

ELEANITZ ENGLISH

'Eleanitz', which means multilingual in Basque, is the name we have given to a project (started in 1991) to educate and prepare students as future citizens of a multilingual and multicultural Europe. In practice, this involves teaching the region's official languages (Basque and Spanish) and introducing two additional languages (English & French) in a common methodological and curricular framework.

Eleanitz English is part of this integrated language policy with curriculum, materials and training for the teaching and learning of English for students aged 4 - 16.

The English project has the following characteristics:

- An early start to learning English; at the age of 4.
- The use of a constructivist, actional approach whereby language is learnt by sharing meaningful experiences with others and to do something concrete (e.g. through dramatised stories, tasks and projects and CLIL).
- To this end; the development of coherent and structured teaching materials.
- An emphasis on teacher training and development.
- The follow-up and improvement of methods, materials and training through internal and external evaluation.

The materials comprise:

- Ready for a Story (4 - 6)
- The Adventures of Hocus and Lotus (6 – 8)
- Story Projects (8 – 10)
- The Explorers (10 – 12)
- Subject Projects (12 – 14)
- SSLIC – Social Sciences and Language Integrated Curriculum (14 – 16)

READY FOR A STORY

Ready for a story! is a set of materials created and published by Josep Maria Artigal (artigal.ed@cambrabcn.es).

In *Ready for a story!* Kindergarten pupils begin to learn English by performing stories together. When cast in the role of a baby who cries when he wakes up at midnight and can't find his parents, or a mother asking her little boy if he has done wee-wee, or a doctor giving an injection to a little sick bear, children use a language loaded with feeling and significance from the very start.

Later on the stories are rounded off with other activities: songs, murals, books, games, drawings, worksheets to cut out and glue, and puppet theatres complete with characters. With each activity comes a new opportunity to learn the language by enacting the stories in English, in all their original intensity.

Finally the process goes on in the home: children read the books they have made to their parents, sing them the songs they have learned, play the games they have played with their classmates, and use the puppet theatres to tell the stories they have performed in class.

Ready for a story! has already been tested in Finland, Italy, France, the Basque Country and Navarre, Valencia and Catalonia. It contains enough activities for children to do 30-45 minutes of English a day throughout two years of pre-school education. The final goal is not the ability to communicate like native speaker but with a native speaker.

THE ADVENTURES OF HOCUS AND LOTUS

The Adventures of Hocus and Lotus is a set of story based materials for teaching languages to young learners, conceived in an award winning co-operative European venture. This publication has been prepared for use with 6 - 8 year olds in the first and second years of Primary.

The children participate in shared story telling experiences or 'formats' (routines of shared experiences) led by the teacher, where they live out recognisable and involving life experiences and the learn the contextualised language.

The method is supported by materials to explore the language of the stories (6 per year) further through storybooks, puppet stages and songs for the pupils, and teaching proposals to support the children in generalising their emergent language to their own lives and other school topics and situations. The written language is introduced in its natural context; through stories, instructions, simple texts and when the pupils are familiar with the oral version.

STORY PROJECTS

Story Projects continues to use dramatised stories as the main source of input for the 8 – 10 age group.

The pupils develop their language competence on the one hand, by interacting with the stories through dialogue and reading and writing, original songs, and language games, and on the other hand by making links to other curriculum areas through additional topic work arising from the story themes.

Materials include an activity book, a set of 5 storybooks per year, a songs' and stories' audio CD and a CD Rom for the pupils and downloadable drama scripts, procedures and extra activities for the teacher.

The materials were awarded with 'The European Label for innovative projects in language teaching and learning' and the CD ROM was the winner of English Speaking Union's President's award.

THE EXPLORERS

The Explorers is a set of English language materials for upper Primary (10 – 12), based on project work linked to other subject areas in the school curriculum. Through ten projects on, for example, chocolate, animals, witches and time travel, language is used as a vehicle to fulfil interesting and meaningful tasks.

The Explorers materials are designed to be flexible and to encourage student involvement. Students' materials include a flexible ring-file system with activity sheets, realia-type documents and a reader and are supplemented by an audio CD with a variety of text types and a set of catchy original songs.

The teacher is provided with a set of large colour posters, an audio CD for class use and a step-by-step guide to all the activities downloadable from the Web page.

The Explorers was nominated for the British Council innovation awards: ELTONS

SUBJECT PROJECTS

'Subject Projects' is a set of CLIL (content language integrated learning) -oriented teaching materials for 12–14 year olds, which aim to teach the target language through the varying contents of different subjects in the standard Secondary School curriculum. The material is content-led, which means that the teacher works through the units as if he or she were a subject teacher, employing the same type of conceptual sequencing as one would expect to find in those subject areas and using the language as vehicle to work on the content before reflecting on the language needed and used.

The materials comprise 10 teaching units, to be studied over a period of two academic years. Students are provided with a flexible ring file, activity sheets, a notebook, a reader, and a CD of songs and texts.

Teaching procedures and extra resources are supplied on the Web page.

SSLIC

SSLIC stands for '**Social Science and Language Integrated Curriculum**', and represents the 14-16 age-range on this multilingual project. The materials represent a genuine attempt to demonstrate the principles of CLIL through a variety of communicative and cognitively challenging activities that cater for all levels – whilst respecting the conceptual and procedural demands of the official programmes.

For the first year (ESO 3), the Geography syllabus is studied in English for three hours per week, throughout the entire academic year. They are supported by an English language programme (also three hours per week) whose content is derived from the Geography materials.

The materials for Geography consist of two textbooks for the year, and two sets of accompanying activities, specially adapted to support and extend the textbook material. There are also two workbooks for the English syllabus, whose themes are based on the linguistic and procedural demands of the Geography material.

In the second year (ESO 4), the History syllabus is studied in English. There are two versions of these materials: one version based on the Basque curriculum and the other adapted to cater for both the Spanish and European market.

For History, the supporting English language programme is the same as for Geography, with two separate workbooks based on the linguistic and procedural demands of the History material.

Once a teacher has registered a comprehensive set of guides, assessment tools, extra/optional materials and multi-media links for both levels are available on the Web.