LUCRĂRILE SIMPOZIONULUI DE COMUNICĂRI ȘTIINȚIFICE “EXPERIENCE EXCHANGE: THEORY AND PRACTICE IN TEACHING ENGLISH”

ISSN 3061 – 2500

ISSN-L 3061 – 2500

BRĂILA

Nr. 2/2025

iunie 2025

LUCRĂRILE SIMPOZIONULUI DE COMUNICĂRI ȘTIINȚIFICE “EXPERIENCE EXCHANGE: THEORY AND PRACTICE IN TEACHING ENGLISH”

ADRESA REDACȚIEI:
ȘCOALA GIMNAZIALĂ „ION BĂNCILĂ”
Str. Școlilor nr. 46, loc. Brăila, jud. Brăila

ISSN 3061 – 2500
ISSN-L 3061 – 2500

BRĂILA
Nr. 2/2025
iunie 2025

CUPRINS

LANGUAGE TEACHING, TECHNOLOGY AND INTERGENERATIONAL EDUCATION

prof. Aramă Lavinia
Școala Gimnazială „Ion Băncilă", Brăila

The evolution of teaching and learning has known a fast development during the last decade, almost as fast as the latest technology that supports now the entire educational system. The extended use of technology from very early ages has been long debated and considered to be addictive and harmful to the child – the long hours spent in front of a computer, a tablet or a games console may severely affect both physical health and social relationships. Grandparents and even parents face the shock of no longer being able to keep up with their children/grandchildren from the technological point of view. Adults feel left aside when children favour using various devices which seem to be more entertaining.

Yet, means have been found to turn this very technology to the benefit of all the people involved in the learning process, be they teachers, students and family members. The so-called generation gap, which seemed to be deepening under the threat of the latest technology, so appealing to the young generations, is narrowing through the use of the same devices. The world of the classroom and the educational system have been re-shaping rapidly under our very eyes. Language teachers, no matter of their ages, have kept up with technology and currently make their lesson more appealing to their technology-buff students through smart boards, tablets and computers, digital textbooks, PowerPoint presentations, documentaries and digital learning platforms. Students' motivation in learning has increased since they have been constantly encouraged to search for information, to discover and to synthesize by themselves. Language teachers have given up the old-generation dominating role of "magister dixit" and have embraced the roles of guide and advisor, thus reducing the generation gap that used to freeze the atmosphere in a classroom. Now, not only do the students feel at large when asking questions, but they are also the masters of their own learning process by accessing an unlimited amount of information through the use of technology, present at a click's distance. A strong bond between teachers and students has appeared in their strive to achieve the expected results when undertaking the difficult road of looking for details in a society crammed with information.

Moreover, the world of school is no longer confined to teachers and students; it has become a network of people and generations which come together in a mix that results into the educational process. The concept of "school regarded as a whole", which involves all the actors related to the educational system – teachers, students, family members, local, national and international authorities – is massively supported by technology. Parents have easy access to any information regarding their children through the school site, which publishes school events they may join, optional courses their children may enroll, students' daily attendance, results in school contests, competitions and National Evaluation, as well as extracurricular activities that family members may/should attend. In a society so threatened by the lack of time, communication between teachers and parents is enhanced through social media, which allows both parties to offer a faster and more

efficient support to those being educated.

Extracurricular activities constitute an opportunity to exploit the resources of the older generations. From small projects for which children and parents may work together on the products intended to be sold to international projects in which parents agree to host foreign students, all the generations are actively involved. Bringing generations together leads to communities with an increased degree of cohesiveness, in which the generation gap is overcome and replaced by a strong sense of belonging to a supportive group. Younger generations have stronger moral values, as respect and understanding constitute the foundation for all interactions. These results are best encompassed by the definition provided by the European Map of Intergenerational Learning, which states that intergenerational learning is "the way that people of all ages can learn together and from each other. Intergenerational learning is an important part of Lifelong Learning, where the generations work together to gain skills, values and knowledge. Beyond the transfer of knowledge, intergenerational learning fosters reciprocal learning relationships between different generations and helps to develop social capital and social cohesion in our aging societies. Intergenerational learning is one way of addressing the significant demographic change we are experiencing across Europe and is a way of enhancing intergenerational solidarity through intergenerational practice."

BIBLIOGRAPHY:

1. Black, Sandra E., Devereuue, Paul J., Salvanes, Kjell G., "Why the apple doesn't fall far: understanding the intergenerational transmission of human capital", National Bureau of Economical Research Publishing House, Cambridge, 2003
2. European Network for Intergenerational Learning – www.enilnet.eu/
3. Intergenerational Place-based Education where schools, communities and nature meet - www.goo.gl/Mgq5wR
5. Machin, Stephen, "Education Systems and Intergenerational Mobility" - https://sites.hks.harvard.edu/pepg/PDF/events/Munich/PEPG-04-18Machin.pdf
6. Map of Intergenerational Learning - www.emil-network.eu/

DEVELOPING TEACHERS' POST-EXPERENTIAL SKILLS FOR AND THROUGH IMPLEMENTING EUROPEAN PROJECTS

prof. Chiorpac Mihai Adina Valentina
Colegiul Naţional „Nicolae Băcescu", Brăila

(Teachers) have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of continuing professional development.(HMIE, 2009, p.6)

In this paper I will discuss the importance of continuing professional development for teachers, the institutions involved in this process and a number of strategies and resources available for attaining this goal.

Teaching is lifelong learning. It's that learning which motivates many English language professionals to keep teaching when the benefits from other jobs would otherwise draw them away. Completing an academic program is really only the beginning of a lifelong quest to better understand our students, ourselves, our discipline, and the approaches and techniques we can use to help others to become competent users of English.

A number of resources are available to stimulate new ideas and to help us reconsider old ideas or practices. They will become even more important when I find myself in settings where there are fewer colleagues to share concerns and ideas with on a regular basis than when I was a student. Some of the ways in which we can continue to grow as a teacher and become a better-informed ESL professional include:

- participating in professional associations concerned with the teaching of English, including attending local, national, or international conferences;
- subscribing to journals and regularly reading periodicals about language teaching and learning and related fields;
- placing the name on mailing lists of major ESL/EFL textbook publishers and information clearinghouses or resources centers;
- offering to review texts for publishers or journals;
- participating in electronic (e-mail) discussion groups and using the Internet to access language teaching and learning websites and electronic journals;
- serving on textbook selection committees in ESL program;
- working on curriculum or textbook development teams in ESL program;
- attending or giving in-service workshops and seminars for teachers;
- participating in summer institutes or special programs to augment and update the knowledge and skills;
- researching issues in classroom or participating in research projects that will enable the teacher to work with colleagues from the same and other institutions who are engaged in analyzing issues relevant to the classroom;
- working collaboratively with professionals in other fields;
- being mentored by experienced colleagues and then becoming a mentor to novice teachers

or those who are new to institution or program.

"Key competences for lifelong learning", as defined in the *Recommendation of the European Parliament and the European Council* in December 2006 are considered as relevant in schools across the EU member states and accordingly in Teacher Education as well. These are assigned to specific subject areas:

- communication in the mother tongue;
- communication in foreign languages;
- mathematical competence and competence in science and technology.

More cross-curricular competences are:

- digital competence;
- learning to learn;
- social and civic competences;
- sense of initiative and entrepreneurship;
- cultural awareness and expression.

The eight key competences are underpinned by qualities to be developed, such as: critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings.

The role of future CPD should, then, be to support teachers in service and provide them with the conditions and opportunities to further develop these professional and personal competences and acquire new competences. These can be located in:

a) the subject fields

- acquisition of new knowledge in their subjects;
- acquisition of structuring and restructuring of knowledge;
- acquisition of constructivist strategies in knowledge processing in their subjects;
- learner's orientation and diagnostic competence.

b) didactic fields

- acquisition of active learning strategies;
- response to individual learning processes and learning progression;
- choice or design of appropriate material for differentiated learning opportunities;
- evaluation and documentation at different stages of progress;
- promotion of discovery learning opportunities.

c) pedagogical and social fields

- assessment of heterogeneity;
- management of diversity;
- increased awareness of cultural and language skills;
- acquisition of social learning skills;
- work with parents from different cultural or national backgrounds;
- promotion of respect, tolerance and collaboration in class and the wider school community.

While there are many definitions of CPD, this paper uses the term CPD to refer to the continuum of activities which are designed to improve the quality of teaching for teachers and

learning for children. Ch. Day provides a description of such activities:

"Professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute through these to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives."

