



Erasmus+

# ERASMUS

*Mejora de la Competencia en communication linguistica en los centros  
europeos*

**Meeting in Kalix, Sweden 18-22 May 2015**

**IC TONIOLO, PISA-ITALY**

# DIDACTIC UNITS



- Following our teachers' meeting in Italy in January 2015 where we exchanged ideas and learnt about different methods to enhance students' oral skills, we decided to develop in some final classes of the middle school (pupils aged 14 years old) the following didactic units based on:
  - CLIL experience made by our Spanish colleagues
  - Use of ICT in teaching L2 as experiences by our Swedish colleagues
  - Herewith we present 4 didactic units using CLIL method (L1 and L2) and 1 didactic unit based on ICT teaching methods in L2.

# DIDACTIC UNIT

Based on CLIL method



- **DIDACTIC UNIT : HUMAN AND CIVIL RIGHT**
- **SUBJECT: ENGLISH/HISTORY/ITALIAN**
- **TEACHERS: Mrs. Stefania Liso and Mrs. Antonella Bonventre**
- **LEVEL: CLASS 3rd –last year of the MIDDLE SCHOOL , PUPILS AGED 13-14 YEARS OLD**
- **OBJECTIVES:**
  - - To promote the study of L2 as part of the History and Italian learning
  - - To acquire a more flexible mindset to compare different cultures
  - - To understand the need of using sources in the original language
  - - To promote the “Tandem Teaching”
- **CONTENTS**
  - -What the Human Rights are
  - - The Declaration of Human Rights
  - - Racial discrimination and the struggle for the recognition of Human and Civil Rights
  - - The USA in the 60’s
  - - Martin Luther King’s Biography
  - - “I have a dream” : MLK’s Speech
- **ACTIVITIES SEQUENCE**
  - **First session : Pre-teaching (2 hours)**
    - **Grouping: brainstorming, work in small groups**
    - **Materials: pictures and Internet**
    - **Development: - Observations of images from “Human rights and human wrongs”**
      - - Find two words to describe each picture (both in Italian and in English)
      - - Conclusions: our feelings about other’s condition
    - **Second session: Topic (2 hours)**
      - **Grouping: students work in pairs and individually**
      - **Materials: articles and texts**
      - **Development: - “The Declaration of the Human Rights” (1948) : where/when/what/why/who**
        - - Reading of articles from the book both in English and in Italian
        - - Conclusions: guided discussion
      - **Third session: The USA during the Sixties ( 4 hours)**
        - **Grouping:students work in groups and ask questions, individually at home, all students at the Theatre**
        - **Materials: photos, videos, Musical, books**
        - **Development: - Mind maps of History, readings, biography of Martin Luther King, text about Rosa Parks,**
          - - “I have a Dream” speech
          - - “Welcome to America” Musical.
          - - Conclusions: segregation Vs equality: then and now
  - **EVALUATION**
    - - **Evaluation criteria and instruments: reading and listening comprehension, speaking and oral test, a questionnaire with open questions in Italian and multiple-choice, simpler questions in English, participation to the activities, fluency and correctness**

# TEACHER'S COMMENT



- **Positive feedback:**
  - students knew the topic very well because studied in L1;
  - they were able to talk about a difficult topic in English too.
  - -they have a topic in History/Italian and English they can use for the oral presentation of their final State Exam.
- **Negative feedback:**
  - difficulty in getting all students involved in this activity because of the use of English and vocabulary related to the topic.

