



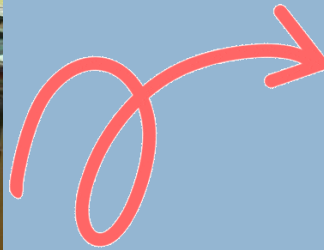
# **InSIPP: Introduce, Survey, Input, Project, Presentation**

A Possible CLIL Approach



# Origins of InSIPP

# Challenges I encountered



# Teachers' Common Challenges

- X Student motivation
- X Unwillingness to speak
- X Reluctance to use L2 and reliance on L1
- X Boredom
- X Mixed levels
- X Large size
- X ?

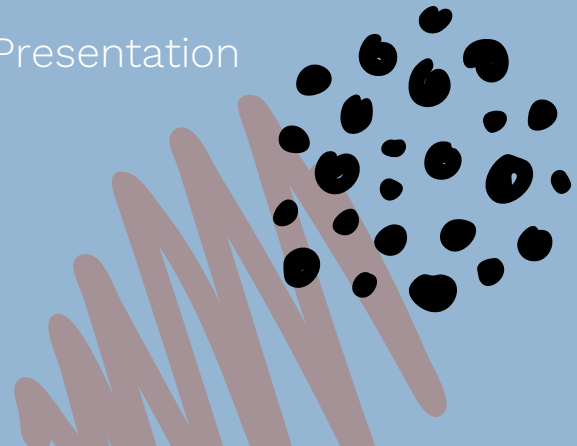
# Students' Challenges

- x Confidence
- x Fear
- x Lack of purpose to learn English
- x Lack of fluency



# InSIPP

Introduce, Survey, Input, Project, Presentation



# The flow

- X Can be used to supplement general English textbook content.
- X Can be used to create your own lessons and be based off any topic/content of your choice
- X Requires a little creativity on your part.

# The InSipp flow

3 to 6 hours

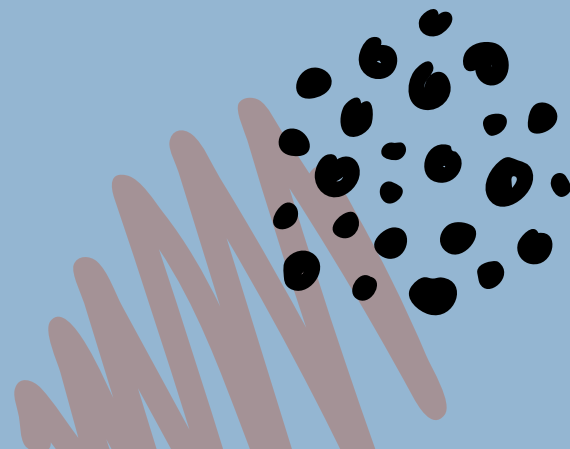
- x Introduce the topic
  - x Generate interest
  - x Activate background knowledge
  - x Make the topic relevant and relatable to students
- x Survey activity (4-3-2)
- x Input of content and/or language
- x Project based on the topic
- x Presentation of the project





