

Globalization Unit plan

Presentation of the class

I teach Human Science in the last year of Economic-social LICEO (LES) , (three hours a week) and Philosophy (two hours a week).

The focus I decided to deal with in CLIL lessons was GLOBALIZATION, because it is an important theme of the National Educational Ministry Curriculum for LES, and I think it is also very useful to encourage students to reflect on their own role in modern society.

I already presented last year to this class two CLIL lessons about “Hypnosis and Trance phenomena” so students were already prepared to a presentation of a non-linguistic subject in English. They were enthusiastic and curious to try again in a more structured schedule a new theme of the curriculum. Most students' knowledge of English language is at level B1/ B2, There are few students presenting some difficulty in speaking fluently and listening comprehension.

THE SCHOOL PROJECT

The CLIL project in this class is part of the School project for introducing CLIL methodology and the teaching of a non-linguistic subject in L2 in as many classes as possible. At the moment I am the only teacher in my school to possess the title to teach my subject in L2. Three other teachers are still training to improve their linguistic skills but they are not yet tutored for methodology competence.

Then the CLIL School Commission decided, on the basis of Ministry advice (25 July 2014), in addition to my regular project, to begin with interdisciplinary projects, tutored by the linguistic teacher of L2, in almost all five classes.

The planning of my UNIT about globalization was decided with other colleagues, the teacher in L2, prof. Boccia Pantaleo, and the collaboration of the teacher of Law and Economics to deal with economic and legal aspects of globalization. In the second part of the year I intend to continue focussing also from a philosophical point of view, as I also teach Philosophy in this class.

MAP OF THE CROSS-CURRICULAR PROGRAM

HUMAN SCIENCE

What is globalization?
Cultural identity and globalization
Benefits/risks of the phenomena
World trade and world communication
Critical aspects: no global, new global

LAW AND ECONOMICS

Transnational: joint ventures, holding trust
International Money Fund and MB
special drawing rights
New Economy, Electronic Trade

GLOBALIZATION

PHILOSOPHY

Jonas and the imperative of responsibility
to nature
Gunter Anders: the antiquity of man

ITALIAN L LIT HISTORY

exchange between cultures during the wars in the nineties

Globalization in the language of movies

GENERAL OBJECTIVES

- to know the different aspects of globalization (economic, cultural, political, psychological)
- to develop awareness of the effects of globalization on our everyday life
- to discriminate the effects of globalization in different continents and countries
- to focus advantages and disadvantages of globalization and criticism
- to analyze and argue the different theory of social and economic authors on the subject

PLANNING THE “4C's”

CULTURE

- students have to develop awareness of social phenomena and their effects
- students have to understand the roots and importance of cultural identity
- students have to understand the interaction between economy, culture, environment, policy,
- students have to become conscious of the main role of knowledge and communication in a globalized world

CONTENTS

- What is globalization?
- Different ways of life compared with their family
- Brief history of globalization process
- Super-national institutions and relation with national governments
- Transnational companies, delocalization
- Reaction to globalization: no-global, new-global, relocalization

COMMUNICATION

- Understand, use and write specific lexicon and new vocabulary
- Focus on the main aspects of the subject to report to the other students
- Read and understand papers on the subject
- Read and understand a brief text from specialist literature.
- Listening comprehension from video with subtitles in English

COGNITIVE

- Discuss about risks and benefits of globalization
- Try to propose some personal or group behavior to promote positive aspects of globalization

LESSONS PLANNING

The subject was taught in 8 lessons (plus 9th for final assessment), because of the enormous importance of the phenomenon and I didn't want to make the mistake to reduce the depth and complexity of the subject, because of the use of English and CLIL methodology. This is a common and frequent criticism to CLIL methodology so my challenge was to demonstrate myself and the students that with CLIL you can ADD and not SUBTRACT values to the teaching and learning activities.

ACTIVITIES

Lessons generally consisted in brainstorming activity, small group works, reports by students, reading activity in small group, presentation of film or video, group discussion.

The teacher organized the work in class, the materials and the scaffolding of the presentation. Small group work was beneficial as it enabled to resume the main concept, or to repeat vocabulary or sentences with simpler words when students showed some difficulty in comprehension and speaking. Language used during the lesson was only English, and the teacher invited students to do the same among them also during group work.

It was not possible to use a text book and so to study the two chapters about globalization, because there wasn't yet the on-line version of the book that I would have liked to translate in English by on-web resources.

So for reading activities I supplied on-line material and I chose the one attached (attach m.) as it was possible to divide it in little chapter for small group activity.

