

A la recerca de bones pràctiques docents en AICLE

In search of good teaching practices in CLIL

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Aims:

- To design a user-friendly observation framework that would enable us both to describe and measure the degree to which a particular type of teaching practice would bear evidence of good practice in CLIL.
- To underpin both potential **weaknesses** and **strengths** in an example of actual integration of content and language.
- To track the different verbal cues that the teacher gives in order to guide the students' learning process.

Overview

- CLIL Context
- CLIL-Classroom Observation Framework
- Introduction to the descriptors in the Observation Framework
- Instances of good practice in CLIL

CLIL context

- CLIL demands that **content** is made accessible through **language**
- **How?**
 - Learners need:
 - **Content** to learn
 - **Language** through which to learn
 - Students' main challenges:
 - Using language (English) to learn.
 - Learning to use language (English).

(Coyle, 2005)

CLIL-Classroom Observation Framework

BACKGROUND

- Principles of **ecological language learning** (van Lier, 2003, 2004; Clemente, 2004):
 - exposure to input;
 - focus on form and meaning;
 - negotiaton for meaning;
 - and strategic language use.
- **Content-** and **activity-based instruction** (Casal, 2007; Clegg, 2007; Clemente, 2004; Coyle, 2005; Graaff *et al*, 2007; Lorenzo *et al*, 2007, Muñoz, 2007).

CLIL-Classroom Observation Framework = Blend of the following frameworks

- Clemente's *Ecological Framework for CLIL Classrooms*:
 - Curriculum → adapted to the students' specific needs.
 - Activity-based Instruction → learner-centred.
 - Interaction → negotiation for meaning
 - Linguistic Code → gradual progression towards the L2.
- Graaff, Koopman, Anikina & Westhoff's *Observation Tool for Effective L2 Pedagogy in CLIL*:
 - Teacher facilitates:
 - exposure to input at a (just) challenging level;
 - meaning-focused processing;
 - form-focused processing;
 - opportunities for output production;
 - the use of strategies.

CLIL-Classroom Observation Framework

- Basic principles:
 - **Nature of teacher's *input*** → adaptation of both *teacher talk* and materials to the specific students' needs.
 - **Learner-centred approach** → opportunities for both oral and written production.
 - **Language Awareness** → focus on form within a meaningful context through negotiation for meaning.
 - **Learning strategies** → to facilitate acquisition of both content and language.

CLIL classroom observation framework

1. Teacher facilitates exposure to input

- Text selection in advance.
- Text adaptation (in advance & during teaching).
- Adaptation of teacher talk.

2. Focus on content

- Adaptation of teacher talk.
- Checking meaning identification.
- Designing activities on correct and relevant identifications of meaning.
- Having students give peer feedback on content.

3. Focus on form as integrated within content discourse

- Facilitating noticing of problematic and relevant language forms
- Providing examples of correct and relevant language forms
- Correcting use of problematic and relevant language forms
- Explaining problematic and relevant language forms
- Having students give peer feedback on form

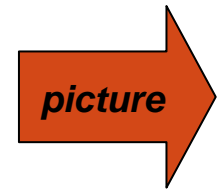
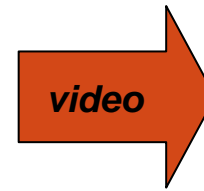
4. Opportunities for output production

- Teacher-led interaction (spontaneous).
- Promoting student-led interaction (pair/group work).
- Students' planned output (presentations).
- Stimulating the use of the target language.
- Promoting written practice.

5. Promoting the use of strategies

- Promoting receptive strategies.
- Promoting productive strategies.
- Promoting reflection on strategy use.
- Promoting study skills.

The class session



- PART A:
- Ask students what they know about Vivaldi (life, compositions...)
- Collaborative expert groups. Vivaldi's biography each group.

- PART B:
- Ask students which kind of music and instruments they expect to listen to in *The Spring*.
- Explain to them that *The Four Seasons* come from some sonnets dedicated to the four seasons of the year. Students match each English verse with the Catalan one. **5'**
- Listen to *The Spring*. Order the verses.

- CONCLUSION:
- Ask students what they have learned.
- Write a 5-10 lines summary explaining everything they know about Vivaldi.

Teacher facilitates exposure to input

- The teacher attempts to facilitate the students' exposure to input by:
 - (a) Preparing and adapting the text in advance.
 - (b) Dividing the text into different chunks (and allocating them to different students) in order to reduce cognitive load.
- Teacher talk:
 - The same pattern in her questions, including the repetition of the initial part: "Do you know...?"
 - A fairly slow tempo.
 - Many of her turns are a single clause or a shorter sequence.

Focus on content

Activity	CLIL Indicator
<p>Listen to the music and order the lines of the poem.</p> <p>At the end of the activity they check the correct order.</p>	<ul style="list-style-type: none">•Students establish connections between textual and musical meanings.•Musical forms help focus students' attention on the global meaning of the poem and each line.

Focus on form as integrated within content discourse

- Students say in Catalan: “les quatre estacions” and the teacher does not only translate the title into English, but makes it more “memorable” by asking the names of the four seasons in English.
- Focus on “vocabulary specific to the subject” (Clegg).
- “The subject matter determines the language needed” and consequently “language identification”(Darn).
- An instance of “real and relevant input” by means of a suitable “pedagogical intervention with respect to the form of language” (Muñoz).

Opportunities for output production

Activity

Recapitulation

“with this and the information that you've got from the multiple choice and what you- the other things that you have learnt today for next day, you have to write e: five to ten lines composition (8.0) ((writes the task on the board)) talking about Vivaldi. you explain what you have learnt about Vivaldi, right.” T

Promoting the use of strategies

Activity	CLIL Indicator
Warming up	<p>Activating the students' previous knowledge (in this case related to The Spring of Vivaldi) through teacher-led interaction: "what do you- do you know anything about a:m the Spring by Vivaldi? what else? which kind of instruments do you <u>expect</u> to listen to?"</p> <ul style="list-style-type: none">-Explicit use of the students' previous knowledge- Negotiation of meaning- Memorizing content

Sources:

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THANK YOU!!!

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