# The experience

The Environment



New  
Edition

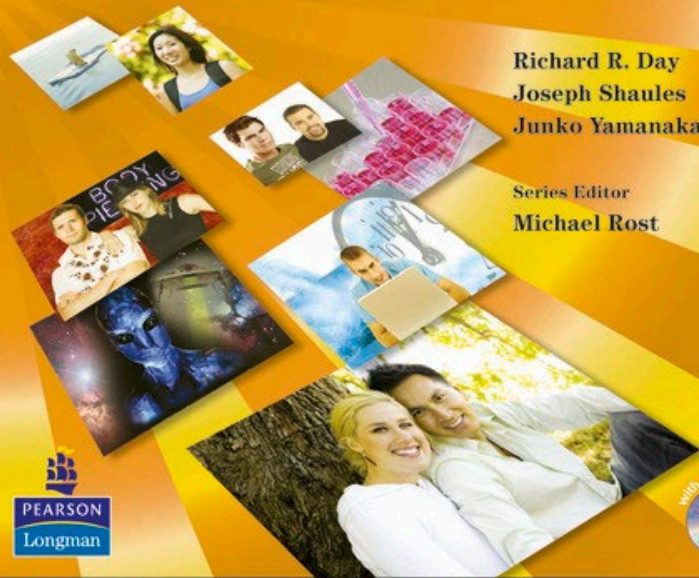
# Impact Issues 3



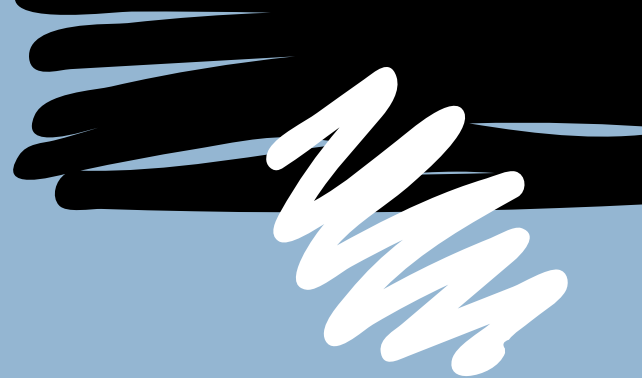
20 stimulating themes for discussion and debate

Richard R. Day  
Joseph Shaules  
Junko Yamanaka

Series Editor  
Michael Rost

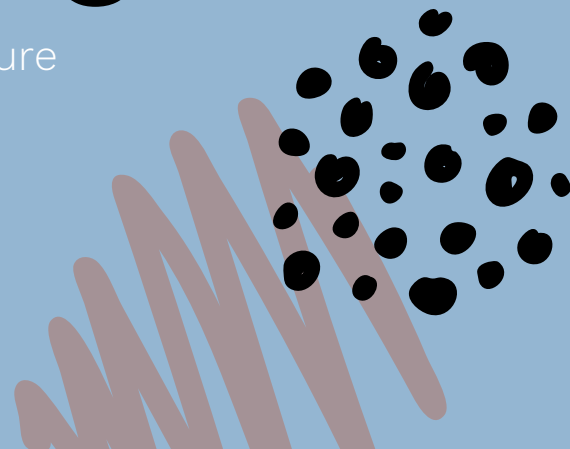


- x Chapter title: I don't care
- x Topic: The environment
- x Student level: Advanced



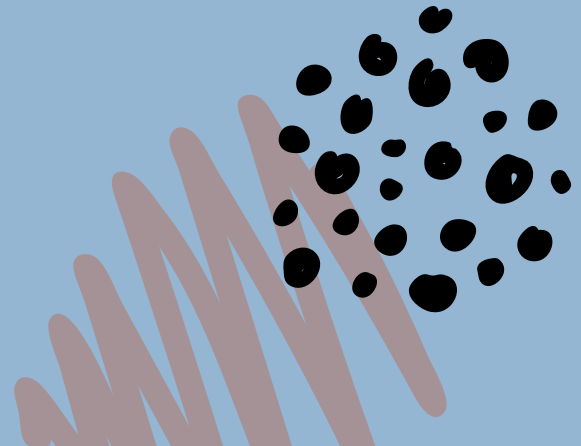
# Debriefing

Support from the literature





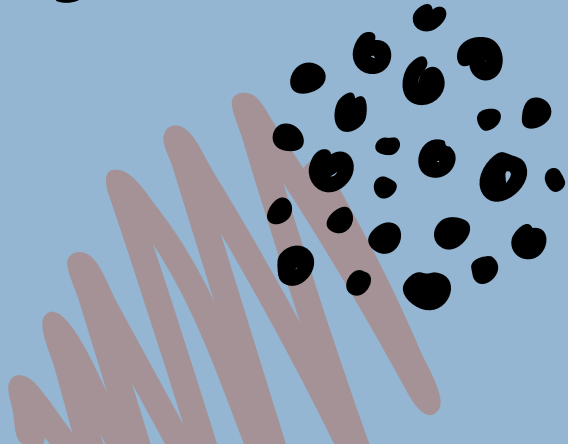
# The real classroom







# The survey



# Adopted principles of 4/3/2



- x a useful technique for developing oral fluency. Learners give the same talk to three different learners with decreasing time to do it.

