

Wednesday 19 March



Personal Strengths



COMPETENCE & SUCCESS

CLIL as a catalyst for change



Integration and Disjuncture

*For students, CLIL holds the promise of big results. For parents, teachers, school managers and educational authorities, CLIL programme implementation often causes **disjuncture** – a tension between one's current way of doing things and a new approach*

Mehisto, 2008



CLIL teachers' main concerns

Linguistic competence (B1? / B2? / C1?)

Accessing and developing quality CLIL materials

Making content accessible without any conceptual loss

Making content relevant for students

Reducing *teacher talk*

Promoting autonomous and co-operative learning

Promoting and supporting critical thinking and learning skills

Managing students', parents', school directives', and school administrators' expectations

How to manage change and overcome disjuncture in CLIL:

Methodological resources and practical guidance

Using a sound theoretical and methodological foundation for planning lessons and developing materials: Do Coyle's 4 Cs framework

Using rich input, and promoting students co-operation and rich interaction to produce rich output

Using scaffolding strategies

Making it H.O.T.

Accommodating different learning styles

Using assessment as a learning tool



How to manage change and overcome disjuncture in CLIL: Methodological resources and practical guidance

Creating a safe and enriching learning environment

Acting as a facilitator (not a sage on the stage, but a guide on the side)

Supporting language learning in content classes and content learning in language classes

Cooperating with CLIL and non-CLIL teachers

Creating opportunities for learners to use the language

Involving all stakeholders in the process





COMPETENCE & SUCCESS

Designing Activities, Sharing Ideas

Go to rooms. Design:

Introduction activity

Main Activity

Final Task

Assessment criteria for final task

Relate activities and final task to 5Cs framework

60 mins.

Activity 3: Learning outcomes (5 minutes)

The following outcomes are discussed. Students are given an opportunity to modify them as long as prescribed curriculum requirements are taken into account.

Student outcomes for this class	Student outcomes for the week
<p>Content</p> <ul style="list-style-type: none">• students articulate their existing knowledge about volcanoes• students identify three types of volcanoes and described their major characteristics <p>Language</p> <ul style="list-style-type: none">• students construct descriptions logically• students correctly use the comparative• students use knowledge and vocabulary regarding volcanoes in different situations and with different registers of language	<p>Content</p> <ul style="list-style-type: none">• students describe various types of volcanoes• students describe tectonic plates and their dynamics• students describe the cause of volcanic activity• students analyse the consequences of volcanic eruptions• students propose coping strategies for people faced with the possibility of a volcanic eruption, faced with an ongoing eruption and/or faced with the aftermath of an eruption <p>Language</p> <ul style="list-style-type: none">• students correctly use the comparative <p>Learning skills</p> <ul style="list-style-type: none">• students working in groups include all group members equally, have listened to others and have finished tasks on time• students define similarities and differences



Activities 5 & 6: Reading text about volcanoes and related assignments (20 minutes)

Students:

- read the text (see below) individually;
- fill in the empty boxes;
- create a Venn diagram to show similarities and differences between the three types of volcanoes (see illustration after the reading passage).

Date: _____ Name: _____

Volcanoes

Introduction

Even if volcanoes are located far from our home, they have played and continue to play a big role in our lives. About 80 per cent of our planet's sea floor and land mass was formed by the flow of molten rock. This molten rock has come from deep inside the Earth.

Volcano types

There are three major types of volcanoes:

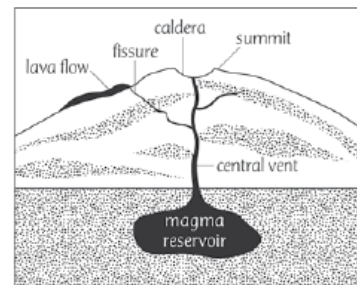
- shield volcanoes (resemble a Roman soldier's shield lying on the ground)
- cinder cones (resemble an upside-down ice cream cone with the top cut off)
- composite or stratovolcanoes (resemble an upside-down layer cake made in a bowl)

Shield volcanoes

- relatively little explosive activity
- basaltic composition
- runny, low viscosity lava
- sides slope at 15 degrees or less
- relatively quiet eruptions with lava flows

Shield volcanoes are usually the largest volcanoes on Earth. Shield volcanoes are almost completely made up of solid basalt. Basalt can also be a type of lava or molten rock. During eruptions, it is very fluid. This is why these volcanoes are not steep. These volcanoes slope at fifteen degrees or less. After all, fluid material does not lend itself well to building steep slopes.

