CULTURE OF PEACE AND SUSTAINABLE DEVELOPMENT EDUCATION

3rd edition

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CULTURE DE LA PAIX
ET L'ÉDUCATION POUR
LE DÉVELOPPEMENT DURABLE
3ème édition

Proceedings of International Conference
Creativity and innovation from the sustainable development education perspective

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Actes de la conférence internationale
La créativité et l'innovation du point de vue du développement durable

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Lucrările Conferinţei internaţionale
Creativitate şi inovare din perspectiva educaţiei pentru dezvoltare durabilă

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(3rd Edition)
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of the National Romanian Commission for UNESCO
Actes de la Conférence internationale
(3ème édition)
Culture de la paix et l'éducation au développement durable
Sous égide
de la Commission Nationale de la Roumaine pour l'UNESCO
Lucrările Conferinței internaționale
(Ediția a treia)
Cultura păcii și educația pentru dezvoltare durabilă
Sub egida
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Prof.dr. Ani MATEI, secretar general
Prof.dr. Daniela POPESCU, expert UNESCO
Comisia Naţională a României pentru UNESCO

În luna august a anului trecut, am avut plăcerea de a participa la Şcoala de Vară, care, printre altele, aborda şi tema educaţiei pentru o dezvoltare durabilă. Îmi face o plăcere deosebită să văd devotamentul catedrei UNESCO a Universităţii Creştine „Dimitrie Cantemir" din Bucureşti pentru susţinerea şi promovarea acestor idei şi valori.

Subiectul dezvoltării durabile este de un real interes pentru că vedem în fiecare zi efectul activităţilor umane şi impactul pe care le producem. Fiind una dintre principale cauze care afectează planeta, suntem şi principalii responsabili. Iar responsabilizarea nu vine decât dacă suntem conştienţi şi învăţăm ce putem face. Astfel, intră în scenă educaţia şi importanţa transmiterii corecte a simţului practic, pentru că, aşa cum se afirma încă din 1987 în cadrul Comisiei Mondiale pentru Mediul Înconjurător şi Dezvoltare a Naţiunilor Unite, trebuie să învăţăm cum „să satisfacem nevoile generaţiilor prezente, fără a compromite posibilitatea generaţiilor viitoare de a-şi satisface propriile nevoi". Cu alte cuvinte, educaţia trebuie să fie elementul principal pentru asigurarea unui mediu propice atât pentru noi, cei de astăzi, cât şi pentru cei care vor trăi după noi.

În rapoartele de la nivel internaţional se arată că activităţile economice sunt unele dintre cele mai dăunătoare pentru mediul înconjurător. Dar nu trebuie să ne gândim nici pe departe la a reduce aceste activităţi, ci, mai degrabă, la optimizarea lor prin intermediul noilor tehnologii. În plus, nu doar economia trebuie să beneficieze de progresul tehnologic, ci şi dezvoltarea durabilă: trebuie încurajată coroborarea dezvoltării durabile şi a educaţiei cu inovarea şi creativitatea, aceasta fiind cheia păstrării unui mediu propice pentru noi, dar şi pentru generaţiile viitoare.

Evenimentul la care luăm parte în prezent atinge această dimensiune complexă dar deosebit de importantă şi de relevantă.

Transmitem felicitări organizatorilor şi vă mulţumim pentru invitaţie. Vă asigurăm de tot sprijinul CNR UNESCO în acest demers.

Message de la Commission Nationale de Roumanie pour l'UNESCO

Créativité et innovation du point de vue de l'éducation au service du développement durable

Prof.dr. Ani MATEI, secrétaire général
Prof.dr. Daniela POPESCU, expert UNESCO
La Commission Nationale de Roumanie pour l'UNESCO

En août dernier, j'ai eu le plaisir d'assister à l'Université d'été, qui a notamment abordé le thème de l'éducation au service du développement durable. Je suis très heureuse de constater l'engagement de la chaire UNESCO de l'Université Chrétienne „Dimitrie Cantemir" de soutenir et de promouvoir ces idées et ces valeurs.

La question du développement durable présente un réel intérêt car nous voyons chaque jour l'effet des activités humaines et l'impact que nous produisons. Étant l'une des principales causes affectant la planète, nous en sommes également les principaux responsables. Et la restitution ne vient que si nous sommes conscients et apprenons ce que nous pouvons faire. Ainsi, l'éducation et l'importance de la transmission correcte du sens pratique entrent en scène parce que, comme l'a déclaré le Comité de l'environnement et du développement des Nations Unies depuis 1987, nous devons apprendre à "répondre aux besoins des générations actuelles sans compromettre la possibilité pour les générations futures de satisfaire leurs propres besoins ". En d'autres termes, l'éducation doit être l'élément principal pour créer un environnement favorable à la fois pour nous aujourd'hui et pour ceux qui vivront après nous.

