

Curso de formación para o profesorado CLIL na educación plurilingüe

Will Varney

Asesor de Inglés – University of Dayton Publishing

will.varney@univdaytonpublishing.com

lunes 5 noviembre 2012

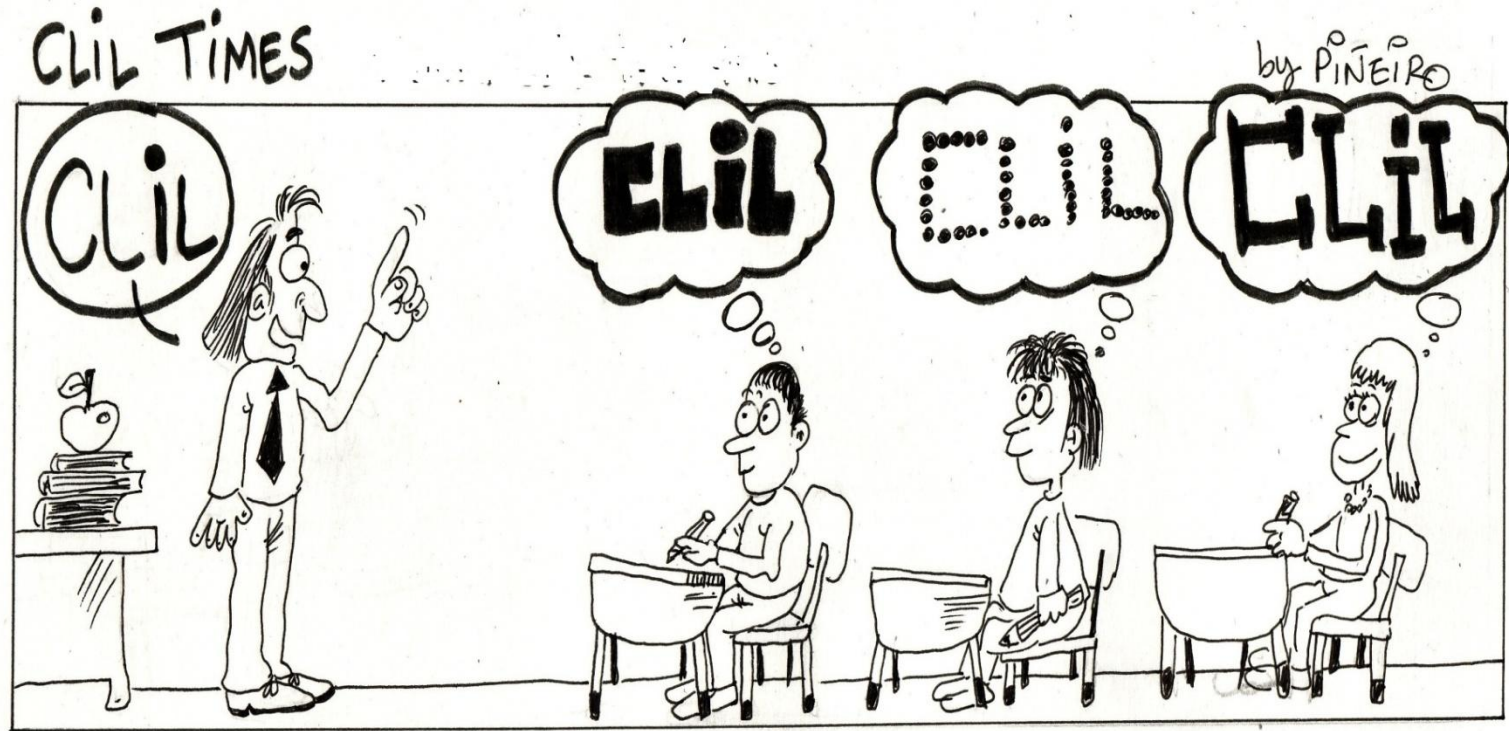
Centro de Formación e Recursos, Pontevedra

Hoy: Introducción a la enseñanza de CLIL / AICLE

- Los fundamentos pedagógicos que sostienen el enfoque CLIL y los requerimientos que éstos imponen sobre el colegio, el docente y los materiales de enseñanza.
- Los objetivos del aprendizaje CLIL.
- Las características de la enseñanza basada en CLIL, las estrategias y las estructuras más comunes en las lecciones CLIL.
- Las etapas de una clase con enfoque CLIL y sus características.



