

INNOVARE CON IL CLIL

ITT-LSA “Tito Sarrocchi”, Siena

Programmare CLIL

- Contesto di apprendimento
- Creazione o adattamento materiali
- Tecnologie
- Modalità di lavoro e compiti
- Scaffolding

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THE LEARNING ENVIRONMENT

The physical, the socio-cultural and the virtual ones

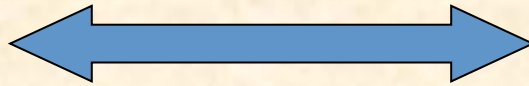
In schools, let the pupils learn to write by writing, to speak by speaking, to sing by singing, to reason by reasoning, etc., so that schools may simply be workshops in which work is done eagerly.

Jan Amos Comenius (1592-1670)



Learning environments typically include four components: an enabling context, resources, a set of tools, and scaffolds (Hannafin, Land, & Oliver, 1999).

THE LEARNING ENVIRONMENT



PEOPLE

- Roles
- Relationships
- Atmosphere: enthusiasm, boredom, indifference, curiosity, etc.
- Communication
- Body language
- Para and extralinguistic signs



- Phases of the lesson
- Alternation of different modes
- Development of various skills
- Rhythm, speediness, flexibility

THINGS/EQUIPMENT

- Classroom or lab?
- The size of the room
- Light, air
- The arrangement of the desks
- Furniture (bookcase, table, realia, etc.)
- Equipment (white board-Interactive?, pictures, posters, computer, other....)



CLIL MATERIALS

ADAPTATION

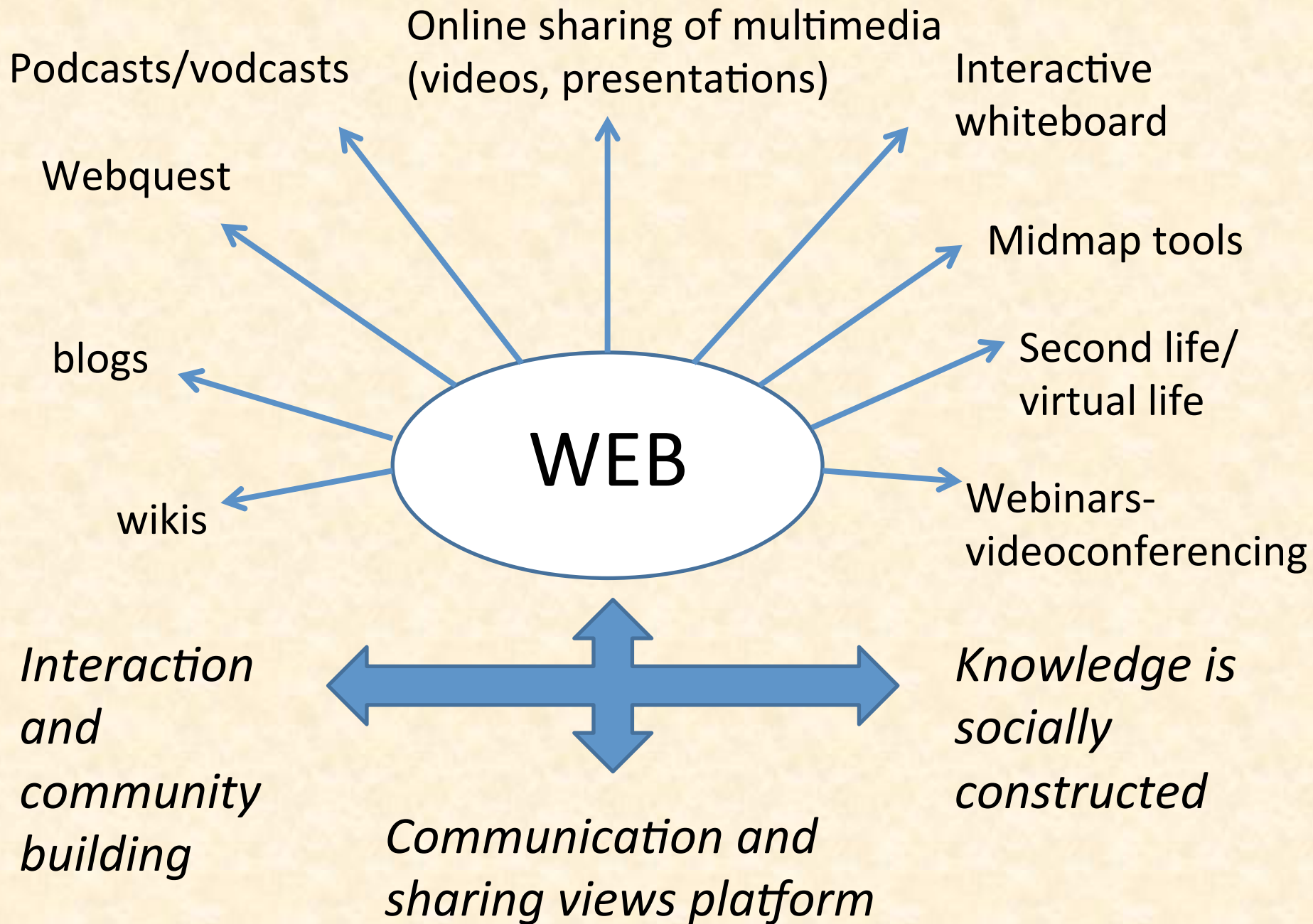
✓ Materials can be translated from the L1 curriculum, taken from native speaker coursebooks, downloaded from the Internet or made by teachers.

