

TEACHER EDUCATION IN CLIL

**PAIR ORALS: Comprehensible
input - Comprehensible output**

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English for Health Sciences

- 3-month, 3 hour weekly, free elective
- 2 groups, aprox. 100 students
- Methodology and approach:
 - Class attendance, class work, homework, group and pair work, cooperative activities: 45%
 - Required Oral Presentation and Written Research paper: 40%
 - Final Exam: 15%
 - Authentic materials: medical / pharmaceutical journals for Content-Specific Knowledge

RATIONALE DVD:

IN-SERVICE TEACHER TRAINING: provide strategies for content teachers

- Demonstrate PAIR ORAL activity.. including speaking, listening and writing sections
- Highlight an activity from teacher-centered to student-centered
- Place the English-language-fluency focus on the students and not on the teacher
- Demonstrate that “it can be done”. Why?

According to our UCM survey, teachers felt that

- “Students are passive”
- “Students are not motivated to participate”
- “It is the professor who should give the class”
- “The traditional teaching methodologies in our university are difficult to change”....the way it is, is the way it has to be.
- “Participation? With 300 students in a class”

To the question about content subjects taught in a foreign language, professors expressed even more doubts:

“My students would not be able to follow a class given in English because their level of English is **too low.**”

“It would be impossible due to the extensive amount of material.”

Evolution of English Competence

1995 - 2000		2001 – 2006	
No or little English	4%- 8%	Beginners	2%-4%
Beginning	43.2%	Low intermediate	12%-17%
Low intermediate	45.8%	Intermediate	42.5%
Intermediate	1%-3%	Advanced	24.5%
		Functional bilinguals	6%-10%

Table 1: Students' English language proficiency during two periods in Faculty of Pharmacy

Survey 2006-2009

Self Assessment

LEVEL	2006-2007	2007-2008	2008-2009
Functional Bilingual	6%	11%	6.25
ADVANCED	20%	16%	12.50%
HIGH INTER-MEDIATE	46%	33%	56.25%
INTERMEDIATE	26%	38%	25%
OTHER	2%	2%	-----

Table 2: Students' English language proficiency 2006-2009 in Faculty of Pharmacy

SURVEY 2006-9

Years of English

Starting age	2006-2007	2007-2008	2008-2009
0-3 years old	----	12%	14%
4-6 years old	40%	43%	45%
7-10 years old	47%	43%	41%
11-14 years old	13%	2%	---

Table 3: Average years of English language instruction as estimated by students 2006-2009 in Faculty of Pharmacy

PAIR ORALS

- Select short, informative articles; have students read for homework and prepare an oral summary of the main points; next class they “tell the story” of their article to their partner; the partner takes notes; the students switch roles; they write up a short summary (main points, most interesting fact..) of what their partner has said.

PAIR ORALS: student feedback sheet

**My name is _____ and I listened to
_____.**

She/he told me about/that.....

I thought that.....

I was surprised that.....

I found the fact thatvery interesting.

I didn't knowand now I do!

DVD Pharmacy

- Two groups; 43 in one group, 57 in the other.
- Usually 6 PAIR ORALS each semester
- This was the final Pair Oral so students were fully aware of procedures
- All articles are authentic, non-adapted.
- It is **NOT** a dictation.
- Questioning, asking for clarification, negotiating meaning is encouraged.
- Eye contact is encouraged to reduce the urge to read the text.

Sample of student comments

- *I have improve my oral expression and how to give information to others that is clear in my head.*
- *Personally, the Pair Orals have helped me in my ability to transmit something I had read to my partner. And I also practice listening comprehension. Apart from English I have learned information from the articles.*
- *It is a good way to practice vocabulary and speaking because we do not get nervous if we are talking to only one person. I like it. It seems a normal English conversation.*
- *Thanks to Pair Orals we have practiced our expression; and the fact of having to explain a text with your own words, is useful for learning vocabulary and understanding better the message. Besides articles were pretty interesting with new information for us.*

DVD Pair Orals: English for Health Sciences

- In appreciation: **Israel Robla** (UCM)
- Students 2008-9 *Facultad de Farmacia*, groups L5 and L6
- Accompanying text/script (handout) to be used as you see fit...
- Demonstrating question/answer, negotiation and clarification of meaning.....
- Sample of feedback sheets

Effective teaching leads to effective learning;

Effective and long-lasting learning comes not only from comprehensible input, but from providing the opportunities for comprehensible output.

Thank You!

