

Field Projects' Rationale

“Contexts4Content” Approach

The culture and the town as our textbook to develop content

Participant's Portfolio

PORTFOLIO: “Dissemination Task”

3-slides “Contexts4Content”

Group work

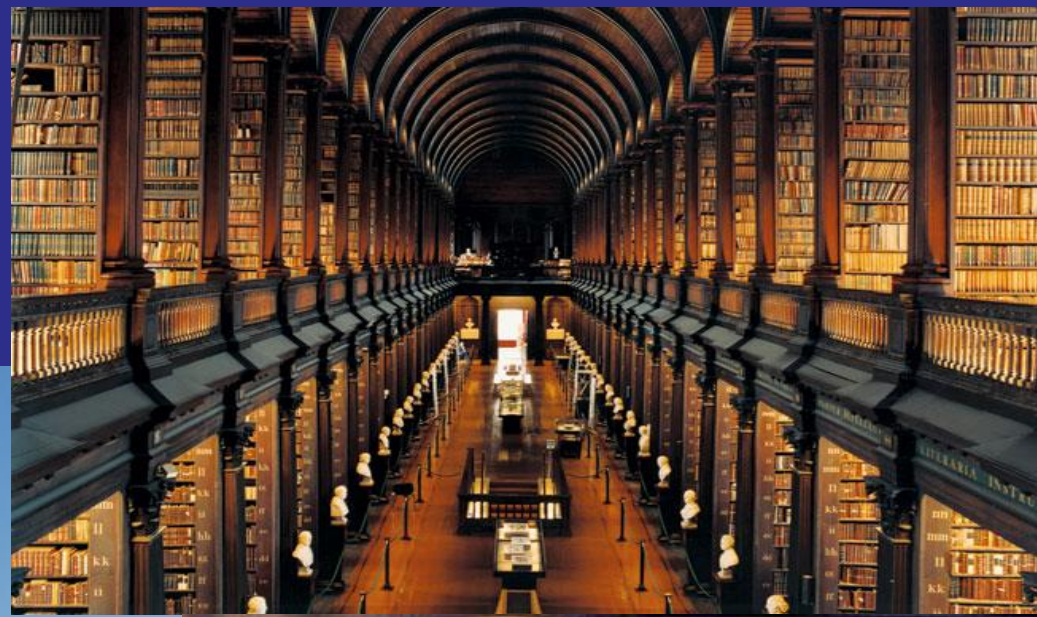
The “Contexts4Content” element of your **PORTFOLIO** is based in the presentation of your “3-slides” on last day of the course:

- **Slide 1:** Key ideas about your learning from your English Matters’ Erasmus+ course.
- **Slide 1.1 (TTP only):** **Key learning from your Inquiry-based Learning Project (IBLp).**
- **Slide 2:** Your selected picture/s as evidence of your cultural experience in the field projects proposed.
- **Slide 3:** How you plan to disseminate your picture with your students when back in your school.

