

A Report of the teachers - Short exchanges

My Name and a short introduction of myself *

Our names are Christine Pincemin-Johnstone and Emmeline Tardy, we are two English teachers from Brittany in France. We teach at Lycee Saint Joseph in Lamballe. The age range of our students is between 15 and 18.

We came to liti lukio in Finland to follow different language courses between the 8th and 14th April 2018.

This is what the teacher should do during the visit

Lehrer: 5 Tage Hospitation

- Muttersprache als Fremdsprache – 1-2 Lektionen CLIL-Methode – kurze Texte – Lesekompetenz wird geübt
- ein paar eigene Methoden in der gastgebenden Schule ausprobieren
- als Team mit dem Partnerlehrer unterrichten
- zukünftige Zusammenarbeit planen
- Bereitstellen von Unterrichtsmaterial von der gastgebenden Schule
- Medienraum, Bibliothek besuchen
- Lehrerfortbildungszentrum zeigen, fakultativ
- ausserschulische Lernorte kennen lernen

The report of the methods used during the exchanges *

We spent 5 days in litti lukio in litti, Finland, observing and teaching classes from different levels, middle school (yläaste) and highschool (lukio), the students were between 14 and 18 years old. We observed lessons in three different languages, German, English and French, in two different conditions, direct teaching and distance teaching. We attended the distance teaching courses from two different perspectives, the operational side directed by the teacher, Tarja Virtanen, and the learning side with students from elementary school (alaaste).

The year is divided in 5 periods, each period lasts for 7 weeks. One lesson is 45 minutes long and there are 7 lessons per day with 4 recess times of 15 minutes each and a 30 minutes lunch break. School starts at 8:20 am and finishes at 3:05 pm. School days are Monday to Friday.

Students have manuals and workbooks for their different courses and teachers have to follow the manual in their classes. In France, manuals are available but it is not mandatory for teachers to follow the curriculum of a textbook.

During the lessons we observed, teachers used Oral Comprehension, Written Comprehension and Speaking methods, but no writing.

- Oral Comprehension: always accompanied by a written script, so presence of visual supports and podcasts are very long (eg: between 8 and 10 minutes long) and only played once. For video projection, subtitles are used in Finnish. When in France podcasts are maximum 2 minute long and played 3 times with no written script and students must take notes during the listenings. When we use videos we don't put the subtitles most of the time and if we do they are in English.
- Written Comprehension: Finnish students have exercises to do with questions on the explicit content of the document and numerous grammar exercises following a grammar lesson to check the learning has taken place. They follow up with open questions on the main theme of the document. There are no questions on the implicit content of the document and no presentation of the document. Most exercises are done orally and very little written production is asked from them. A lot of multiple choice question exercises are used.
- Speaking: students do a lot of speaking exercises in pairs but not so much in groups or as a class. The teachers talk to the classes in English but there is no multi-direction discussions. Teachers easily go back to speaking in Finnish to clarify the students' understanding. Grammar is explained in the mother tongue, which we also do in France.
- Writing: students don't write much during courses, they don't take any notes and only

write when it is specified in an exercise. We've had a discussion with one of the English teachers and understand that the Final examination is a 6 hour paper with 3 sections: reading comprehension, grammar and vocabulary, and production. Looking at the grading sheet, we can conclude that the written production is the most important part of the exam with 99 points out of 209.

Distance teaching: sometimes, there are not enough students in a school to open a class in French or German for example and for geographical reasons, therefore the Finnish created a system whereby students can benefit from distance teaching. Tarja Virtanen gives courses through this system, she uses a software to communicate with her students (sometimes from 3 different schools), and also a smartboard. The students have textbooks, computers, earphones with microphones and either their phones or a tablet to use kahoot or quizlet.

Methods:

During the 5 days, we have experienced different methods of teaching.

We used kahoot and quizlet with the students. we found these applications very interesting especially for grammar lessons. Students saw it as a game and seemed very enthusiastic when their teachers were telling them to take their phones out to play kahoot or quizlet.

What transpired in their behaviour was that learning was FUN. We enjoyed the exercise and think it is something very interesting that we would like to do with our students, the only itch we see is the need for internet access that is not always available to students in our school.

We also used our way of teaching in "Ilots" translated as little islands. we have our classrooms set up in groups of 4 tables. Students are therefore going to work in groups of 4 and the accent is not put on facing the board, the emphasis is being in a group so that communication flows as if you were sitting with a group of friends. The starting point is the small group that will later share ideas as a class. The students seemed to appreciate this way of working and participated with enthusiasm to our activities. We also worked on a poem and made them do a brainstorming session to lead them to find the theme of our lesson. This was a very interesting experience for us and them.

Finally, we experimented a hybrid lesson where we used Finnish materials such as a text and its reading podcast, and we remodelled the exercises suggested in the book to be used by a group of four students. We then shared with the all class on the open questions. The students told us that they appreciated sharing with the whole class what they had discussed in groups.

Something else interesting *

Interesting facts: (not in specific order)

- students call their teachers by their first names, when in France students address you as M. or Mrs X
 - pencils for students pens for teachers
 - small classes
 - 15 minutes break after each class
 - hardly write or take notes
 - free lunch for students
 - students seat at the back or the side of the class
 - Finnish students have a higher level of English than French students, however, clarification of understanding is given in Finnish
 - final test 6 hours, bring lunch to be eaten during exam
 - work instructions for the course written on the board
 - Kahoot
 - Quizlet
 - smartboard
 - paper provided by teacher
 - students´ common room ("What happens in Monttu stays in Monttu")
-

The best things I have seen *

Best things:

- small groups
 - technology
 - hospitality
 - students´ efficiency (they get to work very quickly)
 - unity and friendliness of the academic staff
 - people speak English everywhere ("Sorry, we don´t speak Finnish, yet")
 - countryside, landscape
 - sauna
 - organization of the project
 - food
-