# FIRST DIDACTIC UNIT

## Based on CLIL method

- **DIDACTIC UNIT : GLOBALIZATION**
- **SUBJECT: ENGLISH/GEOGRAPHY**
- **LEVEL: CLASS 3 – MIDDLE SCHOOL, PUPILS AGED 14 YEARS OLD**
  - Teachers: Mrs. Maria Ferri , Mrs. Sonia Kosir
- **OBJECTIVES:**
  - To make pupils aware of world globalization and arise their sensitiveness
  - To know the economic globalization nowadays: goods from everywhere in the world and the multinational companies
  - To make pupils aware about the exploitation of labour in the poorest countries
  - To make them able to speak about this topic both in Italian and in English
- **CONTENTS**
  - What is globalization
  - The whole world can be considered a unique market
  - Any company can operate in more than one country
- **ACTIVITIES SEQUENCE**
  - **First session:**  
Discussion in Italian about globalization: what is it? When did it start? What sections does it involve? What are the consequences?
    - Grouping: pupils discuss the problem in small groups and then with the geography teacher
    - Materials: articles from books and internet links
    - Development: discussion in class
  - **Second session:**  
Group work about on the “made in” of everyday objects
    - Materials: map of the world, labels of different articles
    - Development: playful activity, map observation, guided conversation
  - **Third session:**  
Reading an English text about globalization
    - Grouping: students had to underlined the key-words and find out some definitions and information
    - Materials: websites, paper writings
- **EVALUATION**
  - Evaluation criteria: a questionnaire with open questions in Italian, comprehension text in Italian, creation of PP presentation in English.
  - Evaluation instruments: participation to the activity in class, correctness of the answers.

# Teachers' comments

- Positive feedback:
  - Globalisation was chosen by the class because it is a topical subject
  - Pupils were interested and involved in the class activities
  - They could work individually or in groups on text and PP presentation
- Negative feedback
  - Some students had difficulties on technology

# DIDACTIC UNIT

based on the use of some ICT tools

- **DIDACTIC UNIT : MAKING VIDEOS AND “VOKI”**
- **SUBJECT: ENGLISH**
- **LEVEL: MIDDLE CLASS AGED 14**
- **Teacher: Mrs.Cristina Morelli**
- **OBJECTIVES:**
- to develop cooperative learning
- to improve students’ oral skills using ICT tools
- to engage students in all oral activities according to their level of competence
- to make them learn to use some ICT tools to learn English in a fun way too
- to arise awareness and self-reflection in students about their real oral skills.
- **CONTENTS**
- **making videos about topics assigned by the teacher**
- **creating their “Voki”**
- **ACTIVITIES SEQUENCE**
  - **First session: teacher’s creation of a class blog**
- **Grouping: students in groups take note of the URL of the blog**
- **Materials: paper and pencil**
- **Development: students reply to the first assigned task and get to know how to use and work on the blog**
- **Second session : teacher’s task is to create your own VOKI.**
- **Grouping: individually, at home, students create their own Voki and post it on the blog**
- **Materials: computer, tablets, laptop**
- **Development: in class all Voki are watched and listened to. Technical problems are discussed and solved in groups, by the teacher or peers.**
- **Third session: making a video on your schooltrip**
- **Grouping: each pupil creates his/her own video**
- **Materials: digital camera. Tablets or mobiles.**
- **Development: all video are watched and listened and commented. Technical problems are discussed and solved in groups, by the teacher or peers**
- **EVALUATION**
  - **Evaluation criteria: engagement in each assigned task, quality of the product**
  - **Evaluation instruments: observation, participation in class and on the blog activities/tasks.**

# TEACHER'S COMMENT



- **Positive feedback**
- pupils were enthusiast to write on a blog and to use ICT tools to learn English;
- they learnt how to make a video and upload it;
- making a video meant to make and remake it until it was good enough (self-assessment and awareness of their oral and technological skills);
- shy, intimidated students could use a Voki to speak and express their ideas.
- this activities boosted students' confidence in talking in front of others and in front of a digital camera.
- as experimental activity I have become keener and keener on...technology and the use of it in teaching if blended with other methods!!!
  
- **Negative feedback:**
- difficulty in assess students' works;
- technological pitfalls to solve;
- students are not so techny as I expected;
- a major parents' involvelment is necessary.



