Forum for Across the Curriculum Teaching

FACT

Contents

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
The Editorial Board is not responsible for the authors' material

Editor-in-chief: Keith Kelly
Executive editor: Stefka Kitanova

Edited by Bulgarian Section of European Association of Teachers

Cover idea: Anglia school drawing.
Cover design: Krsto Terziev, Kamelia Bisolnakova

Soft Skills – a bridge between language CLIL and content CLIL

Background
This article came after an interactive talk to language and content subject teachers at SprachGastein, Austria, 2018. A pdf of the talk can be found at FACTWorld (www.factworld.info) and CEBS.
The talk, and the article cover a fraction of possibilities for colleagues to collaborate through 'soft skills' in the curriculum. Should you be interested in other materials and resources, training opportunities, do get in touch.
Keith (keith@anglia-school.info)

1 Language CLIL and Content CLIL

Content and Language Integrated Learning, or CLIL, was first coined as a term during the early 1990s to refer to a dual approach to language and content teaching, incorporating as it did with this umbrella definition a broad range of approaches. As time and practice in schools has gone on, so too has the term been refined today to differentiate between two different types of CLIL, firstly, hard CLIL referring to the teaching of content subjects through the medium of a foreign language, and secondly soft CLIL referring to the teaching of a foreign language and incorporating within that FLT some amount (large or small) of content as a context for language learning. Later still (Ball, Kelly & Clegg, 2015) use a three dimensional framework to describe CLIL contexts. These three dimensions are: concepts, procedures and language and '3D CLIL' can always be applied as a framework for describing the CLIL approach in question. Using the 'mixing desk' metaphor, teachers of language or content will make decisions depending on what their curriculum dictates as to how much the 'volume' needs to be turned up or lowered in terms of concepts, procedures and language.
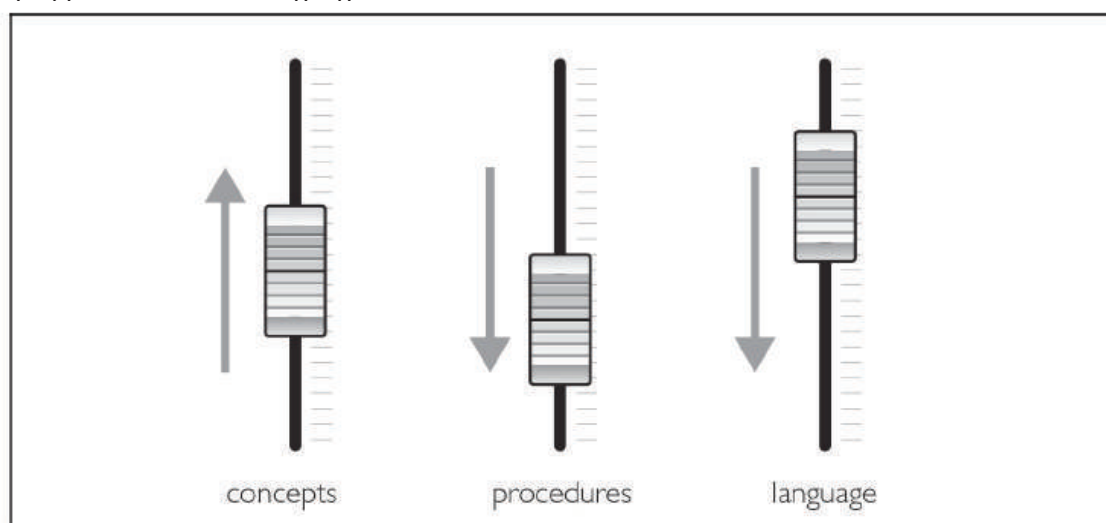

Figure 3.2 The CLIL 'mixing desk'

Figure 1 – The Mixing Desk (Ball, Kelly & Clegg, 2015)
My personal view is that language teaching would improve with any move towards meaningful content. Surely, our aim is to teach language, if the end justifies the means, then any and all content opportunities should be explored to reach the end goal of 'learning language'. Another benefit of exploring content in the language classroom is that it gives us the opportunity for 'joining up' the various aspects of our students' curriculum. With a joined up curriculum, one in which learners visit a Maths lesson where they are taught how to describe and interpret 'distance-time graphs', in which the same learners visit a Geography lesson where they describe and compare similarity and difference in the 'population graphs' of two countries, and in which the same learners visit a foreign language lesson where they are taught 'language for describing and interpreting shape and movement in graphs', learning in general will make more sense and seem more interconnected to our learners as well as setting up an ideal context for bringing meaning to foreign language learning.
Collaboration between language teachers and content teachers

It is rare in schools to find teachers from different subjects collaborating in the delivery of the school curriculum. 'Projects' may bring teachers and learners of different subjects together for a short time, but

as Hayes-Jacobs (Hayes-Jacobs, 2006) argues a joined up curriculum leads to a more efficient and meaningful learning experience for our students. One exception is the COOP CLIL Course in Austria where a content teacher comes together to in-service training events in a pair with a language teacher. Here, the language and content teacher pairs work together to develop a shared approach to teaching and learning in their schools (www.factworld.info / COOP CLIL). By and large, however, colleagues are isolated in their own classrooms, in their own subjects. In the example given above, 'describing graphs' could offer one context for such collaboration, joined up curriculum planning and lesson preparation.
Soft skills

There has been a surge of interest in soft or 'life' skills recently in European business, industry and education (Seattle Jobs Initiative, 2013; UK Commission for Employment and Skills Report, 2014). Several published textbooks now incorporate the development of these skills in their curriculum (verbal communication, analysing and investigating to name but two from the 'top ten'). I propose that it is namely these skills and many others that can 'join up' the thinking behind the content CLIL curriculum and the language CLIL curriculum in a meaningful way for learners. This paper will set out a some of these skills and offer some examples as to how the content and language curriculum can be linked through these skills, as well as give a range of activities aimed at the language classroom that will by default support what goes on in the content classroom.
What, then, are the soft skills that we can use to build a bridge between the language curriculum and the content curriculum?

A University of Kent study (https://www.kent.ac.uk/ces/sk/top-ten-skills.htm) of multiple surveys on skills employers say they would like their new young recruits to have gave the top ten as follows:
1 Verbal communication
2 Teamwork
3 Commercial awareness
4 Analysing and investigating
5 Initiative / Self-motivation
6 Drive
7 Written communication
8 Planning & organising
9 Flexibility
10 Time management

Other skills they also listed as important were:
global skills
negotiating & persuading
leadership
numeracy
computing skills
self-awareness
confidence
lifelong learning
stress tolerance
integrity
independence
developing professionalism
action planning
decision-making
interpersonal sensitivity
creativity

When asked 'How important are soft skills to securing entry-level employment at your company?', Employers and Community Colleges at the Seattle Jobs Initiative 2013 (http://www.seattlejobsinitiative. com/wp-content/uploads/SJI_SoftSkillsReport_vFINAL_1.17.13.pdf) responded:
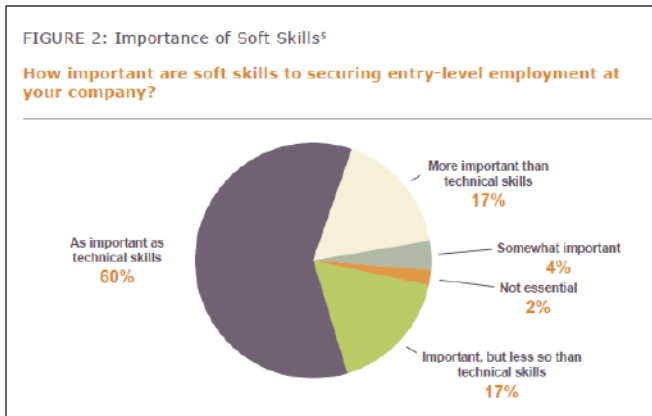
Figure 2 - *The Importance of Soft Skills in Entry-Level Employment and Postsecondary Success: Perspectives from Employers and Community Colleges, Seattle Jobs Initiative 2013*
Once we accept the importance of soft skills in education, and to help us begin to explore a 'curriculum' which incorporates these skills, we can begin to organize these skills in way which facilitates curriculum development.

We might, for ease of curriculum planning, group these skills as follows:

Group working skills
teamwork
leadership
interpersonal sensitivity
negotiating & persuading

Organizational skills
planning & organising
time management
action planning
decision-making

Cognitive skills
analysing and investigating
creativity

Communication skills
verbal communication
written communication

Personal skills
initiative / self-motivation
drive
flexibility
self-awareness
confidence
integrity
independence
developing professionalism
stress tolerance
lifelong learning

Other (life/learning) skills
commercial awareness
global skills
numeracy
computing skills

Any one or all of the above can provide a basis for content and language classroom collaborations.

2 Science Across the World – an example of 'joining up the curriculum'

Clearly, the audit of the entire school curriculum for concept descriptors, accompanying functions of language and suggestions for tasks and procedures which activate their learning is beyond the scope of this article. So, I'd like to suggest and examine a programme which offers a cross-curricular approach to concepts, procedures and language. Colleagues might like then to use the 'template' this programme offers for the purpose of exploring their own curriculum and develop the 'language-concept' dimension in their own contexts.
Science Across the World (www.scienceacross.org) is a web-based programme which is no longer 'live'

but whose materials are still available through the [STEM website](https://www.stem.org.uk/elibrary/collection/3024) (https://www.stem.org.uk/elibrary/collection/3024) archives (colleagues will need to register on the site to get access, but it is still free at the time of writing).

The slogan of the programme 'exploring science locally – sharing insights globally' describes investigations which learners engage in where they observe and gather and interpret data about their own lives and the lives of those around them in order to share these data with partner classes in other countries (who are also carrying out the same investigations).

A range of topic investigations were written (appropriate age in brackets) in a variety of languages:

Acid rain (12/16)

Biodiversity around us (12/15)

Chemistry in our lives (12/15)

Climate change (14-16)

Domestic waste (12/16)

Drinking water (12/15)

Eating and drinking (10/12)

Global warming (15/16)

Keeping healthy (12/15)

Plants and me (10-12)

Renewable energy (12/15)

Talking about Genetics (14/16)

What do you eat? (12-14)

One of the many things students are asked to do in an investigation is collect information. For example, in the most popular of the topics – What did you eat? – students have to write a 'food and drink' diary for a 24-hour period, bring that information to class, share the information, synthesize and present the data in graph form, and offer some interpretation of the results in order to send all of this to their partner class. In order to help students carry out their investigations, classes are provided with questionnaires and worksheets for data collection. Collecting local data is only a part of the task, however. Students must also work in groups to agree on how to interpret and then visually present their conclusions drawn from the data collected.

Figure 3 – 24-hour food and drink diary

The Exchange Form

Time of day	Activities
04.00	
05.00	
06.00	
07.00	
08.00	
09.00	
10.00	
11.00	
12.00	
13.00	
14.00	
15.00	
16.00	
17.00	
18.00	
19.00	
20.00	
21.00	
22.00	
23.00	
24.00	

exchange form page 2 | What did you eat?

1 Breakfast
a For breakfast most stu...
b We think that eating a... important/not importar...

2 Eating habits
a The sort of snacks and...
b The arrangements for...
c The people who choos...
d Traditional beliefs abo...
e The ways in which eat...

exchange form page 3 | What did you eat?

3 Diet and health
a We think that most members of our class eat:
☐ a balanced diet ☐ too much salt
☐ enough dietary fibre ☐ too much sugar
☐ enough fruit and vegetables ☐ too much fat

b Suggestions for improving our diet are:

c Our main concerns about diet and health are:

exchange form page 4 | What did you eat?

Figure 4 – Exchange form for 'What did you eat?' (www.scienceacross.org)
Here, students from one school produced a daily diet poster to 'graph' data from their class eating and drinking habits over one 24-hour period. This data will also give students a lot of information about food groups they are consuming during this period. An additional dimension to this 'investigation' is for students to give advice where they identify that too much, or too little of a specific food group is being consumed.
Sample language which can be presented in order to support students in both interpreting and presenting their data may be as follows:

Language support
Student A

I	Need to	Reduce the		Proteins.
	Should	consume	more	Fats.
		Eat	less	Carbohydrates.
	Should (not)		So much	Calories.

Student B

I think you	Should	Prefer	-----	Orange juice
	Ought to	Avoid	Eating	Bananas
	Had better		consuming	…

A 100 grams of it	contain	(Only) 12	grams of	Proteins	.
		more / less		…..	than…………

Figure 5 – Language support for giving food advice (Kelly & Kitanova, 2002)
We can see here, then, how a language teacher (working on daily routines) and a biology teacher (working on nutrition and digestion) could collaborate and 'join up' their curricula.

