WebQuest e e-book a supporto della metodologia CLIL: ipotesi operative per l'Economia Aziendale

sintesi della presentazione

Daniela Pagnini

22 Maggio 2017

Bernie Dodge

(Università di San Diego, California, 1995) http://webquest.org/sdsu/about_webquests.html

L'e-book (electronic book) è un libro in formato digitale leggibile attraverso dispositivi. Per e-book si intende anche la versione elettronica di un libro cartaceo.

Esempio di un sito per la creazione di un WebQuest

http://questgarden.com/

http://questgarden.com/189/98/8/160628080218/

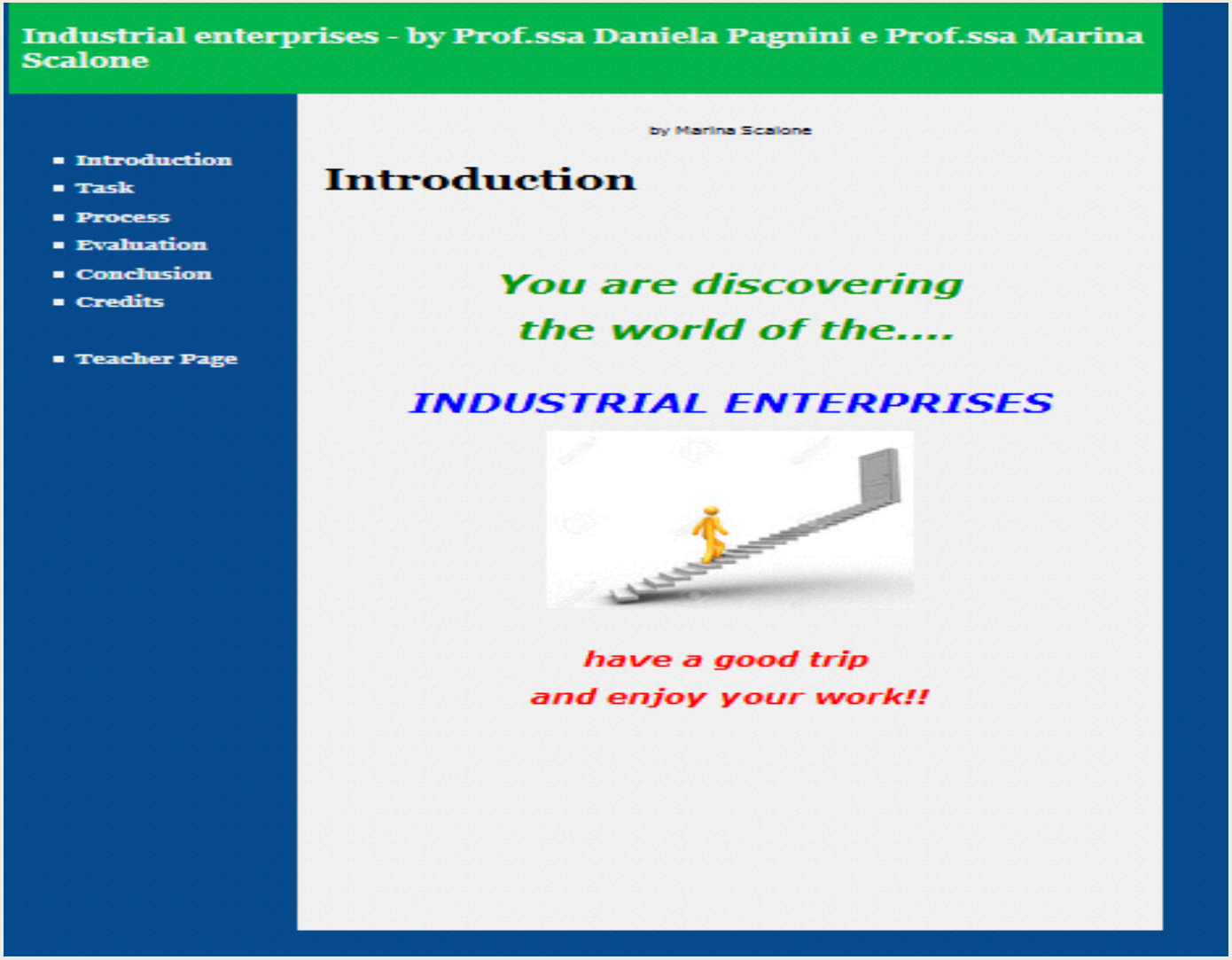
WebQuest Search Results

01

Status	Name & Description	Grade/Content Areas	Reading Grade Level
Shared	**Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone** This WebQuest is useful for students of Business Administration in order to enhance their knowledge in Industrial Enterprises. It contains both individual and team works and it is 3 weeks long in therms of overall activities. Furthermore it develops content and English language skills and it can be exsperimented as a Clil activity. *Last published: Jul 18, 2016 Word count: 1377*	Grade: College/Adult Business	6.7

Le **indicazioni operative** delineano i potenziali destinatari del percorso

L'Introduzione ha l'obiettivo di suscitare l'interesse degli studenti, collocando il percorso nel contesto di riferimento



Il **Compito** contiene la descrizione sintetica di ciò che gli studenti dovranno svolgere

Industrial enterprises - by Prof.ssa Daniela Pagnini e Prof.ssa Marina Scalone

- Introduction
- Task
- Process
- Evaluation
- Conclusion
- Credits

- Teacher Page

Task

You have to do research on the industrial companies,

focused on their aims, strategies and organization.

You will write your answers in a Word file and you will email it to your teacher

then

you will show to your classmates the results of your research by using a Power Point presentation.

Use your time wisely!

In questa fase si descrivono i passaggi previsti per la realizzazione del compito e si forniscono le risorse. Esempio di lavoro individuale.

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Process

YOUR INDIVIDUAL WORK

After reading the following resouces related to the topics, answer these questions (8 points max):

1) What is a business enterprise and why start up a business?

https://businesseducation.ie/enterprise/

http://www.bbc.co.uk/education/guides/zc3gkqt/revision/1

2) What are the main aims and goals to be reached by the business organization?

http://www.bbc.co.uk/education/guides/z9gcd2p/revision/2

http://www.policonomics.com/industrial-organization/

3) What does the term "flexibility" mean in the global economy context?

http://learnenglish.britishcouncil.org/en/business-magazine/change-management

Your answers must be written on a Word document and emailed to your teacher within the next 1 week.

Esempio di lavoro in team

YOUR TEAM WORK

You will be divided into 4 groups based on the following topics.

TOPICS

Group 1:

Analyse the importance of the producers' services in terms of customers' satisfaction, efficient transformation, prices selling and total quality.

http://ebusiness.mit.edu/research/papers/242_Cusumano_Theory%20of%20Services.pdf

Group 2:

Explore the advantages and the disadvantages about the "Just in time" theory.

http://www.strategy-business.com/article/A-Strategists-Guide-to-Industry-4.0

Group 3 :

Analyse the value chain process as a controlled system of activities that convert inputs to outputs, according to Porter's theory.

www.ifm.eng.cam.ac.uk/research/dstools/value-chain-/

Group 4:

Explain how the SWOT analysis can be applied in order to create a successful competitive position.

http://www.businessnewsdaily.com/4245-swot-analysis.html

1) After reading the links, each group has to design a Power Point presentation (max 10 slides)

2) The Power Point must contain the key words of your task and you are required to include al least one of the items of the following list:

- engaging imagine
- gif animated
- short video
- mind map
- hyperlink
- graph
- flow chart.

3) The presentation must be no longer than 5 minutes and each component will show a part of it.

Your work deadline is in 2 weeks

La procedura **valutazione** viene chiaramente esplicitata agli studenti

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Evaluation

INDIVIDUAL EVALUATION

Each individual work will be evaluated according to the following points:

- **Relevance** (Did you stay on topic? Did you answer all the questions?) (max 5 points)
- **Rewriting/Reformulation** (Avoid copy-past!) (max 1 point)
- **Linguistic correcteness** (Did you check vocabulary and grammar?) (max 2 point)

GROUP EVALUATION

Each point increases the individual score of 0,5:

- **Research skills:** have you been able to select information? Have you answered to all the questions? Are the answers correct?
- **Communicative skills:** have you been able to rework the information to communicate to your schoolmates?
- **Digital skills:** have you complied with the agreed deadlines? Your presentation was adhering to the assigned task?
- **Cooperation in group:** did you share equally the work charge? Have you partecipated to the group discussions?

Griglia di valutazione del lavoro individuale

WRITTEN TEST - ASSESSMENT GRID - 7 POINTS MAX				
LEVELS / TRAITS	EXCELLENT/GOOD (7- 6)	SATISFACTORY (5-4)	ALMOST SATISFACTORY (3-2)	UNSATISFACTORY (UNDER 2KK)
CONTENT AND TOPIC KNOWLEDGE	Content is detailed and complete. The student's answers demonstrate full understanding of all relevant concepts and they identify the core object being described. He/she provides a variety of effective details.	Content is complete. The student's answers demonstrate understanding of the major topic concepts. He/she provides some appropriate details.	The student's answers are almost complete, because some pieces are missed. They contain some gaps in conceptual understanding. He/she provides general or limited details.	The student's answers are incomplete and several important pieces are often missing. The student shows significant gaps in conceptual understanding. He/she provides too general or even off-topic details. In some cases the student lacks central idea and development is minimal or non-existent.
VOCABULARY AND GRAMMAR	The student applies appropriate vocabulary to subject matter. He/she uses accurate grammatical clauses.	The student applies the correct vocabulary and uses correct grammatical clauses.	The student applies basic vocabulary and uses almost correct grammatical clauses.	The student applies inappropriate vocabulary and often uses incorrect grammatical clauses.
NEATNESS	The writing assigned is neatly typed or handwritten.	The writing assigned is generally neatly typed or handwritten.	The writing assigned is almost neatly typed or handwritten.	The writing assigned is not neatly typed or handwritten.

Griglia di valutazione del lavoro di gruppo

PRESENTATION – ASSESSMENT GRID – 3 POINTS MAX				
LEVELS / TRAITS	EXCELLENT/GOOD (3)	SATISFACTORY (2)	ALMOST SATISFACTORY (1)	UNSATISFACTORY (0)
CONTENT AND TOPIC KNOWLEDGE	The student demonstrates full knowledge of the topic by answering all class questions with further explanations and elaboration.	The student is at ease with expected answers to all questions, but they are without specific elaboration.	The student feels uncomfortable with information and he/she is able to answer only rudimentary questions.	The student has a poor knowledge of the overall topic. He/she answers the questions committing several mistakes.
LANGUAGE	The presentation has no misspellings or grammatical errors. The vocabulary is appropriate to the topic. The student uses fluent connected speech.	The presentation has a few misspellings and/or grammatical errors. The vocabulary is generally appropriate to the topic. The student uses fluent connected speech occasionally disrupted by search for correct form of expression.	The presentation has numerous, but not serious misspellings and/or grammatical errors. The vocabulary is poor and sometimes it is inappropriate to the topic. The student uses simple sentences and often the speech is not fluently connected.	The student's presentation is full of mistakes in spelling and/or has numerous grammatical errors. The vocabulary is, in some cases, totally inappropriate. The student often keep the quiet and/or uses not fluent connected speech.
ORGANIZATION (structure)	The student presents information in logical and interesting sequence which audience can easily follow with engaging interest.	The student presents information in logical sequence which audience can follow with satisfying closure.	The student presents information with low level of coherence and the audience has often some difficulties in following the presentation.	The students presents information with no sequence and the audience cannot understand the main sense of the presentation.
CONTRIBUTION TO GROUP	The student contributes consistently and actively to the group activities. He/she accepts and performs all of the tasks. He/she helps the group set goals	The student contributes to the group activities. He/she completes the assigned tasks He/she contributes to setting the group goals.	The student contributes inconsistently to the group's work. He/she completes the assigned tasks with encouragement. He/she contributes sporadically in setting the group's goals.	The student choose not to participate. He/she does not complete the assigned tasks. He/she delays the group from meeting goals.
COOPERATION WITH GROUP	The student shares many ideas and contributes relevant information. He/she encourages other members to share their ideas. He/she balances his/her listening and speaking. He/she concerns about others' feelings and ideas.	The student shares some ideas . He/she generally allows all members to share their ideas. He/she listens to others proposal. He/she shows sensitivity to other people's feelings and ideas.	The student shares ideas Occasionally, but only when he/she is encouraged. He/she allows sharing by most group members. He/she listens to others sometimes and he/she generally consider other people's feelings and ideas.	The student does not like to share his/her ideas. He/she does not contribute to group discussions. He/she interrupts when others share ideas. He/she does not listen to others and does not considerate of others' feelings and ideas.