Thus Day speaks to the complexity of teaching and the challenge of effectively meeting teachers' professional development needs. Cochran-Smith has noted that definitions of teaching as a profession "must assume that teaching is a complex and uncertain enterprise where knowledge is constructed in the interface between teachers, students, materials, textbooks and prior experiences."

In addition, the OECD has noted the "recent broadening and deepening of teachers' roles and responsibilities in response to societal changes and expectations."

Following from these observations, successful professional development can be described as professional development which uses appropriate strategies to help teachers' effect positive change in this complex interface between children, curriculum, pedagogy, contexts for learning, and teachers themselves including their beliefs, attitudes and dispositions.

While different rationales exist for teacher CPD, arguments for effective professional development generally focus on young people as the ultimate beneficiaries. Cochran-Smith noted the significance of CPD opportunities whose purpose it is "to engage in inquiry intended to alter the life chances of children."

BIBLIOGRAPHY:

1) HM Inspectorate of Education, *Learning Together : Improving teaching, improving learning*, HMIE Press, Livingston, 2009, p.6

2) Christopher Day, *Developing Teachers: the challenges of lifelong learning*, Falmer Press, London ,1999, p. 34

3) Marilyn Cochran-Smith, "Learning to Teach against the (New) Grain". *Journal of Teacher Education, American Association for Colleges of Teacher Education, 52 (1)*, 2003, pp. 1-4.

4) Organisation for Economic Cooperation and Development (OECD), *Teachers Matter: Attracting, developing and retaining effective teachers*. Paris: OECD Publishing, 2005, p.1

THEORY AND PRACTICE IN TEACHING ENGLISH AS A HIGH SCHOOL TEACHER

prof. Constantin Claudia
Colegiul Economic „Ion Ghica", Brăila

Teaching English in Romanian high schools requires a delicate balance between applying established educational theory and adapting to the specific realities of the local classroom. While international methodologies such as communicative language teaching (CLT), Bloom's taxonomy, or constructivism inform curriculum design and instructional planning, their effective implementation often depends on the teacher's ability to adapt them within the Romanian educational framework. In this context, experience exchange among educators becomes not only helpful but essential for bridging the gap between theory and practice.

In Romania, the high school curriculum for English as a foreign language (EFL) is quite structured and guided by national standards and exams such as the Baccalaureate. These assessments often emphasize grammar, reading comprehension, and writing. However, newer pedagogical theories stress the importance of communicative competence, critical thinking, and learner autonomy, areas that are sometimes underrepresented in exam-oriented environments. For example, while CLT encourages students to use English in real-life situations, Romanian students are often more focused on memorizing essay structures or grammar rules to pass standardized tests.

This is where the practical experience of teachers in Romanian classrooms becomes invaluable. Over the years, many of us have developed strategies to integrate communicative activities into a test-focused environment. For instance, role-plays, debates, and project-based tasks can be designed to both meet curriculum goals and promote spoken fluency. These practices, when shared among colleagues, can inspire innovative teaching while staying within curricular requirements.

Experience exchange often takes place informally in Romania, during school meetings, breaks, or through online teacher communities. Additionally, national conferences and workshops organized by institutions like the Romanian Ministry of Education or the British Council Romania offer platforms for structured professional dialogue. Through these forums, teachers discuss challenges such as large class sizes, mixed-ability groups, limited resources, and student motivation, issues that are often not addressed deeply in theoretical models. For example, while theory may recommend differentiated instruction for diverse learners, implementing it in a class of 30 students with varying levels of English and limited access to technology requires creativity and peer advice.

One particularly effective form of experience exchange in Romania is through mentor-mentee relationships, especially during the grade teaching exams. Experienced teachers often support newer colleagues by offering classroom management tips, lesson planning advice, and sample materials. This mentorship ensures that theoretical knowledge gained at university is refined through direct, classroom-based feedback. Reflective practice is a key element here; by sharing what worked or did not, teachers collectively grow and adjust their methods.

Furthermore, Romanian teachers are increasingly integrating cultural elements and

authentic materials into their lessons, strategies that come directly from classroom experimentation and shared practice. For instance, using Romanian-English comparative literature or discussing current events in both languages allows students to connect more personally with the content, enhancing both language proficiency and cultural awareness.

Importantly, experience exchange helps teachers remain motivated and open to growth. In a system where bureaucratic demands and standardized testing can sometimes stifle creativity, hearing from colleagues who have successfully introduced storytelling, podcasts, or digital tools into their lessons is both encouraging and energizing. It also aligns with global educational goals, such as fostering 21st-century skills like collaboration, communication, and critical thinking.

In conclusion, teaching English in Romanian high schools involves navigating the tension between theoretical ideals and the realities of classroom practice. Experience exchange serves as a bridge that helps educators adapt and thrive. By learning from each other's successes and challenges, Romanian English teachers can ensure that their students not only succeed on exams but also develop meaningful, lasting language skills. As education continues to evolve, collaboration and shared wisdom will remain at the heart of effective teaching in Romania.

THE FORMATIVE VALUE OF ERASMUS EXPERIENCE IN THE PROFESSIONAL DEVELOPMENT OF TEACHERS AND SCHOOL COMMUNITY

prof. Crețu Alina Arșaluis
Liceul Teoretic „Mihail Sebastian", Brăila

Participating in an Erasmus project is not just a journey to another country, but a journey toward new educational, cultural, and human perspectives.

During the 2022–2023 school year, our institution implemented the Erasmus project titled "Think Global, Act Local!", which provided the participating teachers with a unique and highly valuable experience. Through the two training courses focused on environmental issues, the educators acquired new information and competencies, which they later applied in their classrooms.

The teachers were provided with educational tools and resources, including evidence-based information, statistics, videos, and practical exercises in the field of environmental education.

The lessons conducted with students, along with the seven optional courses implemented at the school, were designed using these tools and resources. During the training held in Portugal, participants learned through direct experience by visiting various sites in Lisbon where environmental projects were being carried out: a school running sustainability initiatives such as waste recycling in a vegetable garden, and an educational farm—both serving as real-life examples of how to change consumption patterns and reduce waste production.

These visits inspired our school to create a vertical garden during the "School in a Different Way" Week and to implement a waste sorting system in each classroom.

The courses emphasized hands-on workshops to explore more sustainable options for everyday products, based on the six steps toward a sustainable lifestyle: Rethink, Refuse, Reduce, Reuse, Recycle, and Compost. Teachers learned how to integrate these concepts into the school curriculum as practical tools for teaching environmental education. In these workshops, they learned how to make reusable products from various materials (such as textile waste) and how to implement practical upcycling activities in schools using minimal budgets.

Following this model, during "Green Week", we organized a fair featuring reusable products made by teachers and students, with participation from parents and community members living near the school.

This initiative stemmed from the project's goal to equip teachers with modern methods of conveying environmental protection knowledge, enabling students to build awareness of sustainable development and climate change, and to develop the skills and motivation to take action.

To incorporate a digital dimension, we strategically integrated technology to improve the monitoring, awareness, and management of environmental issues both locally and globally. As a result of the training sessions, the participants gained key digital skills:

- ✓ The ability to navigate and use online resources effectively and to create multimedia content. In the seven optional courses, teachers now design age-appropriate and engaging multimedia presentations to spark student interest and enhance learning.
- ✓ The ability to use educational technology strategically in the classroom, significantly

enriching the student learning experience. In environmentally themed demonstration lessons, assessment was consistently conducted using apps like Kahoot or Quizizz.

- ✓ The ability to create educational content and to use interdisciplinary and transdisciplinary teaching techniques. The seven optional course programs adopt this approach, regularly using the school's multimedia labs and aiming to reduce the use of consumables.

A county-wide eco-video contest, coordinated by our school, also relied on applications for media creation and editing, and the content was uploaded to the Erasmus project website: https://gandeste-global-actioneaza-local.webnode.ro/

The skills, knowledge, and techniques acquired by participants enabled the successful execution of extracurricular activities, including:

- ❖ Creating a vertical garden using reused materials;
- ❖ Conducting a schoolyard clean-up in collaboration with the local sanitation operator;
- ❖ Organizing a 3R Fair (Reuse, Recycle, Reduce) showcasing student- and staff-made products from waste materials.

A team of three students developed and continuously updated the project website, which contains valuable information and models of good practices. It now serves as a reliable teaching support tool for teachers.

Participation in Erasmus+ projects brings substantial benefits to all educational stakeholders. Such initiatives open the school to Europe, fostering intercultural bridges and promoting a modern, globally aligned educational vision.

For **the school**, Erasmus means European recognition and visibility, the consolidation of an international collaboration culture, and a powerful driver for curricular and managerial innovation. It transforms the institution into a space for best practices, mobility, and sustainable development.

