Apprendere e insegnare l'inglese come lingua straniera alla scuola primaria

WEBINAR 5:

PROGETTARE PERCORSI CLIL

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l'umanesimo che innova

DIPARTIMENTO DI SCIENZE DELLA FORMAZIONE, DEI BENI CULTURALI E DEL TURISMO

Temi e calendario

- Webinar 1 – 10/02/23 – E. Cognigni
  Acquisire una lingua straniera nella classe plurilingue: premesse teoriche e ricadute sull'insegnamento.
- Webinar 2 – 13/02/23 – S. Castagnoli
  Metodologie per l'insegnamento dell'inglese nei primi anni della scuola primaria
  - glottodidattica ludica
  - TPR - Total Physical Response
- Webinar 3 – 16/02/23 – S. Castagnoli
  Lo storytelling

  Laboratorio 1

Temi e calendario

- Webinar 4 – 09/03/23 – E. Cognigni

  Insegnare l'inglese in una prospettiva plurilingue

  - Laboratorio 2

- Webinar 5 – 06/04/23 – S. Castagnoli

  Progettare percorsi CLIL

  - Laboratorio 3

- Webinar 6 – 27/04/23 – S. Castagnoli

  Metodologie per l'insegnamento dell'inglese negli ultimi anni della scuola primaria

Lab1

- gruppo 1: **21 febbraio** ore 17-19
- gruppo 2: **22 febbraio** ore 17-19
- gruppo 3: **23 febbraio** ore 17-19
- gruppo 4: **24 febbraio** ore 17-19

stanza 1 (tutor: A. Steta):
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

- gruppo 5: **22 febbraio** ore 17-19
- gruppo 6: **23 febbraio** ore 17-19
- gruppo 7: **1 marzo** ore 17-19
- gruppo 8: **2 marzo** ore 17-19

stanza 2 (tutor: A. Calcabrini):
https://eu.bbcollab.com/guest/c1f33cc9261d40d9ab4e45fc3ced8846

Lab2

- gruppo 1: **13 marzo** ore 17-19
- gruppo 2: **14 marzo** ore 17-19
- gruppo 3: **15 marzo** ore 17-19
- gruppo 4: **16 marzo** ore 17-19
- gruppo 5: **20 marzo** ore 17-19
- gruppo 6: **21 marzo** ore 17-19
- gruppo 7: **22 marzo** ore 17-19
- gruppo 8: **23 marzo** ore 17-19

stanza 1:
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

Lab3

- gruppo 1: **13 aprile** ore 17-19
- gruppo 2: **14 aprile** ore 17-19
- gruppo 3: **17 aprile** ore 17-19
- gruppo 4: **19 aprile** ore 17-19

stanza 1 (tutor: O. Ercoli):
https://eu.bbcollab.com/guest/2cc74e6e6c2546db8b2b7e50aac96bce

- gruppo 5: **12 aprile** ore 17-19
- gruppo 6: **13 aprile** ore 17-19
- gruppo 7: **14 aprile** ore 17-19
- gruppo 8: **17 aprile** ore 17-19

stanza 2 (tutor: C. Mengascini):
https://eu.bbcollab.com/guest/c1f33cc9261d40d9ab4e45fc3ced8846

Indicazioni nazionali (2012)

- Nell'apprendimento delle **lingue la motivazione nasce dalla naturale attitudine degli alunni a comunicare, socializzare, interagire e dalla loro naturale propensione a "fare con la lingua"**.
- L'insegnante avrà cura di **alternare diverse strategie e attività**: ad esempio proposte di **canzoni, filastrocche, giochi con i compagni, giochi di ruolo**, consegne che richiedono **risposte corporee a indicazioni verbali in lingua**.
- Introdurrà gradualmente delle **attività che possono contribuire ad aumentare la motivazione, quali ad esempio l'analisi di materiali autentici (immagini, oggetti, testi, ecc.), l'ascolto di storie e tradizioni di altri paesi, l'interazione in forma di corrispondenza** con coetanei stranieri, **la partecipazione a progetti** con scuole di altri paesi. L'uso di **tecnologie informatiche** consentirà di ampliare spazi, tempi e modalità di contatto e interazione sociale tra individui, comunità scolastiche e territoriali. (…) **Si potranno inoltre creare situazioni in cui la lingua straniera sia utilizzata, in luogo della lingua di scolarizzazione, per promuovere e veicolare apprendimenti collegati ad ambiti disciplinari diversi**.