Les rapports internationaux montrent que les activités économiques sont parmi les plus dommageables pour l'environnement. Mais nous ne devrions même pas penser à réduire ces activités, mais plutôt à les optimiser avec les nouvelles technologies. En outre, non seulement l'économie doit tirer parti des progrès technologiques, mais également du développement durable: il faut encourager le développement durable et une éducation innovante et créative, élément indispensable pour maintenir un environnement favorable pour nous et pour les générations futures.

L'événement auquel nous participons à présent dans cette dimension complexe est particulièrement important et pertinent. Je félicite les organisateurs et je vous remercie de votre invitation en vous assurant du plein soutien de la Commission Nationale de Roumanie pour l'UNESCO.

Message from the Romanian National Commission for UNESCO

Creativity and innovation from the perspective of education for sustainable development

Prof. Ani MATEI, Secretary General
Prof. Daniela POPESCU, UNESCO expert
National Commission of Romania for UNESCO

In August last year, I had the pleasure of attending the Summer University, which, among others, also addressed the theme of education for sustainable development. It gives me great pleasure to see the dedication of the UNESCO Chair of the "Dimitrie Cantemir" Christian University, Bucharest, for the support and promotion of these ideas and values.

The topic of sustainable development is of real interest because we see every day the effect of human activities and the impact that we produce. As one of the main causes affecting the planet, we are also the main responsible. And accountability comes only if we are aware and learn what we can do. Thus, education and the importance of the correct transmission of practical sense come into play, because, as has been stated since 1987 in the World Commission for the Environment and Development of the United Nations, we must learn how to "meet the needs of present generations, without having to compromises the possibility of future generations to meet their own needs „. In other words, education must be the main element in ensuring a conducive environment for both us, today and those who will live after us.

International reports show that economic activities are some of the most damaging to the environment. But we should not even think about reducing these activities, but rather about optimizing them through new technologies. In addition, not only the economy must benefit from technological progress, but also sustainable development: it must be encouraged to support sustainable development and education with innovation and creativity, which is the key to maintaining an enabling environment for us, but also for future generations.

The event we are currently attending reaches this complex but extremely important and relevant dimension.

We send congratulations to the organizers and thank you for the invitation. We assure you all the support of UNESCO CNR in this endeavor.

Université d'été UNESCO
31 juillet - 2 août 2019, à Bucarest

DE BONNES PRATIQUES DANS L'EDUCATION AU DEVELOPPEMENT DURABLE

Madame la Recteur de l'Université Chrétienne « Dimitrie Cantemir »,

Madame et Monsieur les co-présidents de la Chaire UNESCO en culture des droits de l'homme et éducation au développement durable,

Monsieur le Secrétaire Général de la Commission Nationale de la Roumanie pour l'UNESCO,

Madame la présidente de la Fédération Européenne des Associations, Centres et Clubs UNESCO,

Chères et chers professeurs,
Chères et chers étudiants.
Chères et chers amis,

Permettez-moi, tout d'abord, de remercier les organisateurs de cette université d'été UNESCO 2019 sur l'éducation au développement durable d'avoir invité pour cette nouvelle année la Commission nationale française pour l'UNESCO à participer à cette réunion sur des sujets qui sont au cœur de nos priorités. Ces échanges s'inscrivent dans le cadre de la saison France-Roumanie 2019 et je souhaite également remercier les étudiants venus nombreux pour participer et assister aux débats. Ces rencontres font écho aux relations quotidiennes que nous entretenons entre nos délégations permanentes ou commissions nationales auprès de l'UNESCO.

Le fait que vous ayez répondu si nombreux à l'invitation démontre la prise de conscience, au sein de la communauté internationales étudiante et universitaire, de l'importance que représente la promotion de l'éducation au développement durable.

L'UNESCO a été créé il y a plus de soixante-dix ans, après la tragédie de la seconde guerre mondiale et avec un principe fondateur : les guerres naissant dans l'esprit des hommes, c'est dans l'esprit des hommes que doivent être élevées les défenses pour la paix. Ainsi l'UNESCO, qui est l'Organisation des Nations Unies pour l'Education, la Science et la Culture,

a pour premier objectif, la promotion de la paix par la coopération internationale.