For **students**, Erasmus provides the opportunity to experience cultural diversity, develop language and digital skills, and learn collaboratively through projects in an international context. It nurtures future European citizens who are active, tolerant, and responsible.

For **teachers**, these projects offer ongoing professional development, exchanges of experience, and the enhancement of teaching practices. Participation in educational mobility not only provides new professional skills but also increases motivation, openness, and the ability to innovate in teaching.

In conclusion, Erasmus is more than a project—it is a transformative experience that shapes an active, open, and European values-connected educational community.



LANGUAGE-TEACHING TECHNIQUES

prof. Dumitriu Anamaria
Școala Gimnazială „Ion Băncilă", Brăila

The current multiplicity of language-teaching techniques is potentially confusing for teachers. An attempt has been made here to put these detailed techniques into larger, more generalized groupings each of which is characterized by a key feature. There is a set of generalizable exercise types which can be applied to texts written by Kazuo Ishiguro. In the following lines, I will describe twelve generalizable procedures which intend to be as a ready – reference for teachers wishing to prepare lessons based on texts by Kazuo Ishiguro.

Expansion – the text must be lengthened in some way. For example, to add one or more sentences/ paragraphs to the beginning or end of the text, to add specified items within the text (e.g. adjectives), to add sentences within the text, to ad subordinate clauses or comment within the text.

Reduction – the text must be shortened in some way. For example, to remove specified items(e.g. adjectives), to combine sentences, to remove clauses or sentences or to rewrite it in a different format.

Media transfer – the text must be transferred into a different medium or format. For example, to transfer it into visual form (e.g. pictures, maps, tables, etc), to turn prose into poem, to turn a letter into a newspaper article, to turn a headline into a proverb or to turn a prose narrative into a screenplay.

Matching – a correspondence must be found between the text and something else. Examples: match text with a title, match text with another text or match text with a voice or music.

Selection/Ranking – the text must be chosen according to some given criterion. Examples: choose the best text for a given purpose, choose the most /least (difficult, formal, personal, complex) text, choose words from a text to act as an appropriate title.

Comparison /Contrast – points of similarity/ difference must be identified between two or more texts. Examples: identify words / expressions common to both texts, identify words / phrases in one text which are paraphrased in the other, identify ideas common to both texts or compare grammatical / lexical complexity.

Reconstruction – coherence / completeness must be restored to an incomplete or defective text. Examples: to insert appropriate words / phrases into gapped texts, to reorder jumbled words, lines, sentences, paragraphs, to reconstruct sentences / texts from a word array.

Reformulation – the text must be expressed in a form different from the original without loss of the essential meaning. Examples: to retell a story from notes, to use keywords to rewrite a text, to rewrite in a different style / mood.

Interpretation – personal knowledge/ experience must be used to clarify and extend the meanings of the text. Examples: to formulate questions on the text beginning: what?, who?, where?, when?, why?, how?.

Creating text – the text is to be used as a springboard for the creation of new texts. Examples: to write a parallel text on a different theme, to use the same story outline to write a new

text, to use the same title but write a new text.

Analysis – the text is to be submitted to some form of language-focused scrutiny. Examples: to work out the ratio of one-word verbs to two-word verbs, to list the different ways in which the word X is referred to in the text, to list all the words to do with banter, butlers, dignity, etc.

Project work – the text is used as a springboard for some related practical work with a concrete outcome. Examples: the text presents a particular point of view. With a partner, the teacher should prepare a brief magazine article which either supports or disagrees with this point of view. The teacher should collect ideas and examples to support his /her own point of view.

HOW TO CONVINCE STUDENTS TO READ A BOOK IN THE ERA OF TECHNOLOGY: METHODS AND ACTIVITIES IN THE CLASSROOM

prof. Ion Monica Claudia
Colegiul Național „Nicolae Bălcescu", Brăila

In today's world, where screens dominate students' attention spans and instant gratification is only a click away, the simple act of reading a book seems to be losing its place. Students are more inclined to scroll through social media feeds, watch short videos, or rely on quick summaries rather than immerse themselves in a novel. Yet, the value of reading - a deep, uninterrupted engagement with language, imagination, and critical thinking - remains as essential as ever. The challenge for educators is not just to assign reading but to inspire it. To truly convince students to read a book in the era of technology, teachers must adopt innovative methods and create engaging classroom activities that bridge the gap between traditional literature and modern student habits.

Understanding the Challenge

Before addressing solutions, it's important to understand the problem. The digital era offers an overwhelming number of stimuli, most of it highly visual and interactive. A static page of text can seem underwhelming by comparison. Additionally, the modern student often perceives reading as a task rather than a pleasure - something to complete rather than something to savor.

Reading has also become detached from social interaction. Students no longer see books as a shared experience but as individual assignments. This isolation further discourages reading. Therefore, the goal should not only be to encourage reading but to make it social, interactive, and relevant.

Methods to Encourage Reading

1. Choice and Autonomy One of the most effective ways to encourage students to read is by giving them a choice. When students select their own books, they are more likely to feel a sense of ownership and interest. A classroom library that includes a wide range of genres, cultural perspectives, and reading levels can help achieve this. Guided choice - where teachers provide curated lists based on themes, interests, or genres - can strike a balance between structure and freedom.

2. Integrating Technology Wisely Instead of seeing technology as the enemy, teachers can use it as an ally. Audiobooks, interactive eBooks, and reading apps can make literature more accessible and appealing. Online platforms like Goodreads can turn reading into a social activity where students review books, share opinions, and follow each other's reading journeys. Digital storytelling tools, such as Book Creator or Canva, can help students create visual or multimedia book projects

that reflect their understanding and engagement.

3. Reading Aloud and Shared Reading Reading aloud isn't just for young children. High school students can benefit immensely from hearing literature spoken with emotion and rhythm. It models fluency, enhances comprehension, and makes the experience communal. Shared reading - where students take turns reading sections - can foster collaboration and reduce the sense of isolation often associated with reading.

4. Literature Circles Organizing students into small groups where each member has a role - discussion leader, summarizer, vocabulary finder, connector - can turn reading into a dynamic, interactive event. Literature circles emphasize peer dialogue, allowing students to process what they read in a supportive, discussion-based format. This approach helps build confidence and interpretative skills.

5. Connecting Books to Real Life Students are more likely to engage with texts when they see their relevance. Teachers can select books with themes that resonate with students' lives, challenges, or interests. For example, books dealing with identity, social justice, mental health, or coming-of-age experiences often spark meaningful engagement. Activities like debates, role-playing, or real-world projects inspired by a book's theme can deepen the connection.

Classroom Activities to Promote Reading

1. Book Trailers Inspired by movie trailers, students can create short video previews of books they've read. This activity not only enhances creativity but also helps develop summarizing skills and persuasive techniques. It's a tech-integrated way to get students excited about reading - and about encouraging others to read.

2. Reading Challenges and Badges Gamifying reading with challenges (e.g., "Read three books set in different countries") and digital badges or points can make the process feel like an adventure. Class-wide reading goals with a visual tracker can build a sense of collective achievement.

3. Author Studies and Virtual Visits Focusing on one author over a period of time allows students to understand style, recurring themes, and historical context. Where possible, arranging a virtual Q&A with an author - even a local one - can be transformative. Students begin to see authors as real people, and reading as a bridge to dialogue and creativity.

4. Book Talks and Speed Book Dating Book talks are short presentations where students promote a book they've read to their peers. Alternatively, "speed dating" with books involves students rotating around a room, spending a few minutes at each station to explore different titles. These activities create anticipation and peer recommendations.

5. Creative Response Projects Rather than assigning only analytical essays, allow students to respond to books creatively - writing alternative endings, crafting a diary from a character's point of view, designing new cover art, or composing a playlist that reflects a novel's themes. This approach

celebrates diverse talents and makes literary engagement more meaningful.

Conclusion

Convincing students to read books in the era of technology is not about resisting change or nostalgia for the past. It is about adapting to a new landscape with thoughtful strategies that bring reading to life. By giving students choice, using technology strategically, and fostering a culture of shared literary experience, educators can rekindle a love for reading. Books may not compete with the immediacy of a smartphone, but with the right classroom practices, they can offer something far more enduring - reflection, empathy, and the quiet thrill of imagination.