3 Joining up the curriculum
Content textbooks and 'command words'

Wherever I go with my work, I meet varied opinions on and relationships to national curriculum guidelines. In some countries, like the UK, curriculum guidelines have been so developed that we now see reference to 'curriculum descriptors' (such as 'students will be able to analyse…') in the textbooks and learning materials themselves including sample statements which 'get the marks' so that students are

clearly directed as to what is expected of them. In other countries like Germany, some regions are producing 'handbooks' for teachers to best be able to interpret the 'Operatoren' (curriculum descriptors, or *command words*) in the curriculum guidelines and carry this understanding across into their teaching. This is all good news for students! Learning expectations should be as clear as possible to everyone involved.

Clearly, understanding command words is a good job for language teachers to be inolved in (interpreting words and putting them into practice is what language teachers do) and it is this bridge that I'd like to have a go at building somewhat in this article. CLIL doesn't have to be 'soft' or 'hard', CLIL could go some way to offering education where students experience a 'joined up' curriculum, where students are 'anlaysing' in Science and Geography, 'describing and interpreting graphs' in Maths and Physics, and the language for carrying out these functions is consolidated in the language curriculum.

This 'joined up' approach to the curriculum has been thoroughly developed in the Ekastolas network of schools in Spain (Ball & Lindsay, 2010) but is quite rare in the wider educational world.

Looking above we have mentioned graphs, where students either create their own graphical representations of data, and / or they are describing and interpreting graphs. We have summarised a project (Science Across the World) which offers group investigations and data collection on aspects of the lives of local families and communities, and presenting that data for exchange with partner classes in other countries. Let us now take a look at some more concrete examples of describing and interpreting data in practice and of the bridge they offer between content and language.

The average consumption (litres) of ice cream per person per year					
Sweden	14.9	The Netherlands	6.9	Austria	4.8
Denmark	9.1	Germany	6.5	Spain	4.1
UK	8.4	Belgium	6.3	Greece	3.8
Switzerland	8.0	Italy	5.2	Portugal	2.9
Ireland	7.5	France	4.9	USA	22.0

Figure 1: How much ice cream do we eat?

Figure 6 – Ice cream consumption - *What did you eat?* Science Across the World

There are plenty of discussions to be had with students where the focus is on national and international statistics. We can discuss and consider stereotypes, but we can also very meaningfully contextualize grammatical structures. In the data concerning ice cream consumption above, for example, we can see geographical factors in play (North v South), we can ask about students' expectations ('People eat more ice cream in warm countries') and some students may suggest issues to do with agriculture or to do with free time and leisure activities.

An investigation of the language needed for describing the data in full sentences is given below.

Statements					
(Sweden) The country which	eats consumes	the most/least x litres of	ice cream in Europe		
				is	(Sweden)

Conclusions					
(Italy) Hot/cold countries	eat(s) consume(s) don't (doesn't) eat don't (doesn't) consume	a lot/much/ very much ice cream			
			and I/we think this might (not) be because of	food preferences climate available income leisure-time preferences	

Figure 7 – Language for describing data on ice cream consumption

This data (*What did you eat?* Science across the World) and accompanying resource (*Ethical English* www.factworld.info) are intended for use in both science lessons and language lessons. The language support in Figure x was produced during a summer school in Bulgaria which had language and science

teachers working together. Imagine a context where the language is developed and practiced in the language curriculum just before the students in the Biology curriculum are due to deal with data regarding food consumption. It is a clear example of a 'bridge' between the two areas of the school curriculum.
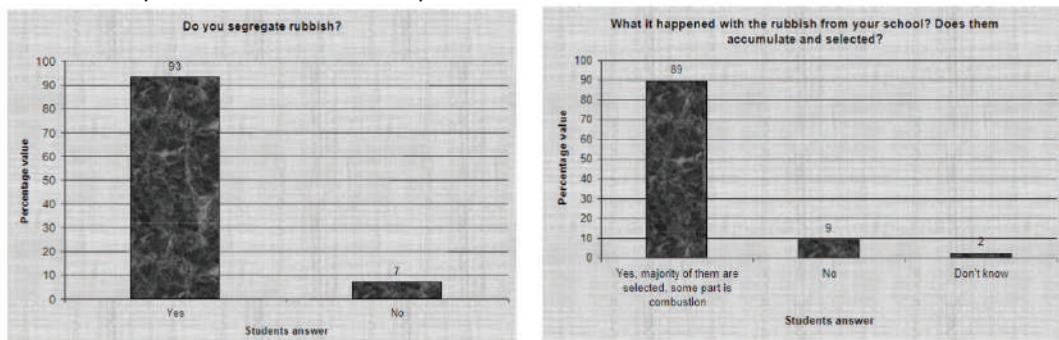
When the students were asked: "Do you segregate rubbish?" 93% of them said "yes" and 7% "no".

On the questions: "What happens with the rubbish from your school? Is it collected and selected?" 89% of students said that "yes", majority of it is selected, some part is combusted, 9% said "no", and 2% didn't know.

Figure 8 – Bar charts representing questionnaire results

Here, students have interviewed people locally about what happens to their waste. The students have also presented and begun to interpret the data in bar charts. Such data handling offers language – content collaboration with regard to 'preparing and carrying out a survey' an important soft skill.

Figure 9 – Example question from survey on recycling

In this extract from another questionnaire on the topic of waste, students in Brazil give a sample question, as well as the result gathered from their data set for that question. We see a sentence which presents a superlative statement with aluminium 'the most separated garbage category'.

Describing shape and movement in graphs

It goes without saying that graphical data is prevalent throughout the learning curriculum. What we can take less for granted is that there is coordination of the language students need in order to be able to describe and interpret graphs. Knowing how to construct superlative sentences is clearly useful, going by the example above. Take a look now at an example of a test item where the linguistic risks are very high if students are not given language support.

9

5 Generate and solve problems with functions and graphs

5.1 Use a graphics calculator to plot and interpret a range of functional relationships, some continuous and others discontinuous, arising in familiar contexts.

Ahmed does a parachute jump. He jumps out of the plane and falls faster towards the ground. After a few seconds his parachute opens. He slows down and then falls to the ground at a steady speed. Which of these graphs shows Ahmed's parachute jump? Explain why each of the other graphs is wrong.
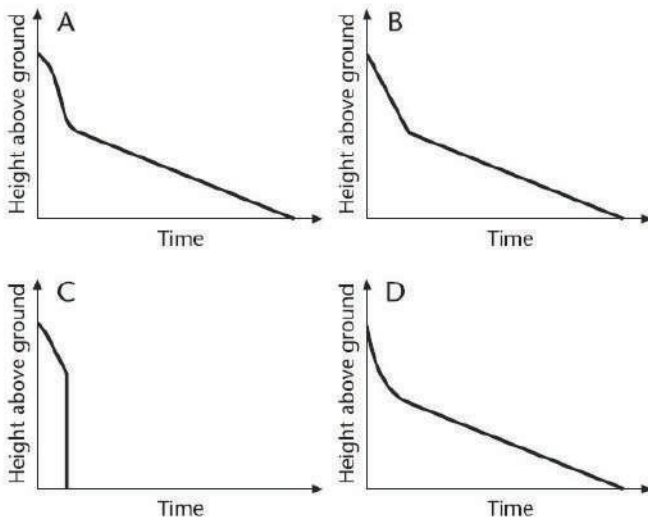
Figure 10 – Maths test item on interpreting graphs

The above maths test example comes from the Supreme Education Council curriculum document in Qatar for GCSE Maths. Here, we have two parts to a test item. In part one, students need simply understand the text they are reading, and be able to choose a letter representing the 'correct graph'. On the other hand, the second part of the task '*Explain why each of the other graphs is wrong*' carries considerable linguistic challenge.

So, how can we then prepare students for such a task? My first piece of advice is to ask the maths teacher to sit down and talk to the language teacher. This conversation will throw up many possible areas where students can be supported with language to be able to meet the demands of the second part of the task. It is quite clear that a student attempting to 'Explain' why the other graphs are wrong will need to be able to describe 'shape' in the graphs and 'interpret' meaning from this shape, 'drawing conclusions' and linking all these functions together by way of providing an 'explanation'. It is far from a simple endeavour for a second or foreign language maths student.

One activity which deals with 'descriptions of shape and movement in graphs', here is presented in a resource from Business Studies around the theme of 'Product Life Cycle'. The figure below shows the life cycle of the iPod where a teacher is giving an input talk on the rise and fall of the product. The teacher has chosen to put verb phrases in the slide while describing the product life cycle.
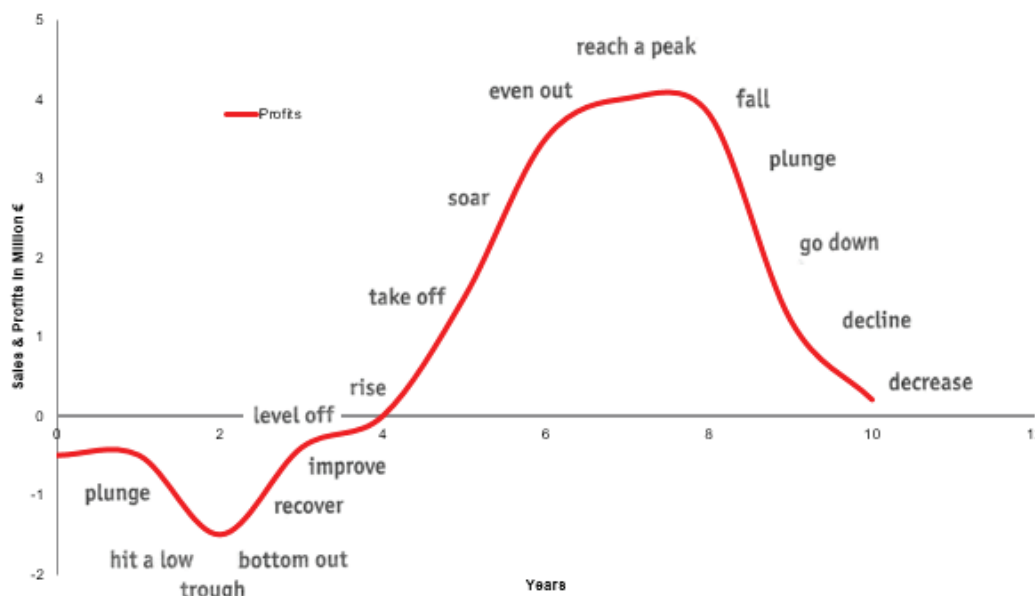
Figure 11 – Product Life Cycle verbs

This makes good sense. The figure above shows a line graph of the 'life cycle of a product'. The graph is given in a PPT slide which has been described by the teacher and during the description each verb appears in the relevant position. The visual can then be used to support students describing another line graph with a different 'shape'.

Figure 12 – verb phrases from a business task (Rosenberg, M 2001 oebv&hpt, Communicative Business Activities)

A pre-task involves the students being given individual word cards containing verb phrases and noun phrases (figure x). Students are instructed in their pairs to sort the words into 3 groups: 1) words describing 'up' movement, 2) words describing 'down' movement and 3) words describing 'flat' or 'level' movement.

This example gives us a clear picture of how two curriculum subjects can be 'joined up'. We have conceptual decisions to make about 'describing graphs' and 'interpreting graphs', we also have linguistic demands in the 'verb phrases for describing movement in graphs' and we also have procedural issues related to what exactly we ask students to do, whether it is to describe what happens in the graph between two points, compare the graph to another and say which is the correct one given a concrete context. In short, concepts, language and procedures are always there whatever content, whatever national language is being used. What is important is that these variables always represent a *choice* for the teacher

to make in how to deal with them.

It should be said that giving maths students working through the medium of English the test item above WITHOUT preparation for the functions and language outlined above, is also a *choice*, albeit a poor one.

4 Conclusions

This brief look at 'data handling' and 'presenting data in graphs', is related directly to soft / life skills presented at the start.

Cognitive skills

analysing and investigating

creativity

What we need for an effective construction of this bridge, enabling language CLIL and Content CLIL to cooperate is an exploration of the curriculum guidelines of the two areas of education (subject x and language y) to see where these functions of thinking and language can be brought together. Working with a focus on 'interpreting graphs' is just one of these areas.