So what do the letters *CLIL* stand for?



What does CLIL mean?

C

• Content

L

• (and) Language

I

• Integrated

L

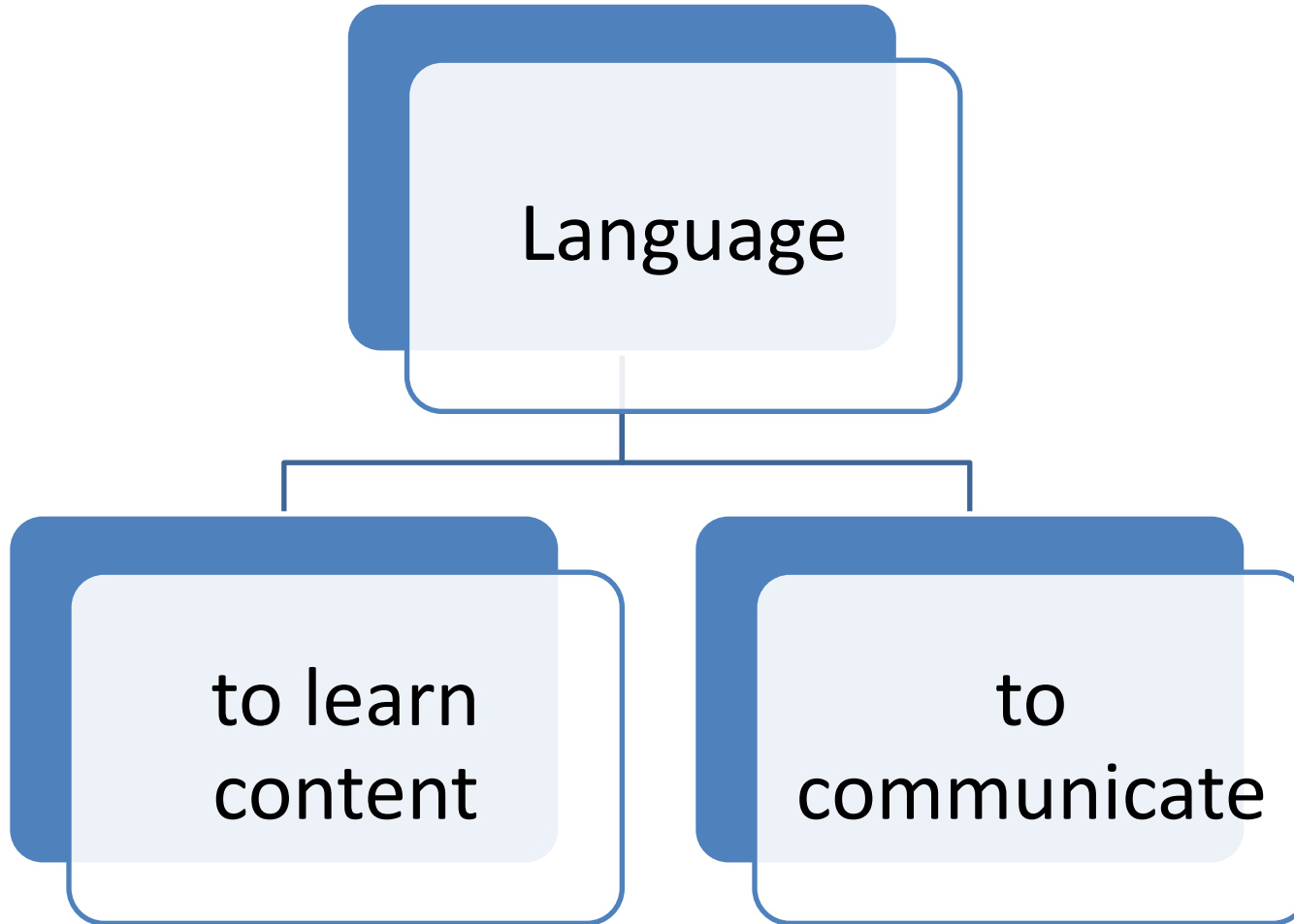
• Learning

But what exactly is CLIL?