UNLOCKING CREATIVITY: THE ROLE OF DADAIST POETRY IN THE ENGLISH CLASSROOM

prof. Lazăr-Petrescu Georgeta
Colegiul Național Pedagogic „D. P. Perpessicius", Brăila
prof. Bilitz Veronica
Colegiul Național „Nicolae Iorga", Brăila

Dadaist poetry, with its roots in the early 20th-century avant-garde movement, offers a unique and transformative approach to teaching English. By embracing randomness, absurdity, and a rejection of traditional structures, Dadaist techniques can invigorate the classroom, fostering creativity and critical thinking among students.

Incorporating Dadaist poetry into the English curriculum encourages students to break free from conventional writing norms. This liberation allows learners to explore language in innovative ways, promoting a deeper understanding of poetic devices and the flexibility of expression. Engaging with Dadaist methods can also enhance students' appreciation for literary movements and the historical contexts that shape them.

To support all the above, we would suggest some enjoyable activities:

1. Cut-Up Poems: Inspired by Tristan Tzara's method, students can create poems by cutting words from newspapers or magazines and rearranging them randomly. This exercise emphasizes the role of chance in creativity and can lead to surprising and insightful compositions.

2. Sound Poetry: Encouraging students to focus on the phonetic aspects of language, sound poetry involves composing pieces that prioritize rhythm and sound over semantic meaning. This activity can be particularly engaging when combined with performance elements.

3. Visual Collage Poems: Combining visual arts with poetry, students create collages using found images and text fragments. This interdisciplinary approach not only enhances creative expression but also helps students understand the interplay between visual and textual storytelling.

4. Redacted Poetry: Students take existing texts and blackout portions to create new poems. This exercise teaches conciseness and the power of word choice, as students must decide which words to keep to convey their intended message.

Integrating Dadaist poetry into English classes can enhance creativity: challenging students to think unconventionally, these activities foster creative problem-solving skills. They can also develop critical thinking: analyzing and creating Dadaist poems requires students to make interpretive choices, enhancing their analytical abilities.

Dadaist poems can also promote engagement: the playful and unpredictable nature of Dadaist exercises can increase student motivation and participation. Nonetheless, Dadaist poems

encourage collaboration: group activities, such as collaborative poem creation, build teamwork and communication skills.

To conclude, Dadaist poetry serves as a powerful tool in the English classroom, offering diverse activities that not only enrich students' understanding of literature but also cultivate essential skills for academic and personal growth.

WEBLIOGRAPHY:

1.Te Papa: www.tepapa.govt.nz/discover-collections/read-watch-play/art/how-make-dadaist-poem?utm_source=chatgpt.com
2.traceeorman.com: www.traceeorman.com/2013/03/hands-on-poetry-activities.html?utm_source=chatgpt.com
3.Yale National Initiative
teachers.yale.edu/curriculum/viewer/initiative_14.02.03_u?utm_source=chatgpt.com

THE TEACHER'S ROLE IN WONDER-BASED LEARNING

prof. Maraloiu Pompilia
Colegiul Economic „Ion Ghica", Brăila

In an age increasingly focused on measurable outcomes and standardized assessments, wonder-based learning presents a refreshing return to the heart of education: curiosity. At its core, wonder-based learning prioritizes the innate inquisitiveness of students, encouraging exploration, imagination, and critical thinking. But such a learning environment doesn't arise on its own—it requires the intentional and responsive presence of a teacher. Far from being sidelined, the teacher plays a pivotal role in nurturing, guiding, and sustaining a culture of wonder.

Cultivating Curiosity

The foundation of wonder-based learning lies in curiosity. A teacher's role begins by modeling this trait—asking open-ended questions, expressing genuine interest in the world, and showing excitement about discovery. This behavior invites students to do the same. By creating a classroom where curiosity is welcomed rather than constrained, teachers set the stage for wonder to flourish.

Example: Instead of beginning a science lesson by stating facts about the water cycle, a teacher might start by asking, "Have you ever wondered where the water in your bottle was a year ago?"

Designing Open-Ended Learning Experiences

Wonder cannot thrive in overly rigid structures. Teachers must create flexible, open-ended learning experiences that allow for exploration. This means designing lessons with room for student choice, divergent thinking, and unexpected questions.

Project-based learning, inquiry circles, and hands-on experiments are ideal methods for fostering such environments. The teacher becomes a facilitator who sets up the learning conditions rather than dictating every step.

Encouraging Questions Over Answers

In traditional classrooms, answers are often prized above all else. In wonder-based learning, questions take center stage. Teachers play a critical role in validating students' questions, helping refine them, and using them as launching pads for deeper investigation.

Creating a "question wall" or a "wonder journal" can be excellent tools for this. Importantly, teachers must resist the urge to immediately answer every question, instead guiding students toward discovering answers themselves.

Connecting Learning to the Real World

Wonder grows when students see the relevance of their learning. Teachers act as bridges between classroom content and real-world contexts, helping students see how their curiosities

connect to larger systems, communities, and phenomena.

This might involve field trips, guest speakers, real-world problem-solving projects, or even simple classroom discussions that connect abstract ideas to everyday life.

Embracing the Role of Co-Learner

Perhaps most radically, wonder-based learning invites teachers to be co-learners alongside their students. When a student poses a question that the teacher doesn't know the answer to, it becomes an opportunity to explore together. This shift in dynamic empowers students and humanizes teachers.

Creating a Safe and Supportive Environment

Students are more likely to express curiosity and take intellectual risks when they feel emotionally safe. Teachers play a crucial role in creating inclusive, respectful, and supportive classroom environments where every voice is valued and mistakes are seen as learning opportunities.

In wonder-based learning, the teacher is not just an instructor but a curator of curiosity, a guide through the unknown, and a co-explorer on the journey of discovery. By fostering inquiry, embracing uncertainty, and celebrating questions, teachers help students not only learn but love learning. And in doing so, they light the way for a more thoughtful, engaged, and imaginative generation of learners.

BIBLIOGRAPHY:

1. Bruner, J. S. (1960). The process of education. Harvard University Press.
2. Dewey, J. (1938). Experience and education. Macmillan.
3. Duckworth, E. (2006). The having of wonderful ideas and other essays on teaching and learning (3rd ed.). Teachers College Press.
4. Engel, S. (2011). Children's need to know: Curiosity in schools. Harvard Educational Review, 81(4), 625–645. https://doi.org/10.17763/haer.81.4.h054131316473115
5. Kuhlthau, C. C., Maniotes, L. K., & Caspari, A. K. (2015). Guided inquiry: Learning in the 21st century (2nd ed.). Libraries Unlimited.
6. Martinez, S. L., & Stager, G. S. (2013). Invent to learn: Making, tinkering, and engineering in the classroom. Constructing Modern Knowledge Press.
7. Ritchhart, R., Church, M., & Morrison, K. (2011). Making thinking visible: How to promote engagement, understanding, and independence for all learners. Jossey-Bass.
8. Robertson, J. (2015). Learning to teach: A handbook for primary and secondary school teachers (3rd ed.). Routledge.

REVISITING THE CLIL METHOD IN TEACHING ENGLISH

prof. Mocanu Luminița
Colegiul Național „Nicolae Bălcescu", Brăila

Personal Reflections: From Language Teacher to Knowledge Facilitator

A CLIL lesson (Content and Language Integrated Learning) is more than just teaching vocabulary or grammar in context. It's a structured opportunity for students to learn subject-specific content—like science, history, or geography—through the medium of a foreign language. Initially, I viewed my role primarily as a language trainer : someone who focused on vocabulary, grammar, and fluency. CLIL challenged that perspective. When I began integrating subjects such as science, history, and global issues into my English lessons, I noticed a profound shift in student motivation and classroom dynamics.

Students were no longer just "learning English"; they were using English to learn about the world.

One memorable experience was a module on environmental sustainability. Instead of rote vocabulary drills, my students explored real-world case studies on climate change, debated solutions, and created infographics—all in English. The language became a tool, not the endpoint. For me, this was a turning point. I began to see myself less as a language gatekeeper and more as a facilitator of knowledge, guiding students through authentic, interdisciplinary learning experiences.

Professional Reflections: Building Continuity Through CLIL

Professionally, CLIL has encouraged me to think beyond isolated lesson plans. I've become more invested in curriculum continuity, particularly as my learners transition from lower secondary to upper secondary education. Aligning content themes across levels and collaborating with subject teachers has proven essential. For example, coordinating with the history teacher to integrate WWI topics into English lessons offered students both content familiarity and language support, reinforcing learning fully in both disciplines.

Moreover, CLIL naturally fosters the 21st-century competencies our curriculum aspires to: critical thinking, collaboration, digital literacy, and intercultural awareness. When students engage with content in English, they develop these competencies in a context that is both meaningful and measurable. I've started embedding formative assessment tasks—like digital presentations and peer reviews—that reflect not just language acquisition but also content mastery.

