

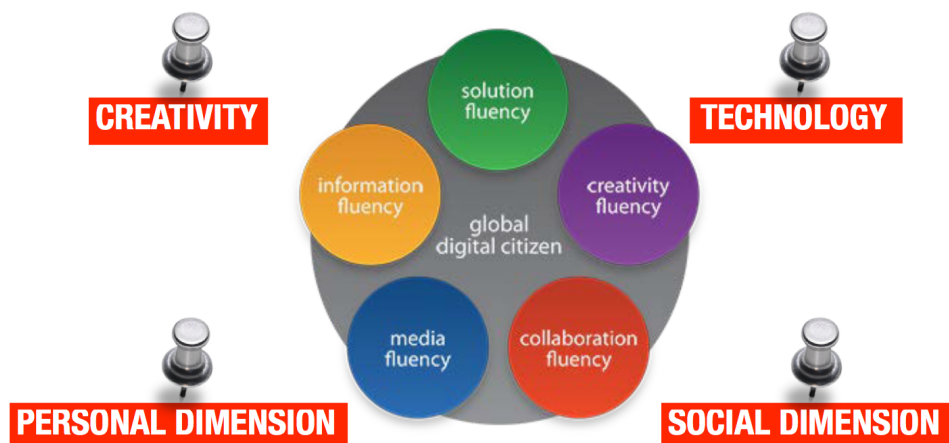
COORDINATING CLIL PROGRAMMES EFFECTIVELY

Xabier San Isidro

Pontevedra, 14/10/2016



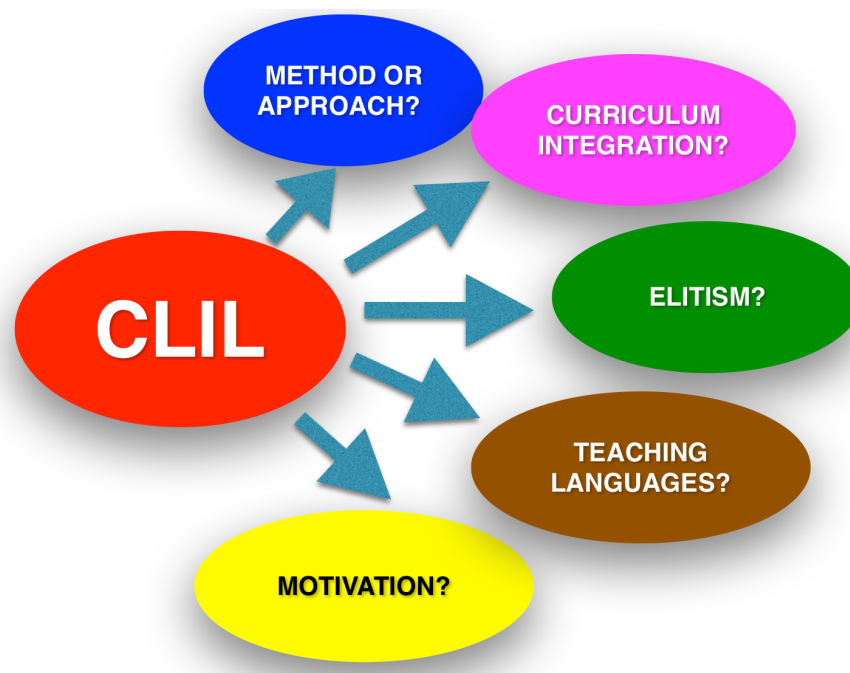
LITERACY IN THE 21st CENTURY?



Churches *et al.* (2011)



CLIL IDEAS AND MISCONCEPTIONS





CURRICULUM INTEGRATION

MULTIDISCIPLINARY

A topic or theme is dealt with from different areas.

