real challenge for students and teachers alike. There are numerous difficulties to face and solve, such as the lesson materials. It depends on the teacher how it is done, but the most crucial information for teachers in Poland is that bilingual classes have to follow the same curriculum as other classes so it is not possible to use a ready textbook from an English speaking country. As a result, most of the material used by teachers of any school subject taught in a foreign language, including geography, is teacher-produced.

Preparing a new handout for each lesson is, most of all, time-consuming. An additional difficulty is tailoring it to the needs of the curriculum and the

materials the teacher has, for example those from the Internet or other sources. What is more, most of those who teach in a foreign language are not language specialist, which makes it hard to consider the language abilities and needs of the students (Zaparucha A., 2007a).

Geography is among the most often selected school subject for teaching it bilingually. It must be stressed any student who has gone through a decent number of General English classes is well prepared to digest this subject in a foreign language. The reason is that geographical topics are very popular in any language course, and thus the basic scientific vocabulary is known to the students before they enter bilingual classes (Zaparucha A., 2007b).

To help those who have undertaken the task of teaching Geography in English in Poland the Association of Polish Adult Educators has decided to have their geography coursebooks translated into English. The idea behind this initiative was to give both the students and the teachers the tool that would go smoothly with the National Curriculum. Another advantage is that there is a Polish version of the same book, which means *both* can be used at the same time, especially if the language level of the students is not high enough to manage specific vocabulary. Moreover, the basic idea is that the students *understand* geography *through* the language; the language is to be the *means*, and not the *obstacle* (Darn S., 2006).

Being both a Geography and English specialist I have worked out handouts and tests to go with the first part of the Geography coursebook for high school: *Natural system of the Earth* (Kosakowski et. al, 2004, 2006). Designing these materials I use the knowledge of a language teacher and the types of the exercises which can be found in language classes, such as TRUE/FALSE or YES/NO questions. Other task examples have already been presented and discussed in publications for geography and language teachers alike. They include the tasks on *Map reading* (Zaparucha A., 2006) and on *Monsoons* (Zaparucha A., in print). Some of the tasks, such as 'Mixed Bag' and 'Dubious Definitions', are based on a set of tasks for Geography Quiz organised for school students in the UK (*World-wise Quiz...*, 1987, 1988).

Additionally, as this is vocabulary that might pose a problem to students, rather than grammar structures, I add vocabulary items within the tasks so as not to waste time on working with the dictionary. The following examples show selected types of tasks for bilingual geography teaching. Tasks with an asterisk are not complete.

Task examples

▪ TRUE/FALSE sentences

Decide whether the following sentences are true or not:

1. The troposphere is the lowest layer (*warstwa*) of the atmosphere.
TRUE/FALSE
2. Salinity (*zasolenie*) is the highest in the tropics.
TRUE/FALSE
3. The destructive activity of wind is called an outlier (*ostaniec*).
TRUE/FALSE

▪ YES/NO questions

Answer the following questions:

1. Did the last Ice Age take place in HOLOCENE? YES/NO
2. Is Gopło a RIBBON LAKE (*jezioro rynnowe*)? YES/NO
3. Are SPILLWAYS (*pradoliny*) found in Poland? YES/NO

▪ Multiple questions

Complete the following sentences by selecting one of the given expressions:

1. Karst form which DOESN'T develop on the surface is...
 - a) cave
 - b) polje
 - c) mogots
2. Aeolian processes (*procesy eoliczne*) are most common in...
 - a) arid environments
 - b) on the seashores
 - c) rainforests
3. Changing of water from solid (*stan stały*) into gaseous phase (*stan gazowy*) is called...
 - a) transpiration
 - b) sublimation
 - c) condensation

▪ Gapped sentences I

Complete the following sentences. The first letter of each word is given while the number of gapped spaces means the number of letters in a word.

1. Precipitation, evaporation and flow combined produce W _ _ _ _
B _ _ _ _ _.
2. Rivers which carry water sporadically (*okresowo*) are called E _ _ _ _
_ _ _ _ rivers.
3. The destructive (*niszczący*) activity of the sea is called A _ _ _ _ _ _ _.

▪ **Gapped sentences II**

Complete the following sentences by inserting the best expressions. Use maximum TWO words for each gap.

1. Disintegrated rock matter (*material skalny*) moves downhill due to and
2. The examples of costal erosion (*erozja morska*) in Poland are found on the
3. Water circulation in nature is called the

▪ **Short-answer questions**

Answer briefly the following questions:

1. What was the YOLDIA SEA (*Morze Yoldiowe*) and how did it emerge?
2. What is the ROSS ICE SHELF (*Bariera Rossa*)?
3. What process takes place on the firn field (*pole firnowe*) of a mountain glacier?

▪ **Description of a process**

Describe the following processes:

1. Where and how does a CIRQUE (*cyrk*) or a CORRIE (*kar*) form?
2. How were the Andes formed?
3. Where and how does a U-SHAPED VALLEY (*dolina U-kształtna*) form?

▪ **Definitions**

1. From the following list select three expressions and define them:
WEATHER, SMOG, CLIMATE, MICROCLIMATE, LOCAL CLIMATE,
WEATHER CHART, METEOROLOGICAL SATELLITE
2. Give the definitions of the following expressions:
ARTESIAN WELL

GEYSER3. From the following list choose six expressions:
EPEIROGENIC MOVEMENTS (*ruchy epejrogeniczne*), FAULT (*uskok*),
FOLD (*fałd*), KOBE, LOS ANGELES, MERCALLI'S SCALE, NEVADO
DEL RUIZ, OROGENESIS (*orogeneza*), PUMICE (*pumeks*), RICHTER'S
SCALE, SEISMIC WAVE (*fala sejsmiczna*), SEISMOGRAPH, STRATO-
VOLCANO (*stratowulkan*), TUFF (*tuf*), VESUVIO
Be brief but precise. Make a picture if you like.

▪ **Classifications**

Complete the following sentences with the proper expressions:

1. Types of mass movements include:
a. b. c.
2. If their genesis is concerned, there are 3 groups of rocks:
a. b. c.
3. Sedimentary rocks can be divided into 3 groups of rocks:
a. b. c.

▪ **Cross out the wrong one**

In the following sentences cross out the wrong word:

1. Monsoons are local/seasonal winds.
2. Winter monsoon is wet/dry.
3. Breeze is a local/seasonal wind.

▪ **The odd one out**

From the given sets of geographical place names cross out the one which differs from the others:

1. Kilimanjaro, Everest, Fujiyama, Etna
2. Yellowstone, Yosemite, Kruger, Grand Canyon NP
3. Andes, Alps, Rockies, Appalachians
4. Ottawa, Berlin, Paris, Melbourne

▪ **Dubious definitions**

From the given definitions select the proper one:

1. Is THE RICHTER SCALE
A. the musical notes made by didgeridoo?
B. a climbing competition in Austria?
C. a way of measuring the intensity of earthquakes?
2. Is MICRONESIA
A. a disease in Africa?
B. the name of a group of islands in the Pacific?
C. a land where the Pygmy tribes originated?
3. Is an ISOBATH
A. the term to describe a volcanic intrusion?
B. a line on a map which joins places of equal depth of water?
C. the name given by the Inuit to their outdoor swimming-pools?

▪ **Mixed Bag**

Answer the following questions from various branches of geography:

1. What religion is practiced by most people in Mexico?
2. If you were in the capital city of Taipei, which country would you be in?
3. What do the initials O.P.E.C. stand for?
4. What is the name given to a sudden fall of snow or ice in a mountainous area?
5. Who, where, or what is “Marco Polo”?

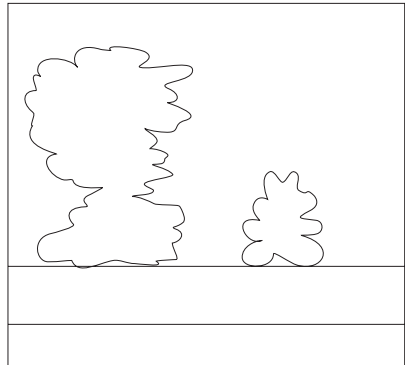
▪ **Pictures to label**

1. CONVECTIONAL RAIN

Insert the following expressions into the pictures:

CUMULUS CLOUDS / CUMULO-NIMBUS CLOUDS / WATER VAPOUR
CONDENSATION / FREEZING ZONE

Use arrows to mark the direction of the air movement, draw water droplets and snowflakes, and use blue colour to mark the rain zone.



2. WINTER MONSOON

In the picture insert the following:

HIMALAYAS,
WESTERN GHATS,
CEYLON,
INDIAN OCEAN

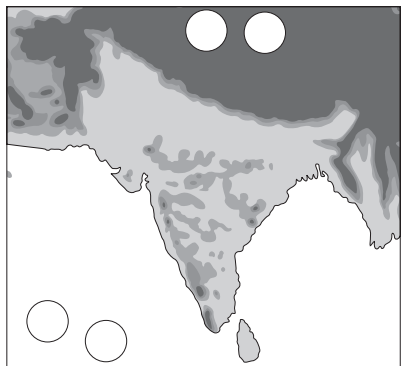
Put the following into the circles:

H for high pressure centre
L for low pressure centre
+ for high temperature
- for low temperature

Use arrows to show the direction of wind.