Challenges and Growth Areas

Of course, CLIL is not without its challenges. It requires a shift in mindset, continuous professional development, and significant material adaptation. Finding or creating content-rich, level-appropriate resources can be time-consuming. I've learned the importance of scaffolding—both linguistically and cognitively—and the need to balance content demands with language support.

Conclusion: Towards a Sustainable CLIL Practice

Teaching English through CLIL has broadened my pedagogical horizon and deepened my commitment to educational innovation. It allows language learning to remain relevant, integrated, and future-focused. Personally, I've grown more reflective and open to interdisciplinary teaching. Professionally, I advocate for systemic support—training programs, shared resources, and assessment frameworks—to make CLIL not just a method but a sustainable practice.

In a globalized world, English should not be taught in isolation. Through CLIL, we can help students become not only proficient language users but also informed, critical, and confident learners prepared to navigate a complex world.

CLIL vocabulary activity entitled "Disaster Map: Classifying and Connecting", which integrated geography, science, and English. Students worked in groups with a world map and a set of illustrated flashcards containing terms such as tsunami, drought, deforestation, carbon footprint, earthquake, and sustainable farming. Their task was to: Sort the vocabulary into categories: natural disasters, human impact, and sustainable solutions. Place the flashcards on the map where such phenomena are most common or impactful (e.g., deforestation in the Amazon, earthquakes near the Pacific Ring of Fire). Present their reasoning to the class in English, using connectors like because, therefore, and as a result to explain cause and effect. End with a reflection round: What actions can we take locally to prevent or mitigate these global problems?

This practical activity reinforced not only key vocabulary, but also critical thinking, collaboration, and global awareness—all through the medium of English. It also helped me understand how CLIL transforms a traditional classroom into a dynamic learning space where language supports deeper thinking.

BIBLIOGRAPHY:

Coyle, D., Hood, P., & Marsh, D. (2010). CLIL: *Content and Language Integrated Learning*. Cambridge University Press.

EXPERIMENTING WITH METHODOLOGY

prof. Mocanu Ștefania Mădălina
Liceul de Arte „Hariclea Darclee", Brăila

People who are new to the language teaching profession often overlook one of its essential characteristics. Language itself is dynamic, infinite and ever-changing. The best language teachers are generally dynamic themselves, in terms of the way they develop, add-to and experiment with their teaching methodology.

Methodology should not be seen as a sort of "teaching bible". I constantly meet new teachers who become frustrated when they realize that they are not about to be handed over a neat, step-by-step, packaged approach to what is involved in running and managing a language learning classroom. Others seem perfectly willing to act based on what they see colleagues doing and what they perceive their managing team sees as acceptable. Sadly, teaching methodology to many is a simple matter of following various steps (like putting together a lego model), and this ignores fundamental characteristics of what language is and does, and often the language learners themselves.

It is my personal belief that one should see teaching methodology as their own personal domain, certainly open to outside influences and examples, but theirs to experiment with and develop. Deciding what your language learning principles are and selecting techniques from various "methods" that appear to match them would be the right path, one which is analyzed in the present paper.

One should try using various techniques in a variety of combinations. What's more, it is beneficial to observe your learners closely, and invite them into the process by eliciting their feedback on the range of techniques you use. Last but not least it is important to try not to misinterpret what the role of a language teacher is - you are not an "authority" given a mandate to tell learners how they should think. A teacher is a facilitator and a guide, and an ongoing "learner".

In terms of experimenting with language teaching methodology, some of the general considerations most experts emphasize about our learners are also directly applicable to us as language teachers:

> Be a risk-taker and see errors as an essential, positive part of the learning process;

> See peers (ie, your fellow teachers) as sources of learning, who may or may not be "right";

> See learning as a cooperative and collaborative exercise, not a competitive one;

> Try to take responsibility for your own learning, set your own goals and develop strategies to achieve them.

Vocabulary and Grammar Practice Activities

The following activities bring the advantage of versatility, in that they are usable with vocabulary development goals and/or grammar issue practice. Therefore, although some of them are presented in a way that would imply usage for grammar matters, they can be adapted to vocabulary enhancement.

1. Stripping a passage down

Make copies of a reading passage from the last unit you covered. Give students a copy – ask students to delete all the adverbs,all the adjectives, delete all the conjunctions and change punctuation accordingly, etc. 60 Pair students, ask them to close their books and turn over their sheets and then write out the passage as it was before.

2. Party time: Speaking/Vocabulary

Brainstorm adjectives of character (shy, generous, etc.) and write as many as students can think of on the board. Then tell each student to choose one of the adjectives of character from the board. Explain to students that they are all at a party, and that they must mingle and chat to each other in the role of their character adjective. Explain that they must pretend to have that character, but they must never say what the adjective is. Have students write the name of each student in the class o a piece of paper. Tell them to start mingling, and explain that they should try to speak to everyone and identify the character adjective they are representing. When they think they know what adjective the person they are speaking toi s trying to express, they should write it next to their name and move on to speak to someone else. At the end of the game, tell students to sit down and then call out the name of each person in the class and ask students to say the adjective they thought that person was trying to represent.

3. If…Writing/Speaking

Give students two or three strips of paper each and tell them to write the beginning part of a second conditional sentence on ach strip. Write a few examples on the board to give them some idea, such as 'If I got up on the wrong side of the bed…', 'If I lost my head…'. Make sure students only write the beginning part of the sentence. When they have finished, collect all the strips of paper and mix them. Put students into small groups and divide the strips of paper between each group. Place the strips face down on the desk in front of the students. Tell students to take turns choosing a strip of paper, turning it over and reading what it says. Explain they must finish the sentence. Demonstrate this activity by using the examples on the board: 'If I were a bird…I'd fly around the world', 'If I went to Rome I'd visit the Vatican Museum'. When students have finished, tell groups to swap their strips of paper and continue the activity. You may wish to monitor and make notes of any errors students make. At the end, read out the incorrect sentences and have the class listen and correct any mistakes they hear.

4. DIY Jumbled sentence

Ask students to choose a nice long sentence from one of their grammar exercises in the coursebook or workbook. Tell them to take a piece of paper and rip it up into as many pieces as there are words in the sentence. They then write one word on each piece of paper. Tell them to mix up the pieces of paper on their desk. They then move over one place so that they are sitting in another student's chair in front of a new jumbled sentence. Tell them they have a time limit (30 seconds or 1 minute) to put the pieces of paper in the correct order and make the sentence. When they finish, they can check with the student who made the sentence if they are correct. This activity is beneficial for practising structures with several elements (e.g. going to, perfect continuous tenses, conditionals), questions and negatives, adjective and adverb placement in the sentences, idioms,

proverbs.

5. Messenger

This is similar to an internet chat room but in class what you need to do is divide the class into pairs and give each pair a blank piece of paper. Explain that they have six minutes to have a conversation to each other, but they cannot say anything. They must do this in writing. One learner writes a message on the piece of paper and hands it to the other learner. The other learner writes a response and hands it back to the first learner. This kind of situation may appear weird for students at first, as they might not know what to say. But once the paper has passed back and forth two or three times, you might find it hard to stop them from writing.

Finally, it can be stated that if students are guided and encouraged to use the appropriate items of vocabulary, if they are taught by means of exciting or at least challenging activities, the English classes are beneficial for vocabulary command and for the holistic development of the individuals.

The key to success is the combination of techniques, of old and new contents. The conditions for all types of context used in classroom are: to be updated, to meet the students' real interests and to repeat the new elements. Repeatedly using the newly acquired knowledge by working with carefully selected contents will provide students with a strong vocabulary basis to be used in further activities and situations.

BIBLIOGRAPHY:

Meara, Paul, Vocabulary in a Second Language. Volume 2, London: CILS., 1987

HIGHLIGHTS OF DOUBLET AND TRIPLET PHRASES

prof. Neculai Gabriela
Colegiul Național „Nicolae Bălcescu", Brăila

Do you recall such renowned novel titles as Sense and Sensibility, Of Mice and Men, or Pride and Prejudice? Interestingly named, doublets and triplets, the commonest denomination of binomial and trinomial phrases stands for two- and three-word groups. Such compound items are in the form of twin or triplet word phrases that appear to be hand-in-hand by means of a conjunction, and/ or/ by. There are as well such word-partnerships known as trinomials and even quadrinomials (quadruplets)

These stylistic devices breathe an elevated register to the piece of writing. Likewise, these resemble in form to the multiplication table enhancing memory and instilling musicality. Thirdly, their usage lays an emphasis on a much better understanding of what is intended to be expressed.

