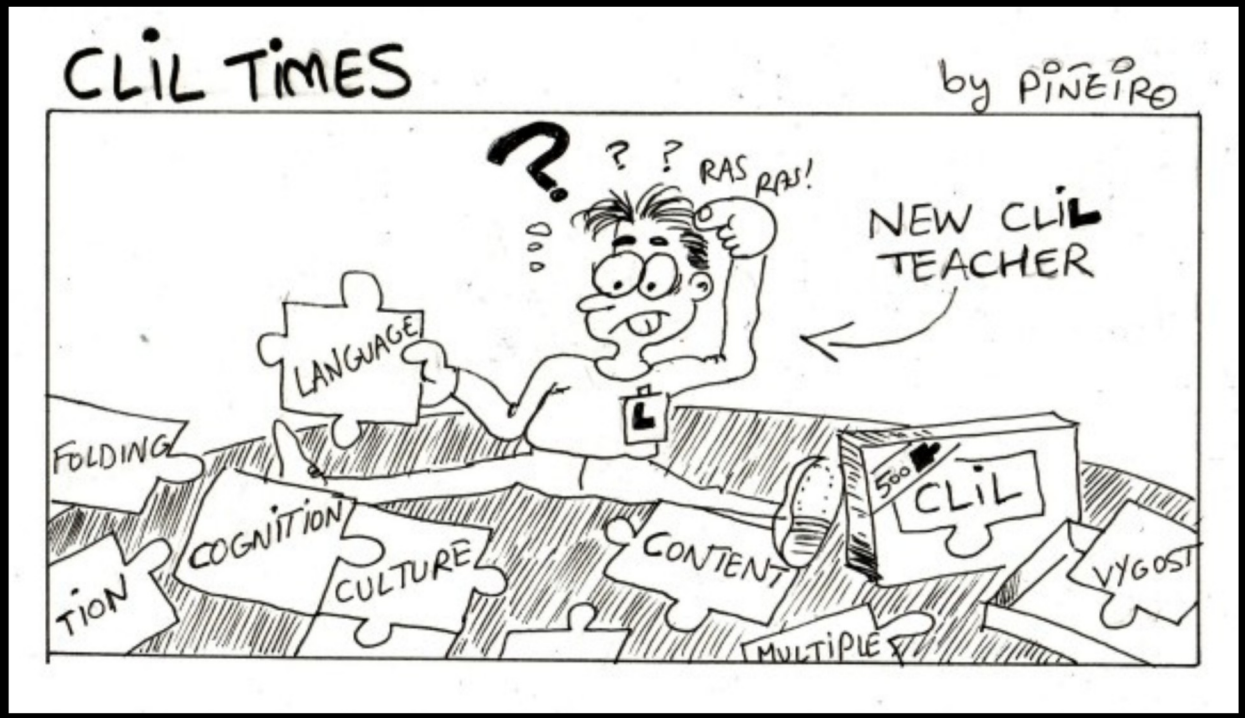


Sperimentare metodologie e ambienti di apprendimento nella Scuola primaria: il Content and Language Integrated Learning - CLIL

(2° edizione)

UNITA' FORMATIVA

CIDI PERUGIA a.s. 2019-2020

Prof. Lorena Falcinelli

CLIL definitions

'CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'.

David Marsh, 1994.

How everything started…



What is CLIL?



A short video...

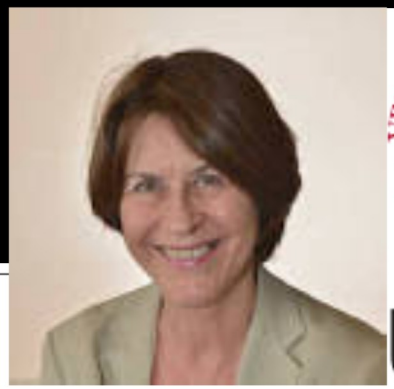
- The Teaching Knowledge Test, CLIL Module:

"An evolving *educational approach*

to **teaching** and **learning**

where subjects are taught through the medium of a non-native language" *(K. Bentley)*

What is CLIL?



Università Ca'Foscari Venezia

- C.M. Coonan:

CLIL is 'A New Learning Environment'

Because of:

Use of language

Cognition

Methodology

C. M. Coonan, Direttore Corso di perfezionamento in Didattica Lingue Straniere e del Lab. Didattica Lingue Straniere del Centro di Ricerca in Didattica delle Lingue (CRDL).

