Unità di lavoro (lesson plan), fasi e tecniche, applicazioni

PERCHE' ADOPERARE LA METODOLOGIA CLIL?

- Prepara gli studenti ad una dimensione internazionale e interculturale
- Motiva all'apprendimento di altre lingue
- Migliora la comprensione del linguaggio specifico
- Migliora le abilità orali e scritte del livello linguistico
- Potenzia lo scambio comunicativo (fluency-BICS) rispetto alla focalizzazione sulla accuratezza formale (accuracy- CALP)

BICS: **basic interpersonal comunication skills**

CALP: **cognitive accademic language proficency**

- Approccio CLIL: uso della lingua straniera per apprendere un contenuto nuovo. **Non** si traduce da una lingua all'altra un contenuto disciplinare.
- Il focus è sul significato: CLIL's aim is "to provide learning outcomes in the chosen subject at the same level as the standard mother tongue curriculum and to provide learning outcomes in the L2 which exceed the standard curriculum" (Masih,1999:8).

- Acquisizione della competenza disciplinare e della competenza comunicativa sia in ricezione che in produzione.

- Gli studenti non dialogano su argomenti che già conoscono giusto per apprendere la lingua o per essere più competenti in quella lingua.

- They have the advantage of addressing concrete issues of the real world in a language that is not their native language. And they do not just listen to the teacher's explanations and study from books, but draw on sources of various kinds, surfing the Internet, interacting with peers.

- Le classi CLIL si focalizzano su un contenuto non noto utilizzando le abilità di pensiero per comprendere, analizzare, sintetizzare, valutare e comunicare.

- Humanities, such as philosophy and history: language is closer to everyday life, relatively polysemic, which makes extensive use of connotation and may produce cultural interferences which have to be considered.

- i.e. "*invasione dei barbari/invasions des barbares*" vs. "*Völkerwanderung*" → a different historical understanding (Quartapelle, Shameitat, Teaching And Learning With Clil , in Quartapelle F. (a c. di), *Assessment and evaluation in CLIL, 2012, 32).*
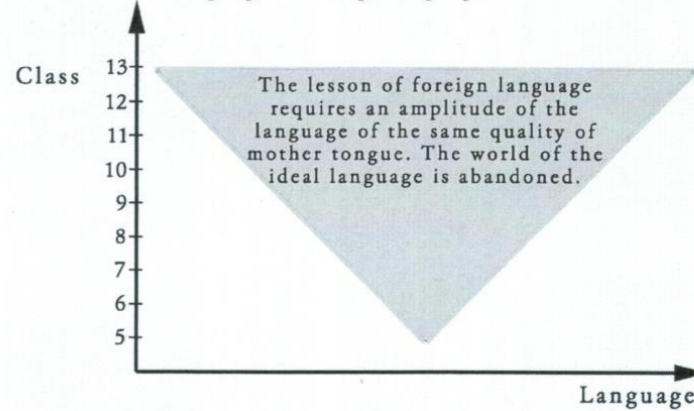
- Scientific subjects:
- language is highly standardized.
- words are polysemous, the meaning does not coincide with the area of semantics of everyday language, i.e. "energy"
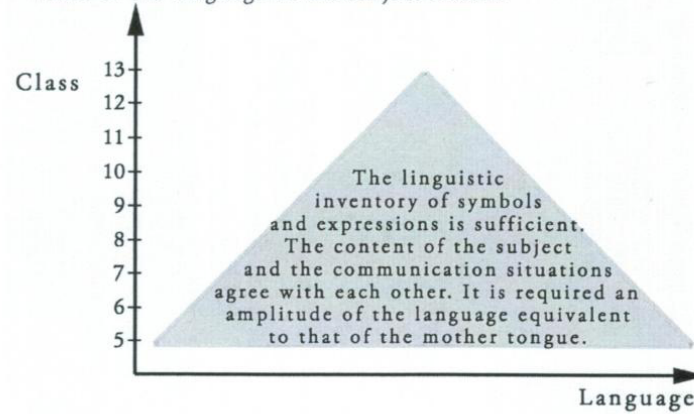
- In different subjects the linguistic and communicative activities occur in different degrees. The understanding of what is presented orally in class has an important role for all groups of subjects

- humanities and social sciences: more verbal interactions in than those found in the lessons of arts and sports (images and gestures, less linguistic performance).