# Findings from the research

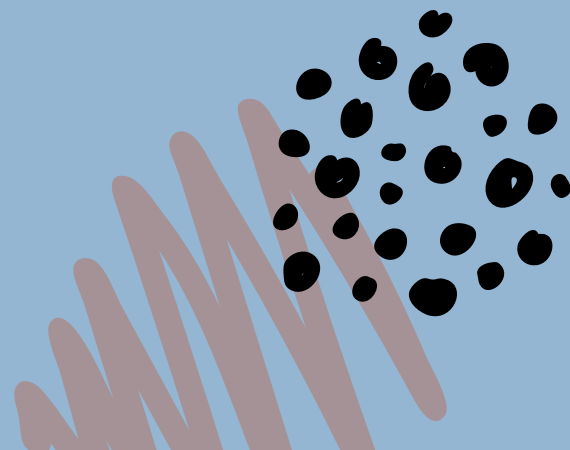
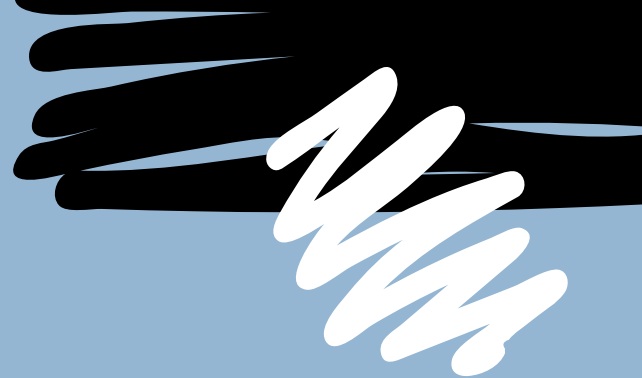
Nation, P. (1989). Improving speaking fluency. *System*, 17 (3), 377-384.

- X learners' speed of speaking increased during the talks (as measured by the number of words per minute)
- X hesitations they make decrease (as measured by hesitations per 100 words)
- X grammatical errors in the repeated parts of the talk decrease and they tend to use several, more complex grammatical constructions in the last of the three talks than they did in the first talk





# The project



# Fostering 21<sup>st</sup> century skills

- x Adopting principles from Project Based Learning
- x PBL responds to the need for education to adapt to a changing world (21<sup>st</sup> century skills)

**Critical thinking:** Finding solutions to problems

**Creativity:** Thinking outside the box

**Collaboration:** Working with others

**Communication:** Talking to others

**Information literacy:** Understanding trustworthy facts, figures, statistics, and data

**Media literacy:** Understanding the methods and trustworthy outlets in which information is published

**Technology literacy:** Understanding the machines that make the Information Age possible

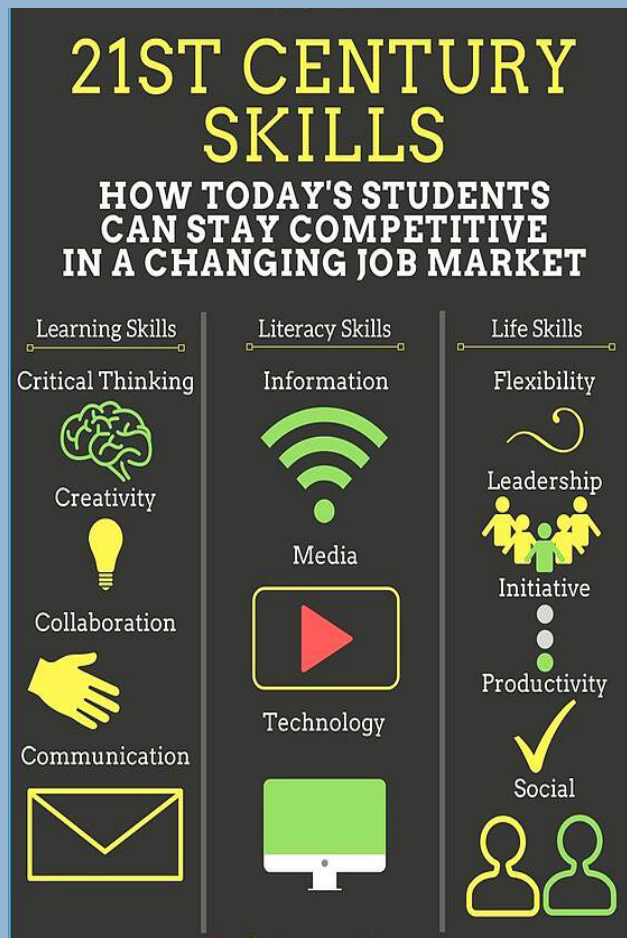
**Flexibility:** Deviating from plans as needed