Use blue colour to show rain zone.

Use yellow colour to show the desert.



▪ **Pictures to draw**

In the boxes present two types of rock intrusion – a BATHOLITH and a LACCOLITH. Describe them to show the differences between them.



▪ **Tables to complete**

1.* Use your coursebook to find the methods for presenting the content on the map:

Methods		Examples	Drawing
quantitative (ilościowe)	isolines (izolinie)	contour lines / isohyets (poziomice / izohiety)	
qualitative (jakościowe)	range maps (mapy zasięgów)	lakes	

2.* Use your coursebook and atlas to complete the table:

Climate	Temperatures	Precipitation	Area	Vegetation
Equatorial rainforest				
Tropical continental				

3.* Use your coursebook to complete the table on river regimes:

River regime		Changes in water level	Areas	Examples
Simple		Oceanic		

4.* Use the atlas to complete the table and draw conclusions about the factors influencing temperatures:

Coordinates	Mean temperature in January	Mean temperature in July	Conclusions
Winnipeg 50°N, 97°W
New Orleans 30°N, 90°W
Manaus 3°S, 60°W
Novosibirsk 55°N, 83°E
Moscow 55°N, 38°E
Odense 55°N, 10°E

* Tasks with an asterisk are not complete.

5. Name all the nine Baltic countries and their capitals (start from Poland and move clockwise).

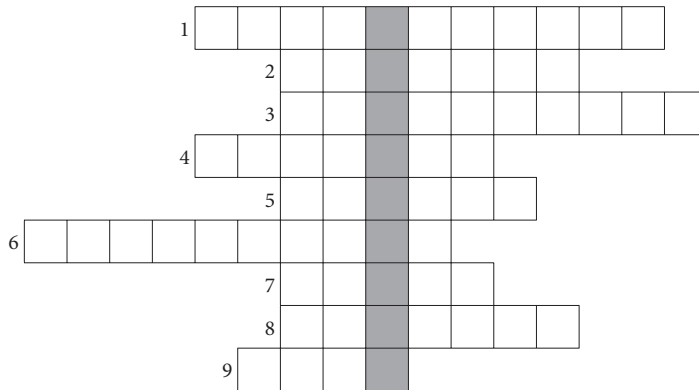
Country	Capital	Country	Capital	Country	Capital
1. Poland	Warsaw	4. S	S	7. E	T
2. G	B	5. F	H	8. L	R
3. D	C	6. R	M	9. L	V

6. What are these objects and who do they belong to?

Object	Country	Object	Country	Object	Country
1. Åland		4. Gotland		7. Saaremaa	
2. Bornholm		5. Hiiumaa		8. Turku	
3. Bothnia		6. Öland		9. Ystad	

▪ **Crosswords**

1.* Use your coursebook to do the crossword:



1. *It studies food production*
2. *This science studies the Earth's crust*
3. *Social geography (distribution of people)*
4. *He first said that the Earth is in the middle of the Universe*
5. *Where was Eratostenes from?*
6. *The branch of social geography which studies towns and cities*
7. *What does pedology study?*
8. *The largest ocean*
9. *A large desert in Asia*

▪ **Graphs to make**

1. Use monthly temperatures and precipitation to construct CLIMATE GRAPHS for the world climates:

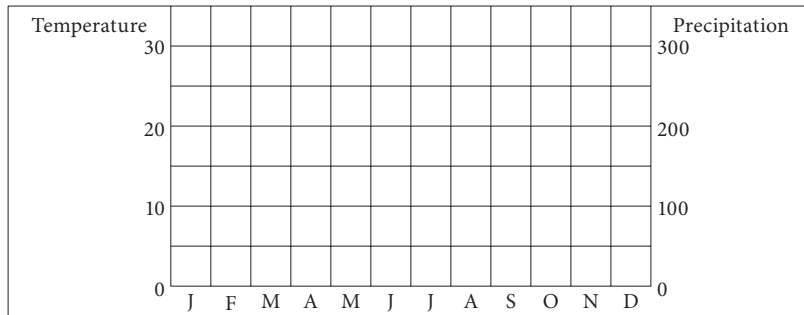
CLIMATE GRAPH FOR MANAUS (Brazil) 3°S

Altitude 44 m

Annual range of temperatures 2°C

Annual precipitation 2104 mm

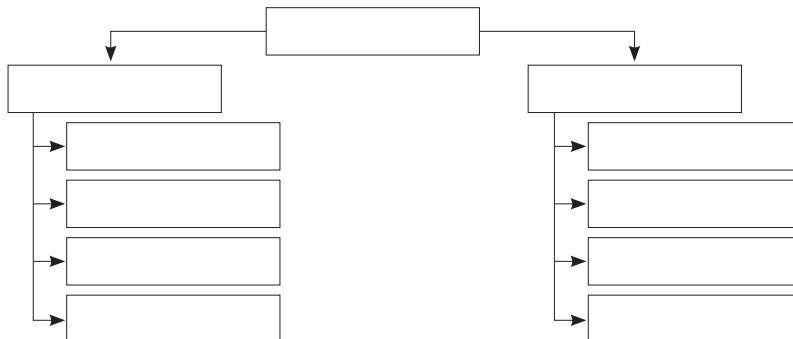
	Jan.	Feb.	March	April	May	June	July	Aug.	Sep.	Oct.	Nov.	Dec.
Temp. (°C)	27	27	27	27	27	28	28	28	29	28	28	27
Rainfall (mm)	270	250	320	285	220	90	50	45	60	110	160	210



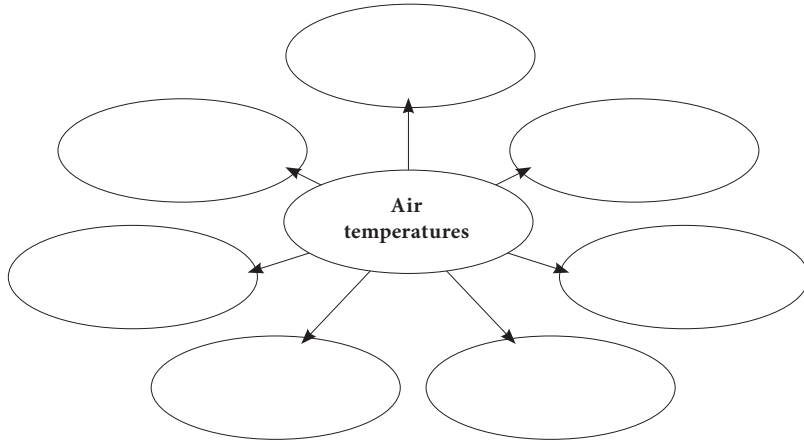
▪ **Schemes to complete**

1. Complete the chart with the following expressions:

ARTESIAN WATERS (*wody artezyjskie albo wgłębne*), DEEP WATERS (*wody głębinowe*), GLACIERS AND ICE-SHEETS (*lądolody*), GROUND-WATERS or PHREATIC WATERS (*wody gruntowe*), LAKES, LAND WATERS, RIVERS, SUBSOIL WATERS (*wody zaskórne*), SWAMPS AND MARSHES



2. In the space provided insert the factors which influence the distribution of air temperatures on the globe.



▪ **Calculations**

Do the following calculations (*obliczenia*):

1. What is the real distance (*odległość rzeczywista*) between 2 points if the distance between them measured (*zmierzony*) on a 1:1,200,000 scale map is 3.7 cm?
2. What is the position of the Sun on the first day of summer on the northern hemisphere (*półkula północna*) if the latitude of a place is 37°05'?

Summary

Teaching Geography in English in a non-English speaking country is a challenge, especially if a teacher is not a language specialist. The basic idea behind bilingual teaching should not only be using the language as a medium to teach the subject. It should also be important to approach this issue from a language teacher point of view. As a result, producing own materials can be a real difficulty, especially for those who are not language specialists. The above set of bilingual tasks shows a whole range of such exercises. Tailoring them to the students' needs, however, remains in the hands of bilingual teacher themselves.

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Further reading on Content and Language Integrated Learning

- CLIL Compendium www.clilcompendium.com
- European Commission - Languages www.europa.eu.int
- EuroCLIC www.euroclil.net
- Translanguage in Europe www.tieclil.org
- Centre for Information on Language, Teaching and Research www.cilt.org.uk
- Forum for Across the Curriculum Teaching www.factworld.info

Student Projects for Geography and English Integrated Learning

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Abstract

Modern English coursebooks pre-teach a wide range of specialist geographical vocabulary. Thus, it is quite natural that Geography is one of the most frequently selected school subjects for the CLIL programmes, while English is among the most frequently chosen languages of instruction.