These volcanoes are not very explosive. Ninety per cent of the volcano is lava as opposed to pyroclastic material (ranges from blocks to ash blown or spewed out of the volcano). These volcanoes resemble fountains. Lava also erupts through the walls of the cone from vents along fractures. This lava can flow over many kilometres. This is why these volcanoes are dangerous for nearby communities. Usually people can evacuate in time. The Hawaiian islands are made up in large part of shield volcanoes.



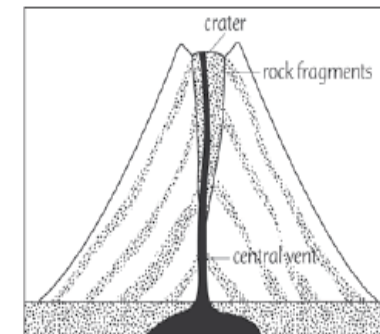
ANALYSIS

- Introduction connects to relevance of topic
- short, manageable blocks of text, including short sentences
- key concepts underlined
- explanation of terms in parentheses to ensure comprehension
- key information brought out in boxes
- labelled diagrams facilitate comprehension and address the needs of the visual learner
- above strategies support the acquisition of both language and content

Cinder cones

- crater at summit
- steep with 30- to 40-degree slope
-
-
-

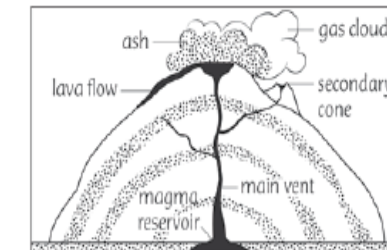
Cinder cones start with an eruption. Particles and blobs of congealed lava are ejected from a single vent. Pressure blows the gas-charged lava violently into the air. The lava breaks up into small pieces or fragments called pyroclastic material. These pieces solidify and fall as cinders or rocks around the vent. They form a circular or oval cone. The cone has a steep, usually 30- to 40-degree slope. Most cinder cones generally have a bowl-shaped crater at the summit. They usually do not rise more than 300 m or so above the surrounding terrain. They rarely explode more than once. Cinder cones are numerous in eastern Russia and western North America, as well as throughout other volcanic terrains of the world.



Composite or stratovolcanoes

-
-
-
-
-

About 60 per cent of all volcanoes are composite or stratovolcanoes. The lava is viscous (thick) and traps gas that builds up to high levels. This build-up of gas causes explosive eruptions. The volcanoes measure 1 km to 10 km across. They are built up of alternating layers of lava and pyroclastic material. The lava consists of silica, andesite, dacite and occasionally, rhyolite. The pyroclastic material consists of volcanic bombs (lava that hardens into rock of varying shapes during flight), ash, dust, lapilli (walnut-sized rocks) and cinders. When active, these volcanoes are life threatening. They can spread gas and burning ash over tens of kilometres. People need to flee at the earliest sign of a possible eruption. Mount Fuji in Japan, Mount Vesuvius in Italy and Mount Saint Helens in the United States are examples of composite volcanoes.



Activity 2: Reviewing/Accessing existing knowledge (7 minutes)

Have the statements shown in the box below written on the board or projected on a screen. Ask students to identify the statements that they are sure are false (answer key also follows).

If a statement is completely false, cross it out. If a statement requires a small change such as stating that Pompeii is in Italy, not Spain, make the change.

Use plenty of follow-up questions: *Why do you think Mount Vesuvius is not a cinder volcano?*, *What are cinder volcanoes like?*, *How is Vesuvius different from the average shield volcano?*, *Are cinder volcanoes usually taller than shield volcanoes? Why?*, *How would you protect yourself from falling volcanic debris?*, *How many of you have been to Italy?*, *Can you describe the terrain you saw?*, *Has anyone been to Pompeii?*, *What did you feel as you walked through Pompeii?* *What impressed you?*