This material seemed to deal with all the most important aspects of globalization.

During the presentation of the trailer of the film "The economy of happiness" I provided the presentation of subtitles in English to help students to better understand the meanings. This film in my opinion represents a very realistic and emotional passage from the loss of cultural identity and the increase of competition caused by globalization in many countries of the world and the actual attempt to rescue the values of solidarity and empathy.

LESSONS SCHEDULE

LESSON 1 50'

Activity: brainstorming: What is globalization?

Each student tells something about his/her previous personal knowledge

A student writes and classifies the answer of the students on the blackboard and all the other students copy in their notebooks.

Skills: speaking, writing, listening

Competence: reflect and elicit prior knowledge

Homework: interview parents about the effects of globalization on their lives and write a report in English

LESSON 2 50'

Activity: students report back to the class on interviews to their parents

A student writes and classifies the main contents of the interviews on the blackboard and all the others copy in their notebooks.

Skills: speaking, writing, listening

Competence: Compare past and present ways of life, traditional and modern values.

LESSON 3 50'

Activity: group activity. Students work in groups of four, heterogeneous L2 level , and correct spelling, grammar, lexicon of their interviews

Skills: Enhance vocabulary, grammar

Competence: teamwork, peer-learning, learning new concepts

LESSON 4 each trailer 4' discussion 15' (totally 90')

Activity: watch some trailers in English with English subtitles of the movie "The economy of happiness" Students try to pick up and summarize, with the help of the teacher, the main concepts of each trailer and write them in their notebooks.

Skills, enhance vocabulary, listening, speaking, writing

Competence: reflecting about self-confidence, cultural identity and economical changes of globalization in different countries

LESSON 5

Activity: See lesson 4

Skills: see lesson 4

Competence: focusing advantages and disadvantages of globalization and the effects on the environment and people's personal wellness

LESSON 6 50'

Activity: Group activity. Reading: students in groups of four, heterogeneous L2 level, have to read some different parts of a text, about different aspects of globalization theorized by some important sociologists, economists, etc., pick up the main concepts and write a summary. The teacher helps the groups.

Skills:, enhance vocabulary.

Competence: teamwork, pick up the most significant concepts and contribute to the report

Homework: students have to summarize the main concepts and each of them have to prepare a brief talk for the next lesson.

LESSON 7 50'

Activity: report back a brief summary of the readings. The students of the other groups have to take notes on the new concepts.

Skills: speaking, writing, rephrasing.

Competence: pick up the most significant concepts and contribute to the report.

LESSON 8

Activity:

a) remembering and focusing on the main concepts and aspects (economic, socio-cultural, environmental, political), advantages, disadvantages, risks and benefits of globalization and the opinion of different authors. Each student can freely discuss and the teacher writes on the blackboard. 50'

b) video from YouTube that summarizes all the aspects of globalization 10'
discussion 30'

LESSON 9

Activity: assessment

EVALUATION

final evaluation

At the end of the unit “Globalization” students had to verify their personal knowledge on the concepts and their competences on evaluating the phenomena from the economic, socio-cultural and political point of view.

To evaluate these two aspects I prepared two different kinds of assessment.

The first one: 10 open questions about the main aspects of globalization

the second one: a brief essay (about half page) “ Think about and write on the psychological, social and environmental consequences of globalization”

Here are the 10 questions I prepared:

Answer the following questions about globalization.

Answer each question in about seven lines.

1. Describe the most important events that gave birth to economic globalization.
2. Describe the main aspects of everyday life influenced by globalization.
3. Discuss the role of national governments in the globalized world.
4. Describe the functions of the most important international institutions.
5. Talk about the relationship between globalization and democracy.
6. Discuss the relationship between globalization and cultural identities.
7. Describe the criticism on the “paradoxes” of globalization.
8. Define the words “De-localization” Re-localization”.
9. Underline the differences between PIL and BES.
10. Explain the differences between no-global and new-global.

RESULTS

I wanted to verify two level of results:

- a) The students' achievements regarding the general objectives and the 4C outcomes.
- b) The opinion of the students and their evaluation of the CLIL course

Both these levels are important in evaluating students outcomes on this part of the curriculum, and also in having a feedback from the students about what was right or wrong , what should be better organized, which activity was more interesting or impressive during the CLIL course.