A well designed CLIL lesson should contain four elements: content (e.g. Geography), communication (e.g. English language skills), cognition (i.e. thinking skills) and culture (i.e. the elements which help the learner define *otherness*). It seems that teaching through projects ideally combines all the above elements. The following examples include such projects carried out by the students of bilingual classes of the Secondary School Complex number 10 in Toruń, Poland. Their aim was to obtain information on geographical matters combined with a modern way of acquiring the language.

The projects include those which were carried out in the form of fieldwork (type A projects), in a form of a classroom presentation (type B projects) as well as the ones done in a form of an individual paper (type C projects). The topics of the student projects range from physical to social and economic topics, and from those concerning local, national or international matters.

Key words: bilingual teaching, school projects, Geography and English, CLIL

Introduction

Any student who has gone through any Intermediate-level coursebook is well-prepared for learning Geography and English in an integrated manner. Thus, it is quite natural that Geography is one of the most frequently selected school subjects for the CLIL programmes, while English is among the most frequently chosen languages of instruction.

Although individual reasons may vary, Geography seems a good choice as students develop specific vocabulary from the very earliest stages of studying a foreign language. It is enough to look through the list of topics for reading skills in modern textbooks to realise Geography is a never-ending source of themes for CLIL (Zaparucha, 2007a). Almost all branches of geographical sciences, physical, socio-economic and regional, are represented there. The best represented branches include climatology, tourism and environmental protection, as well as regional issues in English speaking countries. Other popular themes, and thus groups of vocabulary, include those dealing with natural disasters, such as volcanic activity and earthquakes. Intermediate textbooks also include a wide selection of geographical names, such as countries, cities, mountain ranges, rivers, oceans, lakes and islands both in Europe and elsewhere. Those groups of words dealing with industry and geology are relatively weakly represented.

Teaching through projects

For both Geography and English taught separately, projects constitute an essential component. Every modern English coursebook for school students contains suggestions for project topics to be prepared by students to increase the motivation and engagement of the learners, as well as to practise writing. Other projects integrate all the language skills and may easily be used by Geography teachers, such as *Street interview on a specific topic* or *String and pin display: tourist destinations within a town* (Fried-Booth, 1997).

For Geography students a project is an opportunity to try something different, especially if it is well prepared, both methodologically and practically. Projects in geography may range from short purely Geography projects to events of a few-days' duration integrating Geography with other disciplines (Bailey, 1991; Gołębniak, 2002). No matter what the organisational aspect of Geography project work is, it enables the students to 'put their hands on' a given topic.

It seems, thus, that a project is a great way to combine both English and Geography requirements (Zaparucha 2006b, in print b). The project described below was undertaken by four bilingual classes of both lower (13-15 yrs) and higher (16-18 yrs) levels of the Secondary School Complex number 10 in Toruń, Poland. The project, supervised by the author who is both Geography and English teacher, was connected with the second anniversary of Poland's accession to the European Union. The stages of preparation, realisation and evaluation of the project were based on the Field Studies Council publication for GCSE students *Projects without panic!* (Field Studies Council, 1989).

A well designed CLIL lesson should contain four elements: content (e.g. Geography), communication (e.g. English language skills), cognition (i.e. thinking skills) and culture (i.e. the elements which help the learner define *otherness*).

It seems that teaching through projects ideally combines all the above elements. The following examples include such projects carried out by the students of the Secondary School Complex number 10 in Toruń, Poland. Their aim was to obtain information on geographical matters combined with a modern way of acquiring the language.

The projects include those which were carried out in the form of fieldwork (type A projects), in a form of a classroom presentation (type B projects) as well as the ones done in a form of an individual paper (type C projects). The topics of the student projects range from physical to social and economic topics, and from those concerning local to national or international matters.

Here are the projects carried out by the students of the School Complex number 10 in Toruń:

Type ‘A’ projects – fieldwork:

- **Quality of urban environment** (fieldwork: assessing the quality of two streets in the vicinity of the school building as well as one in which the students live; report-writing with the IT elements);
- **Development of the Pleistocene Toruń-Ebersvalde Spillway** (fieldwork: sketch-drawing, soil profile and landscape observation; report-writing);
- **Toruń as the tourist centre – hotels in the Old Town** (fieldwork: visiting hotels, collecting brochures and leaflets, interviews with the receptionists; making a poster);
- **Second anniversary of Poland’s membership in the EU** (fieldwork: street survey, survey among the family members; report-writing with IT elements).

Type ‘B’ projects – classroom presentations:

- **Biomes of the Earth** (pair – or group-work to present a selected biome of the Earth – from the tropical rainforest to the Arctic deserts; oral presentations in front of the class, using visuals and designing tasks for classmates; summarising the biomes in a form of a poster);
- **Poland’s neighbours** (pair – or group work to present tourist attractions of the countries neighbouring Poland – from Germany in the west to Russia in the north-east; oral presentations in front of the class, using visuals and designing tasks for classmates);
- **Selected countries of the world** (pair – or group work to present geographical issues of the selected world countries – from Egypt to Brazil to Japan etc; oral presentations in front of the class, using visuals and designing tasks for classmates);
- **Selected problems of the modern world** (pair – or group work to present the largest problems of the world – from ecology to food to climate etc.; oral

presentations in front of the class, using visuals and designing tasks for classmates).

Type 'C' projects – individual papers:

- **Family model** (a class survey on the size of families of different generations: students', their parents' and their grandparents'; an individual project to study various ways of presenting statistical data – a pie graph, a square graph and a bar chart);
- **Students in statistics** (a class survey on the selected issues concerning the students – i.e. commuting, siblings, sport etc; a pair report on the findings on one of the topics to study various ways of presenting statistical data – a pie graph, a square graph and a bar chart);
- **Poland's neighbours and what we think of them** (a class survey on stereotypes concerning three neighbours of Poland; an individual project to present both class and individual opinions);
- **Tourism in the less economically developed countries** (a class discussion on the tourist destinations; a report on the way tourist offices advertise destinations in the LEDCs versus the economic indicators of development; IT methods);
- **Indicators of development** (a class discussion on the indicators of development; a report of the comparison of the selected countries – low – and middle-income LEDCs and MEDCs – in terms of their GDP and two other individually selected indicators; IT methods).

All the above projects prove to serve the CLIL goals well, as they give opportunities to use the language in a number of ways: by discussing the issues in the classroom, reading the instructions and writing the reports. They also enable the students to acquire a large portion of geographical knowledge, as well as the IT methods, a must in the modern world. Additionally, they prove to be really engaging and are popular with the students, what they expressed in a specially designed questionnaire completed at the end of the school year.

The following part includes three selected projects shown step by step to present their both linguistic and content value.

Type A. Fieldwork project – assessment of urban environment

As far as the CLIL objectives are concerned, the following fieldwork project combines all the necessary elements.

In terms of the CONTENT

- Ss will be able to give the issues concerning large cities (e.g. crime level, traffic or water supply issues);
- Ss will be able to name both permanent and unstable elements of the streets (e.g. traffic, litter, buildings, trees);

- Ss will be able to locate the selected streets on the city plan;
- Ss will be able to calculate the final score for the streets;
- Ss will be able to present their findings in the form of a written report;
- Ss will be able to present their data in the form of the selected graphs (pie, line, bar or picture graphs).

In terms of COMMUNICATION

- Ss will study the vocabulary connected with urban areas (*e.g. location, traffic congestion, social issues, homelessness*);
- Ss will revise comparative adjectives to compare street quality (*e.g. better, nicer*);
- Ss will revise the vocabulary connected with the methods of presenting data (line graph, bar-graph);
- Ss will practice writing skills, including spelling rules (writing the report);
- Ss will practice reading skills, including spelling rules (reading notes made by the teacher on the board before the fieldwork);
- Ss will practice listening skills, including stress and intonation (listening to the teacher's instructions and to the other students' answers and suggestions during pair work);
- Ss will practice speaking skills, including stress and intonation (giving answers to the teacher's questions, discussing the task with a partner).

In terms of COGNITION

- Ss will develop their thinking skills by combining the language and the contents;
- Ss will develop their thinking skills by drawing conclusions from the data;
- Ss will develop their orienteering skills by using maps.

In terms of CULTURE

- Polish dimension – Ss will be able to compare urban conditions known from the textbook with the Polish one;
- Ss will develop their social and co-operative skills by working in pairs.

Assessment of urban environment – step by step

1. Choosing a project idea

Urban environment – street quality assessment

The selection of the topic is connected with the broader issue of urban landscapes (cityscapes) in the world. Apart from talking about the problems people face in large cities, the idea is to look at the student's own home city in a more close way. Students generally would have no problems in talking about large cities' problems, such as crime, traffic or water supply. However, looking at the own place through the "geographical" eyes is something new. It is natural that once we get used to a place, we often stop realizing both negative and positive aspects of it.

At that stage general information is elicited from the students in the classroom.

2. Stating a problem, hypothesis or investigation

Streets vary in terms of their quality, i.e. the stable elements such as the state of buildings, the state of pavements, the amount and state of street lamps etc. Other things easy to make a note of include smells, litter and traffic.