INTERDISCIPLINARY

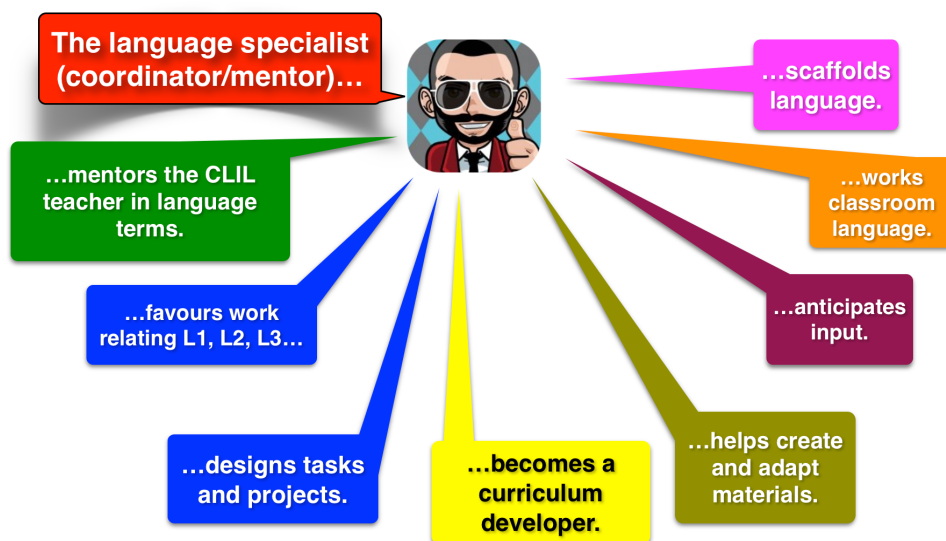
Teachers organise the curriculum around common learnings across subjects or disciplines. They put together the common learnings embedded in the disciplines to emphasise interdisciplinary skills and concepts.