Comme pour chaque Etat membre signataire de l'UNESCO, la France a créé une Commission nationale, en 1946. Il s'agit d'une des toutes premières Commissions nationales à avoir été créé. Notre rôle est double, gérer les programmes de l'UNESCO en France, et faire remonter les initiatives de la société civile au sein de l'UNESCO. La Commission française promeut les valeurs de l'UNESCO à l'échelle de la société française, et contribue au développement de la contribution scientifique et intellectuelle de la France au sein de l'UNESCO

L'Organisation contribue à la réalisation des 17 objectifs de développement durable tels qu'adoptés par l'Assemblée générale des Nations Unies en 2015. L'éducation au développement durable (ODD-4), 4e objectif de développement durable, est l'un des domaines prioritaires de l'UNESCO, institution chef de file des Nations Unies pour l'Éducation en vue du développement durable, responsable de la mise en œuvre du Programme d'action global pour l'Éducation en vue du développement durable.

Les indicateurs de cet objectif consistent en la promotion d'une éducation de qualité, l'égalité des sexes, la promotion d'une culture de paix et de non-violence, la citoyenneté mondiale, l'appréciation de la diversité culturelle et la contribution de la culture au développement durable.

Depuis 2015, l'UNESCO a mené différentes actions sur lesquelles nous reviendrons durant cette université d'été, à noter en particulier que le G7 Éducation c'est tenu à l'UNESCO le 5 juillet 2019 où la priorité était donnée à l'éducation des jeunes filles. Le Forum politique de haut niveau, avec une réunion ministérielle de trois jours, s'est penché sur l'Objectif de développement durable 4 pour la première fois depuis l'adoption du Programme 2030 il y a quatre ans. L'UNESCO souligne que le monde n'est pas sur la bonne voie pour atteindre l'ODD 4 d'ici 2030 et appelle les gouvernements à s'engager en faveur de l'éducation. Les projections de l'UNESCO montrent qu'en 2030, un enfant sur six âgé de 6 à 17 ans sera encore exclu du système scolaire.

Notre objectif au sein de la Commission française est d'articuler notre action avec les orientations prioritaires de l'UNESCO et de relayer les objectifs stratégiques de la France pour l'UNESCO. Cet objectif s'effectue en liaison avec les ministères qui la soutiennent.

Ainsi, la Commission siège en tant que représentante de la France au sein du groupe de coopération technique sur les indicateurs des ODD4, pour la définition des indicateurs. Notre rôle est également de gérer les programmes de l'UNESCO en France de coordonner au niveau national les

réseaux de l'UNESCO et de renforcer la coopération de la société civile entre les associations, fondations et le secteur privé. Parmi ces réseaux :

- Les écoles associées de l'UNESCO, de l'école primaire au secondaire, et qui fonctionnent grâce au soutien des ministères de l'éducation. (14 000 dans le monde 140 en France) La stratégie du RéSEAU des Ecoles associées a pour la période 2014-2021, deux priorités qui sont les nôtres aujourd'hui : l'éducation en vue du développement durable, et l'éducation à la citoyenneté mondiale. .
- Le réseau de chaires UNESCO au sein des universités (700 établissements de 116 pays, 40 en France)
- Les clubs pour l'UNESCO, qui forment un réseau de plus de 4000 clubs à travers le monde et de 88 clubs en France, pour la plupart étant des associations issues de la société civile.
- Le réseau des villes apprenantes regroupe les villes qui se distinguent par leur fort investissement dans l'éducation et la formation tout au long de la vie (4 en France depuis 2017)

La mise en œuvre des ODD et le partage de bonnes pratiques nécessitent une coalition des stratégies nationales et internationales. Le réseau des Commissions nationales de l'UNESCO ainsi que les réseaux de l'UNESCO y contribuent et joue un rôle de levier sur les initiatives à prendre en la matière.

En tant que secrétaire général de la Commission Nationale française pour l'UNESCO, je souhaite remercier à nouveau la Chaire UNESCO *en culture des droits de l'homme et éducation au développement durable dans l'enseignement préscolaire et primaire* et l'Université Chrétienne «Dimitrie Cantemir » qui nous permettent d'être réuni ici pour réflechir sur ce sujet si important pour les années à venir de l'éducation au développement durable, ainsi que nos partenaires : la Commission Nationale de la Roumaine pour l'UNESCO, la Fédération Européenne des Associations, Centres et Clubs UNESCO (FEACU), l'Université de Sciences Agronomiques et de Médicine Vétérinaire de Bucarest.