Questa fase consente la riflessione da parte degli studenti e la sintesi da parte del docente

LTRI SITI PER PROGETTARE WEBQUEST

WebQuest.Org

- Home
- Find WebQuests
- Create WebQuests
- Share WebQuests
- Useful Resources
- Community
- Research
- Bookshelf NEW
- News

Latest news:

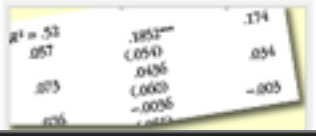
June 17, 2015:
This year marks the 20th anniversary of the WebQuest model. Watch this space for announcements of some new resources coming later this summer!

Welcome

You've arrived at the most complete and current source of information about the WebQuest Model. Whether you're an education student new to the topic or an experienced teacher educator looking for materials, you'll find something here to meet your needs.

Announcing:
The WebQuest Research Consortium

Are you a doctoral student or faculty member interested in conducting research on WebQuests? You're invited to join a new informal group to exchange ideas, collaborate and co-author. We can capture data as QuestGarden users create their own WebQuest
lines of inquiry abou
bdodge@mail.sdsu.e



What is a W

A WebQuest is an in
that learners work w
Dodge at San Diego
SDSU/Pacific Bell Fell

ZUNAL.COM

Browse | Help | Questions?

WEBQUEST MENU

- Art Music
- Business/Economics
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- Life Skills/Careers
- Mathematics
- Professional Skills
- Science
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- Technology
- User Profiles
- WebQuest Search

WELCOME TO ZUNAL

FREE

ZUNAL is a FREE web-based software for creating WebQuests in a short time without writing any HTML codes!

WEBQUEST SEARCH

Keyword(s)

Enter Keyword(s)

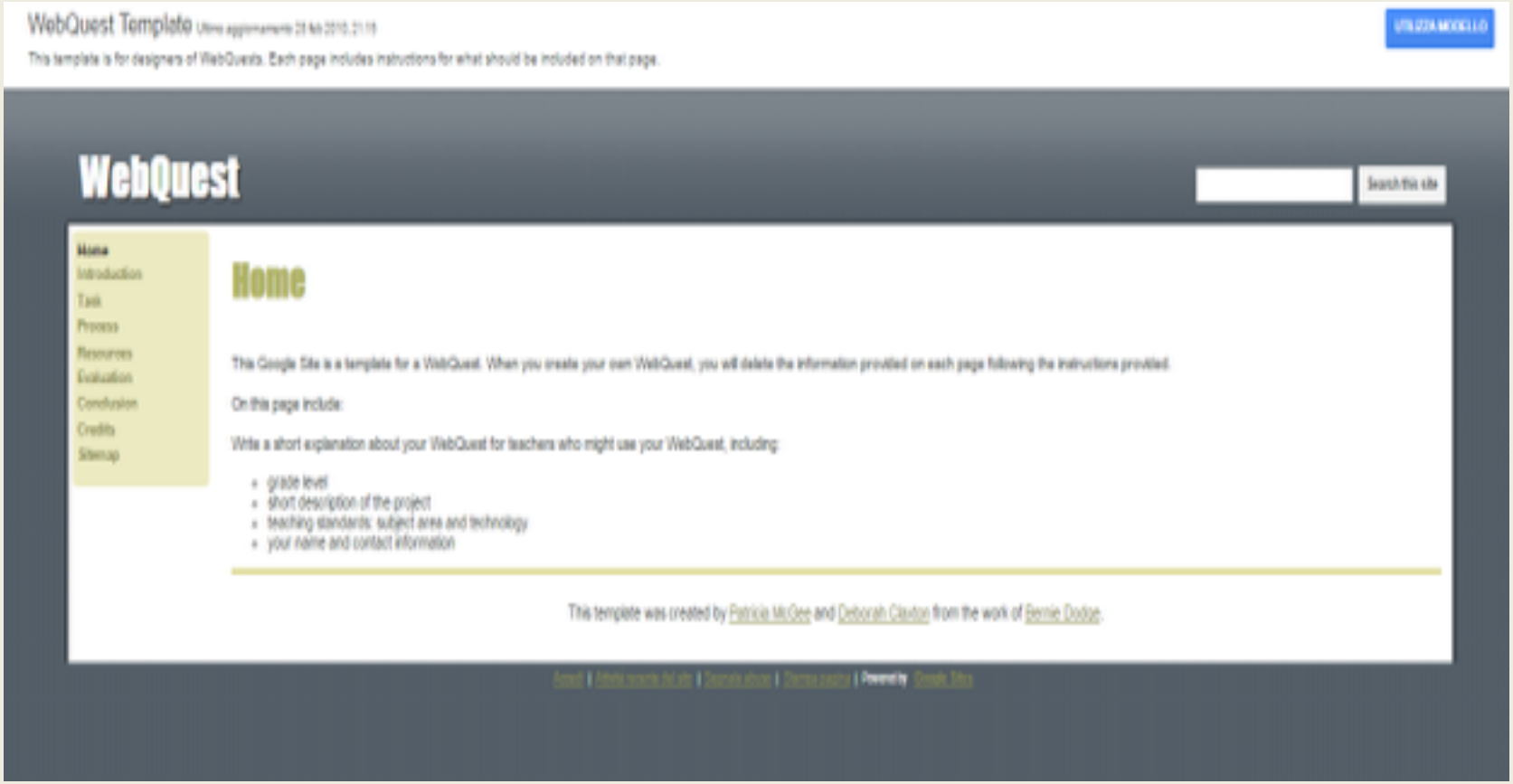
MOST VISITED

The Life And Times Of William Shakespeare!
This is a webquest that will help students learn about William Shakespeare and the time period in which he lived.
Subject: English / Language Arts | **Grade:** 9-12
Author(s): Caroline Tanner
Views: 2,418,732 | **Favorited:** 292 | **Reviews:** ★★★★☆ (10)

