

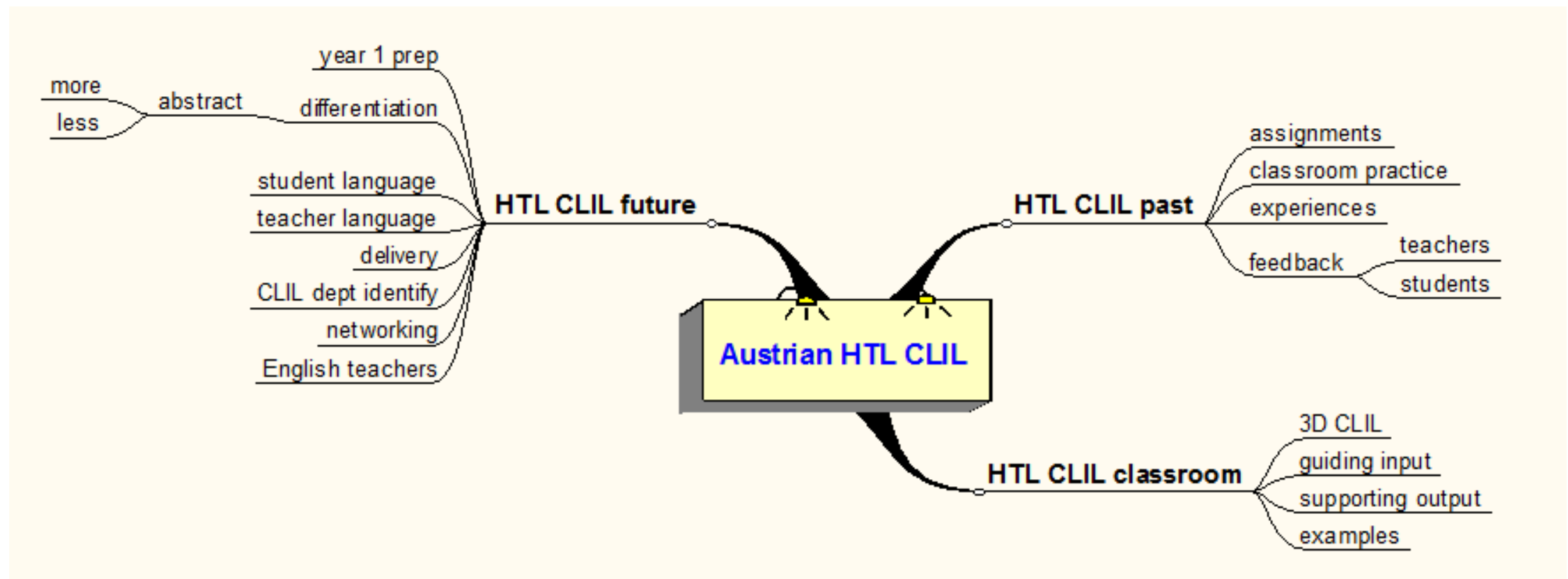
Austrian CLIL

The story so far

(asking the right questions, and making the right decisions in schools)

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HTL CLIL - the story so far



HTL CLIL past – @ PH Wien

- Module 1
 - Subject-specific vocabulary
 - Guiding students through input
 - Multi-media input (PPT, film, animation, poster, object, talk, demo)
 - Text input
 - Assignment 1 – develop one or two activities within a lesson (online support)
- Module 2
 - General academic language
 - Supporting students' output
 - Supporting writing
 - Supporting talk
 - Assignment 2 – develop one or two activities within a lesson (online support)
- Module 3
 - Sequencing
- Module 4
 - Portfolios