ANNEXES:

Les projections de l'UNESCO montrent que les pays n'atteindront pas leurs engagements en matière d'éducation d'ici 2030

Presque cinq ans après la signature des Objectifs de développement durable fixés pour 2030, les projections de l'UNESCO montrent que les pays n'atteindront pas leurs engagements en matière d'éducation, Objectif de développement durable

n°4 (ODD 4), sans une amélioration significative au cours des dix prochaines années. Les projections de l'UNESCO, présentées dans le cadre du Forum politique de haut niveau des Nations Unies pour suivre l'avancement des objectifs de développement durable, montrent qu'en 2030, un enfant sur six âgé de 6 à 17 ans sera encore exclu du système scolaire alors que tous les enfants devraient être scolarisés. Les prévisions montrent également que 40 % des enfants dans le monde n'achèveront pas leurs études secondaires, un chiffre estimé à 50% pour l'Afrique subsaharienne où la proportion d'enseignants qualifiés est en déclin depuis 2000.

Produite par l'Institut de statistique de l'UNESCO et le Rapport mondial de suivi sur l'éducation, la publication « Respecter les engagements : les pays sont-ils en bonne voie d'atteindre l'ODD? », présente de nouvelles projections d'autant plus préoccupantes si l'on considère que les objectifs pour l'éducation appellent les pays à s'assurer que non seulement chaque enfant aille à l'école, mais qu'il y reçoive également une éducation de qualité.

Selon les tendances actuelles, les taux d'apprentissage devraient stagner dans les pays à revenu intermédiaire, et baisser de près d'un tiers dans les pays francophones d'Afrique d'ici 2030. De plus, sans une accélération rapide, 20% des jeunes et 30% des adultes dans les pays à faible revenu ne seront toujours pas en mesure de lire d'ici la date fixée pour l'élimination de l'analphabétisme. Le Programme de développement durable à l'horizon 2030 insiste sur le fait de ne laisser personne pour compte. Or, seulement 4 % des 20 % d'individus les plus démunis dans les pays les plus pauvres achèvent leur deuxième cycle d'études secondaires, contre 36 % dans les pays les plus riches. L'écart est encore plus significatif dans les pays à revenu intermédiaire inférieur.

Publications de l'UNESCO

Le Recueil 2019 de données de l'ODD 4, publié par l'Institut de statistique de l'UNESCO, présente les derniers résultats des indicateurs mondiaux officiels de suivi, notamment les explications simplifiées de leur définition, les sources de données et l'interprétation. Disponible en anglais, français et espagnol, elle présente la couverture des données de chaque indicateur par région et un instantané des tendances mondiales et régionales, en plus des données nationales de 2010 à l'année scolaire se terminant en 2017.

Le nouveau recueil présente les indicateurs de suivi de l'ODD 4 compris dans le jeu officiel de données publié par l'ISU en février 2019, qui sera utilisé pour mesurer les progrès accomplis lors du prochain Forum politique de haut niveau sur le développement durable (HLPF), qui portera spécifiquement sur l'ODD 4. Pour compléter le recueil de données de l'ODD 4, l'ISU a également élaboré une série de produits associés pour aider les parties prenantes – des pays et des bailleurs de fonds aux groupes de la société civile et aux partenaires techniques – à utiliser les résultats dans le cadre de leurs efforts visant à ce que tous les enfants aillent à l'école et apprennent d'ici 2030.

« Son éducation, notre avenir », l'UNESCO a lancé le 5 juillet un nouvel Atlas interactif sur le droit des filles et des femmes à l'éducation. Cet outil de suivi et de plaidoyer vise à faire connaître au public l'état des constitutions, des législations et des réglementations nationales en lien avec le droit des filles et des femmes à l'éducation, ainsi qu'à en suivre les progrès. À partir des informations recueillies et des retours d'information des États, l'Atlas sera enrichi et mis à jour périodiquement jusqu'en 2030 – la date butoir définie pour l'Objectif de développement durable 4. Cette première version inclut des informations et des données portant sur 196 pays pour les trois premiers indicateurs et sur 35 pays pour les autres, mais l'objectif est de l'étendre à tous les États.