Materials can be adapted

- by reordering language in a rubric
- paraphrasing language
- removing unnecessary details
- reducing length of sentences

SELECTION

- ✓ CLIL materials need to show curriculum subjects presented in a **non-native language**.
- ✓ They are **different from ELT** materials (selected because of a grammar or a functional syllabus).
- ✓ CLIL materials are selected because of **the subject content** (mathematics, art, history); the **language** needed to support the subject is then considered.



MODES AND TASKS

Alternating various modes with different puposes

- Frontal
- Individual
- Pair
- Group
- Plenary

Definition from the dictionary:

1. A piece of work assigned or done as part of one's duties.
2. A difficult or tedious undertaking.
3. A function to be performed; an objective.

Tasks are low or higher order:

- Copying
- Reading aloud
- Analysing
- Imagining
- Writing creatively

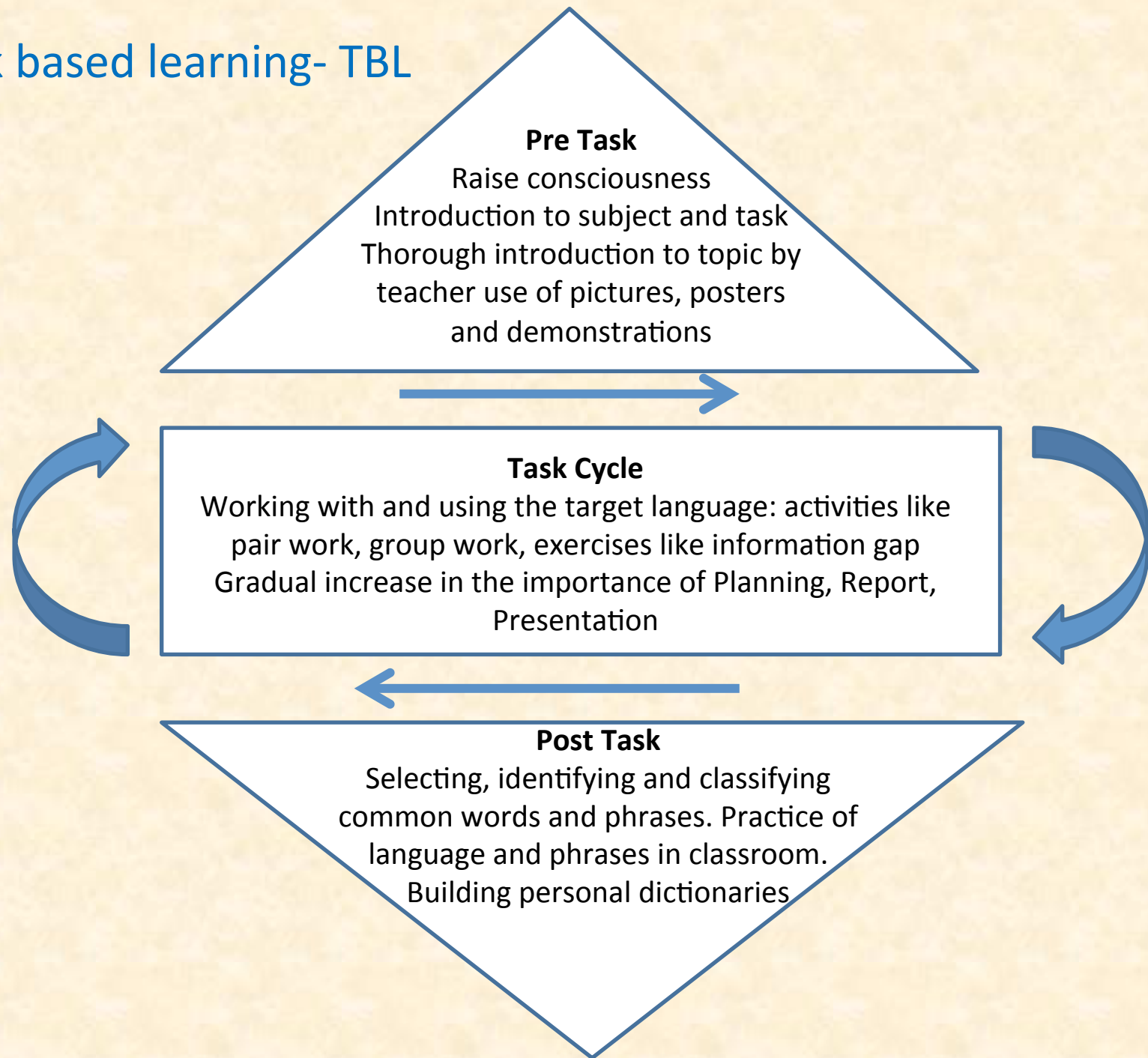
Various types of tasks: Jigsaw; information-gap; problem solving; decision making; opinion exchange