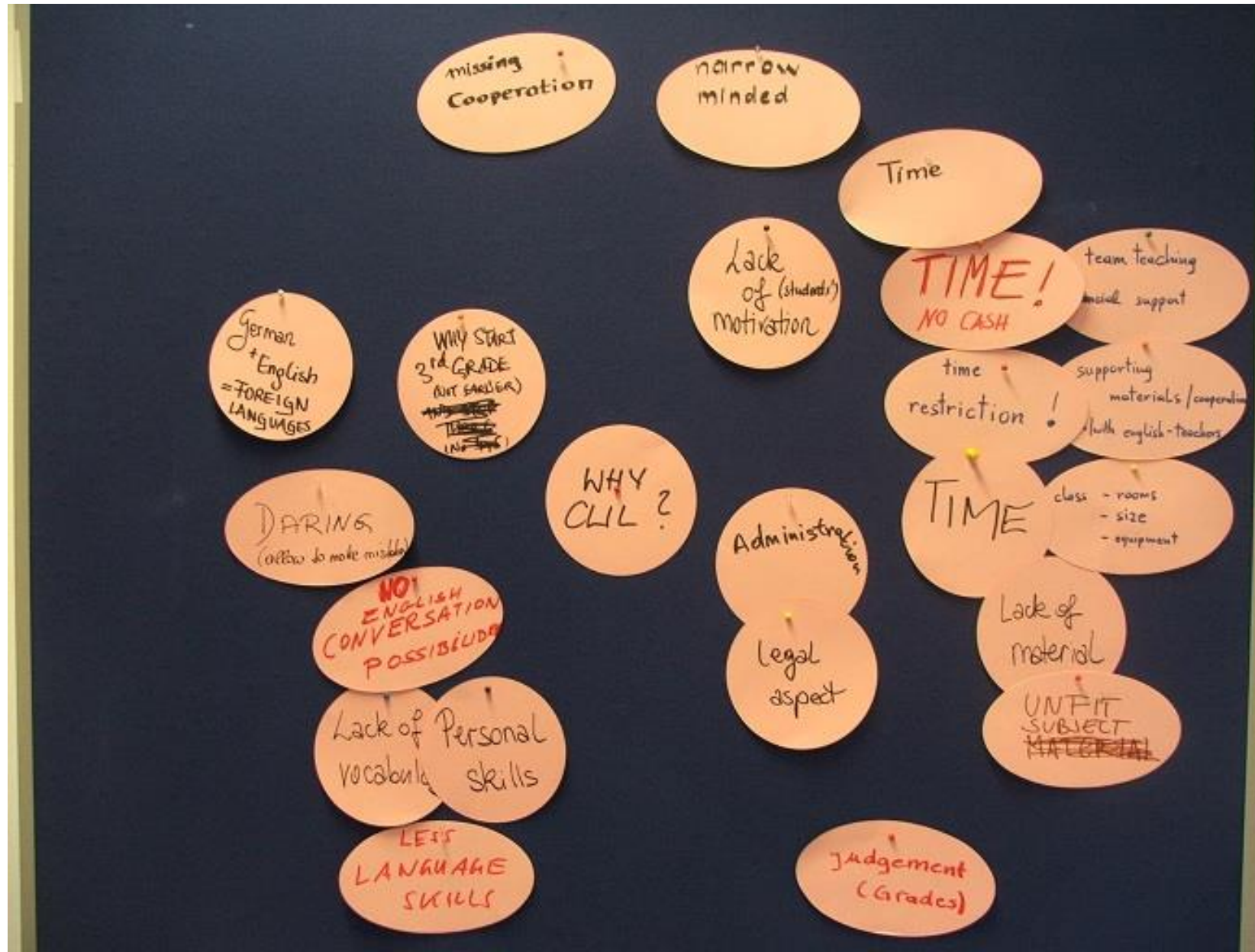
HTL CLIL past – classroom practice

- Classroom dynamics
 - Teacher experience and language ability
 - What goes on in the classroom?
 - What exactly students are asked to do (teachers?)
 - Students won't develop oral competence, if they don't speak in class
 - Subject / profession demands spoken skills, students should speak in class
 - A balance of skills?
 - Unwrapping curriculum objectives
 - What does 'analyse' mean?
 - What does 'know' mean?

HTL CLIL past – feedback Needs

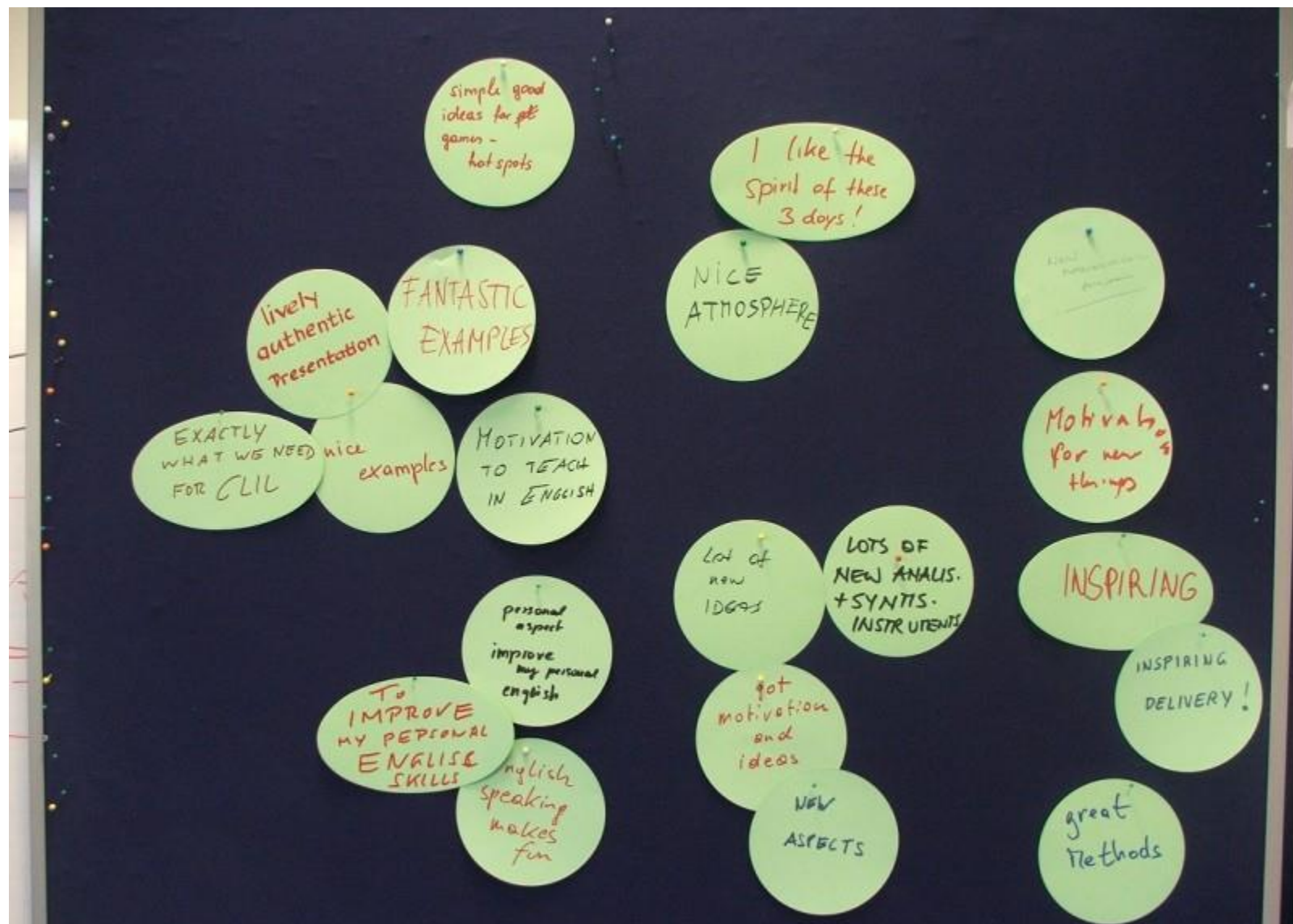


HTL CLIL past – feedback Challenges



HTL CLIL past – feedback

Benefits



HTL CLIL in the classroom

Students 'doing' things

- One colleague describes his classes in the following way:

'All these techniques are fine where the students actually do things in the lessons, in my classes the students don't do anything. They listen to my input and explanations of the theory.'