Progettare un WebQuest con Google sites

Dove reperire il format

https://sites.google.com/site/studentwebquesttemplate/

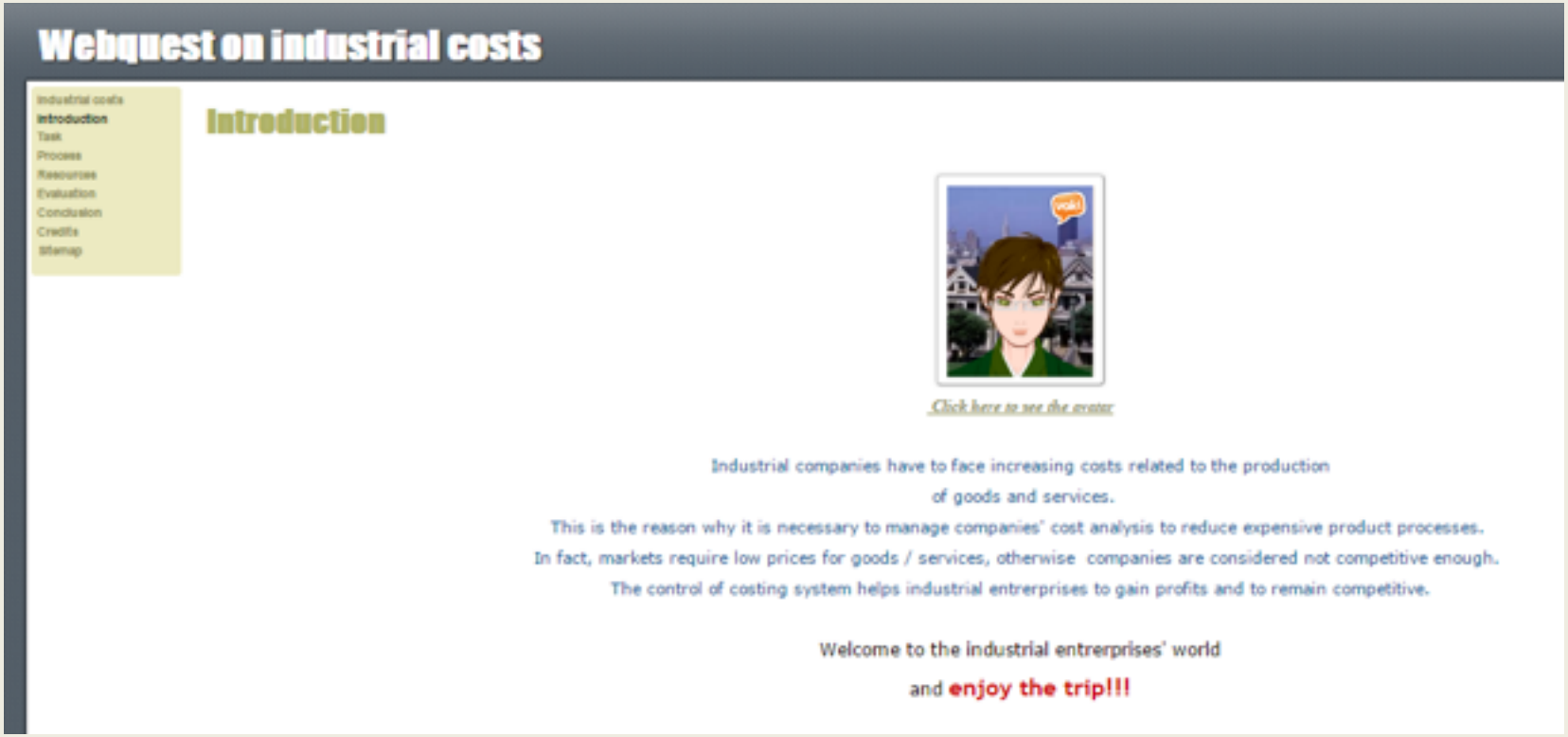


Un esempio…

https://sites.google.com/site/webquestoncosts/

Si può inserire un Voki

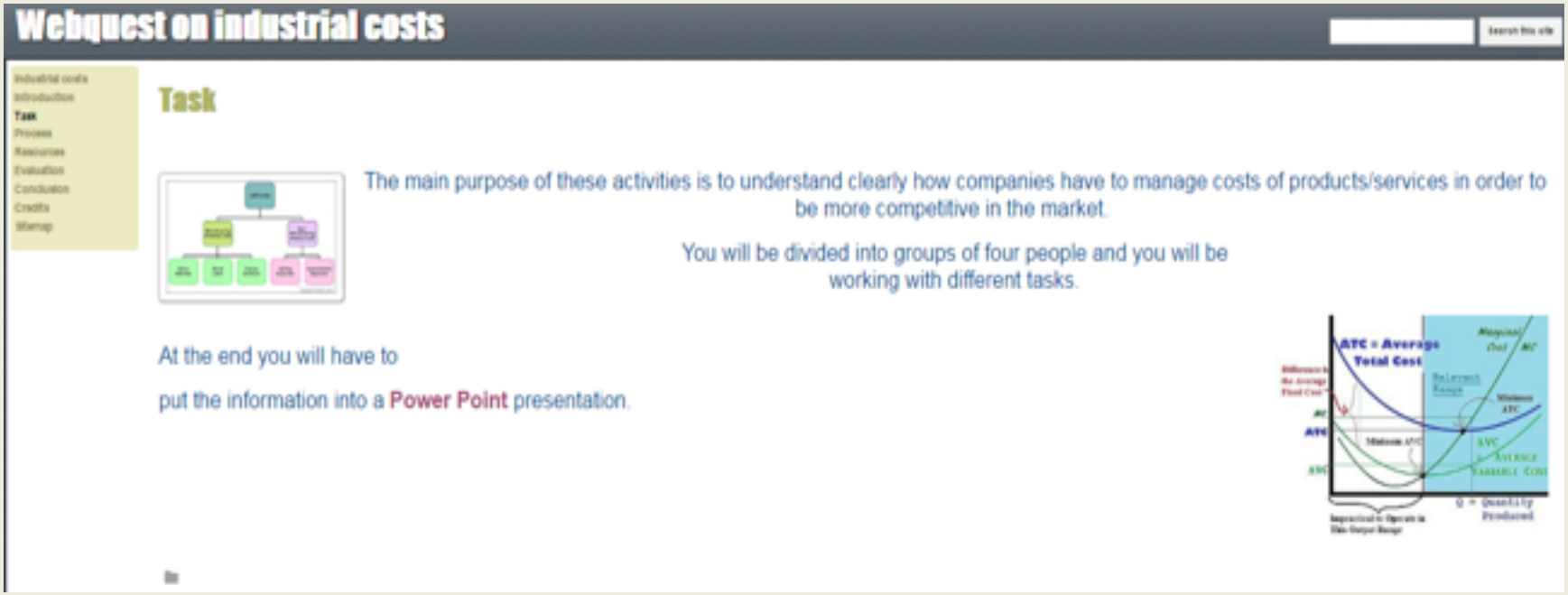
http://www.voki.com/



Link al Voki:

http://www.voki.com/site/pickup?scid=13869605&chsm=191c54c508c886ffee1423ebdc6ee5d7

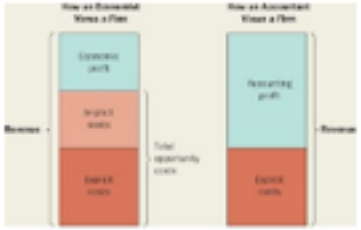
L’Introduzione



Si possono inserire link alle attività da svolgere:

Descrivere i processi

To accomplish the task, you will be divided into groups of four and each individual will have to work on different tasks.



These are the roles for each person in the group:

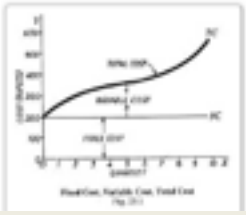
1) ***cost manager***: *you will be given some examples connected to expense reductions in business companies. Reflect on the given strategies, distinguish facts from opinions and choose the best solution to apply in different situations. Write your answers on the T-chart shown in the Resouce page.*
Click on these links and select the expressions to be used in your answers:
Link 1
Link 2

2) ***marketing manager***: *you will be given some case studies which analyze prices and revenues. You will have to compare and contrast the different ways of increasing revenues and demonstrate how to solve pricing mistakes. Write your answers on the graph shown in the Resouce page.*
Click on these links and select the expressions to be used in your answers:
Link 1
Link 2

3) ***production manager***: *you will have to examine and describe the main challenges that a production manager has to face in case of launching new products. Furthermore, imagine the skills generally required of a production manager for a successful company's brand. Write your answers on the graph shown in the Resouce page.*
Click on these links and select the expressions to be used in your answers:
Link 1
Link 2

4) ***planning manager***: *on the basis of given documents related to business plans and profitability, select the main economic factors that should be considered in order to plan businesses and describe them. Moreover, imagine the benefits of planning in industrial entreprises.Write your answers on the graph shown in the Resouce page.*
Click on these links and select the expressions to be used in your answers:
Link 1
Link 2

At the end of these activities, in your group, you will have to collect all the results and prepare a Power Point presentation.



Fornire schemi e modelli di lavoro

Resources

For some help with vocabulary use this link: wordlink

Links for the Costs Manager:

Click here for the first article

Click here for the second article

Use the T-chart to show your answers:

Links for the Marketing Manager:

Click on the first article

Click on the second article

Use the graphic to show your answers:

Links for the Production Manager:

Click on the first article

Click on the second article

Use the graph to show your answers:

Links for the Planning Manager:

Click on the first article

Click on the second article

Use the graph to show your answers:

Esplicitare i criteri di valutazione…

Evaluation

Your work will be evaluated on the basis of the following rubric:

Oral Presentation Rubric : Webquest

Teachers' Names: Mrs Pagnini and Mrs Kowalczyk

Student's Name: _____

CATEGORY	Excellent	Very good	Good	Poor
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
Vocabulary	Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses several (5 or more) words or phrases that are not understood by the audience.
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Well prepared	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.
Listens to Other Presentations	Listens intently. Does not make distracting noises or movements.	Listens intently but has one distracting noise or movement.	Sometimes does not appear to be listening but is not distracting.	Sometimes does not appear to be listening and has distracting noises or movements.

rubistar

Create Rubrics for your Project-Based Learning Activities

rubistar.4teachers.org/

Conclusioni e credits

Webquest on industrial costs

Industrial costs
Introduction
Task
Process
Resources
Evaluation
Conclusion
Credits
Sitemap

Conclusion

At the end of your activities you will have:

1) learnt more about industrial enterprises
2) improved your oral and written English 'for special purposes'
3) appreciated how it is important to work in team
4) improved your skills in ICT
5) learnt how to use authoritative sites

and... **you will be ready for another WEBQUEST!**

Webquest on industrial costs

Industrial costs
Introduction
Task
Process
Resources
Evaluation
Conclusion
Credits
Sitemap

Credits

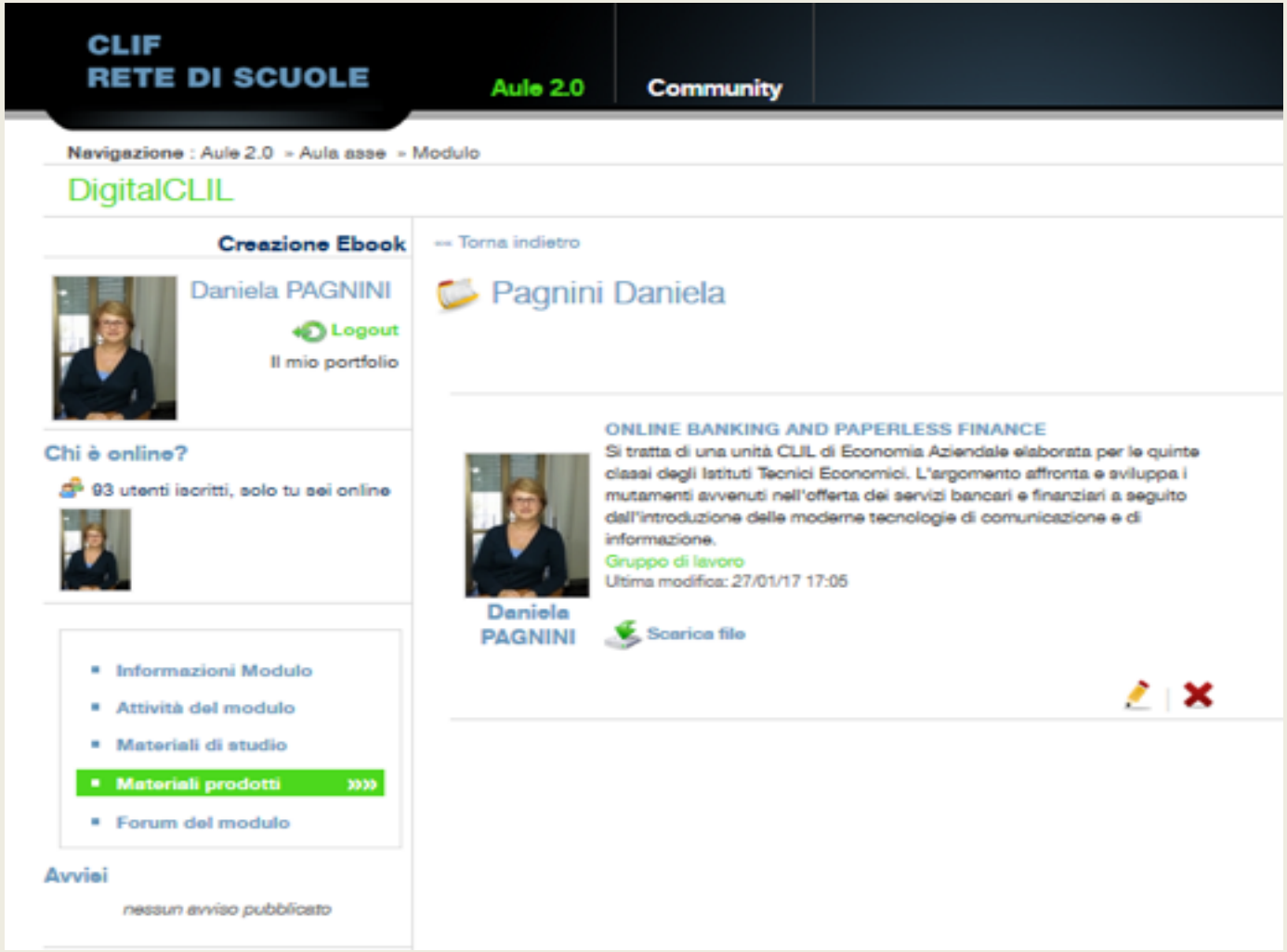
This webquest has been created by Daniela Pagnini and Karolina Kowalczyk– the teachers of Business Administration and English in Italy and Poland.

