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TO THE AUTHORS

Submit materials to the following e-mails: keithpkelly@yahoo.co.uk and elicit_bg@abv.bg

Font: Times New Roman, size 10 pt

Text length: 3 pages (about 5000 characters)

Begin with:

Topic

For which grade the material is

For what purpose the material is

How to use the material

Also send opinions, critics, etc.

Write author's name, position, e-mail

Cite sources in alphabetical order

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Cover idea: Hristiyana Blagoeva. 164 Spanish Language School – Sofia; hristi_bl@abv.bg

Cover design: Krsto Terziev, Kamelia Bisolnakova

Big Picture CLIL

Mapping CLIL - words, curricula, concepts and input media - Keith Kelly (keithpkelly@gmail.com)

This article will explore organizations in CLIL, from mapping subject-specific terminology with mind maps, their preparation, use in class, through encouraging self-study with Quizlet lists. We will look at concept maps and making invisible general academic language visible and accessible. From language we'll move on to curriculum maps and using organizations of curriculum content to highlight the 3Ds of CLIL (concepts, procedures and language) and stress that it is here in the curriculum where teachers can begin to make organized decisions about language in content. Lastly, we will explore 'ideas structures' in input content and at the idea of mapping text or multi-media content to guide students through reading, watching or listening to lesson input.

Introduction - Seeing the bigger picture

Some colleagues are attracted to CLIL 'projects', small-scale time-bound activities which they can slot into their curriculum. These CLIL projects offer a refreshing supplement to the 'regular' curriculum.

We're not going to talk about that approach to CLIL.

I'd like you to imagine that you are sitting with your curriculum document for the year to come. It's late Summer and you are preparing for your classes. Open the document and turn to the first unit of work. What you are likely to be looking at, if indeed your Ministry of Education provides such curriculum guidelines, is a section heading, sub-topics and aims and objectives (outcomes and how to get there) and within each sub-topic aims and objectives there will be information about new concepts and there may be descriptors of skills. The skills may even be divided into categories, such as subject-specific (e.g., 'science skills'), creative thinking skills, critical thinking skills, and if it's a very modern curriculum, it may even have 'life skills' or 'soft skills'. What the document is NOT likely to include beyond key terms (epithelial, muscular, nervous etc), is language needed to help meet the demands of the aims, objectives, and skills.

ELEMENT: Systems and interactions

Students should be able to:

4. describe the structure, function, and interactions of the organs of the human digestive, circulatory, and respiratory systems
5. conduct a habitat study: research and investigate the adaptation, competition and interdependence of organisms within specific habitats and communities
6. evaluate how human health is affected by: inherited factors and environmental factors including nutrition; lifestyle choices; examine the role of micro-organisms in human health.

Figure 1: Excerpt from a curriculum document

The first thing to do, is immediately add a column to that curriculum document unit of work and call it 'useful language'. Add a second column and call that 'activities' or 'procedures'. In the empty boxes you now have in your curriculum document, begin to audit your subject for key language to accompany the tasks you can use in your classes.

Key Language

There are three layers of language that a teacher can pay attention to in preparation of lessons: subject-specific language, general academic language, and peripheral language. The subject-specific language pretty much takes care of itself in terms of the curriculum guidelines. Biology teachers 'know' what specific terms they have to teach in a given unit. This language is frequently 'visible' in the textbooks, may be bolded on the page, and may be listed in a glossary at the back of the book. General academic language, on the other hand, tends not to be so obvious in the subject unless the teacher does something to make it visible. The language of 'cause-effect' is essential language in many areas of the curriculum and making note of some of this language, in order to strategically plan how to integrate it into lessons and activities is at the heart of a CLIL approach. Lastly, peripheral language, is the language of the classroom, the organisation, the 'chat' of the classroom which it may also be useful for the teacher to 'monitor', 'moderate' and plan for strategically.

Activities / procedures

Let's face it, every lesson on the same topic could be delivered in a very different way. All teachers have their own preferences, their own styles. But, in a CLIL curriculum, there needs to be a strategy where language is linked to what happens in the classroom. To give an example, the best way for a class to learn

how to use 'cause-effect' language in a science lesson is for there to be activities which 'make' the learners use this language. Now we are narrowing down the options, we can begin to talk about 'how' we 'make the learners use this language'.

Guiding input is the use structures to help learners process text, process input media, and *supporting output* refers to the provision of scaffolding for supporting learners to speak and to write. Collect as many examples as possible of these, and list them in your empty boxes.

Now take a step back from your curriculum document for a moment.

Imagine having all of this language audited and all of these procedures listed for the entire curriculum document. You will now be holding a CLIL curriculum document for your subject.

Step back further.

Talk to your colleagues, department heads, school management about what you have done. Share information about what language is common and where in the different subject curricula. Now do this up and own the age range as well. Plot and rearrange curriculum topics so that language and skills (procedures) are 'joined up' across the curriculum. Get everyone to do the same across the entire school curriculum. What you will be doing now is mapping CLIL across the school curriculum. When cause-effect language now appears in Science, it will also make sense for, say, Geography. This same cause-effect language now appears in the English language curriculum, perhaps just before it does in Science so that learners are more prepared for the work they are about to do in Science.

Now, your school is on the same journey, and everyone is using the same map.

The details of mapping CLIL

What I'd like to do now is look at the above in more details, and giving examples of 'mapping' in different parts of the curriculum subject areas.

1 subject-specific terminology

Begin mapping your subject-specific terminology. The benefit of giving your students maps of key terminology from your subject is that you give them a 'basis' on which to build their subject language. The maps can also be used for annotating in other languages. Give your students access to the software, and encourage them to edit the maps with their own content terms (colour, shape, symbols, sound, video).

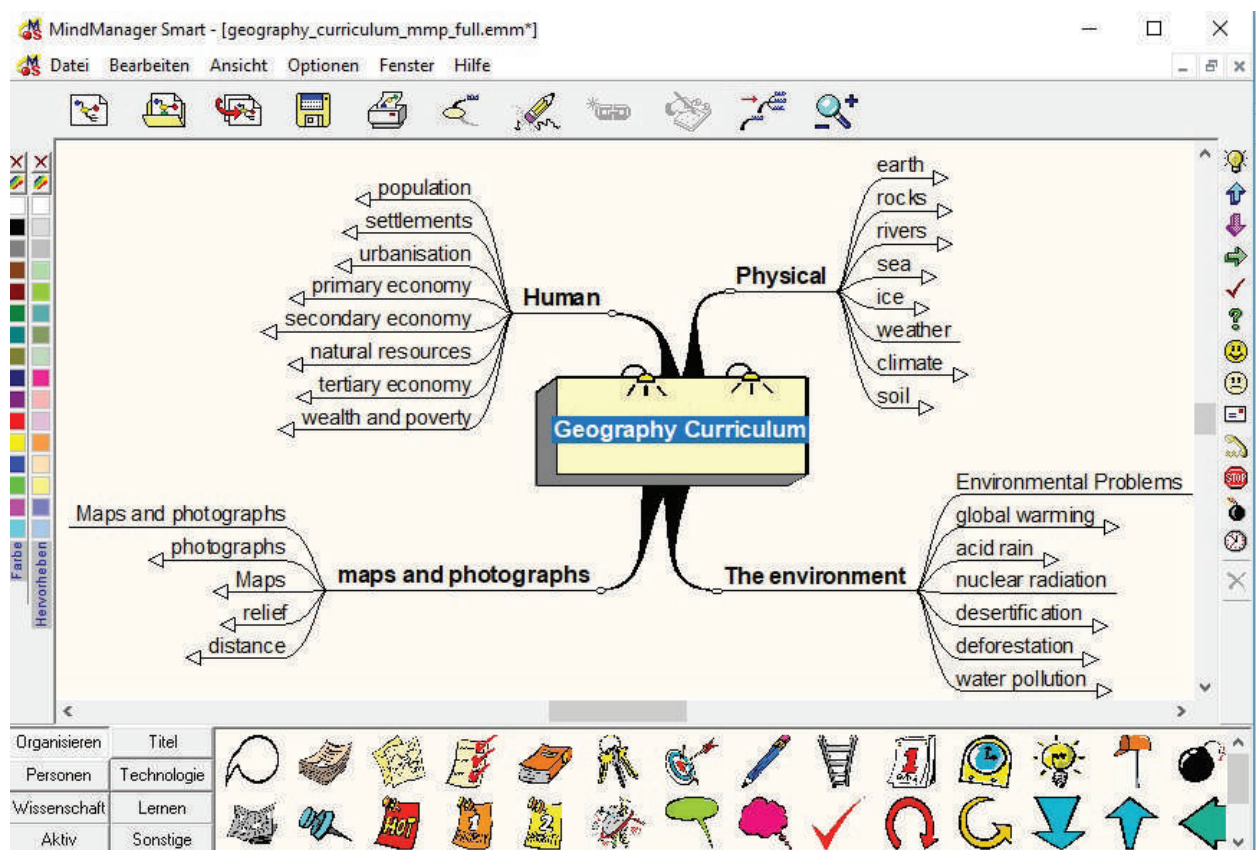


Figure 2: Example Mind Map - Secondary Geography (using MindManagerSmart)

Encourage self-study using the maps (compare this with an approach which asks learners to write out new words x times). Offer techniques for learners to memorise maps. The map is highly learner-friendly and learning-friendly.

Put all your terms into Quizlet lists and give a homework for your learners to work on the week's list on their smart phone, tablet, laptop etc at home, on the bus, at the bus stop. Build the maps and lists once, use as many times as you like.

2 concept maps and general academic language

Concept maps like those at *cmaps* allow users to embed general academic language in the branches of maps, unlike mind maps which just have 'cells' populated with language items.

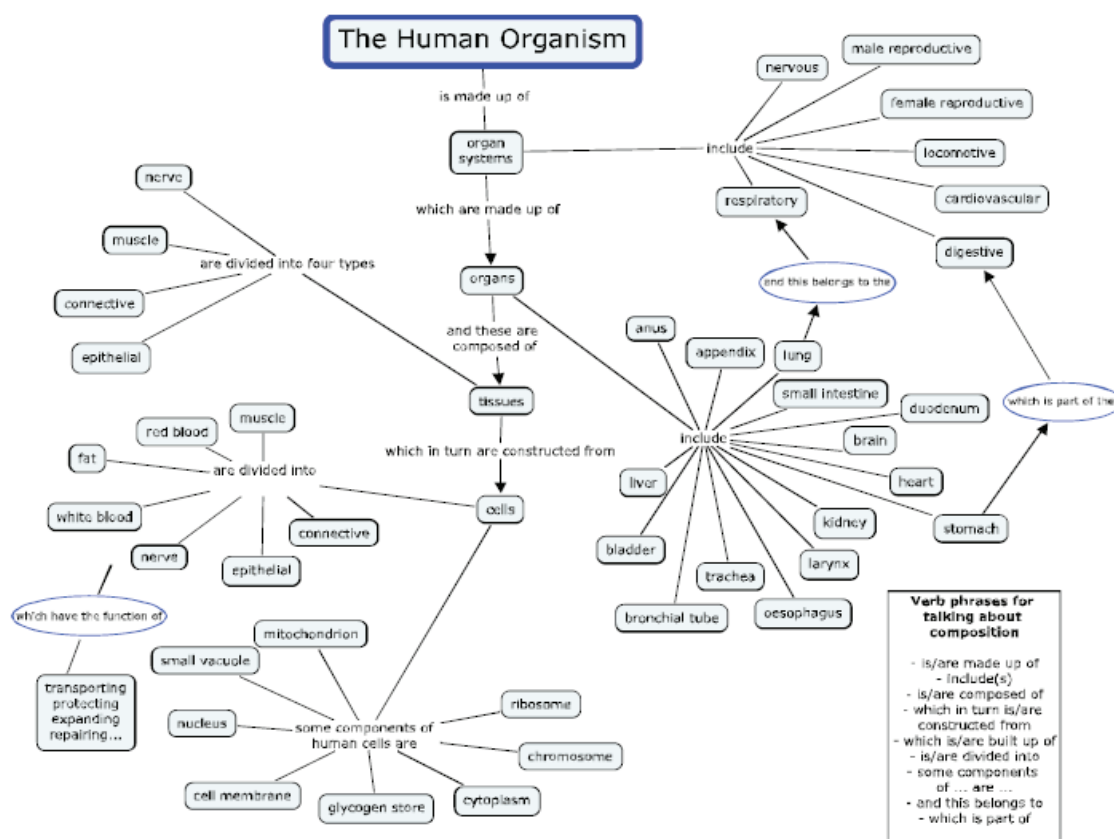


Figure 3: Example concept map - The Human Organism

Once you have audited and mapped the general academic language of a sub-topic in your subject, consider how you can combine the subject-specific language with the general academic language in a reference resource for learners to turn to in order to check that they do actually know what they are expected to know in your curriculum document.