**Leadership:** Motivating a team to accomplish a goal

**Initiative:** Starting projects, strategies, and plans on one's own

**Productivity:** Maintaining efficiency in an age of distractions

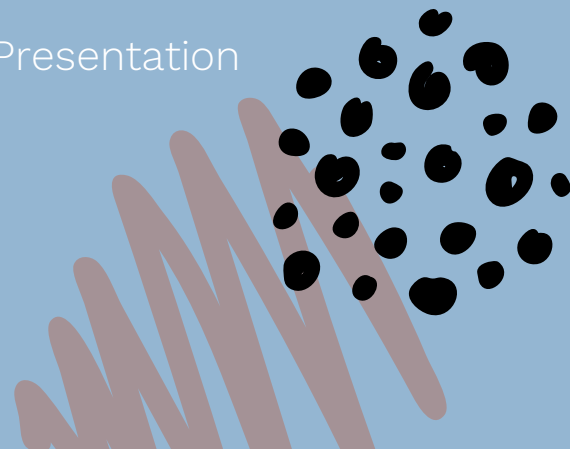
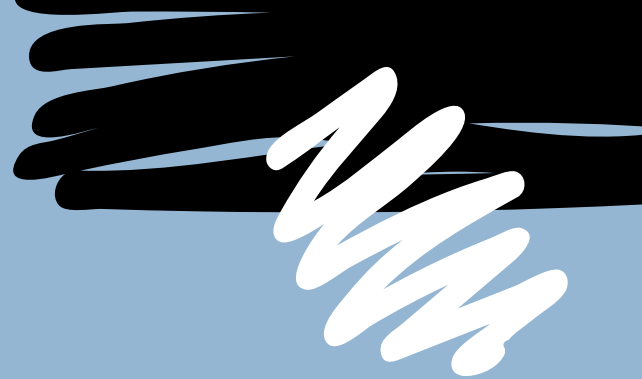
**Social skills:** Meeting and networking with others for mutual benefit





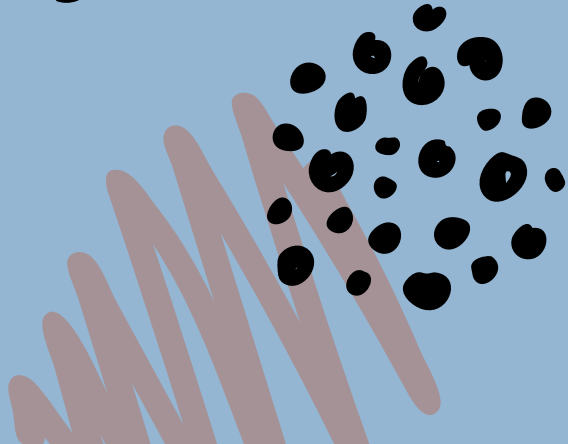
# Remixing InSIPP

Introduce, Survey, Input, Project, Presentation





# The survey

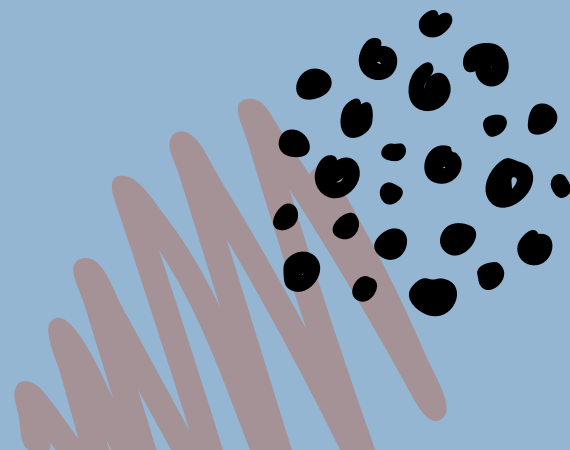


# Modifications

- x With higher level students provide less content
  - x Get them to create their own
- x Mingle survey
- x Group survey



# The project



# Project ideas

## Design

- X A new product
- X A new way of doing something
- X A better something (menu, phone, etc.)

