

# ENGLISH SPLASH INTO THE MEDITERRANEAN SEA

**PROJECT WORK**  
**I.C.SAVIO-MONTALCINI CAPURSO**

# ABOUT CLIL

- CLIL could be the best-fit methodology for language teaching and learning in a multilingual Europe
- ‘CLIL refers to situations where subjects, or parts of subjects, are thought through a foreign language with dual focused aims, namely the learning of content and the simultaneous learning of a foreign language’

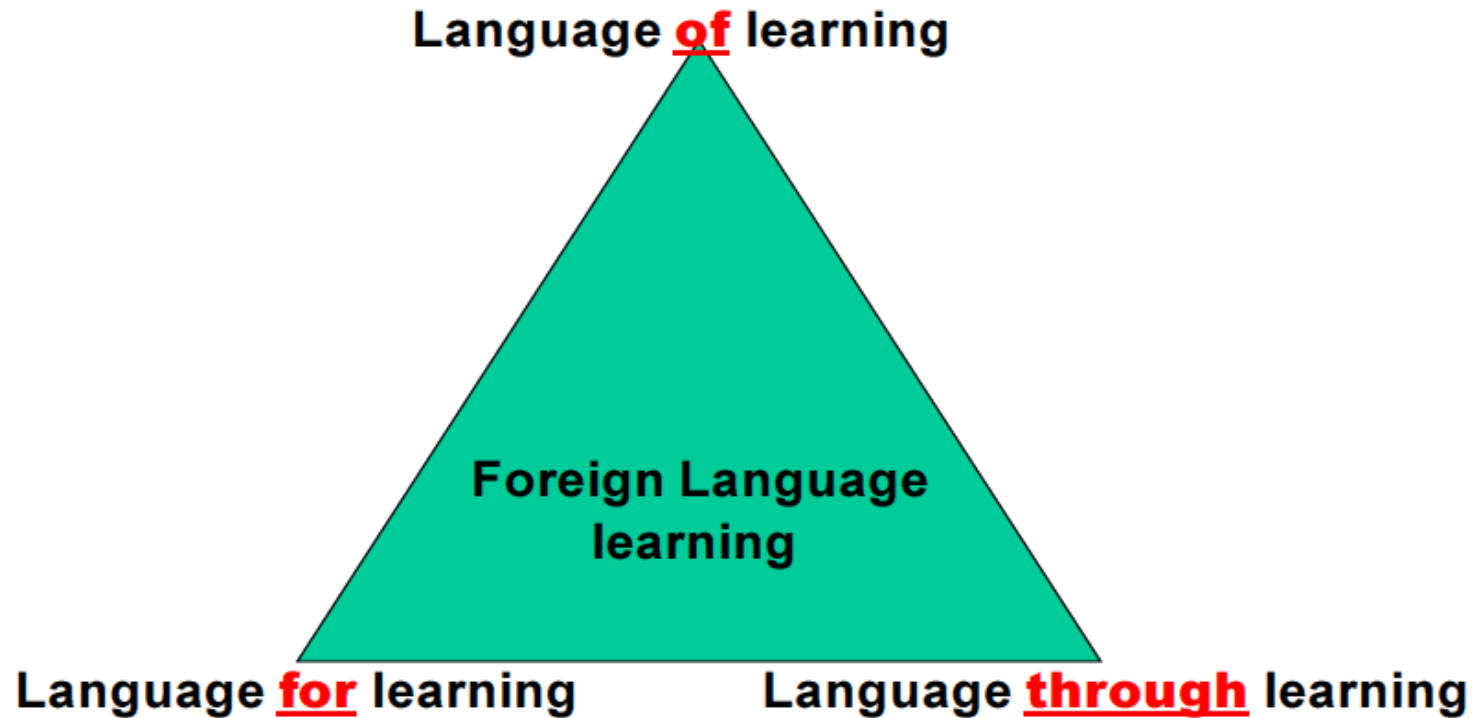
D. Marsh

# The 4Cs curriculum

- Content: integrating content from across the curriculum through high quality language interaction
- Cognition: engaging learners through higher order thinking and knowledge processing
- Communication: using language to learn and mediate ideas, thoughts and values
- Culture: interpreting and understanding the significance of content and language and their contribution to identity and citizenship

(Coyle 2005; revisited Coyle, Holmes, King 2008)

# Reconceptualising Language Learning



## The Language Triptych

Coyle, Hood, Marsh, 2010



# Main formative goals

- To encourage investigation
- To develop critical thinking
- To cultivate the habit of reflecting on experiences as a source of learning
- To promote group work
- To promote collaborative learning within the class
- To be able to solve problems
- To be able to use different tools, media and particularly ICT
- To promote digital inclusion
- To enhance digital skills
- To encourage spatial thinking

# Linguistic goals

- To be able to select materials and take notes in English
- To understand written texts downloaded from internet, also taken from books or magazines.
- To be able to use English to label pictures, write simple descriptions and create dialogues which could then be performed.



# LANGUAGE SKILLS

- In CLIL lessons all four language skills should be combined.
- **Listening** is a normal input activity, vital for language learning
- **Reading**, using meaningful material, is the major source of input
- **Speaking** focuses on fluency. Accuracy is seen as subordinate
- **Writing** is a series of lexical activities through which grammar is recycled.

<https://www.teachingenglish.org.uk/article/clil-a-lesson-framework>

# SHINE WITH ENGLISH





# FOREWORD

- This project is a part of the main CLIL project ‘ Splash into the Mediterranean sea’.
- Specifically,it regards Mediterranean climate (geographically and historically speaking), and its influence on people’s life.
- This project is a journey through the mutability of weather that keeps making and re-making our world ,lives and places, in different lights.
- We will discuss how climate could affect people,even with regard to emotions
- It is a virtual travel along Mediterranean coast,looking for similarities in buildings and human infrastructures
- TOPICS:Geography,Literature,I. C.T.

# PROCEDURE

- Begin by asking students what they know about Mediterranean weather conditions, seasons, places...Driving questions
- Research work about specific words regarding weather; students will gather weather information to understand some basic types of data used in forecasting.
- Weather idioms
- Transition into a lesson about the Geography of the Mediterranean sea using the map and timeline
- 'The site hunt' virtual orienteering
- Defining seasons, 'the myth of Persephone', 'The seasons'change'  
Weather and emotions .Weather stories and personal experiences.  
Storytelling

# Methods

- PBL
- Cooperative learning
- Autonomous learning
- Active learning
- Scaffolding



# WEBSITES

- <https://www.tes.com/lessons/cgOaKZcCLhtCUQ/art>
- <http://www.languages.dk/>
- <http://digilander.libero.it/sussidi.didattici/nordsud/nordsud.html>
- <http://create.lensoo.com/watch/bzsA>
- <https://www.teachingenglish.org.uk/article/clil-a-lesson-framework>

# TOOLS

- <http://www.gnowledge.com/>
- [www.padlet.com](http://www.padlet.com)
- [www.minecraft.com](http://www.minecraft.com)
- [www.prezi.com](http://www.prezi.com)
- <http://kahoot.it/>
- [www.quizlet.com](http://www.quizlet.com)
- [www.tricider.com](http://www.tricider.com)