3 curriculum maps

The three dimensions of CLIL are language, procedures and concepts. Curriculum guidelines for CLIL must be designed in 3D.

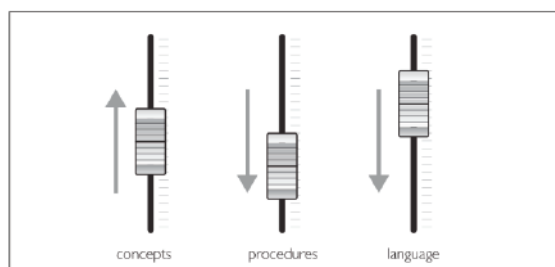


Figure 4: The Mixing Desk Metaphor for CLIL

3D CLIL allows teachers to make considered decisions about how much attention they pay to the language, the procedures and the concepts depending on where their students are at any given moment in their learning and in the subject curriculum. Like a mixing desk in a music studio, the 'volume' can be turned up or down on concepts, procedures and language, depending on specific learner needs.

Highlight concepts, procedures and language in your curriculum tables, link them to tasks, make decisions about language initially here in your curriculum document.

4 concept structures

Another interesting way of looking at maps is to consider how you can map concept structures for use in tools during lessons. These tools can be used for both 'guiding input' and / or 'supporting output'.

Identify ideas 'maps' in subject texts and in multi-media content to guide your students through lesson input content.

Note - SKILLS!!!

Table 5.1 Functions of language across the curriculum

Stage	Curriculum area	Activity	Functions of language which may be used
Primary 1/Year 1	Maths	Group sorting objects into heavy and light	Comparing, classifying, agreeing, disagreeing, describing
Primary 3/Year 3	People in the Past/History	Class discussion reporting findings of what games their grannies played when their age	Enquiring, questioning, explaining, describing, reporting
Primary 4/Year 4	PE	Groups to plan and implement sequences of rolling movements	Planning, giving instructions, evaluating, suggesting, expressing position, explaining
Primary 5/Year 5	Science	Group testing waterproof qualities of materials and recording results	Comparing, classifying, evaluating, identifying, hypothesising, planning, predicting, reporting
Primary 7/Year 7	People and Place/Geography	Discussion about the destruction of rainforests and what might happen in the future	Hypothesising, inferring, predicting, speculating, suggesting, wishing
Secondary 2/Year 9	Art	Reporting on a visit to a gallery	Expressing likes and dislikes, comparing, evaluating, agreeing and disagreeing, identifying
Secondary 4/Year 11	Modern Studies/Citizenship	Planning a visit to parliament	Asking for permission, planning, suggesting, asking for directions

Geri Smyth, 2003, *Helping Bilingual Pupils to Access the Curriculum*
David Foulton Publishers, UK

Remember - Classifying and categorizing?

There are	types	:	Y and Z.
	kinds	:	These are Y and Z.
The	two		
	classes	of X	
	categories		are Y and Z.
	sorts		
	varieties		

consists of	categories		
X comprises	classes		These are Y and Z.
	two		Y and Z.
can be divided into	kinds		
	types		
	varieties		

Y and Z are	classes		
	kinds		
	types	of X.	
	categories		
	varieties		

We can classify X	according to		
	on the basis of	W.	
	depending on		

Figure : Procedures and skills in curriculum document and the language that goes with them

Identify ideas structures and embed key language in these structures to support your learners in speaking and writing in your subject.

Conclusions

What we've looked at in simple terms is the 'big picture' of organizing learning in a CLIL programme. We've looked at the curriculum guidelines as a starting point for auditing language (3 layers: subject specific language, general academic language, peripheral language) and for highlighting key procedures (activities) which respect the three dimensions of CLIL: concepts, procedures and language. We've looked at mapping subject-specific language, and the maps as a self-study tool, along with apps like Quizletm for learners. We've considered concept mapping for producing pictures of ALL the language in a unit of work. We've also looked in closer detail at maps of content ideas and structures and how they can be exploited to guide learners through input content, and support learners with their own spoken and written content output.

All of the above is at the heart of the course - Putting CLIL into Practice to be held at Plovdiv Medical University, July 9th to 13th, 2018.

<https://erasmus.mu-plovdiv.bg/en/putting-clil-into-practice-course/course-information/>

Come join us!

Best wishes

Keith

www.factworld.info

Games in Education

The FACT group met on Saturday May 19th 2018 at Anglia School's Kapitan Raicho premises in Plovdiv with the aim of discussing games in education. This section presents a summary of what was shared and discussed.

A word games

These games can be used with any number, in a large group, or whole class information sharing, usually within a scenario or a role play. They also include 'guessing' games like Taboo. This first activity is taken from 'Advanced Communication Games' by Jill Hadfield and gives an example which can be applied to any subject. All you need is a collection of images related to the subject topic.

14 Define it!

Type of activity

small group
card game

Function practised

defining

Exponent

X is a . . . used for . . . -ing.
or *X is a . . . used to . . .*

Lexical areas

everyday and scientific objects

RULES

- 1 Play this game in groups of three or four.
- 2 Shuffle the cards and deal them out equally to each player.
- 3 Look at your cards but don't show them to the other players.
- 4 Player 1 chooses a card and defines the object in the picture, for example, *This is an object used for measuring temperature.*
Do not say the name of the object!
- 5 The other players must try to guess the name of the object.
- 6 The first player to guess correctly may collect the card and place it face down on the table as a 'trick'.
- 7 If no one can guess, the first player must define the object again in a clearer way.
- 8 Then it is the turn of the player who guessed correctly to choose a card and define it.
- 9 At the end of the game, the player with most 'tricks' is the winner.

How to use the game

Divide the class into groups of three or four.

Copy one set of cards for each group.

The cards should be shuffled and dealt out equally to each player in the group.

The first player chooses a card and defines it (without saying the name of the object).

The other players must guess what the object is.

The first player to say the name of the object correctly, may collect the slip of paper as a 'trick', and the turn passes to him/her.

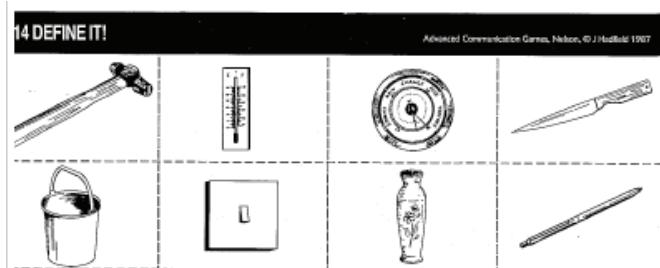
If no one can guess, the first player must try to define the object again.

The object of the game is to collect the most 'tricks'.

A rules sheet for this game is to be found at the back of the book.

Problem vocabulary

tool, instrument, container, thermometer, barometer, spanner, corkscrew, screwdriver, tin-opener, bottle-opener, pram, paperclip, magnifying glass, measure, bang, pressure, contain, hold together, experiments, conveying, supporting, magnifying



Advanced communication games (Jill Hadfield - Wesley Longman)

Another sources of excellent vocabulary games ideas is 'Vocabulary Games and Activities' from Peter Watcyn-Jones, Penguin.

The 'guess the word/object' example above can be adapted to a number of similar activities.

1 - 'Guess the Post-it': Students are put into two teams (teams of 3/4). Students are given a number of post-its to write terms on from a set topic (they can use their textbook if needed to find words). Once they have written the terms, they hand the pile of terms upside down to the other team, and receive a pile from them. Team A goes first, and one player sticks a Post-it to their forehead. The student with the Post-it can ask any questions they like to their team mates, but team mates can only answer 'yes' or 'no'. If the student with the Post-it is able to guess the term, the team gets a point. If it is not guessed the term is replaced to the bottom of the pile and the turn passes to the other team. Time limit - one minute per turn.

2 - 'Taboo': Students are put into two teams. Each team has a pile of scrap paper on which to write terms from a specific topic. The papers are folded and placed into a basket and mixed. Team A goes first, and one student picks out a paper and tries to describe it to team mates without mentioning the word itself, or derivatives of the word. If team mates guess the word, it is discarded and another taken, described. If it is not guessed, the paper is folded and replaced into the basket. A point is given for each word guessed within a one-minute time limit per turn. Then team B takes a turn, and so on until all the words have been guessed.

3 - 20 Questions: An old favourite game where one student 'thinks' of a term (place, object, person, process) and the other students can ask questions to which the student is only allowed to answer 'yes' or 'no' and counts on their fingers from 20 down to zero. Can be played in teams. If the group guess the term, the person with the correct answer takes a turn.

4 - Without 3 Words: The class is given a category to think about, for example 'mammals'. Each student is given a sheet of paper on which they write a term from this given category. Then the sheets are collected in and handed back out so that each student gets a different word from the one they wrote. On this second sheet, the students must write three associated words to do with the word they see written down. Be quick, make them write the first things that come to mind. The sheets are collected in once again, and now the group can be split into two teams. One student from team A takes a sheet, and must describe the 'head' word WITHOUT mentioning the three words written underneath. If the team guesses it correctly within the time limit (one minute), the team gets a point, if not, the sheet is returned to the bottom of the pile and the turn passes to the other team.

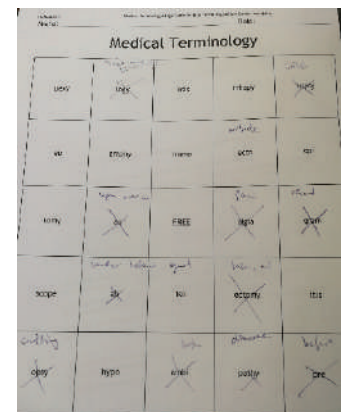
5 - Word Bingo (or with parts of words): Students are given a sheet with a table containing 5 x 5 words (or parts of words). Teacher gives a definition, and if the students have the term or part of word, they cross it out. First students to make a line, and/or full house wins a prize.

created using www.wordmint.com

6 - Word search: As with 'word bingo' there are plenty of sites out there for creating other word activities, Word Search is one of these. A mechanical puzzle activity where students have to find themed or topic related words 'hidden' among a page of random letters.

