Erasmus Plus 2019-1-FR01-KA229-062180
Apprentissage par les Compétences en Immersion et le Développement de l'Entraide
2019-2022

Sulmona, Italy
28 November - 2 December 2021

PROVE YOUR ENGLISH, TKT CLIL

Partners:

Istituto di Istruzione Superiore *Ovidio* Sulmona - Italy
Lycée *Jean Bart* Dunkerque - France
Petru Rares National College Suceava - Romania

Prove your English- TKT CLIL

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  - Crina-Gabriela STROE

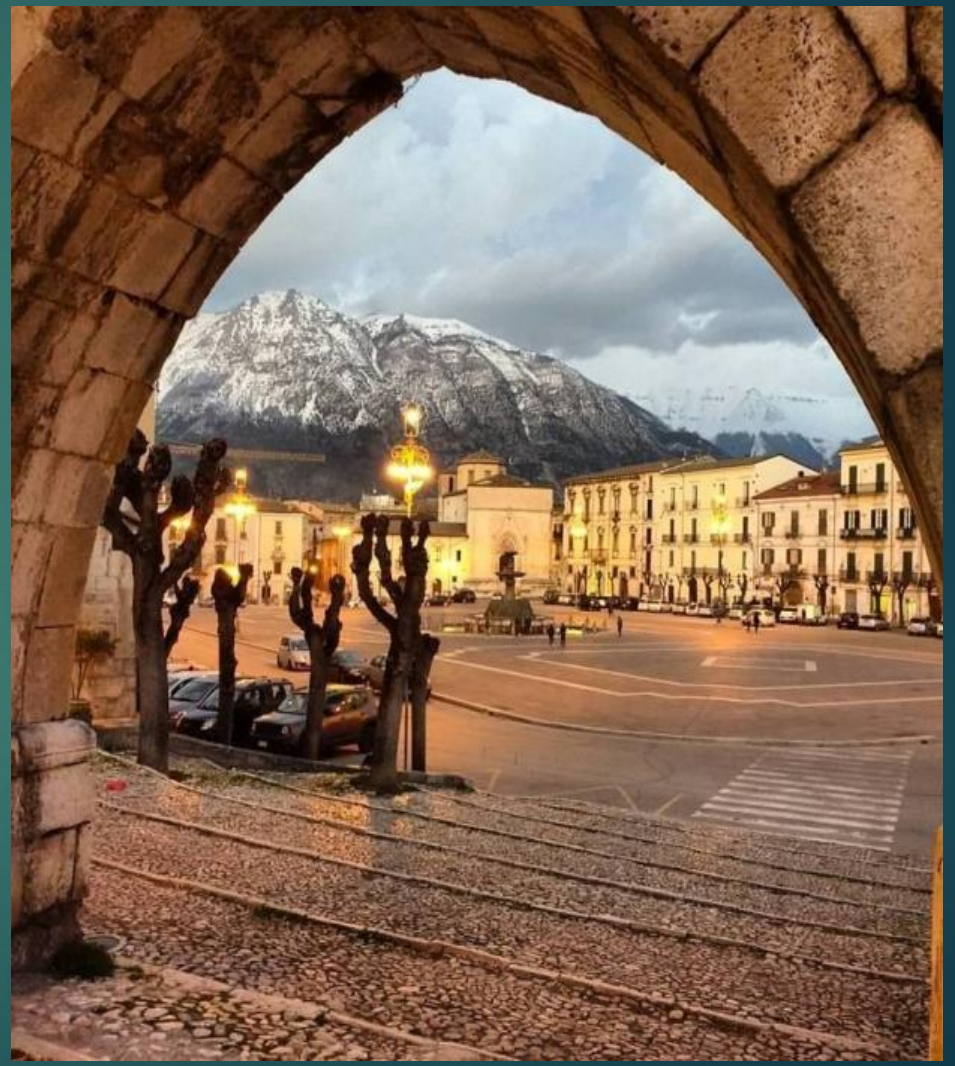
Day 1 - **Discovering Sulmona - history, culture, architecture**

- *"Sulmo mihi patria est, gelidis uberrimus undis"*
- *"Sulmona is my homeland, rich with fresh waters"*