Here are websites links that we used during our activities:

http://www.voki.com
https://www.google.com (for images)
https://learningapps.org
http://multidict.net/multidict/
http://multidict.net/clilstore/
http://www.getsilverback.com/cost-reduction-case-studies
http://www.mtgl.com/wp-content/uploads/2013/06/Chem-Strategic-Cost-Mgmnt.pdf
http://www.revenuemanage.com/case-studies/recovering-from-past-pricing-mistakes/
https://blog.kissmetrics.com/increased-revenue-by-425/
http://www.venturegrit.com/what-everybody-ought-to-know-about-the-product-manager-case-interview/
https://www.preplounge.com/en/bootcamp.php/case-cracking-toolbox/identify-your-case-type/profitability-case
http://myphumanities.ziachina.com/files/2013/02/Data-Service-Group-Case-STudy-Planning-a-budget.pdf

Un esempio di e-book didattico

http://www.epubeditor.it/ebook/?static=53194



ONLINE BANKING AND PAPERLESS FINANCES

Punteggio: 0 / 50 - 0%

1 / 32

Copertina

- Copertina ✓
- FOREWORD
- WARM UP PHASE. LET'S START WITH A VIDEO!
- WORK WITH YOUR CLASSMATES
- LET'S READ AN AUTHENTIC BUSINESS ADMINISTRATION TEXT
- REIFORCING GLOSSARY. WORK IN GROUP AND SOLVE THE FOLLOWING CROSSWORD

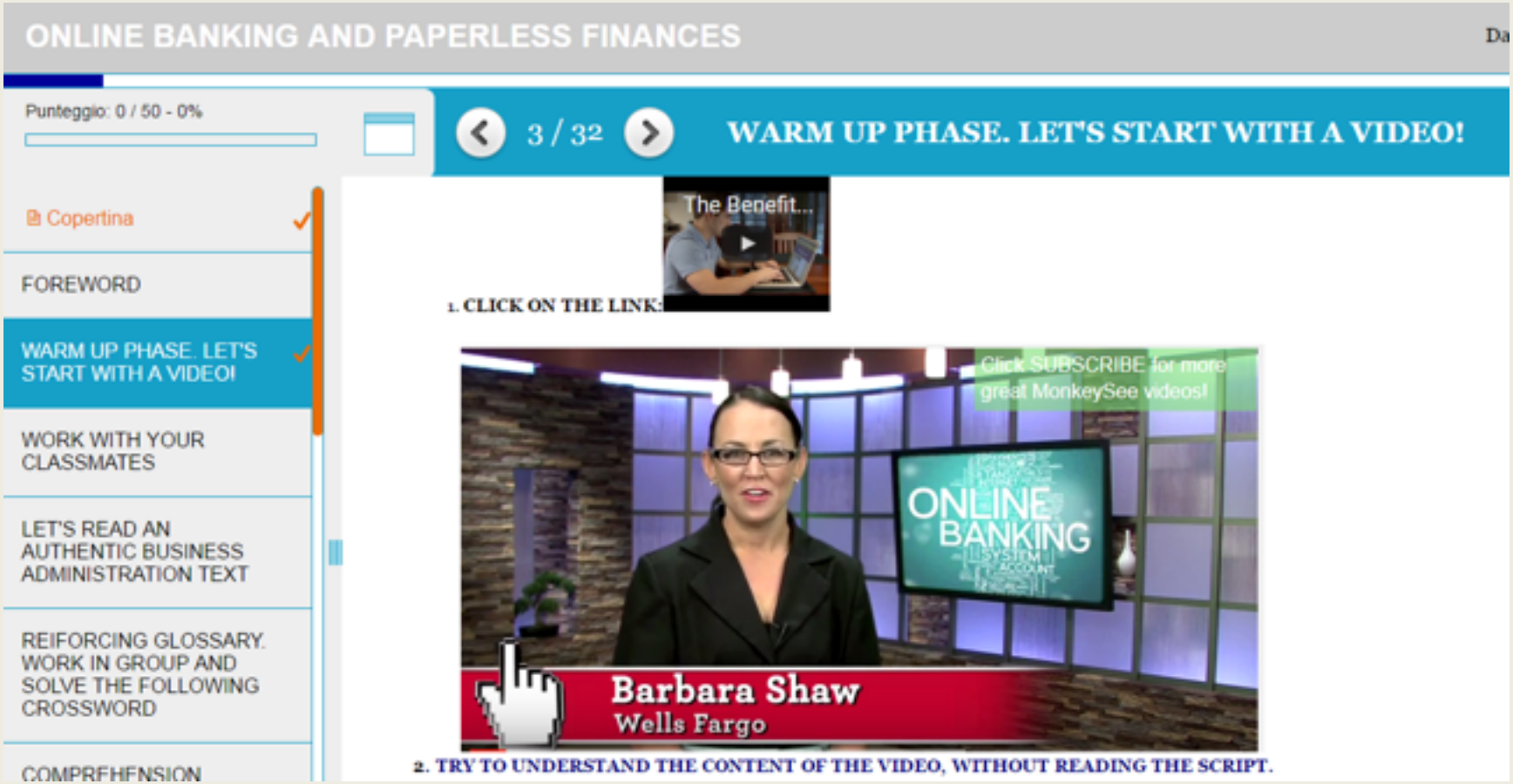
CLIL UNIT

Online banking and paperless finance

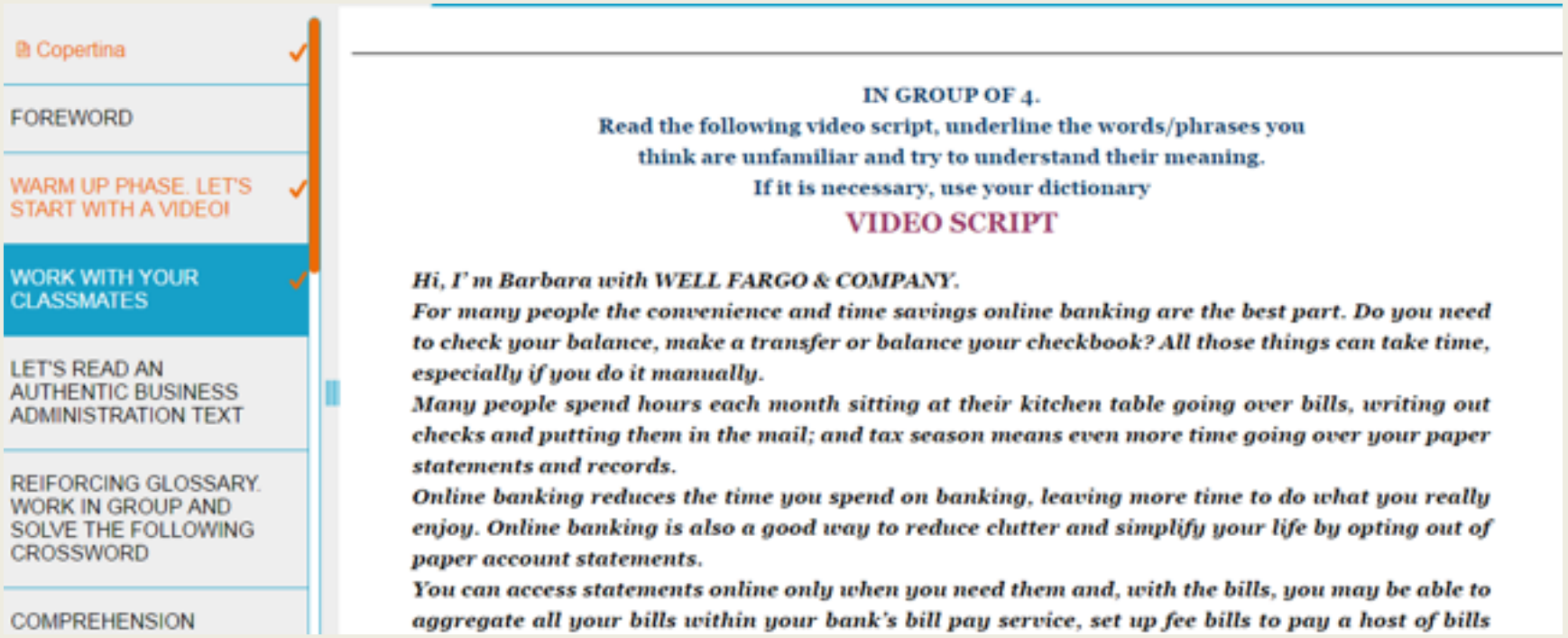
BUSINESS ADMINISTRATION / ACCOUNTANCY

PAGNINI Daniela
Docente di Economia Aziendale
I. I. S. "T. Acerbo" - Pescara
A.S. 2016 -'17

Attività di warm up:
un breve video (multimodal activity)



Lavorare sulla comprensione: listening and reading comprehension



Lavorare sulle parole-chiave:
writing - speaking - designing

1. Write the list of your translated words/phrases and build a group glossary.

2. Write a short summary containing the main advantages of online banking services.

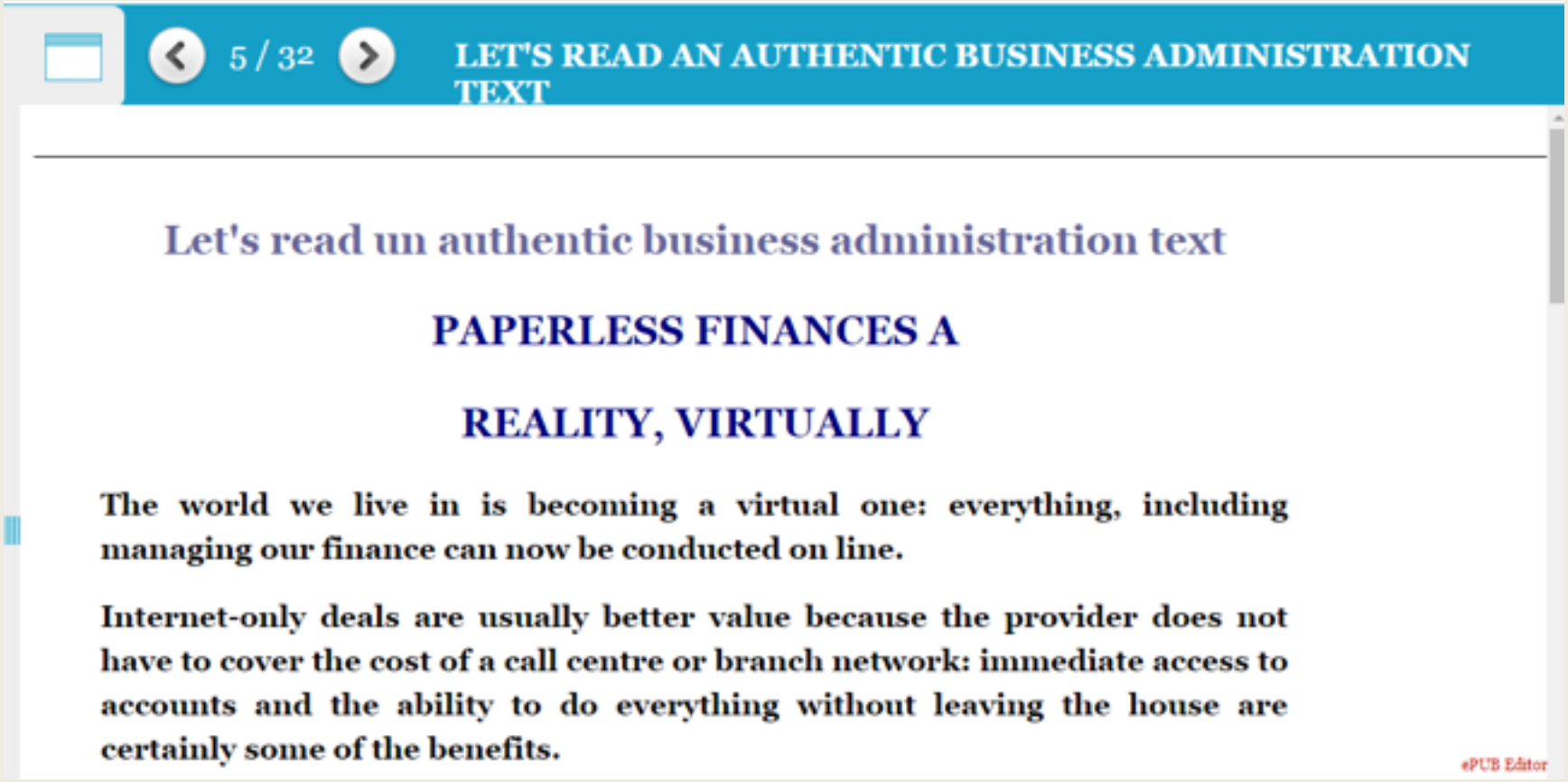
3. Imagine some disadvantages that may occur in adopting online banking services. Then write a short report and explain the reasons of your opinion.