<http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>

7 - Crosswords: Themed crosswords are a similar puzzle game which lend themselves to language development and what is essentially a reading and vocabulary activity can easily be turned into a paired speaking activity if you prepare your crossword so that student A has half and B the other half of the answers filled in. This way, they have to talk to each other to fill in the words missing from their own version of the crossword.

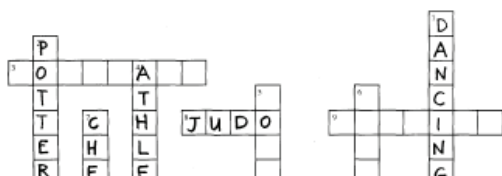


32 HALF A CROSSWORD: SPORTS, HOBBIES AND PASTIMES

GROUP A

Work in Groups A and B. You are A.

The crossword below is only half filled in. Group B also have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. 'What's 3 across?') and answer by trying to explain each word.

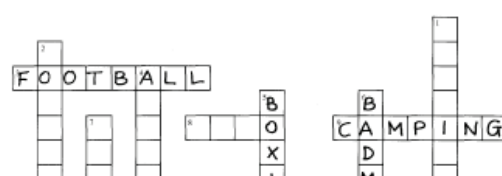


32 HALF A CROSSWORD: SPORTS, HOBBIES AND PASTIMES

GROUP B

Work in Groups A and B. You are B.

The crossword below is only half filled in. Group A also have a crossword that is only half filled in. Take it in turns to ask what the missing words are (e.g. 'What's 2 down?') and answer by trying to explain each word.



From Vocabulary Games and Activities for Teachers (Watcyn-Jones, Penguin)

8 Hangman: Needs little introduction. Medical terminology hangman was offered!

<https://www.quia.com/hm/160352.html>

Online language games and activities are a growing area of possibility. We just mention Quizlet here as a favourite in our group - www.quizlet.com. Bear in mind that with Quizlet, you only need upload lists of words and definitions and the site does everything else for you, including creating word guessing games and races against each other and the clock!

B Grammar games

1 Broken sentences: These are good for both terminology and grammar, split up sentences, put the pieces on cards and get students matching them up.

7 BROKEN SENTENCES 3

I won't get...	...married until I'm...	...at least 25.
I'd change my	name if I weren't	happy with it

7 Broken sentences 3 *Intermediate*

In this activity students have to put together sentences which have been broken up into three parts.

Method

- 1 Copy and cut up the broken sentences on page 33, so there is one sentence for each group of three students in the class.
- 2 Students walk around the room trying to find their "group". Once they have, they sit down.
- 3 Check by getting each group to read out their sentence.

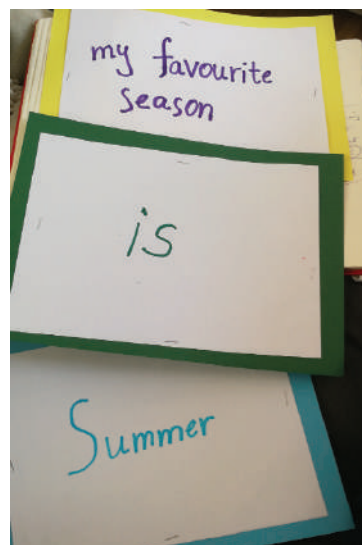
From Grammar Games and Activities - Peter Watcyn-Jones, Penguin

2 Body grammar: This game was offered for younger learners, but like Broken Sentences above can be adapted for older students and incorporate content material.

With Body Grammar, students are given one part of a sentence on a coloured card, and they have to get up move around to place themselves in the correct order to make a sensible sentence, the colours relating to parts of sentences.

3 Ranking:

Another favourite from Watcyn-Jones is Grammar Games and Activities. I like the ranking activities, they seem to fit in with a 'concepts and procedures' approach found in CLIL and lend themselves to a content focus.



103 RANK ORDER 1

What are you afraid of?

- 1 Failing a test or exam.
- 2 Looking foolish in front of others.
- 3 Being a passenger in an aeroplane.
- 4 Rats and mice.
- 5 Hypodermic needles.
- 6 Being alone.
- 7 Death.
- 8 Blood.
- 9 Heights.
- 10 Losing my job.
- 11 Closed spaces, e.g. lifts.
- 12 Spiders or snakes.
- 13 Strange dogs.
- 14 Being alone in a train compartment with a complete stranger.
- 15 Thunderstorms.
- 16 Meeting someone for the first time.
- 17 Speaking in front of a group of people.
- 18 Not being a success.
- 19 Being a passenger in a car which is being driven fast.
- 20 (Anything else?)

You	Pairs	Group

103 Rank order 1

Intermediate

In this and the following two activities, students have to rank things in order of importance, working first alone, then in pairs and finally in groups.

Grammar points

Ranking items on a scale; Use of comparatives when discussing the order of items

Method

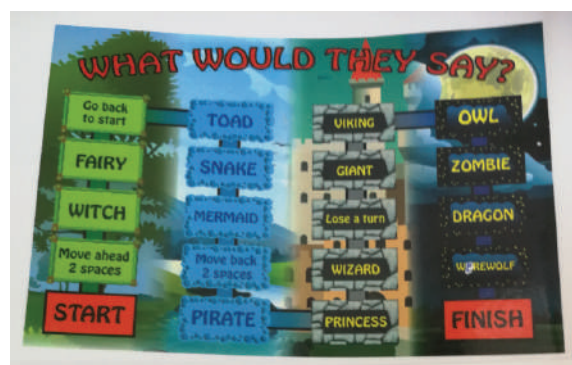
- 1 Give each student a copy of the handout on page 171.
- 2 Tell each student to choose **twelve** items from the list that they are most afraid of. There is no need to rank them at this stage. They simply put a tick or a cross in the boxes marked *You*. Set a time limit
- 3 Now everyone works in pairs. Working together, they choose **ten** items from the items they have both chosen. (They may need to compromise.) They mark these in the boxes marked *Pairs*. Again, set a time limit.
- 4 Finally, they work in groups of 3-4. This time, from their list of eight, they choose **six** items, but this time they try to rank them in order, with 1 being the item they are most afraid of. They mark these in the boxes marked *Group*. Set a time limit as usual.
- 5 As a follow-up, ask one person from each group to list their choices. (You could even write them up on the board, to see if people share the same fears.)

Acknowledgement: The statements for this activity and activities 104-105 are adapted from *The Book of Tests* by Dr. Michael Nathenson, published by Fontana Paperbacks, 1984.

C Board Games

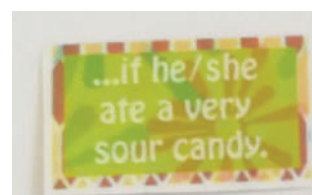
1 What would they say: A nice DIY board game from practising crazy questions and acting out fantastic answers!

This game was brought to our FACT meeting, but we don't have a link. Do please report to us where it is from if you know, so that we can acknowledge the source of this very creative language game.



You play as individuals in a small group, each with a counter (a coin?) and you roll the dice to move along the board.

Where you stop, you adopt that character, then you pick a card and spin the wheel.



Our discussion then threw up a number of other board games.

2 Scrabble: available in many languages these days and online in several versions and formats.

3 Pictionary: In the original Pictionary game, you play in a team, you pick a card and then you have to draw a picture of the word in the category you have from where you land on the board after rolling the dice. It could be 'Person, place or animal', for example. So, your word may be 'Niagara Falls', which you then have to draw on a sheet of paper for your team to guess. If they get it right in a limited time, you play again. This can be easily adapted to content themes and cards.

4 Dixit: Another board game with pictures. Here, you play as individuals. Each player receives a hand of cards containing fantastic art images and whoever has the turn has to say a phrase, or saying they associate with their chosen card. They say their phrase to the group and place their card faced down on the table. Then the other players have to choose a card from their hand which most closely represents the phrase just spoken. When all cards have been placed down on the table, the person whose go it is, turns all the cards over, and the other players then must decide which was the original card placed down on the table. The player who chose the card and saying, reveals which is their card. You get a variety of points which move you along the board according to how many or few guess your card.

5 Guess Who: Guess Who is a simple board game for two where each player has a collection of pictures of people's faces. Student A picks a picture and Student B must then ask questions to 'Guess Who', such as 'Does he have red hair?', and according to the answers, 'yes' or 'no', they must identify who the picture is by eliminating those pictures on their side of the game which do not fit the description.

D Card games: Cinquillo

Moving on from Dixit, we also spoke about 'Card Games' as we had one to hand called 'Cinquillo' which is a maths card game where each player takes a card without looking at it, and sticks it to their forehead. Looking at the other cards, each player has to guess the sum total of all the cards and deduce as closely as possible the value of their own card.

E Dice games: Story Dice

Story dice are simply a set of dice with faces covered in small drawings or pictures. You roll the dice and tell a story. Great language!

F Extras:

- **Remember the text on the board:** You have a core text, you'd like your students to 'know' the content of it. Do it as a boring dictation with the class. Tell them to close their books. Ask them to remember and you write it up on the board as they speak, help them where needed to recreate the text.

Once it's there, begin to delete 'easy' parts, like function words 'a', 'the'. Once you've gone through, ask someone to 'read' the text. Now delete something else, simple like 'is', 'are' and ask someone else to read it. Continue till you delete the whole text down to its core 'content' words. Ask someone to read it. Now delete the entire text, ask if anyone can remember it. Then let them check their own dictations.

- **Running Dictation:** Put students in pairs. Student A is the writer, and B the runner. Stick a text on the wall of the classroom and then tell B to go to the text to memorise as much as possible, come back and dictate it to A and continue till they finish. Then they check with the original.

- **Describe and draw:** Put students in pairs, give one a drawing, the other a pencil and sheet of paper. Tell A to describe their picture to B, then let them compare.

- Decision making role plays

www.decide.eu is a platform of issues and problems for group role playing in many languages. 'Blood Pressure' is one theme, for example. You download the information cards and sheets and groups of students must read, and make agreed decisions as a group to 'solve' the issue at hand.

Articles

1 Language learning through interactive games (Språkinläring med interaktiva spel)

Ece Khatibi & Eva Cowie

<https://muep.mau.se/bitstream/handle/2043/16116/EceandEvafinalexampaper1.pdf> ((200518))

Conclusions - underused, technology is available, encourages communication

Must read! - 2.5.3 Interactive Games and Learning (learning by doing brings total immersion (Minecraft)

- learning by making mistakes (Quizlet) - goal oriented learning is key - discovery learning is central - task-

based learning goes straight to the problem - situated learning gives meaning - role playing increases learning.

2 Games in the Teaching of English

Blanka Frydrychova Klimova

https://www.researchgate.net/publication/282536479_Games_in_the_Teaching_of_English ((200518))

Nice readable summary and discussion of 'language' focused games.

3 Language learning apps or games: an investigation utilizing the RETAIN model

Glenda A. Gunter, Laurie O. Campbell, Junia Braga, Marcos Racilan, Valeska Virgínia S. Souza

<http://www.scielo.br/pdf/rbla/2016nahead/1984-6398-rbla-1984-639820168543.pdf> ((200518))

I read this because of its focus on apps, and simply because I don't think much about them in my work. There is a lot of research and evidence to show they can boost learning.