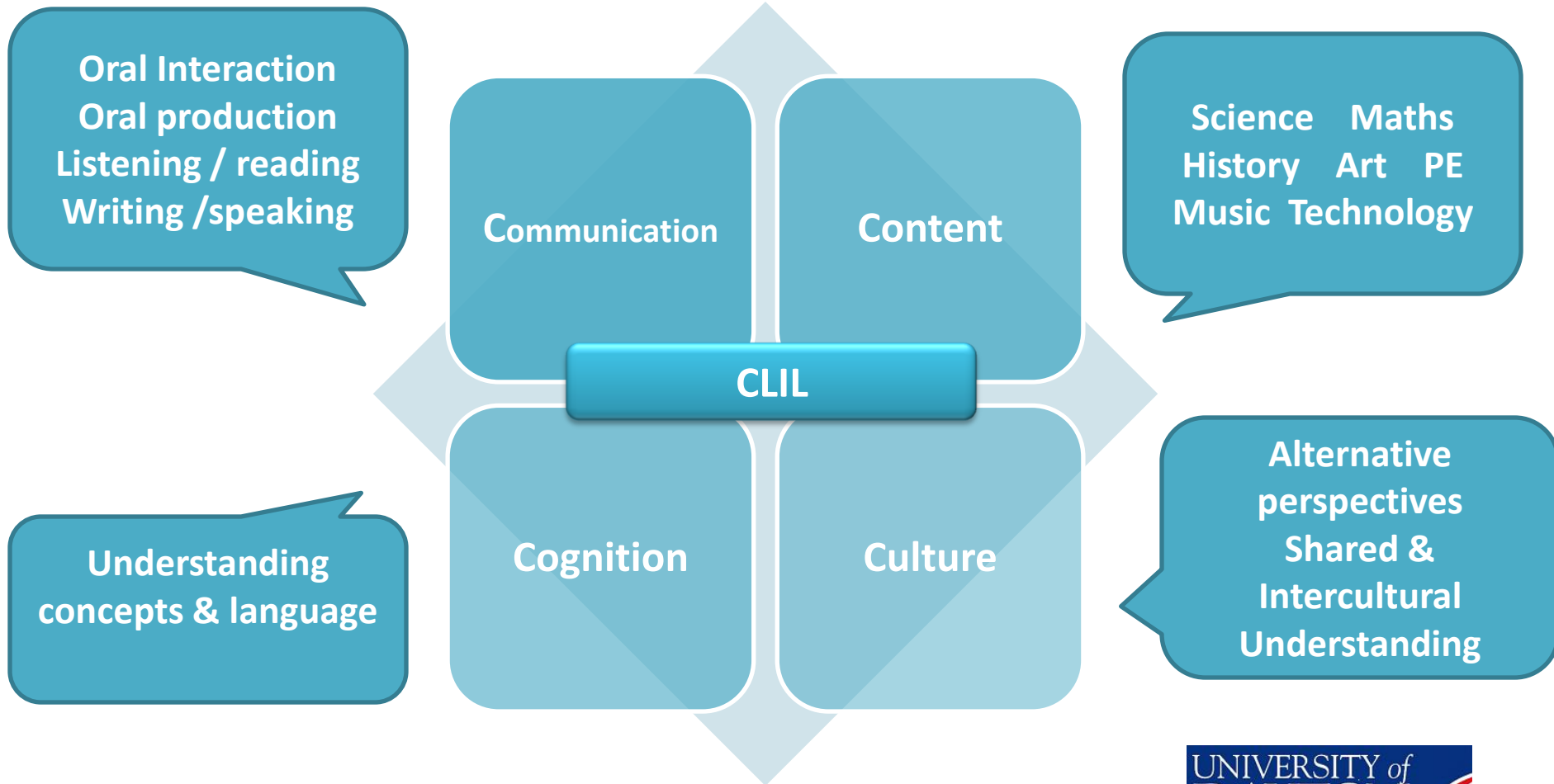
- “**CLIL** is defined as an approach in which a **foreign language** is used as a **tool** in the learning of a **non-language subject** in which **both** language and the subject **have a joint role.**”

(Marsh in Coyle, 2006: 1)

CLIL principles



4 Basic Elements



Let's clarify...