4. Debate the results of your work with the other groups.

5. As a marketing expert of an important company, create an advertising slogan for a big bank, in order to convince new costumers to subscribe online services. Use words, colours, pictures, and everything you think may satisfy your client's request.

I ragazzi al lavoro…

Attività di rinforzo: reading a text



Lavorare sulle parole: rinforzare la microlingua

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REIFORCING GLOSSARY. WORK IN GROUP AND SOLVE THE FOLLOWING CROSSWORD

FIND THE WORDS

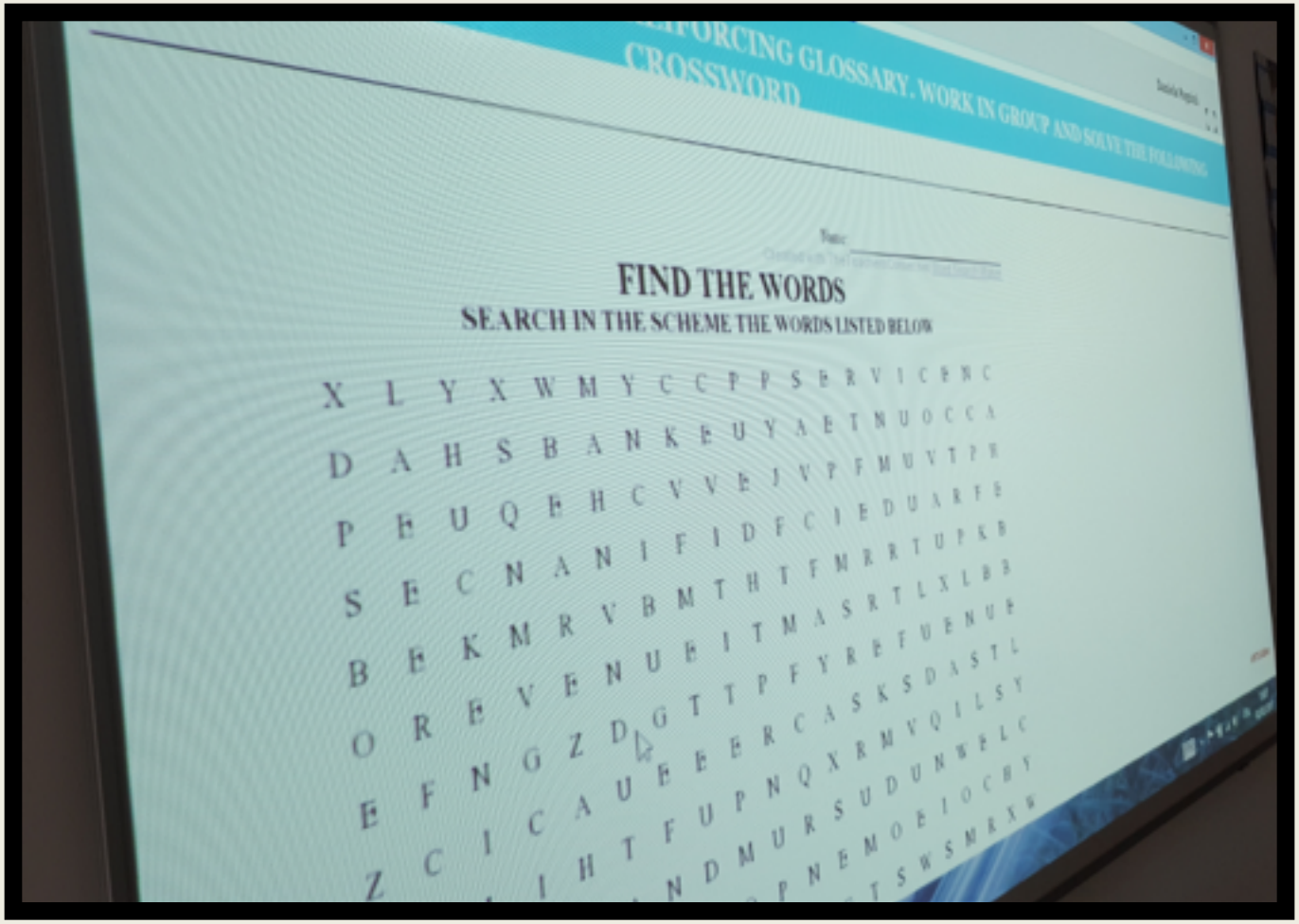
SEARCH IN THE SCHEME THE WORDS LISTED BELOW

X	L	Y	X	W	M	Y	C	C	P	P	S	E	R	V	I	C	E	N	C
D	A	H	S	B	A	N	K	E	U	Y	A	E	T	N	U	O	C	C	A
P	E	U	Q	E	H	C	V	V	E	J	V	P	F	M	U	V	T	P	H
S	E	C	N	A	N	I	F	I	D	F	C	I	E	D	U	A	R	F	E
B	E	K	M	R	V	B	M	T	H	T	F	M	R	R	T	U	P	K	B
O	R	E	V	E	N	U	E	I	T	M	A	S	R	T	L	X	L	B	B
E	F	N	G	Z	D	G	T	T											
Z	C	I	C	A	U	E	E	E											
U	S	L	I	H	T	F	U	P											
V	E	N	E	X	A	N	D	M											
Y	T	O	G	Y	J	R	E	O											
N	A	H	A	S	V	U	G	C											
A	R	J	T	A	A	E	N	E											
P	O	Y	N	V	I	T	E	E											

N	N	U	D	W	E	B	K	H	C	N	A	R	B	J	V	U	E	I	N

PAPERLESS	INTERNET	COST
RATES	COMPANY	CHEQUE
DEBT	SAVING	VALUE
ONLINE	BONDS	VIRTUALLY
DEALS	REVENUE	INTEREST
BANK	BANKNOTE	CREDIT
SERVICE	FRAUD	STATEMENT
SHARES	FINANCES	INSURANCE
PREMIUMS	BRANCH	ACCOUNT
DRAFT	PERCENTAGE	ADVANTAGE
BUSINESS	COMPETITIVE	CHARGE

L’e-book è anche sulla LIM della classe



Testare la comprensione e verificare la capacità di sintesi

7 / 32 COMPREHENSION

READ THE TEXT AND ANSWER THE

FOLLOWING QUESTIONS

1. In the word we leave, how managing and finance are affected by Internet?

2. Why Internet-only deals are generally interested in accessing on online services?

3. What are the main disadvantages of virtual services that

4.

5.

6. In general cases, is online insurance pr

7. Are online trading shares less co

8 / 32 MIND MAP

MIND MAP

Work in group. **Based on the text, draw a mind map to summarize the main content. Use the key words you have learnt.**

Alcuni lavori dei ragazz

THE MAIN ADVANTAGES OF ONLINE BANKING SERVICES

An online banking account is more convenient than a traditional account. In fact it is possible to save a lot of time, because it is not necessary to go to the premises, due the fact that online services allow to do banking by using a remote system. Furthermore it is possible to check the bank statement whenever required by the client.

SOME DISADVANTAGES THAT MAY OCCUR IN ADOPTING ONLINE BANKING SERVICES

A virtual banking account can occurs the risk of frauds. This crime happens when there is a violation of privacy due to a wrongful acquisition of sensitive dates such as the PIN code or the password.

Another disadvantage consists on the necessity to memorize lots of passwords and IDs.

Moreover, a slow Internet connection can make difficult to do your banking activities.

9 / 32 T - CHART

T-CHART

Work in group.

List the advantages and the disadvantages of the Internet only-deals users.

Then write near each sentence if it is a general opinion (O) or a fact (F).

T-Chart

+ item	- item
+ item	- item
+ item	- item

Verificare la capacità di analisi

Complete each sentence with the correct form of the words in brackets.

With online services fi… can be conducted virtually *(to manage)*

Internet-only deals are… provider reduces comp…

Customers have a lot o… online *(sole)*.

Current account ____ *apply)*.

Rates on Internet-only deals are generally chea…

T-CHART

ADVANTAGES	DISADVANTAGES
It is possible to access immediately to the account and to do everything without leaving the house	There is the danger of frauds
Payments can be made online	Customers memorize a lot of different passwords and ID numbers
Rates are higher than a traditional account	Online premiums may not always be the cheapest
It allowed to let banks lesser-known more knew	
Buying shares online offers lower charges for online services	

11 / 32 **SPEAKING**

ACTIVITIES

Word in pair - Speaking

Imagine you are a bank employee and you have to convince a new customer to access finance banking services online. Use the key words you have acquired during these CLIL activities.

Comunicare e scegliere tra ipotesi alternative

12 / 32 **FILL IN THE BLANK**

Complete the following sentences with the words given

FI_L IN T_E B_ANK

1. It is really important for a business company to decide what kind of [▾] is better for the market.
2. The companies are required to pay high attention to the [▾] of the goods.
3. If the price is not [▾] customers will buy products sold by competitors.
4. Lost consumers mean lost [ ] for the business.
5. In general cases, the prices of goods are fixed by adding to the [ ] of the manufacturing an amount of profit.
6. The profit covers the [ ] of business.

Rinforzare la microlingua

13 / 32 COMPREHENSION. TRUE / FALSE STATEMENTS

Say whether the following statements are True or False

	TRUE	FALSE
a. Nowadays the online finance services are considered not so important for business companies	○	○
b. The Internet-only deals do not have to cover the costs of call centres	○	○
c. The access to online accounts are free of passwords	○	○
d. Internet-only companies have only advantages in managing services	○	○
e. The threat of Internet frauds encourage customers to use online services	○	○

14 / 32 ODD ONE OUT

In the following set of words, one word does not belong. Underline the word which is not...

