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**Slow down, Move your body, Improve your diet,
Learn for life, and Enjoy school time
S.M.I.L.E.**

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Write about what you learnt during the project as regards:

A. CLIL Modules in terms of :

- 1) new teaching strategy
- 2) CLIL approach
- 3) Working with technology
- 4) Time Management
- 5) Motivation of your students

CLIL Module 1

1-Module 1 presented us the chance to use strategies like discussion and team based learning which we don't use in classic lessons often. It was fulfilling to see students' reaction to these new lessons.

2-When offered in a content, new vocabulary was memorized more easily. This is because they had to use grammar and vocabulary to take part in activities.

3-Some of our students didn't even have e-mail addresses. With the introduction of the module, they got used to utilizing technology for educational purposes. Speaking of teachers; we started use our smartboards more efficiently and met some useful websites.

4-Lesson duration was appropriate to conduct the lessons. We didn't have any difficulties with time management.

5-Traditional sports in Turkey are fading away nowadays. It was a great pleasure to remember those for both teachers and students. Everyone enjoyed the lessons and had a story to narrate.

CLIL Module 2

1-A learner-centered teaching strategy was mainly used. We learnt that this strategy enables more freedom to teachers and more enjoyment to students.

2-We saw that students were more successful in learning vocabulary related to history and past participle forms of the verbs.

3-Thanks to technology, we could support the lessons with pictures and videos. Of course students were more interested in watching videos than just listening to teacher's lecture.

4-We had enough time to finish the lessons.

5-Most of our students generally find history interesting. Thus, we can say that the the history of sports was appealing to them. We were pleased with their motivation.

CLIL Module 3

1-As we were introduced with consequent modules, we gained more and more experience. So we were more comfortable with implementing the new strategies. We can say that these lessons have been helpful to master our profession.

2- CLIL approach was again useful. Even if some of the vocabulary was in advanced level, students were able to learn and use them

3-Technology was particularly useful while interviewing and recording the videos. Also students used it to edit videos or add subtitles.

4-This time warm-up activities took us longer to finish but we made up for it.

5-Sports is valued and loved in Turkey. Moreover; some of our students were also interested in individual sports like tennis and running, so we encountered with a group of enthusiastic students.

CLIL Module 4

1-In this module we used ppt presentations, posters and mind maps. Also we encouraged brainstorming activities. We felt more comfortable using those.

2-The vocabulary was familiar to the students. So the lessons were easier for us.

3- We encountered some useful websites. We also used these websites for the school subjects and projects and the feedback was more than satisfactory.

CLIL Module 5

1-Module 5 was about the use of doping in sports.Owing to the fact that the students participated in a lot of groupwork, they enhanced their groupwork abilities. We learnt the importance of peer-education. The students taught a lot to each other. It was fantastic to observe students in groups.

2-The students experienced the L2 in content. For example, we showed them WADA website and did activities about the website. So, the students learnt the new vocabulary with an aim and this helped us to teach.

3-We used our ICT lab and smartboard to show the videos and do the activities. The students prepared ppt presentations as their homework. So we can say that this module was also integrated with technology.

4-The teachers were able to manage time successfully

5-Athletes involved in doping scandals were famous in Turkey, so the students were pretty surprised when they found out those athletes cheated. They wrote articles about these people and eagerly commented on the situation. They were also interested in their families. Generally, the module again was met with excitement.

CLIL Module 6

1-We implemented flipped classrooms in our lesson. It was a new experience. The students studied the subject beforehand than we had the class. We can say that for this method to be successful, the students must be responsible. If not, the lesson cannot be done.

2-We saw that the students learnt vocabulary related to food and drinks and they could tell a recipe.

3-We used ppt presentations and mad magz. Madmagz experience was very useful. We decided that we could use that website for our Project assignments.

4-Guiding students for the activities took us a lot time. But generally speaking, we had no problems.

5-Turkish people like talking about food and we have a rich cuisine. So the lessons were enjoyable and easy for us.

CLIL Module 7

1-We had brainstorming activities.

2-The subject was pretty above our students' educational levels. Matching activities were difficult.

3-With this module we learned a new website that is very useful for organising ideas. Padlet is an easy and beneficial website. We will go on using it

4-The module was neatly designed. We kept to the plan and everything went well

5-At first the students found the activities like listening to the song and viewing the project photos interesting but later they couldn't get into the subject of non-traditional learning.

A. Etwinning activities in terms of :

- new teaching strategy
- CLIL approach
- Working with technology
- Time Management
- Motivation of your students

Activities were very useful. The students had the opportunity to discuss different subjects that are very related to their daily life. They prepared presentations and when they read the presentations from other countries, the exchange of culture was very satisfying.

C. Mobility weeks you took part in, as regards:

- new teaching strategy
- CLIL approach
- Working with technology
- Time Management
- Motivation of your students
- sport activities

- cultural programme

Mobility to Bari, South Italy – February 2016

Mobility to Byalystock, Poland – April 2016

Mobility to Istanbul -Turkey – May 2016

Mobility to Crema , North Italy – November 2016

Mobility to Moreni, Romania – February 2017

Mobility to Latvia – April 2017

Answer the following questions in relation to the Mobility experience:

What difficulties (language and integration problems) did you have in integrating in a foreign country and how did you sort them out?

Some of our teachers didn't speak English very well. So they couldn't express themselves effectively and couldn't take part in the project meetings actively. However; with the help of English teachers they tried to overcome this language barrier.

Answer the following questions about the whole project:

What difficulties did you have in carrying out the assigned tasks during the whole project and how did you face and overcome them?

what satisfactions and positive impressions did you get?

From the Project

We are very busy at school having the lessons and other things like exams and assignments. This project made us work harder. Moreover; permit process in Turkey is strenuous and stressful. These were the general hardship for the project. But with the help of our headmaster, we overcame them.

From the CLIL Modules

Having the Modules was fun but sometimes we had some technical problems like the internet or smartboards.

From the Mobility week you took part in

Taking the responsibility of the students was stressful. But seeing the joy the students had, we were content and satisfied. Our students didn't cause us any serious problems.

From the eTwinning project

The subject of our e-twinning project interest our country closely. So we didn't face any problems.

What influence will this experience have on your future?

We had a lot of lovely memories from the experiences we had during the mobilities. We can say that it was unique. In the future we will try to put into practice what we have learnt from the project which enabled us to see education from a wide-angle.