

# HOW SUBJECTS ARE LEARNT USING FOREIGN LANGUAGES



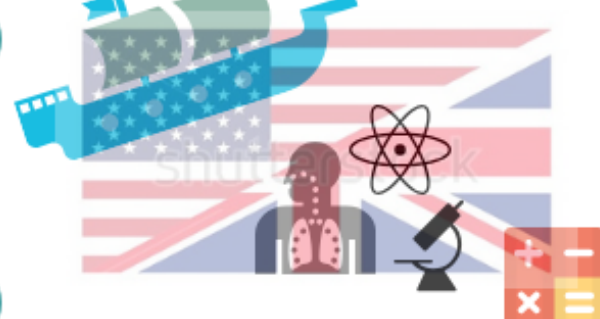
2006

**European school - French section  
top-down initiative**

?

2010

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



2013

2014

**English Plus in Science  
bottom-up initiative**



2 x 7th classes  
1 x 8th classes  
1 x 9th classes

2015

**English Plus in Science  
bottom-up initiative**



2 x 7th classes  
2 x 8th classes  
1 x 9th classes

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



**Science and English teacher interview**  
7th and 8th student questionnaire  
High School student interview  
EP teachers in focus group



**Observation of EP and HP classroom practices,**  
lesson planning and other moments  
(unformal chats, phone calls, etc.)



**Implementation of CLIL-type  
classroom activities**



**Workshop with interested  
School teachers and  
continuous resource sharing**

**updated context  
characterization  
(EP programme)**

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

2016

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



1 x 7th classes  
2 x 8th classes  
2 x 9th classes

...

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

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



Encontro  
Nacional  
de Jovens  
Investigadores  
em Educação

25 | 26 janeiro - 2019

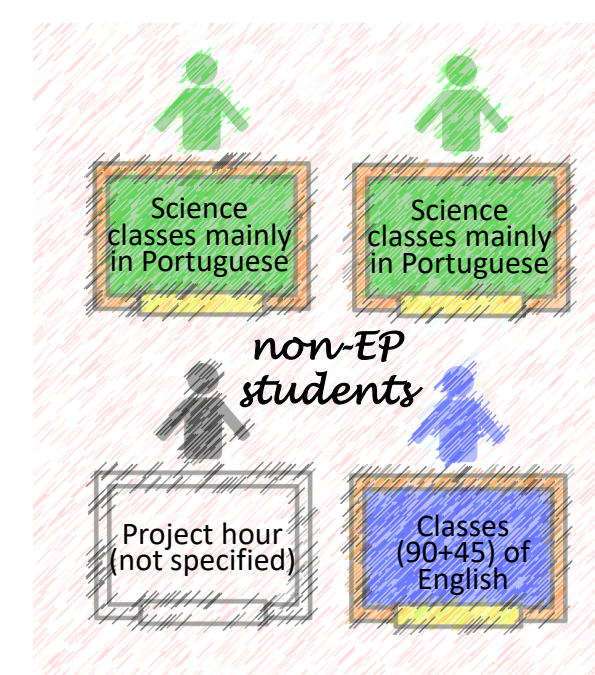
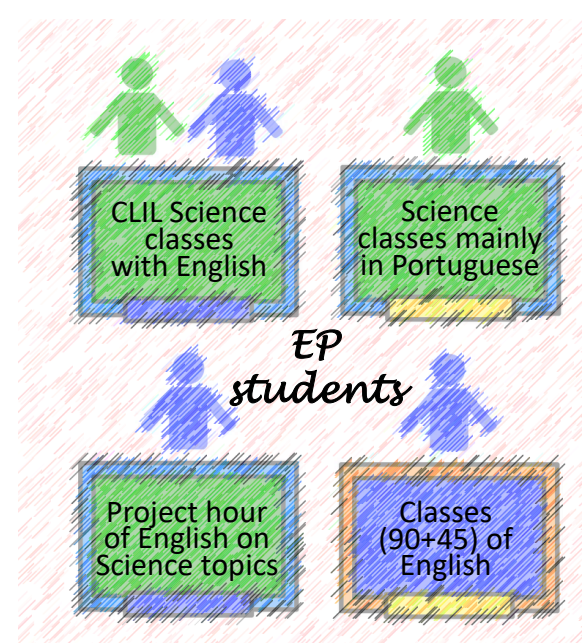
## INCLUSIVE FEATURES FROM THE STUDY OF ONE PROGRAMME INTEGRATING THE LEARNING OF SPECIFIC SUBJECTS WITH THE ENGLISH USE AND LEARNING AT MIDDLE SCHOOL

CONTEXT CHARACTERIZATION  
AND RELEVANT RESULTS

**Valentina Piacentini**

valentina.piacentini@ua.pt  
orcid.org/0000-0001-8075-8169:

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



### Papers:

- The language focus of Science education integrated with English learning (2017)  
<https://ria.ua.pt/handle/10773/22063>
- Abordagem holística no sistema educativo português para desenvolver a(s) Literacia(s) das Ciências integradas com o Inglês (2016)  
<https://ria.ua.pt/handle/10773/17537>
- Events:**
- O papel da(s) Língua(s) na Educação em Ciências para professoras envolvidas num projeto CLIL do 3.º CEB (2018)  
<http://hdl.handle.net/10773/24376>
- Perspectives of students for orienting teaching practices in the integration between Science and English at Portuguese middle school level (2018)  
<http://hdl.handle.net/10773/22778>
- From the awareness on plurilingual competence to one study in Portugal revealing some inclusive achievements (2016)  
<https://ria.ua.pt/handle/10773/21699>
- Aprendizagem integrada das Ciências e do Inglês no sistema educativo português (2015)  
<http://hdl.handle.net/10773/21695>