



# Our home – our world

Teaching/learning scenario for CLIL in the language classroom and in other subjects

## Why is this scenario interesting?

- The scenario builds on the ECML project [“Content based teaching + plurilingual/cultural awareness \(Conbat+\)”](#) that has developed 26 didactic units for CLIL, integrating diverse subjects and taking plurilingual education into account.
- The scenario builds on the didactic unit [Our home – our world](#): the material has been adequated for secondary education students (13-16 years), while the original was for the end of primary school (10-12 years old).
- The scenario focuses on the [Eveil aux langues/Awakening to languages approach](#) and supports students systematically to use their home languages.

## Short description:

The ECML project [“Content based teaching + plurilingual/cultural awareness \(Conbat+\)”](#) has developed 26 didactic units for CLIL, integrating diverse subjects and taking plurilingual education into account. The materials are written in English, French and Spanish and cover an age range from 6 to 18 years. The didactic unit [Our home – our world](#), developed by Marie Hofmannová and Radek Vít, Charles University, Czech Republic, focuses on Homeland Studies (social studies and natural science), Mathematics and is designed for the end of primary school (10-12 years old).

The didactic unit has been adapted to a different age group: secondary education students (13-16 years). The original material refers to B1 CEFR-level, while the constructed material demands a command of B2 level by learners.

The material aims to introduce the students to the concept of migration in the context of the students’ country. Here it is presented in the context of Greece. The material can be used in language lessons, Mathematics, Geography, History and Social Sciences. The material is designed for foreign language students (here English) who are encouraged to use their home language or other languages exploiting parallel sources in different languages (from B1) and collating information from all available sources (in different languages) (CERF p.160). The material is produced in English and can be used as it is or translated/adapted to other school languages.

### How does this scenario support transitions?

- The scenario focuses on vertical transitions from upper primary to lower secondary education by complexifying the language as well as the content level and going deeper into the topic of migration (focus on analysis, research activity, complexification of cognitive development and expanding from Europe to the world).

The scenario has a strong focus on horizontal transitions based on the [Eveil aux langues/Awakening to languages approach](#) and supporting students to use home languages.

	Description of the teaching material	Major objectives	Activities/tools
<b>Primary 2 (10-12 years)</b>	<p>In the original Combat+ material, the aims are described as follows:</p> <ol style="list-style-type: none"> <li>1. Introducing the concept of migration in the context of the country - the Czech Republic.</li> <li>2. Learning about minorities (foreigners in the Czech Republic, Czech minorities abroad).</li> <li>3. Presenting the place where we live to new classmates from abroad.</li> <li>4. Exploring multicultural aspects of the town / region. (Can be adapted for different places.)</li> </ol>	<p>In the original Combat+ material, the key competences are described as follows:</p> <p><b>Communication in language(s)</b></p> <ul style="list-style-type: none"> <li>• Improving reading comprehension skills</li> <li>• discussing the new concepts and findings</li> <li>• learning the basic vocabulary for social and natural studies</li> <li>• improving reading comprehension skills</li> <li>• enhancing fluency (introducing new classmates from abroad to the class)</li> <li>• including the languages of the pupils present in the classroom (e.g. Vietnamese, Ukrainian; Roma dialects etc.)</li> </ul> <p><b>Learning to</b></p> <ul style="list-style-type: none"> <li>• looking up information in a</li> </ul>	<p>The original Combat+ material can be found <a href="#">here</a>.</p>

		<p><b>learn</b></p> <p>dictionary /encyclopedia / on the Internet</p> <ul style="list-style-type: none"> <li>• exploring the town, preparing group presentations in speaking and writing</li> </ul> <p><b>Digital competences</b></p> <ul style="list-style-type: none"> <li>• looking for relevant information on the Internet</li> <li>• using a calculator</li> </ul> <p><b>Social and civic competences</b></p> <ul style="list-style-type: none"> <li>• learning to cooperate in pairs and groups</li> <li>• learning about the cultures of the pupils present in the classroom</li> <li>• raising tolerance towards minorities</li> </ul>	
<p><b>Secondary 1 (13-16 years)</b></p>	<p>In the developed material, the aims are defined as follows:</p> <ol style="list-style-type: none"> <li>1. Introducing the concept of migration in the context of the country - Greece.</li> <li>2. Learning about minorities (foreigners in Greece).</li> <li>3. Making interviews and creating a magazine presenting different cultures in the town.</li> <li>4. Exploring multicultural aspects of the town / region and presenting all the findings in a final exhibition at the school or in any other public space if possible.</li> </ol>	<p>In the developed material, the key competences are defined as follows:</p> <p><b>Communication in language(s)</b></p> <ul style="list-style-type: none"> <li>• improving reading comprehension skills</li> <li>• discussing the new concepts and findings</li> <li>• learning how to write articles</li> </ul> <p><b>Communication in foreign languages</b></p> <ul style="list-style-type: none"> <li>• learning advanced vocabulary for social and natural studies</li> <li>• improving reading comprehension skills</li> <li>• enhancing fluency (communicating with interviewees)</li> <li>• including the languages of the pupils present in the classroom</li> <li>• learning how to conduct</li> </ul>	<p>Please consult:</p> <ul style="list-style-type: none"> <li>• <a href="#">Student material</a></li> <li>• Teacher material</li> </ul>

		<p><b>Learning to learn</b></p> <ul style="list-style-type: none"> <li>interviews</li> <li>looking up information in a dictionary /encyclopedia / on the Internet</li> <li>exploring the town, preparing group presentations in speaking and writing</li> </ul> <p><b>Analytical skills</b></p> <ul style="list-style-type: none"> <li>learning how to conduct interviews and select information in order to go deeper and write articles that could be published in a digital/paper magazine</li> </ul> <p><b>Digital competences</b></p> <ul style="list-style-type: none"> <li>looking for relevant information on the Internet</li> <li>using a calculator</li> <li>learning how to make the layout of a magazine (digital magazine)</li> </ul> <p><b>Social and civic competences</b></p> <ul style="list-style-type: none"> <li>learning to cooperate in pairs and groups</li> <li>learning about different cultures that are represent in the classroom</li> <li>raising tolerance towards minorities</li> <li>learning how to organise an exhibition</li> </ul>	
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**Short description how the teaching material establishes links between CLIL and plurilingual education:**

Eveil aux langues / Awakening to languages (<https://carap.ecml.at/Keyconcepts/tabid/2681/language/en-GB/Default.aspx>).

Students are asked to use the foreign language (here exemplified by English) and the home languages that they bring into the classroom.

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