HTL CLIL in the classroom

Red flag!

- CLIL is about method, and dynamics. Where a lesson goal is to deliver theory through teacher talk, the dynamic is restricted to that medium.
- Is such a context the best one to use a foreign language? Where teachers are confident in the foreign language, and the students are confident in the foreign language (this means that they are able to follow a foreign-language theoretical lecture, take notes, apply the theory to subsequent practice), there is a role for this approach.
- Beware of dedicating significant numbers of CLIL hours in the timetable to this kind of teaching.
- In subjects heavy in theoretical content, look for areas of the curriculum which lend themselves to developing communicative skills and avoid the areas of abstract content. Feel confident NOT to teach in English.

HTL CLIL in the classroom

Good practice



HTL CLIL in the classroom

Good practice



HTL CLIL in the classroom

Good practice



HTL CLIL in the classroom
Good practice

Getting students
'doing' things in
the class

HTL CLIL in the classroom

- Turning the course curriculum into classroom practice
 - **Examples: subject-specific vocabulary**
 - Examples: guiding input media
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Subject-specific vocabulary – Software devpt

Task 1: Articulate Cards

The students are divided in groups of four. One student describes words from different categories to his team as quickly as possible. The other team players have to guess the words correctly.

Categories:

- P...Programming
- W...Webdesign
- D...Databases
- N...Network engineering

P	CLASS
W	POST METHOD
D	MySQL
N	ROUTER

P	INHERITANCE
W	HTML
D	PROJECTION
N	SWITCH

P	INFORMATION HIDING
W	SESSION
D	1:n RELATIONSHIP
N	CIDR

P	PRIVATE
W	SELECTOR
D	ALIASES
N	DATA LINK LAYER

P	ENCAPSULATION
W	ECHO
D	DML
N	SMTP

P	AGGREGATION
W	HOP
D	ENTITY RELATIONSHIP
N	DYNAMIC ROUTING

P	DOWNCASTING
W	MARGIN
D	PRIMARY KEY
N	STORE & FORWARD

P	SEALED
W	APACHE
D	DBMS
N	FTP

P	POLYMORPHISM
W	CSS
D	SUBQUERY
N	UIFTP

P	ABSTRACTION
W	PHP
D	GROUP BY
N	TWISTED PAIR

P	METHOD
W	\$_GET
D	FOREIGN KEY
N	MAC ADDRESS

P	CONSTRUCTOR
W	COOKIE
D	1st NORMAL FORM
N	IP ADDRESS

Task 1 - speaking: Teamwork with terms of the Marketing Mix

Product

product life circle	diversification	program depth
product launch	brand	program width
product innovation	differentiation	

Price

production costs	labour costs	competitors
price strategies	profit	margin
conditions of payment	conditions of delivery	sales discount

Place

distribution	delivery	sale store
online shop	wholesaler	agents
retailers	logistics	sales conversation

Promotion

communication	advertising	TV spots
sponsoring	Public Relations	customer information
personal selling		