## Make/ Create

- X A plan
- X A poster
- X A storybook
- X A brochure
- X An advertisement
- X A video
- X A play/ drama

## Build

- X A model
- X A structure

## Write

- X A letter
- X A poem
- X A short story
- X A speech
- X An essay

## Prepare

- X To debate
- X To be a panel member
- X To teach a lesson
- X To counsel others
- X A photo essay

## Conduct

- X A mini research project



Do You Wanna see 'AURORA'?

# ICELAND

By Car

<Contents>

- \* Aurora
- \* Local Spa
- \* Mother nature
- \* Glacier Cave tour
- \* free Korean food & Alcohol

• Length = 7 days  
 • Accommodations = Air BnB (being local)  
 • Price = \$4000  
 • Group Size = 15~17  
 • Meals = 1

Price recommend  
 1) Summer bus spa  
 2) Sun car park / sunglasses  
 3) 220v plug

Day	Time	Activity	Meal	Accommodation
1	10:00	Arrive in Reykjavik	Breakfast	Reykjavik
2	10:00	Golden Circle	Lunch	Reykjavik
3	10:00	Blue Lagoon	Dinner	Reykjavik
4	10:00	Snæfellsnes Peninsula	Lunch	Reykjavik
5	10:00	Westfjords	Lunch	Reykjavik
6	10:00	South Coast	Lunch	Reykjavik
7	10:00	Return to Reykjavik	Breakfast	Reykjavik

## ΕΛΛΗΝΙΚΟΣ ΠΥΘΟΣ

### Greece's Story

Length: 7 days  
 Accommodations: 6-star hotels  
 Meal: included  
 Group size: 8-10  
 Price: \$1500.000

Highlights

- Visit temples, local villages, and volcanoes, and Santorini
- Shop at traditional markets
- Swim, drive, and soak hot springs

Tel: 010-1334-5678  
 www.tourismstory.com

Day	Day 1 (Sun)	Day 2 (Mon)	Day 3 (Tue)	Day 4 (Wed)	Day 5 (Thu)	Day 6 (Fri)	Day 7 (Sat)
Time	10:00	10:00	10:00	10:00	10:00	10:00	10:00
Activity	Arrive in Athens	Delphi	Mount Pelion	Thessaloniki	Corinth	Patmos	Santorini
Meal	Breakfast	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Accommodation	Athens	Delphi	Thessaloniki	Corinth	Patmos	Santorini	Santorini

Day 1 (Sun) - Athens: Breakfast, Lunch, Dinner, Accommodation. (About 12 hours)

Day 2 (Mon) - Delphi: Breakfast, Lunch, Dinner, Accommodation.

Day 3 (Tue) - Mount Pelion: Breakfast, Lunch, Dinner, Accommodation.

Day 4 (Wed) - Thessaloniki: Breakfast, Lunch, Dinner, Accommodation.

Day 5 (Thu) - Corinth: Breakfast, Lunch, Dinner, Accommodation.

Day 6 (Fri) - Patmos: Breakfast, Lunch, Dinner, Accommodation.

Day 7 (Sat) - Santorini: Breakfast, Lunch, Dinner, Accommodation.

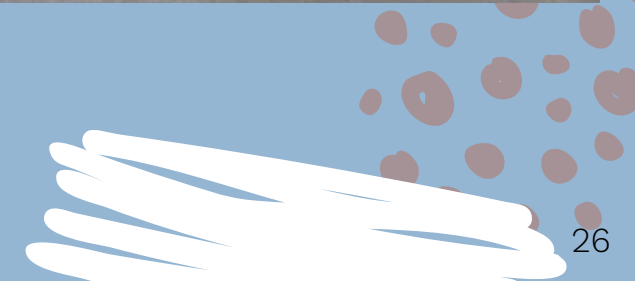
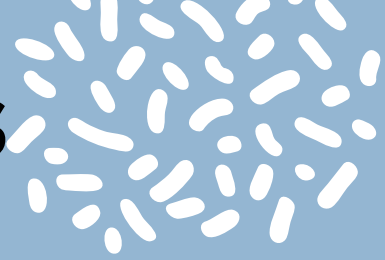
# DUBAI