CLIL

- **Alle attività didattiche finalizzate a far acquisire all'alunno la capacità di usare la lingua, il docente affiancherà gradualmente attività di riflessione** per far riconoscere sia le convenzioni in uso in una determinata comunità linguistica, sia somiglianze e diversità tra lingue e culture diverse, in modo da sviluppare nell'alunno una consapevolezza plurilingue e una sensibilità interculturale.

Cos'è il CLIL?

- Content and Language Integrated Learning
- Anni '90, Consiglio d'Europa / Commissione Europea
  - Finalità politiche: promozione del multilinguismo
  - Finalità educative: trovare soluzioni che conducano a una migliore competenza nelle LS rispetto all'insegnamento tradizionale + competenze trasversali
- Oggi: modo per migliorare l'accesso ad altre lingue ma anche per portare pratiche innovative nell'insegnamento del curriculo

Cos'è il CLIL? (2)

- "CLIL refers to situations where **subjects, or parts of subjects, are taught through a foreign language with dual-focused aims**, namely the learning of content, and the simultaneous learning of a foreign language". (Marsh 1994)
- "CLIL is a generic term and refers to any educational situation in which an additional language, and therefore not the most widely used language of the environment, **is used for the teaching and learning of subjects other than the language itself**". (Marsh & Langé, 2000)
- "CLIL is an educational approach in which **non-language subjects are taught through a foreign, second or other additional language**". (Marsh et al. 2001)

Cos'è il CLIL? (3)

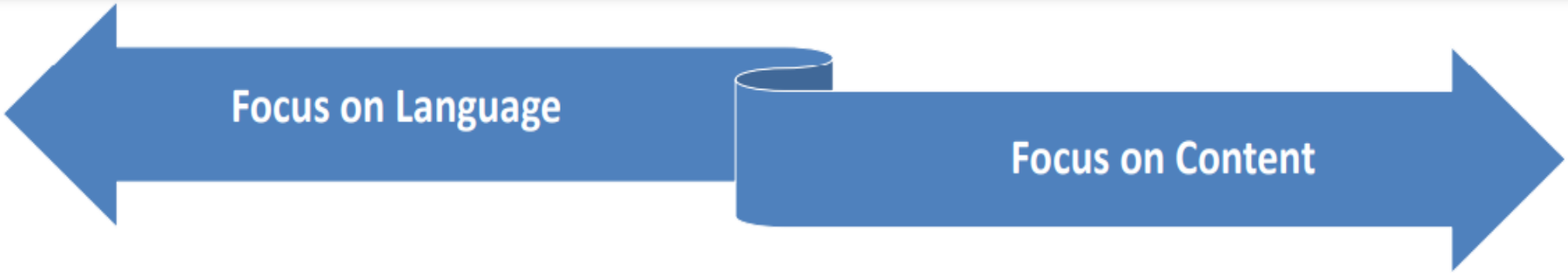


- "CLIL" è (stato) spesso utilizzato come *umbrella term* che copre diversi modelli di insegnamento/apprendimento in cui lingua e contenuto disciplinare sono integrati in qualche misura.
- "… the term CLIL is broad enough to cover **both immersion education** where all instruction is conducted through a foreign language **and other types of foreign language enhanced education** where students only receive certain parts of their education through the medium of a foreign language." (Nikula 1997)
- "CLIL is an umbrella term covering **a dozen or more educational approaches**; e.g. immersion, bilingual education, multilingual education, language showers and enriched language programmes." (Mehisto, Frigols and Marsh 2008)

La grande famiglia CLIL

1. Bilingual Integration of Languages and Disciplines (BILD);
2. Content and Language Integrated Learning (CLIL);
3. Content and Language Integration in Primary (CLIP);
4. Content-Based Instruction (of language) (CBI);
5. Content-Based Language Instruction (CBLI);
6. Content-Based Language Teaching (CBLT);
7. English Across the Curriculum (EAC);
8. English as an Academic Language (EAL);
9. English as a Medium of Instruction (EMI);
10. Foreign Language Immersion Program (FLIP);
11. Foreign Languages as a Medium of Education (FLAME);
12. Languages Across the Curriculum (LAC);
13. Teaching Content Through English;
14. Teaching English Through Content.