TRANSDISCIPLINARY

Teachers organise curriculum around student questions and concerns.
#PBL



COORDINATION AND MENTORING



COORDINATION/MENTORING

DESIGN

IMPLEMENTATION

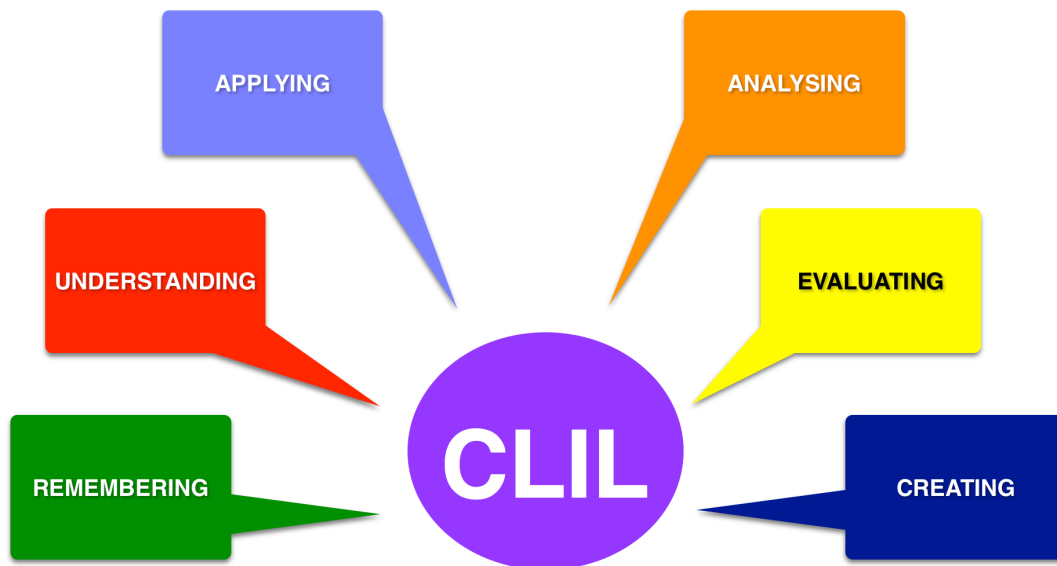
EVALUATION

ALIGNMENT

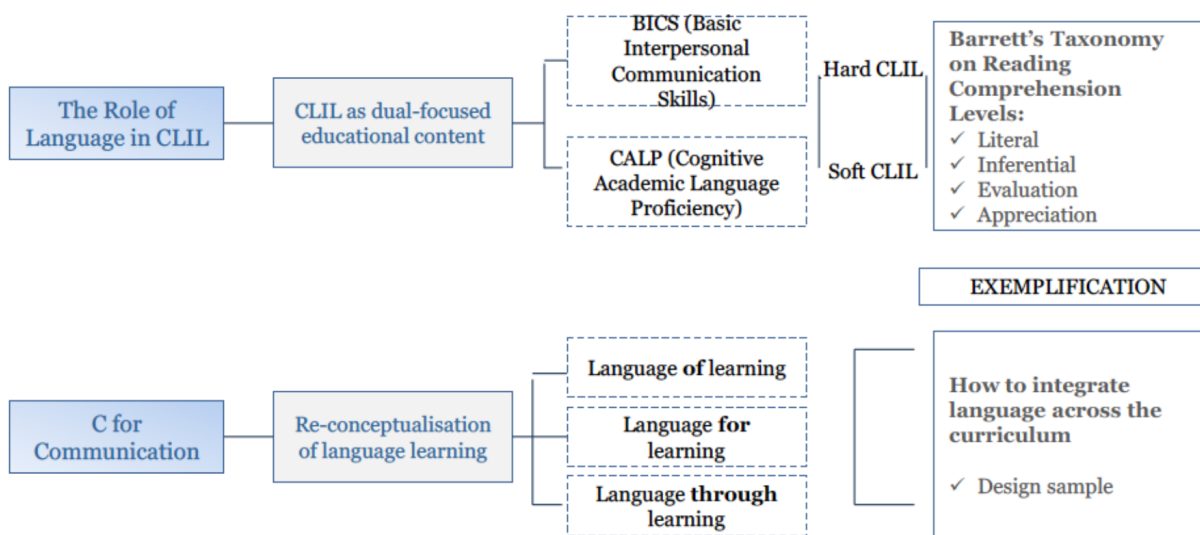
CURRICULUM
DEVELOPMENT
LEVELS

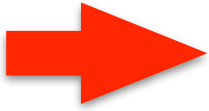


COGNITION AND CONTENT: BLOOM'S TAXONOMY



THE ROLE OF LANGUAGE





THE ROLE OF LANGUAGE: BARRETT'S TAXONOMY



LITERAL COMPREHENSION (Explicit statements) It involves locating the facts and recalling information.	KEY WORDS: a) Find... b) Show me... c) Locate... d) Identify the place... e) List... f) Summarise...
Recognition or recall of: DETAILS (names of characters, settings, times...) MAIN IDEAS (main idea of a paragraph or larger part) SEQUENCE (order of incidents in a story) COMPARISONS (likeness or differences among characters, times, place...) CAUSE AND EFFECT RELATIONSHIPS (reasons for incidents, events or character actions) CHARACTER TRAITS (find statements that tell what type of a character a person was)	SAMPLE QUESTIONS: 1) Where is...? 2) Who did...? 3) How many...? 4) When did...? 5) What are...? 6) What happened when/before/after...? 7) Which are the steps for...? 8) How different are they...? 9) What caused...?

INFERENTIAL COMPREHENSION (Synthesis of: literal content, intuition, personal knowledge, imagination) It involves 'reading between the lines'.	KEY WORDS: a) Pretend b) Suppose c) Consider d) Imagine (if) e) Figure out
INFERRING SUPPORTING DETAILS INFERRING MAIN IDEA INFERRING SEQUENCE INFERRING COMPARISONS INFERRING CAUSE AND EFFECT RELATIONSHIPS INFERRING CHARACTER TRAITS PREDICTING OUTCOMES INFERRING ABOUT FIGURATIVE LANGUAGE	SAMPLE QUESTIONS: 1) How do you think...? 2) Why do you think...? 3) Is...the same as...? 4) How is...unlike/like...? 5) What does the author mean by...? 6) What events led to...? 7) What makes you think that...? 8) What kind of person was...?