Language teaching: when is it effective?

- Rich input at appropriate level (cf. also Vigotsky's proximal development zone)
- Focus on meaning AND form
- Task-oriented production and interaction
- Strategies for language use

Can this be applied to CLIL as well?

From *soft* CLIL to HARD CLIL



- **SOFT** CLIL

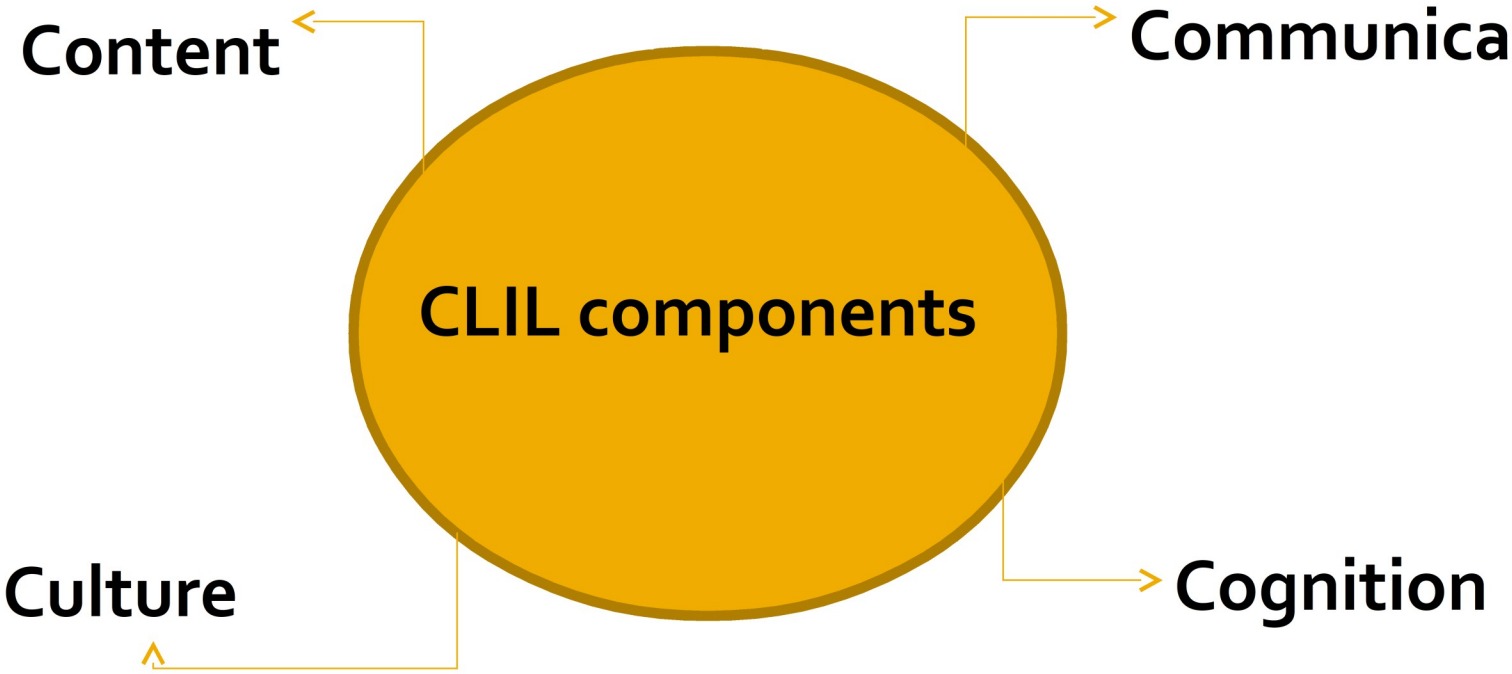
- **The language plays a central role** (CLIL is part of the language course)

- **Subjects play a leading role**, but through modules (the teachers of science, art, etc. choose one or more modules to develop in the target language)