Conclusion - I'm now going to look for games I do know, and if they are available in a language I am learning.

4 The use of games in the language classroom

Sigríður Dögg Sigurðardóttir

<https://skemman.is/bitstream/1946/6467/1/Sigridurdogg2010.pdf> ((200518))

Highlights key categories and gives one 'really good' activity for each category.

Forum discussion

Oodles of forum suggestions for classroom games:

<https://boardgamegeek.com/thread/180370/good-esl-games>

Dinosaur series - Anglia School



Ancient Greek Olympics and ancient Greek philosophy

Mag. Thomas Ziegelwagner, MSc., teacher BHAK St. Poelten, Austria

e-mail: thomas.ziegelwagner@gmail.com

Purpose of the material: Students are enabled to understand the basic ideas, reasons for and meaning of the Ancient Greek Olympic Games and to get a first insight into ancient Greek philosophy and its most important proponents. In addition, the tasks help students to learn new sports vocabulary and basic philosophical and medical expressions in connection with Greek philosophy.

How to use the material:

Lesson plan:

Part 1:

- Teacher asks students to brainstorm ideas in pairs or small groups about the modern day Olympic Games – e.g. when they take place, where they take place, the name of some disciplines, how people can watch the events, the reasons why spectators and sports people take part in the Olympics. Discussion of results in plenary. (5-10 minutes)
 - Students watch a short documentary (12 minutes) about the Ancient Olympic Games:
 - While watching they are supposed to take notes on the following topics (Worksheet 1): (12 minutes)
1. The sacred site where the Olympic Games were held and the religious aspect of the event.
 2. The spectators
 3. The different disciplines

The video can be found on YouTube: https://www.youtube.com/watch?v=ht1j4_qV6js

It can also be played with subtitles in order to make understanding easier.

If necessary the teacher can show the video twice, depending on the level of the students.

- Teacher compares results with students (5 minutes)

Part 2:

- Students get two pages of text input about Ancient Greek Philosophy and Science (Worksheet 2) and are supposed to read the text carefully. (10 minutes)
- Students get a quiz (Worksheet 3) that lists a number of famous Greek Philosophers and discoveries or philosophical statements/achievements that these philosophers made but in a mixed up order – the task of the students is to match the philosophers with the discoveries/statements/achievements. (5 minutes)
- Students get together in groups of four and compare and discuss their results (5 minutes)
- Teacher compares the results with the students/groups. (5 minutes)

Part 3:

- Students get a page with a crossword (Worksheet 3). The crossword features words and phrases that came up in parts 1 and 2. (5 minutes)

Sources:

Cootes, R. J., Snellgrove, L. E., The Ancient World, Longman Secondary Histories, Edinburgh 2004, p. 114-115.

Internet sources:

Encyclopaedia Britannica: Text about Eratosthenes

<https://www.britannica.com/biography/Eratosthenes>

History in an hour: Text about Herophilus and Erasistratus

<http://www.historyinanehour.com/2012/12/17/herophilus-and-erasistratus/>

Puzzle-maker: Helps you create crosswords

<https://www.puzzle-maker.com/>

YouTube: Video on the Ancient Olympic Games

https://www.youtube.com/watch?v=ht1j4_qV6js

Worksheet 1 Ancient Olympic Games:

Task 1: Brainstorming – what comes to your mind when you hear the term ‘modern Olympic Games’? Discuss the following aspects with your neighbours:

- When do the modern Olympic Games take place?
- Where are they held?
- Name some of the disciplines which are part of the modern Olympics.
- Explain how people can watch the Olympics.
- Discuss why spectators and sports people want to be a part of the Olympics.

Task 2: Watch the documentary on the Ancient Olympic Games (https://www.youtube.com/watch?v=ht1j4_qV6js) and take notes on the following topics:

1. The sacred site where the Olympic Games were held and the religious aspect of the event.
2. The spectators (who, how many, how they watched the games)
3. The different disciplines

Worksheet 2 – Ancient Greek philosophy and science:

Task 1: Read the two texts below carefully.

Socrates, Plato and Aristotle:

The Greeks loved to ask questions about life and nature, knowledge and truth. A questioning search for the true meaning of things is called philosophy. The greatest Greek philosopher, Socrates, was an ugly, clumsy man who would stop passers-by in the street and ask questions like ‘What is love?’ or ‘What is justice?’. Some people were merely annoyed and hurried on. Others found themselves forced to think deeply about such matters.

Socrates did not write any books, but a lot of what he said was written down by his pupils, particularly Plato. Plato’s writings are not always an accurate account of Socrates’s opinions but thanks to him we can get some idea of the fascinating conversations the philosopher had with his friends. Such an outspoken man made enemies as well as friends. Eventually Socrates was accused of leading young people astray with his talk. He was sentenced

to death and, although he could easily have escaped, he refused to do so because it would have meant breaking the city's laws. He died bravely, talking to his friends as he sipped a cup of poison.

Plato was different from his famous master. He wrote poems and plays, and also studied science. He had a keen interest in politics and this led him to found a school for statesmen. However, his only attempt to train a real statesman, Dionysius of Syracuse, was a failure. His book, 'The Republic', describes what he thought to be a perfect city-state. Plato did not believe in democracy. He favoured the rule of 'philosopher-kings' who would spend many years being specially educated for the task. Plato's book, which is written in the form of discussions between Socrates and his friends, has influenced people ever since, especially on the subject of education.

Another famous Greek philosopher, Aristotle, set out to gather as much information as possible about the world around him. 'All men possess by nature the desire to know', he wrote. It was certainly true of Aristotle himself. Altogether, he is said to have written 146 books, although some were almost certainly written by his pupils. The few which survive show the great variety of his interests. For example, there is one 'On Alexander', a military conqueror, who was his pupil for three years, and others 'On drunkenness' and 'On being given in marriage'. He also wrote important books on politics and oratory (the art of public speaking). Aristotle founded a school in Athens. It was called Lyceum because it was near a temple called the Apollo Lyceus.

Eureka!

The Greeks' curiosity led to many discoveries in mathematics and science. For example, Pythagoras and his pupils established a number of important rules for geometry. Pythagoras also declared the world to be round when most people thought it was flat. Aristarchus was the first man known to have suggested that the earth and planets moved around the sun, instead the other way round. Another Greek scientist, Archimedes of Syracuse, realised as he sat in his bath that a body placed in water displaces the same volume of water itself. Delighted, he jumped out naked and ran through the streets shouting 'Eureka, Eureka!' (I've found it.).

Hippocrates was the first famous Greek doctor. He founded a hospital and wrote books on medicine. His habit of keeping a careful watch on a patient and recording every symptom is the basis of the way doctors work today. Hippocrates described how he believed a good doctor should behave:

Carry out your treatment in a calm and orderly way ... What is needed is often not reasoned diagnosis but practical help. So you must predict the outcome from your previous experience ... Be brief, be encouraging and sympathetic, show care and reply to objections, meet any difficulties with calm assurance, forbid noise and disturbance, be ready to do what has to be done.

Few doctors of Hippocrates's day would have lived up to such standards. Indeed many of them relied on herbs, magic spells and superstition. Hippocrates once said it was fortunate that serious illnesses were in the minority because the same was true of good doctors!

Herophilus and Erasistratus, conducted ground-breaking investigations into internal human anatomy. This research was important not only because it corrected many ancient misconceptions about the body, but because the doctors are believed to have reached their conclusions by dissecting human corpses, a practice outlawed in the Ancient World. Herophilus concluded that the brain was therefore the controlling organ in Man, through which 'all bodily actions are accomplished'. One of Erasistratus' most important works focused on the veins and the arteries and he appears to have been very close to discovering the circulation of the blood, a feat eventually achieved by English physician William Harvey in 1628 CE.

Eratosthenes made the first measurement of the size of Earth for which any details are known. He was able to calculate the circumference of Earth, obtaining 250,000 stadia. His measurement of Earth's circumference may have varied by 0.5 to 17 percent from the value accepted by modern astronomers, but it was certainly in the right range.

Task 2:

Match the Greek philosophers below (A-J) with their discoveries or statements (1-10)!

1 2 3 4 5 6 7 8 9 10

GREEK PHILOSOPHY AND SCIENCE

Or

'I know that I know nothing'

The ancient Greeks loved to ask questions about life and nature, knowledge and truth. A questioning search for the true meaning of things is called philosophy. By doing this, the Greeks made many scientific discoveries, many of which would take centuries to be rediscovered after the end of the Roman Empire.

➤ Here you have a list of names of some of the most famous Greek philosophers and scientists. Try to match them with the discoveries or philosophical statements/achievements below:

A) Plato, B) Hippocrates; C) Aristarchus; D) Aristotle; E) Pythagoras; F) Archimedes; G) Erasistratus; H) Herophilus; I) Socrates; J) Eratosthenes

- 1) He found out that the earth and other planets revolve around the sun and not, as many people believed before him and after him that the sun and the planets revolve around the earth.
- 2) He produced the most accurate map that had yet been devised, calculated the circumference of the earth with an error of less than 200 miles and suggested that one could reach India by sailing west.
- 3) He was the first to practise human dissection and managed a detailed description of the brain, discovered the pulse and that the arteries contain only blood and that their function is to carry blood from the heart to all parts of the body.
- 4) He practised vivisection, discovered the valves of the heart and that the ultimate branches of the veins and arteries are connected.
- 5) He found out that when he sat in his bath that a body placed in water displaces the same volume of water itself.
- 6) He and his pupils established a number of important rules for geometry. A theorem that allows you to calculate the lengths of the sides of a right triangle ($a^2+b^2=c^2$) is named after him.
- 7) He founded a hospital and wrote books on medicine. His habit of keeping a careful watch on a patient and recording every symptom is the basis of the way doctors work today.
- 8) He believed that true knowledge can only be gained by constantly questioning assumptions that underlie all we do. He was sentenced to death for not believing in the gods and corrupting the youth and forced to drink a cup of hemlock (a poison).
- 9) He was an idealist and believed in order, harmony and morality. He wrote a famous book called 'The Republic' in which he describes what he thought to be a perfect city state.
- 10) He either invented or contributed to numerous fields of scientific study like biology, chemistry, astrology, logics, ethics, political theory and the history of sport. He was also a teacher of Alexander the Great. In the Middle Ages he would be regarded to be almost as knowledgeable as God and would be the prime source of reference for almost all scientific questions