From concepts to language

- Heredity – possessive structures
- Road Safety – describing numbers
- Climate Change – conditionals and modals
- Daily diet – habits and adverbs
- Food consumption data – comparative/superlative adjectives
- Interviewing – direct / indirect questions
- Lobbying – formal letter writing

Figure 12 – Slide showing bridge from concepts to language

The slide above from the talk at the heart of this article gives examples of areas of the content curriculum alongside areas for language focus. The links speak for themselves, and imagine how 'joined up' the areas of the school curriculum would be if teachers (and indeed curriculum designers) were to be given the opportunity to explore the 'overlap' with a view to preparing lessons and materials to be worked on consecutively.

The challenge is to carry out a thorough investigation of the curriculum for similar areas of overlap and make them visible, and to find tasks which enable teachers to activate this language in class. The work goes on.

Keith Kelly (December 2018)

Keith@anglia-school.info

References:

https://www.factworld.info/en/CLIL-Projects-for-ELT

Ball, P. Kelly, K. & J. Clegg (2015). Oxford Handbooks for Language Teachers: Putting CLIL into Practice Oxford University Press.

Ball, P., & Lindsay, D. (2010). Teacher training for CLIL in the Basque Country: The case of the Ikastolas—an expediency model. In D. Lasagabaster & Y. Ruiz de Zarobe, CLIL in Spain: Implementation, results and teacher-training (pp. 162– 188). Newcastle upon Tyne: Cambridge Scholars Publishing.

Hayes-Jacobs, H. (2006). Active literacy across the curriculum: Strategies for reading, writing, speaking, and listening. Larchmont, NY: Eye On Education.

Kelly, K. & Kitanova, S. (2002). Ethical English: Teaching language through content, and content through language. Science Across The World.

Rosenberg, M. (2001) oebv&hpt, Communicative Business Activities

Topic: Fake news! Historic photography real and manipulated.

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

e-mail: thomas.ziegelwagner@gmail.com

Grade: Year 11-13 (16-19-year-old students)

Purpose of the material: Students learn how to describe a picture and how to analyse historic photos as far as the photographer, the setting, the purpose, the reliability and the value of a photo as a historic source are concerned. Finally, students analyse two versions of historic photos and evaluate their historic background and credibility but also try to assess reasons for changing the original photos to manipulated ones.

How to use the material:

Lesson plan for lesson 1:

Part 1:

- Teacher asks students to brainstorm ideas in groups of three or four on how to describe pictures/photos. They should focus on language used (e.g. typical phrases), tenses and whatever else seems important to them, especially when describing historic photos. The table in the worksheet section below can help them organise their ideas. (10 minutes)

- Discussion of results in plenary (10 minutes)

Part 2:

- Analysing historical photographs: In pairs students read one short input text each about photographs as primary sources and about famous World War I photographer Frank Hurley. They then inform each other about the things they learned reading the short texts. If you want to make sure that the task is a real information gap task, you have to take care that each of the partners can only see his/her text. After telling each other about their respective texts students see a manipulated photograph by Frank Hurley and are asked to describe the photo (applying skills from Part 1) and to evaluate the photos as far as their value for historians is concerned. (20 minutes)
- Discussion of results with another pair. (10 minutes)

Lesson plan for lesson 2:

Part 3:

- Teacher and students go through a worksheet with study skills and language help which is supposed to provide students with skills and language to analyse a historic photo in depth. (5 minutes)
- Students are asked to work in small groups (there are seven different photos or sets of real and manipulated photos) and are asked to apply the study skills and the skills of describing pictures and to speculate in order to answer as many questions about the photographs as possible. (10 minutes)
- Groups present their results to the other groups using the language learned in part 1 and part 2. (25 minutes)
- Teacher reveals the real background of each of the photos. This can be done either after all the groups have done their presentation or immediately after each presentation. (10 minutes)

A piece of advice:

If you do not want to spend two lessons on the topic you can only do lesson 1. This will also cover the topic nicely. In case you want a more thorough examination of the topic and more practice for your students, then doing both lessons is definitely worth while.

Sources:

Invitation to History´-Volume 1, Berlin 2016

Invitation to History – Volume 2, Berlin 2017

Internet sources:

http://mentalfloss.com/article/59985/11-dramatic-photos-world-war-i

https://militaryhistorynow.com/2015/09/25/famous-fakes-10-celebrated-wartime-photos-that-were-staged-edited-or-fabricated/

http://www.sl.nsw.gov.au/collection-items/wave-infantry-going-over-top-resist-counter-attack-zonnebeke

Worksheets:

Lesson 1:

Part 1:

Brainstorm in groups of three or four which language is typically used to describe pictures or photos (e.g. common phrases and language of speculation) and which tenses are often applied in such tasks. In the section `Other aspects/

ideas´ you should focus especially on historic photos as far as special language you need to describe such photos is concerned and focus on which questions you might try to answer when describing historic pictures.

DESCRIBING PICTURES/PHOTOS:

Language used	Tenses used	Other aspects/ideas

Part 2:
- ➢ Work in pairs. One of you reads text 1, the other one text 2. Underline the most important aspects and tell your partner about your findings.

Text 1:
Photographs as primary sources:
In contrast to written primary sources, which have existed for thousands of years, photography is a relatively young type of primary source. It was invented in the 1830s and it was only several decades later that the first photos were published in newspapers. In its early days, photography was seen as an accurate way of recording information. However, technology advanced and photographers were able to manipulate images (most recently with digital technology).

Text 2:
Frank Hurley:
Frank Hurley was an official photographer for the Australian Imperial Force during World War I. He arrived in France at the beginning of the third battle of Ypres in 1917, and soon became known as the `mad photographer´ for the risks he took to take photographs. Hurley was expected to record exactly what he saw. But the photos he delivered were often manipulated. He even added elements like explosions to create a more dramatic effect.

(texts adapted from `Invitation to History´-Volume 1, Berlin 2016, p. 116)

- ➢ Have a look at these two photos below. The one on the left is just a detail of the complete picture on the right. Frank Hurley took the photo during the Battle of Zonnebeke in Ypres in 1917 and spiced it up with additional elements like the planes and some explosions.
  Continue to work in pairs and use the language from Part 1 to
    - describe the pictures
    - evaluate their value for historians
    - decide which of the two would be more interesting for newspapers and why

http://www.sl.nsw.gov.au/collection-items/wave-infantry-going-over-top-resist-counter-attack-zonnebeke
http://mentalfloss.com/article/59985/11-dramatic-photos-world-war-i

➢ Discuss your results with another pair.

Lesson 2:

Part 3:
How to analyse a historic photo in depth:

Photographs can give you information on historic events just like written descriptions do. They are a record of what happened. But be careful. A photo may be carefully arrranged and chosen in order to get a certain message across or to encourage a certain opinion. And, of course, photos can be technically manipulated. The skills below will help you analyse a historic photograph in more detail, but remember – it will not always be possible to answer all the questions.

Study skills	Language help
Photographer:	
Who took the photograph? Was the photo commissioned? If so, by whom?	The photo was taken by… It was commissioned by … for…
Setting: When and where was the photograph taken? What was the historical context?	The photo/It was taken/shot by… in… The photo was taken during WWI/…
Description: What is going on in the photo? Who are the people? What can you say about the background or the place where it was taken?	In the photo you can see soldiers fighting with each other./… The soldiers seem to be from the French and German army./.. In the background you can see trenches and barbed wire./…
Type of photograph and its purpose: Is the photograph a documentary photo, a snap shot, a staged photograph? Did the people in the photo realise that they were being photographed? Which message did the photographer want to get across? Why was it chosen for publication?	The photographer took this shot/carefully staged the photo to achieve the effect that the audience… The photo was published because … It was published in … to prove/show/illustrate …

Evaluating the photo as a historical source: What can we learn when we have a look at the photograph? Is the information we get from the photograph reliable? Do we get a realistic picture of what was happening?	According to what we know from other sources, the photo gives a realistic/(un)reliable/one-sided/biased picture of what was happening. The photo shows only one aspect of… The impression the viewer gets is misleading because…

Adapted from: Invitation to History – Volume 2, Berlin 2017, p. 49.

Famous Fakes — Wartime Photos That Were Staged, Altered or Fabricated
They say that the first casualty of war is the truth.

➤ Work in groups of three or four: Each group will get a set of two photos (one is the original and one was manipulated) or one photograph which was changed one way or another.
Use the skills from `describing a historic photograph in depth´…
- …and answer as many of the questions asked in this section as possible.
- If you are not sure, speculate (e.g. about the setting or the type of photograph) – use language of speculation to do so.
- In addition, speculate in what way the picture was altered and why – again language of speculation.
- Finally, present your findings to the other groups.

Group 1:

Group 2:

Group 3:   **Group 4:**

Group 5:

Group 6:

Group 7:

Source:
https://militaryhistorynow.com/2015/09/25/famous-fakes-10-celebrated-wartime-photos-that-were-staged-edited-or-fabricated/

Part 1:
DESCRIBING PICTURES/PHOTOS:

Language used	Tenses used	Other aspects/ideas
For example: - In the picture you can see… - A man and a woman are standing … - In the background there is a forest. It has a lot of pine trees. - The man has just turned away to see what is going on behind them. It may/might/could be scene from World War II. Possibly/Maybe/Perhaps the photographer is trying to show that.. It seems/It looks/It appears as if… I´m fairly sure/I get the impression that… I reckon/I suppose…	Use the **present progressive** to describe things happening in the picture. Use the **present simple** to describes states. Use the **present perfect** to explain what has just happened. Use **language of speculation** for things you are not quite sure about.	In order to describe historic photos, it is useful to familiarise yourself with **words and phrases** relevant for the **period or event**: **For example:** If you describe a photo showing an event of **WWII** students should know words like: tanks, planes, soldiers, army, con-centration camps,…. **Ask yourself:** - What is the historic event it shows? - Who took the picture? - Why was the picture taken?

Part 2: Own answers
Part 3:
Group 1:
It is believed that photographer Alexander Gardner's post-Gettysburg photo uses the same corpse twice. The picture entitled: "A Sharpshooter's Last Sleep" features a corpse strangely similar to one that appears in another image taken on the same day entitled: "Home of a Rebel Sharpshooter". Experts maintain that Gardner used the same fallen soldier for both pictures, reportedly dragging the body more than 40 yards between the two locations.
Group 2:
Whether the celebrated Jo Rosenthal photograph showing the raising of the U.S. flag on Mount Suribachi during the 1945 fight for Iwo Jima was "staged" is controversial. But it's a matter of historical record that the immortalized hoisting of the Stars and Stripes was preceded by a similar incident earlier in the day.
A Marine named Louis Lowery took the lesser-known photo hours before Rosenthal had even reached the summit. But it was the second (and more dramatic) image that featured prominently in a successful $26 Billion war bond drive in 1945. The shot also appeared on stamps, magazine covers, recruiting posters and was the basis of the U.S. Marine memorial in Washington D.C.
Group 3:
The photograph of a Red Army soldier waving the Soviet banner from atop the bombed out ruins of Berlin's Reichstag was indeed staged. Military photographer Yevgeny Khaldei wanted to engineer a historic moment reminiscent of the American Iwo Jima picture, which was taken only weeks earlier. The 28-year-old correspondent hastily stitched together an ad hoc Hammer and Sickle using an old tablecloth and scaled the top of the Nazi legislature with some volunteers to set up the shot. Within two weeks, his image became famous in the Soviet Union, but not before being retouched on the orders of the Kremlin. Moscow demanded the flag be enhanced in the darkroom to make it appear a little less improvised. More smoke was added to the horizon of the shot too. Finally, a second wristwatch on the soldier's forearm (presumably stolen) was rubbed off the negative, so that it didn´t destroy the `purity´ of the scene.
Group 4:
While campaigning as a "wartime president" in 2004, George W. Bush appeared in a photo surrounded by legions of U.S. troops. Days after the image was made public, bloggers noted that some of the faces of the soldiers behind the Commander-in-Chief appeared to have been duplicated using a copy and paste Photoshop tool known as "clone stamp." The White House withdrew the image and apologized.

Group 5:

Freelance Lebanese photographer Adnan Hajj used a Photoshop software feature to enhance images of Israeli air strikes on Beirut in 2006. The Reuters journalist darkened and duplicated plumes of smoke on the city skyline in an attempt to make the image appear more exciting. It was just one of many examples of photo tampering to come out of the brief but intense war. The incident became known as "Reutersgate".