Sisti (2015) Il CLIL: un illustre sconosciuto



CBI – Content-based Instruction (of language)

- Content acts as a vehicle for language learning
- Intended outcomes are language / performance oriented
- Students are assessed on language learning outcomes
- Content learning outcomes are peripheral or at a general knowledge level
- CBI approach often used in language classes by language teachers
- Also known as Content-based Language Teaching (CBLT)

CLIL – Content and Language Integrated Learning

← Soft CLIL Hard CLIL →

- Classes have a dual focus, on both content and language learning
- Intended outcomes are language / performance and content oriented
- Students are assessed on language and content learning outcomes
- CLIL courses often taught by language teachers (Britain, Japan, South America) or content-specialist teachers (Europe)
- Also known as Integrating Content and Language in Higher Education (ICLHE) or Integrating Content and Language (ICL)

EMI – English-medium Instruction (of content)

- English acts as a vehicle for content learning
- Intended outcomes are content oriented
- Language learning aims are implicit or incidental
- Students are assessed on content learning outcomes
- Language proficiency outcomes are peripheral
- EMI courses often taught in content classes by subject content specialists

Complications

- Blurred edges between categories
- Classroom activities often not that different, especially as more EMI programs adopt active / participatory learning
- Both CLIL and EMI often used as umbrella terms for anything on the continuum
- Terms used differently in ESL / EFL contexts, regional variations
- Shifting definitions over time, lack of wide consensus on definitions
- Lack of explicit training in each of the approaches

新潟県立大学
Howard Brown
The University of Niigata Prefecture
明治大学 MEIJI UNIVERSITY
Annette Bradford
Meiji University

Cos'è il CLIL? (4)

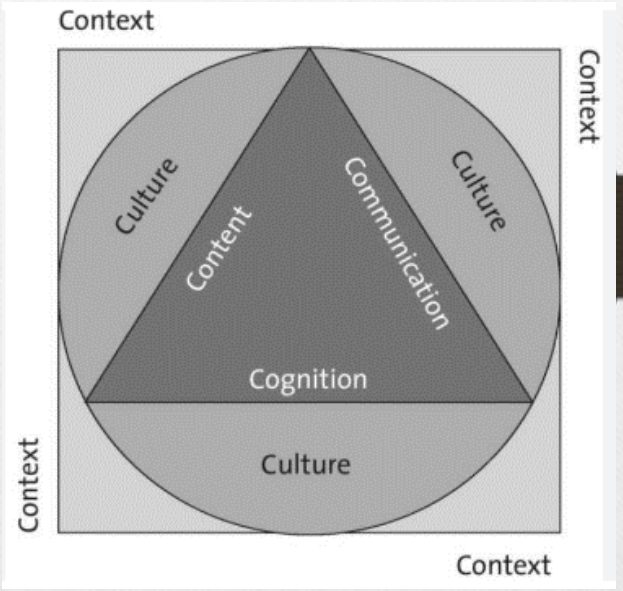
- "**Integrating language with non-language content, in a dual-focussed learning environment**" (Marsh, David. 2002)

- "[CLIL is] an approach to bilingual education in which both curriculum content (such as science or geography) and English are taught together.
  It differs from simple English-medium education in that **the learner is not necessarily expected to have the English proficiency required to cope with the subject before beginning to study**".