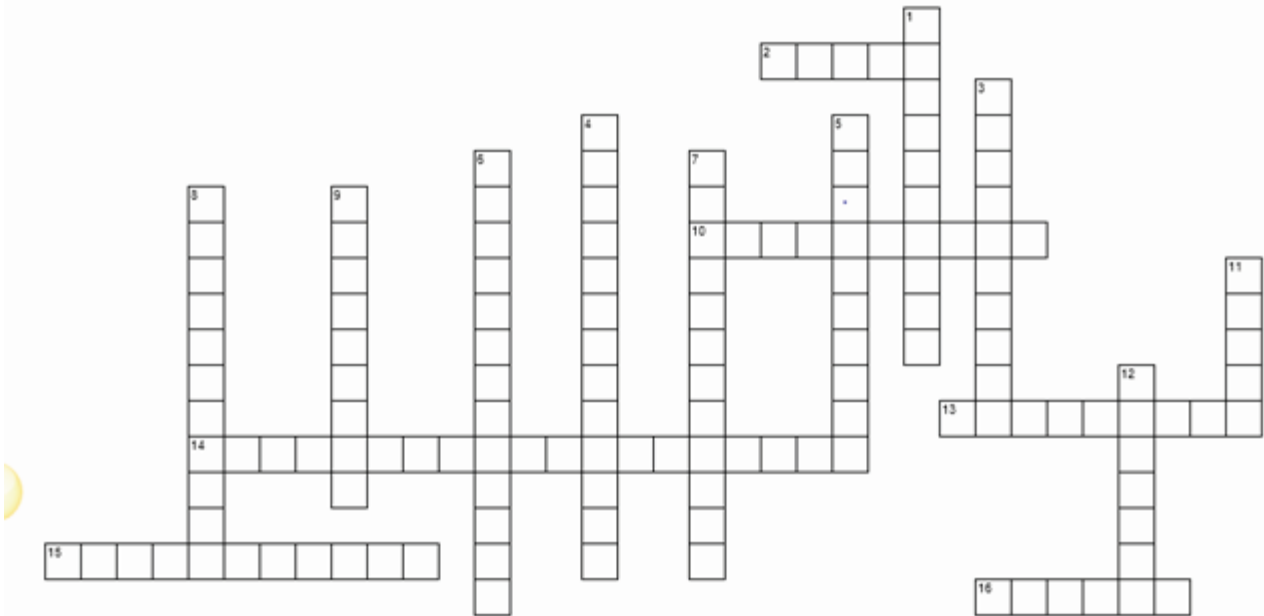
Task 3:

Get together in groups of four and compare and discuss your results. Try to convince your fellow group members that your solution is right with useful arguments. If you cannot reach an agreement in the group, you can agree to disagree and find out what is correct when we compare it in class.

Worksheet 3

Follow-up exercise: Do the crossword with words and phrases from the lesson on the Ancient Olympic Games and Ancient Greek Philosophy.

Ancient Greek Olympics and Philosophy



ACROSS:

- 2) tubes in the body of a person which carry blood to the heart
- 10) people watching an event (e.g. a sports event)
- 13) something that is done for someone in order to show affection or respect (adjective)
- 14) to move around the central star in a solar system
- 15) holy area
- 16) to create something new

DOWN:

- 1) an expectation or supposition that something will happen
- 3) to add to something
- 4) a flat shape that has three straight sides and three angles one of which is 90 degrees
- 5) a sports event with five different disciplines
- 6) the circular distance around the earth's equator
- 7) a sports event in which athletes try to sling a heavy, round plate as far as possible
- 8) a competition in which a vehicle with two wheels is pulled by horses
- 9) a high jump which athletes make over a bar with the help of a long stick
- 11) to establish, to form, or to start something new like a company, a school, or a town
- 12) a sports competition in which athletes try to throw a spear as far as possible

Key for tasks:

Matching exercise: 1 – C 2- J 3 – H 4 – G 5 – F 6 – E 7 – B 8 – I 9 – A 10 - D

Crossword: Across: 2) veins 10) spectators 13) dedicated 14) revolve around the sun
 15) sacred place 16) invent
 Down: 1) assumption 3) contribute 4) right triangle 5) pentathlon 6)
 6) circumference 7) discus throw 8) chariot race 9) pole vault 11) found
 12) javelin

**A few reflective comments on the CLIL-lesson about the ancient Greek Olympics
and ancient Greek philosophy:**

From a language point of view the lesson gives students the opportunity to practise four different skills.

In part 1 (the brainstorming about modern Olympic Games) students practise speaking in pairs and discussing ideas in plenary. If they take a few notes in writing, they also practise this skill to a certain extent. The teacher should be ready to supply new words (e.g. different sports disciplines of the Olympics) if and when students need them.

In addition, they get the opportunity to train listening skills while watching the documentary about the ancient Olympic Games and listening to the explanations given. For some students it may also be useful to play the video with subtitles to make comprehension easier. Depending on the level of the students, it can become necessary to show parts of the documentary or the whole film a second time. This can mean, however, that it will not be possible to do all the tasks within one lesson.

Again some writing skills are required when students try to take notes concerning the different aspects of the ancient Olympic Games. And speaking skills are tested to some extent when students compare and discuss their results in plenary.

In part 2 students are asked to do some intensive reading in an effort to understand the text in detail in order to do the following matching exercise. Depending on how much they remember, they may have to reread parts of the text again to be able to solve the task correctly. Again speaking skills come into play when comparing the results of the reading task in class.

Part 3, finally, offers the opportunity to remember and recycle some of the words and phrases which appeared in the documentary, in the reading text or in the matching exercise with the help of a crossword. For the teacher it is important to keep the vocabulary items which show up in this exercise in mind throughout the whole lesson and to make sure, therefore, that these words and phrases are known and explained to the students as they go through the different tasks. If this is not the case, students may have a hard (and probably also frustrating) time trying to solve the crossword.

Dinosaur series - Anglia School



LITTERATI



FRANCISCO JAVIER DE URIARTE SCHOOL (Cádiz, Spain)

Cleaning a “clean” beach

SCENARIO

7th grade students from Francisco Javier de Uriarte school decided to go for a walk to the nearest beach, Fuenterrabia beach, and take a look. Even though it is a pretty clean beach with good cleaning services they realised there were certain areas with a great concentration of litter (dunes, rocks...)

CHALLENGE

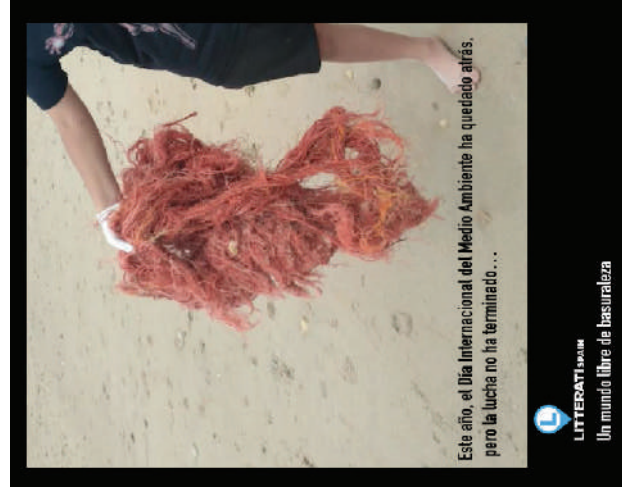
What can we (children/school) do to change this situation?

LITTERATI SOLUTION

The 5th of June, the International Environment Day, the students went to the beach with a Litterati expert and use the app to tag, map, and collect 890 pieces of litter, mostly plastics and fishing nets.

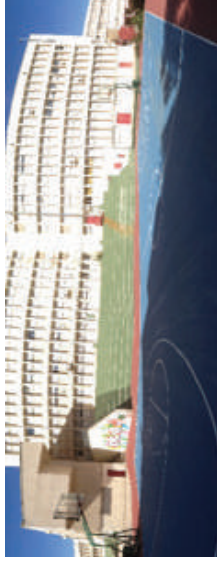
RESULTS

The school realized they could have a continuous impact if they sponsored the beach clean ups on a regular basis. The school principal and science teachers agreed to go once a month to clean those dirty parts of the beach and take the plastic litter to a plastic container so it can be recycled.





RENACIMIENTO



RENACIMIENTO HIGH SCHOOL, Madrid, Spain

A Cleaner Campus, a cleaner neighbourhood

SCENARIO

Teachers and 16 year old students from Renacimiento High School want to help stop the litter problem in their neighbourhood and in their campus. They decided to take action starting with their school surroundings.

CHALLENGE

How can the school create an impact in the community and raise awareness about the litter problem in the neighbourhood?

LITTERATI SOLUTION

A pilot project carried out by 10 students and two teachers started by cleaning different areas of the campus using the Litterati app to geolocate and propose three different solutions: more bins and different localisation of the bins in the playgrounds, a clean point with plastic and paper containers and a authorisation from the local authorities to create a protected colony of cats with feeders.

RESULTS

A program developed in collaboration with Litterati that promotes environmental education in the center for the next year.

Carry out talks organized by the students and addressed to the residents of the neighbourhood with the objective of raising awareness about the importance of having a clean litter free environment





ARTURO SORIA SCHOOL, Madrid Spain

A Science project to raise awareness

SCENARIO

After a brief presentation to set the context, 62 students of the 8th grade decided to clean the closest park to the school where the kids go when the classes are over. They collected almost 1,000 pieces in two hours.

CHALLENGE

Is it possible to create a sustainable change to the litter concentration in the local area around the school

SOLUTION

The teachers in collaboration with the Litterati Educational Program created innovative ways to create a sustainable approach to reducing litter in the surrounding environment.

RESULTS

Different solutions created by the students to raise general awareness in the school and surrounding neighborhood that consisted of:

1. A study of what & how to recycle in the most efficient way using the different containers. (Plastics, Glass, Paper, Organics & general waste)
2. A simple educative guide for other students of simple things you can do to help the environment.
3. Study of the data provided by Litterati to help to solve the litter problem in the surroundings of the park. (eg. They sent letters to local businesses regarding actions they can take to reduce the impact of cigarette butts, bottles, cans etc.. so they can take measures).
4. Creative awareness activities different teams created innovative messaging using Art, sculptures, mobile phone covers & T- shirts





Удвояване на резултатите с един урок: „Аз съм човекът“

Вероника Петкова, ст. учител по БЕЛ, Искра Неделчева, ст. учител по история и цивилизация - ПГАВТ „А.С.Попов“, София; veronika.petkova@abv.bg

Безспорен факт е, че съвременното училище поставя големи предизвикателства пред учителя. Той трябва да обучава, да възпитава, да спечели вниманието, доверието и уважението на една аудитория, която е с преситени сетива, която е все по-трудно да бъде мотивирана. Урокът в училище отдавна е излязъл от онези граници, които мнозина от нас помнят и свързват с времето, когато сме били ученици. Предизвикателство е да преподаваш хуманитарни дисциплини на ученици, които са дошли в училище, за да работят основно с компютър. Трудно е да се намери верния път, но не е невъзможно. Бинарните уроци са една подходяща форма. Тя е динамична, многопосочна с огромен потенциал.

Няколко основни цели са заложени в основата на бинарния урок „Аз съм човекът“. Това е урок за практическа работа, за обобщаване на знанията за Античност и Ренесанс. Той дава възможност на учителя не просто да провокира вниманието и интереса на аудиторията, но и да го задържи и насочи към желаните резултати. Това става неусетно, без напрежение и свръхусилие, в някаква степен може да се определи като спонтанно постигане на знанието, няма място и за скука, всички участници са ангажирани и активни, независимо от интересите и нагласите към предмета. Урокът дава възможност на участниците да се почувстват удовлетворени, докосвайки се до успеха чрез своите изяви. В него естествено и последователно се преплитат психомоторни, аудио- и визуални, артистични техники. Провокира въображението, творчеството, откривателството. В урока са интегрирани няколко дисциплини: български език и литература, история и цивилизация, информационни технологии, изобразително изкуство и др. Времето за работа може да бъде 40 мин или модул от два учебни часа. Всичко зависи от ритъма на работа на групата и темпото, с което изпълнява предвидените от учителя задачи. Предназначен е за ученици от девети клас и е съобразен основно с учебното съдържание по български език и литература и история и цивилизация.