- Subjects are taught in the target language for about 50% of the curriculum

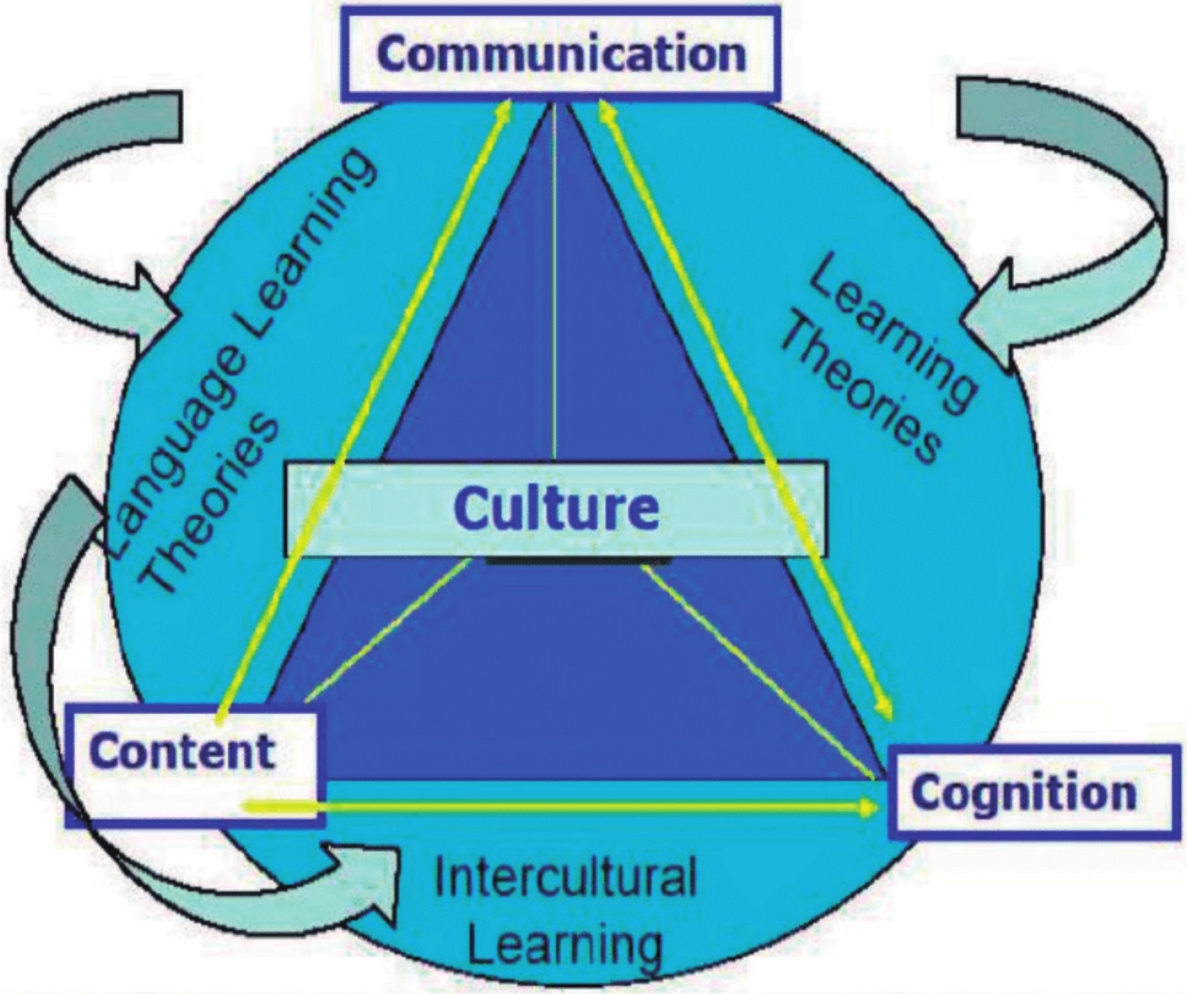
- **H A R D** CLIL

The 4Cs



Cf. The CLIL Quality Matrix

Training for a 'good' CLIL teacher!