©“Contexts4Content”: Places



“Contexts4Content” Book of Kells



“©ontexts4Content”: Archaeology



“©ontexts4Content”: Christian Ireland



“©ontexts4Content”: Modern History



“©ontexts4Content”: Art



Bewley's interior0027
By Bewley's gallery ★ Favorite



Harry Clarke



Jack B. Yeats



“©ontexts4Content”: Literature



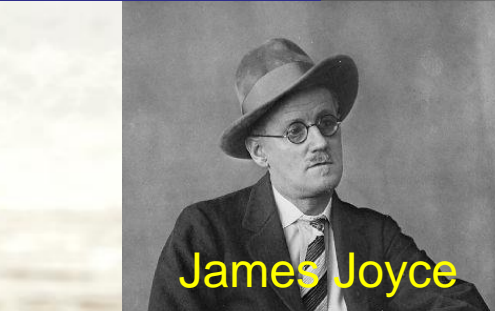
John Banville



Seamus Heaney



Paula Meehan



James Joyce



Oscar Wilde



W B Yeats



Edna O'Brien



Brian Friel



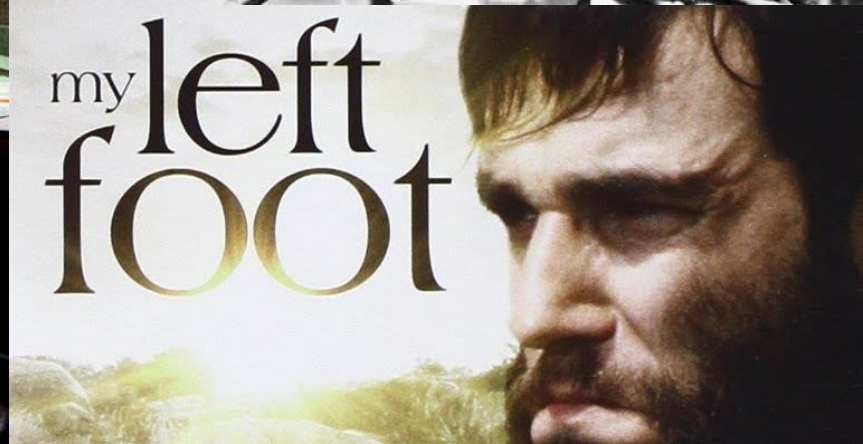
Sebastian Barry



Maeve Binchy



"©ontexts4Content": Film



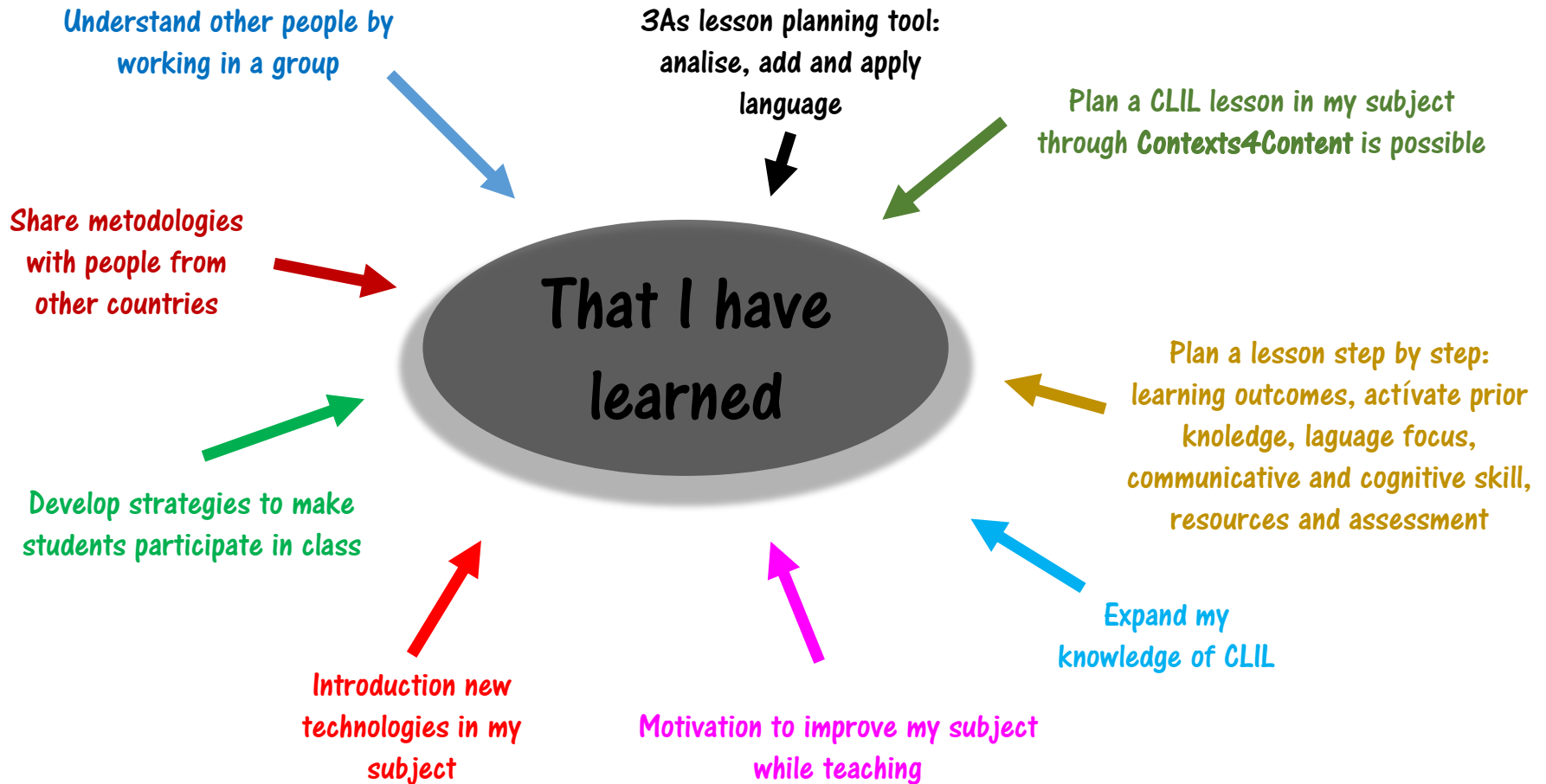
“©ontexts4Content”: Music&Dance



Example 1

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: “3-SLIDES TASK”
”©ONTEXTS4CONTENT”



The Book of Kells



CLIL in Dublin



HOW WAS THE BOOK OF KELLS MADE?