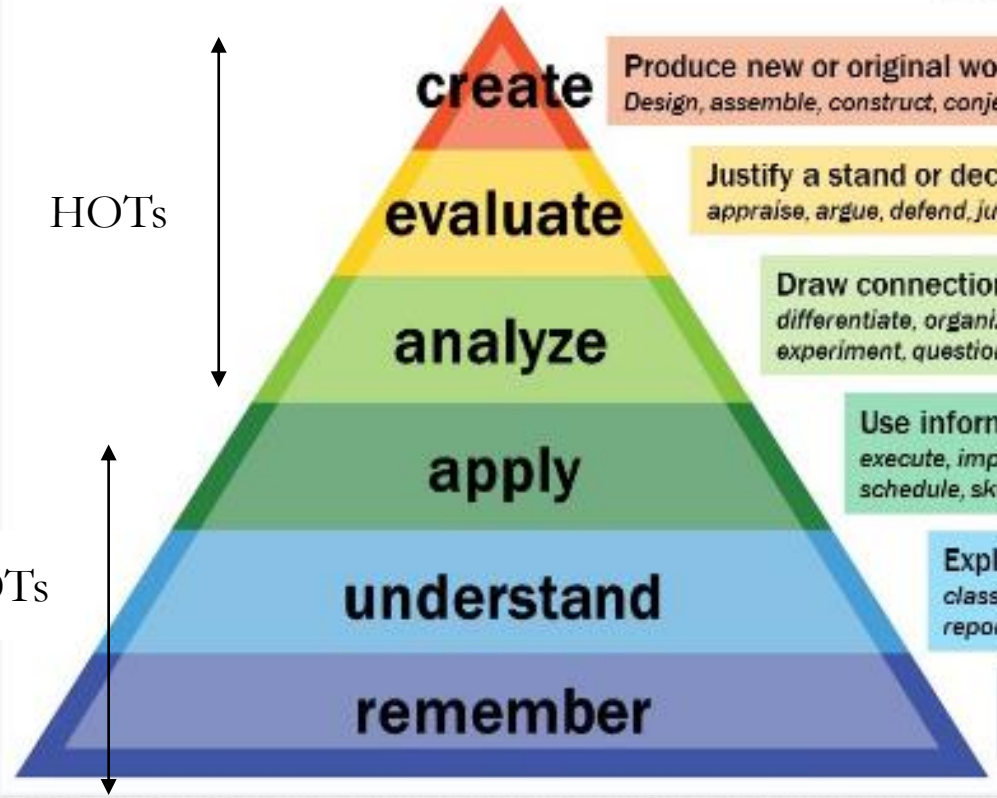
(Graddol 2006)

4 Cs framework for CLIL (Coyle 2005)

- **Content**: argomenti/temi (tutte le discipline; ripresi dalle Indicazioni Nazionali oppure temi di approfondimento e di progetto).
- **Communication**: il linguaggio usato per fare CLIL (non solo verbale ma anche iconico, ecc.).
- **Cognition**: sviluppo di abilità meta-cognitive che permettono di imparare ad imparare.
- **Culture**: presa di consapevolezza di sé e delle altre culture.



Bloom's Taxonomy



Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Cognitive skills	Classroom activities	Example activity
Remembering (thinking about things you know)	Recall, ricite, recognise, relate, spell, tell	Take turns to recite a verse from the poem about autumn (literacy)
Identifying (showing a relationship between things)	Identify, label, list, locate, match, name	Name three different types of musical instrument you can see in the picture (music)
Ordering (putting things in particular places)	Order, organise, sequence	Write dates on the time-line in the order of when they happened (history)
Rank ordering (putting in order of size, importance, success,…)	Order, put, place	Put the statements in order of importance to describe what makes an ideal farmer (geography)
Defining (saying what something or someone is)	Define, explain, outline, show, translate	What kind of colours did you use to paint the landscape (art)
Comparing and contrasting (finding similarities and differences)	Compare, contrast, distinguish, investigate the similarities and differences	Find three similarities and differences between your capitlal city and one in another continent (geography)

Dividing (separating into smaller groups)	Divide, separate, share	I'm going to divide the class into teams of six to play volleyball (PE)
Classifying (putting things into groups according to their features	Classify, categorise, decide which group, put into	Classify the rocks into different groups (science)
Predicting (saying what you think will happen)	Predict, think about, guess	Predict what will happen when more water is added to the solution (science)
Hypothesising (suggesting what could happen or have happened without knowing if it is true)	Suggest, decide, imagine, suppose	If global electronic systems broke down, suggest what could happen (ICT
Reasoning (thinking why, what causes and what results in something)	Choose, conclude, decide, explain, justify, recommend, solve	Justify the increase in spending on wages last year (economics)
Creative thinking/synthesis (producing imaginative ideas or thoughts from previous knowledge	Imagine, build, change, compose, create, describe, design, invent, make up, plan, produce, suppose	Invent a new symbol for saving water (citizenship)
Evaluating Saying if something is good, useful, effective or not	Assess, comment on, give an opinion, judge, rate	Read your partner's report on wind farms and commenton how claearly it war written (environment)

Key methodological aspects

- Task-based learning
- Cooperative learning
  - Favorire forme d'apprendimento dialogiche
  - Assicurare negoziazione dei significati (alunno-alunno, alunno-insegnante)
  - Assicurare interazione tra alunni (lavori di coppia, gruppo, progetti, presentazioni, flipped-classroom ecc.)
- Active learning (learning by doing)
- Student-centred

Motivazioni glottodidattiche

- incremento di esposizione alla lingua straniera
  - "It [CLIL] provides exposure to the language without requiring extra time in the curriculum"
- maggiore autenticità della lingua
- maggiore autenticità delle attività
- le conoscenze extralinguistiche rendono comprensibile l'input
  - conceptual sequencing
- spostamento dell'attenzione dalla forma linguistica ai contenuti

Quale lingua nel CLIL?