# FIRST DIDACTIC UNIT

## based on CLIL method



- **DIDACTIC UNIT :** Historical sites of the First World War
- **SUBJECT:**History/English
- **Teachers:** Ms.Giovanna Zitiello, Ms.Cristina Morelli
- **LEVEL:** final class middle school; pupils aged 14 years old
- **OBJECTIVES:**
- to make pupils learn and visit places of the past belonging to our history and culture
- to make pupils able to relate past to the present and reflect upon it
- to make pupils use English to report about a place that struck them most during their schooltrip connected to places studied in history
- **CONTENTS**
- reading and learning about historical events of the First World War in L1
- talking about them in Italian, L1
- visiting some of the studied places on a schooltrip
- produce an oral report in L2 about the most impressive place
- **ACTIVITIES SEQUENCE**
- – First session: Reading about historical events of the First World War
- **Grouping:** students work in groups and ask questions
- **Materials:** coursebook and photocopies
- **Development:** students learn at home what they have been explained
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- – Second session: Schooltrip to Trieste (3 days)
- **Grouping :** students register, take photos, notes of the sites
- **Materials:** digital camera, tablets, mobiles
- **Development:** students write and essay about they saw inL1
- – Third session : Production of a slide or poster about the most impressive site related to the First War World
- **Grouping:** students are grouped in 2,3 to make the work
- **Materials:** poster or PP presentation
- **Development:** students report to the class orally in English (L2) about their work
- **EVALUATION**
- – Evaluation criteria: participation to the activity, engagement, quality of the work produced. In English the priority is given to the engagement and less to the pronunciation or grammatical correctness.
- – Evaluation instruments: written essay in L1 and oral relation in English

# TEACHER'S COMMENT



- **Positive feedback:**
  - students knew the topic very well because studied in L1;
  - they were more interested in visiting places they saw on a coursebook;
  - -they were able to talk a difficult and sensitive topic in English too.
  - -they have a topic in History and English they can use for the oral presentation of their final middle class exams.
  
- **Negative feedback:**
  - difficulty in getting all students involved enthusiastically in this activity because of the use of English and vocabulary related to the topic.

# FIRST DIDACTIC UNIT



based on CLIL method

- **DIDACTIC UNIT : CHILD LABOUR**
- **SUBJECT: ENGLISH/GEOGRAPHY**
- **LEVEL: CLASS 3 –MIDDLE SCHOOL , PUPILS AGED 14 YEARS OLD**
- **Teachers: Mrs.Francesca Gelli , Mrs. Cristina Morelli**
- **OBJECTIVES:**
- -to make pupils aware of this problem and arise sensitiveness
- -to make them reflect upon different children's situations and lifestyles
- -to make them able to speak about this topic both in Italian and in English
- **CONTENTS**
- what is child labour
- forms of worst child labour in the world
- UN organisation working on this problem
- A story with a happy ending
- What I can do
- **ACTIVITIES SEQUENCE**
- First session : Readings in Italian about child labour
- **Grouping: pupils read and then discuss the problem in pairs and then with the Geography teacher**
- **Materials: original newspaper articles**
- **Development: discussion in class and written summary as homework**
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- **Second session: Connection to the UN web site**  
**Materials: video on web**
- **Development: link of the video embedded on the class blog; students re-watch the video and learn key words to understand it.**
  - **Third session: Vision of PP presentation in English and Italian on UN website**
- **Grouping: students work in pairs and individually**
- **Materials: website**
- **Development: link of the PP presentation embedded on the class blog. Students' task is to find out some definitions and information.**
- **EVALUATION**
  - **Evaluation criteria: a written test, a questionnaire with open questions in Italian and multiple-choice, simpler questions in English.**
  - **Evaluation instruments : participation to the activity in class, correctness of the answers.**

# Teacher's comment



- **Positive feedback:**
- this topic was chosen because pupils showed interest in it during the Geography lessons
- pupils knew the topic already and could follow easily all the works presented in English
- Working on a link on a web site, they could re-read and work individually on texts and PP presentation at home to revise and get prepared for the final evaluating questionnaire.
  
- **Negative feedback**
- Not all pupils are motivated to work individually at home on such a difficult and sensitive topic, so it is necessary to get parents involved first.