- How were the folios (pages) of the Book of Kells created?
- What is **vellum**?
- Name as many of the **materials** as you can that the monks used to **make** the Book of Kells.
- What did they use to **make ink**?
- What is a **pigment**? Can you name two?
- Can you name three of the **ingredients** used to **colour** the Book of Kells? Try to find the **chemical composition**.



Minerals were used by the monks to create pigments. These pigments made up the colouring that illustrated the Book of Kells. **Match the elements listed here with the questions below:**

Calcium, b. Sulphur, c. Hydrogen, d. Oxygen, e. Copper, f. Arsenic, g. Aluminium, h. Lead

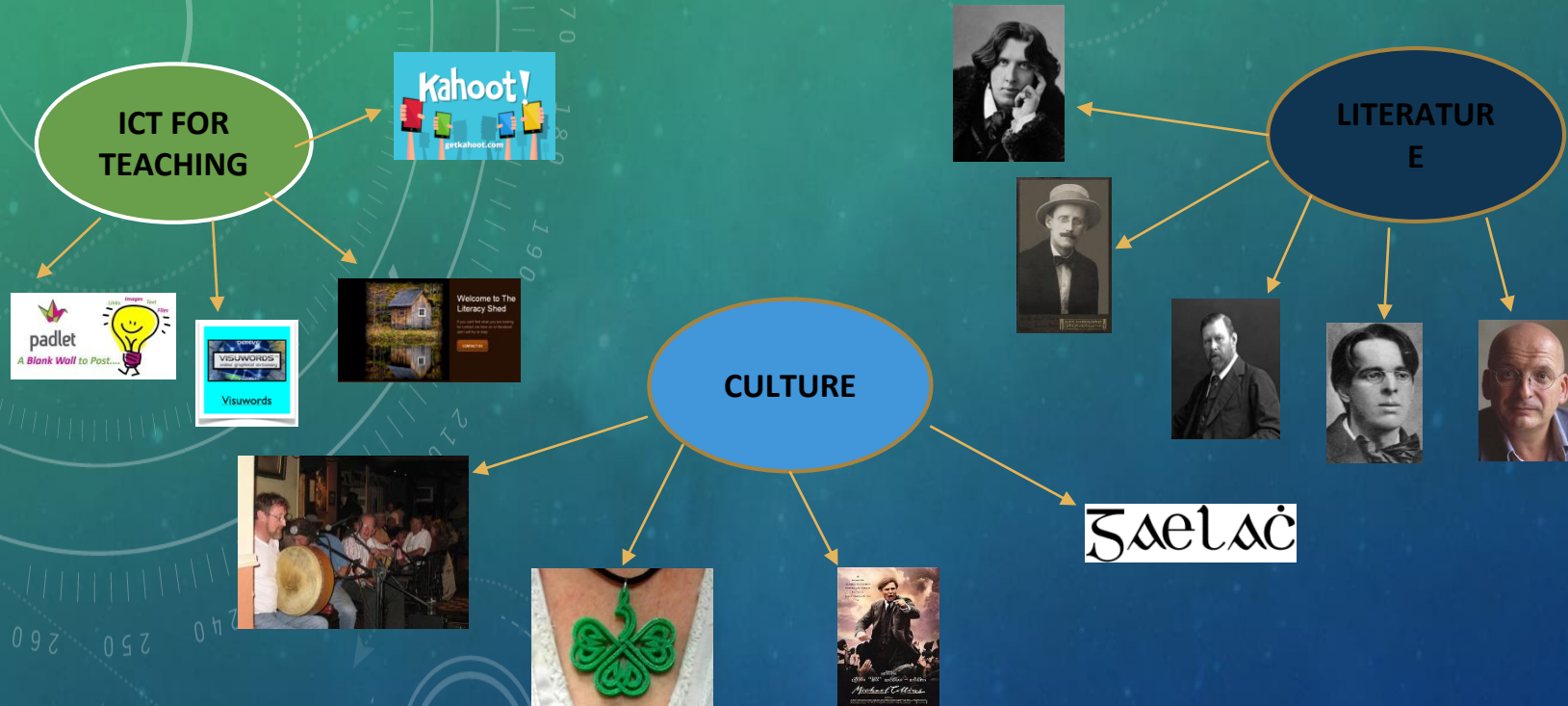
1. Which element does the body take in when it breathes? (d)
2. Which element is used to make household pipes that carry water? (e)
3. Which element is found in milk and is good for your teeth and bones? (a)
4. Which element has been removed from petrol to make it more environmentally friendly? (h)
5. Which element is combined with oxygen to make water? (c)
6. Which element is found on the tip of a match? (b)
7. Which element is used to make cooking foil? (g)
8. Which element is a poison? (f)