Welcome to a New World:

- ★ See the beautiful night view at "Burj Khalifa"
- ★ Explore the Desert
- ★ Ride a Water Taxi "Abra"
- ★ Maldives
- ★ Seven Stars Hotel

Length: 7 days  
 Meals: Case by case!  
 Group size: 10 ↑↑

# Student created videos



# How will it be presented?

- X As a presentation in front of the class
- X A performance
- X As a video
- X Group to group
- X Roundtable
- X Panel
- X Jigsaw
- X Gallery walk
- X Rotation fair (my favorite) (4-3-2)

TIP: (graphic organizer/ task for audience if most of them are listening)

# Any questions?



# Application Task

- x Try to make your own InSIPP lesson plan

# Assessment

# Performative

x Based on 21<sup>st</sup> century skills



# When to assess...

- x The process
- x The product
- x The presentation
- x As a whole



# Analytic Vs. Holistic Rubrics

- X **Analytic rubrics** list the criteria for an assignment and describe these criteria in varying levels of quality.
- X A **holistic rubric** describes the attributes of each grade or level. It gives an overall score rather than breaking things down and scoring each criteria.
  - X Most student work will likely fit into more than one category for different criteria. The scorer must choose the grade that best fits the student performance.

# Analytic Rubric Sample

	<b>Exceptional</b> <i>3 Points</i>	<b>Satisfactory</b> <i>2 Points</i>	<b>Needs Work</b> <i>1 Points</i>
<b>Factual Information</b>	All information presented was factually correct.	Most information about the state was correct, but there were 1-3 major errors.	Little to no correct information was presented on the state.
<b>Use of a Visual</b>	Visual was eye-catching and interesting. It enhanced the presentation.	Visual was relevant to the presentation, but did not grab the audience's interest.	Visual did not enhance the presentation or was missing.
<b>Speaking for a Presentation</b>	Excellent oral delivery! Maintained eye contact with members of the audience throughout most of the presentation. Spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.	Student did at least two of the following: made eye contact, spoke loudly and clearly, delivered an easy-to-follow presentation.	Student did at least two of the following: made little to no eye contact, had poor diction, or spoke at a low volume.

# Holistic Rubric Sample

	<b>Exceptional</b> <i>3 Points</i>	<b>Satisfactory</b> <i>2 Points</i>	<b>Needs Work</b> <i>0 Points</i>
	<p>All information presented was factually correct. The visual was eye-catching and interesting and it enhanced the presentation.</p> <p>Student maintained eye contact with members of the audience throughout most of the presentation. He/she spoke clearly and loudly enough to be heard. Presentation was interesting and engaging for the audience.</p>	<p>Most information about the state was correct, but there were 1-3 major errors. The visual was relevant to the presentation, but did not grab the audience's interest. Student made eye contact, student spoke loudly and clearly, and/or presentation was easy to follow.</p>	<p>Little to no correct information was presented on the state. The visual did not enhance the presentation or was missing. Student made little to no eye contact, had poor diction, and/or spoke at a low volume.</p>

# When to assess...

- x During the process?
  - x What can be assessed?
- x The product?
  - x What can be assessed?
- x The presentation
  - x What can be assessed?

# What can be assessed?

## During the process

- X Collaboration
- X Participation
- X Use of L2

## The product

- X Language accuracy
- X Organization
- X Design
- X Creativity
- X Overall quality

## The presentation

- X Comprehensibility
- X Accuracy
- X Organization/Flow



5	4	3	2	1
Always	Often	Sometimes	Rarely	Never
Above		Meets		Does not meet
Excellent	Very good	Satisfactory	Less than satisfactory	Poor
Exceptional		Satisfactory		Needs work
High level		Satisfactory level		Low level
Less that 3 mistakes		3-5 mistakes		More than 5 mistakes
More than 5 times		3-5 times		Less than 3 times