Group 6:

MilitaryHistorynow.com reported this case of a photo showing a North Korean military exercise in 2013 that was enhanced by Pyongyang propagandists. According to the MHN story, the image features a fleet of landing craft disembarking troops onto a beachhead. After being published worldwide, experts noted that several of the vessels appeared to be reflecting light identically, suggesting that they had simply been copied and pasted into the frame. In addition, the wakes being thrown up by the hovercraft also looked to have been enhanced digitally. The international media promptly pulled the photo from circulation.

Group 7:

IN JANUARY 2014, the Associated Press announced that it had cut ties with award-winning combat photographer Narciso Contreras after the journalist reportedly used Photoshop to doctor an image he'd taken of fighting in Syria. The offending frame, which was shot in September 2013, shows an anti-government insurgent armed with a Kalashnikov rifle taking cover behind a rock during fighting in Idlib province. A video camera is clearly visible in the bottom left corner of the original photo. The Mexican-based, Pulitzer Prize winning correspondent thought that it was a distracting element in the picture and edited it out before filing it. The U.S.-based wire service (AP) fired Contreras for what it considered an unforgivable manipulation.

Adapted from: https://militaryhistorynow.com/2015/09/25/famous-fakes-10-celebrated-wartime-photos-that-were-staged-edited-or-fabricated/

КУРСОВЕ ЗА 14+ ГОДИШНИ   ИНФОРМАЦИЯ И ЗАПИСВАНЕ - ул.Родопи 88 ,тел.0894 32 30 01

Наименование на курса	Ниво	Учебни дни	Час на провеждане	Първо занятие	Последно занятие	Цена на курса
Basic English Speaking Skills	A2	вторник и четвъртък	18:00 – 19:30	9 май 2019	1 август 2019	250 лв. при плащане на вноски 220 лв. при предплащане наведнъж 50 лв. капаро за записване
English Speaking Skills	B1	понеделник и сряда	18:00 – 19:30	22 април 2019	24 юли 2019	
English Speaking Skills	B2	вторник и четвъртък	18:00 – 19:30	9 май 2019	1 август 2019	
Cambridge Advanced Certificate Preparation Course	C1	Monday & Wednesday & Friday	18:00 – 21:00	3 July 2019	30 August 2019	450 лв. при плащане на вноски *400 лв. при предплащане наведнъж* 50 лв. капаро за записване
IELTS Preparation course	B1,B2, C1,C2		09:30 – 12:30	3 July 2019	30 August 2019	
Интензивен курс по разговорен английски за напълно начинаещи	A1	от понеделнк до петък	9:30-12:30	2 юли 2019	19 юли 2019	250 лв. при плащане на вноски 220 лв. при предплащане наведнъж 50 лв. капаро за записване 25% отстъпка за родители на настоящи наши ученици 20 лв. отстъпка за доведен приятел
Speaking skills (crash course)	A2		13:30-16:30	2 юли 2019	18 юли 2019	
Speaking skills (crash course)	B1		9:30-12:30	2 юли 2019	19 юли 2019	
Speaking skills (crash course)	B1+		18:00-21:00	2 юли 2019	18 юли 2019	
Speaking skills (crash course)	B2		9:30-12:30	2 юли 2019	19 юли 2019	
Интензивен курс по китайски език / Chinese crash course /	A1	от понеделнк до петък /weekdays/	09:30 – 12:30	2 July 2019	19 July 2019	330 leva paid in installments *300 leva if you pay the whole price before the start* 50 leva to book a place
	A1		14:00 – 17:00	6 August 2019	22 August 2019	
	A1		09:30 – 12:30	6 August 2019	22 August 2019	
Spoken Bulgarian crash course	A1	weekdays	09:30 – 12:30	2 July 2019	18 July 2019	250 leva paid in installments *220 leva if you pay the whole price before the start* 50 leva to book a place

Pressemitteilung zur internationalen Lehrertagung 1.-5.10. in Innsbruck

Für seine leidenschaftliche pro-europäische Rede wählte der EU-Abgeordnete Dr. Othmar Karas im Rahmen der Eröffnungsveranstaltung zur internationalen Lehrer/innen-Tagung im Innsbrucker Alten Landhaus eine Schulmetapher: Eine Schulgemeinschaft bedeute mehr als nur eine Unterbringung von 28 Klassen, deren Sprecher/innen, Lehrer/innen und einer Direktion unter einem Dach. Wenn im Schulgebäude ein Brand ausbricht, genügt es nicht, wenn sich die 1A-Klasse im Erdgeschoß gegenüber der 7C-Klasse im dritten Stock gleichgültig zeigt. Alle müssten zur Löschung des Brandes und zur Rettung der in Not Geratenen beitragen, damit nicht das ganze Gebäude abbrennt. Wichtiger aber sei noch die Brandprophylaxe, die nur systemisch erfolgen könne. Eine Gemeinschaft wie eine Schule, aber auch wie die Europäische Union, sei eben mehr als nur die Summe ihrer einzelnen Teile.

Der Auftakt zum Follow-up des französischen Europaprojektes ELICIT fand am 1. Oktober 2018 im Rokokosaal des historischen Landhauses statt und war hochkarätig besetzt. Neben Dr. Othmar Karas sprachen aktuelle und ehemalige Europapolitiker/innen wie Dr. Franz Fischler, Dr. Eva Lichtenberger, DDr. Herwig van Staa, Dr. Richard Seeber, Dr. Giuseppe Zorzi, Gemeindepolitiker wie der amtierende Bürgermeister Georg Willi und Stadträtin Mag. Ursula Schwarzl, aber auch zahlreiche Vertreter/innen des österreichischen Schulwesens auf Schul-, Landes- und Bundesebene zum Thema Europa mit all seinen Hoffnungen und Herausforderungen. Oft ging es dabei um „die Mühen der Ebene" und die Gefahr eines Auseinanderdriftens der einzelnen Mitgliedsstaaten. Dass die europäische Integration in den Köpfen und Herzen der jungen Menschen aller 28 Mitgliedsländer verankert werden muss, darüber waren sich alle Redner einig.

Im Fokus aber standen die Beiträge von Lehrenden aus acht verschiedenen europäischen Ländern (darunter Ungarn, Bulgarien, Rumänien und vor allem Frankreich, dem Ursprungsland des Lehrer/innen-Austausch-Projektes ELICIT). Denn sie sind es, die in ihrer täglichen Arbeit „an der Graswurzel" den europäischen Gemeinschaftsgedanken pflegen, Konflikte zwischen Partikularinteressen bearbeiten und für gegenseitige Kulturvermittlung sorgen.

Die internationale Lehrer/innen-Tagung fand als Follow-up des französischen ELICIT-Projektes statt und dauerte vom 1. – 5. Oktober 2018, organisiert von engagierten Lehrenden und Lernenden der Handelsakademie Innsbruck, dank der hilfreichen Unterstützung durch Direktor Dr. Peter Kreinig und unter der Projektleitung durch Mag. Barbara Ditterich. Die Handelsakademie Innsbruck hatte sich als einzige österreichische Partner-Schule an ELICIT beteiligt und sorgte auch dieses Jahr für ein interessantes Programm für die internationalen Teilnehmer.

So fanden nach der Auftaktveranstaltung Unterrichtsbesuche an der HAK Innsbruck („job-shadowing"), die Präsentation neuer Unterrichtsmethoden, eine Filmvorführung von „Zersplitterte Nacht" (zum Innsbrucker Novemberpogrom 1938) unter der Anwesenheit des Regisseurs Hermann Weiskopf und zahlreiche andere Aktivitäten wie Firmenbesichtigungen und natürlich auch Sightseeing statt. Besonders aufschlussreich gestaltete sich der Besuch der dreisprachigen Schule im Dolomiten-Ort St. Virgil, wo ethnische und sprachliche Pluralität vorbildlich gelebt wird.

Doch was wäre ein europäisches Bildungswesen ohne den persönlichen Kontakt abseits von Programmen und Präsentationen? Gerne stellten sich Lehrkräfte der HAK Innsbruck als private Gastgeber zur Verfügung, um mit ihren europäischen Kolleg/innen „aus der Schule zu plaudern" und für deren persönliches Wohl zu sorgen. Denn internationale Schulpartnerschaften, Schüleraustausch, Gemeinschaftsprojekte wie e-twinning oder dergleichen mehr entstehen oft bei einem guten Abendessen oder einer Korrespondenz der beteiligten Lehrer/innen.

Sabine Wallinger, HAK Innsbruck, im Oktober 2018

Summary:

A lot of European teachers and members of Innsbruck's and Tyrolean government and actual and former MEP (such as Dr. Franz Fischler, former Austrian commissoner for agriculture, Dr. Eva Lichtenberger, former MEP, DDr. Herwig van Staa, former mayor of Innsbruck and former head of the Tyrolean government and president of the European cities-league, Dr. Richard Seeber, former MEP and chief of the Tyrolean office in Brussels, Dr. Giuseppe Zorzi from Trento/Italy, the mayor of Innsbruck, Georg Willi and the counsellor of the city of Innsbruck, Mag. Ursula Schwarzl), as well as teacher from 7 European

countries joined the follow-up meeting of ELICIT. The HAK Innsbruck was the only high school in this project started by France.

Mr. Othmar Karas MEP spoke in his ‚burning' speech for a unique Europe as a metaphor of a school with 24 classes. a headmaster and teachers which do not form a community when they don't fight a fire in one of their classes. If they just are waiting and not helping to extinguish, the whole building will burn and finally be destroyed. A community is only as strong as their relationships and a lot has to be done to prevent hazards.

The most important thing is to give Europe a big place in the heart of our pupils and students - this was the main principal idea of all politicians who assisted at this meeting.
There were also presentations of members of our meeting with very interesting ideas, job-shadowing at the HAK Innsbruck with ‚COOL' and other new teaching methods and of course there was a lot of hospitality because Austrian teachers hosted their European colleagues in their homes - the best way of exchanging ideas, getting friends and discuss while having a little glass of wine together. The headmaster Dr. Peter Kreinig and Barbara Ditterich, Viktoria Moser-Lieblein and Andrea Winkler were the organizing team.
One of the highlights was the visit of the trilingual school at St. Vigil in Enneberg, the heart of the ladin culture in South Tyrol/Italy and the presentation of the film Shattered night' about the Holocaust in Innsbruck with the discussion with the film director Hermann Weiskopf, as well as a guided tour in Innsbruck and the visits to the enterprises SWARCO, Swarovski Kristallwelten and Bartenbach.

The whole event was a cooperation of HAK Innsbruck and the European region Tyrol-South Tyrol- Trentino.