EVALUATIVE COMPREHENSION (Critical reading) It involves reaction to the ideas of others.	KEY WORDS: a) Assess b) Value c) Judge d) Opinion e) Fair/unfair/right/wrong f) Appropriate
JUDGEMENTS OF REALITY OR FANTASY JUDGEMENTS OF FACTS OR OPINION JUDGEMENT OF ADEQUACY OR VALIDITY JUDGEMENT OF APPROPRIATENESS JUDGEMENT OF WORTH, DESIRABILITY OR ACCEPTABILITY	SAMPLE QUESTIONS: 1) How would you evaluate...? 2) What were your reactions to this...? 3) Which of the two alternatives would you select? Why? 4) What did...do that you wouldn't...? 5) Do you agree with what is said about...? 6) What is your opinion of...? 7) Do you approve of...?

APPRECIATIVE COMPREHENSION (Creative reading) It involves an emotional reaction or developing a product into a new form.	KEY WORDS: a) Feel b) Hypothesise c) Design d) Invent e) Respond f) Act out g) Express
EMOTIONAL RESPONSE TO THE CONTENT IDENTIFICATION WITH CHARACTERS AND INCIDENTS REACTION TO THE AUTHOR'S USE OF LANGUAGE REACTION TO THE AUTHOR'S USE OF IMAGERY ELABORATION, TRANSFORMATION	SAMPLE QUESTIONS: 1) Can you make up a story...? 2) What would you do if you were a...? 3) How would you illustrate...? 4) How many different titles or endings can you create...? 5) How would you express those feelings in your own words...? 6) How would you change the beginning of the story? 7) Which character do you identify with? Why?



EXAMPLE OF INTEGRATION:
Science school project showing the relationship between paper consumption and deforestation, conservation and recycling methods.

- » Understand the relationship between paper consumption and deforestation (**Understand**).
- » Learn how to recycle and take measures to protect the environment. (**Apply**).
- » Appreciate the negative consequences on the environment (**Evaluate**).
- » Design a plan of action for saving paper to be carried out at their school. (**Create**).
- » Make a poster about the issue. (**Create**).

Language **of** learning (topic-specific)

- » Understand lexicon related to recycling and deforestation by means of reading or listening to texts related to the topic: paper, production, deforestation, recycling environmental protection... (**Reading / listening**– Barrett's Inferential Comprehension).
- » Explain processes related to the topic: how paper is made, how the forest is cut down, how this harms the environment... (**Speaking**– Barrett's Inferential and Appreciation Comprehension).
- » Write suggestions about recycling, protecting the environment, taking action in daily life... (**Writing**– Barrett's Appreciation/Creative Comprehension).

Language **for** learning (these objectives are more general and are related to class-dynamics and subject-related language classroom)

- » Discuss ideas.
- » Use language for discussion, explanation, and argumentation.
- » Defend an argument.

Language **through** learning (these objectives are related to scaffolded learning, to the students' building their knowledge of language on their own)

- » Use multilingual wiki-glossaries to become familiar with the new lexicon.
- » Watch and listen to a YouTube video in which people explain how paper is made.
- » Present a plan, either in written form or orally, using digital tools.



EXAMPLE OF A TASK

SMARTPHONE + GEOMETRY THROUGH CUBISM



SELFIE



**DOWNLOAD AND USE SOFTWARE OR
APP TO CUSTOMISE, USE FILTERS,
EDIT COLOURS...**



**DECONSTRUCTING AND
RECOMPOSING THE SELFIE**

**LANGUAGE:
INSTRUCTIONAL LANGUAGE,
REVIEW OF FACIAL
DESCRIPTION**



**WHO IS WHO
(GAME)**