This part of the study is done through the brainstorm activity by asking the students to name the elements the streets include. During the above preparation phase the students come to the conclusion which of the mentioned street elements are the most important and how to assess them (i.e. little traffic and litter is positive but little greenery is negative). Thus, the decision on the number of points given for each element needs to be decided (e.g. no litter – 5 points, no streetlights – 0 points).

3. Planning the fieldwork

Once the selection of the elements to assess has been decided on, the students are told to use the city plan to locate the school area and the two streets near it which will be assessed. Additionally, they are asked to locate their own street.

4. Doing the fieldwork and recording it

The very fieldwork part involves a short walk up and down the selected streets in the school vicinity. The students, working in groups, try to agree on the number of points for each of the elements assessed. After summing up the score each street gets a rank. To make the students' projects differ from one another, the students are asked to do the same with their own street (or a section of it close to their house).

5. Presenting the results: graphic presentation of the findings in the form of a written report

The results are presented in a form of a written report including a graphic presentation of the location of the streets and the score gained by each street. To do so, the students are pre-taught how to write a report: what a cover page should contain, what is necessary to be included in the introduction part, how they can present the location of the streets, what options they have to show the findings and what the summary part needs.

6. Conclusions: explaining the project results

Interestingly, all the authors of the projects concluded their streets are the much better than the other streets! Generally, the streets in the school vicinity are described as the ones which the students would never ever choose to live in. "Street" patriotism has thus been expressed.

7. Feedback

The feedback received from the students referred mainly to their perception of the exercise. At the end of the school year they were given a question-

naire to assess the necessity for such fieldwork. The type of the exercise proved to be interesting and motivating, as well as gave the students an opportunity to look at their local area at a different angle. Generally, any task to be done outside the school buildings will be treated as something much more exciting than staying inside.

Type B. Classroom presentation – biomes of the earth

As far as the CLIL objectives are concerned, the following project combines all the necessary elements.

In terms of the CONTENT

- Ss will be able to connect the existence of the biomes with the position of the Earth towards the Sun in its yearly rotation;
- Ss will be able to name the biomes of the Earth (*e.g. tropical rainforest, savannah, desert*);
- Ss will be able to locate the biomes of the Earth (*e.g. in central Africa, in Siberia, to the north of taiga*);
- Ss will be able to characterise the climates of the biomes of the Earth (*e.g. dry/wet season, precipitation, mean monthly temperature*);
- Ss will be able to characterise the flora and fauna of the biomes of the Earth (*e.g. moss, lichen, elephant grass, bamboo, vulture, lynx*);
- Ss will be able to present their findings in the form of a written report;
- Ss will be able to present their data in the form of the selected graphs (*pie, line, bar or picture graphs*).

In terms of COMMUNICATION

- Ss will study the place names in various locations on the globe (*e.g. the Amazon, the Sahara Desert, Antarctica, Greenland*);
- Ss will study the vocabulary connected with different biomes of the world (*e.g. location, animals, plants*);
- Ss will revise adjectives to talk about climate (*e.g. hot, short, wet*);
- Ss will revise and study the vocabulary to name the flora and fauna representatives of the individual biomes (*e.g. giraffe, liana, pine, oak, maple*);
- Ss will practice writing skills, including spelling rules (*doing the tasks prepared by the students*);
- Ss will practice reading skills, including spelling rules (*doing the tasks prepared by the students*);
- Ss will practice listening skills, including stress and intonation (*listening to the presentations prepared by the students*);
- Ss will practice speaking skills, including stress and intonation (*giving presentations and answering the questions prepared by the students*).

**Assessment of urban environment – figures
Student A's project**



Fig. 1. Student A's project: cover

Introduction

On the 25th of September we went with our class to check the quality of urban environment. Later we had to check our streets too and by show^{ing} results in the tabel, table

Fig. 2. Student A's project: introduction

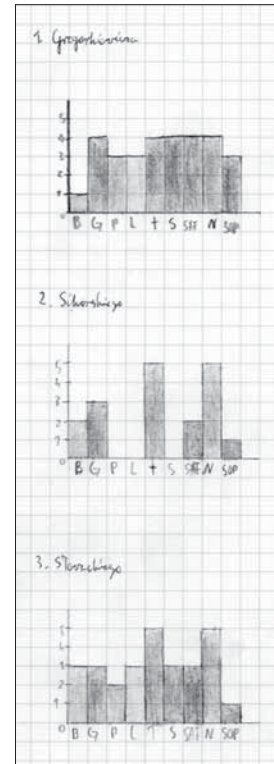


Fig. 3. Student A's project: graphs

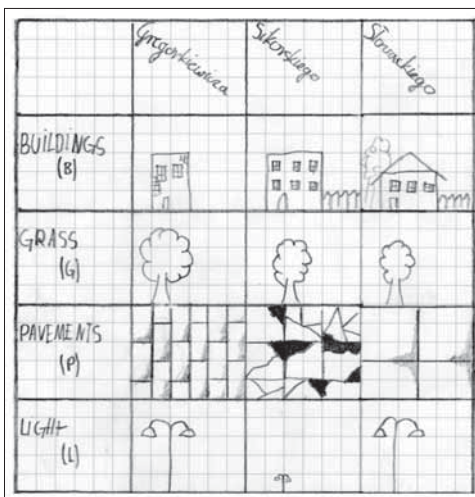
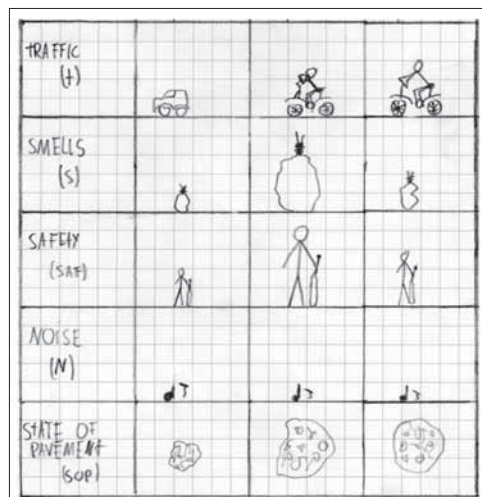


Fig. 4. Student A's project: drawings



Conclusions

I think ^{not} best of streets to live ⁱⁿ is Gregorkiewiczowa street, because there is biggest ^{amount} of grass, there are best pavements, small traffic and best state of ^{the} street. This is the most safest street. But in respect of buildings Stowackiego street does not have equal. I'd not ^{like} to live ⁱⁿ at Sikorskiego street because there are worst pavements, smells, light and there is not enough safety.

Fig. 5. Student A's project: conclusions



Fig. 6. Student A's project: map

Assessment of urban environment – figures Student B's project

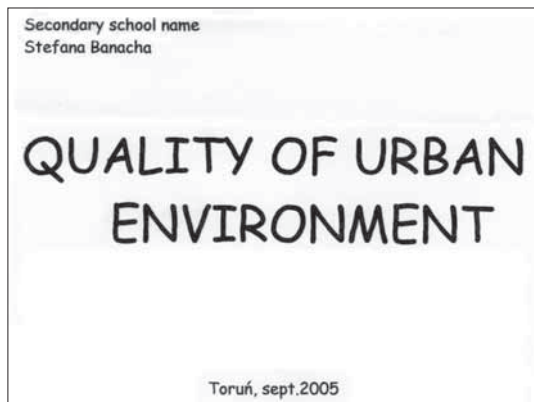


Fig. 7. Student B's project: cover

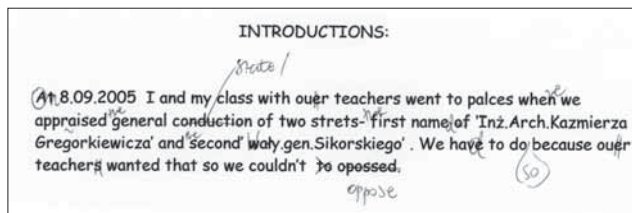


Fig. 8. Student B's project: introduction

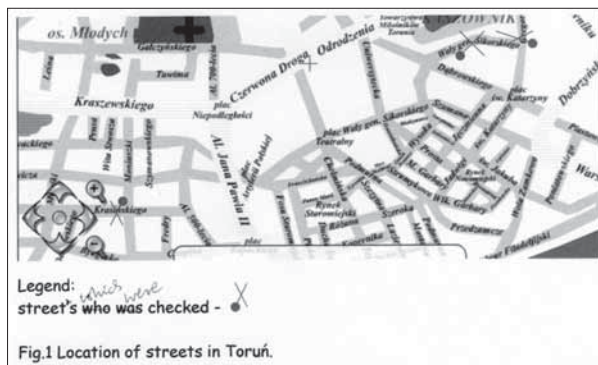


Fig. 10. Student B's project: map

II.
Results:

Table 1
Street 1
Inż. arch. Kazmierza Gregorkiwicza

Buildings	2
Street's surface	3
Pavement	3
Noise	5
Traffic	5
Lighting	3
Vegetation	5
Cleanliness	2
Smells	4
Safety	3