‘Doing’ terminology



HTL CLIL in the classroom

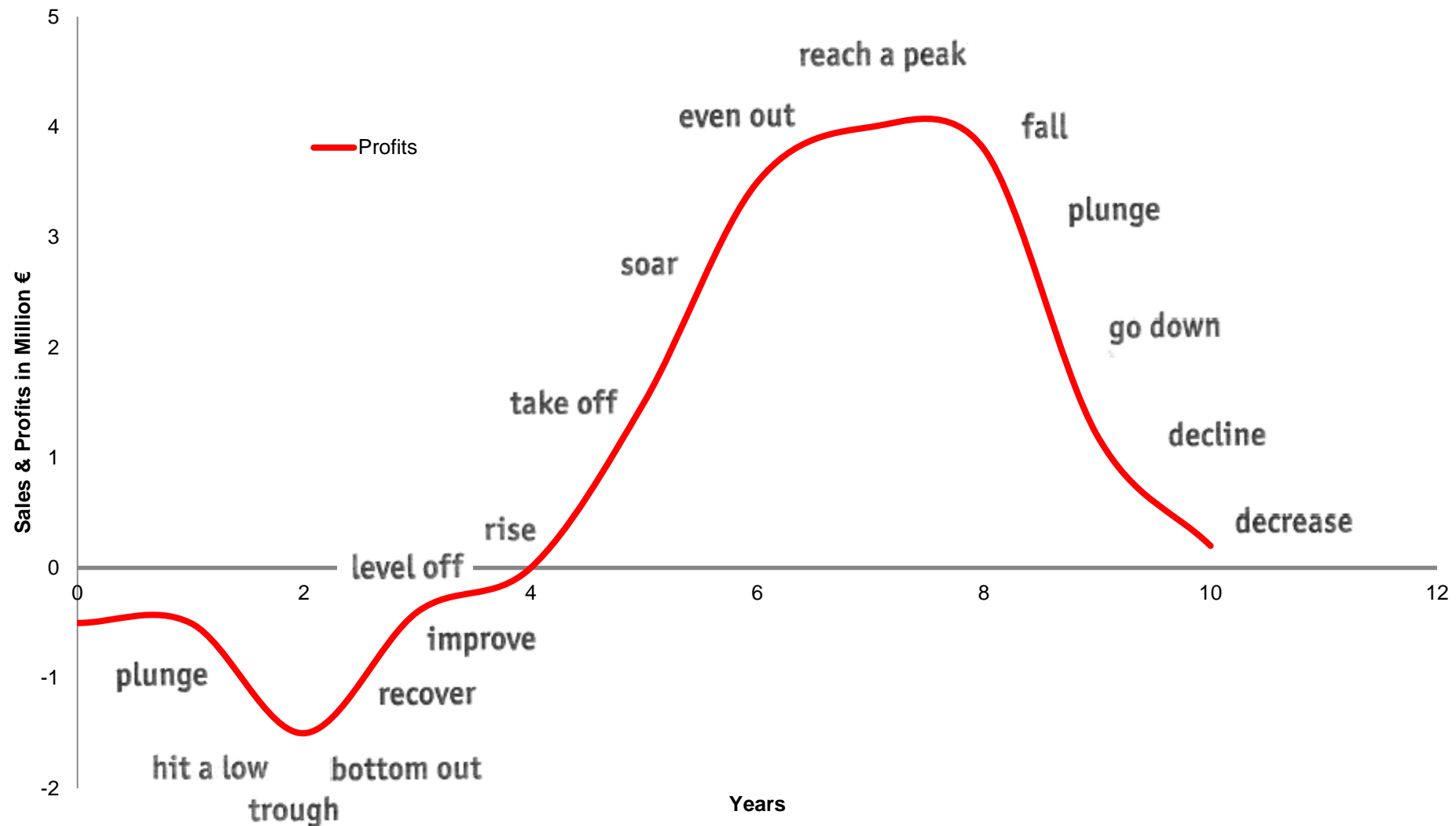
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A product life-cycle

Product Life Cycle - Introduction






Product Life Cycle – Task Group A



Guiding input media

Board game - 'Percentage Snake'

Percentage Snake
Use a die and a game piece to go from start to finish

Back 25% of 20		Back 10% of 100			Back 50% of 14	↑ Finish
						
	Forward 20% of 40	Forward 10% of 80		Go back to start		
						Forward 5% of 80
	Forward 10% of 50			Back 30% of 20	Back 10% of 70	
	Forward 50% of 10	Back 20% of 40		Back 10% of 90	Back 75% of 8	
Go back to start			Forward 25% of 16		Forward 30% of 20	
Forward 5% of 40						
	Back 10% of 40			Forward 20% of 40	Back 50% of 12	
	Forward 10% of 40		Back 10% of 30	Forward 25% of 12		
↑ Start						