Sabine Wallinger, HAK Innsbruck, im Oktober 2018

La Scora Ladina

Heinrich Videsott

Bevölkerung in Südtirol

Ladiner
4,37%

Italiener
26,47%

Deutsche
69,16%
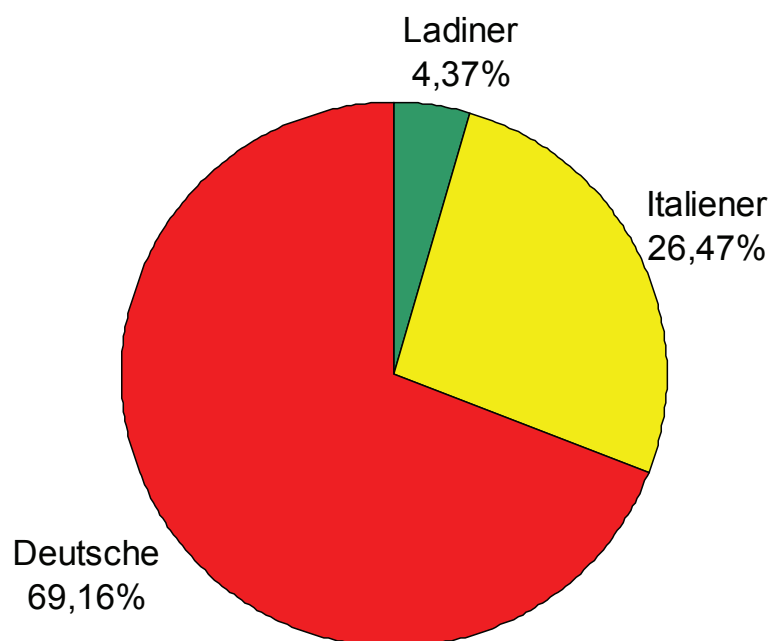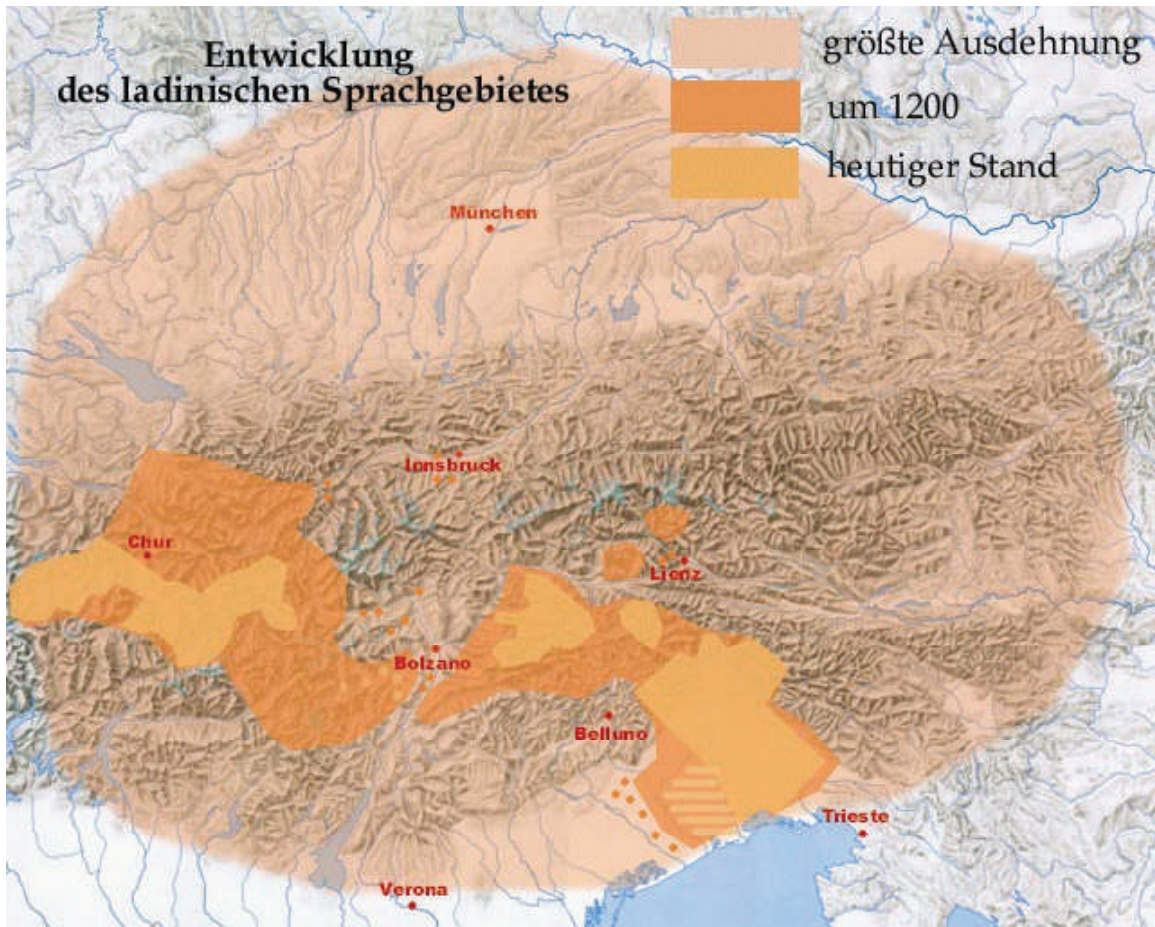
Da ći sort de parores
é pa formé le lingaz ladin?

65% da parores che vëgn dal latin
15% da parores che vëgn dal talian
15% da parores che vëgn dal todësch
5% da parores preromanes (retiches)

parores che vëgn dal <u>latin</u>:

    murus → mür(muro),   bibere → bëre(bere),   scribere →
    scrì(scrivere),   caminus → ćiamin,
    nomen → inom,   ancilla → fancela,   manducare →
    mangé,   frater → fre,
    fructus → früt,   littera → lëtra,
    strata → strada,   mons → munt, …

2) **parores che vëgn dal <u>talian</u>:**

    bandiera → bandira,   indennità → indenitè,
    zona → zona,   espropriazione →espropriaziun,, territorio →
    teritore,   raccomandare → racomané…

23

3) parores che vëgn dal <u>todësch</u>:

Pfanne → fana,   Hütte → ütia,   Staub → stöp,

stark → sterch,   braten → pratè, Seife → jafa,

Scheibe → scëiba,   meinen → miné, Leiter → litra,

Lücke → locia,   Meinung → minunga, …

4) parores preromanes (<u>retiches</u>):

dascia (Zweige),   crëpa (Spalte),   para (Wiese),

ćiamurc (Gams),   liösa (Rodel),   sala (Rinne),

tambra (Haus/Hütte),   tru (Weg),   roa (Mure),

ciaspes (Schneschuhe), nida (Buttermilch), …

Die Dolomitenladiner
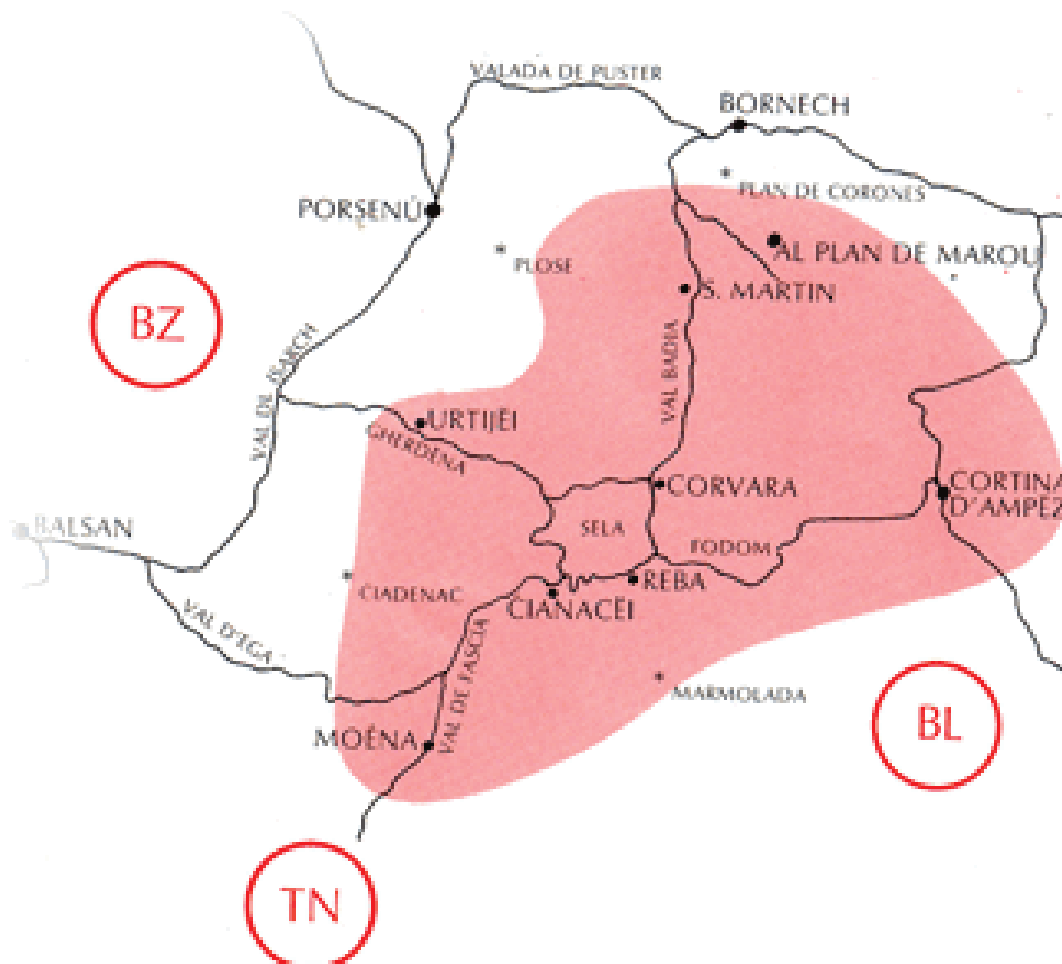
Dolomitenladinien – 5 Täler – Sellastock im Mittelpunkt – Sprachliche Einheit siehe
Ascoli siehe Gartner – Zentrifugale Tendenzen – Problem Sprachnormierung.
Ladins in the Dolomites – 5 valleys around the Sela Group – for linguistic unity see
Ascoli and Gartner – centrifugal tendencies – problem of standardization of the
language.
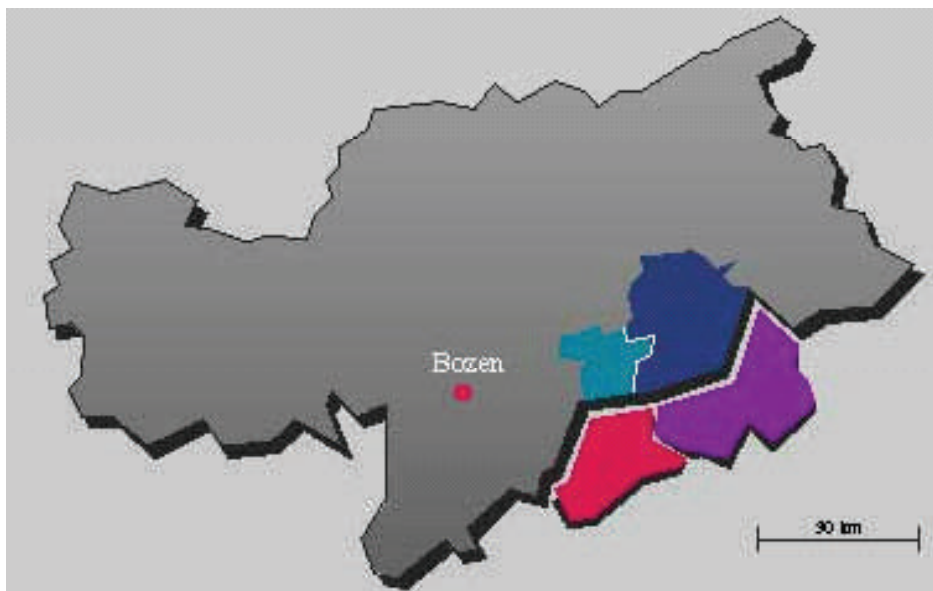
Gröden/Gadertal/Buchenstein mit
Cortina/Fassatal

Wie spricht man in den Familien der Kindergartenkinder in Gröden?

deutsch - ital. 6%
andere 2%
ladinisch 14%
deutsch 19%
ladinisch- deutsch 11%
ladinisch - ital. 12%
italienisch 24%
ladinisch- deutsch- italienisch 12%

- ladinisch
- ladinisch- deutsch
- ladinisch - ital.
- ladinisch- deutsch- italienisch
- italienisch
- deutsch
- deutsch - ital.
- andere
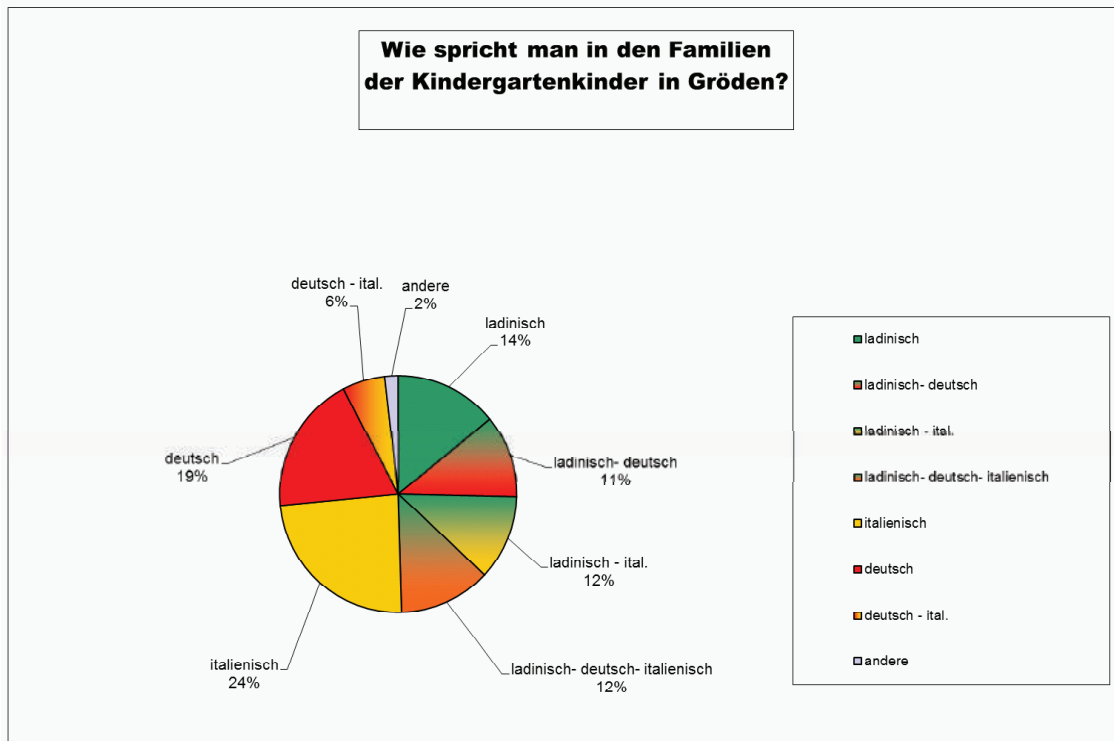
This diagram shows the mixture of languages spoken in the families of the children at the kindergarden in Val Gardena.