- **BICS** (Basic Interpersonal Communicative Skills): abilità necessarie per situazioni sociali e conversazionali (inc. lavoro in gruppo).
- **CALP** (Cognitive Academic Language Proficiency): *subject-specific language*, che comprende il lessico, le strutture grammaticali e le espressioni funzionali alla materia specifica, che permettono ad es. di capire i contenuti, comunicare idee, organizzare i pensieri e di risolvere problemi (es. analizzare, catalogare, ecc.). Più astratta e formale, e cognitivamente più impegnativa (es. spiegare le proprie opinioni, fare ipotesi, interpretare delle prove, analizzare, dimostrare ecc)

(Cummins)

(some) Communicative functions

1. GIVING EXAMPLES

Freshwater ecosystems		rivers and lakes
Marine ecosystems	**such as**	the sea
Some human activities		agriculture

2. DESCRIBING A PROCESS

First, food is chewed in the mouth…
Then this food moves down the…
Next it mixes with gastric juices…
Finally, it leaves the stomach and…

3. EXPRESSING CONDITIONS

If there are lots of vibrations, the frequency is high
If there are few vibrations, the sound has a low pitch

4. DESCRIBING TRENDS IN THE PRESENT

The population	**is**	ageing.
The birth rate	**is**	decreasing
People	**are**	living longer

5. TALKING ABOUT PURPOSE

Fish use their fins		swim
Turtles have a shell	**to**	protect their body
Dolphins surface		breathe

6. DEFINING

Nutrients are substances		our body needs to survive.
Diet is the food	**which**	someone normally eats.
Blood vessels are tubes		transport blood.

Other communicative functions

- expressing agreement or disagreement
- clarifying what has been said
- describing cause and effect
- explaining an opinion or a point of view
- expressing ideas and opinions
- generalizing
- giving instructions
- interpreting data
- predicting or justifying predictions
- suggesting
- presenting solutions
- checking information
- comparing and contrasting
- hypothesising

Other communicative functions (for group work)

- chiedere il significato di una parola, chiedere un chiarimento
- chiedere e offrire aiuto
- scusarsi
- esprimere accordo, disaccordo
- gestire i diversi task
- dare e prendere il turno di parola
- integrare quanto detto da un compagno
- indicare comprensione/incertezza/mancata comprensione
- interrompere, se necessario, per esprimere un'idea/un'opinione/una proposta

Il CLIL nella SCUOLA PRIMARIA

Throughout their primary education, children are developing their knowledge and understanding of the world. At the same time, they are developing their ability to use language as a tool to investigate, analyse and describe the world. This inter-relationship underpins and links different subject areas across the primary curriculum. On the one hand, language is the medium for learning about all other subjects and, on the other hand, all other subjects are the vehicle for developing language.

Carol Read (2007)
500 activities for the primary classroom

When children start learning a foreign language as a school subject, this is often isolated from the mutually reinforcing process of developing knowledge and developing language that enriches all other areas of the curriculum. The reason for this is not surprising perhaps, as, initially at least, it seems difficult to envisage how English may be used as the medium to learn about other subjects when children's language competence is so limited. By adopting an approach which integrates content-based learning from the earliest stages and most elementary levels, learning to use a foreign language becomes part of the holistic developmental and educational process which takes place in all other areas of children's experience and learning at primary school.

How to integrate content into primary language learning?

1. through the organization of the syllabus and learning **based on topics from other areas of the curriculum**
2. through the use of **content-based activities from other areas of the curriculum** that relate or **fit into an existing language-based curriculum**

(Read 2007)

Choosing topics from other areas of the curriculum

- Topics chosen from other areas of the curriculum should motivate and interest children and provide a suitably challenging context in which learning can take place.
- They should relate to and build on children's experience and knowledge of the world and provide opportunities to develop concepts, language and thinking skills in ways that are appropriate to the children's age and level.
- Topics should also lend themselves to the design of purposeful activities, including opportunities for investigative, factual enquiry and for creative and imaginative work.
- By organizing learning around topics, children's language development can be integrated with content from other areas of the curriculum in a natural way.