For this second purpose I prepared a questionnaire for the students to express their opinions and evaluation about the different aspects of the course (ALLEGATO)

DISCUSSING RESULTS a)

I succeeded in evaluating the results of the open questions but not the results of the essays in time for this report. However, I paid attention to arrange questions not only at a level of LOT (Low order thinking) but also at a level of HOT (High order thinking - analyze, compare, evaluate of the Bloom Taxonomy)

The scores was 1 for each correct answer (total score 10) and 0.5 for each correct but incomplete answer. Students are already used to this kind of test and evaluation.

Almost 40% of the students obtained a score of seven, 8 % of nine 25% of eight, 15% of six, 3% of 5, 2 % of four, 2% of ten.

Most of the students reached the sufficiency level. Just a few students had an insufficient score, for they have many problems in all learning activities, however their score was not as bad as usual.

The generally better answered questions were number 1, 2, 3, 5, 6, 8, 10, 7, 9. This could be due to either their preference for cultural aspects of the phenomena or to a clarity or depth with which teacher explained the economic and political aspect of the phenomenon.

DISCUSSING RESULTS b)

The form I used to investigate the appreciation of the students for the CLIL course was an adaptation I made from the original form linked in the resources of MOODLE platform of TUSCIA UNIVERSITY.

It was very important for me to have a direct feedback from the students because I intend to continue to teach in CLIL methodology, so I want to improve my practical and planning attitude to be more effective and to motivate my students to learn more and better, in a more integrated and less boring way. During the lessons we also had usual problems like the high number of student in the class (26), a very tiny classroom for all that students, no LIM and no internet connection in the classroom, an old blackboard where it's hard to write clearly, but this are all common difficulties for our Italian schools. So I would like to investigate about the aspect srelated to teaching and planning of the lessons. In fact I agree with the methodology of ACTION RESEARCH that underlines the importance of self-evaluation and continuous feedback at different moments of the teaching-learning process.

The students had to fill the form in an anonymous way, so that they could feel free to express their opinion. Twenty-one students were present and after they had filled the form I asked some of them to prepare a table to

insert all the data and the total amount.

Students in their answers used all the range of the rating scale from 4- outstanding, 3- good, 2- fair, 1- poor.

The average score was 2 with 157 cases, next 3 with 143 cases, then 1 with 143 cases and at last 4 with 58 cases. If we consider the most positive scores 3 and 4 together we have $143 + 58 = 201$ while the lowest scores 2 and 1, $157 + 74 = 228$. This result might be considered not so good as half of the answers of the students are not so positive and the other half positive. If you consider the score 2 (fair) not negative and you join the total of 2, $157 + 201$, the majority of students appreciated the course.

TABELLA 1

ITEMS		SCORES		
	4	3	2	1
A				
1		10	7	4
2		6	10	5
3	1	3	7	9
B				
1	5	8	6	5
2	4	7	7	2
C				
1		3	11	6
2	2	5	8	5
3	4	11	5	
4		11	9	
5	3	7	11	3
6	5	6	7	2
D				
1	6	6	7	2
2	7	9	3	2
3	3	4	8	6
4		6	7	9
E				
1	1	11	10	3
2	2	7	4	2
3	7	8	2	4
F				
1		4	13	3
2	3	6	8	4

3	5	5	7	5	
	58	143	157	74	

CONCLUSION

Considering scores 4, 3, 2 the items with more positive answer (more than 15)are:

A - PREPARATION : A1(17) A2 (16)
 B - LANGUAGE USE: B1 (19), B2 (18),
 C - LESSON PRESENTATION: C3 (20), C4(19), C5(21), C6(18),
 D - CLASSROOM MANAGEMENT D1(19), D2(19), D3 (15),
 E - CLASSROOM ATMOSPHERE E1 (22),
 F - ACHIEVEMENTS –SUGGESTIONS F1(17),F2 (17), F3 (17)

Considering score 1, the items with more negative answer (more than 5) are:

A3(9)
 C1 (6)
 D3 (6) D4 (9)

I think that the most interesting result is the low number of negative answers in the items E and F categories (Class atmosphere and achievements –suggestions), which I can interpret as a relation between the atmosphere created in the class during the lesson and the real achievements and suggestion produced in the students.

This interpretation is in agreement with some negative scores in the preparation or planning, presentation of the lesson and classroom management, which certainly occurred during the lessons, but this confirms the deep influence of the class atmosphere and the teacher sensitiveness to students difficulties for a better learning process. I think this is the most important goal in CLIL methodology.

In my point of you this course was a very exiting experience, and I was very surprised by the curiosity, availability of the students to live together this experience, and to engage themselves in L2 speaking even if not so confident and not generally so open towards the English language. Some of them told me that they were more calm and relaxed, because language was a medium to communicate contents, and not the subject itself of evaluation.