Wie spricht man in den Familien der Kindergartenkinder im Gadertal?

deutsch - ital. 1%
andere 5%
deutsch 1%
italienisch 10%
ladinisch- deutsch- italienisch 6%
ladinisch - ital. 22%
ladinisch- deutsch 10%
ladinisch 45%

- ladinisch
- ladinisch- deutsch
- ladinisch - ital.
- ladinisch- deutsch- italienisch
- italienisch
- deutsch
- deutsch - ital.
- andere
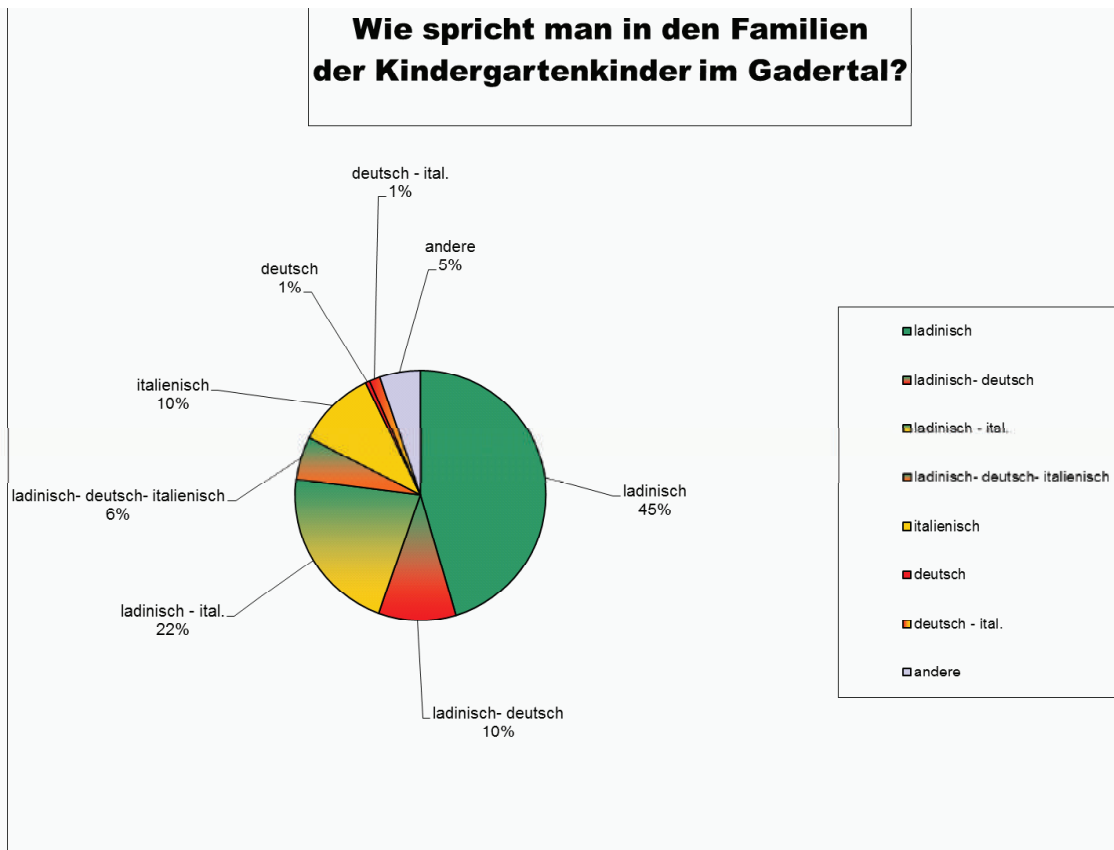
… and the same in Val Badia.

Das Ausmaß der ladinischen Schule

ladinische Schulen	Anzahl der Schulen	Klassen
Grundschulen	15	90 ca.
Mittelschulen	5	40 ca.
Oberschulen	4	30 ca.
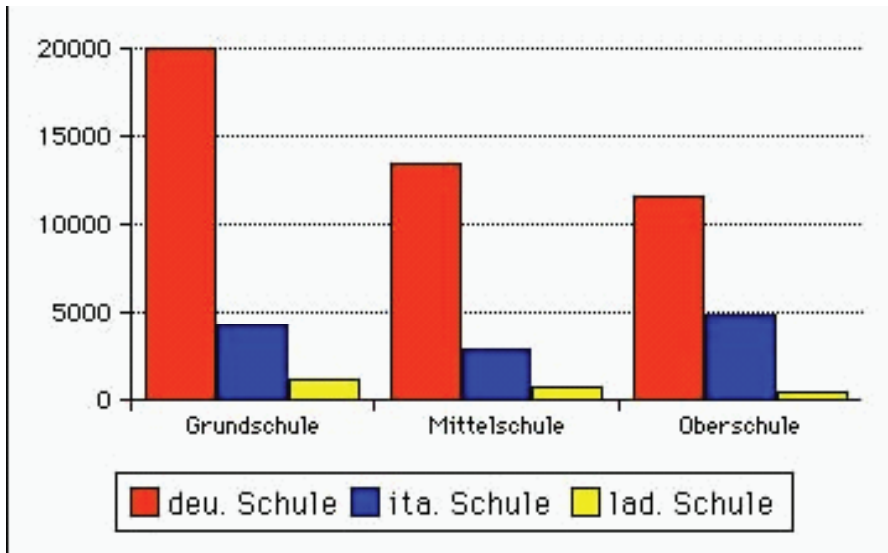
Schülerzahlen an den Schulen Südtirols

Quantitativer Vergleich ergibt Ungleichgewicht bei Oberschulen: ein Großteil besucht deutsche Oberschulen
Kindergärten: 17 Kindergärten mit 708 Kindern und 38 Kindergärtnerinnen und 34 pädagogische Mitarbeiterinnen –
Grundschulkinder 1423, Mittelschüler 758, Oberschüler 347 – etwas mehr als 300 Lehrerstellen

Die ladinische Schule ist ein paritätisches Modell

Österreich Ungarn: ladinisch nicht anerkannt, deutsche Schule mit 5 Wochenstunden Italienisch – Enneberger Schulstreit 1875 – 1. Weltkrieg: nur deutsche Schule 1916
Dekret Credaro 1921: Italienisierung vor dem restlichen Südtirol – 1943 Alpenvorland: Deutsche Schule, bleibt bis 1948 wegen Schulstreit, seitdem paritätisches Modell mit etwas Ladinisch

Area Bereich	Materia Fach	Wochenstunden Ore settimanali				
		1. Kl	2. Kl	3. Kl	4. Kl	5. Kl
Area linguistico-artistico-espressiva Sprachlich-künstlerisch-expressiver Bereich	Ladino Ladinisch	2	2	2	2	2
	Italiano Italienisch	5	5	5	4	4
	Tedesco Deutsch	5	5	5	4	4
	Inglese Englisch	-	-	-	2	2
	Musica Musik	1	1	1	1	1
	Arte Kunst	1	1	1	1	1
	Movimento e sport Bewegung und Sport	1	1	1	1	1
Area storica-geografica-sociale-religiosa Geschichtlich-geografisch-sozial-religiöser Bereich	Storia Geschichte	1	1	1	1	1
	Geografia Geografie	1	1	1	1	1
	Religione Religion	2	2	2	2	2
Area matematico-scientifico-tecnologica Mathematisch-naturwisseschaftlich-technologischer Bereich	Matematica Mathematik	5	5	5	5	5
	Scienze Naturwissenschaften	1	1	1	1	1
Wochenstunden gesamt: Totale ore settimanali:		**25**	**25**	**25**	**25**	**25**
Wahlpflichtbereich: Area obbligatoria:		möglich possibile	2	2	2	2

Grundschule
Scuola elementare
Fächer- und Stundenplan
Piano orario e delle materie

Suddivisione delle lingue nella scuola media

I. classe	tedesco, storia, educazione civica matematica, scienze, fisica, chimica, religione	italiano, geografia, ed. musicale, ed. artistica, ed. fisica, ed. tecnica	ladino	inglese
	16	16	2	3
II. classe	tedesco, storia, educazione civica matematica, scienze, fisica, chimica, religione	italiano, geografia, ed. musicale, ed. artistica, ed. fisica, ed. tecnica	ladino	inglese
	15	17	2	3
III. classe	tedesco, storia, educazione civica matematica, scienze, fisica, chimica, religione	italiano, geografia, ed. musicale, ed. artistica, ed. fisica, ed. tecnica	ladino	inglese
	16	16	2	3

ore/settimana ▪ tedesco ▪ italiano ▪ ladino ▪ inglese (sperimentazione)

Organisation nach Lehrstühlen, somit Notwendigkeit der Zuteilung der Hälfte der Fächer an die Deutsche und eine Hälfe an die Italienische Unterrichtssprache, - dadurch integrative Sicht schwieriger – manchmal Gebrauch des Europäischen Sprachenportfolios – Dreisprachigkeitspflicht für Lehrkräfte – Vorrang für Ladiner – mehrsprachige Mittelschulprüfung: vier schriftliche Prüfungen

An der ladinischen Mittelschule werden die Schüler bereits im Pflichtschulalter mit vier unterschiedlichen Sprachen konfrontiert

CLASSE 1/A

	orario	lunedì	martedì	mercoledì	giovedì	venerdì
1	07:50 - 08:40	Englisch	Italiano	Movimento-sport	Italiano	Italiano
2	08:40 - 09:30	Italiano	Italiano	Movimento-sport	Deutsch	Geografia
3	09:30 - 10:20	Ladin	Mathematik	Deutsch	Arte	Englisch
4	10:20 - 11:10	Religiun	Deutsch	Geschichte	Arte	Mathematik
p	11:10 - 11:40	refezione	refezione	refezione	refezione	refezione
5	11:40 - 12:30	Musica	Naturkunde	Geografia	Geschichte	Deutsch
6	12:30 - 13:20	Mathematik	ELI	Mathematik	Ladin	Naturkunde
7	13:20 - 14:10	Deutsch	Musica	ora opzionale obbligatoria	Religiun	Tecnologia

Beispiel einer Stundentafel an einem Sprachenlyzeum (Stern)

Quadro orario

| Materie - Unterrichtsfächer		I.		II.		V.	
		1	2	3	4	5	
Religion	L-I-D	1	1	1	1	1	5
Ladin - Lingaz y cultura	LAD	2	2	2	2	2	10
Deutsch - Sprache und Literatur	DEU	4	4	4	4	4	20
Italienisch - Lingua e letteratura	ITA	4	4	4	4	4	20
Englisch		4	4	4	4	4	20
Geschichte und Geografie	DEU	3	3				6
Geschichte	DEU			2	2	2	6
Filosofia	ITA			2	2	2	6
Mathematik und Informatik	DEU	3	3				6
Mathematik	DEU			3	3	3	9
Physik	DEU			2	2	2	6
Naturwissenschaften *	DEU	3	3	2	2	2	12
Storia dell'arte	ITA			2	2	2	6
Latino	ITA	2	2	2	2	2	10
Francese	**	4	4	4	4	4	20
Diritto ed economia	ITA	2	2				4
Educazione fisica	ITA	2	2	2	2	2	10
Insegnamenti aggiuntivi - Zusätzliches Lernangebot****		2	2				4
Totale - Gesamt	DEU = 65 ITA = 64	36	36	36	36	36	180

* Biologie, Chemie und Erdwissenschaften
** Im 1. Biennium in italienischer Sprache
** Nel 1° biennio in lingua italiana