- It does **not** consist of translating the same **contents** into L2 – L3

Let's clarify...

- It can be applied:
- From **Infant** education
- In **Primary** and **Secondary**
- Up to **University** Level and beyond

Let's clarify...

- There is **not** a single and proper model for CLIL. The model implemented will depend on the context.

CLIL principles

Content

Fluency

Language

Accuracy

CLIL methodology

Student-centred learning

Flexible learning

Making meanings that matter

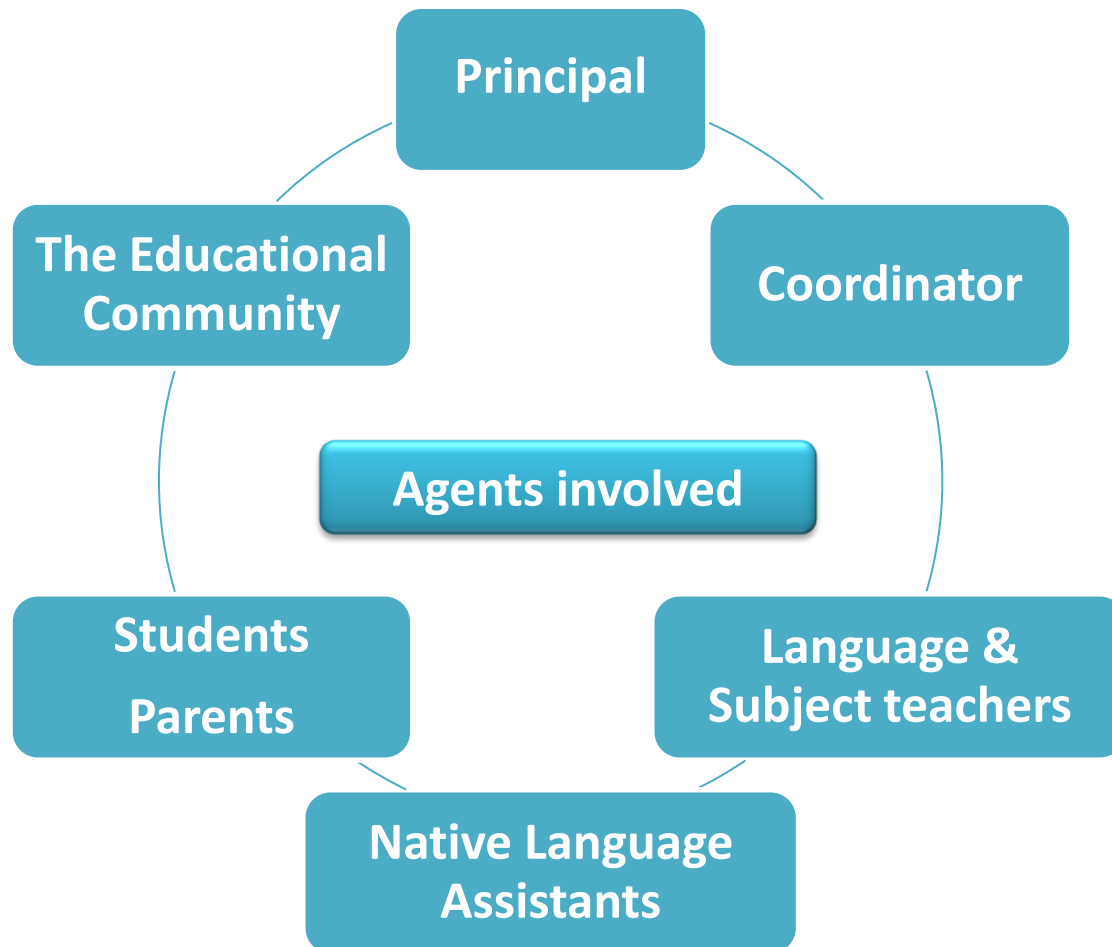
Cooperative learning

Using a wide range of (digital) resources

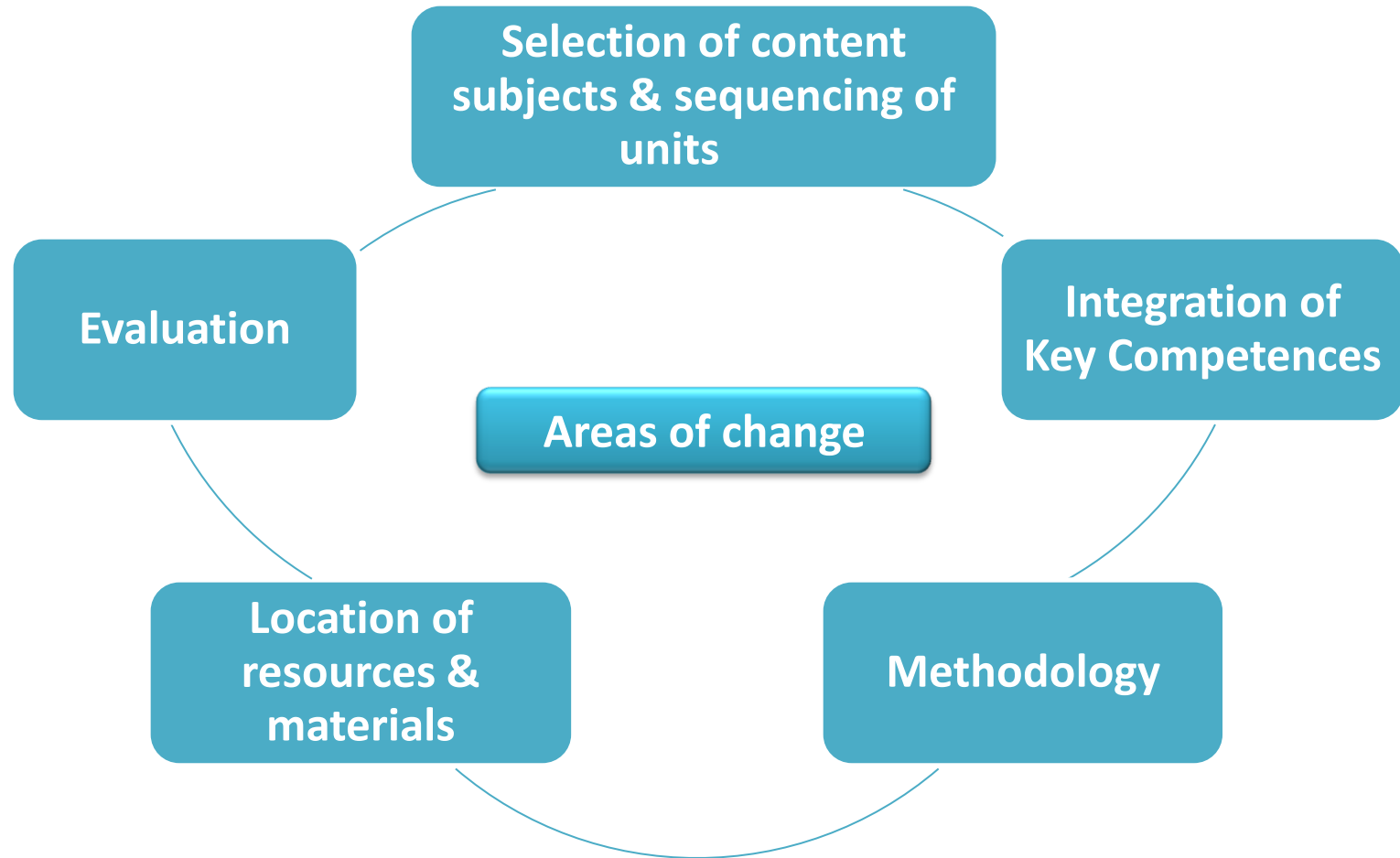
CLIL Basics: Principles & Implementation