Table 2
Street 2
Waly gen. Sikorskiego

Buildings	2
Street's surface	1
Pavement	1
Noise	5
Traffic	5
Lighting	1
Vegetation	5
Cleanliness	1
Smells	1
Safety	1

Table 3
Street 3
Zygmunta Krasińskiego

Buildings	4
Street's surface	4
Pavement	3
Noise	1
Traffic	2
Lighting	4
Vegetation	3
Cleanliness	4
Smells	4
Safety	4

0-very bad 3-OK but it can be better
1-bad 4-good
2-not well 5-great

Fig. 9. Student B's project: table

III																			
Things	STREETS																		
	Inż. arch. Kazimierza Gregorkiewicza	Wąły gen. Sikorskiego	Zygmunta Krasieńskiego																
- buildings																			
-street's surface																			
- pavement																			
-noise (silence)																			
-traffic																			
-lighting																			
			<table border="1"> <tr> <td>- vegetation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-cleanliness</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-smells</td> <td></td> <td></td> <td></td> </tr> <tr> <td>-safety</td> <td></td> <td></td> <td></td> </tr> </table>	- vegetation				-cleanliness				-smells				-safety			
- vegetation																			
-cleanliness																			
-smells																			
-safety																			

Fig. 11. Student B's project: graphs

In the above

IV. Conclusions

Over figures the best street is Inż. arch. Kazimierza Gregorkiewicza. I think on this street grows many vegetation different from some three. On this street is no enough buildings, and they are dowdy but this one cause to make that on it is silently. So I decided gave max points in matters - traffic, vegetation, noise (silence). I think street- Inż. arch. Kazimierza Gregorkiewicza is very nice places when some people can live, if they want live in silenc and free from traffic locus. Second street which is good is (in my opinion) 'my' street when I live - Zygmunta Krasieńskiego. On this places is many plants or some nice buildings. But sometimes regined noise because in this places is very many playgrounds and children who want amuse are very noisy. On my street often is very big traffic and sometimes I can't sleep.

I think the worst street is - waly. Gen. Sikorskiego. but on this street is many rubbish and it is reason that unpleasant smell. On this locus is no enough streetlamp and I think when is late on this street is very dangerous. I don't want live there.

Fig. 12. Student B's project: conclusion

In terms of COGNITION

- Ss will develop their thinking skills by combining the language and the contents;
- Ss will develop their thinking skills by drawing conclusions from the presentations;
- Ss will develop their orienteering skills by using maps to locate the biomes of the Earth.

In terms of CULTURE

- Ss will develop skills necessary for public presentations;
- Polish dimension – Ss will be able to compare natural conditions of the biomes of the Earth with the Polish ones;
- Ss will develop their social and co-operative skills by working in pairs (*e.g. preparing and delivering the presentation*).

Step by step – biomes of the earth

1. Choosing a project idea

Presentation of the main biomes of the Earth poses an important section in Geography teaching. Doing it in a form of a classroom project delivered by the students in front of the group of peers gives the students an opportunity to research their topic thoroughly and discuss the findings with a partner/partners in order to select the most important facts.

2. Stating a problem, hypothesis or investigation

The discussion before the selection of the topics for presentations includes the revision of the movements of the Earth and their consequences, i.e. climate type, flora and fauna. It is stressed that the biomes should be presented in a logical way, i.e. starting from the Equator and moving to the north and south of it.

3. Planning the projects

As the classes have 15-17 students, each project is done by 2-3 students. The selection of the topics for individual pairs can be done by drawing numbers from a bag or hat. Each number means a different biome in the following order: tropical rainforest, savannah, desert, Mediterranean zone, deciduous forests, coniferous forests (taiga), tundra, and polar desert. If there is a larger number of students, azonal biomes can be also presented, i.e. mountains and/or oceans.

4. Doing the projects

The students need to search for information (books, atlases, encyclopedias, the Internet, etc) and gather the necessary information, i.e. location of the biome, climatic conditions (annual distribution of rainfall and range of temperatures), flora and fauna. A presentation needs to have visuals, i.e. photos, posters, maps, drawings, etc., as well as tasks for students, such as crosswords, true/false sentences, open questions, word squares, texts with gaps or other puzzles.

5. Presenting the projects

The projects are presented in front of the class. Any extra visuals or attractions are welcome, such as food, souvenirs, clothes the students are wearing or taped music. After the presentation or during it, the listeners have to complete the tasks designed by those giving a presentation. Ideally, the presentation should not be read.

6. Gathering the information from the projects and conclusions

Once all the projects have been delivered, all the information is simplified and gathered in a form of a poster. This can be the basis for a summary test.

7. Feedback

The best feedback is received when the students enjoy their presentations. It can be very exciting, especially when the first team delivers an exceptionally good presentation. This encourages the others to outdo them.

Biomes of the earth – figures Materials prepared by students



Fig. 13. Tropical rainforest – puzzle

Savanna is a grassland with single trees. On savanna trees and grasses are dominant vegetation types. In savanna we can honour three seasons: rainy then is from 18 to 24 degrees, dry cool then is from 14 to 20 degrees and dry hot then is from 26-30 degrees sometimes to 45.

We can honour three types of savanna :

1. grassy – trawiasta
2. shrubby - krzewiasta
3. treey – drzewiasta

Savanna occurs in Africa, South America and on north and south of area rainforest and in India, east Australia. Savanna has various names for example *campo* in Brasil, *llanos* in Venezuela, *preria* in North America, *puszta* in Hungary and *pampa* in Argentina.

Mammals of savanna are represented by hipopotams, zebras, cheetah, *gnu*, lion, rhinoceros, antelope, giraffe. Also ordinary there are tortoise, snakes, lizard. To the most numerous insects belong : locust, ants and termites. Birds of savanna first of all are : ostriches, vultures, marabous, dropie and secretaries. In vegetable attire of savanna dominant cluster dry-like grass for example elephant grass. In some savannas are grown sparse trees for example acacia, baobab or palms.

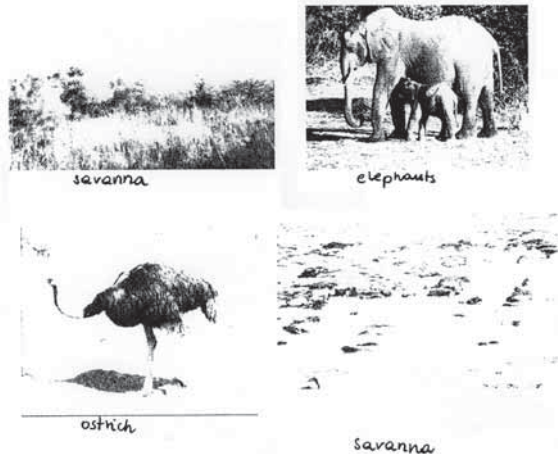


Fig. 14. Savannah – text

1. What proportion of the Earth's surface is covered by desert ?
One-third of the Earth's surface is covered by desert.

2. What must the average annual rainfall not exceed in areas classified as desert ?
To be classified as desert, there must be less than 100mm of rainfall annually.

3. What proportion of the Earth's deserts are covered by sand ?
Approximately 20 per cent of our desert areas are sandy. Other larger areas of desert are covered in rocks and gravel

4. What is the most arid continent on Earth ?
The most arid continent on Earth is Australia

5. Which two rivers cross the Sahara desert ?
The Nile and Niger rivers both cross the Sahara desert.

6. Which African desert plant closely resembles a cactus ?
The euphorbia is a cactus-like plant that grows in African deserts.

7. What proportion of their body weight can camels drink in one go?
Camels can drink water weighing a quarter of their body weight.

8. How many species of plant can be found in the Sahara desert?
1200 species of plant can be found in the Sahara desert.

Fig. 15. Deserts – questions

Mediterranean zone is located in : around the Mediterranean Sea , The Mediterranean Climate (Cs) is unique. We can see two seasons: and hot and Total annual precipitation ranges between 15 and 40 inches per year. Vegetation is characterized by In most regions these are evergreen and have small, leathery (sclerophyllous) leaves with thick cuticles. Sometimes the leaves are so reduced as to appear needle-like. Many typical members of the shrub flora are aromatic (for example, sage, rosemary, thyme, and oregano)

In this zone live a lot of different kind of animal. There are for example:

Fig. 16. Mediterranean zone – gapped text

DECIDUOUS FORESTS OF TEMPERATE ZONE
 (lasz liściaste strefy umiarkowane)

1. Location.
 Europe, Russia, China and western Australia. Also North Canada and Western USA.

2. Animals.
 Fox, squirrel, badger, deer, wolf, wild boar.

3. Plants.
 Beech, oak, maple, ash, hornbeam.

4. Climate.
 The climate in moderate zone is more favorable than in boreal zone. In temperate zone we distinguish seasons: summer and winter. It is no nor wet nor dry wet.