- In the traditional teaching of foreign language the so-called Basic Interpersonal Communication Skills (BICS) are developed, while CLIL may involve also the so-called Cognitive Academic Language Proficiency (CALP)

- Using a pyramid that can occur up or upside down, Leisen (1992) has shown clearly how different the language you use in CLIL lessons is, if compared to the one seen in traditional foreign language classes.

Width of the language in foreign language classes

Class

The lesson of foreign language requires an amplitude of the language of the same quality of mother tongue. The world of the ideal language is abandoned.

Language

Width of the language in the subject lessons

Class

The linguistic inventory of symbols and expressions is sufficient. The content of the subject and the communication situations agree with each other. It is required an amplitude of the language equivalent to that of the mother tongue.

Language

Leisen's pyramid

Da: F. Quartapelle, B. Shameitat, **TEACHING AND LEARNING WITH CLIL , in**
Quartapelle F. (a c. di), *Assessment and evaluation in CLIL, 2012, 32*

TOPIC	Light and dark	← The topic
Activities or components	Looking at objects through coloured cellophane to see if colour changes	← includes these activities
Language: functions	describing comparing...	← which requires these language functions
Language structures	What colour is the basket? It is... What colour does it become? It becomes... I looked at the scissors... I looked through the cellophane... They look green. Next to, on top, through, under...	← which will be modelled using this language
Vocabulary	cellophane red, blue, green, black, yellow, orange scissors ruler pot paper basket	

Da: F. Quartapelle, B. Shameitat,, *2012, p. 33*

Content	Learning Objectives	Strategies
Knowledge structure	Thinking Skills / CALP Language Functions	*Activities (exercises & tasks)*
Concepts / description	Who? What? Where? **Lower-order TS (LOTS)** - recognize (words, elements…) - define - identify - classify - describe (objects, elements…) - ……………………………………	recognize (words, pictures) - underline - circle the odd words out - filling tables / maps / grids - multiple choice - true/false - matching (words, words and definitions, beginnings and endings of sentences) - cloze - completion of sentences - labelling - open questions
Principles / processes / sequences	What relationships between concepts? What principles? What processes / procedures / routines? **Higher-order TS (HOTS)** - describe processes - solve problems - organize sequences	explain graphs / maps - complete a flowchart / a - diagram - make a map, a flowchart, a - graph - solve problems - put sentences in correct - order - complete a laboratory report - write a lab report
Creation / evaluation / choices	What are the choices, alternatives, decisions? How can information be elaborated in an original way? **Higher-order TS (HOTS)** - elaborate information in a personal way - create - evaluate - make choices	- write an essay - write a lab report with personal comments - power point presentation - role play

Da: F. Quartapelle, B. Shameitat,, *2012, p.46*

lower-order level

- identifying a term, a definition: recognizing acquiring knowledge in the subjects and distinguishing between the use of everyday vocabulary and of academic language.

- lower-order thinking skills: recognizing, identifying, finding definitions and classifying, scaffolding is provided by the type of exercise (ibid, 2012, p. 47)

the second level

- completion or explanation of graphs, concept maps, flowcharts, diagrams, the reconstruction of texts, the completion of reports and report writing following a track-driven solution of problems (ibid, p.48)

Third level

- reports, laboratory sheets, presentations, simulations, role plays : the student independently chooses the linguistic forms necessary to structure the outcomes.

- analyzing, explaining, comparing and drawing conclusions without the support of scaffolding (ibid, 48).

- These are activities that have, in large part, the characteristics of tasks that require thinking skills typical of subject learning, such as solving problems, establishing relationships, explaining processes, transactions at the highest level, but the creativity and autonomy of the student are limited since these activities are supported by different types of scaffolding: frames, diagrams, maps … (ibid, 2012, p. 49)

Da: F. Quartapelle, B. Shameitat, *2012, p.48*

- It can be useful to divide the words of science into various types or categories:
- *naming words:* that denote identifiable, observable, real objects or entities
- *process words:* may denote processes that happen in science
- *concept words:* denote concepts of various type.
- there are words that have both a scientific and an every day meaning, such as "work, energy, power…" (Wellington, Osborne, 2001: 20).