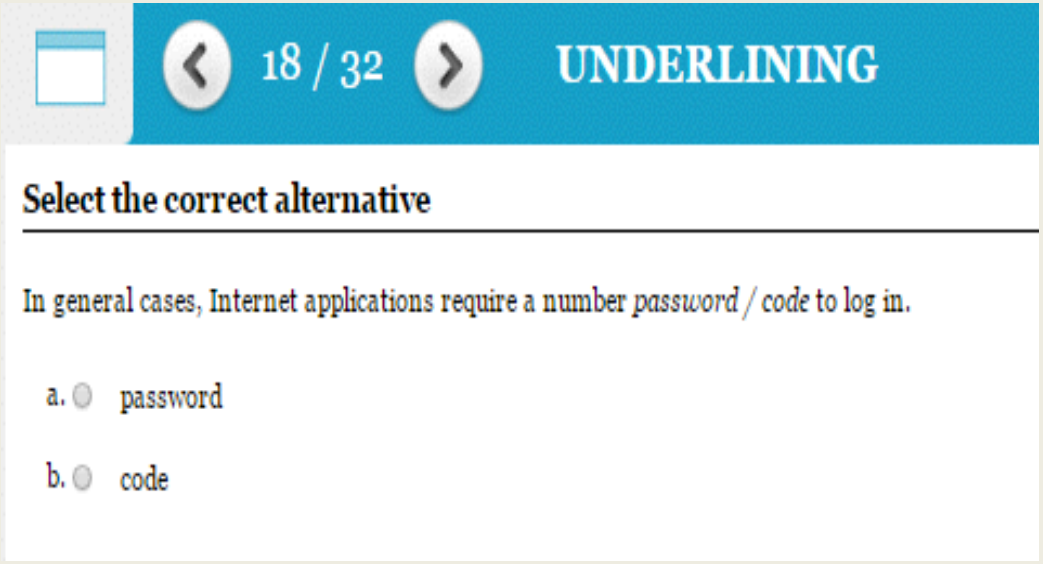
Profit is the result of the comparison between:

a. ☐ revenue

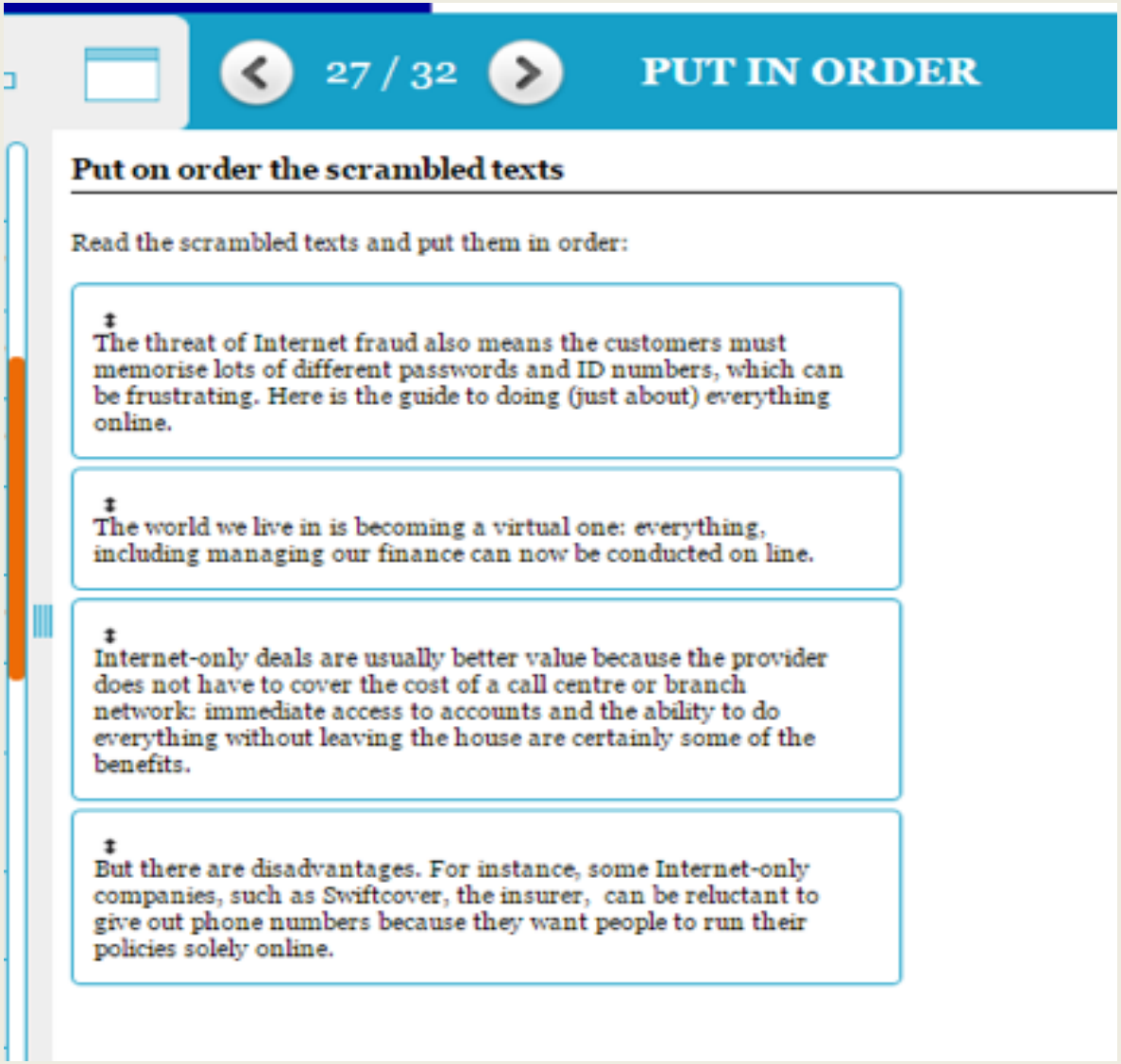
b. ☐ cost

c. ☐ activity

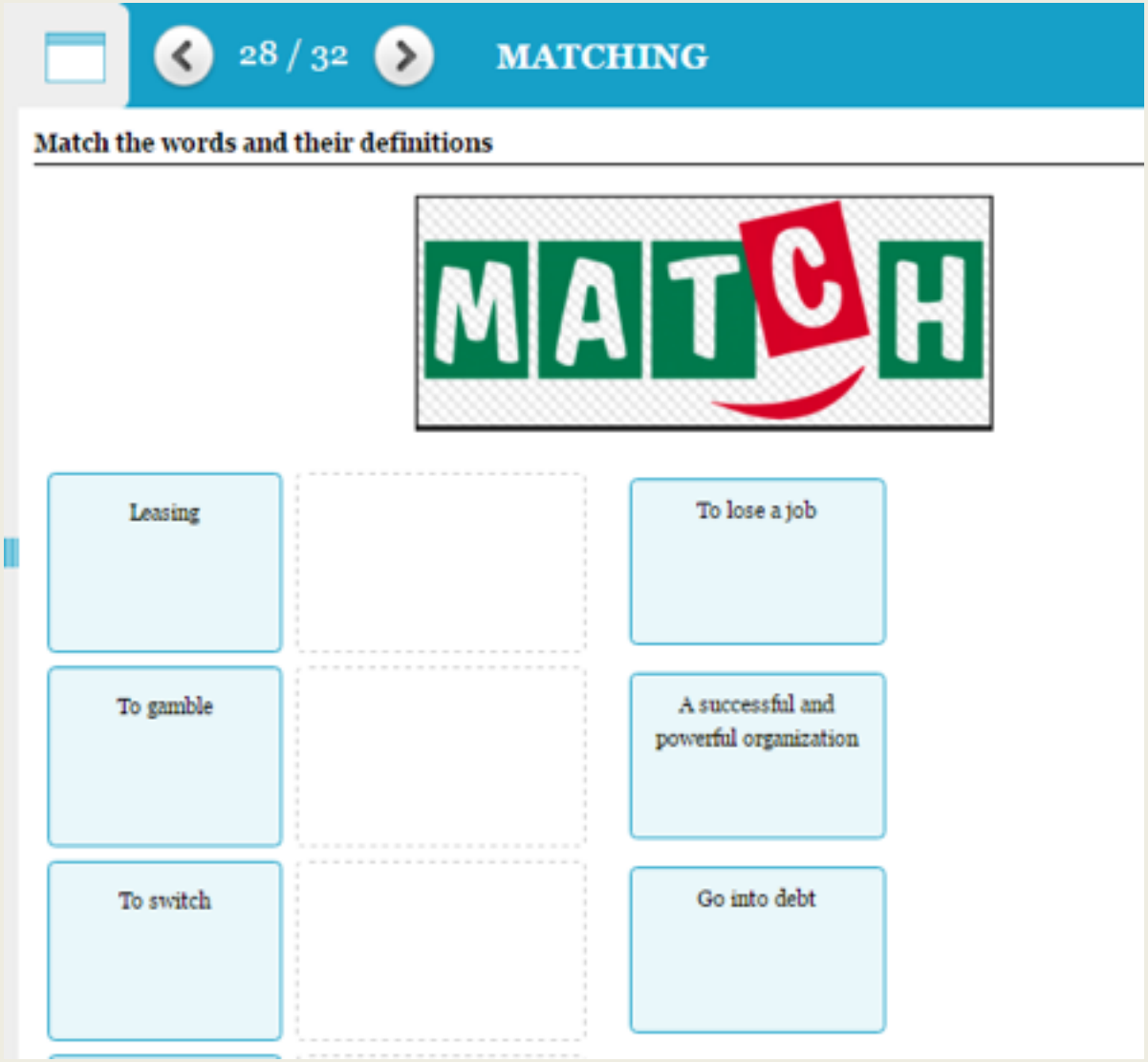
Correlare e scegliere tra ipotesi alternative



Riorganizzare il testo



Testare la comprensione di nuova microlingua



...la riflessione sul percorso

29 / 32

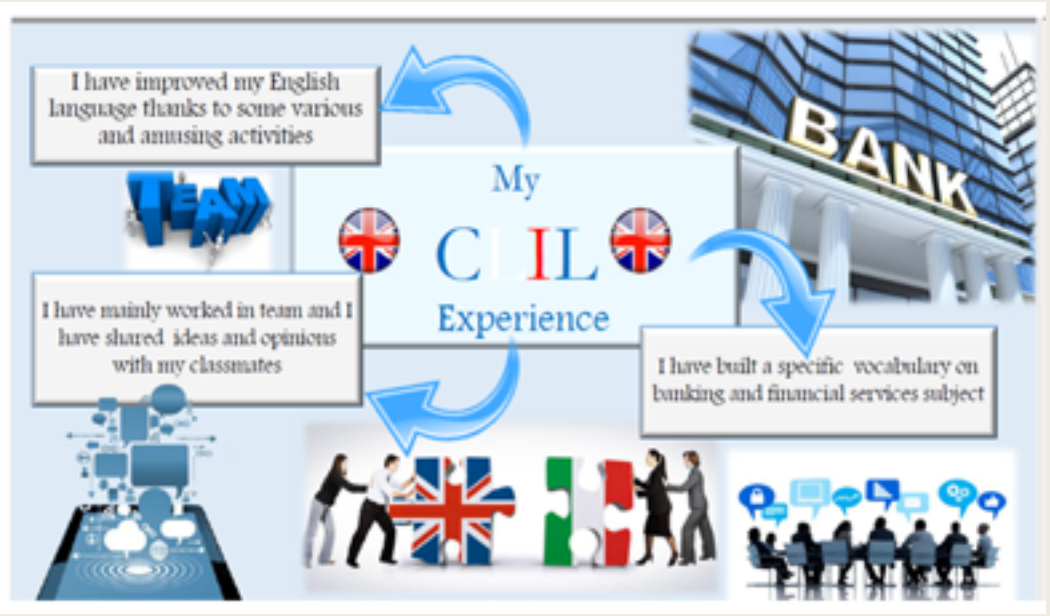
POWER POINT TASK

Work in group

Prepare a five-slide Power Point presentation (or a different tool you prefer) containing your overall CLIL experience. Use short sentences, videos, pictures, images and nice colours.