VOGABULARY

buk – beech	borsuk – badger	żyzny - fertile
dąb – oak	dzik – wild boar	runo leśne - forest undergrowth
klon – maple	lasz liściaste - deciduous forests	bush - krzak
jesion – ash	roślinozemy – herbivorous	próchnica - caries
grab – hornbeam	gleba – soil	zawilec - anemone

Fig. 17. Deciduous forests – text

FIND 4 ANIMALS AND 6 PLANTS

L	I	C	H	E	N	S	K	P	O
M	I	B	N	A	R	L	A	A	M
A	C	N	I	G	E	G	O	S	E
P	I	U	N	L	N	F	I	P	B
L	Y	N	X	S	I	R	O	E	Q
I	F	O	X	O	P	O	A	N	H
G	H	A	N	E	U	B	L	S	O
O	M	R	U	S	Q	P	U	D	G
B	I	R	C	H	I	M	F	C	V
F	N	L	D	Q	W	L	A	S	E

LICHENS - porosty ASPEN - osika OWL
 PINE BIRCH - brzoza BEAR
 SPRUCE FOX
 FIR - jodla LYNX - rypsi

Fig. 18. Taiga – word square

1. Almost all tundras are located in the Hemisphere.
2. The main seasons are winter and
3. People in the tundra trap and fish animals.
4. During the summer the sun shines almost 24 hours a day, which is why the Arctic is also called the Land of the Sun.
5. bear live in the tundra.
6. There are huge herds of caribou in North (known as reindeer in Eurasia) which feed on lichens and plants.

Fig. 19. Tundra – crossword

TASK I

	T	F
1.) Because of being isolated lots of species evolved in Antarctica
2.) Arctic is near to the large land masses so animals migrate there.
3.) The average temperatures in polar zone are always below 0°C
4.) About 1,500 live in Antarctica during the winter.
5.) Mining in Antarctica is forbidden since the Antarctic Treaty.

Fig. 20. Polar regions – true/false questions

Giving presentations – photos

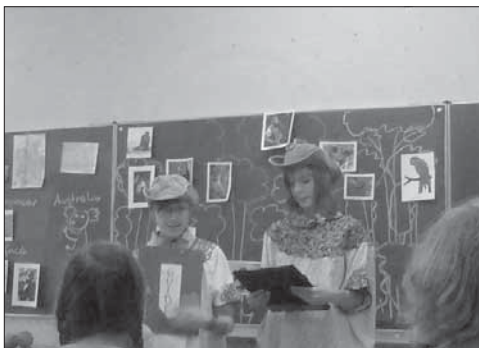


Photo 1. Tropical rainforests – an interview with a globetrotter



Photo 2. Savannah – talking monkeys

Summing up the presentations

NATURAL LANDSCAPES OF THE WORLD				
	Where	Climate	Vegetation	Animal world
Tropical Rainforest	Central America Amazon Basin, Congo River Basin, Madagascar, South-East Asia	annual precipitation – 2000 mm temperature – from 18°C to 25°C	lianas, bamboo, banana trees, mangroves	tarantula, piranha, capybara, anaconda
Savannah	Africa North & South of the Rainforest Zone, Orinoco Basin, Deccan, Australia	dry season & wet season temperature 20-25°C	baobab, acacia, bushes, grass	antelope, lion, elephant, vulture, giraffe, buffalo
Deserts	Sahara + Namib, Arabian + Gobi, Kyzyl + Kara Kum, Taklamakan, Great Sandy + Great Australian, Mohave + Atacama	highest temp. 80°C mean temp. 40°C night temp. 0°C very hot & dry	barrel cactus, grass, opuntia, yucca	camel, snake, scorpion, gecko, dingo
Mediterranean	Mediterranean Coast, North Australia, California, Chile, South Africa	summer 20°C winter 10°C precipitation in winter	cork oak, maquis/maccia, cypress, olive & citrus, oleander	porcupine, mongoose, eagle, partridge, mantis, cicadas
Deciduous Forests	South-East of North America, Central And Western Europe, East Asia	summer 24°C winter -5°C annual precipitation 500-1500 mm	moss, fern, maple, oak, birch	woodpecker, jackdaw, starling, colemouse, squirrel, spider, bear, wolf, lynx, deer,
Coniferous Forest - Taiga	North Canada, North Scandinavia, North Russia/Siberia	annual precipitation July temp. 18°C January temp. -44°C	larch, spruce, pine, fir, birch, aspen, rowan, willow	moose, lynx, wolf, lemming, thrush
Tundra	North Ends Of, North America, Europe & Asia	summer 3°C – 12°C winter -34°C annual precipitation 150 – 250 mm	lichen, moss, willow tree, shrubs, sedge	arctic fox, musk ox, polar bear, snow owl
High Mountains	The Andes, The Himalayas, The Altai, The Alps, The Cordilleras	temperature decreases & precipitation increases with altitude	grass, moss, bare rock, glaciers	snow leopard, llama, mountain goat, chinchilla, wild yak

Fig. 21. The biomes of the Earth – summary table

NATURAL LANDSCAPES OF THE WORLD – TEST

1. The place where you DON'T find tropical rainforest is
a) CONGO BASIN, b) DECCAN, c) MADAGASCAR
2. The animal which DOESN'T live in tropical rainforest is
a) VULTURE, b) TARANTULA, c) CAPYBARA
3. The feature NOT for savannah is
a) DRY SEASON, b) TEMP. 20-25°C, c) ANNUAL PRECIP. – 2000 mm
4. The plant NOT characteristic for savannah is
a) LIANAS, b) BAOBAB, c) BUSHES
5. The area which is NOT a desert is
a) ORINOCO, b) TAKLAMAKAN, c) MOHAVE
6. The animal which DOESN'T live on a desert is
a) SCORPION, b) GECKO, c) GIRAFFE
7. Where Mediterranean zone is NOT found is
a) KARA KUM, b) CALIFORNIA, c) CHILE
8. The plant which DOESN'T grow in the Mediterranean zone is
a) MAQUIS, b) OPUNTIA, c) CYPRESS
9. Where deciduous forests are NOT found is
a) WEST EUROPE, b) EAST ASIA, c) SOUTH-EAST ASIA
10. The plant which DOESN'T grow in deciduous forest is
a) OAK, b) CORK OAK, c) BIRCH
11. The feature which is NOT characteristic for deciduous forest is
a) JANUARY TEMP. -44°C, b) SUMMER 24°C, c) ANNUAL PRECIPITATION 500-1500 mm
12. The place where taiga DOESN'T grow is
a) NORTH CANADA, b) NORTH SCANDINAVIA, c) NORTH AUSTRALIA
13. The plant which DOESN'T grow in tundra is
a) MAPLE, b) LICHEN, c) MOSS
14. The animal which DOESN'T live in tundra is
a) LYNX, b) SNOW OWL, c) MUSK OX
15. The animal which DOESN'T live in the high mountains is
a) MOUNTAIN GOAT, b) LEMMING, c) CHINCHILLA

Fig. 22. The biomes of the Earth – summary test

Type C. Paper writing – family model

As far as the CLIL objectives are concerned, the following project combines all the necessary elements.

In terms of the CONTENT

- Ss will be able to connect their family situation with a model;
- Ss will be able to draw conclusions on the present demographic situation in Poland;
- Ss will be able to calculate the average size of families;
- Ss will be able to present their findings in the form of a written report;
- Ss will be able to present their data in the form of the selected graphs (*pie, bar and square graphs*).

In terms of COMMUNICATION

- Ss will revise family vocabulary (e.g. *parents, grandparents*) and numbers;
- Ss will practice writing skills, including spelling rules (*writing a report*);
- Ss will practice reading skills, including spelling rules (*writing a report*);
- Ss will practice listening skills, including stress and intonation (*listening to the teacher and other students*);
- Ss will practice speaking skills, including stress and intonation (*discussing the reasons for the changes in a family model*).

In terms of COGNITION

- Ss will develop their thinking skills by combining the language and the contents;
- Ss will develop their thinking skills by drawing conclusions from the data.

In terms of CULTURE

- Polish dimension – Ss will be able to understand the demographic situation in Poland.

1. Choosing a project idea

Population issues and demography are one of the important sections discussed during geography classes. A project on family model is to show the changing trends in these terms, as well as to personalise the data analysed by the students. Additionally, it enables the students to practise drawing various graphs to present the data.

2. Stating a problem, hypothesis or investigation

The discussion held at the preparation phase is to make the students express their knowledge on the changing family models. Generally, it is expected they will come to a conclusion that the size of the families is getting lower.

3. Planning the project

To begin with the students are asked to make sure next lesson they know the number of children if their parents' and grandparents' families.

4. Doing the project

On the day of the project the teacher leads the adding up. There is voting held 4 times. The first one is to give the number of children in the students' families (each student has to vote), the second one is to give the number of children in the student's parents' families (two votes), the third and the fourth ones – the number of children in their grandparents' families (from the mother's and the father's side – 4 votes together). Once the adding up is done, the results are transferred into percents. Additionally, an average size of the families is calculated.