A global change in schools: People



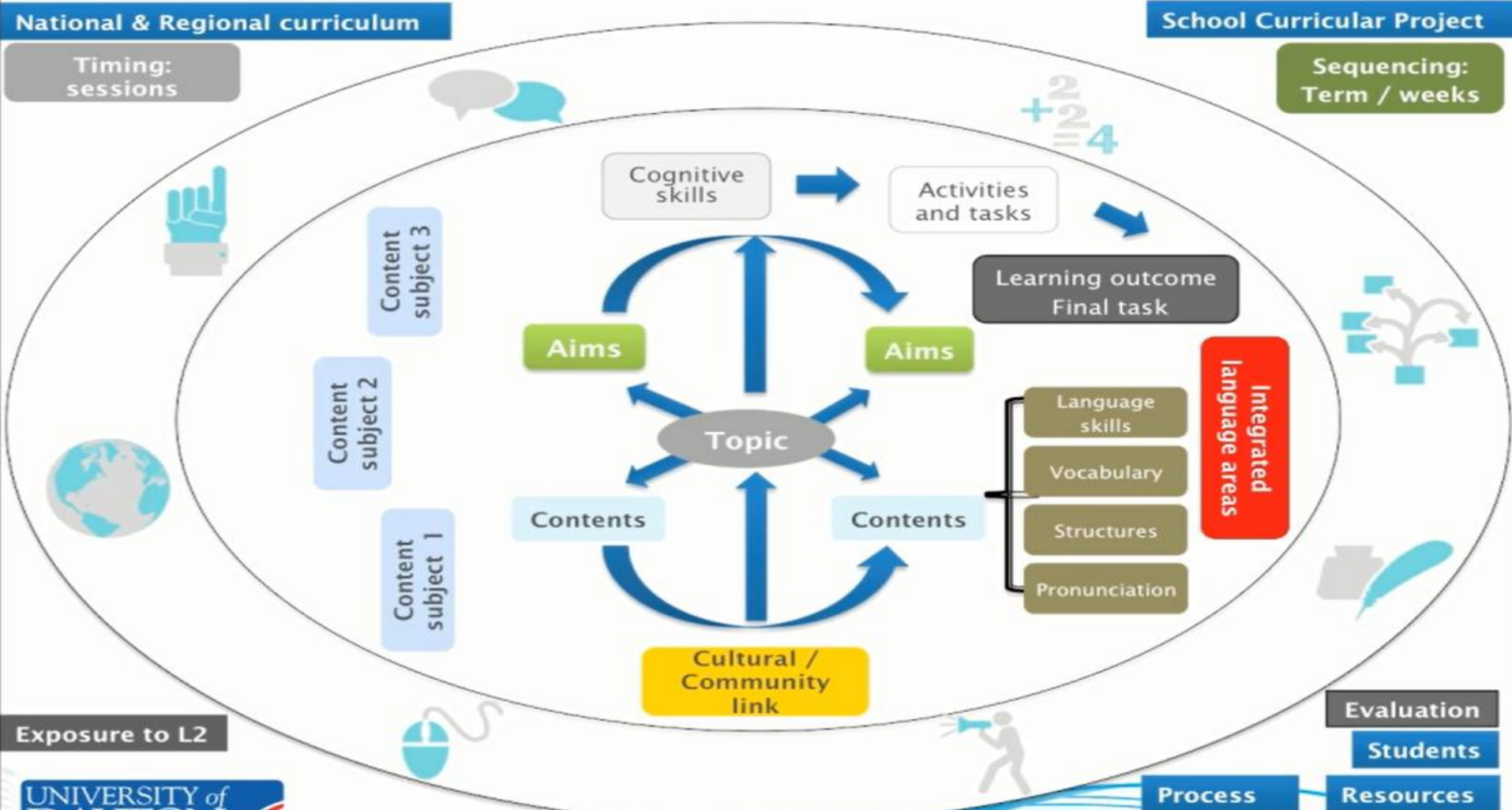
A global change: Areas



Activity: Managing the change

- **Write** a list of **five** concrete actions that you believe will make the CLIL project at your school (more) successful.

How to design a CLIL Unit



Exposure to L2

Evaluation
Students
Resources

Process

True or false?

- 1. The topic for a CLIL unit should come exclusively from the national and regional curriculum.**
- 2. There is a standard number of sessions for a CLIL unit.**
- 3. All the contents of the CLIL unit should contribute to the development of the students' key competences.**
- 4. In a CLIL unit, the non-linguistic aims and contents will determine the linguistic ones.**
- 5. In the evaluation process, students' communicative competence in L2 can have a positive or negative influence on the grade of the content subject.**

Activity1:
Brainstorming the Content for a
CLIL topic

Activity 2:
Integrating Cognition,
Communication and Culture

How to plan a CLIL lesson?