Ovid, born in Sulmona in the 1st century BC

Piazza XX settembre - The statue of Ovid

Piazza Garibaldi, aqueduct and the Fontana del Vecchio

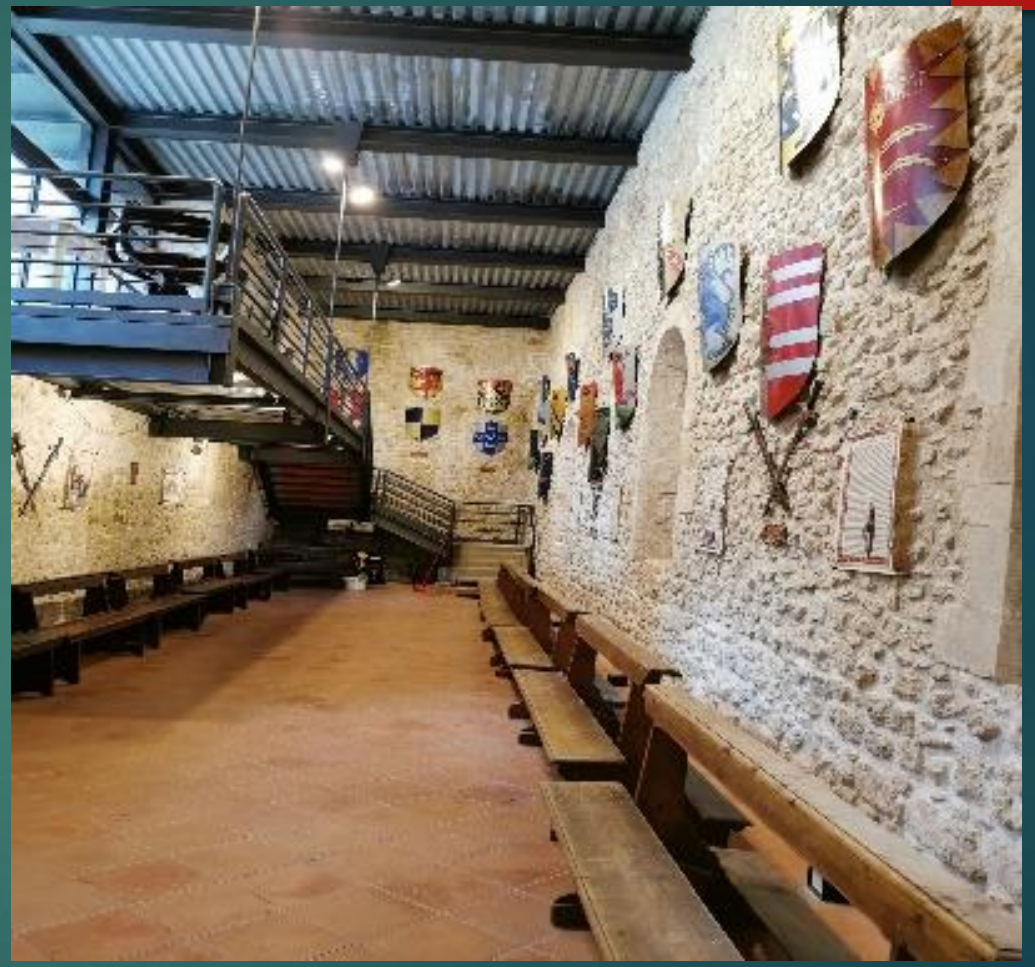


Complesso della Santissima della Annunziata

Santa Maria della Tomba

Caldora Castel, Pacentro

STEMMARIO
CALDORESCO



Opera : *Il Barbiere di Siviglia*

Day 2
Course title: PROVE YOUR ENGLISH

Subject:

TKT (Teaching Knowledge Test)

- **CLIL (Content and Language Integrated Learning)**

I. Knowledge of CLIL and principles of CLIL

- Introduction to the course
- Introduction to TKT CLIL
- Format/structure of the TKT CLIL exam and requirements; how to prepare

Defining CLIL

CONTENT AND LANGUAGE INTEGRATED LEARNING

"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."

What are the origins of CLIL?

Bilingual teaching has been practised for many years, from the Babylonian era to the early sixties, when it was introduced in many schools around the world.

The term **CLIL** was coined in 1994 by David Marsh as a methodology similar to but distinct from language immersion and content-based instruction.

Introduction to CLIL

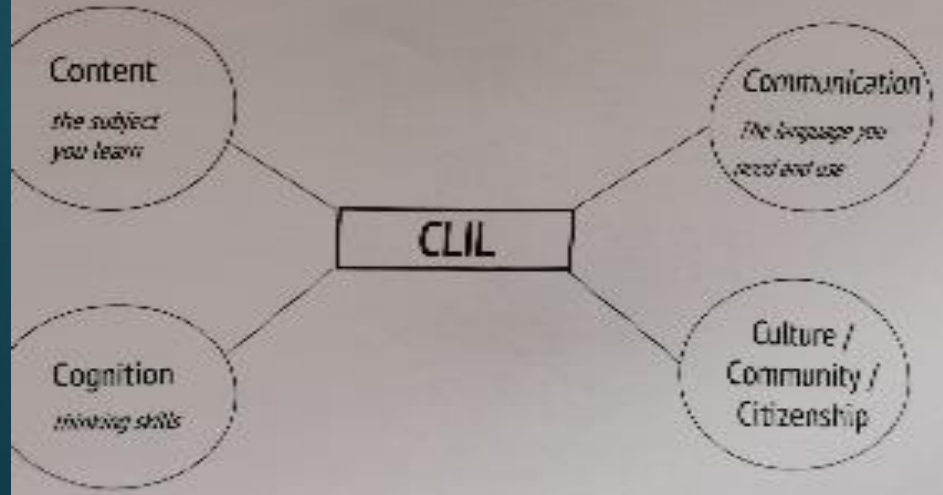
- Key concepts of CLIL methodology and other ELT methodologies;
- Introduction to the 4Cs of CLIL:
  - Content
  - Cognition
  - Communication
  - Culture/community/citizenship

Culture/Community/Citizenship

Exposure to alternative perspectives ar
otherness and self.

