ACTIVITIES IN CLIL

- We can put activities into two large groups: *exercises* and *tasks*

ESERCIZI

1. Manipolativi
2. Tendono alla fissazione delle strutture
3. Rispondono al meccanismo di funzionamento del LAD
4. Critica: non sono né creativi né piacevoli
5. Sono necessari

ESEMPI: scelte multiple (grammaticali e non),

Attività/tasks

1. Basate sulla creatività (occorre di solito colmare un gap comunicativo)
2. Al centro di una didattica task based.

Esempi: raccontare, descrivere

What is a task?

- A task is a workplan.

- - It involves a primary focus on the meaning: it incorporates some kind of gap, which motivates learners to use language in order to close it.

- - It involves real-world processes of language use.

- - It engages cognitive processes such as selecting, classifying, ordering and evaluating information in order to carry out the task; these processes influence but do not determine the choice of the language.

- - A task has a clearly defined "communicative outcome"

Perché la metodologia task based

- Nella letteratura sull'argomento sono acclarate le difficoltà che si riscontrano nel far parlare gli studenti in LS in un ambiente di insegnamento formale, difficoltà legate ad:
  - Artificiosità
  - Organizzazione dei percorsi di insegnamento/apprendimento (unica interazione pianificata: domanda/ risposta; mancanza di attività che favoriscano l'interazione).
- Students will learn what a task leads them to do (Doyle)

- Generally speaking, the former test single elements of knowledge. In language courses they especially focus on formal aspects of the language and are generally structured by the teacher. The latter involve practical use of the knowledge in order to attain a result; as far as language is concerned, they focus on its pragmatic meaning, and more freedom is allowed to learners in choosing their own linguistic structures.

- Both exercises and tasks may have a place in the classroom, but it is clear that tasks are, generally, the most appropriate for CLIL, as they are the typical activities of the subject, with genres, cultural conventions and specific structures, which require the students" ability to rework knowledge and skills on their own.

Nunan (1989:10)

- defines a task as a piece of classroom work which involves learners in comprehending, **manipulating, producing or interacting** in the target language while their **attention is principally focused on meaning rather than form.**

Richards, Platt and Weber: a definition of a pedagogical task

an activity or an action which is carried out as the result of processing or understanding language:

drawing a map while listening to a tape,

listening to an instruction and performing a command,

Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative [...] since **it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake**.

Willis

defines a task as an activity where the target language is used by the learner for a communicative purpose (goal) in order to **achieve an outcome**.

It is worth highlighting the fact that the notion of meaning is included in 'outcome' (i.e. the appropriate completion of tasks).

In comune tra le definizioni

- Uso comunicativo della lingua

- Attenzione dello studente focalizzata sul significato piuttosto che sulle strutture linguistiche

- In sintesi si tratta di fare o completare qualcosa interagendo con altri studenti o con l'insegnante.

- Per completare il compito, gli studenti devono attingere a tutte le risorse linguistiche possibili.

Metodologia task based

- Gli apprendenti lavorano insieme per portare a termine un compito

- Portare a termine un *task* equivale a produrre un testo complesso, non solo perché è costituito da parti verbali e non-verbali, orali e scritte, ma anche perché nella sua costruzione intervengono attività di interazione e mediazione

One way task

- Distribuzione delle informazioni sbilanciata:
    - A ha le informazioni
    - B non ha informazioni
    - A dà le informazioni a B

    (Map task) divergent task

Two way task

- Le informazioni sono egualmente divise ma non condivise: es. ricostruzione di una scenetta/ vignetta
- questo tipo di task prevede un'interazione diadica per cui i due studenti devono interagire per negoziare le informazioni

Convergent Task

- Gli studenti lavorano insieme per trovare una soluzione
  - Guess who/what

Do you agree with WWF 's affirmation that tourism causes pollution?

Discuss this topic in pairs and….

Work in pair and answer to the following questions.

- Which other software programs do you know?

- What can you do with them?

- Now choose one program and describe the different steps completing the following flaw chart (if necessary, you can add other sections).