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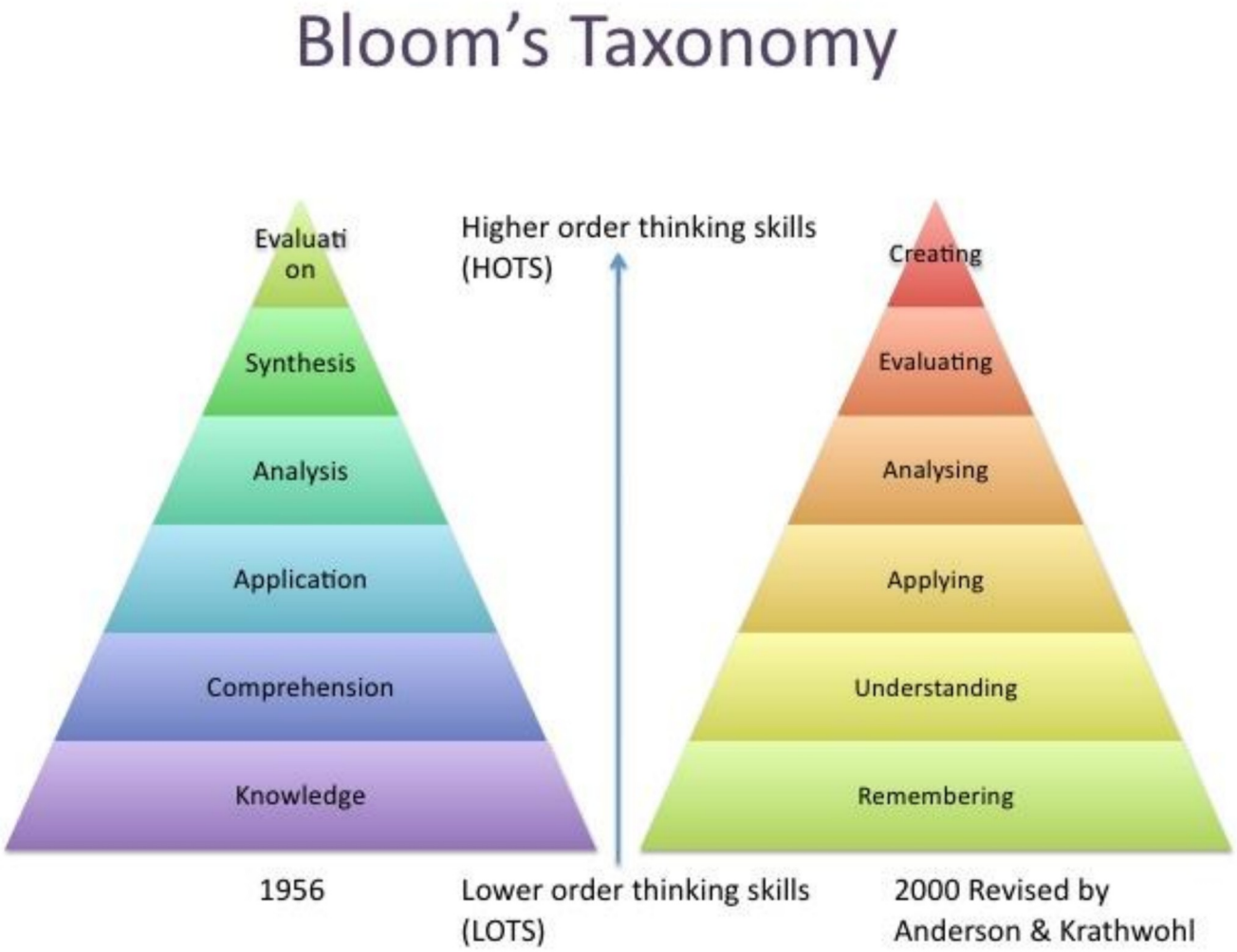
Bloom's Taxonomy and its revision



Cognitive skills (…LOTS - HOTS…)

Classify
Match
Define
Compare
Sequence
Motivate
Make deductions and predictions
Evaluate work of a peer
Evaluate one's own work

LOTS: Lower Order Thinking Skills

HOTS: Higher Order Thinking Skills

A short video about LOTs and HOTS





Vincent Van Gogh, Starry Night, 1889

Applying Bloom's taxonomy to art…an example

Description

What kind of things do you see in the work?

How can you describe them?

Interpretation

What do you think this work is about?

Does the title fit?

How does it make you feel?

Do you agree with the choice of medium and colours?

Does the date make a difference?

Analysis

What elements of art did the artist adopt?(line, space, shape, colour, texture…)

What principles of design are used? (balance, rhythm, proportion, movement)

Judgement

What is worth remembering about this picture?

Why should people see it?