Учебен час на загадките. Обявен пред учениците като такъв, дава основание на учителя да обясни регламента и да създаде една особена атмосфера на загадъчност, която подпомага справянето със задачите. Всяка подробност е важна - маска на лицето, подходяща музика, магически цилиндър, в който са поставени загадъчни свитъци с текстове. Началото - създаден от учителя аудио файл, който дава отправната точка:

... Кое е това същество, което сутрин ходи на четири крака, на обяд на два, а вечер на три? Кога, къде и от кого е зададен този въпрос?

Тъй като учениците знаят отговора от изучаваната преди това творба на Софокъл „Едип цар“ (загадката на сфинкса към Едип), това е възможност за учителя да обясни заглавието, хода на урока и регламента, по който ще се работи.

1. Учениците работят в групи, загадките са осем.
2. Всяка група ще търси отговора на една и ще трябва да измисли своя, използвайки за образец загадката, зададена от сфинкса. Те трябва да са свързани с изучаваното на Античността или на Ренесанса.
3. В свитъка със загадката всяка група получава по няколко помощни изображения, които да стимулират въображението и мисленето за намиране отговора и които след това учениците трябва да обяснят.
4. Всяка група получава със своя свитък и буква, която да залепи на дъската. В края на часа учениците трябва да препоредят буквите, така че да отгатнат името на личност от Античността или Ренесанса, символ на своята епоха.
5. Оценяване на представянето на групите е в края на часа, анонимно с бели и черни мъниста от учителите, провеждащи или присъстващи на урока по принципа на пряката демокрация.

За по-добра атмосфера и за утвърждаване на принципите за честност, безпристрастност и равнопоставеност, всички свитъци със загадки са оформени еднакво и се намират в „магически цилиндър“, а всеки свитък се изважда от представител на съответната група.

Чрез подготвен медиен продукт учителят има възможност да следва онази последователност на задачите, която е обмислил предварително и по логиката, която е избрал да следва, за да ги степенува. Предоставя се възможност за отговор първо на групата, изтеглила съответната загадка, а за допълване или корекции, както и за отговор, се дава възможност само ако отговор липсва, или е неверен, или непълен. Последният коментар е на учителя.

Въпросите вървят от Античност към Ренесанс и са различни комбинации, които обхващат факти по български език и литература и история и цивилизация за съответните епохи. Тези комбинации са по своята същност уникални, тъй като в девети клас по литература, според учебната програма, учениците разглеждат само Античност, а по история - само Ренесанс. Това е голямо предизвикателство пред учителите, но е изпитание и за учениците. Бинарният урок се превръща в своеобразна машина на времето. Със знанията си учениците неусетно правят пътуване през епохите, а ако успеят накрая да намерят общото между тях и да видят какво е надграждането и напредъка за човечеството, това означава голям успех за всички и е редно учителят да направи коментар накрая.

Тъй като урокът залага силно на т. нар. учене чрез преживяване, загадките се задават като разсъждения на човек, живял в съответната епоха (Античност или Ренесанс) в „Аз“- форма на изказ, която е особено въздействаща, особено съчетана с подходяща и въздействаща музика. Например, въпрос, свързан с Троянската война, който е следван от аудио файл с изпълнение на част от Първа песен на поемата „Илиада“ на старогръцки език. Такъв подход винаги върши чудесна работа.

В заключение мога да кажа, че бинарният урок е възможност да се интегрират и синтезират знанията и уменията на учениците по повече учебни дисциплини и в голяма степен да се издигнат до компетенции - научни и социални. Подобряват се знанията и уменията, разгръща се потенциала на участниците да намират решения тръгвайки от познатото към непознатото. Развива уменията за общуване, творчеството. Дава самочувствие, че всеки участник в екипа е важен и допринася, а така съпреживяват успеха. Бинарният урок дава възможност на учителя за диференциран подход и индивидуална работа с всеки ученик и да го насърчи за работа.

Вярно е, че е нужна сериозна предварителна подготовка и обмисляне на подробностите, но преживяването си струва, а резултатите също. В крайна сметка заглавието на урока „Аз съм човекът“ може да се тълкува като израз на нарасналото самочувствие на човека в определена епоха, а и като настойчиво напомняне на това, че именно АЗ-учителят съм този, който може да направи определено нещо или да приеме спокойно предизвикателствата.

Допълнителни загадки:

Аз съм жрец.

Живея, за да служа в храма на бога на светлината, красотата и изкуствата.
В моя град най-високо се ценят родолюбието, смелостта и справедливостта.

Жрецът в храма на кой бог служи?

Коя е епохата, за която разказва?



Учениците трябва не просто да отговорят, че жрецът е човек от Античността, но и да обяснят аргументирано, че в тази епоха символите са от особено значение, че това е един особен език и например арфата като музикален инструмент символично изобразява бог Аполон в ролята му на покровител на изкуствата, лебедът е символ на красота и изящество, а лавровият венец също символично свързан с преклонението пред красотата и безсмъртната слава на постиженията.

Аз съм човекът, който откри нови светове.

Наричат ме авантюрист, мисионер, мечтател, празноглавец, престъпник.
Аз открих нови пътища, дадох надежди, знания и нови хоризонти.

Кой е човекът и коя е епохата, в която живее?

Какви са последствията от неговите открития?



Отново аргументираният отговор трябва да включва разсъждения, свързани и с картината, и с текста. Облеклото, корабите, позата на тялото, знамената, свещеникът с книгата, кръстът и т.н.

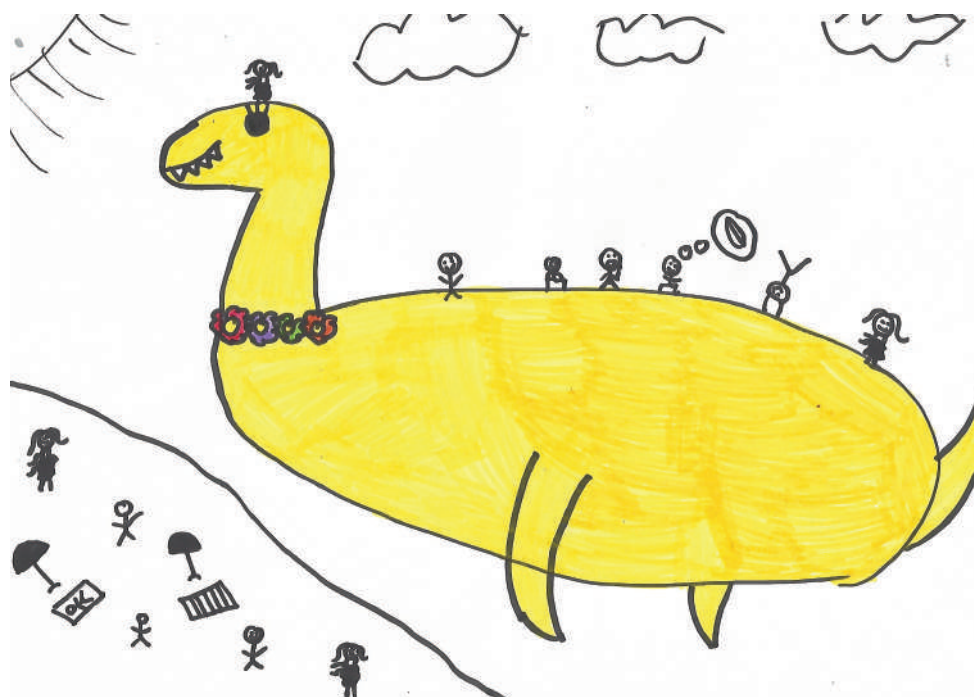
Doubling the results with a single lesson: ‘I am the Person’

**Weronika Petkowa, teacher of Bulgarian, Iskra Nedelcheva, teacher of History –
PSAVT A.S. Popov, Sofia**

How to meet in the contemporary Bulgarian school the Antiquity and Renaissance being interesting, challenging and creative? How to provoke students’ imagination, motivation, and discovery? How to use different techniques in only one lesson – audio, visual, motor? The lesson is integration between Bulgarian, History, ICT, Art, etc. Time machine to experience two époques and to find similarities and differences, being the in shoes of important and famous people from the time.

For more information: veronika.petkowa@abv.bg

Dinosaur series - Anglia School

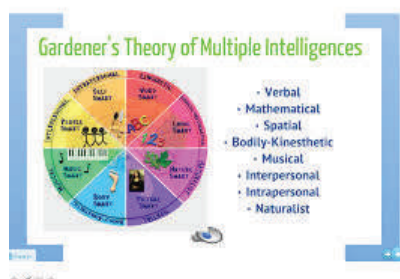


DIGITAL MAGAZINE: A CROSSCURRICULAR PROJECT TO INCREASE AUTONOMOUS LEARNING AND CREATIVITY

Arantzazu Martinez Etxarri - teacher at the High School IES Lizardi BHI of Zarautz in the Basque Country; ametxarri@gmail.com

Can we increase our students' motivation to learn? How can we involve them in the learning process?

The digital magazine's guide I have designed <http://aldizkaridigitala.weebly.com/> is a model that wants to respond to the questions above in a positive way. Based on Gardner's (1983) multiple intelligences, I propose to let the students make the decisions about the things they want to work on and about the way they want to be involved in the learning process (see tables in INTRODUCTION section->prozedura).



In order to respond to the second question, we need to implement an innovative methodology. The multilingual materials I enclose here contribute to the development of autonomous learning, Dam (1995). I believe that the students learn by controlling and applying their knowledge on their own. I also believe that creativity is crucial in any learning process and this digital project is designed to offer an opportunity to increase the students' imagination:

On the other hand, an integrated approach towards the acquisition of languages is considered. Based on linguistic universals, the students are invited to put in practice their linguistic repertoire, in other words, to raise their metalingüistic awareness. Hence, there is no limitation concerning the language(s) of communication chosen. Students are encouraged to apply the principles of universal grammar (see the triple literacy essays in OPINION section) and most of their productions are multilingual (see *zorionak aita* poster in front page).

I present here an interdisciplinary proposal in which any content of the curriculum can be a practical matter of study (languages and literature, social sciences, geography, music, art, natural sciences, digital competence and so on).

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Българската шевица - геометрия и колорит

Таня Манолова – ст. учител по математика, ПГ по туризъм „Ал. Паскалев“, Хасково;
t_manolova@yahoo.com

Резюме

Представен е проект за класна и извънкласна работа с ученици от ПГ по туризъм „Ал. Паскалев“, Хасково. Чрез красотата на български етно елементи, учениците изучават основни закономерности в геометрията. Насърчават се да творят, изучавайки материалната и духовна култура на предците си.

Увод

Как по-колоритно можем да научим учениците да различават видовете еднаквост, да откриват симетрични фигури и да построяват образи при геометрично преобразование? Това е въпрос, на който един възможен отговор е: чрез българската шевица.

Едва ли има човек, който да не е усетил красотата и хармонията ѝ. Всеки се е заглеждал в сложните комбинации от геометрични форми в различен цвят. Пъстрите символи – извезани, изтъкани, изрисувани или щамповани върху дрехите, носят своето послание. Точно тази магия използвахме за да вдъхновение на учениците в обучението по математика.

И отворихме скрина на баба...