On another note, tracing back to Jacob Grimm, the study and research for this theme is still under close scrutiny. Binomial phrases have recently entered more thorough usage accounting for the creative aspect of the language, once stylistic devices, creativity, metaphor, idiomatic phrases or collocations are in greater demand. They are a treasure for the user in the way that such usage somehow enlivens and steps up the statement, the message and bestows value to the speaker who has employed binomials or multiword phrases and who so draws nearer to a native's fluency as well.

As for the types of multi-word phrases, they fall into various categories. For instance, according to the unifying conjunction:
Binomial pairs joined by *and: for and against, spick and span*
Binomial pairs joined by *or: write or wrong*
Binomial pairs with alliteration, for instance: *part and parcel, safe and sound*
Rhyming binomial pairs, like: *willy-nilly, hustle and bustle, wear and țear*
Binomial pairs joined by other words, as step by step, back to forth, tit for tat, hand in glove

There is another category of binomials: irreversible and reversible. Irreversible binomial phrases have a fixed order; consider 'bread and butter', which seemingly reversed conspicuously sounds unusual. Reversible binomials appear as interesting, natural and alright when reversed, unlike irreversible ones that may sound awkward.

In tune with the former expressions are trinomials, as in these examples:

lock, stock and barrel	*hook, line and sinker*	*tall, dark and handsome*
beg, steal or borrow	*cool, calm and collected*	*gold, silver and bronze*
ear, nose and throat (E.N.T.)	*healthy, wealthy and wise*	*here, there and everywhere*.

Similarly, it is to be highlighted the existence of echoing binomials, built by two identical words. One may say either *friends and allies*, just as one could say *allies and friends*.

The sole setback with these beautiful quaint phrases is related to translating them for they do not always find an equivalent in the language to be translated. Otherwise, these are catchy bits and pieces meant to embellish an utterance, a context.

Regarding practice with doublets and triplets, it is common knowledge that this is so captivating a theme to be imparted in class at various levels. Children and students find relishing and empowering practising with multinomial phrase drills. Drawing arrows to form the expressions accurately, missing word, find the synonym or the antonym, guess the meaning and the like have been successful drills to foster acquiring binomials and trinomials therefore enriching one's vocabulary background.

Drill samples:

A. Underline the right word to complete the binomial phrase:
By and long / wide / large, they have swiftly adjusted to life abroad.
Josh, who is an errand, is an out and about/out//around throughout the country to deliver parcels.

B. Choose the right particle to form the following binomial and trinomial phrases:

drabs wax part dusted

Anamnesis is the …….. *and parcel* of being a GP.
Unfortunately, people return the loan to a person *in dribs and* ……. .
Happily, here it is my *done and* …… study and findings in due time for the Journal of Wetlands of our area.
Far from being a ….. *and wane* aspect, binomials and trinomials have enjoyed greater usage preference.

C. Draw arrows to find the accurate binomial and trinomial phrase; the first and third columns are alright, find the best word for the second column:

cool,	*nose*	*and collected*
hook,	*wealthy*	*and sinker*
tall,	*there*	*and handsome*
ear,	*calm*	*and throat (E.N.T.)*
healthy,	*line*	*and wise*
here,	*dark*	*and everywhere*

With C, the drill could be enhanced by unjumbling the third column as well.
D. Employ a wealth of binomial and trinomial phrases in a dialogue or a short story (250 words).

WEBLIOGRAPHY:

file:///C:/Users/Gabriela%20Neculai/Downloads/1.7-sauer_schwan.pdf
https://www.ldoceonline.com/

https://en.wikipedia.org/wiki/Category:English_phrases
https://www.cambridge.org/core/books/abs/binomials-in-the-history-of-english/binomials-and-multinomials-in-early-modern-english-parliamentary-acts/C9EA5B2447CF70DB46199B5EFCE2B007

BRINGING LEARNING TO LIFE: ACHIEVING KEY COMPETENCES THROUGH ETWINNING PROJECTS

prof. Oancea Oana-Adina
Liceul cu Program Sportiv Brăila

Introduction

In the evolving landscape of 21st-century education, teachers are increasingly challenged to cultivate in students not just academic knowledge but also transversal competences such as digital literacy, intercultural communication, and critical thinking. eTwinning, the European platform for school collaboration through ICT, offers an excellent opportunity to address the Key Competences for Lifelong Learning (European Commission, 2018) in a meaningful, project-based, and cross-curricular context. This essay explores how eTwinning projects—centered around themes like cooking, recycling, digitalization, eSafety, art, sport, and friendship—can effectively develop these competences, describing the roles of students and teachers, the integration of technology, and the links to national curricula.

1. **Communication in the Mother Tongue**

Through eTwinning, students develop oral and written communication skills by working on shared documents, writing blog posts, recording video reflections, and participating in online meetings. For instance, in a cooking project, students describe recipes using clear, structured language, and in a friendship project, they write stories or create dialogues with their peers.

Teachers scaffold these activities, support students in drafting and revising their texts, and provide meaningful feedback. Web 2.0 tools such as Padlet, Google Docs, or Blogger support these interactions. These tasks align with the language arts curriculum, encouraging clarity, coherence, and expression.

2. **Communication in Foreign Languages**

eTwinning projects promote intercultural exchange, enabling students to use foreign languages authentically. Whether preparing bilingual presentations for eSafety awareness or collaborating on a sport project with international peers, students apply vocabulary, grammar, and cultural nuances in context.

The teacher plays a pivotal role as a facilitator of communication, correcting errors and encouraging meaningful interaction. Tools like Flipgrid, eTwinning Live, or Canva support these exchanges. These activities enhance foreign language learning, as promoted by the CEFR (Council

of Europe, 2001).

3. **Mathematical Competence and Competences in Science and Technology**

Many project topics offer real-world opportunities to apply mathematical and scientific reasoning. For example, in a recycling project, students might calculate their school's waste reduction or analyze energy use in digital devices (digitalization project).

Teachers design inquiry-based tasks, fostering problem-solving and data analysis. Interactive tools like Kahoot, GeoGebra, or PhET simulations enhance engagement. These activities are naturally embedded into science and math curricula, demonstrating how abstract concepts have practical relevance.

4. **Digital Competence**

eTwinning is inherently digital. Students develop essential digital skills: navigating online platforms, designing visual materials, collaborating through cloud tools, and practicing safe online behavior. In an eSafety project, for instance, students might create infographics or awareness videos on cyberbullying.

Teachers guide students in using digital tools responsibly, following frameworks like DigCompEdu (Redecker, 2017). Tools such as Genially, Thinglink, and Canva are widely used. These digital tasks connect to the ICT curriculum and prepare students for future digital environments.

5. **Learning to Learn**

Students are encouraged to become self-aware, reflective learners. They set goals, track progress through journals or portfolios, and provide feedback to peers. For example, in a sports project, students might reflect on teamwork and personal growth.

Teachers foster this competence by modeling metacognitive strategies and supporting time management. Tools like Google Forms or Padlet facilitate self-evaluation. This transversal competence fits into life skills education and supports autonomous learning across subjects.

6. **Social and Civic Competence**

Collaboration with peers from different countries naturally cultivates respect, empathy, and civic responsibility. A friendship project can promote inclusivity, while a recycling project can empower students to take local environmental action.

Teachers moderate discussions, encourage democratic participation, and raise awareness of global issues. Tools like Tricider (for debate) and Wakelet (for collaborative collections) support civic engagement. These activities strengthen links with civic and citizenship education.

7. **Sense of Initiative and Entrepreneurship**

Through planning project tasks, organizing events (e.g., "eSafety Day"), or presenting creative solutions in an art or recycling project, students develop entrepreneurial skills such as initiative, innovation, and risk-taking.

Teachers support by allowing student choice, encouraging leadership, and simulating real-world scenarios. Tools like Trello or Google Sites help students manage projects. These tasks connect with entrepreneurship education and can be embedded in technology, business, or arts subjects (Bacigalupo et al., 2016).

8. **Cultural Awareness and Expression**

Whether showcasing traditional dances, regional dishes, or national art, students explore their own culture and learn to value others. For instance, a cooking project may involve creating a shared virtual cookbook of local recipes with cultural context.

Teachers help students interpret and appreciate cultural expressions, integrating activities into arts, music, or history curricula. Tools like Artsteps (for virtual exhibitions) and Thinglink (for interactive presentations) offer creative outlets.

Integrating eTwinning into the Curriculum

One of the strengths of eTwinning is its flexibility. Projects can be embedded into the curriculum using the following strategies:

Project-Based Learning: Design projects that fulfill learning objectives in multiple subjects.