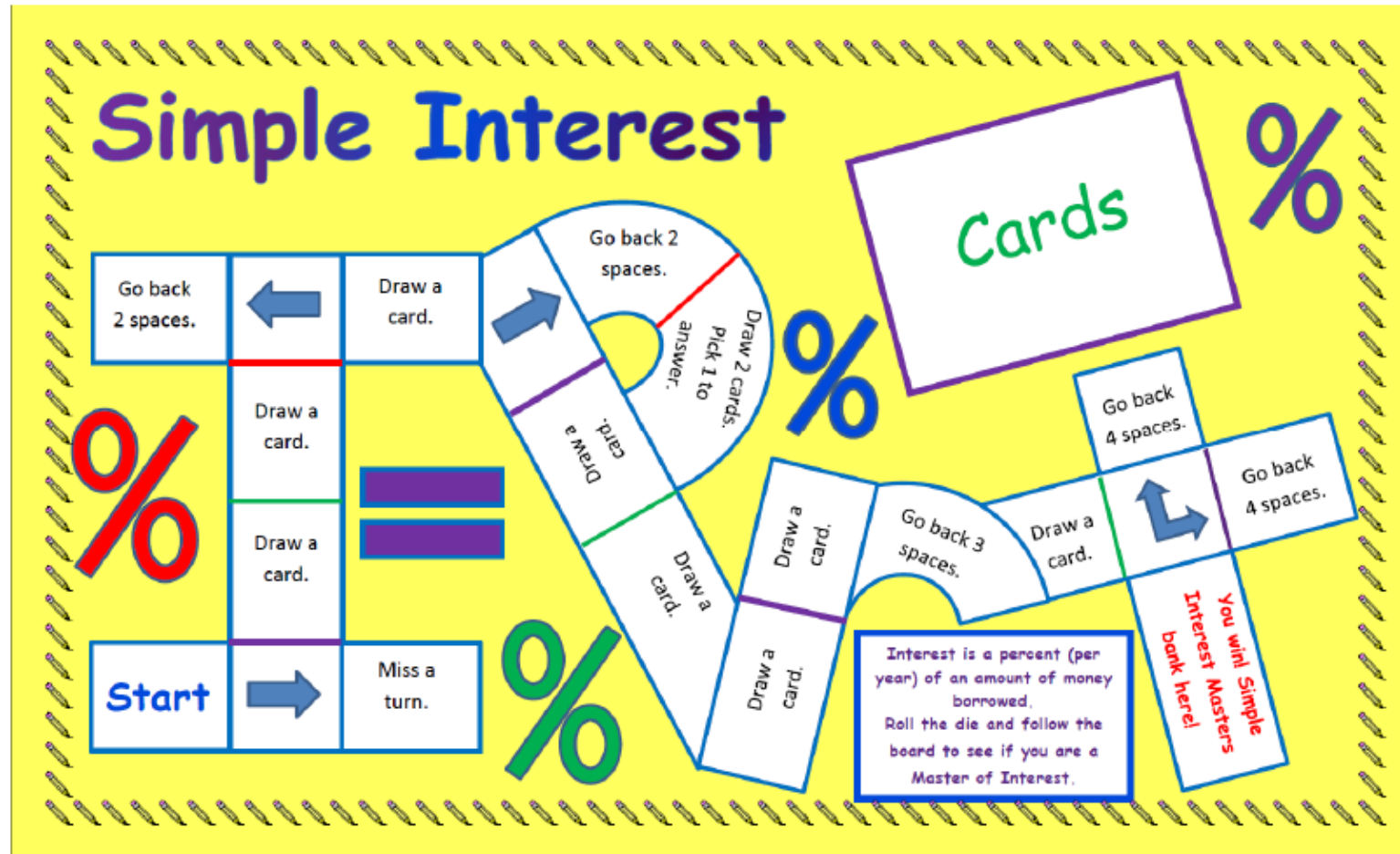
Recording sheet

surname: _____

first name: _____

equation	process
answer	
equation	process
answer	
equation	process
answer	
equation	process
answer	
equation	process
answer	

Guiding input media – Simple Interest Board game



Guiding input media - Simple interest cards

A	Jim deposited €5,000 in an account that earns 5% simple interest. How long will it take before the total amount is €6,000?	B	After 6 years, an account that earns 4% simple interest has earned €480 in interest. How much was the initial deposit?	C	A deposit of €7,500 earns €3,900 over a period of 8 years. What is the simple interest rate?
D	You deposit €4,500 in an account that earns 6% simple interest. How much will be in your account after 5 years?	E	You deposit €2,500 in an account that earns 4% simple interest. How long will it be before the total amount is €3,000?	F	Joe deposits €5,000 in an account that earns 6.5% simple interest. How much will be in the account after 3 years?
G	A deposit of €10,000 was made to an account the year you were born. After 12 years, the account is worth €16,600. What simple interest did the account earn?	H	How long will it take for €6,500 to double at a simple interest rate of 7%? Round to the nearest tenth of a year.	I	A deposit of €500 in an account earns 6% simple interest. How long will it be before the total amount is €575?

HTL CLIL in the classroom

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Guiding input text – Insurance Dominoes

Student handout

Domino

Cut out the dominos with a scissors. One person reads the definition on the first domino (START), the others look for the word it defines. The learner who has the domino with the word which matches the definition, calls out the word. The other learner then reads the definition on the domino. Whoever has the word which matches the definition reads it out. The activity continues until all the dominoes have been used (END).

START

claim

a document which contains the exact terms and conditions of an insurance transaction

liability insurance
(third-party insurance)

specified amount up to which the insured must bear any loss for his own account

majeure

covers the owner of a motor vehicle against loss or damage and also damage on property or personal injury caused to third persons

premium

the person who is insured by a particular insurance policy

END

covers the insured liability towards a third person

motor insurance

a company that sells insurance

insured

an event which neither the insurer nor the insured can control (e.g. earthquake, storm, flood)

insurance policy

a person who has an insurance policy with an insurance company

insurer

provides protection against most risks to property (e.g. fire, storm, theft)

policy holder

a demand on the insurer for payment

contract of insurance

an agreement between the insurer and the policyholder

excess

the value which the insurer receives from the policyholder for accepting the insurance risk

insurance of property

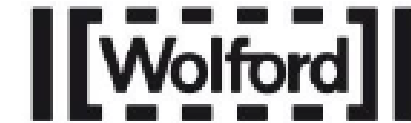
Guiding input text – Job Specs

Job Specification

Many job offers contain nearly unrealistic demands and decorative adjectives like creative and "motivated". However, what do the enterprises really expect from their applicants? They should not deter themselves from unrealistic requirement profiles and empty phrases. At a level of 60 – 70 percent of the full range of requirements an application can be worthwhile and successful. Applicants have to find out what their future employers expect from them.

FACTS OF THE CASE:

You will find the following job offer and would like to apply there:



Wolfford has positioned itself as a global fashion label with products for the modern, self-assured woman. With the aid of cutting-edge knitting technology, finest materials and creative ideas, we create and market fashion dreams. Our slogan: tranquil elegance combined with sheer luxury at any time of day. Why not become part of our international team and step into the world of Wolfford!

To support our Online Department we are looking for an ambitious:

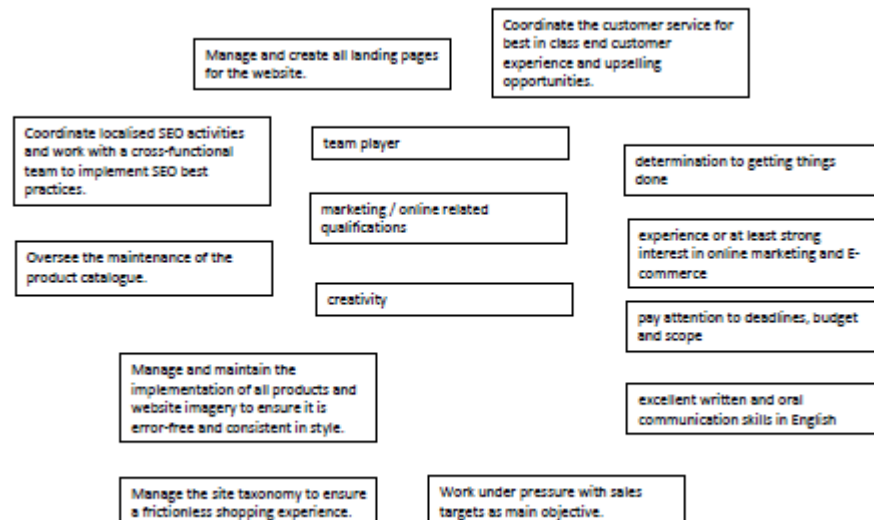
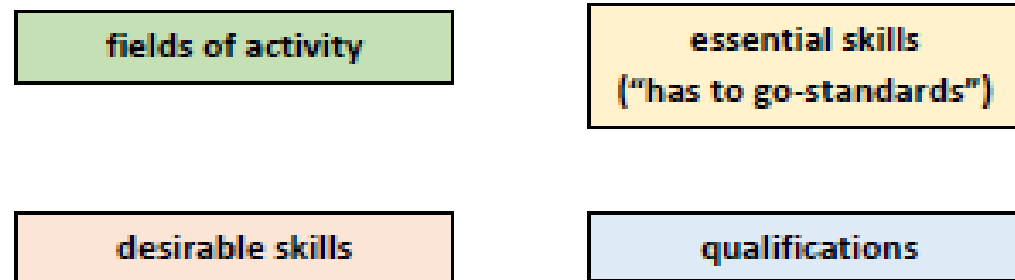
ONLINE SHOP SPECIALIST (f/m)

