

CLIL MODULE: EU INSTITUTIONS (LAURA MASOTTO)

I decided that I would teach a module about the EU, especially the main Institutions and the legislative procedure. It is part of their *curriculum*, and a comparison between EU Institutions and those in Italy, the USA and the UK could be made; particularly the Anglo-Saxon ones taught by the English teacher. My purpose was to give them technical lessons, at the same level as in Italian so, at the beginning, I thought about studying the EU Treaties, in order to study original documents, but then I considered that it would be too boring. Then I looked on the web and I found a lot of interesting materials, particularly the EU website that is really interesting and, what is more, its English is perfect. This website became our “book”: we read it together, took notes and worked in groups to focus on it. Sometimes a teacher’s explanation was needed due to the lack of historical notions about recent events in Europe (such as the collapse of the Communist regime): in this case the teacher talking time was more than the amount that I had previously planned, but it was necessary. In this circumstance, if we had been in a pc classroom, they would have looked for information about it on the web, but, as I said, we could not have gone there. On the other hand, it was a very challenging situation for me because I had to explain these events, without having prepared the lesson in advance. Apart from these kinds of surprises, everything went well, and eventually they were very happy with this new experience. I gave them the final written test (five multiple choice and three open answers) and the results are more or less the same as a test in Italian, so I am quite satisfied. What is more, they told me that during their lessons about the UK Institutions, they already know a lot of technical words, because they learnt them during our CLIL module. As far as the oral test is concerned, I questioned them about the CLIL EU Module, during the oral test in Italian and, also for this part, I am satisfied.

During my lessons I also used symbaloo, in order to have all the links together, then I suggest the students use “quizlet” a simple programme that helps to remember new words.

General framework – Planning the CLIL Module

School	ISIS Calabrese – Levi
Teacher – responsible for the CLIL project	Laura Masotto
Other teachers involved	Only for cross-curricular objectives Susanna Venturato (English teacher)
Class involved	V ASI
Subject involved	Law
Level of language competence of the class	B2 listening and speaking (the majority of the class) B1 writing (and someone also listening and speaking)
Project phases (month – phase)	Warming up – September 2015 (Italian Institutions) Module – October 2015 (EU Institutions, legislative procedure) Test activity – November 2015

Resources Locations, materials	IWB, PC, Classroom, websites, Treaties
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The CLIL Module – General Plan

Module Title	EU Institutions
Teaching Units (titles)	1 History of EEC/EU 2 The EU Parliament 3 The EU Commissions 4 The EU Councils 5 The legislative procedure
Teacher	Laura Masotto
Discipline	Law (Public Law)
Timeline	September: brief revision of the Italian Parliament and the Italian legislative procedure (2 hours) (the 25 th and the 28 th of September 2015), just to start talking in English October: 5 hours to introduce better the aims of our CLIL module and then to start with the EEC/EU and the advantages of being part of this organisation, the EEC/EU through the decades (the 2 nd , the 6 th , the 9 th , the 12 th of October 2015) October: 3 hours about the EU Parliament and the MEP's tasks (the 13 th , the 16 th , the 19 th of October 2015) October: 2 hours about the EU Commission (the 23 rd , the 26 th of October 2015) October: 1 hour about the EU Council and the Council of the EU (the 30 th of October 2015) October: 1 hour about the legislative procedure (the 30 th of October 2015) November: final test (the 6 th of November 2015)
Contents (subject)	TU1 The EEC/EU history related with the general history of Europe through the decades from 1950 to nowadays TU2 Brief history of the EU Parliament, who the MEPs are, where they come from, which their tasks are. The relationship between the Parliament and the other EU Institutions TU3 Who the Commissioners are, who is the President and by whom he/she is elected, the main tasks of the EU Commission TU4 The reason why there are two Councils and the differences in their composition and in their tasks. TU5 What the EU legislative procedure is, who can do what, which are eventually the products of this procedure
Materials	EU website, Treaty of Lisbon
Relevant webliography	https://www.youtube.com/watch?v=IFyywfHbj3M https://www.youtube.com/watch?v=XqnXwrsMBUs http://europa.eu/about-eu/eu-history/index_en.htm http://www.europarl.europa.eu/external/html/ephistory/default_en.htm#event_2014-10 http://europa.eu/about-eu/institutions-bodies/european-

	parliament/index_en.htm http://www.europarl.europa.eu/aboutparliament/en/20150201PVL00010/Organisation-and-rules https://www.youtube.com/watch?v=IRXeFZ4eMIO http://ec.europa.eu/index_en.htm http://www.consilium.europa.eu/en/home/ http://www.europarl.europa.eu/aboutparliament/en/20150201PVL00004/Legislative-powers
Relevant bibliography	http://europa.eu/index_en.htm , http://www.robert-schuman.eu/en/dossiers-pedagogiques/traite-lisbonne/10fiches.pdf
Pre-requisite - content	Knowing: what a form of government is what legislative power and an executive power are what an International Treaty is what a Constitution is what a legislative procedure is
Pre-requisite - language	Vocabulary: Structures: Passive form, Past tenses, Present tenses, Conditional tenses, modal verbs Language functions: describe a procedure (being in their last year they know the grammatical structures and the verb tenses)
Aims Objectives – content (measurable)	Know: the name of each Institution, its composition, how long its mandate is, what it does; Be able to: connect an act to the Institution by which it was done, describe the legislative procedure and the links between the three main Institutions in this procedure.
Aims Objectives – language (measurable)	Know: the technical language previously discovered by listening to the videos Be able to: describe the Institutions and the legislative procedure with accuracy
Objectives – study/learning skills	Communication skills: Ask and respond about subject content, develop a good autonomy in taking notes, introduce new ideas about the subject, identify points of similarity and difference, report back main ideas of discussion, personalise subject content using relevant information. Cognitive skills: sequence action chronologically, make connection between Institutions, give reasons, make deductions, predict conclusions. Attitudes to learning: work systematically, cooperate with other, work independently
Cross-curricular objectives	Be able to make comparison between the EU Institutions and the UK, the Italian and the USA ones
Procedure (classroom)	Reading together, watching videos, discussing together and asking the students for questions, working in groups, questioning the students

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Assessment	Contribution during the lessons Written test at the end of the module Oral test at the end of the module
Remedial work/ reinforceme nt	Revising the content or the language together or in small groups during the following lesson if there is any problem