**** Area opzionala d'oblianza: Informatica applicata - Educazione motoria/Sport
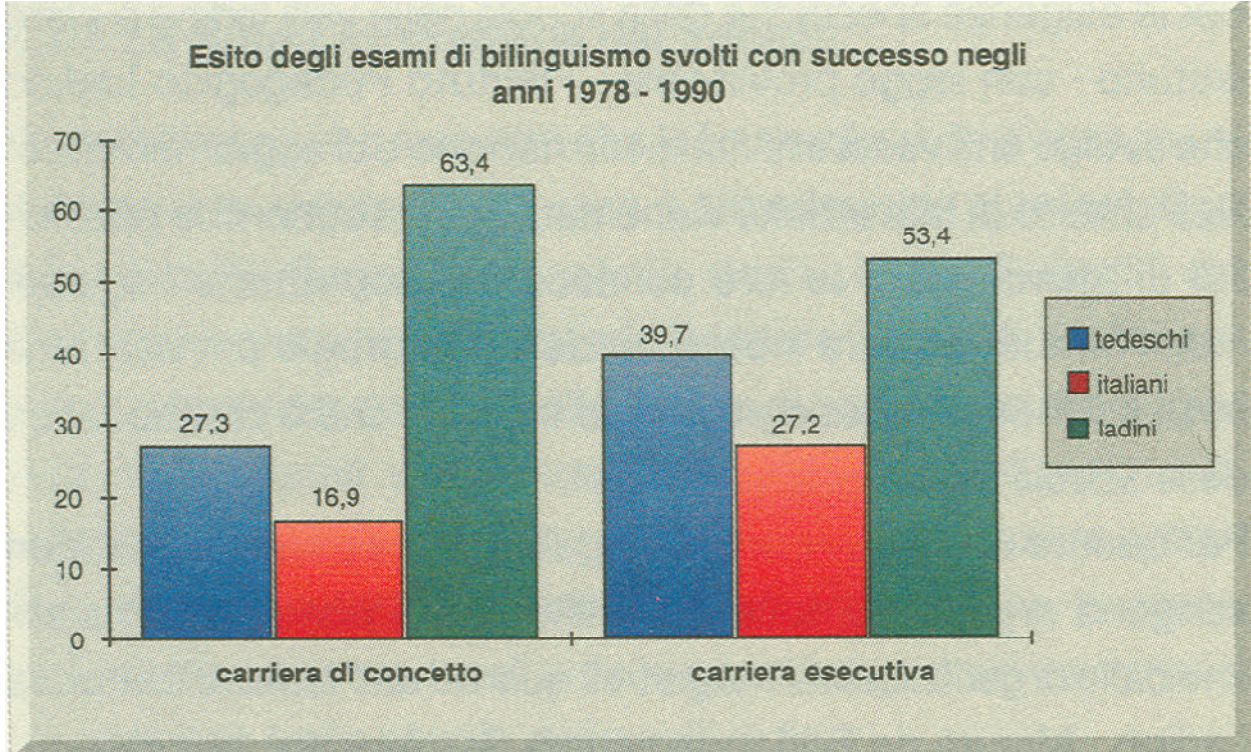
Die drei Farben
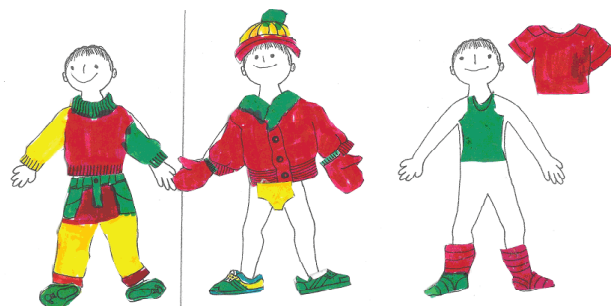
Prinzip der Sprachenordnung: klare Zuordnung an Sprachfarben konsequent durchgezogen, keine Sprachvermischung.
Principle of the linguistic order: each language has the own colour since kindergarden, no mingling of languages.

Alphabetisierung in drei Sprachen

Verschiedene Zugänge: handelnd, visuell, spielerisch – verschiedene Sprachsituationen – meistens nicht eine Sprache – eine Person

Die Förderung

The weekly newspaper for the Ladin speaking poeple in the Dolomites that contains even articles and news for each valley written in the respective idiom.

Esito degli esami di bilinguismo svolti con successo negli anni 1978 - 1990

Bisher positive Erhebungen zur Sprachenkompetenz, insbesondere Resultate der Zweisprachigkeitsprüfung sprechen für überdurchschnittliche Mehrsprachenkompetenz, was nicht mit der spezifischen Kompetenz in den einzelnen Sprachen verwechselt werden soll

SSP St. Vigil in Enneberg
Schuljahr 2018/2019

GS Campill (18 – 2,60)
GS ST. Martin (33 – 4,80)
GS Untermoj (14 – 2,60)
MS St. Vigil (103 –12)
Ssp St. Vigil 437 Schüler 50 Lehrstellen
GS Welschellen (25 – 3,75)
MS St. Martin (107 – 11)
GS Enneberg /Pfarre (39 – 5,57)
GS St. Vigil (98 – 8,00)
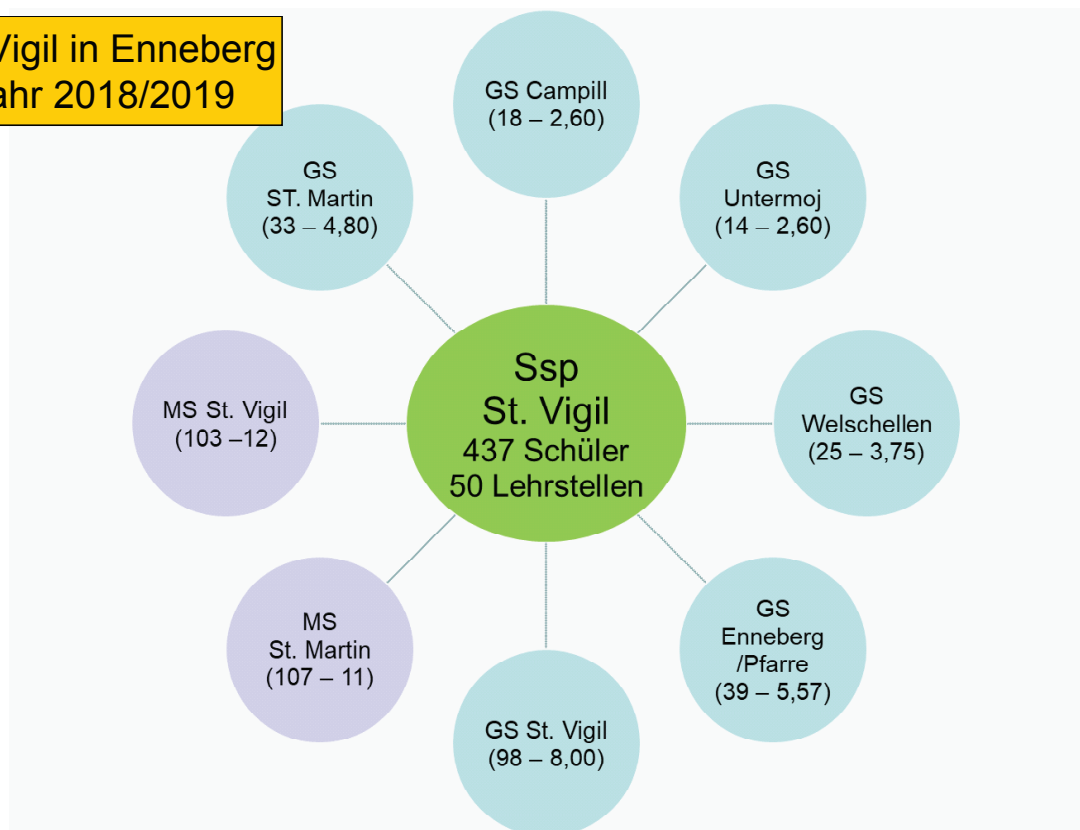
Viscosity

Lyubov Dombeva, Luxemburg, 2018

1. Information:

You may have noticed that some liquids are thicker that others, for example honey is thicker that water and flows more slowly. The particles in liquids are very close to each other, but because the forces that hold them together are not quite as strong as in a solid, the particles can slide over each other. This makes the liquid runny. The weaker the forces between the particles in a liquid, the more runny it will be. The stronger the forces, the more viscous it will be. **Viscosity shows how easily liquids flow depending on the friction forces between their particles.**

2. Investigating viscosity:

When an air bubble moves through a liquid, the forces between the particles tend to slow it down. The more viscous the liquid, the more the bubble is slowed down.
In this experiment, we shall investigate the relationship between viscosity and speed.

Aim: To compare how viscosity of three different liquids affects their ability to flow.

Apparatus: A set of plastic tubes containing liquids with three different viscosities and a stopwatch.

Safety: Do not place the tubes where they may fall, e.g. by rolling off a table. Although plastic the tubes may break or crack as a result of rough treatment. Immediately report to the instructor of accidents or breakage.

Variables: Match the list of variable factors with their descriptions (independent, dependant, fixed).

Time for air bubble to flow (s)	fixed variable
Viscosity of liquids (colour of tubes)	dependant variable
Temperature of environment (ºC)	independent variable
Angle at which you hold the tube (degrees)	fixed variable
Distance travelled by the air bubble (mm)	fixed variable

Method:
1. Hold the plastic tube upright until the air bubble reaches the top end.
2. Turn the tube upside down and start the stopwatch.
3. Stop the watch when the bubble reaches to the top again.
4. Record the time in the data collection table.
5. Repeat three times with each colour tube.
6. Calculate the average time for every liquid.

7. Calculate the average speed of flow for each liquid using the formula:

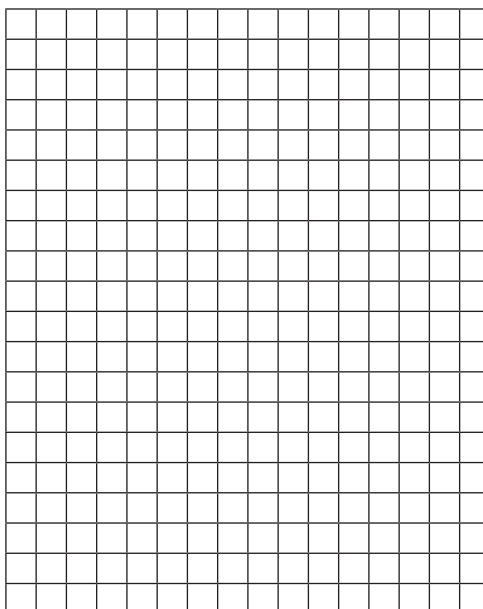Speed of flow = Distance travelled by the air bubble ÷ average time

8. Plot the speed of flow of the air bubble as a function of the viscosity. Label the X axis *Viscosity of liquids (colour of tubes)* and the Y axis *Speed of flow of air bubble (mm/s)*
9. Draw a conclusion from your results.

Collecting and processing data:

Write a suitable title for your table:

Viscosity (colour of tube)	Time taken by the air bubble to flow (s)				Speed of flow of air bubble (mm/s)
	Trial 1	Trial 2	Trial 3	Average	

Write a suitable title for your graph:

Conclusion:

This practical activity is part of the secondary science curriculum. The pedagogical design of the worksheet aims at fostering students' understanding and appreciation of the practical work done in science. Highlighting the main parts in the structure of a lab report it scaffolds students written commununcation, as well as their understanding for the investigation process. It can be used as support for note taking during the activity and basis for the follow up discussion. It can also be used as assessment tool of students' practical work and useful feedback helping them develop their lab reports.

Интегриране на дейности в класната стая - път за успешно обучение в XXI век

От юни 2018 г. петнадесет учители от 164. ГПИЕ „Мигел де Сервантес", София се включиха в проект по програма Еразъм+ К1 за квалификация на педагогическия персонал (2018-1-BG01-KA101-047285). Осем вече преминаха през обучение в Испания, Италия и Франция. Ето впечатленията на някои от тях:

Веска Петрова, ст. учител по френски език

Като участник в проекта „Интегриране на дейности в класната стая- път за успешно обучение в XXI век" и преподавател по френски език, участвах в квалификационнен курс по френски език за учители по френски ез. в езиковата школа Lyon Bleu International в Лион, Франция.

Курсът беше организиран в две части: курс по френски език по нива, определени след писмен on-line тест и устен изпит на място, и ателиета за преподаватели по френски език за обогатяване на педагогическите практики.

