CLIL & MIH DM

MFL or Content Approach?

Anna Consonni (Università Ca' Foscari di Venezia)

Computer Based Tools for Learning in a Multicultural Perspective
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SURFACE CROSS-CURRICULAR LINKING

- LINGUISTIC DESIGN

- LINKS WITH OTHER CURRICULAR AREAS

VIENNA AROUND 1800 AND ITS CITYSCAPE TODAY

VIENNA

VOCABULARY & SIMPLE QUESTIONS

Ex.

- Inner part, fortification, adjacent, slope, suburbs, scale, sorrounding districts, former branch, metropolitan area, grow in size, crown lands, above, below, left, right

- Where is..?; What is…..?; Show on the map …; How much..? Which details…?

The section of the map on the left shows the inner part of the city of Vienna around 1800. The fortifications of the inner city, the adjacent unbuilt artificial slope outside the city walls (glacis) and the suburbs are all clearly visible. Coming from the west, the Danube and its canal can also be clearly seen.

Taken on the same scale in 2000, the satellite image on the right shows the inner city and the surrounding districts (former suburbs). Parts of the formerly vacant land (glacis) have become parks or have been built upon. Vienna's river and the former branch of the Danube are heavily regulated.

INTEGRATING LANGUAGE & RECYCLING/DEEPENING CONTENT

The model integrates language and recycled content yet revisited for revision purpose or to go into depth

IMMIGRATION TO VIENNA IN THE SECOND HALF OF THE 19° CENTURY
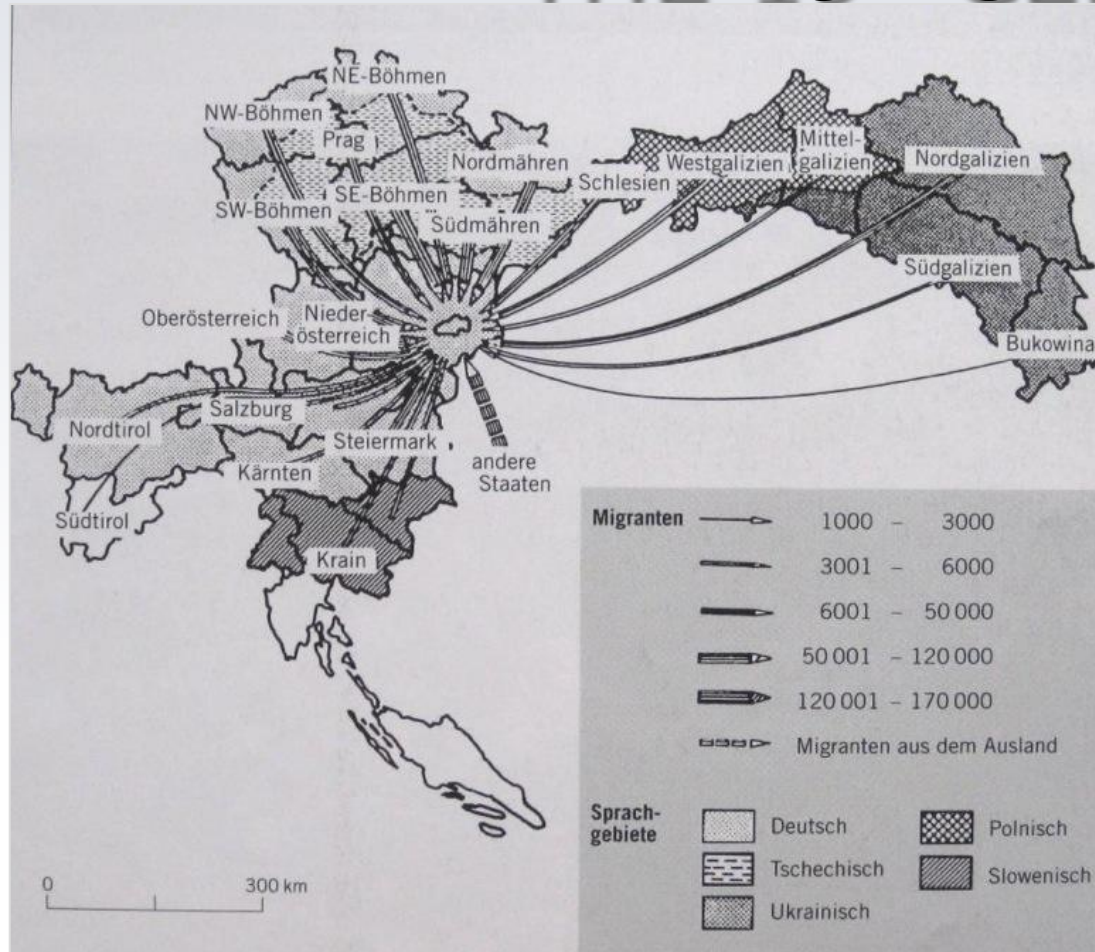
GERMAN