Reconceptualizing language learning

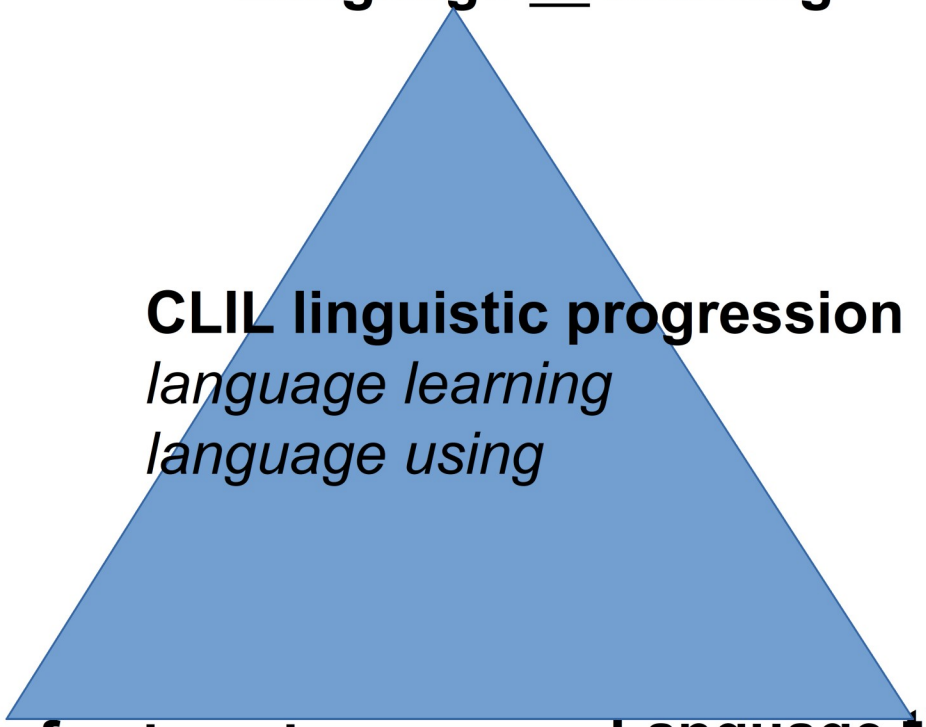
With CLIL and the 4Cs:

We need to develop language to **learn**

and at the same time

We learn to use the **language**….

Reconceptualising Language Learning: The Language Triptyck



Coyle, Hood, Marsh, CLIL, 2010

Reconceptualising Language Learning

Language **of** Learning - grammar, vocabulary, structures, functions. Content and syllabus demands (eg. the language of science)

Language **for** Learning - builds up learner repertoire linked to meta-cognitive skills & talk for learning in concrete, realistic contexts (eg. classroom language and task language)

Language **through** Learning- BICS/CALP, knowledge building & skill development, cognitive development (eg logical connections)

Teachers' role: plan, teach, monitor and evaluate these areas.

Language skills in the classroom

- Jim Cummins, BICS and CALP… (1979,2001)