Всичко започна във виртуалното пространство. В образователния блог, който поддържам, обявихме новото предизвикателство: някъде там на тавана, потънал в прах и охлузен по ръбовете, живее бабиният скрин. Скътан в забрава, той пази творчеството на много поколения българи. В него са надиплени цветни шевици, красиви дантели и тъкани платна. Да извадим от там българската шевица, да я докоснем и да почувстваме онова време. Нейните багри са магия, отразяваща цялата българска душевност. За да се слеем с миналото и насладим на настоящето, за да усетим това вълшебство, ще я пресъздадем на лист хартия или върху панама.

Не след дълго интересът на учениците беше провокиран. Първо започнаха да се снимат в народни носии. Изготвени бяха чудесни представяния по темата. В блога поместихме примерни схеми на шевици, след което се появиха и първите рисунки на учениците. Тогава ме изненадаха и с най-вълнуващия въпрос: „Госпожо, може ли това да го избродирам?“. И всички се захванахме за иглите. Моята роля на ученичка, вдъхнови по-опитните.

Последваха въпроси за красотата на шевиците и математическите закономерности. Всички се замислиха, дали ако фигурите бяха безразборно разхвърляни, щеше да има толкова много красота. След няколко занимания всички знаеха какво е симетрия, ротация и трансляция. И предпочитаха да бродират геометричните фигури пред това да ги построяват с линия, молив и пергел. Припомнихме и понятия, които са изучавани в миналите учебни години.

С интерес събрахме информация за тайните на българската шевица. Търсехме посланията, закодирани в нея. Погледнахме назад в миналото. Познавайки символиката в българското вземо и прилагайки наученото по математика за еднаквост в равнината, всички се впуснаха във вълнуващо творческо приключение.

В процеса на работа достигнахме и до необходимостта от създаване на по-сложни схеми на шевици. Учениците направиха своите експерименти с MS Excel. Всяка клетка беше квадратна, за един бод и в подходящ цвят. Опитахме и с други програми да създаваме собствени схеми. След всяка тема за еднаквост, учениците получаваха задание за домашна работа. Трябваше по малка част от шевица да дорисуват остатъка. Прилагаха на практика наученото за трансляция, ротация, осева и централна симетрия. Направиха сравнение между шевиците и QR код, между бар код и тъкана черга. Шегувах се, че в миналото ролята на статус във Фейсбук е изпълнявала шевицата върху моминската носия.

Блогът се превърна във виртуална изложба на детски творби. Това повлия ползотворно, защото направи видими резултатите от обучението. Постоянно се появяваха нови идеи и нови приложения на наученото по математика. Използвахме максимално приповдигнатото емоционално състояние на учениците за стимулиране на изследователска и творческата дейност. Организираната във фоайето на училището изложба направи съпричастни към дейността на училището родителите и обществеността.

Прилагането на проектно-базирано обучение ни даде възможност за преодоляване на отрицателните нагласи на подрастващите към математиката. То позволи да се разширят математическите хоризонти на учениците, да се формира положително отношение към предмета. Децата се развиват творчески, създават умения, учат се от собствените си грешки. Готовият продукт от тяхната дейност им дава самочувствие, изпълва ги с увереност и се зараждат нови идеи. Разнообразието от поставени задачи въввлече ученици с различни потребности и способности в проектната дейност. В голяма част от работата младежите имаха нужда от сътрудничество с родители, баби или по-големи братя и сестри. Така те се чувстваха подкрепени в своите начинания и придобиха увереност в действията си. Благодарение на топлата и приятелска атмосфера, която се създаде, новопостъпилите ученици бързо станаха част от училищната общност.

Този, малко нестандартен, начин на преподаване на геометрия помогна:

- Да се стимулира интересът на учениците към математиката и нейната практическа приложимост.
- Да се усвоят и затвърдят знанията за геометрични фигури чрез изработване на техни модели.
- Да се постигне по-пълно овладяване на математическите знания за еднаквост и умения за решаване на задачи по темата.
- Да се развие пространственото въображение у учениците и да се усъвършенства логическото мислене.
- Да се създаде атмосфера за творчество на учениците в практическата работа и да се

превърне учебният процес в желана и интересна дейност, където всеки може да се учи, да се забавлява и да се изявява.

- Да се благоприятства търсенето на хармония между форми и цветове, да се развие чувство за естетика и насърчаване на творческото мислене.
- Да се развият умения и личностни компетентности, пряко свързани с опита от прилагането им в практическата дейност.
- Да се осъществява връзка между образование и живот.

Заклучение

Проекти като този развиват умения за самостоятелно събиране и съхраняване на информация, мотивират учениците за творчество, възпитават интерес към изучаване на българския бит и култура, развиват умения за съчетаване на цветове и материали, естетическо оформяне. Учат на родолюбие и формират чувство за национална принадлежност.

Bulgarian embroidery – Geometry and Colouring

Tania Manolova, Maths teacher, PS of tourisms - Haskovo

To motivate students in the contemporary world is not an easy task. An unusual approach is found here – using Bulgarian traditional embroidery to learn complex mathematical terms and solve problems – identity, symmetry, rotation, translation. And students prefer embroider than construct or plot them using a ruler, a pencil and a pair of compasses.

For more information: t_manolova@yahoo.com









Erasmus+



Hands on CLIL – Special course for primary and secondary teachers

St Joseph Foundation UK in collaboration with **Keith Kelly** - acknowledged expert in the field of CLIL and the author of '*Putting CLIL into practice*' book offer a unique occasion to explore CLIL from every possible angle.

St Joseph Foundation UK is a language school located in a residential campus in London, only 20 minutes from Kings Cross St Pancras station on the Piccadilly line.

Course details

English required level:	Minimum B1	Lesson times:	8:30am – 4pm
Maximum course size:	18	Starting date:	7 April, 2019
Course length:	1 week	End of the course:	13 April, 2019
Study hours:	28,5	Cost*:	1 200 EUR

Who is this course for?

This 5-days programme is designed for Primary and Secondary school teachers, teacher trainers and others interested in teaching who would like to develop their skills to deliver content lessons in English (or any other second language). The course is perfect for single-subject teachers of content (e.g., Maths) as well as teachers from multiple content subject areas and language teachers. In other words, it is a great opportunity for teachers who are teaching subjects, such as geography, history or sciences, but using English as a second language. It is perfect for teachers who are looking for strategies and skills to better support students.

Course objectives

The aim of the course is to introduce the CLIL themes such as defining CLIL, the three dimensions of CLIL, the subject-language relationship etc.

Participants will develop an understanding of the key benefits of CLIL. They will learn to adapt materials for language learning in CLIL subject, produce a range of materials and activities for the CLIL curriculum and many more.

Course content

Lectures and workshop activities will take place in the mornings around basic CLIL themes, and in the afternoons when teachers will participate in productive activities based on those themes. Teachers will create resources, put ideas into practice, work in brainstorming groups, share their experiences etc.

Lectures are organised in three 90min sessions in the mornings and one 90min sessions in the afternoons. There is a 10min coffee break between after each session and a break for lunch.

How to book this course?

Visit our website <http://www.stjosephlanguageschool.com/k-course/hands-on-clil-special-course-for-teacher> to download the application form; then fill it and send it to: info@stjosephlanguageschool.com or info@italianroom.it

You can also find the course on School Education Gateway platform and use Erasmusplus fundings to participate on the course.

To get more information how to apply for EU fundings visit your National Agency's website.

Etapas de la vida en la biología y la literatura

Stefka Kitánova, Vasil Chakarov; butsa13@abv.bg

FACTWorld - Bulgaria

Estudiar una asignatura en otro idioma que no es el materno es un reto tanto para los alumnos como para los profesores. Y se necesitan medidas por un lado para facilitar el proceso, y por otro para motivar, y al final – para divertirse, tener satisfacción, y evitar pensar que es difícil - . Utilizar ejemplos de la literatura a modo de ilustración de datos científicos de la biología es una manera de poder cubrir esas demandas. He aquí un ejemplo (40 min).

1. La lección empieza con la pregunta si conocen al autor cubano Miguel de Carrión (1875-1929), información Ficha 1.
2. Se presenta el texto *Mi niñez en Santa Clara* de *Las honradas* (Ficha 2). Los alumnos tienen que leerlo con las tareas: dibujar el árbol genealógico/de la familia, con los nombres de los protagonistas, sus profesiones y la etapa en la vida en la que están Ficha 3).
3. La lección sigue con la Ficha 3. Los alumnos leen el texto y apuntan las etapas de la vida con palabras claves para cada una.
4. Se entrega la Ficha 4. Tienen que comparar las etapas que están en el texto de la ficha 3 con la lista y subrayar las del texto de la Ficha 1. El profesor ayuda con explicaciones.
5. Al final se pregunta que personas tienen los alumnos en su entorno y si algunas de las características de ambos textos son validas para ellas.

Ficha 1.

Información (es.wikipedia.org/wiki/Miguel_de_Carrión):

En 1895 emigra a los EEUU. A su retorno se dedicó por completo a las letras y al periodismo. Se graduó de médico en la Universidad de La Habana, profesión que ejerció durante toda su vida. Cuando se establecieron escuelas normales para maestros en Cuba en 1918 ganó por oposición la Cátedra de Anatomía y Fisiología de la Escuela Normal de La Habana. Miembro fundador de la Academia Nacional de Artes y Letras.

Retrató en sus obras el bajo mundo habanero, en un intranquilo afán por captar la realidad social y política.

Obras: 1929: *La esfinge*, 1919: *Las impuras*, 1918: *Las honradas*, 1904: *El milagro*, 1903: *La última voluntad*.

Ficha 2.

Mi niñez en Santa Clara

Tomo mi vida en el punto más lejano adonde alcanzan mis recuerdos. Mi niñez, en Santa Clara, la ciudad provinciana, triste y silenciosa, fue la de casi todas las muchachas de nuestra clase ligeramente acomodada. Un poco más severa la educación, tal vez, y en eso consistía la única diferencia. Mis padres, mi tía Antonia, mi hermana Alicia, mi hermano Gastón y yo vivíamos en una antigua casa, con arboleda en el patio y grandes habitaciones embalsamadas a cuadros amarillos y rojos.

La tía Antonia era solterona, hermana de mi abuela paterna, y ocupaba dos cuartos separados del resto de la casa, dedicándose por completo a cuidar dos gatos y una cotorra que casi nunca se separaban de su lado. Me parece verla aún, gruesa y arisca, gozando de una actividad y una salud, raras a sus sesenta y cinco años, y dispuesta siempre a esgrimir su malévola lengua, como una lanza, contra todo el género humano.

Mi padre, en cambio, tenía un carácter dulce y por lo general poco comunicativo. Era procurador de la audiencia, y además poseía en arrendamiento una finca, a poca distancia de la población que, dedicaba

desde hacía algunos años al cultivo de la caña. A pesar de esta doble actividad, no consiguió nunca reunir una fortuna. Por las madrugadas salía siempre a caballo, acompañado del negro Patricio, antiguo esclavo de mi abuelo. Iba a la finca, de donde regresaba a las once, para cambiar de traje, almorzar apresuradamente y dirigirse a la audiencia. Algunas veces, antes de bajar del caballo, me tomaba en sus brazos, a mí que era la más pequeña, y sentándome sobre el arzón de su silla, me hacía dar un paseo de dos cuadras, mientras Gastón rabiaba en la puerta gritando que era a él a quien debían de llevar, porque era hombre. Por la tarde llegaba papá antes de ponerse el sol, tomaba su baño templado, se calzaba las zapatillas y no salía más a la calle hasta el día siguiente.