- **Präsentation**

- Zu Beginn waren Menschen mit deutscher Sprache aus Böhmen, Mähren und die Sudetenländer die Hauptzuwanderer. Mit dem Bahnbau ab Mitte des 19. Jahrhunderts veränderte sich das und es erhöhte sich der Anteil der fremdsprachigen Migranten. Der wirtschaftliche Bedeutungsgewinn und der Bahnbau ließ die Residenzstadt nun auch zur wirtschaftlichen Metropole aufsteigen. Um die Wende vom 19. Zum 20. Jahrhundert war Wien der Schmelztiegel von verschiedensten ethnischen, aber auch religiösen Gruppen (zum Beispiel Juden) geworden. Der Anteil der zugewanderten Bevölkerung, nach heutiger Sichtweise als „Bevölkerung mit Migrationshintergrund" betrug um 1890 an die 65%.

Multicultural
Interdisciplinary
Handbook

- At the beginning, the main immigrants were German-speakers from Bohemia, Moravia and the Sudetenland. This changed with the construction of railway lines from the middle of the 19th century when the proportion of non German-speaking migrants increased. The economic rise in importance and the construction of the railway lines meant that the seat of power turned into an economic metropolis. Around the turn of the 20th century Vienna became a melting pot of different ethnic and religious groups (e.g Jews). In 1890, 65% of the entire population was made up of what today would be called "people with a migration background".

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DEEPENING

By expanding the railway network in the monarchy, the share of foreign migrants increased. These came from the agrarian and crowded regions of Bohemia and Moravia. They were employed as servants to the aristocracy and bourgeoisie and provided a significant contribution to the creation of the "fourth estate" – the industrial working class. In 1856 only 30% of Vienna's entire population had been born there and a further 18% became indigenous by naturalization. 47% of the population living in Vienna at that time came from the Austrian crown lands of the monarchy and only 6% came from abroad. Many small traders and craftsmen came from the provincial centres and market towns of the monarchy. The immigration also took place in a centrally organized empire in which the army and government officials – regardless of ethnicity – had the final say.

The settlement with Hungary reduced the immigrants' area of origin to the Austrian half of the empire. The settlement, known as the Austro-Hungarian Compromise, was a treaty signed by Austria and Hungary in 1867 on the constitutional relationship between the two parts of the Austro-Hungarian Monarchy. Under this agreement, the former empire of Austria was incorporated into the so-called Dual Monarchy (until 1918). At the end of the 19th century, many Jewish immigrants flowed into Vienna from the area of Galicia, which had been incorporated into the Austrian half of the Monarchy under the Compromise. Around 1900 almost two-thirds of Vienna's population was foreign.

RECYCLING

- Who were the "people with a migration background" in Vienna in 1890 ?

- Who are the "people with a migration background nowadays in Austria?