in Bregenz

In this role you are responsible to:

- Manage and maintain the implementation of all products and website imagery to ensure it is error-free and consistent in style
- Coordinate localized SEO activities and work with a cross-functional team to implement SEO best practices
- Manage the site taxonomy to ensure a frictionless shopping experience
- Oversee the maintenance of the product catalogue
- Manage and create all landing pages for the website
- Coordinate the customer service for best in class end customer experience and upselling opportunities

As a team player you have marketing/online related qualifications. Experience or at least strong interest in online marketing, E-commerce, CMS systems or SEO/SEM are prerequisites for this challenging role. You pay attention to deadlines, budget and scope and you like to work under pressure with sales targets as main objective. Furthermore you bring creativity, out-of-box thinking and determination to getting things done. You are an open person with excellent written and verbal

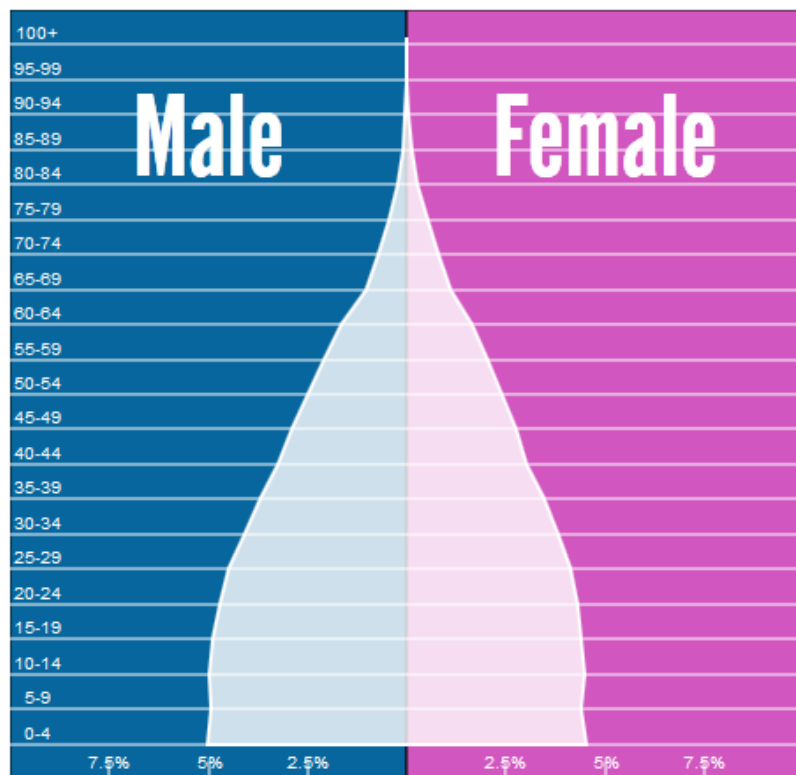


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General academic language – Population pyramids

India
2015
Population: **1.282.390.000**



Link to this graph: <http://populationpyramid.net/india/2015/>

Population Pyramid – Useful phrases

In this country	children workers old people	make up	the largest section the smallest section ... percent	of the population.
In this graph	the ... to age group	contained the	largest number of people. smallest number of people.	
	the largest group is	the ... to age group.		
Women Men	aged ... to ... live	longer than shorter than	men. women.	
In this country	less more	baby girls than baby boys baby boys than baby girls	were born.	
In years this country	will have more	children workers old people	than	children. workers. old people.
In this country the birth rate is		decreasing. increasing.		
In this country there is a	low high	birth rate. death rate.		
	long short	life expectancy.		
In this country the number of people in each age group is	about the same.			

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Supporting written output – More than subject-specific vocabulary

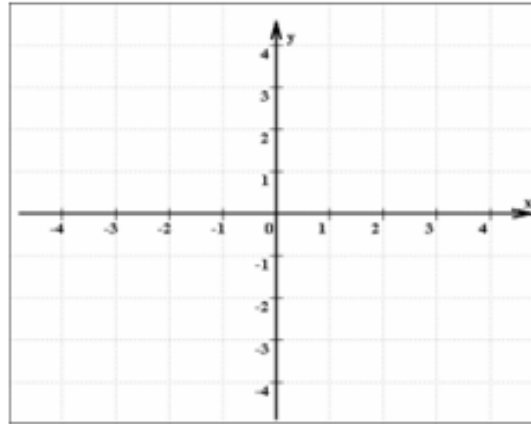
Linear Graphs (linear functions, linear equations = straight-line graphs)