Learning English Using the Communicative Approach

Apprendre l'anglais en utilisant l'approche communicative

Învățarea limbii engleze folosind abordarea comunicativă

Paula Alice BĂLOIU[138]

Abstract: This paper highlights the importance of using a wide range of methods in order to teach the English language. In our case the essay focuses the attention upon using the Communicative approach which emphasizes on interaction. Learners are required to practice the target language throughout diverse ways and means: learner – instructor; learner - learner – in both cases we are speaking about indoor or outdoor activities. The main focus is not only the interaction between candidates but also using the target language for communicative purposes. Also there is an increase in developing oral skills prior to reading and writing with an accent on the four skills (speaking, listening, reading, writing) – in this case, the teacher, is not only the instructor but a guide that introduces the class to real life situations without the use of a textbook. Usually, the activities used for these types of lesson plans are as following: a game, problem-solving tasks, role-plays, and, between these categories, there is also the structure *information – choice – feedback*, which helps the instructor think of new ways for teaching.

Keywords: Language-teaching methodology, Communicative approach, Open-ended lessons, Project-based learning, Task-based learning, Content-based instruction.

Résumé: Cet article souligne l'importance d'utiliser un large éventail de méthodes pour enseigner la langue anglaise. Dans notre cas, l'essai concentre l'attention sur l'utilisation de l'approche communicative qui met l'accent sur l'interaction. Les apprenants sont tenus de pratiquer la langue cible de différentes manières: apprenant - instructeur; apprenant - apprenant - dans les deux cas, nous parlons d'activités intérieures ou extérieures. L'objectif principal n'est pas seulement l'interaction entre les candidats, mais aussi l'utilisation de la langue cible à des fins de communication. Il y a également une augmentation du développement des compétences orales avant la lecture et l'écriture, l'accent étant mis sur les quatre compétences (parler, écouter, lire, écrire) - dans ce cas, l'enseignant n'est pas seulement l'instructeur mais également un guide qui situe la classe dans des situations de la vie réelle sans utiliser un manuel. Habituellement, les activités utilisées pour ces types de plans de cours sont les suivantes: jeu, tâches de résolution de

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[138] Paula Alice BĂLOIU, Department of International Relations, "Dimitrie Cantemir" Christian University.

problèmes, jeux de rôle et, entre ces catégories, la structure *informations - choix - opinie*, qui aide l'instructeur à penser différemment pour enseigner.

Mots-clés: méthodologie d'enseignement des langues, approche communicative, leçons ouvertes, apprentissage par projet, apprentissage par tâches, enseigner par contenu.

Rezumat: Lucrarea subliniază importanța utilizării unei game largi de metode pentru a preda limba engleză. În cazul nostru, eseul focalizează atenția asupra utilizării abordării comunicative care pune accentul pe interacțiune. Studenții sunt obligați să practice limba țintă pe diverse căi și mijloace: elevul - instructor; elevul - elevul - în ambele cazuri vorbim despre activități interioare sau exterioare. Atenția principală este nu numai interacțiunea dintre candidați, ci și utilizarea limbajului țintă în scopuri comunicative. De asemenea, există o creștere a dezvoltării abilităților orale înainte de citire și scriere, cu accent pe cele patru abilități (vorbire, ascultare, citire, scriere) - în acest caz, profesorul, nu este doar instructorul, ci un ghid care introduce situații din viața reală fără utilizarea unui manual. De obicei, activitățile utilizate pentru aceste tipuri de planuri de lecții sunt următoarele: un joc, sarcini de rezolvare a problemelor, jocuri de rol, iar între aceste categorii există și informații despre structură - alegere - feedback, care ajută instructorul să gândească la noi modalități pentru predare.

Cuvinte-cheie: metodologie de predare a limbilor străine, abordare comunicativă, lecții deschise, învățare bazată pe proiecte, învățare bazată pe activități, instruire bazată pe conținut.

1. What is the concept of *Communicative language teaching?*[139]

Communicative language teaching (CLT) represents an approach that emphasizes on INTERACTION. Learners use CLT techniques in order for them to learn and practice the target language (TL) throughout
- interaction with one another or the instructor
- study of different texts written in the TL for the purpose of language learning
- usage of said language in both indoors or outdoors situations

Talking about personal experiences, in pairs or just with the instructors' help, in the teaching process the learners can develop their language skills outside the traditional way of using grammar based structures.