REVIEWING

- volcanoes
- comparatives

DEVELOPING CRITICAL THINKING

CONNECTING TO PERSONAL EXPERIENCE

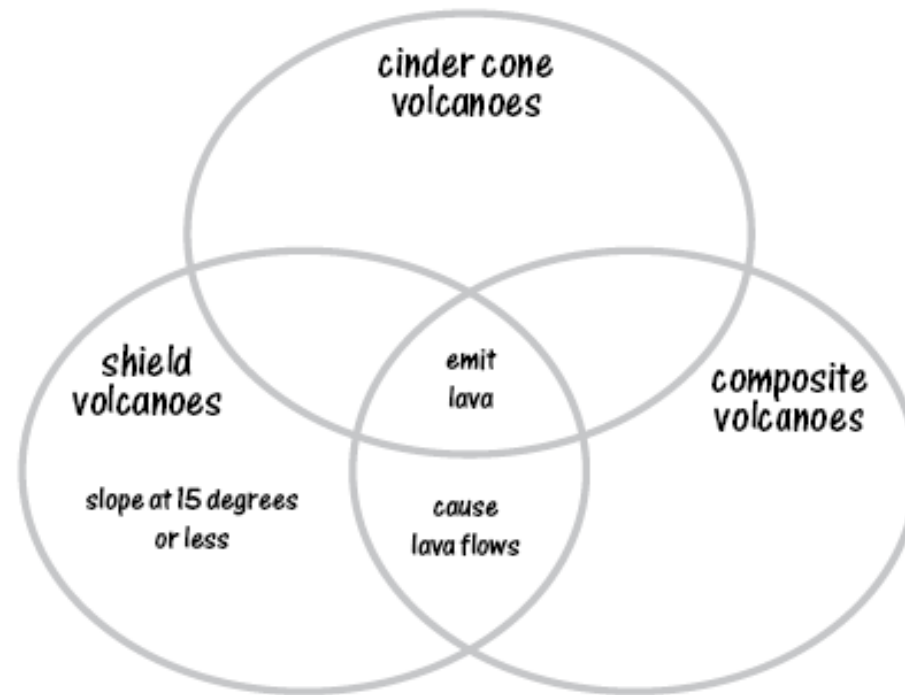


Activity 7: Reflection (10 minutes)

Have students work in three groups:

- group one students are experts in shield volcanoes;
- group two students are experts in cinder cone volcanoes;
- group three students are experts in composite volcanoes.

Each group writes the major characteristics of their volcano clearly, on ribbons of A3 paper. They place the traits that are unique to their type of volcano, those that are in common with one of the other types of volcanoes and those that are common to all three volcanoes into one large three-circle Venn diagram. Under your guidance, the results are reviewed and discussed. Particular attention is given to the use of the comparative. It would be helpful to have posted on the board a few model comparative sentences to which students' attention can be referred as need arises.



A typical lesson plan could include the following:

- holding a warm-up discussion or playing a game that somehow connects with the topic (five minutes)
- discussing language, content and learning skills outcomes with students (three to five minutes)
- finding out what the students already know, guiding them in organizing that information and helping them articulate what else they want to learn about the topic (eight to ten minutes)
- having students individually read a short text looking for specific information (five minutes)
- doing peer co-operative work to compare results from the reading, and using information to create something new such as a plan or list of recommendations (fifteen minutes)
- asking two or three questions of the entire class that encourage students to think critically/constructively about how they could improve the end result of their groupwork (content and language) (five minutes)
- presenting one group's outcome and having other groups contest or add to the information presented, and agreeing on one class outcome (ten minutes)
- reviewing the lesson's learning outcomes, deciding the extent to which outcomes were achieved and deciding on the next steps (three to five minutes)

Criteria de evaluación

The evaluation criteria might include:

- the use of a minimum number of sources,
- accuracy of facts,
- presentation of evidence,
- presentation of several perspectives,
- logical construction of arguments and following the agreed-upon structure and format.

Example of Evaluation Scheme - 100 points

- 10 - logical organization
- 10 - a rough copy of the assignment with suggestions for improvement from a fellow student
- 10 - creativity
- 10 - artwork and layout
- 20 - depth of thought
- 20 - grammar and spelling (checked spelling, correct use of the simple past and the conditional)
- 20 - using varied vocabulary (synonyms)

EVALUATION GRID			
<u>Key Elements</u> (Have you included the basics?)	* No	** Partly	*** Yes
Title			
Risk factors related to workplace			
Prevention measures related to those workplace risks			
Risk factors related to workers			
Prevention measures related to those worker risks			
Research Resources			
<u>Work Process</u>			
File copied to classroom desktop prior to class.			
File named according to pattern (Group One <u>Aircraft Maintenance Hazard Prevention</u>)			
Each group member presents a fair share.			
Stayed within 5 minute time limit for presentation.			
<u>Clarity</u>			
Slides are easy to read.			
Presenters can be heard.			
Correct language usage (Errors do not affect comprehension.)			
Spoken text helps better understand slides.			
<u>FINAL MARK - Pass or Fail</u> A pass requires at least 9 checkmarks in the “yes” column and no more than 2 checkmarks in a “no” column.			

<u>Oral Production of CLIL Language (Presentation)</u>	*	**	***
*unsatisfactory, ** improvement needed, ***well done			
% of CLIL language use during presentation			
Fluency			
Pronunciation			
Sentence structure conveys the meaning			
Presentation structure (introduction, core text, conclusion)			
<u>Written Production of CLIL Language (Summary)</u>			
use of verb tenses			
use of irregular verbs			
Adverbs			
Adjectives			
Quantifiers			
Specific vocabulary			
Sentence structure			
Connectors			
Pronouns			
Numbers			
Summary structure (introduction, corpus, conclusion)			