Competenze del docente CLIL

- unico insegnante nella scuola primaria (vs. secondaria)

- Competenza linguistica in lingua straniera
- Competenza di contenuti disciplinari
- Competenza didattica e metodologica in CLIL e nei contenuti da veicolare
- Competenza della microlingua della disciplina
- Competenza nella lingua del class management

Progettare percorsi CLIL

- **classe** (livello, n° allievi, competenza linguistica LS, ...)
- **modello CLIL** (modulo, lezione, unità, durata, insegnanti in sinergia…)
- **area curricolare**
- obiettivi relativi al **contenuto**
- obiettivi **linguistici**:
  - lessico chiave
  - abilità linguistiche
- altre abilità attivate (es. cognitive, di studio, sociali)
- modalità operative **L1-L2**

Quali materie/discipline?

- Tutte le materie possono essere oggetto di insegnamento in una lingua straniera MA
  - Alcune discipline presentano contenuti fortemente contestualizzati, e fanno ampio ricorso alla comunicazione non verbale, a materiali visivi, grafici (geografia, matematica, scienze, educazione motoria, arte, tecnologia)
  - Altre discipline si caratterizzano per contenuti più astratti o legati alla conoscenza lessicale (es. storia)

Materiali

- Esistono pochi testi pensati e didattizzati
  - Spesso piccole sezioni all'interno dei manuali di ELT

CLIL in general English coursebooks for YL

- Banegas D.L. (2014) «*An Investigation into CLIL-Related Sections of EFL Coursebooks*», International Journal of Bilingual Education and Bilingualism, v17 n3 p345-359.
- Content analysis of four series, which include a section advertised as CLIL oriented.
- Results suggest that such sections are characterised by
  1. little correlation between featured subject-specific content and school curricula in L1
  2. oversimplification of contents
  3. dominance of reading skills development and lower-order thinking tasks.
- CLIL components appear more as superficial supplements rather than a meaningful attempt to promote weak forms of bilingual education.

Bees and honey

CLIL SCIENCE

1 Look at the poster. Talk about how honey is made.

2 Match and say.



HONEY HONEYCOMB HIVE BEE FLOWER

3 How is honey made? Draw the path.



4 Make a bee book. *See Manuale.*

a hive, a bee,

Colours

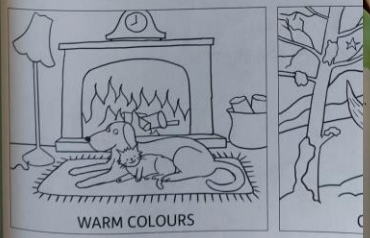
CLIL ART

1 Look at the poster. Talk about colours.

2 Make new colours. Colour and say.



3 Colour the pictures.



WARM COLOURS

4 Make a colour spinner. *See Manuale.*

mix, grey, warm, cold

Animal habitats

CLIL SCIENCE

1 Look at the poster. Talk about the animal homes.

2 Where do the animals live? Match and say the animal homes.





3 Make an animal habitats book. *See Manuale.*

a nest, a hole, a den, habitat

15

Shapes

CLIL MATHS

1 Look at the poster. Talk about shapes in our world.

2 Look, count and write. Then say.



8

TRIANGLE SQUARE CIRCLE RECTANGLE

3 Complete the sequence.



4 Make a shapes picture. *See Manuale.*

a triangle, a square, a circle, a rectangle

CLIL

HISTORY
Greek gods and goddesses

1 Listen and complete. Match. 60

trident | Cerberus | horses | animals | sea | father | mother

Come and meet the gods and goddesses of Ancient Greece!

Zeus is the god of the sky and the king of Olympus.
He's the ..... of all the gods and goddesses and his symbol is a thunderbolt.
He can transform into the shape of ..... and people.

Hera is Zeus's wife. She's the ..... of all the gods and goddesses. She's also the protector of women.

Poseidon is the god of the .....
He's Zeus's brother.
He's got a ..... a three-pointed spear.
He uses the trident to cause earthquakes.

1 ..... 2 ..... 3 ..... 4 ..... 5 .....

Apollo is the god of the sun. His father is Zeus. He's also the god of archery, poetry, art, medicine, prophecy and music. He plays the lyre, an instrument similar to a small harp.
He moves the sun with a chariot pulled by golden .....

Hades is the god of the Underworld, the world of the dead. He's Zeus and Poseidon's brother.
He's got a dog with three heads called .....