TASK BASED LEARNING

Advantages

- Unlike a PPP approach, **the students are free of language control**. In all three stages they must use all their language resources rather than just practising one pre-selected item.
- **A natural context is developed** from the students' experiences with the language that is personalised and relevant to them.
- The students will have **a much more varied exposure to language** with TBL. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms.
- The language explored arises **from the students' needs**. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the coursebook.
- It is **a strong communicative approach** where students spend a lot of time communicating. PPP lessons seem very teacher-centred by comparison
- It is enjoyable and motivating.

Task based learning- TBL



THE PRE-TASK

- Use the foreign language as much as possible.
- Use only mother tongue when necessary for explanation of exercises.
- The pre-task is meant to help create a good atmosphere for learning without anxiety. Give words and supporting sentences for students to use.
- The pre-task must supply words, phrases, ideas to support the individual student in the main task.
- Remember that a pre-task can be anything: audio text, a video clip, a brainstorm activity, a small exercise (cloze, cross word, etc.), photos or a webpage

MAIN AND LAST PHASE

- The **main task must facilitate a process** where each student can activate and use his/her own strategies.
- **Teacher role in the main task:** monitoring the processes of the students working with the main task.
- Remember the importance **of the last step**, the consciousness raising activities:
 - **Students repeat their process and their work** with the main task – must be performed in class – the process will make students realize that language is diverse and that many different structures and words give meaning and can be used for communication.
 - **The teacher must pick up** and draw attention to relevant grammatical and semantic points in this last phase of the TBL-cycle.

SCAFFOLDING



Scaffolding is the support given during the learning process which is tailored to the needs of the student with the intention of helping the student achieve his/her learning goals (Sawyer, 2006).

Examples of scaffolding are

- ✓ creating interest
- ✓ breaking down tasks into small steps
- ✓ providing before, during and after task support
- ✓ using visuals and realia
- ✓ demonstrating tasks
- ✓ using word banks, glossaries, sentence substitution tables, writing frames
- ✓ using model texts for production of language
- ✓ providing constructive feedback

FROM TASK STEP 1 to PLANNING



Two main pillars:

1. Cognitive skills
2. Language functions, structures, sentences, vocabulary

Starting from one's own professional expertise and reflection



The 4Cs Framework

CONTENT

- Progression in the new knowledge, skills and understanding

COMMUNICATION

- Interaction, progression in language using and learning

COGNITION

- Engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them

CULTURE

- “Self” and “other” awareness, identity, citizenship, and progression towards pluricultural understanding

CLIL Lesson Planning: the 3As tool

Whilst the 4Cs curriculum provides a useful guide for the overall planning of a unit of work, the 3As tool can be used for more detailed lesson planning.