Посрещането беше много топло, организацията - безупречна; обстановката беше приятна и отпускаща, а отношението лично към всеки курсист както от страна на административния, така и от страна на педагогическия екип.

Върнах се изключително удовлетворена от курса и престоя си в Лион и презаредена с идеи за работа през новата учебна година.

Lyon - une bonne formation bien utile, un accueil cordial, une aventure inoubliable.

En arrivant à Lyon, j'ai ressenti la ville m'embrasser et je suis tombée amoureuse; amoureuse de la ville, des deux fleuves, des gens- gentils et serviables, de la célèbre cuisine lyonnaise, des restos, des églises et de s monuments, de tout!

Je n'oubrierai pas ça, je n'oublierai Lyon!

Рая Данон, ст. учител по испански език

Проектът „Интегриране на дейности в класната стая - път за успешно обучение в XXI век" ми даде възможност да посетя Барселона и да участвам в обучителен курс, който разшири квалификацията ми и предизвика у мен желание да търся и прилагам нови форми на работа.

Курсът *Photo & Video Making in our Classroom: Creating and Adapting Visual Resources*, в който участвах, напълно задоволи очакванията ми, защото ни се предостави широк обем информация по достъпен начин. Всички теми бяха засегнати във връзка с нуждите на съвременното образование. Курсът беше успешен и затова, че ни се поставяха практически задачи. Най-полезното за мен е това, че се запознах с електронни приложения като Animaker, AddText, OnlineVideoConvertor, Telechargerunevideo, Trello, WeVideo, Speaker и др., които ще използвам в пряката си преподавателска работа, както и при участие в международни проекти.

Някои от тези програми имат широко приложение в чуждоезиковото обучение и ще ми послужат за създаването на учебни материали, съчетаващи образ и текст.

Чрез съвременната техника и посочените приложения създаването на образи, видеа, аудиозаписи и презентации по зададена тема става достъпно за всеки и стимулира ученето. Затова смятам да предам наученото на учениците си и да ги ангажирам със създаването на собствени продукти.

El proyeco Erasmus+ me dio la oportunidad de aprender a usar nuevas herramientas digitales que han enriquecido mi trabajo en el aula. En los últimos años la tecnología avanza a un ritmo cada vez más acelerado y nos hace más productivos y eficientes. La educación también ha tenido su evolución y hoy en día, en la era digital, se nos ofrecen nuevas posibilidades de diversificar la metodología y de usar prácticas abiertas, fomentando la creatividad, la colaboración internacional y el aprendizaje no formal.

Пламен Христов, ст. учител по испански и италиански език

Участвах в квалификационнен курс по италиански език за учители, ниво C1, като част от проекта по програма Еразъм+ К1. Обучението се проведе през август 2018 г. в езиковата школа Europass Teacher Academy във Флоренция, Италия.

Курсът беше организиран в две части: курс по италиански език по нива, определени

след писмен on-line тест, разделен на граматика и разговор сутрин; втората част от курса – следобед - бяха учебни обиколки на Флоренция, провеждани на италиански език, с цел опознаване на културното наследство и историята на града и Италия; готварски курс на италиански език; учебно пътуване до Сиена, Сан Джиминиано и Кианти.

Позитивите на пътуването бяха в това, че свободно практикувах италианския език в реална езикова среда, надградих нивото си, активизирах речниковия си запас, научих и/или затвърдих нови граматични понятия, изчистих грешки, породени от интерференцията между испанския и италианския, обогатих знанията си за италианската култура и история. Опитът беше много полезен, за съжаление този опит бе придобит извън класната стая и извън услугите на езиковия център (изкл. културните беседи).

È stata un'esperienza bellissima a Firenze. Ho conosciuto molta gente di tutto il mondo. Ho imparato ed approfondito la mia coscienza della lingua, cultura, cucina, società e storia italiane. E finalmente mi sono innamorato di Firenze, della Toscana, del Ponte Vecchio, delle notti con i concerti per le strade e le risate con gli amici.

Мирела Славова, учител по испански език

Нашият курс се състоя в Гранада, Испания. Имахме двама праподаватели, с тях преговорихме важни части от граматиката и ни показаха различни методи за по-лесно възпр иемане на материала - чрез филми, песни, ... За всички нас курсът беше изключително полезен, тъй като научихме много неща, свързани с различните аспекти на испанската култура, прегледахме основни части от граматиката и се сдобихме с аудиовизуални материали, които да подпомогнат в преподаването.

En la Escuela Montalbán tuvimos la oportunidad de perfeccionar nuestros conocimientos sobre la gramática y la cultura españolas, y sobre nuevos métodos de enseñanza que nos serán de gran ayuda.

Работата по проекта продължава с популяризиране на наученото на квалификационния курс и с приложението му в часовете по френски, испански и италиански език. Предстоят и мобилностите на останалите седем участника в проекта, които ще се осъществят през лятото на 2019 г. Надявам се на успешна работа.
Веска Петрова - координатор на проекта

Oscar Wilde and the paradoxes of ecological education*

Stefka Kitanova, Vasil Chakarov

FACTWorld – Bulgaria

The connection between Oscar Wilde (1854-1900) and the ecological education is a paradox. And this is what inspired us. It might be that Wilde had heard about the word 'ecology' just because being well informed or familiar with ancient Greek thinkers or later naturalists all of them writing about interrelationships in nature, economy of nature, and as its first usage was by Haeckel in 1866 in his book 'Ökologie'. They all spoke about 'house and science, and **relations** between organisms'. Compare with today's thoughts when the word ecology is heard. The history of ecological education is cloudier, it probably started without any conscious stress or special attention paid.

To start with: one of the main questions we have is 'Who do we educate?' (stuck to contemporary meaning of ecology). We educate citizens and here comes the first paradox – we educate consumers, what about producers, market/sales managers, decision makers, tourist

managers, school managers, architects/builders, fashion users/designers, car designers, etc.? Consumers know they have to reduce the usage of packages, plastics, fuel, the loss of food, they have to recycle. But when they enter a shop/supermarket they find things to be bought well wrapped (sometimes in several boxes, one within the other, matryoshka style) so what should they do? The new house facilities and cars they buy can be used for a shorter time than older ones. The new technologies are coming with ultrasonic speed and we have to adapt and change faster and faster. It comes from the producers and the sellers buy what they offer and offer it to the poor consumers. Are there consumers among producers, are they educated ecologically?

Another question might be rooted in Wilde's paradox: *Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught*. So 'How do we educate?' according to the money spent each year, and year after year we should be very, very well ecologically educated. But it happens that each year there is an announcement that the earth's resources are being exhausted earlier and earlier and we do not have much left for the rest of the year (and life probably). And waste is increasing everywhere. Something is wrong then – probably we do not educate the right people or the right way. So what are the mistakes we make educating ecologically?

And here one more paradox appears. The more we educate – the more pollution/contamination/waste/comsuption there is. Is anybody asking why? And why do not we use other forms of education eg non-formal/informal, try to be, as much as possible, close to the people we educate, as close to life itself as possible. Following Wilde's paradox: *Education is an admirable thing. But it is well to remember from time to time that nothing that is worth knowing can be taught.*

The next paradox is related to the decision makers. Who are they, who are those people who create, vote, accept, and deliver all the declarations, conventions, strategies, all the documents related to ecology? How, when and where do they meet? Are they eco enough? Who educated them, are they responsible and prepared enough to realise this job?

Then comes putting these documents into practice. And somebody has to cover all the duties – the consumers or producers, or the fashion, and it does not matter if the documets are applicable or not, if they are relevant or not. One more paradox. The more documents – the more pollution/contamination/ waste/comsuption is. Is anybody asking why?

If this is the answer to 'who', then the next question we have is 'how' are they realized. They will be put into practice adequately only by people ecologically well-educated.

We do not think and speak about the time – we know we are late, either the conditions/sitations which are specific for each country and region.

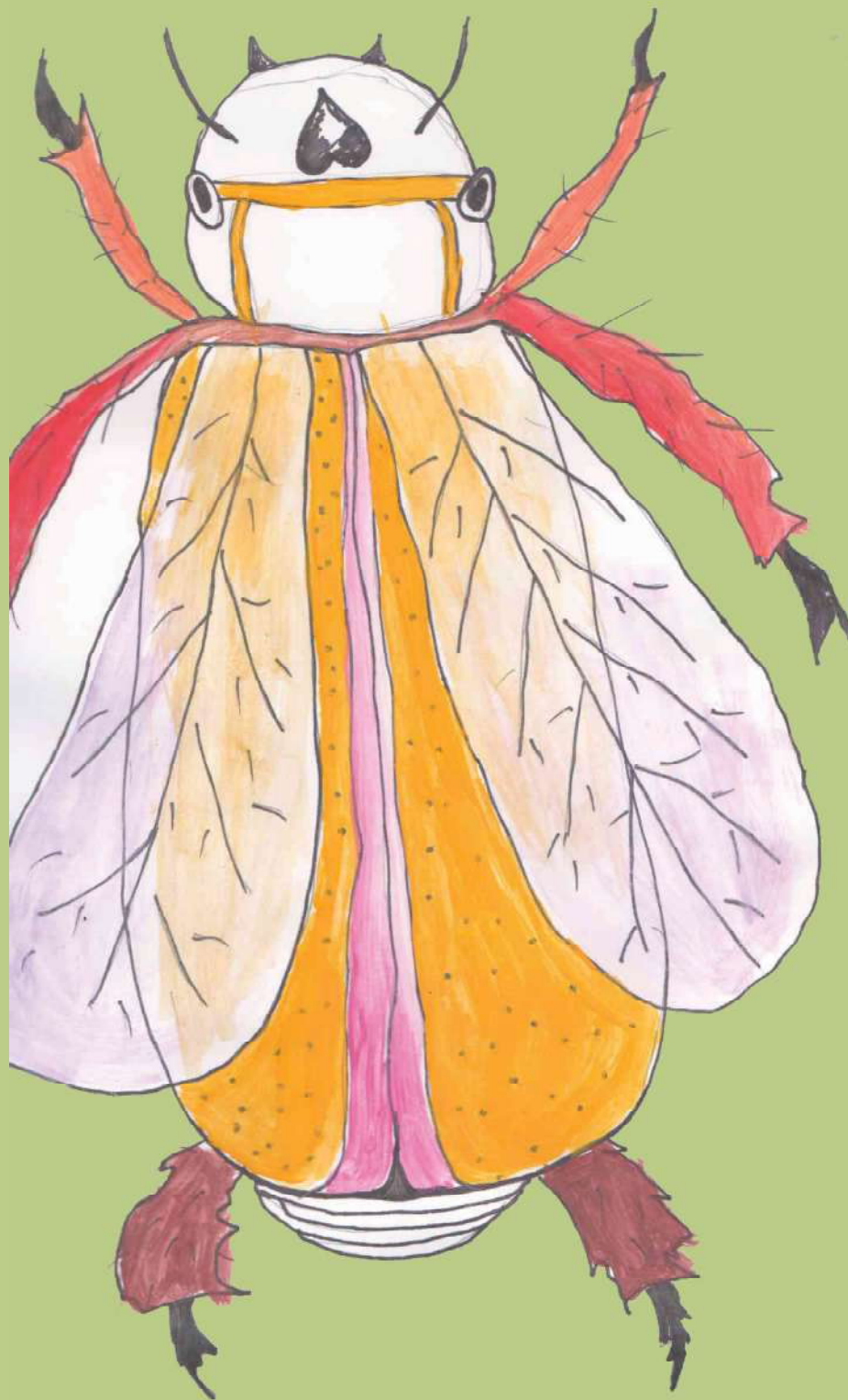Here we meet another paradox – money. Related to lobbies, interests, policy and politics.

We have to fill in the gaps between all these aspects of ecology and education, having in mind the original meaning of ecology - house and science, and **relations** between organisms – be involved in nature and try to be as 'invisible' as possible or not to disturb others very much, to stick to our niche.

We must also have in mind that in the nature there is no waste. So we should go for production and life minimizing the waste or making the waste useful for the production of something else and here comes one more paradox – renewable energy. Nobody speaks about the waste, pollution and contamination generated during the production of the renewable energy machines/facilities, costs and prices; and how expensive is the maintenance, what happens after they are out of use, what are the side effects and inconveniences during their exploitation (eg noise, change of environment characteristics, etc.). there is not only (one) positive direction speaking about such things.

The list is not exhausted. We just stop with the conclusion made by Oscar Wilde *It is not fearful we make mistakes. It is fearful we repeat them.*