- a) What will be the topic and length of the lesson?**
- b) Which non-linguistic contents will be addressed?
(Which content subjects/topics do these contents belong to?)**
- c) Which linguistic contents will be included?
(Functions, structures, vocabulary, etc.)**
- d) How will cognitive and cultural skills be developed?**
- e) How will you assess the lesson?**
- f) What materials will you need?**

An example CLIL lesson plan

Unit name:		Unit topic:		Level:		Unit time span:	
Lesson:		Place in unit:		Content subjects:		Lesson time:	
Objectives and goals:	•						
Non-linguistic contents:	•						
Language contents:	Vocabulary:			Structures:			
Anticipatory set (previous knowledge):							
PROCEDURES AND RESOURCES							
1.							Ⓞ Ⓢ Ⓡ
2.							Ⓢ Ⓡ Ⓢ
3.							Ⓢ Ⓡ Ⓢ
4.							Ⓢ Ⓡ Ⓢ
5.							Ⓢ Ⓡ Ⓢ
<p>Ⓞ Skills: L- Listening / OP: Oral production / OI: Oral interaction / R: Reading / W- Writing</p> <p>Ⓢ Grouping: IW - Individual work / PW- Pairwork / GW- Groupwork / CW - Classwork</p> <p>⌚ Timing</p>							
Assessment:							