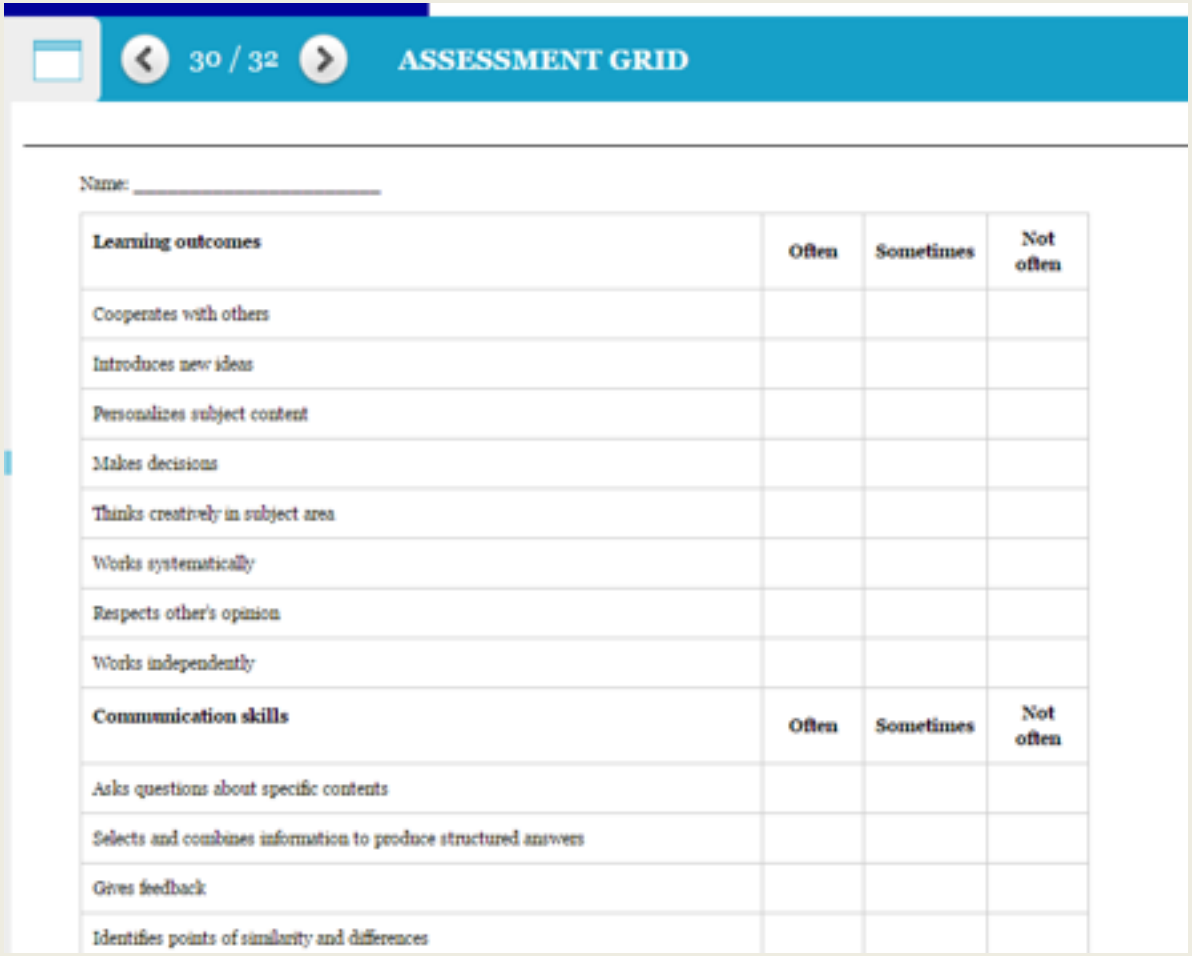
Then, each member of the group orally explains the content of one slide max, to the other classmates.

My CLIL experience



Le riflessioni degli studenti sugli apprendimenti

La griglia di valutazione del docente



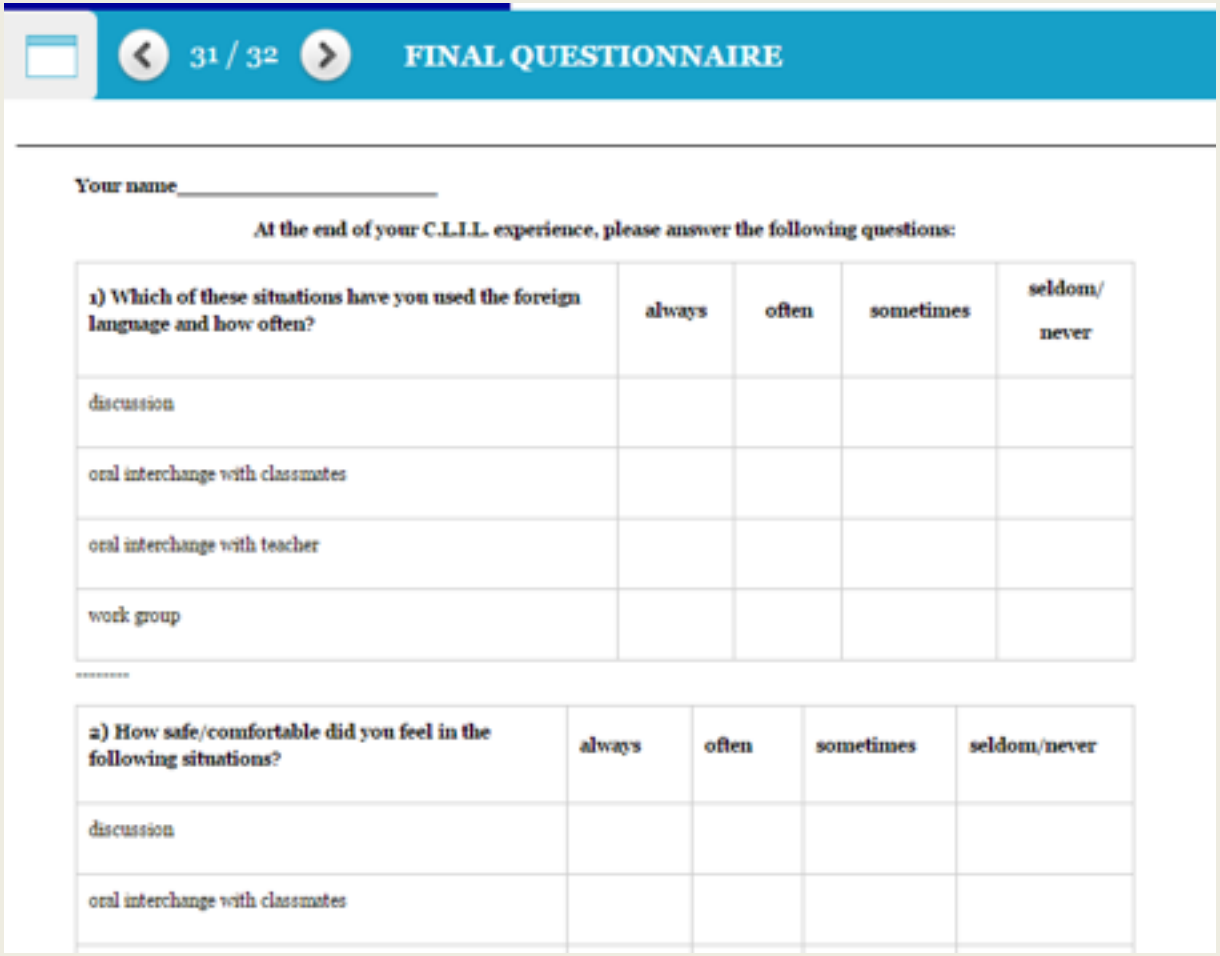
30 / 32

ASSESSMENT GRID

Name: _____

Learning outcomes	**Often**	**Sometimes**	**Not often**
Cooperates with others			
Introduces new ideas			
Personalizes subject content			
Makes decisions			
Thinks creatively in subject area			
Works systematically			
Respects other's opinion			
Works independently			
Communication skills	**Often**	**Sometimes**	**Not often**
Asks questions about specific contents			
Selects and combines information to produce structured answers			
Gives feedback			
Identifies points of similarity and differences			

Il questionario di gradimento per la classe



31 / 32 FINAL QUESTIONNAIRE

Your name_____

At the end of your C.L.I.L. experience, please answer the following questions:

1) Which of these situations have you used the foreign language and how often?	always	often	sometimes	seldom/ never
discussion				
oral interchange with classmates				
oral interchange with teacher				
work group				

2) How safe/comfortable did you feel in the following situations?	always	often	sometimes	seldom/never
discussion				
oral interchange with classmates				

Il folder delle attività

LET'S MOVE ONTO WIDER HORIZONS

I.T.S. "T.ACERBO"
VIA PIZZOFERRATO, 1
PESCARA

V A AFM

GENUARY/FEBRUARY 2017

PORTFOLIO

CLIL COURSE

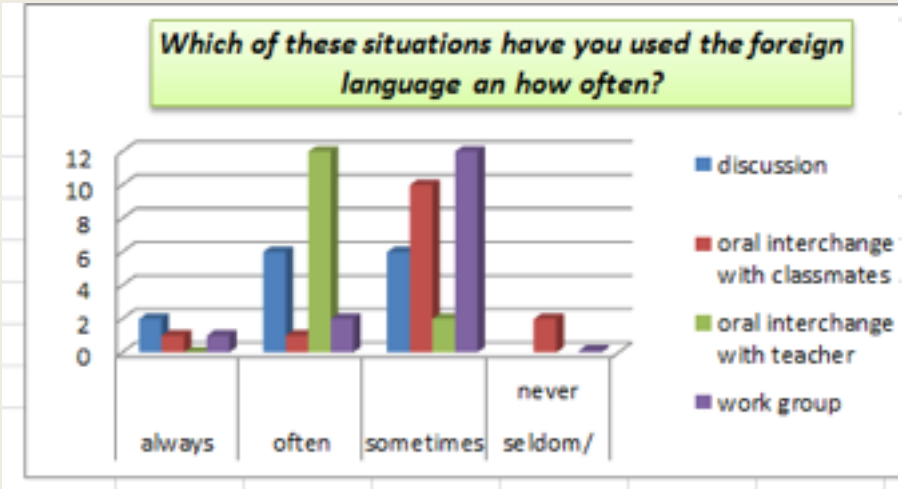
BUSINESS ADMINISTRATION / ACCOUNTANCY

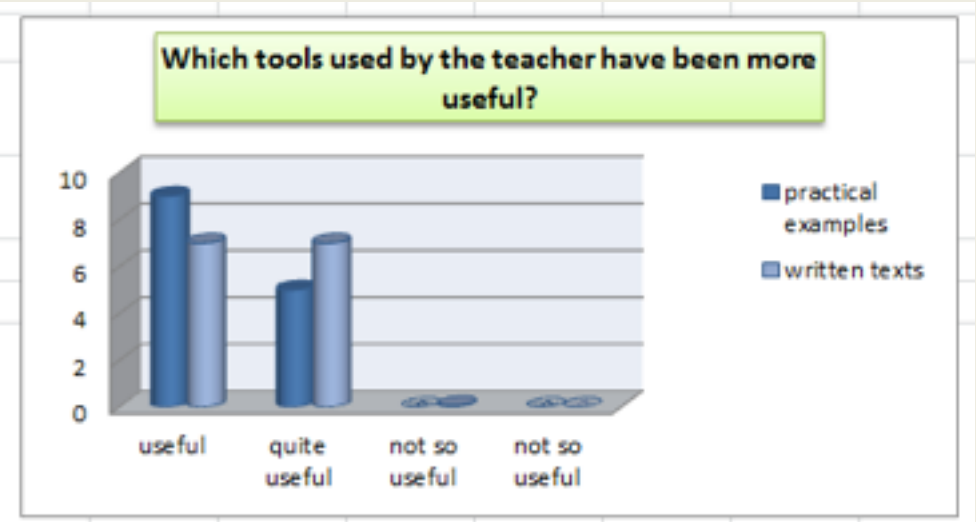
- CLIL MATERIALS
- STUDENTS' WORKS
- FEEDFORWARD ACTIVITIES PROCESS (MONITORING)
- TEACHER NOTES (FEEDBACKS)
- REVISED CLIL MATERIALS
- LEARNING PROCESS STUDENTS' EVIDENCE (CONTENT AND LANGUAGE)
- STUDENT'S SELF ASSESSMENT
- INDIVIDUAL / GROUPS' ASSESSMENT
- COURSE QUALITY EVALUATION