2 Listen and choose. 61

UNIT 6

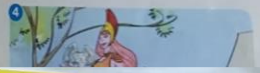
1 

Ares is the god of dance / war. He's cruel and he's a bully.
He's got a spear / sword.

2 

Aphrodite is the goddess of love / war and beauty.
She is the protector of artists / sailors.

3 

4 

CLIL

GEOGRAPHY
The Solar System

1 Listen and read. 16

There are eight planets and five dwarf planets in our solar system.
The planets can be terrestrial or non-terrestrial. The terrestrial planets are made of rocks and hard substances like the Earth. The non-terrestrial planets are gas giants.
The solar system is in a large spiral galaxy with billions of stars. It is called the Milky Way.

UNIT 4

The **Sun** is the star at the centre of our solar system.

Venus is a terrestrial planet and it is called Earth's sister planet. It is the hottest planet.

Mars is called the Red Planet. It is a terrestrial planet with two moons.

Mercury is a terrestrial planet and it is the smallest planet of the solar system.

Earth is our planet. It is a terrestrial planet and it has got one moon. It is the only planet to have life.

The huge asteroid belt between Mars and Jupiter consists of millions of asteroids.

Jupiter is a gas giant and it is the biggest planet in the solar system. It has got about 67 moons.

Uranus is a gas giant with 27 moons. It is the coldest planet in the solar system.

Pluto, **Ceres**, **Haumea**, **Makemake** and **Eris** are dwarf planets.

Saturn is a gas giant with 62 moons. It has got nine rings made of ice and dust.

Neptune is called Uranus's twin brother. It is a gas giant with 17 moons. It is a very windy planet!

2 Complete. Listen and check. 17

1 ..... is the fifth planet from the Sun.
2 ..... is the fourth planet from the Sun.
3 ..... is the eighth planet from the Sun.
4 ..... is the first planet from the Sun.
5 ..... is the seventh planet from the Sun.
6 ..... is the sixth planet from the Sun.
7 ..... is the third planet from the Sun.
8 ..... is the second planet from the Sun.

I want to be an astronaut.



3 Complete. Listen and check. 18

agriculture | love | sky | sea | messenger | king | war

1 Venus is named after the Roman goddess of ..... and beauty.
2 Mars is named after the Roman god of .....
3 Neptune is named after the Roman god of the .....
4 Saturn is named after the Roman god of .....
5 Uranus is named after the Ancient Greek god of the .....
6 Mercury is named after the Roman ..... of the gods.
7 Jupiter is named after the Roman ..... of all the gods.

CLIL

MATHS Critical thinkin

1 Think and answer the riddles. Listen and check. 58

What is black when it is clean and white when it is dirty?

First, think of the colour of a polar bear.
Second, think of the colour of clouds.
Third, think of the colour of snow.
Now, what do cows drink?

2 Count and answer. Listen and check. 59

Count all the triangles.
How many can you find?

4 Crack the code. Listen and check. 60

You and your friends need a new password.
Mr Green creates a code. Your mission is to crack it!

IN ♥ HE LIBRARY
u can't eat
u can't drink

CLIL

SCIENCE The body

1 Match. Listen and check. 17

ribs · wrist · tibia · backbone · elbow · radius · femur · humerus · ulna · neck · fibula

2 Read and complete. Listen and check. 18

important · body · hand · bones · 25 · ear · femur

- A baby's _____ has about 300 bones. Then some bones join together. There are 206 _____ in an adult skeleton.
- Human bones grow until about _____ years of age.
- The longest bone in the human skeleton is the thigh bone. It is called the _____.
- The smallest bone in the human body is in the _____. It is 2.8 millimetres long.
- There are 54 bones in a _____ for our bones and helps keep them strong and healthy.
- Calcium is very _____

CLIL

SCIENCE Matter

1 Listen and read. 18

Matter is all around us. The sandwich in your hand, the milk you drink, the air you breathe.

Is rain matter?

Matter has a weight.

Matter has a volume. It occupies a space.

2 Tick what is matter. Listen and check. 19

orange juice · water · spring · elephant · bike · ice · air · light · January · rain · love · wind · ice cream · tree · snow

Is air matter?

3 Listen and do the experiment. 20

You need
- a transparent container full of water
- a table tennis ball
- a glass

1 Put the ball in the container full of water.
2 Put the glass upside down on the ball.
3 Push down.

4 Think and complete. Listen and check. 21

Air is matter because...
- it is transparent.
- it occupies a space.
- the glass is magic.

Is water matter?