5. Presenting and explaining the results

The results are presented in the form of a written report, which includes

three different ways of presenting statistic data. This project would often be the first project done in that way, so the students need a lot of explanation on the formal side, i.e. how to design the cover, what to include in the introduction and how to write the conclusions.

Family model – figures

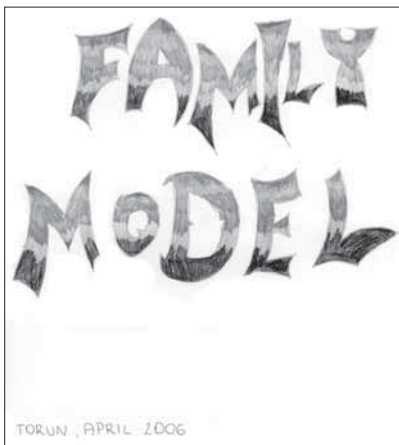
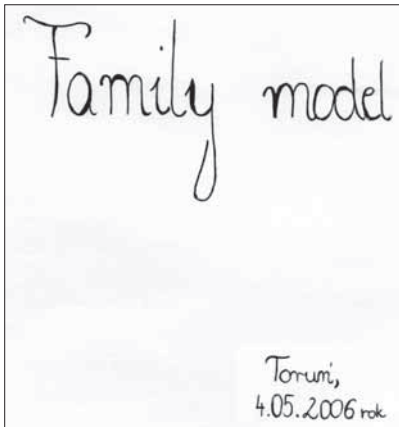


Fig. 23. Family model – project covers

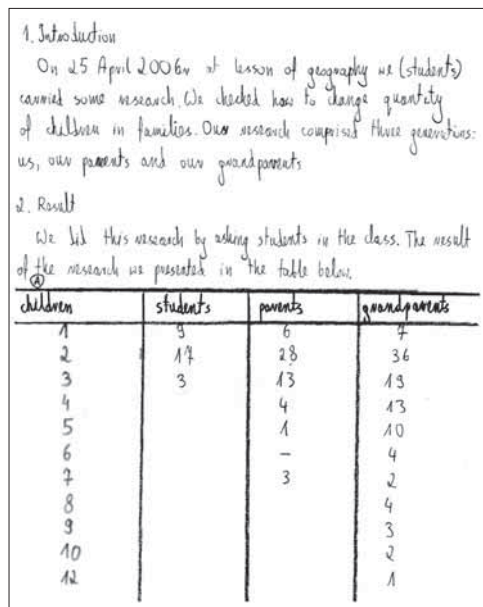
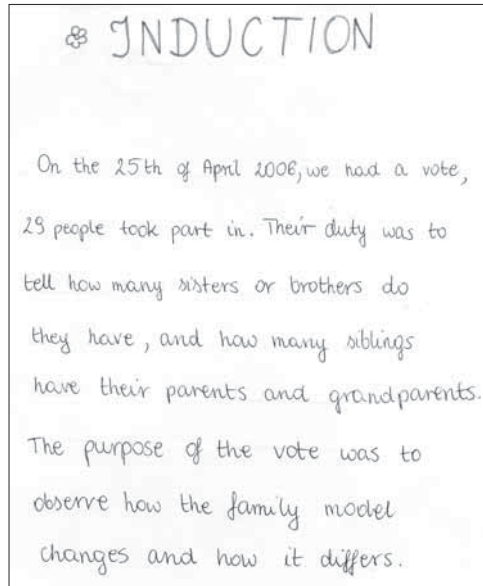


Fig. 24. Introduction

Chart in %

Children	Students	Parents	Grandparents
1	31%	11%	7%
2	58,5%	51%	36%
3	10,5%	23,5%	19%
4	-	7%	13%
5	-	2%	10%
6	-	0%	4%
7	-	5,5%	2%
8	-	-	4%
9	-	-	3%
10	-	-	2%
and more			

children	students	parents	grandparents
1	9	6	7
2	17	21	36
3	3	13	19
4	-	4	13
5	-	1	10
6	-	-	4
7	-	3	2
8	-	-	4
9	-	-	3
10	-	-	2

Fig. 25. Tables with the collected data

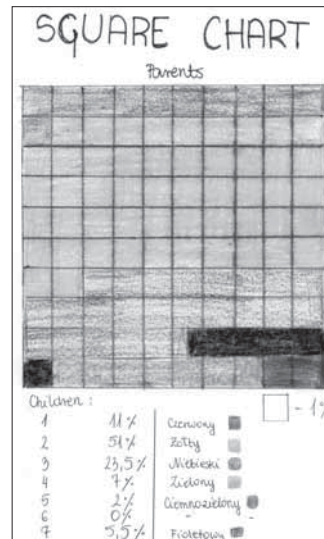
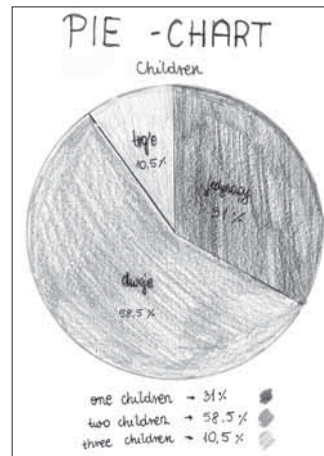
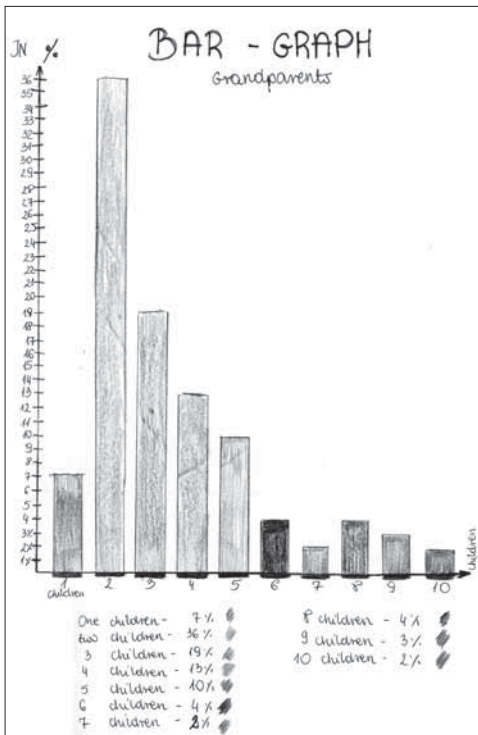


Fig. 26. Graphs – student C

Conclusions

In every generation number of children in family is smaller. Our grandparents had or have got many brothers or/and sisters, but our parents have usually one, two or three brothers or/and sisters. We usually have got one brother or sister and often haven't any brother or sister. Very seldom in family were about 7-10 (and higher) children. even in our grandparents' families. I think it's important where family live: in a city there are smaller families than families which live on a country. I noticed the most popular are two children in family. In every generations (students, parents, grandparents) was the most parents (it's simple to see in each chart). The most important conclusion is: in every generation number of children in family grow small, because many people don't want to have children.

Results

Family model is changing.

We can notice one thing. Our parents ~~had~~ ^{had} biggest families than we. Our grandparents ~~had~~ ^{had} biggest families than our parents. We can ~~not~~ say that earlier families ~~are~~ ^{were} biggest.

CONCLUSIONS

Our test and charts attest, that the number of brothers and sisters is becoming less. Our grandparents and parents had got more ~~but~~ brothers and sisters than we have.

5. Conclusions

After checking these diagrams we can notice many things. Here are the main. Families at the time of our grandparents and parents had more children, than our families today. In connection with this there is less people now than in 80s and 90s. People don't want to have children, because it's too "expensive". They earn not enough money to feed, wear, and bring up children. If there'll be less and less children, at least it won't be anyone.

Conclusions

Model of the family changed from past to present. Family with 2 children are thinking for big families now. In the past our grand parents had four and more brothers or sisters. Proposal? Our population is smaller! Get a challenge and change it!

Fig. 27. Conclusions by various students

Summary

Integration of foreign languages and content subjects is gaining popularity among schools in most countries in Europe and outside. They include those that have to face growing immigrant populations and those which introduce this method of foreign-language teaching in order to give the students new competences in the multinational and multicultural world. Whatever the case, CLIL needs a number of elements in order to develop successfully, such as conducting scientific research of linguist specialists to give theoretical basis to this way of language acquisition (Dalton-Puffer, data unavailable). The other questions refer to the character of classroom language and discourse, the fact that some content teachers are also trained language teachers, while others are not, or the rationale of the assumption that integration of content and languages prepares learners better for using the language outside the classroom. It seems that answering the above core questions will cause the usage of CLIL to be even more widespread.

Other indispensable elements include sharing experiences of both content and language teachers during various events (see Zaparucha 2006a), as well as widening the scope of teacher-training options for both newly qualified and in-service teachers. Last but not least, students must acquire a wide range of vocabulary specific to a given branch of science prior to studying it via the means of a foreign language. Geography is an ideal school subject to be taught and learnt through CLIL, as the vocabulary scope in the English textbooks is sufficiently wide. To do so through a student project meets the objectives of both foreign language and content teaching and learning.