INTEGRATING LANGUAGE AND NEW CONTENT

Multicultural Interdisciplinary Handbook

The number of people living in Vienna has begun to rise again since 1980. Just like in the 19th century, many people from other countries are coming to us.

- ✓ What has changed with regards to the immigrants' countries of origin compared to those in the past?
- ✓ Are the motives for migration to Vienna the same as before?

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Extract from the memoirs of Ignacy Baliński titled *Wspomnienia o Warszawie***, published in Warsaw in 1987**

Ignacy Baliński (1862 – 1951) Polish writer, journalist and social activist, a lawyer by education. Before World War I he worked in the Prosecutor's Office of the Kingdom of Poland in Warsaw. At the same time he wrote articles for magazines and newspapers in Warsaw. In 1918 he became a Supreme Court judge and president of the Warsaw City Council, and per-formed this function until 1927. From 1922 to 1927 he was a senator from the National Democracy. Since 1939, he lived in the UK.

READING / LISTENING COMPREHENSION

- Shopping and walking took place on most main streets, which were then Krakowskie Przedmieście and Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski Garden, Wierzbowa and Czysta (Ossolińskich), Senatorska, crossed by the Theatre Square and to a lesser extent Miodowa and Bielańska. Commercial traffic, wholesale, especially concentrated in the vicinity of Nalewki Street, and secondary and tertiary in the vicinity of Żelazna Brama Street and Kercelego Square (...). The walking audience usually walked on the right side of Krakowskie Przedmieście Street and Nowy Świat from the Castle, but when entering Ujaz-dowskie Avenue near my old junior high school number four they moved to the left, leaving the right side. This happened always with firmness and precision of the Gulf Stream. Signs for shops had to be either in Russian or in two languages, Russian and Polish, or, finally, in one of the foreign ones - mostly French - in quotation marks. In general, any poster or placard outside the house - even such as "doctor", in Russian, "wracz" could not do without the Rus-sian text, with the exception of the hourglass, as a notice of someone's death and burial was called, placed at the entrances of churches. In Vilnius and outside the Kingdom, in the former territories of the Republic and in the Suwalki region, the Polish language in all notices, even next to the text in Russian, was banned. (...)

QUESTIONS

- Where did the wealthy citizens do their shopping and where did the wholesale take place?

- How did the political situation of Poland after the Third Partition affected everyday lives of the population in Warsaw?

- What were the shops in Warsaw like in the second half of the nineteenth century?

ANSWERS

- Wealthy citizens did their shopping in stores located in the streets: Krakowskie Przedmieście, Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski Garden, Wierzbowa and Czysta (Ossolińskich), Senatorska, Miodowa and Bielańska. Wholesale trade concentrated in the vicinity of Nalewki Street.

- According to the treaty concluded by the partitioning powers (Russia, Austria and Prussia) during the congress in Vienna in May 1815, the lands of the former Duchy of Warsaw (with the exception of the departments of Poznan and Bydgoszcz) were attached to the Russian Empire. In December 1815, the Constitution of the Polish Kingdom signed by Alexander I (as a Polish king) was announced , which guaranteed the status of a separate state, its territory, the Polish central and local government, national parliament and the army, its own budget and monetary system, a separate educational system. The repression suffered by the Poles after the November Uprising and January Uprising, aimed at eradication of autonomy and assimilation of the Polish Kingdom to other provinces of the Russian Empire. After the fall of the January Uprising Russian authorities also acceded to the intensive Russification of Polish society. It was a process in which the Russian state aimed at denationalization of Poles by the gradual imposition of language, culture, art, religion and customs of the Russians. In 1867the rest of the autonomy of the Polish Kingdom, known as Przywiślański Country, was abolished. In the years 1869-1885, the total displacement of the Polish language of the school system followed, completed in 1885 by bringing it to the role of additional and optional language . The Polish language has been displaced even from shop signs - Ignacy Balinski wrote about it in his memoires.

