



# SOFT MOBILITY INTEGRATED LEARNING IN ENGLISH

## RESEARCH RESULTS

During the research phase partners from different countries (Italy, Greece and Lithuania) had to look and present the ideas **based on the main pillars of the project, which are: CLIL principles, sustainability (related to urban mobility) and non-formal (even informal) education best practices** used in primary schools or informal learning contexts targeted to children. **The aim of research was** to facilitate the development of the SMILE toolkit by providing examples of diverse foreign language teaching techniques to ensure the toolkit will be innovative. Also learning/teaching methods and forms had to be applicable to different cultural backgrounds.

Partners chose the most available research methods for them, according their experience and opportunities. Therefore, some of them decided to share their organisation experience, some teachers their own good practice examples and also worldwide research analysing already implemented/used projects or methodologies.

Italian partners described some world wide projects' ideas as a best practice where separate parts of it could be used for developing SMILE project material. ECLIL4YOU it is the European project divided in many subjects such as: environment, water, etc. An exercise "panel discussion" is a kind of brainstorming session where educator asks children what the word "environment" make you think of? It is the non-formal and fun way for kids to write down the word on paper in a circle and express themselves about the chosen topic related to "sustainable mobility". The other activity recommended by partners to use is "Running Dictation". It is researched from Italian national project THE SHRUBS OF THE DUNE. This activity-game can help children to memorize the words used in the SMILE modules also to evaluate themselves creating competition among the children but mostly develop the team building competence, team spirit and fun. This fun dictation game could be connected with another Italian project "SEASON IN THE WOOD" activity when pupils in groups draw the subject that they guessed in the previous dictation task. There is a big picture of a road and the children have to attack their drawing on the right side of the road (ex. pedestrian on sidewalk). The whole project idea is to help students discover the circle of life and seasons also animals and plants in the wood what matches SMILE project topic. One more project as a proposal for developing the modules by Italian partners is HEALTHY AND UNHEALTHY FOOD. The activity "the odd one out" was found as useful for SMILE. The teacher reads a list of names that are all included in a certain category except one, students have to guess which.

Greece partner organization made research using their own experience and suggested some tested methods with ICT, which could be adapted by creating new modules. This tool provides "Hands-on activities" and simulation of traffic education park for bikers attracted attention and motivate kids to participate actively in the whole learning experience. Also it teaches vocabulary and structures relevant to the topic (Interaction of Computer Studies and English).

Macedonian partners team described some fun and attractive activities based on organization and also world wide experience. Educational board game created by themselves got really good feedback from those who tried it already. This game provides learning through game – "gamification". Children could learn about energy, types of energy sources, pros and cons of



different means of transport and the importance of investing in energy efficient home in fun way. With small modifications the game can be oriented for getting know sustainable transport. The other educational interactive method created by Eco Logic is a kind of brochures- games and quizzes about sustainable transport, climate change, air pollution, energy efficiency, sustainable development. The brochures are interactive, meaning the users/ children will have to collaborate with other children in order to complete different tasks, quizzes and exercises. Also “EDMODO” platform was presented as a good practice example origin from California, but already popular in both national and international level. It has more than 62,978,546 members network. Teachers can use this platform to make the grading process easier, to assess student performance, or to complement their lesson plans. Students can engage with learning material in a variety of ways, and they can also participate in online discussions with their classmates or other learners around the world. It is a new way of teaching and interacting therefore teachers and parents may find this way difficult but it could be useful for them as well, to find the modern way to participate in education.

Team from Lithuania proposed the method for evaluation of the learning/teaching process by using LOCIT (Lesson Observation and Critical Incident Technique). LOCIT aims to mediate teacher self-agency and learner engagement in shared learning. The method is for monitoring and evaluating CLIL as well as for teachers' reflection. The need for a continuing quality audit to monitor and evaluate the effectiveness of the activities is fundamental to successful teaching and learning. The LOCIT method does not focus on the subject itself, but at a deeper level on CLIL learning. The impact of teacher-pupil analysis of videoed lessons by selecting and comparing "learning moments", leads to discussions between teachers and learners about how future learning might be organized. This approach to learning can motivate learners of all abilities through talking about their own learning. Also the idea of using recording/filming in learning process, could be used in certain activities and motivate children to learn the language-by filming and watching the recorded dialogues, role-plays, evaluating how much they have learnt. Recorded/ filmed interviews or role-plays for example between a cyclist and the police officer, creating the scenarios and heroes, could improve the creativity of kids at the same time giving possibility for self-evaluation. One more useful teaching method proposed by Žali.LT is “Learning through senses”. Examples could be taken and adapted to SMILE from experienced practical materials : the educational material by Nathan „Imagier sonore es petits “(sound flashcards)” Waldorf and Montessorri pedagogy,, Reggio schooling etc. Using materials taken from nature: stones, wooden sticks, beanbags, drawing on sand, using kinetic sand could raise students' awareness of sustainability, observing the nature and how to help to save the environment. Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated (Laird, 1985). By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. The use of particular sounds(e.g. In the street, means of transport, places in the city)as well as recording them, and using for learning particular vocabulary also different natural materials(stones, sand, wood, etc.) could be successfully used in learning SMILE activities. There is also the suggestion for learning environment diversity (CLIL)-learning outside the classroom in Lithuanian research table. It can improve different skills of pupils, get know the local places and environment they are surrounded. One more activity is for Self Assessment Through Games: A game "Who wants to be a millionaire?". The game teaches by



encouraging competition, experimentation, exploration and innovation. It creates relaxed, pleasant learning atmosphere. Teachers can use this game to help their students practice and evaluate their own progress in a non-formal way. It could be used as fun evaluation form in the end of every SMILE module.

In order to have completed analysis of every good experience partners were required to fill in the table, for detailed information please have a look here ([HERE must be link to tables](#))

P.S. We are glad to inform, that some of proposed methods were already used for new modules created during workshop in Macedonia. And the very first testing with students was real success.