

Friday 5th October – 3rd CORE-meeting

MALLORCA

IES SON PACS

Age group

Lower secondary school

Class

20

Subject

Technology

Teachers

One teacher specialised in the content & one English teacher work together

Topic

Technical drawing

Suggestion activity A

Oral presentation of a joint Technology-English project. The students (with the whole group) will present their final work for a joint project. It means that the project covers two aspects, a technological aspect -related to technical drawing- and an English aspect -related to the description of a house. Students will present their individual projects to the class and will get feedback from both teachers and from their classmates.

Suggestion activity B

A reversal of the roles. Now Technology will be used to enhance English teaching. Students will use information they have obtained in the English class and learn how to produce an innovative audiovisual product using new technological skills. Students will then start editing their work in the classroom in groups using the three laptops which we own.

Comments from discussion

One possibility is to merge these two activities and show them in the same film. They are different outcomes of the same topic work in Technology.

Points to be taken into consideration:

- what is the different stages/phases in this project and how is English(CLIL) used in each stage/phase
- how can we show the progress in language as well as in content during the project
- how do the pupils work with the technical vocabulary
- example of use of scaffolding in the project (different way than in the examples from Italy)
- how has the planning been for this specific project (which steps must the students fulfill in the project)
- which methods of assessment and valuation is used
- how can we integrate a self evaluation in the project where the students (in the language they themselves choose) expresses the benefits of learning through CLIL

ITALY**Bronzolo****Age group**

Primary school

7-8 years

Class

11

Social context

Homogeneous

Subject

Mathematics

CLIL-language

German

Main activity

Problem solving

Teachers

German & Italian

Activities**Plenary**

- Work in pairs
- Show previous-made posters and work banks on the wall

Individual work / small groups

- Reading images in sequence
- Dramatization with manipulation of symbolic materials
- Construction / verification of hypotheses and collective courses of action / resolution
- Compilation of charts
- Modification of data and / or the environment, while maintaining the deep structure of the problem situation proposal

Comments from discussion

- show ritual in the start of the lesson done in German, typical for the school (Montessori way)
- the L1 teacher (Italian) tries not to intervene too much
- tell about the socio-cultural situation, quite homogeneous group
- teacher ask open questions to let the pupils use their full language skills
- show different ways of scaffolding during the lesson
- there is a clear progress in the lesson where the pupils in the first part together solves the first task (e.g. gets a framework for further work), then elaborates the task by doing new similar tasks, in the final phase of the lesson the pupils are divided into two groups after math competence level – this particular sequence also illustrates the potential of individual support through the CLIL approach
- self-evaluation in the end of the lesson when the teachers and the pupils in plenary sum up what they have learned in the lesson + open question about how it is like to work with CLIL

ITALY**Salerno****Age group**

Primary school

Class

7-8 years

20

(5 Italian as mother-tongue, 2 bilingual,
rest of the class are immigrants with varying competence
in Italian and/or German)

Social context

Mixed

Subject

Science

CLIL-language

German

Main activity

Exploring and observing

Teachers

German & Italian

Activities**In plenary**

- question to involve preknowledge: Think about a fruit from autumn.
- taking decisions about which fruit to observe
- observing the final product (POSTER ABOUT AUTUMN FRUIT)
- reflecting on the experience / each pupil say a sentence
How did you work in this group + what do you think about working like this – mixing Italian and German?

Work in small groups

- choosing the fruit
- observing the process
- comparing the different feedback by using the different senses, with stimuli by teachers
- compiling a chart with pictures and / or drawings with words and adjectives

Content of interview

- social-cultural context is what it is, look upon it as an asset and not a problem
- scaffolding takes place in both languages
- the first scaffolding is to build a bridge to previous work: "Do you remember when we worked with ..."
- the L1 teacher (Italian) never repeats immediately the instruction the L2 teacher (German) has given in German and tries to avoid the flow of communication. The L1 teachers uses ears and eyes (body language, face expression) to know when to intervene and help the pupil
- the interview must express the role of the two teachers; balance of content and language
- inform about the importance of planning and how it is done before this actual lesson
- explain about the value of summary and self-evaluation in CLIL

Norway**Kastellet skole, Oslo**

Age group

12-16 years

Class

20

Subject

Social science

Topic

Human rights
Comparison apartheid (South Africa)
with
Civil Rights Movement (USA)

Activities

Reading strategies

Content of
the interview

- What is CLIL?
- How is CLIL used at Kastellet skole?
- Describing the topic – Human Rights
- About human rights in the curriculum
- About the use of VENN-diagram, reflection and goal achievement
- About the use of time line – reproduction of knowledge vs make choices
- Experience with CLIL: How English is influencing the level achieved in social science
- The pupils on the middle level are most using English the most – the best students wants to use Norwegian, afraid of not showing how good they are.
- About motivating for CLIL
- The difference between CLIL and a regular English lesson – differentiation
- First CLIL lesson should be something you really like, motivates both you and the pupils. The importance of working with word bank

Introduction-film about CLIL

Snöball introduced the idea of making an introduction-film about CLIL based on activity clips from the films from Norway, Italy and Mallorca and a commentary voice telling basic information about CLIL. An alternative to the commentary voice would be interviews with one or several partners of CORE. It should be a short film, no longer than 5 minutes.

The CORE-group was asked to suggest which questions should be answered in such a film:

- What is CLIL / what defines the CLIL approach (methodology)?
- Is CLIL a very own approach?
- What is the balance between content and language in CLIL?
- What is the value added when working with CLIL? (Learning benefits)
- Why work with CLIL?
- Is CLIL for all areas and situations/contexts?
- Is there a common (an universal) core of CLIL theory and practise?