Cross-Curricular Planning: Combine disciplines—for example, a digital poster project integrating ICT, language, and environmental science.

Formative Assessment: Use rubrics based on key competences to assess progress.

Reflection Tools: Promote self-assessment and portfolio documentation as part of ongoing evaluation.

As supported by European Schoolnet (2019), integrating eTwinning enhances motivation, deepens learning, and supports competence-based teaching.

Conclusion

eTwinning projects provide an enriching platform for achieving the European Key Competences. With purposeful planning, teacher facilitation, and thoughtful use of technology, students engage in authentic learning that goes beyond textbooks. From creating digital cookbooks to debating eSafety, they not only build knowledge but also the skills, values, and attitudes needed for lifelong learning and active citizenship.

REFERENCES:

Bacigalupo, M., Kampylis, P., Punie, Y., & Van den Brande, G. (2016). EntreComp: The Entrepreneurship Competence Framework. European Commission.

Council of Europe. (2001). Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR).

European Commission. (2018). Key Competences for Lifelong Learning.

European Schoolnet. (2019). eTwinning and School Curricula: A Guide for Integration.

Redecker, C. (2017). European Framework for the Digital Competence of Educators (DigCompEdu).

OECD. (2018). The Future of Education and Skills: Education 2030.

HOW TO CHOOSE THE BEST DICTIONARY

prof. Piron Dana Elisabeta
Colegiul Național Pedagogic „D.P.Perpessicius", Brăila

At many stages during their careers, teachers have to decide what books to use. How should they do this, and on what basis will they be able to say that one dictionary is better or more appropriate than another?

Does it **matter** what sort of dictionary learners use? Well, for one thing, many teachers and dictionary experts would agree that few bilingual dictionaries get close in quality of information to that found in the learners' monolingual dictionaries produced by major publishers such as Longman, Collins or Oxford. Those learners who use monolingual dictionaries also recognize this themselves (Bejoint 1981). Then there is the familiar argument that learners need to get into the habit of 'thinking in the target language': they will not be efficient comprehenders and users of English if they operate always via an extra step of translating into their first language, which use of bilingual dictionaries is likely to encourage.

Few people would deny that dictionaries are an effective aid in the language learning progress. Much will depend, however, on the kind of dictionary and how and why it is used. Traditionally, language learners have had recourse to bilingual dictionaries, enabling them to find the mother tongue translation of new words and to find the foreign language equivalent of terms in their native language. In the early years of the Communicative Approach, some methodologists argued against the use of bilingual dictionaries, maintaining that they did more harm than good, mainly by focusing the learner on his or her mother tongue, but also by leading the user to potentially incorrect equivalents.

It is not uncommon for some teachers to forbid the use of bilingual dictionaries in class simply because they believed monolingual dictionaries to be more beneficial to the learner. Monolingual dictionaries specifically aimed at learners of English were comparatively rare until the last twenty years of the 20th century, when a wide range of these dictionaries began to appear. Most of these are an excellent learning tool, giving clear definitions and contextualized examples of how items of language are used. Some dictionaries, the Macmillan English Dictionary for Advanced Learners, for example, also highlight the frequency and usefulness of particular items of vocabulary as well as words which commonly collocate with these items.

The use of the dictionary itself also involves a number of learning strategies from basic reference skills (alphabetical order as the most basic) to advanced reading skills. Indeed, learner training and encouraging the habit of using a monolingual dictionary would seem to be an essential component of current classroom practice. Learner training can focus on a number of aspects, from interpreting symbols and understanding abbreviations (e.g. adj., adv.), understanding phonemic transcriptions and stress marks, to quickly finding a specific meaning of an item of vocabulary.

From the learner's point of view, this may present some difficulties at first. Using a monolingual dictionary requires more effort and commitment than using a bilingual one but, once the practice has become established, it offers substantial rewards. Every time the learner looks up a word, he or she is getting further reading practice in English, seeing words in context, seeing

authentic examples of how words are actually used.

From the teacher's point of view, the most important aspect would seem to be to encourage the use of monolingual dictionaries, perhaps by taking a set into the classroom, getting learners to use them as a matter of course and thereby to become more independent in their language learning, and, finally, to buy a good monolingual dictionary and use it both in class and at home.

This is not to say that bilingual dictionaries should not be used. Better examples of these also contain contextualized examples of the use of items of vocabulary, clear definitions and examples of differences in meaning, as well as phonemic transcriptions as a guide to pronunciation. They also offer the possibility to compare how different concepts are expressed in the mother tongue and the target language. The effective language learner will probably make full use of both types of dictionary.

As an English teacher, I strongly believe that the more you get your students involved with the language and the culture they are learning the better. If they use bilingual dictionaries they will always tend to translate and find exact equivalence between words. This process obstructs natural communication. There are many learners dictionaries meant precisely to enhance the abilities of learners of English as a second language that will provide illustrations, clear definitions and even drawings of every day life settings that will be of great value to improve their vocabulary and performance. The most important thing to keep in mind is to choose a learners dictionary whose level is adequate for our students, so they will enjoy using it because it will help them clear their doubts and fully understand the definitions.

Monolingual English dictionaries have much greater variety of quality, standard and gradation for learners than bilingual dictionaries. For serious L2 learners monolingual English learner's dictionaries are far more helpful because they explain the words more fully contextually, which few bilingual dictionaries ever do.

Bilingual and monolingual dictionaries have an effect on vocabulary recall and retention but bilingual dictionaries against monolingual lead to a high reading speed. In general, dictionaries can serve as a means for checking the correctness of the guesses made, implanting the correct meanings in the learners' memories, and consequently fostering the process of vocabulary learning. In this way the teacher can turn the dictionary from a rote memorization vehicle into an active and reliable foothold for long-term retention of words meaning.Thompson (1987) provides some useful suggestions on how learners use dictionaries by setting up the following specification: the dictionary should aim in one direction, easy to get in, easy to understand, give full information about the foreign language headwords, encourage the learner to refer to it, and at last avoid reinforcing the belief in a one-to-one relationship at word level between two languages.

Underhill (1985) states that many high frequency words may be given appropriate treatment in monolingual dictionaries. Baxter (1980) also claims that a monolingual dictionary not only demonstrates definitions as alternative to the use of lexical items but also provides the means to employ definitions. He believes that more encouragement should be given to the use of monolingual dictionaries because it promotes fluency by offering definitions in context; in contrast, bilingual dictionaries tend to channel learners towards single-word translation equivalents that may not be appropriate in the discourse in question. Thompson believes that although the defining vocabularies in monolingual dictionaries are restricted, the grammatical structures used are not, and this makes understanding of the definitions provided seem difficult. He concludes: *Monolingual*

dictionaries are simply not cost-effective for many learners in terms of rewards (correct choice of word) versus effort

Despite all the arguments and the other findings of certain investigations of dictionary use, there are two crucial questions about which little or no inquiry has been made. They are as follows: (1) what dictionary-use conditions (bilingual or monolingual) affect vocabulary recall (immediate and delayed) and retention of students at intermediate level? and (2) what is the relationship between speed and dictionary-use conditions?

Some teachers are opposed to bilingual dictionaries on principle. They believe that learners should think in English as much as possible. I believe that learners should have a bilingual dictionary on hand as a supportive tool but that training should focus on monolingual dictionary work. This is because sometimes a quick translation works best, as in the case of many concrete nouns, but it is a good idea to foster thinking and explanation in English. Bilingual dictionaries can also enable students to express something they want to say when they don't know the correct words in the target language.

For our purposes, the two kinds of dictionary that most concern us are monolingual learner's dictionaries and bilingual dictionaries. The **ideal learner's dictionary** should give a sufficiently clear explanation not only for the learner to decode meaning (find the meanings of unknown words) but also to encode (find words to fit desired meanings) without error. Choosing the best one is very difficult and depends on individual needs. In fact there are good reasons for using both of them although not equally rewarding.

EXPLORING ELT: A DIALOGUE BETWEEN THEORY AND CLASSROOM PRACTICE

prof. Stanciu Nicoleta Daniela
Colegiul Economic „Ion Ghica", Brăila

This article explores the dynamic intersection between theoretical frameworks and practical applications in English language teaching (ELT). It highlights how exchanging experiences among educators and integrating theory with classroom realities can significantly enhance teaching effectiveness and student outcomes. The essay discusses major pedagogical theories, contemporary teaching practices, and the role of reflective teaching, collaboration, and technology in shaping English language education. Drawing from both scholarly research and experiential insights, the essay underscores the importance of bridging the gap between theory and practice through continuous experience exchange.

