



TECHNO-CLIL 2019
Moderators: Letizia Cinganotto & Daniela Cuccurullo
My Learning Diary

<http://tizianaangiolinitechnoclil2019.weebly.com/week-5-activity-and-reflecting-on-a-clil-lesson.html>

Reflecting on a CLIL videolesson

Choose a video of a CLIL lesson and comment on it using edpuzzle (<https://edpuzzle.com/>)
 Then fill in the following grid.

	SPECIFY	DESCRIBE
Name and surname	Tiziana Angiolini	I am a teacher of English and German
Country and city	Italy- Reggio Emilia	I live and work in Italy – I teach in a school named “ Liceo Artistico”, which implies learning about Art is important
School level where I teach	Secondary School (Liceo Artistico)	I teach students aged 14-19 Our school is a school which is focussed on Art, Crafts and History of Art is very important
Subject/s taught	English	The English teacher is a supporter of the class and works in team with the teacher of History of Art.
Title of the videolesson and url	Henry VII Chapel, Westminster Abbey https://youtu.be/YCKzhNQISZo Wren, Saint Paul's Cathedral https://youtu.be/BmsejntbXRw	The lessons are focused on the the Gothic and on some important buildings in England. Henry VII Chapel will be the first topic to be studied There will be a second video on the history of Saint's Paul's Cathedral. The aim is to get the learner learn about some important monuments in the history of England and will help the teacher of English and History of Art to work on the



		lexis related to Art, Architecture, the different types of Gothic Art we can find.
Edpuzzle url	https://edpuzzle.com/media/5c687cc48ba24e40cc77ef5f https://edpuzzle.com/media/5c6894c82d410c40d30ff20c	I have created two activities but I am going to add more so that we can cover some history and history of Art in English
Subject of the videolesson	The Gothic Style and Westminster Abbey The architecture of Britain after the Great Fire and Sir Christopher Wren who worked on the planning of the city and Saint Paul's Cathedral	Learning about different types of Gothic Style and being able to understand some short videos in English
Topic	Learning about the Gothic Style and England Learning about the great cathedral of Saint Paul's and its architect	Art Architecture Gothic Style Specific lexis to describe Cathedrals and Abbeys
Linguistic aims	Understanding a video/s in L2 Developing listening skills in L2 Learning about the specific words related to architecture Organizing a vocabulary/lexis related to the topic of Gothic architecture and architecture Learning in English about a topic related to History of Art	The students will learn while they will listen and view some videos They will have to listen, reply and then they will be given feedback by the teacher They will have to group words and vocabulary related to the topics in Architecture They will do this in English and not in Italian while they will be doing History of Art
Disciplinary aims	Acquiring a specific lexis to talk about Architecture Being able to report in English about Saint Paul's Cathedral and the Gothic Architecture	Learning about the importance of the Gothic Style in the English Architecture Learning about how the city of London changed thanks to the architect Sir Christopher Wren Learning about the changes and the main developments in the architecture of the City of London and some important buildings Acquiring a specific glossary to describe buildings and architecture
Transversal skills	Learning on one's own Organizing vocabulary by using online tools and mindmaps Reflecting in English on what students have seen Finding links and connections about what the students are learning	Finding connections among school subjects (English, English history, History of Art, development and changes in Architecture in England from the Middle Ages to the XIX century) Organizing knowledge in English (vocabulary, history of Art)
Students' level of English	Intermediate -Upper-intermediate (B1-B2)	The students must have achieved a B1 level in the first two years of secondary school and be able to listen, understand short listening tasks, in particular they will know how to approach listening (pre-listening, listening for details, listening for getting a global meaning...)
Use of technology	Youtube videos or Vimeo Videos Open source resources which are free online	The students will have access to sources online by using their smartphones/tablets / personal computers.