- Shop-windows in Warsaw in the second half of the nineteenth century were not very large, only in the newly established stores they were higher. The shop displays were created to inform customers about the range of products of the store.

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WOMAN'S WALKING COSTUMES

BUSTLES

- Bustle - mainly used since the 1870s. It was a part of dress, emphasizing the rear hips and feminine silhouette in the shape of S. Bustle ousted crinoline. The back of the skirt began to be be adorned with swagged drapes : piled pleads were stressed with ribbons. Sometimes there was a small cushion attached to the skirt. Dresses were elongated at the back. After a short break around 1880 - when the skirt became narrow, with extensive and the richly decorated train - bustle came back much bigger than previously, sometimes being almost an engineering design, similar to the crinoline. Draperies were pinned to the dress' framing. Bustle began to fade at the end of the 1880s

WIKIPEDIA

- **Early bustle (1869–1876)**

The bustle later developed into a feature of fashion on its own after the overskirt of the late 1860s was draped up toward the back and some kind of support was needed for the new draped shape. Fullness of some sort was still considered necessary to make the waist look smaller and the bustle eventually replaced the crinoline completely. The bustle was worn in different shapes for most of the 1870s and 1880s, with a short period of non-bustled, flat-backed dresses from 1878 to 1882.

In the early stages of the fashion for the bustle, the fullness to the back of the skirts was carried quite low and often fanned out to create a train. The transition from the voluminous crinoline enhanced skirts of the 1850s and 1860s can be seen in the loops and gathers of fabric and trimmings worn during this period. The bustle later evolved into a much more pronounced humped shape on the back of the skirt immediately below the waist, with the fabric of the skirts falling quite sharply to the floor, changing the shape of the silhouette.

- **Late bustle (1881–1889)**

The bustle reappeared in late 1881,and was exaggerated to become a major fashion feature in the mid and late 1880s, in 1885 reaching preposterous proportions to modern eyes, as used in the play *Arms and the Man* by George Bernard Shaw, The fashion for large bustles ended in 1889.

ROME

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Handbook

- Sur cette carte du centre de Rome, que représentent les figurés marrons ? Parmi eux, repérez les édifices d'origine antique : où sont-ils concentrés ? Que savez-vous du site originel de Rome qui soit observable sur cette carte ? Comment s'explique l'abondance des édifices religieux à Rome ?

- Observez le tracé, la forme et la disposition des rues. Sont-elles orientées vers un centre, vers plusieurs centres ou vers aucun ? Forment-elles un tissu urbain homogène ou hétérogène ? Leur agencement, plus ou moins serré, plus ou moins régulier, permet-il de repérer des quartiers ayant été construits à différentes époques : dans l'Antiquité, au Moyen-âge, à l'époque moderne ou contemporaine ?

- Sur cette carte, combien de langues ont été utilisées pour rédiger les différentes inscriptions ? Dans quelle langue sont exprimés les noms des rues et des places ? Observez ces noms en vous demandant à quoi ils font référence ? Y voyez-vous des allusions à différentes époques du passé, à des personnages historiques, à des lieux, à des faits, des idées, etc. ?