The main goal of CTL is to improve the ability of COMMUNICATING IN THE TARGET LANGUAGE, by developing sound oral/verbal skills prior to reading and writing (emphasis on the 4 macro skills – speaking, listening, reading, writing), the teacher is not only the instructor, is more of a guide that helps by use of real life situations to teach without the use of textbooks.

Usually the activities used are:
- ✓ games
- ✓ problem-solving tasks
- ✓ role-plays
- ✓ the structure (information – choice – feedback)

2. Techniques used in Oral performances

For the communicative functions <u>DIALOGUE</u> is used but not every student necessarily needs to memorize each word.

- The meaning of a *term* cannot be understood if we take it out of context, therefore the teacher uses a meaningfully situation in order to present a certain language topic
- Learning the *language* and how to *communicate effectively* is top priority (proper pronunciation and useful choice of words in certain discussion based topics)
- Translations from *target language* are beneficial for the students and also reading or writing start from the first session so that they quickly grasp a basic level of understanding
- *Interaction* can be as following: student-other person; face to face; work in pairs or small groups; writing based performances

By using a communicative approach, learning is more students centered rather than teacher focused:

- Teachers start by presenting the main objectives for the lesson
- Students complete certain tasks given or exercise based curriculum
- Students develop a simple yet effective way of communicating in the TL

The end result is that the students are more active than the teacher; also he is the one that initiates these free activities and tries to maintain the link to promote communication. Mistakes may occur, but they do not pose a problem because everything will be later on discussed on a more accuracy-based activity.

By learning a foreign language it involves a certain degree of interactive behaviors, co-operative discussions, learner-centered or

content-based situations, but the Communicative language teaching approach does not involve only conversation.

The most common educational model is the Functional-Notional approach which focuses on the structure of the syllabus. It breaks the language into 5 main categories for an easier analysis:

Personal – feelings based	teacher uses the 3 Ps' technique
Interpersonal – social/work relationships	➢ presentation
Directive – influence on others	➢ practice
Referential – reports on people/events/language/general situations	➢ production
Imaginative – creative/artistic expression	

3. Samples of Communicative language teaching

For example, in a classroom of beginners the teacher may start by *passing out cards* that has written certain key words on them; using gestures and articulating the words the class is prompted to find answers in order to complete the exercise.

Another example is using the exercise named „*Listening for the Gist,*" in which students are asked to listen to an authentic text
- Objective = Students listen to a passage to get general understanding of the topic or message.
- Directions = Have students listen to the certain announcements so they can figure out what is the topic of discussion.

For reinforcement we go towards *listening exercises*, so that the students are invited to listen carefully to a recorded discussion between two English speakers. After that the teacher may focus on different vocabulary based explanations and provide in depth analysis on grammar structures that occur in the recorded speech.

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called „*Eavesdropping,*" is aimed at advanced students.

- Instructions to students = Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.

- Who was talking?
- About how old were they?
- Where were they when you eavesdropped?
- What were they talking about?
- What did they say?
- Did they become aware that you were listening to them?

The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.

Oral activities such as *Role Play* where students are encouraged to speak up to develop their communication skills:

- The instructor sets the scene where is the conversation is taking place
- The instructor defines the goal of the students' conversation. (asking for directions, ordering an item, talking about a recent event)
- The students converse in pairs for a designated amount of time.

This low-pressure situation gives students a comfortable environment for them to be able later on to discuss freely.

Interview done in pairs, for developing interpersonal skills in the target language:

- The instructor gives each student the same set of questions to ask a partner.
- Students take turns asking and answering the questions in pairs.

It is a highly-structured activity that allows the instructor to closely monitor each response and pinpoint any grammatical errors.

Collaborative activity named *Group work* has the purpose to use communication skills in larger groups of candidates:

- Students are assigned to form a 6 people group
- Students are asked to assign themselves roles within the group
- The instructor gives each group the same task to complete
- Each member has a designated completion time
- The members of the group discuss the information they have found, with each other and put it all together to complete the task.

The activity emphasizes on information only which increase their comprehension skills, the end result is a better communication with the group and improvements in the use of target language.

Another collaborative activity, *Information gap* whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL:

- The class is paired up into 2 groups (partner A and B)
- Partner A and B are given a sheet of paper with a time-table on it filled only half-way
- The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables

Completing information gap activities improves students' abilities to communicate about unknown information in the TL.

Content-based activity known as *Opinion sharing* is focused on engaging students to have a conversation about something they are interested in:

- The instructor introduces a topic and asks students to contemplate their opinions about it.
- The students talk in pairs or small groups, debating their opinions on the topic.