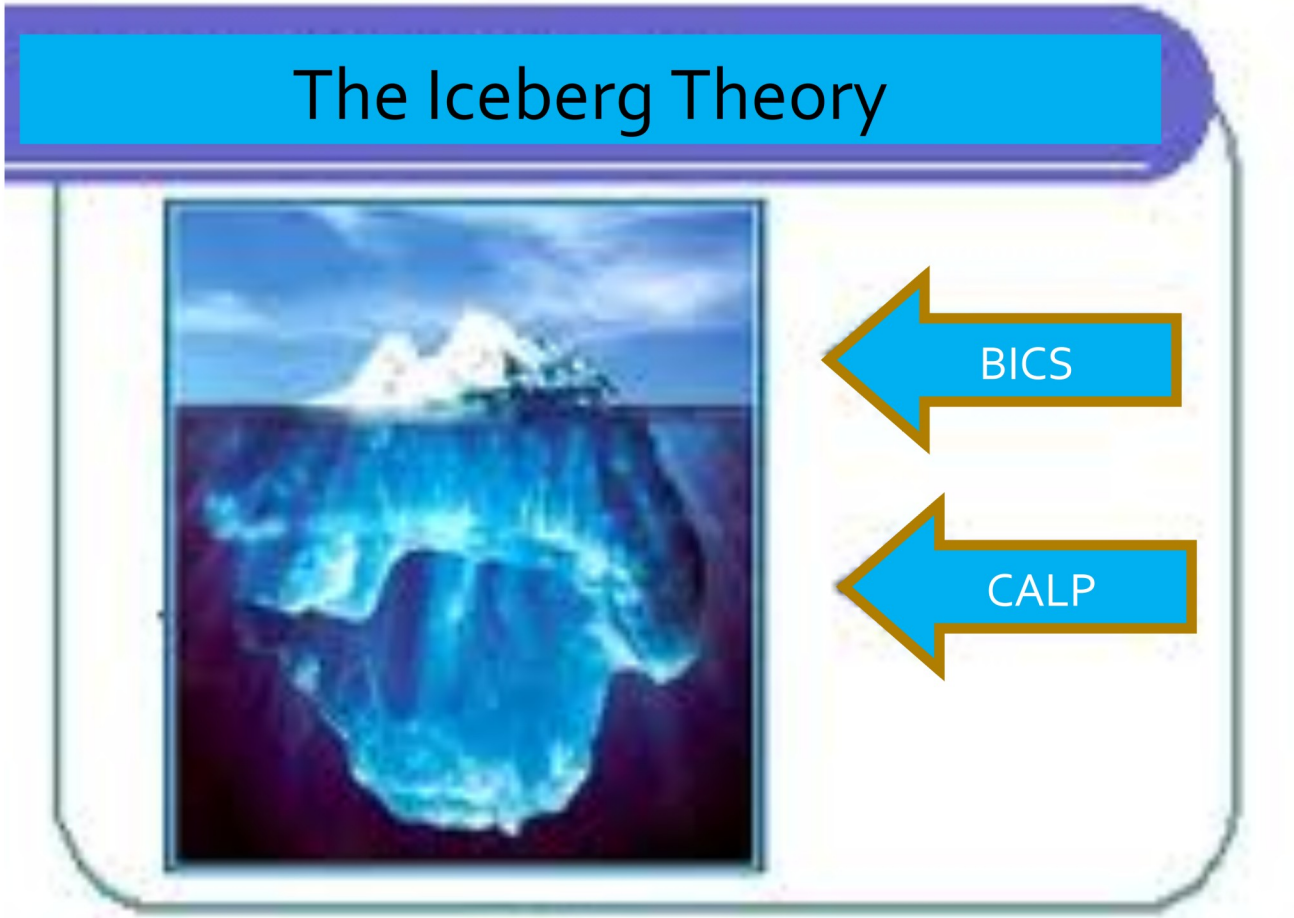
- **BICS** (Basic Interpersonal Communicative Skills)

(**Language** skills necessary **for social interaction**)

- **CALP** (Cognitive Academic Language Proficiency)

(**More abstract, formal language,** to be used for academic - school study – more cognitevely demanding)

The Iceberg theory



Jim Cummins' grid



Prof., Ontario Inst. for Studies in Education, Uni. of Toronto

Cognitively undemanding language skills (BICS)

Conversational, social language (e.g.face-to-face conversation)

e.g. language exercises, telephone conversations

Context Embedded (many clues)

Context Reduced (few clues)

e.g. demonstrations, science experiments, role-plays, experiments, presentations

e.g. reading, writing, a standardized text, discussions, high-level questioning

Cognitively demanding language skills (CALP) (analysis, synthesis, evaluation)

What is CLIL?

More recently: A wider, 'pluriliteracies' approach…

Already in David Marsh, actually…:

CLIL is an approach …that may concern languages, intercultural knowledge, understanding and skills; preparation for internationalization and improvement of education itself .

Marsh, 2002.

Going beyond the 4Cs...the latest research

Beyond CLIL: Pluriliteracies for Deeper Learning (The Gratz Group)

The European Centre for Modern Languages of the Council of Europe

The Pluriliteracies Wheel...

Start thinking about PLANNING

Aims:
What subject content will be revisited? What will be new?
Communication (BICS, CALP…)
Cognitive and Learning skills developed
Tasks (digital?)
What language/content support will be necessary? (Scaffolding)
Materials/resources (digital?)
(Cross-curricular links)
Assessment and evaluation

Start thinking about assessment… (to be further developed)

The teacher can decide to assess:

Communication skills

Cognitive skills

Attitudes to learning (concentration, participation, independent work, systematic work, cooperation with others, effective cooperation in a group)

ASSESSMENT AND EVALUATION

Do we want to assess both **language AND content** at the end of a module?

It depends on the focus the teacher decides…

We could devise a test which includes various types of questions…

ASSIGNMENT
MODULE 2 (online)
LANGUAGE AND LEARNING SKILLS IN CLIL
(5 hours)
(February 11th – February 25th 2020)

- Choose two of the CLIL General features materials in the assignment file (Module 2, online): study, share and Discuss online in the forum.
- Upload a brief review/comment of the materials

Thank you all for your attention….

and…

ENJOY MODULE 2!