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Models of Bilingual Education

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Abstract

This paper is representing a very short overview of bilingual education in the aim of giving people a first approach to this kind of teaching. In this context the author writes about immersion programmes in Canada, France and Germany and is explaining the structure of the German bilingual teaching models.

Introduction

Bilingual education has got a very important status in school all over the world. People seem to have understood that bilingual education could be the key for problems of integration and intercomprehension in a more and more globalized and mobile world – and that it could be one key for multilingualism in Europe. This paper tries to give a very first approach to bilingual education to people who would like to know more about the development of this kind of teaching and learning. Therefore this paper is divided in three parts: on the first place, there will be a short discussion of different terms used for bilingual education; the second place is dedicated to a presentation of immersion models in Canada, France and Germany; on the third place follows a short description of the development of bilingual education in Germany and with a presentation of the “standard” structure of a German school with bilingual classes.

As a conclusion, this paper tries to give some ideas for the development of bilingual education in Poland.

Discussion of terms for “bilingual education”

“Bilingual education” – this term is representing a summary of a huge number of words which all seem to define bilingual teaching and learning. A look on a choice of different terms may give an idea of the dimensions concerned by bilingual education:

- There are a few terms pointing out the aspect of bilingualism like “bilingual modules”, “bilingual teaching (and learning)”, “bilingual teaching in a non-linguistic discipline”...

These terms seem to approve the idea that the lessons are given in two languages (at the same time and/or within the same course). The aim could be to educate pupils to “real” bilingual people.

- The word “immersion” seems not really to fit into this context because it represents the idea that people are just thrown into a “bath of language”, that means that the whole environment is in a target language, the pupils’ foreign language.

The definitions “Foreign Language as Partner Language” and “Foreign Language as Working Language” could be done into the same category. They also give an idea that the foreign language is a vehicle for working on some content.

- This is probably the reason why, in international (and especially European) contexts, the term CLIL (Content and Language Integrated Learning) has been chosen to be the most appropriate term for this kind of teaching. In French environments one speaks of EMILE (*Enseignement d’une matière intégré à une langue étrangère*, i.e. teaching of a discipline integrated into a foreign language). These terms are indicating that this kind of teaching brings together subject (content) learning and language learning.
- Finally there is one of the newest terms – bifocal education: this term has as a starting point that the focus in bilingual education is made on both, language and content.

And this is only a short overview of the most used terms. One can see that there are different ways to name and to define aspects of bilingual education. When one considers all these things and looks on how this kind of teaching is really done – we have to state that the lessons are – in general – not at all bilingual. But the whole scholarship is a bilingual one if we take both languages as working languages for some non-linguistic disciplines like for example geography or history.

Immersion programmes as intensive bilingual models

In the 1960s a parents’ initiative in St. Lambert (Quebec, Canada) started to implement a bilingual education based on the principle of immersion. The families’ background was an English speaking one and they were certain that their children would benefit of a change of their classrooms into a one hundred percent French environment. They therefore opted for a very early confrontation with the French language. The idea was that this would promote the French culture and could help the children in the case of the eligibility for future jobs. Finally, immersion courses would help to improve living in the Quebec society.

Two models of immersion were installed and vary with the starting point of the immersion programme. If the immersion phase starts already in a very early age (at least in Grade 1) experts are talking of “early immersion”. In these cases 100% of the curriculum is taught in French for two or three years. So the children coming out of English as first language families are confronted from

the beginning with the French language. The load of French immersion is diminishing (slowly) after a few years (see figure 1) and is going down to 30% at the end of the scholarship.

Fig. 1. Time allotments for early immersion

Grade	K	1	2	3	4	5	6	7	8	9	10-12
Recommended percent of time	100	100	100	80	80	70	65	30	30	30	30

Grade	7	8	9	10	11	12
Recommended percent of time	75	75	30	30	30	30

Source: <http://www.ucs.mun.ca/~z06gkd/immersion.htm>

When the immersion courses are starting only at Junior High school we are speaking of late immersion. In this case, 75% of the curriculum is taught in French, and here – also – the part of French is diminishing during school time.

In the same way, it is possible to divide the immersion intensity into total or partial immersion. Total immersion is the fact when 100%, that means all the curriculum is taught in the second language. If this is not the case, we are talking of partial immersion.

Immersion in Canada is not limited to the French language. Since several years, immersion programmes have also been set up with Ukrainian in the province of Manitoba and with Mandarin in British Columbia, and even with Hebrew and the indigenous language Mohawk (see Genesee 1994).

The principle of immersion has found the way through the Atlantic Ocean to Europe. For example the Alsace region and the German Land Schleswig-Holstein have some similar programmes.

In the Alsace region the objective of starting an immersion programme was to offer the children a bilingual education with French and the regional language, the Alsatian dialect. In the meantime there is a non-profit organization which organises private primary schools with partial immersion. The model is called “model 13/13” because 13 hours of lessons are taught in French, and another 13 hours in the second language. There is an increasing number of pupils passing through these programmes – and the first secondary schools also offer this kind of bilingual education. (see <http://abcmzwei.free.fr>)

In Northern Germany a small number of kindergarten and schools is offering since the late 1980s / the early 1990s classes of early partial immersion (with 75% of the curriculum taught in English). The programmes in France and Germany have very positive results, but due to the small number of people involved, the results cannot be seen as representative.

Bilingual Teaching in Germany

In January 1963, Germany and France signed the so called “Elysée-Treaty”. In this treaty the political will of bringing to an end the nearly endless animosity between Germany and France is clearly shown. One option was to learn French (respectively German) not only as a means of communication but also to promote the neighbours’ language as a partner language by teaching non-linguistic disciplines like for example geography, history or politics in this language. Therefore in Germany a promotion of the French language started, in France the same programme enforced the teaching of German. Some teachers and schools started to think about teaching bilingually which meant to take French in some classes as the working language in some non-linguistic disciplines like for example. So the language became the vehicle to learn certain topics.

It was only a matter of time to see this model of education to be transferred to other languages, and in the first line to English. There are mainly two models of bilingual teaching existing in Germany:

- the additional model in which the non-linguistic discipline is taught in the same school year in German as well as in the second language and
- the model in which the non-linguistic discipline is taught only in the second language during the whole school year.

Finally, there is also the option – just starting in a very intensive way in the Land of North Rhine-Westphalia – that in all the classes bilingual modules could be taught. This means that short units in non-linguistic disciplines are done in the second language.

In most of the cases the schools start with additional hours in the foreign language course at the beginning of the secondary school time. The idea is to enforce the communication skills of the pupils in the language and to prepare them to the non-linguistic discipline. So, for example, there are one or two additional hours in the classes 5 and 6 (or 5 to 7) – and from class 7 upwards non-linguistic disciplines are taught in the foreign language. Disciplines in use are geography, history, politics / social studies, physical education, arts, music, biology... Nearly every discipline seems therefore to be good for bilingual teaching.

In the last years these models were underlying changes because of two facts: on the one hand the total scholarship has been reduced in many *Länder* from 13 school years to 12. on the other hand, most of the *Länder* have – in the meantime – introduced early language teaching in primary schools. This has an influence on the language competencies of the children and should be considered in the secondary schools. Therefore most of the schools running bilingual classes had to change their structure.

One problem in the promotion of bilingual teaching is to be seen in the fact that research in this field of education has in Germany mainly be done in view

of the foreign language and not in view of the non-linguistic discipline. So there are results about a faster and more intensified development of language skills (especially reading, listening comprehension, writing...) and better performances in methodical aspects (see for example the studies of Wode 1995, Wode et al. 1996, Burmeister 1997, Bredenbröcker 1999. But there are no empirical data about the learning benefits for the non-linguistic disciplines (such studies are for example: Helbig 2000 with the view on history, Weber 1993, Golay 2005 and Meyer 2003 with the view on geography, Bonnet 1999 with the view on chemistry). Here we only can refer to the experiences told by teachers working in this field and confirming that in their opinion the students are able to better performances than pupils of classes which are not taught bilingually.

Outcomes for Poland

In Poland, bilingual classes and branches are coming up in a very intensive way. It is possible to benefit from the experiences in other countries.

In a first step it seems important to define what should be the aim(s) of this kind of education. There is no need to have one single model of bilingual education but it is necessary to be clear about the outcomes for the Polish pupils and students. As a second step it could be possible to point out which non-linguistic disciplines seem to be particularly appropriate for this kind of teaching and learning. Every non-linguistic discipline may give her own contribution to the bilingual aim even if not every topic seems to be good for it. The challenge is to define the chances and the limits of all non-linguistic disciplines in a model of bilingual education.

Finally, there is also the linguistic part to be considered: bilingual teaching with the target language English must (and will) have different aims and methods than with every other language. The greater Europe needs competences in more than one foreign language – bilingual education may be one solution for a multilingual Europe of the future.

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