	<p>edpuzzle tablet/computer</p> <p>Tools online www.wisemapping.com/</p> <p>https://coggle.it/</p> <p>Visual Dictionary http://visualdictionaryonline.com/</p> <p>http://visualdictionaryonline.com/arts-architecture.php</p>	<p>They will have registered to Edpuzzle and the teacher will have created some classes . The students will have been trained how to use the tool and will also know about some mind mapping tools for organizing their knowlede</p>
Initial phase	<p>The Presentation of the Topic : English Architecture</p>	<p>The teacher will use some visuals to introduce the issue of Gothic Architecture and also will ask about important buildings in the UK the students may be familiar with</p>
Ongoing phase/s	<p>The teacher gives some homework to be done at home (videos about Westminster Abbey and the one about Sir Christopher Wren)</p> <p>Feedback online</p> <p>Follow up activity</p> <p>Reflecting and organizing vocabulary</p> <p>Research in group about another important cathedral : Durham Cathedral</p> <p>See videos online https://youtu.be/mPAgU39b0PI</p> <p>https://youtu.be/wlQCKsXEWS4</p> <p>Sharing information</p>	<p>The learners are given some tasks to be done from home and will focus on the main topic</p> <p>Once the feedback has been given the teacher will work on the important information achieved by watching the video</p> <p>The learners will work on organizing the data and the lexis by using online tools and will also use the online visual dictionary to focus on the specific words related to architecture</p> <p>The learners will continue learning by viewing videos in English about important monuments</p> <p>Discussion and sharing information with the class (Speaking activity) and teacher's feedback</p>
Assessment/ Evaluation phase (if any)	<p>Google form online created by the teacher about the main issue/ topic studied and the vocabulary</p> <p>See Eric Curt document about the use of Google Forms https://docs.google.com/document/d/1R284Rr2v-tl4Uu8e8_6z1MN9TlSdhVp2zRWACHvINf0/edit?usp=sharing</p>	<p>The short text online will enable the teacher to create a short task to check the lexis and the monuments studied by the learners in the lesson.</p> <p>The learner will be graded and will be given a mark based on the total score achieved</p>
Final phase	<p>Teacher interacting with the students and asking them to work on a presentation about the Gothic architecture</p>	<p>This will be a project work which can be done in group and in a collaborative way. The students work on some important</p>

	<p>in Italy They might watch this video about Milan Cathedral : link https://youtu.be/BnWh2hDF6XI The students will choose the tool they like to work on the presentation</p>	<p>cathedrals The final artefact may be a video, a document online or by using Google Slides</p>
Use of the language	<p>Writing down notes and answers in English Reporting orally in English Listening and understanding Speaking if the students create a video Organizing notes and writing about what the students have discovered online</p>	<p>The English language will be used in replying online with edpuzzle reporting and explaining orally what the students have understood speaking, describing in English organizing notes, mindmaps with keywords working on a presentation online chosen by the students</p>
Use of graphic organizers	<p>Mindmapping for explaining the main vocabulary related to architecture: www.wisemapping.com/ https://coggle.it/ or Google Drawings</p>	<p>I like using Google apps, I would ask my students to organize their knowledge by using GOOGLE DRAWINGS and also other free tools online http://www.wisemapping.com/ https://coggle.it/ They will be given tutorials online as they need to have an account</p>
TTT (Teacher's Talking Time)	<p>The role of the teacher is the one of a facilitator Teachers need to monitor and guide the learners Teachers need to find a way for assessing the students' learning and monitoring them by providing feedback</p>	<p>Teachers should speak in English and work in English Ideally the TTT should be less than 30% as students should be the ones who are engaging in asking for information, working in English in class and also from home.</p>
S TT (Student's Talking Time)	<p>STT should be relevant They should work in English from home and also in class The main advantage would be to reach a communicative way of interaction with teachers and peers and in groups</p>	<p>Learners need to be exposed to the language and they need to use the language in most of the tasks. 70% of the lesson time should be the one used by the students to work in English and express themselves during the lessons and also from home.</p>
Organization of the 4 Cs	<p>The 4 Cs are important in a content like CLIL: Critical thinking is all about solving problems Creativity teaches students to think outside the box Collaboration shows students how to work together to achieve a common goal. Communication lets students learn how to best convey their ideas In the different activities we are working on teachers will have to train the learners and help them work in a different way</p>	<p>It will require a lot of practice and learners will be guided to learn about how to collaborate and communicate in the best ways in English While working in group learners will collaborate and work on a final presentation- they will choose the tool and will create their own artefact. Creativity will be enhanced in class by working on the topic and by thinking about how to present what the students have learnt . Searching online, working in team/group, discussing about what the students have learnt will be the first step to develop their</p>

		learning while using English and the target language.
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