5 Listen and do the experiment. 22

You need
- a glass full of water
- stones
- a marker pen

1 Mark the water line on the glass.
2 Put one... two... three stones in the water.
3 The water come... out of the glass

6 Think and complete. Listen and check. 23

Water is matter because...
- stones are heavy.
- water doesn't like stones.
- now the stones occu... the space of water.

7 Put the lid on the jar.

8 Wait three days.

4 Read and choose.

- After three days the bone is hard / soft.
- I can / can't bend it.
- Vinegar melts / doesn't melt calcium.

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Materiali

- Esistono pochi testi pensati e didattizzati
  - Spesso piccole sezioni all'interno dei manuali di ELT
- Testi scuola lingua target?
  - i testi delle scuole straniere usano approcci diversi, punti di vista e programmi differenti
  - quei testi si adattano a studenti una materia nella propria lingua madre



- Didattizzare materiale autentico

Materiali

Didattizzare materiale autentico

- offrire contenuti stimolanti ma anche spunti di esercizio linguistico
- adattare contenuto e lingua (abbreviare, lasciare info essenziali, semplificare il lessico)
- utilizzare un linguaggio base facilmente trasferibile ad altri domini
- preferibile usare materiale iconografico e supporti visivi per la comprensione

Attività

- Leggere, scrivere, parlare, ascoltare: sempre insieme (pair work, group work)
- Attività che stimolino il pensiero, es. *problem solving* (HOTS).
- Attività sfidanti.
- Attività cooperative.
- Giochi.

CLIL steps

1. **Riscaldamento (Warming up):** focus sul tema della lezione/richiamo al lavoro precedente/sondaggio delle conoscenze possedute dagli studenti/apertura di una domanda cognitivamente stimolante: *Cosa pensate che? Cosa non sapete su?*
2. **Scoperta** (finding out, developing skills strategies)

   • gli studenti scoprono la conoscenza facendo: un'attività di gruppo, una lettura, un ascolto, visione di un video ecc.

   • l'insegnante organizza l'attività, fornisce la scheda di lettura, prepara all'ascolto ecc.

CLIL steps

3. **Riordino/ Consolidamento (Sorting out, developing thinking skills**)
   attività di riordino delle conoscenze acquisite: esercizi di riconoscimento dei concetti/classificazione, di collegamento, costruzione di mappe concettuali, discussione, ecc.

4. **Riflessione (Reflection)**
   l'insegnante propone una riflessione individuale sulla lezione: che cosa hai imparato/ti è restato difficile oggi? Come hai lavorato con i tuoi compagni? ecc.
   Verificare se si è raggiunto o meno l'obiettivo prefissato e decidere sui successivi passaggi.

Scaffolding

- Si intende il sostegno fornito da chi è più esperto a chi è meno esperto orientandolo e aiutandolo a risolvere problemi e ad appropriarsi di nuovi strumenti cognitivi.

Questo può significare:

- agganciarsi alle conoscenze, gli interessi e le esperienze degli studenti;
- dare istruzioni chiare e precise per le attività da svolgere;
- fornire input comprensibile, ridondante, con elementi extra-linguistici;
- enfatizzare le sezioni importanti, riprendere i punti ecc.
- fornire strumenti che aiutino i processi mentali, ad es. illustrando elementi astratti con esempi concreti
- mostrare la strada/i passi da fare per arrivare ad un risultato, fornire modelli
- intervenire sugli errori quando sono tali da impedire la comprensione, rielaborando, riadattando il linguaggio

Valutazione

- Valutazione
  - conoscenza dell'argomento (content)
  - competenze linguistiche acquisite (language)
  - competenze trasversali (e.g. thinking skills)
- La verifica deve essere formulata in modo tale che non ci siano dubbi se le carenze sono linguistiche o riguardano i contenuti





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CLIL LABORATORY

- In small groups we are going to prepare a lesson plan related to the science curriculum:
- From cow (sheep/hen…) to… (class 1st or 2nd)
- Animal classification (class 3rd, 4th or 5th)

Before the lab meeting choose one of the two topics and try to think about a lesson plan containing:

- content/key vocabulary
- communicative structures
- construction of materials (flashcards, games…)
- possible connections with other subjects
- possible experiential labs or educational trips
- assessment

Find some examples on iprase site:

https://www.iprase.tn.it/lesson-plan-ricerca?p_p_id=clilsearch_WAR_clilsearch10&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-3&p_p_col_count=1