

CLIL teacher and virtual bilingualism



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In interviews with teachers participating in bilingualism training, the lack of, or a very limited number of materials or resources for the implementation of bilingual content in correlation with the core curriculum of the respective subject comes up very often. This is undoubtedly one of the biggest challenges faced by the bilingual innovator, i.e. the teacher designing activities based on knowledge, experience and available resources. In their daily work, many educators have been introduced to a range of tools that can be used while focusing the attention and interest of the student. The school, understood not only as a place, but as an environment or community, is a very dynamically developing organism.

The needs of the 21st century learner concern not only the theoretical aspect, but also the experiential aspect of learning about and discovering a world that sometimes seems extremely remote. One of the greatest challenges of today's education is to meet ever more ambitious expectations. Visualisation of specific issues that engage children and young people's natural curiosity and polysensory capabilities turns out to be a way of conveying the content referred to in the CLIL methodological assumptions as fully as possible through language understood as a tool.

The Polish school pupil is ready for change, seeks new opportunities for development and improvement not only in his home country, but very often in Europe or even in the world. As an explorer and searcher, he or she is increasingly aware of the use of a foreign language as a key to open new

doors. The answer to the demands and needs of young people are the latest technological solutions.

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The Labs of the Future is an educational initiative that has given many establishments the opportunity to explore the latest solutions and technological innovations in schools at every educational level. Already, classes with Photon robots are being conducted in schools. The next step could be VR or AR goggles. In a nutshell, AR is a technology that connects digital reality with the world we physically inhabit. The images captured by the camera are synchronised with computer graphics and 3D animations. This is realised in such a way that we have a sense of the unity of the two spaces. Unlike virtual reality, which immerses us in a 3D simulation and detaches us from the physical world, augmented reality seamlessly combines the two parallel orders. To navigate in the world of augmented reality, all you need is a smartphone with the right app or special goggles 1.

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DLACZEGO WARTO?



- 90% INFORMACJI PRZEKAZYWANYCH DO MÓZGU TO INFORMACJE WIZUALNE
- 75% WIĘKSZA RETENCJA WIEDZY PODCZAS NAUKI PRZEZ DOŚWIADCZENIE
- 20% WZROST WYNIKÓW EGZAMINÓW DZIĘKI WYKORZYSTANIU VR W KLASIE

Więcej na: <https://tiny.pl/wwwrx>




Virtual reality is a medium that allows engagement like no other - radio, television, cinema or the internet. In the VR world we move in exactly the same way as in the real world, we interact in exactly the same way. Depending on the type of application and equipment at our disposal, we can move freely, pick up objects, drop them, etc. Using VR in education, therefore, we can engage the viewer much more effectively, resulting in a better understanding and memory of the content being conveyed 2.

¹ N. Biedrzycki, *Rzeczywistość stapia się ze światem cyfrowym. AR to nie tylko Pokémon Go* [online:]: <https://businessinsider.com.pl/technologie/nowe/technologie/ar-czym-jest-rozszerzona-rzeczywistosc/qn6173n> (access: 3 November 2022).

² VR i edukacja, czyli jak wykorzystać wirtualną rzeczywistość w edukacji [online:]: <https://epicvr.pl/pl/vr-i-edukacja-czyli-jak-wykorzystac-wirtualna-rzeczywistosc-w-edukacji/> (access: 3 November 2022).



International multisensory exhibition Save the planet - Let's save the planet, Norblin Factory, Warsaw 2022. Photo by W. Jas.

The Świętokrzyskie Voivodeship is increasingly opening up to bilingualism. Teachers are disenchanting CLIL on their own in order to convey content in the fullest and best possible way to help young people understand the reality around them.

Listening to needs and dilemmas, as well as findings and recommendations, from 1 October 2022. Świętokrzyskie Centrum Doskonalenia Nauczycieli in Kielce has embarked on the project 'CHOPIN - language learning in sCHools: Preferably Immersive and billiNgual' (hereafter: CHOPIN). In a way, this is the aftermath of viewing digital education and language learning as a kind of tandem.

The CHOPIN project's activities are designed to improve the practical dimension of in-service teacher training in the partner countries through the use of content and language integrated learning (CLIL) with virtual reality (VR) elements.

A workshop planned for 2023 will support teachers interested in implementing digital bilingual solutions at all educational levels. The main objective of the activity is to develop teachers' professional, personal and digital skills in language learning and the use of VR.

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Analysing available studies and reports, one may wonder whether virtual reality is the future of education, including bilingual education? Looking through the search results after typing the phrase "AR augmented reality application" into a web browser, one has to answer in the affirmative. The automotive industry, augmented logistics, AR in the laboratory are just a few examples. Artificial intelligence is creating ever-new neural networks that stimulate our behaviour. American researcher, scientist and best-selling author Kelly Weinersmith, said: „I don't think kids need augmented reality as much as we do - we want to be able to think like kids again with it." These words are a kind of confirmation of the necessity of VR and AR in the educational sphere, as they make it both effective and impactful.

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