This is a great activity for those students that are introverted because they will learn to conquer their fear and share their own opinions in a controlled and safe environment.

An open based activity named *Scavenger Hunt* promotes open interaction between students:

- The instructor gives students a sheet with instructions on it
- Students go around the classroom asking and answering questions about each other
- The students wish to find all of the answers they need to complete the scavenger hunt

In doing this activity, students have the opportunity to speak with a number of classmates, while still being in a low-pressure situation, and talking to only one person at a time. After learning more about each other, and getting to share about themselves, students will feel more comfortable talking and sharing during other communicative activities.

By using these numerous activities, the learner is motivated to develop a plan for self-realization, which generally targets "aspiration to competence", and at the same time involves the other two components of "capability" – "desire to self-improve" and "desire to identify," the students motivate their learning in this way: "learn to improve myself" → "only by that I will be able to develop" → "learn to become better in what I do" → "learn because I want to be well prepared for the future"→ "I learned and I am satisfied of my results" → "I learned to be proud of my results" → "I'm learning because I want to be happy."

4. Activities

4.1. Role Plays

- ➤ It is a communicative activity
- ➤ It allows your students to practice the target language **in a safe environment where mistakes are no big deal.**

Assign scenes to student pairs – (this will maximize their speaking time with the use of a 30sec dialogue):

- ➤ The scenes have to be relevant for your students

Example: class of business professionals, make it about a meeting or a sales situation class of high school students, try a mess hall or a dorm room situation

- ➤ The dialogues complexity can depend on the level of the classroom

Example: **with advanced learners,** you can probably just assign the students roles or a situation and let them have a discussion; the teacher's role will be to provide live commentary and correction.

with beginners, you can give each pair the whole dialogue; write the lines in the target language, then send the pairs off to practice on their own. The teacher has to monitor their progress and **explain the context of the dialogue.** (What's the motivation for the characters? Why are they acting that way?)

- ➤ After a day or two of practice, **let the pairs present in front of the classroom because it is a good opportunity for all the students to learn from different scenarios various ideas.**
- ➤ **The teacher provides live commentary and further corrections; explains in detail the scenes presented**

4.2. The Talk Show Interview

- ➤ Students will experience what it's like being the host of a talk show or being the guest answering questions in front of a live studio audience.
- ➤ **Students will work in pairs – (there can be a rehearsal** Q&A)

Example: the host student prepares five questions, delivers them ahead of time to the celebrity student so that they can prepare their answers.

The teacher makes sure the questions worded correctly and instructs the "celebrity" to use complete sentences when answering the inquiries

There can be arranged an **"interview set" in front of the class to help students get in character and the teacher can do a live commentary or a translation** as they go along with the discussion.

For one of the future lessons, the teacher may reserve a session when the students switch roles and the "host" becomes the "celebrity" guest and will be responding to questions this time.

4.3. Objectified

➢ Have students draw from rolled sheets of paper containing names of different objects. Their job, using the target language, is to describe and give plenty of hints so that the class can discover what the object is.

➢ **Students are allowed, in fact, they're** *required* **to speak (**can say whatever they want, without naming the object). They can use gestures; they can use full body language in order to shine the spotlight on the correct answer.

Example: each student has two minutes to use their words for the audience to guess the word

The student who guesses the correct word will receive bonus points and the one who's able to communicate the correct answer gets double bonus points.

The student may make a lot of grammatical errors, but **as long as they're able to pass along meaningful information,** then they're engaging in the communicative approach to learning a new language.

4.4. What I YouTubed Last Weekend

Example: students are required to talk about what they watched over the weekend using their own words in the specific target language.

They are encouraged to relate their feelings, insights and opinions about what they've seen

➢ This is a reporting activity, where students remain in their seats or stay in front of the classroom in order for them present their most memorable video. If the teacher wants to increase the difficulties of this exercise he/she can mixed up the order and have the class identify which video was presented by which student previously.

➢ When the students are speaking the teacher should not correct their mistakes and let the conversation flow, because it can help boost up their confidence in using the target language.

4.5. News Reporting

- students perform anchor duties and tell the news using the target language
- it is an individual activity and it focuses on telling the story using the minimum requirements for words or sentences

Example: students choose a topic of their liking (sports, politics, business, showbiz, lifestyle), exactly as seen on TV but they won't be reading a script because thy will rely on their memory to really tell a story may it be real or fictional.