English language teaching (ELT) is a multifaceted field that draws upon linguistic theory, pedagogical methodologies, and classroom experience. The theory provides the "why" behind teaching decisions, while practice delivers the "how." However, the disconnect between theoretical knowledge and real-life classroom application has often been cited as a major challenge in teacher education and professional development. An effective approach to resolving this divide lies in the active exchange of experiences among educators. Such exchange, whether through formal professional development or informal peer interaction, promotes reflective practice and helps contextualize theory within actual teaching environments. This article deals with key theories that inform ELT, reviews practical teaching strategies, and presents case studies and insights from experienced educators. Furthermore, it examines the impact of collaboration, feedback, and technology on professional growth and pedagogical refinement.

One of the earliest influences on ELT was behaviorism, notably B.F. Skinner's theory, which emphasized learning as a result of conditioning. This theory gave rise to the audio-lingual method, where repetition, drills, and reinforcement were primary tools. Though now considered somewhat outdated, behaviorism still influences practices such as rote memorization and pattern drills.

The rise of CLT in the late 20th century marked a paradigm shift. Influenced by sociolinguistic and pragmatic theory, CLT emphasized communication as the primary goal of language learning. It advocated for real-life contexts, interaction, and functional language use, shifting the focus from grammatical competence to communicative competence. Effective lesson planning bridges theoretical knowledge and practical application. Teachers must consider language objectives, learner needs, materials, and assessment methods. Techniques such as backward design, thematic instruction, and project-based learning exemplify theory-based planning that translates effectively into practice.

Theory suggests that a positive learning environment is crucial. Practically, this involves clear expectations, consistency, culturally responsive strategies, and differentiated instruction. Experience teaches that successful classroom management also requires empathy, patience, and flexibility—qualities that no theory alone can impart.

Teaching the Four Skills

- **Listening and Speaking**: Theories such as Krashen's Input Hypothesis and Swain's Output Hypothesis influence how teachers approach listening and speaking. Practically, activities like role-plays, interviews, and listening to podcasts help develop these skills.
- **Reading and Writing**: Schema theory and process writing approaches inform instruction. In the classroom, teachers use pre-reading strategies, guided reading, peer editing, and writing workshops.

Textbooks reflect theoretical approaches (e.g., communicative, grammar-translation), but teachers often supplement with digital tools like apps, videos, and online resources. The effective use of technology requires an understanding of both pedagogical intent and technological affordances. New teachers often struggle to align theory with classroom realities. Mentorship from experienced educators helps them adapt theoretical knowledge to local contexts. Collaborative planning, lesson observations, and post-lesson discussions foster mutual learning.

Theory and practice are not mutually exclusive but interdependent aspects of effective English language teaching. Theoretical frameworks provide structure and rationale, while practice offers the testing ground for pedagogical ideas. Through active experience exchange—among peers, mentors, and communities—teachers can contextualize theory, refine practice, and ultimately foster more meaningful language learning experiences for their students. The journey from theory to practice is not linear but cyclical, and its success depends on collaboration, adaptation, and a commitment to growth.

BIBLIOGRAPHY:

Richards, J. C., & Rodgers, T. S., *Approaches and methods in language teaching* (3rd ed.). Cambridge University Press, 2014

TEACHING A CLIL ENGLISH LESSON TO INTERMEDIATE STUDENTS

prof. Teodoru Otilia Adriana
Școala Gimnazială „Radu Tudoran", Brăila

Content and Language Integrated Learning (CLIL) is an educational approach where students learn a subject through the medium of a foreign language. In the context of English language teaching, CLIL has gained popularity as it allows learners to develop both content knowledge and language proficiency simultaneously. When teaching a CLIL English lesson to intermediate students, it is essential to strike a balance between subject matter and language support, ensuring students are challenged but not overwhelmed.

Understanding the Learners and Setting Objectives

Intermediate learners have already built a foundational understanding of English and are capable of expressing themselves, reading with some comprehension, and understanding spoken language. However, their vocabulary may still be limited, and they might struggle with complex grammar structures. A CLIL lesson for these students should aim to expand their academic vocabulary, deepen their understanding of subject-specific content, and develop language skills across all four domains: reading, writing, listening, and speaking.

For example, a CLIL lesson on environmental science could focus on the topic of climate change. The content objective might be: "Students will understand the causes and effects of climate change." The language objectives could include: "Students will use the present perfect tense to describe changes over time," and "Students will learn key vocabulary such as greenhouse gases, carbon footprint, and global warming."

Planning the lesson

Effective CLIL lesson planning involves integrating the 4Cs framework: Content, Communication, Cognition, and Culture. Teachers need to select materials that are both age-appropriate and linguistically accessible. Authentic resources, such as short documentaries, articles, or infographics, can provide real-world context while engaging students' critical thinking skills.

Activities should encourage communication and collaboration. For instance, students can work in pairs to analyze data from a chart, discuss the impact of pollution in their communities, or present solutions to reduce carbon emissions. By doing so, they practice using English in meaningful contexts, which enhances both language acquisition and content understanding.Scaffolding is vital. Teachers can pre-teach difficult vocabulary, provide sentence starters or graphic organizers, and model how to construct a response. Visual aids, such as diagrams and illustrations, also help clarify abstract or complex concepts. The goal is to create a supportive learning environment where students feel confident to experiment with language while engaging

with academic content.

Assessment and Feedback

Assessment in CLIL should reflect both content mastery and language development. Formative assessments, such as quizzes, peer reviews, or oral presentations, allow teachers to monitor progress and adjust instruction as needed. Summative assessments, like projects or written reports, should include rubrics that evaluate both subject knowledge and use of English.

Feedback should be constructive, highlighting what students did well and where they can improve. Language correction should be gentle and focused on helping students refine their academic English without discouraging participation.

Benefits and Challenges

CLIL offers many benefits to intermediate students. It increases exposure to English in varied and authentic contexts, making learning more engaging and purposeful. Students develop transferable skills such as critical thinking, collaboration, and problem-solving. Moreover, learning a subject in English can raise students' motivation, especially when they see the relevance of their studies to real-world issues.

However, CLIL also presents challenges. Teachers must be well-prepared in both language teaching and subject content. Lessons require careful planning to ensure that materials and tasks are accessible to all students. Differentiation is key, as students may have varying levels of both language and content knowledge.

Conclusion

Teaching a CLIL English lesson to intermediate students requires thoughtful integration of content and language, along with effective scaffolding and assessment strategies. When done well, CLIL not only strengthens language skills but also fosters deeper understanding of subject matter. With careful planning and a supportive classroom environment, teachers can help students thrive academically and linguistically.

HOW CAN STUDENTS BE MOTIVATED?

prof. Udrea Dana-Magdalena
Școala Gimnazială „Dimitrie Cantemir", Brăila

Digitalization in education brings new alternatives in teaching students pleasantly and more creatively. Students are keen on using devices and technology which can connect them with their teachers in choosing web 2.0. instruments and educational platforms. The old-fashioned teacher focusing only on delivering information frontally will not manage to fully attract his/her students who need to enjoy the learning experience.

Thus, as an English teacher, I have realised that involving pupils in e-Twinning projects creates a trigger-based journey of using the target language authentically, communicating on certain topics with students from many other countries and benefiting from ICT experiences given by apps such as CapCut, Chatterpix, Canva, Puzzelorg, Wordwall, Google Slides, Google Docs, Invideo AI. They use these apps to introduce themselves, to create Avatars, to enrich their general knowledge, to create short plays, pictures, invitations, videos, to exchange opinions and to use their imagination.

Having this in mind, I have designed a lesson in Livresq, after watching the movie entitled "The Ron Clark Story" in class. The film is about motivating students before an exam. In order to make the pupils show interest in acquiring new information about motivation, I have combined apps such as Mentimeter, Google Slides, Google Forms, Learningapps, Invideo AI and posted the lesson on Livresq. After having the lesson with the eighth graders, I asked them for feedback which was entirely positive. This is the link to the lesson on Livresq: https://library.livresq.com/details/680fc47edf992800090081a2

Being a teacher is a motivating but challenging experience due to the fact that respecting ourselves and our students implies up-to-date learning.

LUCRĂRILE SIMPOZIONULUI DE COMUNICĂRI ȘTIINȚIFICE

“EXPERIENCE EXCHANGE: THEORY AND PRACTICE IN TEACHING ENGLISH”

ISSN 3061 – 2500
ISSN-L 3061 - 2500

BRĂILA
Nr. 2/2025
iunie 2025