Subject-specific language

The operations

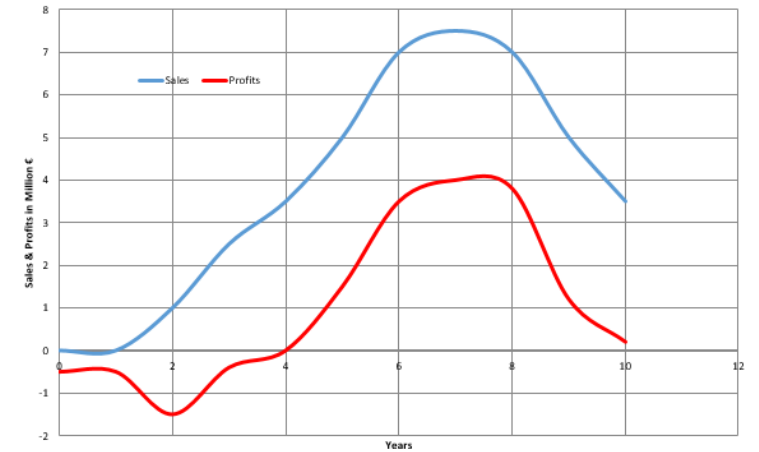
()	Brackets
/	to divide
x	to multiply
+	to add
-	to subtract
=	to equal

The coordinate-system



x,y	coordinates
x-axis	is the horizontal axis of a graph
y-axis	is the vertical axis of a graph
origin (0/0)	is the point where the two axes meet. The x-axis and the y-axis divide a plane into four quadrants.
to plot	is to mark the position on a graph using the two coordinates, eg. The coordinates are (3,2)

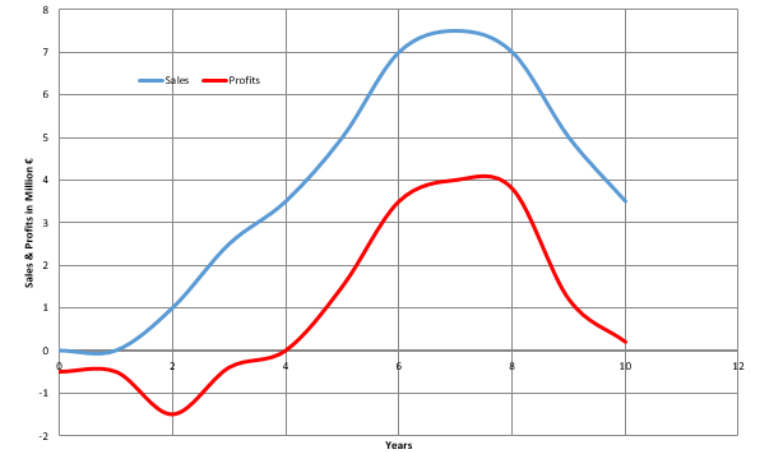
Supporting written output – Product life cycle



EXAMPLES - POSSIBLE CAUSES

The rapid growth in profits in the fourth year The fall in profits The recovery The downturn	may / might / could	be due to have been caused by have been a result of	a change in management the launch of a new product the entry of a new competitor to the market
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Supporting written output – Product life cycle



EXAMPLES – POSSIBLE EFFECTS

<p>A large repayment of interest on loans</p> <p>A change in management</p> <p>The entry of a new competitor</p>	<p>may / might / could</p> <p>would probably</p>	<p>have resulted in</p> <p>result in</p>	<p>profits</p> <p>sales</p> <p>market share</p>	increasing	<p>rapidly</p> <p>quickly</p> <p>slowly</p> <p>gradually</p>
				rising	
				going up	
				falling	
				decreasing	
				declining	

HTL CLIL in the classroom

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Supporting talk - Special SQL Topics

Question loop

Answer: They prevent a database from being in an undefined state after a system crash.	First Question: What is a view?
Answer: A view is a virtual representation of one or many tables.	Next Question: Is a view stored?
Answer: It is stored in the data dictionary as a SELECT statement.	Next Question: How do I create a view?
Answer: Use the CREATE VIEW statement and embed a subquery.	Next Question: How do I use a view?
Answer: Use it in SELECT statements like a table.	Next Question: What is a sequence?
Answer: It is a database object used to automatically generate unique numbers, e. g. primary key values.	Next Question: How do I create a sequence?
Answer: Use the CREATE SEQUENCE statement.	Next Question: How do I use a sequence?

Answer: Put the NEXTVAL pseudocolumn into your INSERT statement.	Next Question: What is the purpose of an index?
Answer: It can speed up the retrieval of rows by using a pointer.	Next Question: What is the CREATE INDEX statement used for?
Answer: You need it to define a new index in your database.	Next Question: Do I have to create all the indexes manually?
Answer: No. On columns having a primary key or unique key constraint the index is created automatically.	Next Question: Can you give the definition of a synonym?
Answer: It is a word that is a substitute for another word.	Next Question: What do I need to control database access?
Answer: You have to define database users and grant specific privileges to them.	Next Question: Who or what is a DBA?
Answer: The database administrator is a high level user with the ability to grant users access to the database and its objects.	Next Question: What is the advantage of roles?
Answer: Maintenance of object privileges is made easier by using roles.	Next Question: Why is the concept of database transactions so important?

Supporting spoken output – Direct costing

Info Gap – Student A

The “Variable Costs” Curve starts at _____ as there are no variable costs occurring when there are no units produced. From that point on the curve is rising gradually.

The “Fixed Costs” Curve is starting at some point at the Y-axis and from that point _____ as fixed costs do _____ with the amount of units.