Mi madre, en la mesa y en la sala, se sentaba siempre a su lado, aun cuando estuvieran horas enteras sin cruzar una palabra; ella cosiendo o tejiendo y él leyendo los periódicos.

Mi madre, mi tía, mis dos hermanos y yo vivíamos durante el día, reclusos en la casa, sin que los niños de la vecindad vinieran a ella ni nos permitieran salir a jugar con ellos. Mamá quería tenernos siempre al alcance de su vista. Era dulce y nos colmaba de caricias cuando nos portábamos bien; pero su fisonomía cambiaba de pronto, si tenía que reprendernos, y su voz, breve y seca, no admitía réplica. Ocupada siempre en algún quehacer de la casa, no nos olvidaba un instante, observando lo que hacíamos, cuando menos lo esperábamos. Así llenaba todas las horas del día. Los días de limpieza eran distintos. Toda la casa se ponía en movimiento, en aquellos días, recorrida por los ojos vivos y movibles de mamá, que no perdía un solo detalle de la limpieza, mientras las dos criadas, sudorosas, se multiplicaban. Mis hermanos y yo íbamos entonces a refugiarnos en la arboleda, a la sombra de los viejos mangos y de los enormes mamoncillos temerosos de sus cóleras que estallaban con más frecuencia en esos días de febril trabajo.

Mi hermana Alicia ayudaba a mamá, cuidándonos a Gastón y a mí, con la seriedad de una mujer ya hecha. Era cuatro años mayor que yo y contaba dos más que Gastón. Alta y rubia, tenía al cumplir los doce, la misma gravedad dulce que la caracteriza ahora, la misma hermosura un poco imponente y casi majestuosa, la misma sonrisa bondadosa y discreta. Yo, en cambio, era menos bonita y tenía un carácter más audaz, un pelo más oscuro y los ojos más vivos, aunque también algo soñadores. Conservo dos retratos que me representan a los ocho años con el vestido corto, el pelo sobre los hombros y dos hoyuelos un tanto maliciosos en las mejillas. Estos retratos han servido para avivar mis recuerdos, haciéndome evocar una multitud de detalles perdidos en los rincones de la memoria.

Ficha 3

Desarrollo postembrionario humano

El desarrollo postembrionario es el conjunto de cambios anatómicos y fisiológicos que tienen lugar en el individuo desde el nacimiento hasta que alcanza el estado adulto. En la especie humana el desarrollo postembrionario es directo, pues no ocurren transformaciones anatómicas radicales, sino que consiste en un simple crecimiento y un desarrollo sexual.

Hasta llegar al estado adulto, el individuo pasa por tres etapas: **lactancia, infancia y pubertad**.

La **lactancia** es el período de la vida durante la cual la alimentación es exclusiva o principalmente a base de leche. Dicha etapa comienza con importantes cambios postnatales que implican transformaciones tales como la puesta en funcionamiento de los aparatos respiratorio, digestivo y excretor, que han de asumir las funciones que hasta entonces venía desempeñando la placenta, el cambio de sentido del sistema circulatorio y la entrada en funcionamiento de los órganos de los sentidos (vista, oído, etc).

El período de lactancia finaliza entre los 9 y los 12 meses de edad; en el transcurso de este tiempo, se producen otros importantes cambios, tales como la posterior oclusión del foramen oval del corazón; la aparición de los primeros dientes de leche; el cierre definitivo de los espacios que quedan entre la confluencia de algunos huesos del cráneo –fontanelas–, la percepción de los colores, la discriminación de sonidos, etc.

La **infancia** comprende desde los 12 meses hasta los 10 – 14 años. En esta etapa se produce

un importante desarrollo físico (aumento de peso y talla) y psicomotor (control de esfínteres, adquisición del lenguaje, coordinación motora, etc).

La **pubertad** se inicia entre los 9 y 13 años en las chicas y entre los 11 y 14 en los chicos; finaliza seis u ocho años más tarde. Durante esta etapa se producen múltiples transformaciones fisiológicas: culminación del crecimiento, inicio de la actividad del sistema reproductor, aparición de los **caracteres sexuales secundarios** (vello púbico, desarrollo de mamas y caderas en chicas; voz más grave y aparición de pelo en la barba y cuerpo en chicos, etc). Al mismo tiempo que se producen estos importantes cambios fisiológicos se generan una serie de modificaciones psicológicas, emocionales y afectivas propias de esta etapa, que constituyen la **adolescencia**.

Concluida la adolescencia, se alcanza la **edad adulta**, que se prolonga hasta los 40 años más o menos. A ella le sigue la **edad madura**, entre los 40 y los 65 años de edad. La **senectud** es la etapa de la vida que está más allá de los 65 años.

Ficha 4.

la infancia; la niñez; la adolescencia; la juventud; la edad adulta; la edad madura; la vejez



<http://roditel.bg/8-te-osnovni-krizi-v-zhivota-na-choveka/krizi-v-zhivota-na-choveka-etapi/>

ELICIT – European Literacy and Citizenship Education

22-27 October 2018 – Strasbourg, France, EU.

8-14 April 2019 Strasbourg, France, EU.



INSTITUTION ORGANISING THE TRAINING (Name & address)	AEDE-France : Association Européenne De l'Éducation-France ⇒ 10, Place du Parlement de Bretagne – France, E.U.
PIC NUMBER	945499062
CONTACT DETAILS	E-mail : contact@aede-france.org Telephone: + 33 (0)6 89 97 04 55
TYPE OF TRAINING ACTIVITY – TITLE OF THE COURSE	Short Training Course Being an articulate, autonomous, European Citizen
FIELD/SECTOR OF THE TRAINING PARTICIPANTS (tick the appropriate box/es)	<input checked="" type="checkbox"/> School Education <input checked="" type="checkbox"/> Adult Education <input type="checkbox"/> VET education <input type="checkbox"/> Other : (please specify)
TARGET AUDIENCE	Teachers, School-heads, educational staff, Parents, All Educational actors
LANGUAGES USED FOR THE TRAINING	English & French
START DATE/END DATE OF THE TRAINING EVENT	22/10/2018 => 27/10/2018
OBJECTIVES OF TRAINING CONTENT & EXPECTED OUTCOMES	Objectives : The participants will develop <ul style="list-style-type: none">• their intercultural understanding• their ability to search for relevant information sources about European matters• their competences in media literacy: understanding and decoding messages (oral or written texts and visuals)• their deliberative and decision-making skills• their self-confidence and ability to express complex opinions

COUNTRY/VENUE OF THE
TRAINING EVENT

- their knowledge of opportunities for European citizens to make themselves heard by EU Institutions

Expected outcomes

At the end of the course, the participants will be able to

- ⇒ compare how various medias relate the same event and to identify hidden messages and underlying ideologies
- ⇒ participate in a real-life debate and reach a joint decision
- ⇒ create a short video clip on a current European issue
- ⇒ take part in a Forum-Theatre session
- ⇒ initiate a Citizens' initiative to be sent to the European Institutions

Centre Culturel Saint Thomas, STRASBOURG, France, EU

PROGRAMME OF THE TRAINING
ACTIVITIES (DAY BY DAY)

Day 1: 14:00 – Welcome session – Ice-breaking activity: getting to know one another; Setting the objectives; Defining the working methods and the validation tools.

16:30- Sharing initial representations of European Citizenship; Exploring the components of European Citizenship and the competences of the European Citizen.

19:30 – European Buffet

Day 2: 9:00 => 12:30 - Intercultural approach to European identity; Understanding diversity.

14:00 => 18:00 – Visit to “Lieux d’Europe”, then to the European Parliament and meeting with an MEP

20:00 – Cinema: the film which will be selected by the European Parliament for the 2017 LUX Prize

Day 3: 9:00 => 12:30 - Europe's major religions – Historical, cultural and moral approaches – The three cultures in Andalusia

14:00 => 17:00 - Separation between State and Church – Religions in National curriculums

No Hate-Speech Movement - <http://www.coe.int/en/web/no-hate-campaign>

<https://www.youtube.com/watch?v=DV4jjJdyXDE>

20:00 – Film : *Al-massir (Le destin)* 1997 by Youssef CHAHINE about the famous philosopher, AVERROES – The story is set in the 12th century in Arab-ruled Spanish province of Andalusia.

Day 4: 9:00 => 12:30 - Decoding the Medias – Comparing the rendering of the same event in various medias, in various countries. Analysis and interpretation.

14:00 => 17:00 – Workshop with a journalist to understand “the tricks of the trade” and to produce one page or video clip for various given medias, taking into account their underlying bias.

20:00 – Euro-Culture tournament.

<p>TYPE OF CERTIFICATION OF ATTENDANCE AWARDED</p> <p>INFORMATION ON COURSE SESSION</p> <p>COURSE FEE</p> <p>OTHER INFORMATION RELEVANT FOR THE PARTICIPANT</p>	<p><u>Day 5:</u> 9:00 => 12:30 – “Six-Thinking Hats” and how to debate and reach decisions in a European context.</p> <p>14:00 => 17:00 – Being an articulate European Citizen: Understanding connections between the European Parliament and the citizens – How to launch a Citizens’ Initiative – practical task.</p> <p>20:00 – Free evening</p> <p><u>Day 6:</u> 9:00 => 12:30 - Experimenting with the FORUM Theatre to give voice to European dilemmas – the various performances will be filmed.</p> <p>14:00 => 17:00 - Feedback on the course: open discussion. Written evaluation questionnaire. Validation and certification : EUROPASS and ELICIT Portfolio of the European Citizen.</p> <p>20:00 – Viewing and analysing the recorded scenes.</p> <p>Sunday: Departure</p> <p>ERASMUS+ Certificate of Attendance</p> <p>European Certificate: EUROPASS</p> <p>ELICIT Portfolio of the European Citizen</p> <p>The course will include a large variety of pedagogical approaches: mind-mapping, grape technique, post-cards, six-thinking hats, case studies, individual research, production, performance and, of course, also some input by experts.</p> <p>490 €</p> <p>Participants must also cover their travelling expenses, subsistence and accommodation (41 € per night in a single room; 32€ in double or twin room, breakfast included)</p> <p>As soon as the participants’ registration is validated, they will be given access to a collaborative internet platform where all the information and all the tasks will be shared.</p> <p>A learning diary will accompany the whole process and a logbook will be published to keep track of the growth of European Citizenship Literacy.</p> <p>Accommodation has been pre-booked for the participants</p>
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За кого?

за деца от 2г до 12 г. -
групи за най-малките (2г - 4г),
предучилищни групи (5г-6г)
и джуниърс групи

Кога?

Отворени сме за Вашите деца
7 дни седмично - групи сутрин,
следобед и вечер

Как?

Изцяло на **английски език**
обучението се извършва
чрез игри, танци, театър и изкуства!





88 Rodope St
Plovdiv 4000
BULGARIA

Mob: +359 894 323 001
Skype: anglia-school
Email: info@anglia-school.info
Web: www.anglia-school.info
Facebook: Anglia School

English for All!





ул. Родопи 88
Пловдив 4000
България

Моб.: 0894 323 001
Skype: anglia-school
Email: info@anglia-school.info
Web: www.anglia-school.info
Facebook: Anglia School

Английски за всеки!