Example 2

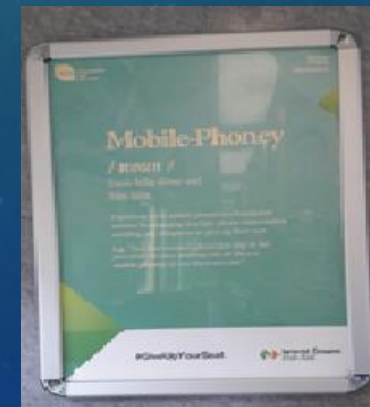
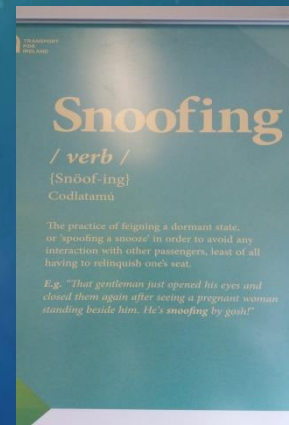
(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: “3-SLIDES TASK”
”©ONTEXTS4CONTENT”

Learning from the course



Learning about culture & country



Teaching & learning

Introduction of
vocabulary
connected with
travelling

Practicing
dialogues

Traveller
manners
discussion

Working on
slang
expressions

Travellers' dos
and don'ts
writing task

Example 3

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: “3-SLIDES TASK”
”©ONTEXTS4CONTENT”

Example 4

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: “3-SLIDES TASK”
”©ONTEXTS4CONTENT”

WE HAVE LEARNT.....

DON'T WORRY TO MAKE MISTAKES
SIMPLIFY THE LANGUAGE, NOT THE CONTENT
USE CONTEXT TO MAKE ACTIVITIES
MANY STRATEGIES TO WORK IN A GROUP
ASK STUDENTS WHAT THEY HAVE LEARNED
ADAPTING TEXTS
SEVERAL TOOLS USING ICT
HOW TO ENJOY THIS AMAZING CITY
USE GAMES AND COMPETITION TO MOTIVATE STUDENTS
MAKE MY OWN ACTIVITIES
SHARE IDEAS WITH MY PARTNERS IS ALWAYS A GOOD OPTION
TRY TO TEACH WELL



THE LONG ROOM

- Trinity College has a problem. The shelves of the long room in its old library are under attack. An insect is eating the wood. People have to move all the books to a safe place but they have lost the register. We have to help them to solve the problem.
- Knowing that there are 160 shelves with 20 lines of books in each one. By using the picture estimate how many books there are in the long room.
- Calculate the volume of paper using a standard size of a book for all of them, for example (25 x 20 x 3 cm)
- We need to find out the weight of these books. Search on the internet the most common density of the paper used to print books and calculate the weight.
- Find a transport company which can transport all the books.
- Using the capacity and the maximum weight that each track can move, calculate how many tracks we need.
- Finally, make an estimate of costs for Trinity College

Example 5

(from former participants in English Matters' Erasmus+ courses)

PORTFOLIO: “3-SLIDES TASK”
”©ONTEXTS4CONTENT”

What we have learned about CLIL:

The rules of 4C's and 3A's

Culture:

- How the cultural context must be used to enrich the student's learnings.

○ **Cognition:**

- Skills that students must develop like using images, highlight key words, rephrase, using in context the new vocabulary...

○ **Communication:**

- Increase STT (Students Talking Time) instead of TTT (Teacher Talking Time).
- Fluency more than accuracy.

○ **Content:**

- Less is more in CLIL. That is, not less contents but less vocabulary, using other communication languages.

○ **Analyse:** language of learning

○ **Add:** language for learning

○ **Apply:** language through learning

Trinity College Dublin: a pharmacy in the garden



- Work in groups. Search for the information in internet and relate the name of every plant with their picture.
- Findout the English name of each plant.
- Make a file of a plant (one per group) in which there is their names (Spanish, English and Latin), a description, a drawing, and what is its medicinal use.
- Explain to other students what have you found out about the plant

- Shamrock and Saint Patrick. Find out why this plant is a symbol for Irish.
- Have this plant any medicinal use?





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