Activity: Exploring content

www.topmarks.co.uk

www.teachingchannel.org

www.twinkl.co.uk

www.crickweb.co.uk

www.activityvillage.co.uk

www.schoolslinks.co.uk

www.communication4all.co.uk

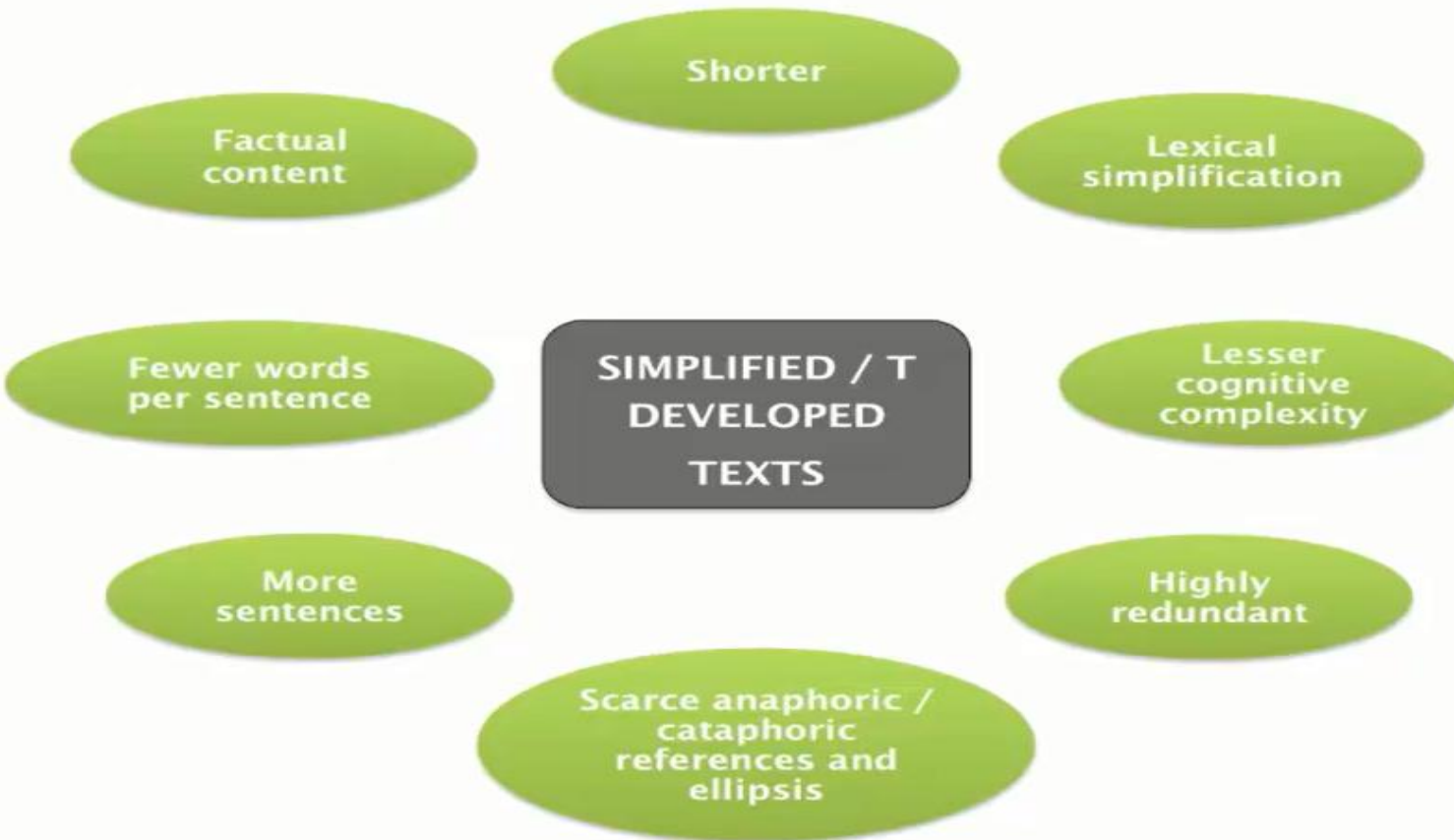
www.iwb.org.uk

www.primaryresources.co.uk

www.bbc.co.uk/learning

www.artsconnected.org/toolkit/index.html

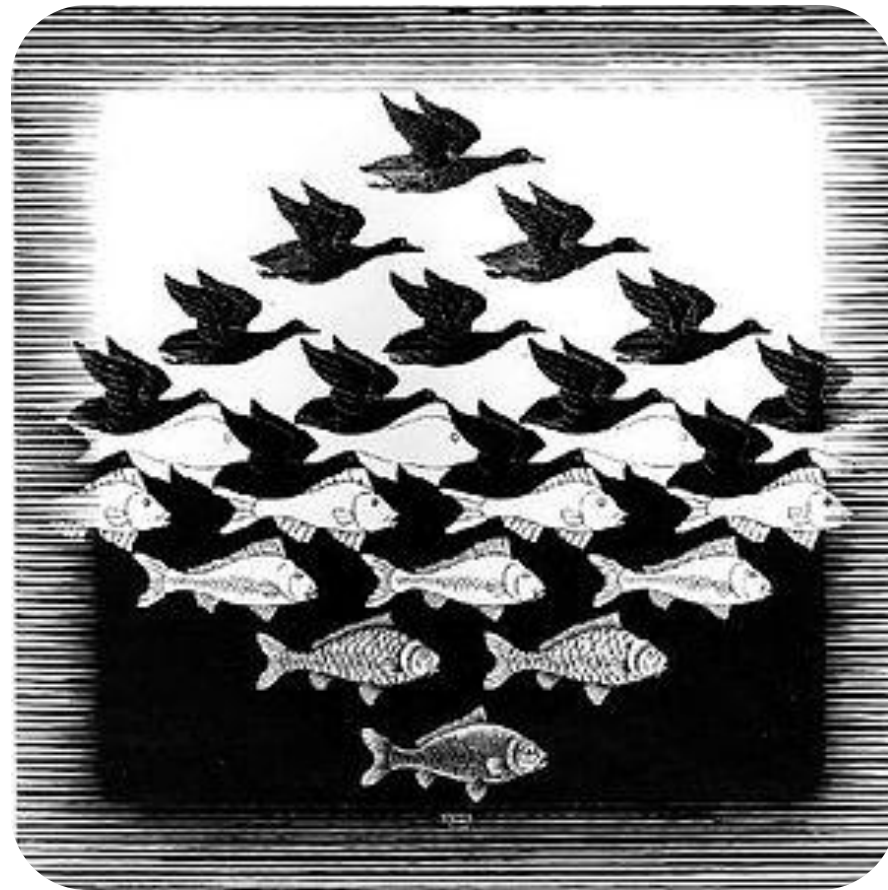
Scaffolding: helping students learn and understand



CLIL TIMES

by PINEIRO





Sky and Water – M.C. Escher 1988



will.varney@univdaytonpublishing.com