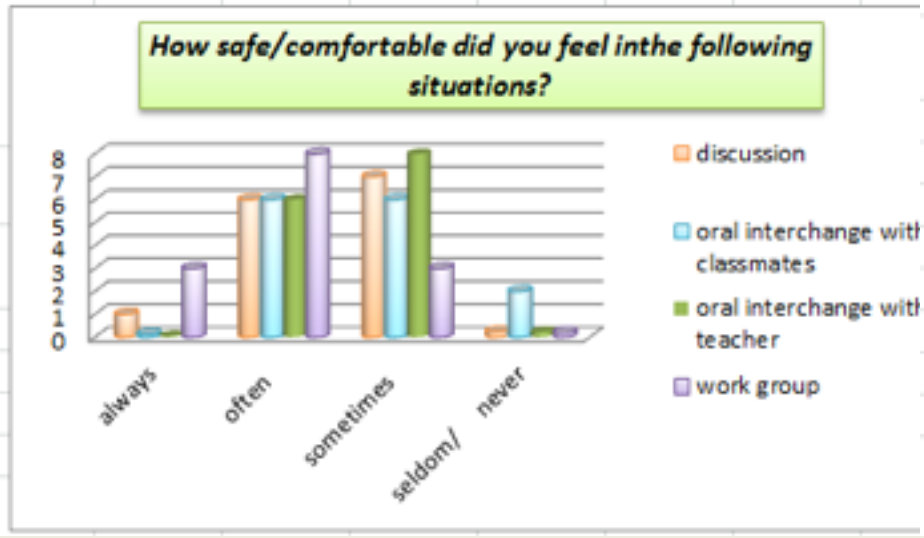
Education

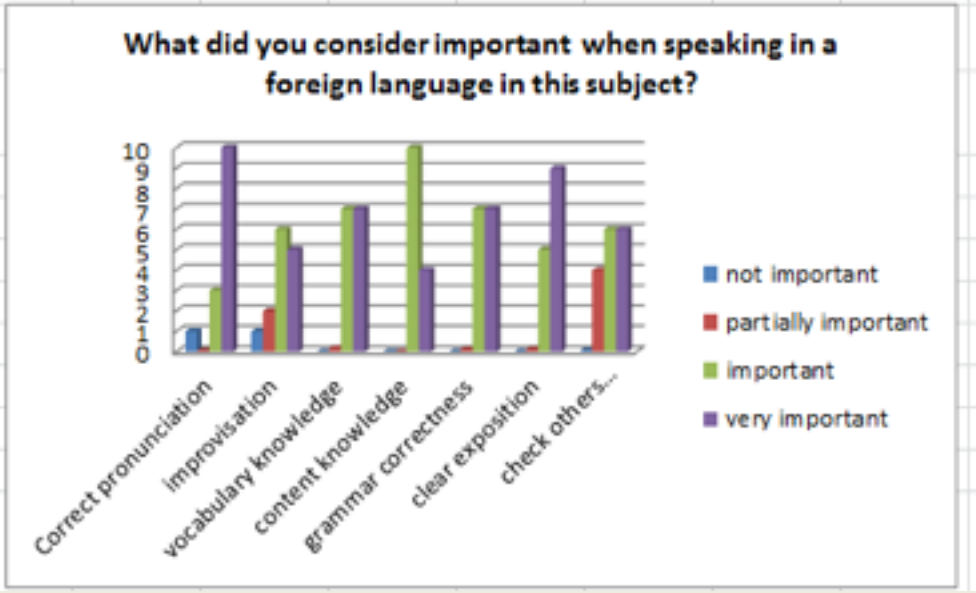
Portfolio

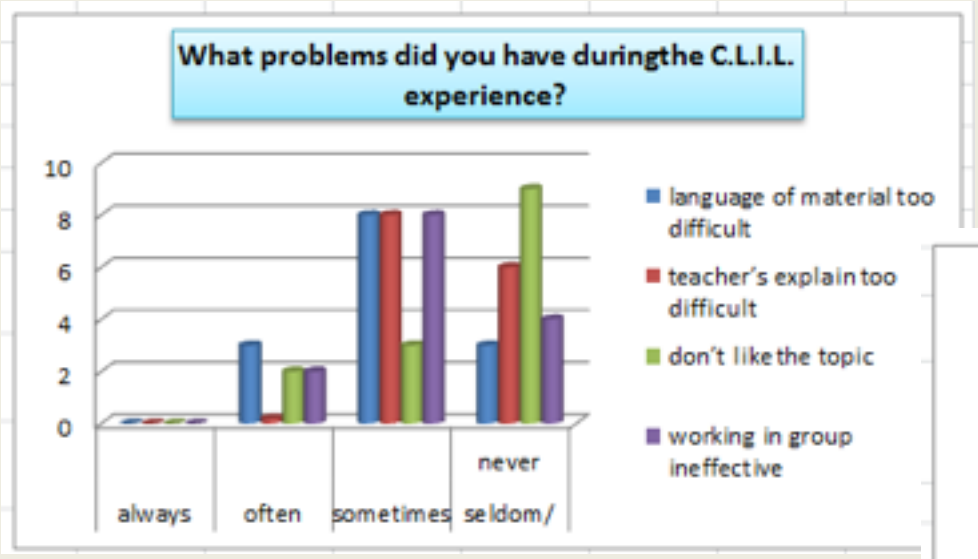
La tabulazione delle risposte dei ragazzi

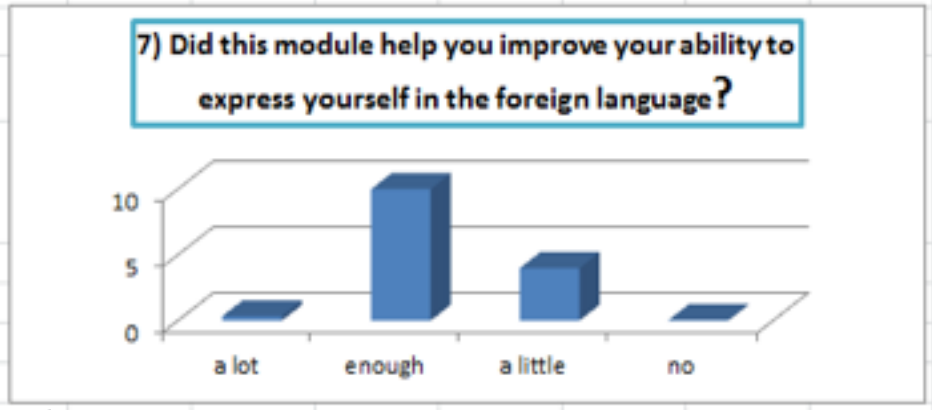


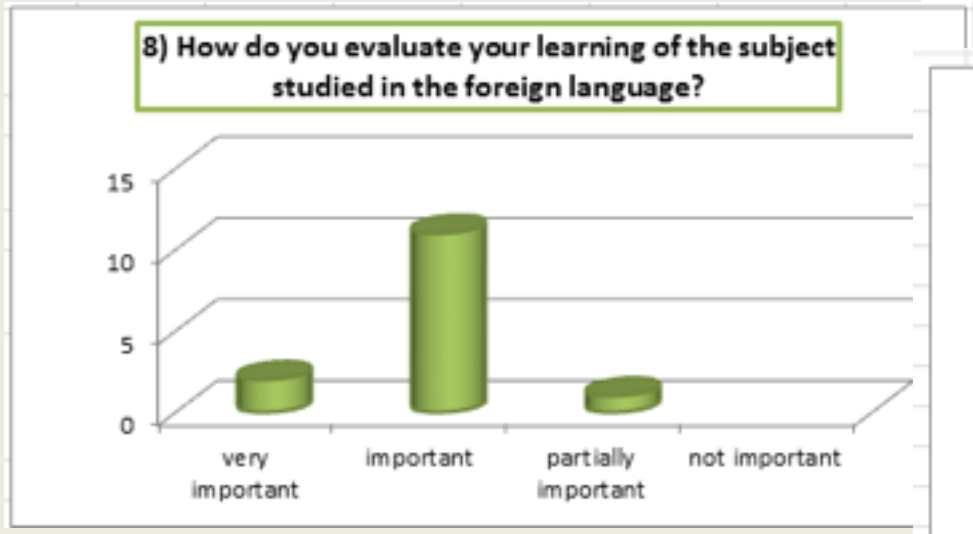


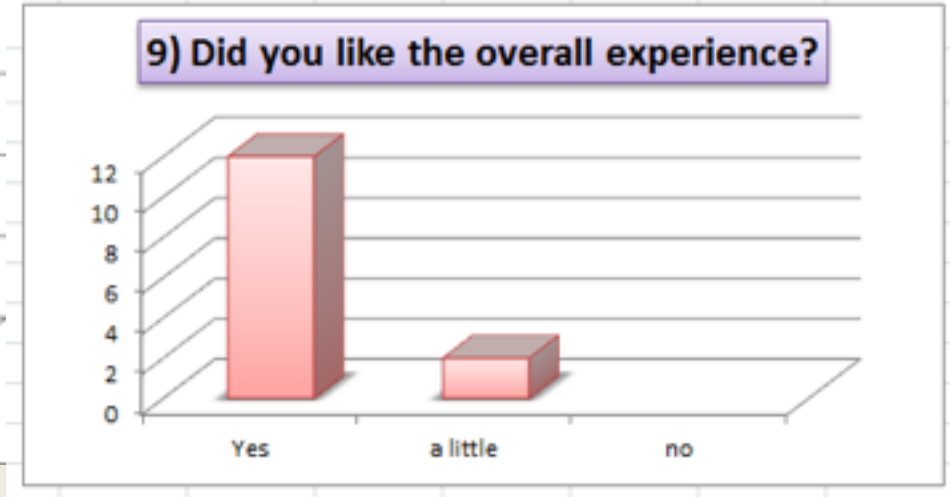





What problems did you have duringthe C.L.I.L. experience?
10
8
6
4
2
0
always
often
sometimes
never seldom/
language of material too difficult
teacher's explain too difficult
don't like the topic
working in group ineffective


7) Did this module help you improve your ability to express yourself in the foreign language?
10
5
0
a lot
enough
a little
no


8) How do you evaluate your learning of the subject studied in the foreign language?
15
10
5
0
very important
important
partially important
not important


9) Did you like the overall experience?
12
10
8
6
4
2
0
Yes
a little
no

La progettazione dell'unità CLIL

CLIL UNIT PLAN

TEACHING OBJECTIVES (CONTENT):

- To introduce the main concepts of online banking and paperless finance
- To explain how online banking and paperless finance have affected the daily business activities
- To know the evolution of paperless finance
- To understand the advantages and the disadvantages of Internet-only deals in terms of timing and charges
- To describe the principles of web progression in finance and how it has affected the traditional customers' habits
- To classify the economic sectors in which finance transactions can be done without using papers
- To compare the main American companies' strategies in applying percentage rates and charges
- To solve problems in order to calculate the benefits of online banking activities
- To recognize and demonstrate how it is possible to use different instruments to approach finance activities

TEACHING OBJECTIVES (LANGUAGE):

Students can understand written and spoken language B1/B2 QCER levels.

Language of learning (Analyse)

Vocabulary and grammar

Key vocabulary: *Internet-only deal, branch network, to give out, to run they policies solely..., threat/fraud, conducted, statements, bills, direct debits, standing orders, text-message statements, cheques, savings rates, premiums, shares, established, charge*

Grammar:

Grazie