- Composition of their story – depending on their skill level, they could start by writing the story in English, give a copy for the teacher and then receive the corrected final form
- Listening time – with the copy in hand the students present their news story in front of the classroom

!!! The most important thing for each of these activities is really just to let the students know that, in spite of any awkward pauses, embarrassing mistakes or silly mismatches, students are allowed to butcher the target language and learn along the way.

5. Accuracy and communication based activities

5.1. Activities Focusing on Accuracy

Teacher: *Hello, students! Today we are going to talk about the present continuous. We use it to talk about things that are happening now. We form it by using the present form of the verb "to be" plus the "ing" form of the verb. For example, I am talking to you now. I am writing on the whiteboard now [as she writes on the whiteboard]. Here are some cards. [The teacher gives a card to each student.] Look at the card and tell me what you are doing.*

Student A: I am washing my car.

Student B: I am watching TV.

Student C: I ride my bike.

Teacher: You mean you are riding your bike.

Student C: Yes, sorry. I am riding my bike.

Teacher [after everyone has finished]: *Good. Now open your book and turn to page …. Take a few minutes to answer the questions in exercise one.*

Afterward, the class members take turns giving their answers and the teacher corrects them when necessary.

After practicing using the present continuous in this manner for 50 minutes, students are going to know how to form it – they are going to be accurate in the grammatical structure but the students did not practice conversational skills out of context.

Students know how to use class speak, but they are lost when trying to converse with native speakers outside of the classroom

5.2. Activities Focusing on Communication

Teacher: *Ann, what am I doing?* [The teacher picks up a book and starts reading it.]

Student A: You are reading a book.

The teacher nods and motions for Ann to do something. She does, and the student next to her says what she is doing. After all of the students have participated in this activity, the teacher explains the present continuous to them. Rather than explaining the grammar rules in full, she elicits as much information from the students as possible based on the previous activity.
Then, she gives them a task to complete that involves communicating with one another:

Teacher: Now, each of you has a problem. You need to call another student to ask him or her to help you. The student you call has to say what they are doing that stops them from helping you. If their excuse makes sense, you move on and call another student. If not, that student has to help you. Students cannot repeat activities. If they do, then they will have to help you.

The first student "calls" another student.

Student A: Hi, Student B. I need someone to look after my daughter. Can you help me?

Student B: No. I cannot because I <u>am writing</u> a report at work.

Student A: Hi, Student C. I need someone to look after my daughter. Can you help me?

Student C: No. I cannot because I <u>am sleeping</u>.

Student A: You <u>are not sleeping</u>. You <u>are talking</u> to me.

➢ This lesson gets students communicating with one another in a natural way – daily native English speakers call one another every day and ask about their wellbeing.

➢ **Students do not have a script and there is no indication of whatever can happen, therefore they are equipped with basic communicative skills**

5.3. Dynamic communicative language teaching lesson plan ideas
Nonsense Paragraphs

- Students are given a paragraph made up largely of nonsense words—their task is to identify what parts of speech those nonsense words represent
- A rather flexible activity, benefic for early-intermediate students and up, who already have a base knowledge in target language vocabulary and grammar.
- The teacher can come up with their own text, but a popular one among educators that is already written for you is Lewis Carroll's "Jabberwocky"
- The students are required to work in pairs, identify all the words that represent objects, all the verbs that represent some kind of action and all the descriptor words.
- Ultimately, the idea is to use communication as a vehicle for teaching grammar constructions, rather than teaching grammar rules in isolation.

Conclusion

All in all, the basis of using the communicative approach is to be able to learn a language using means of expressing real significances. The main principle of guidance is the aptitude to present any topic of discussion using a natural context.

This approach focuses on various ideologies such as: if you desire to learn a language you have to start by trying to *communicate* using that target language. The language used has to be in correspondence with the situation presented (the learner needs to register the difference between formal and informal style), the classes are typically structured by having a situational activity / a problem-solving task / a role-play context.

The topics related to each class have to be graded using a rigorous set of items (age group, level of knowledge and the students' interest concerning certain areas of expertise).

At the end of the course the learners are not only tested to see their level of accuracy but also their fluency of speech in the target language.

For example, given the circumstances a teacher that wants to use this method has to step out from the boundaries of dealing with the traditional training ways: for a grammar structured course the educator will use pieces of images with a little explanation so that in this process it is included real communication, a natural strategy of involving each individual into the

study and developing language skills that have a high level of importance in the future lessons.

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