The “Total Costs” Curve represents the sum of the “Variable Costs” Curve and the “Fixed Costs” Curve so it is starting at _____ “Fixed Costs” Curve and rising parallel to the “Variable Costs” Curve.

The “Sales Revenue” Curve is starting at Zero as _____ with no unit sold, from where it is rising steeply. As the revenue has to exceed _____ the slope of the “Sales Revenue” Curve has to be greater than the cost curves.

At the intersection of the “Total Costs” Curve and the “Sales Revenue” Curve there is _____: This point marks the threshold from where _____. The profit area equals the area between _____ and the “Total Costs” Curve. Before that point the “Total Costs” Curve is _____ the “Sales Revenue” Curve and so the area between those curves represents the loss zone.

Info Gap – Student B

The “Variable Costs” Curve starts at Zero as there are no variable costs occurring when there are _____. From that point on the curve is _____.

The _____ is starting at some point at the Y-axis and from that point stays at the same level as fixed costs do not vary with the amount of units.

The “Total Costs” Curve represents the sum of the _____ and the _____ so it is starting at the same point as the “Fixed Costs” Curve and rising _____ the “Variable Costs” Curve.

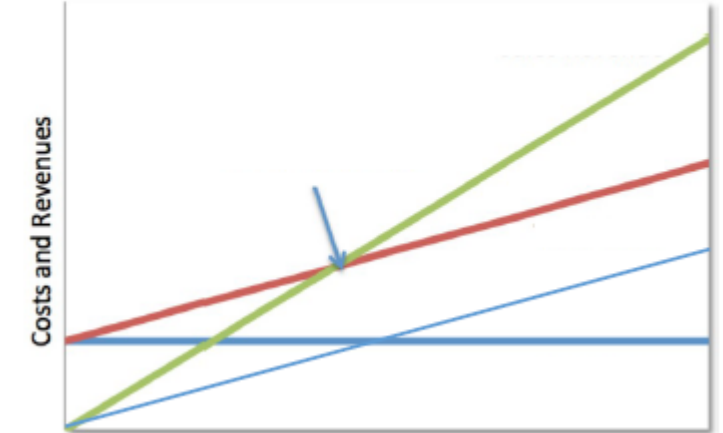
The “Sales Revenue” Curve is starting at Zero as there is no revenue with no unit sold, from where _____. As the revenue has to exceed at least the variable costs the slope of the “Sales Revenue” Curve has to _____ the cost curves.

At _____ of the “Total Costs” Curve and the “Sales Revenue” Curve there is the “Break-Even-Point”. This point marks the _____ from where profit is gained. The profit area equals the area between the “Sales Revenue” Curve and the _____.

Before that point the “Total Costs” Curve is above the “Sales Revenue” Curve and so the area _____ represents the loss zone.

Worksheet 2 DIRECT COSTING

Please label all curves and the arrow on the graph with the help of the solved Info Gap!



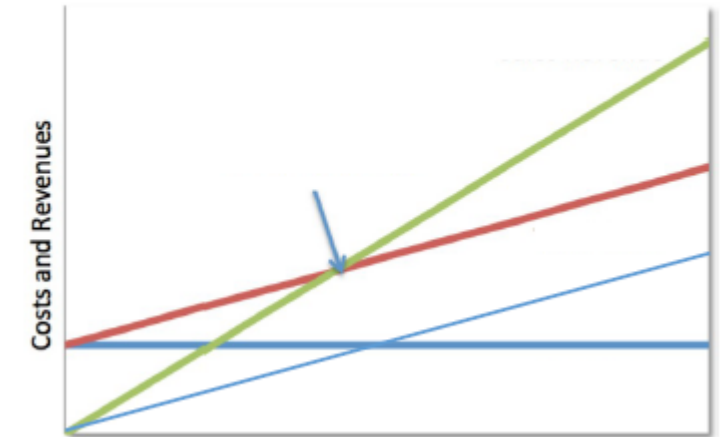
Supporting spoken output – Direct costing

1. Try to create meaningful sentences!

I am sure that...	rent				...it/they can be directly linked to the product.
	purchase of wood				
	depreciation of machinery				
	leasing rates of van	...belong(s) to...	...variable costs...	...because...	... it/they do(es) not vary with the amount produced.
I think that...	fuel for van	...is/are part of...	...fixed costs...	...as...	... it/they cannot be directly identified with products.
	supply of glue		...direct costs...	...since...	... it/are not depending on the level of production.
In my opinion...	electricity bills	...has/have to be...	...indirect costs...	...for...	... it/they vary/-ies directly with the amount produced
	purchase of nails				... it/they only occur(s) during production.
	maintenance costs for building				
	staff costs				
	insurance costs				

Worksheet 2 DIRECT COSTING

Please label all curves and the arrow on the graph with the help of the solved Info Gap!



HTL CLIL future – The way ahead in 10 steps

1. Start in Grade 1
and/or develop academic language in English lessons
2. Set up systems for monitoring student language levels
3. Which teachers should attend professional development?
4. Decide on 'didactic methods' to be expected in class
Where possible develop skills using a CLIL approach (guiding input, supporting output)
Where 'lectures' are given, make them visual, guided, interactive, language-salient
5. Decide 'not' to teach certain subjects in English if conditions dictate
6. Create a CLIL identity in school, space (physical/online), time, groups
7. Encourage colleagues to 'explore' and 'innovate' (it's a learning process)
8. Publish your material (share)
9. Manage CLIL on a school basis (not individual teachers)
10. Grow the CLIL network in Austria and beyond

HTL CLIL future

- CLIL Conference 2019? (School-based approaches to CLIL)
- Schools and colleagues (students?) reporting back on their experiences

‘When I asked the students for a general feedback some of them were actually asking for more lessons in English language and so I found that very encouraging’.