GOOGLE ROME
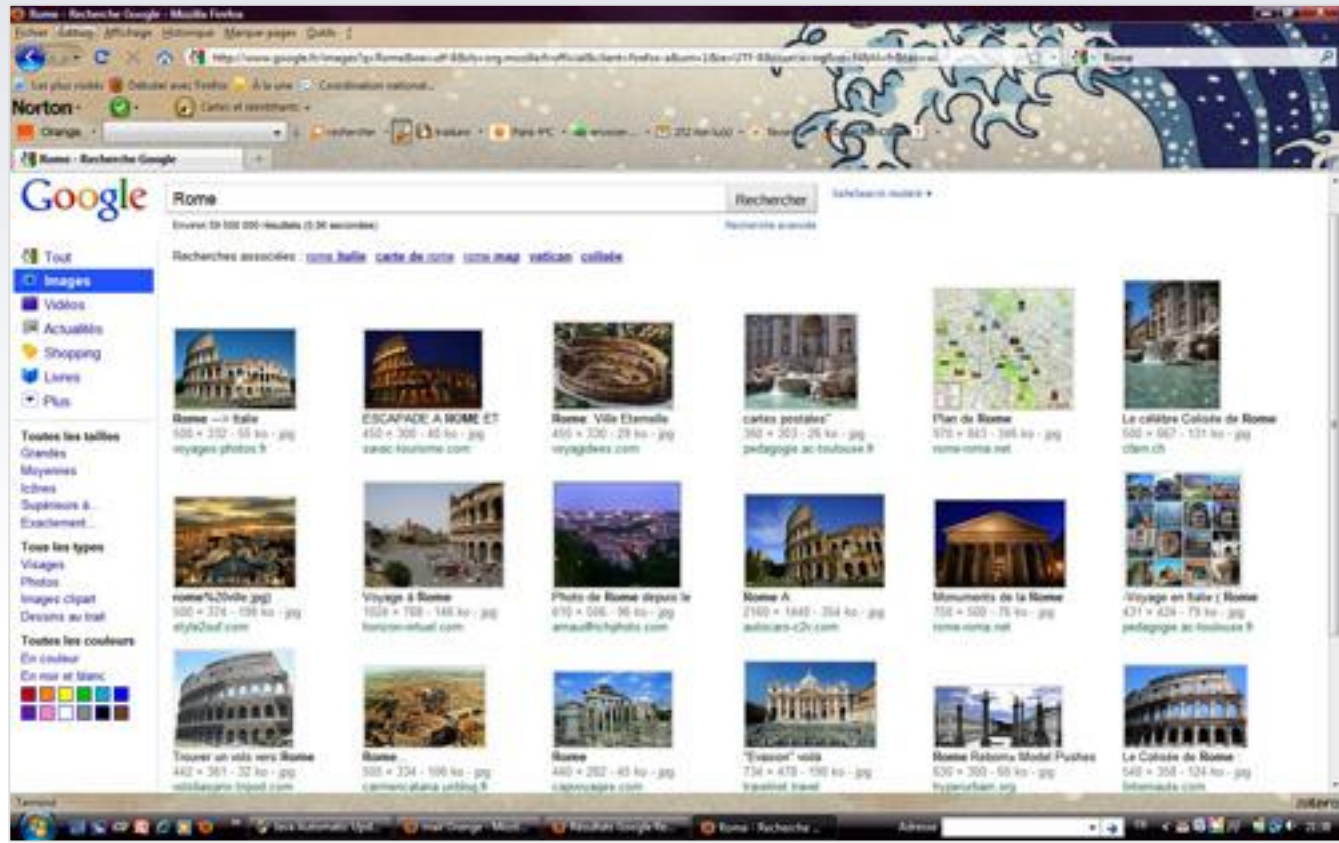
QUESTIONS

- Sur l'ensemble des images arrivant en première page de cette requête, quelle proportion représentent les monuments ? Identifiez les trois monuments les plus représentés ? Comment expliquez-vous l'intérêt qu'ils suscitent ?

- Observez l'origine des sites où ont été publiées ces images : combien sont situés hors d'Italie ? Pensez-vous que les romains aient la même vision de leur ville ? Qu'en déduisez-vous sur l'image de marque de Rome dans le monde ?

CLIL POTENTIAL

- Raising linguistic competence and confidence
- Raising expectation
- Developing a wider range of skills
- Raising awareness
- Motivating teachers and learners

CLIL LESSON PLAN

- Teaching objectives and Learning outcomes
- Content
- Cognition
- Communication: language of learning

  language for learning

  language through learning

- Culture