Coyle's 4Cs of CLIL

A holistic approach



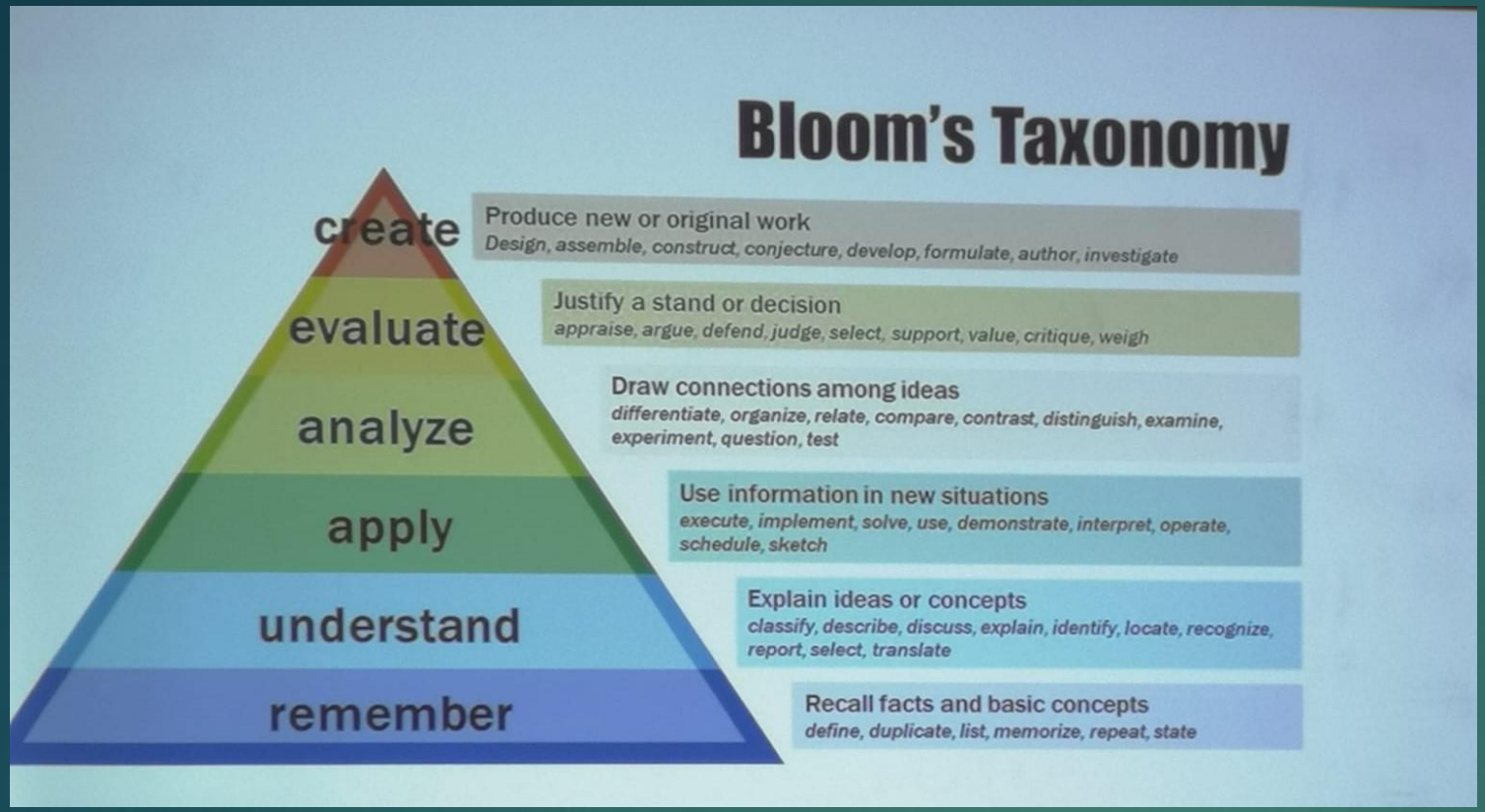
Language in CLIL

- Understanding the difference between
- BICS (basic interactive communication skills) and
- CALP (cognitive academic language proficiency)

Language skills and communication skills

Cognitive skills and Learning skills

- Bloom‘s Revised Taxonomy
- LOTS (lower order thinking skills)
- HOTS (higher order thinking skills)
- Learning and study skills


Bloom's Taxonomy
create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate
evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh
analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

CREATING
EVALUATING
ANALYSING
APPLYING
REMEMBERING
UNDERSTANDING

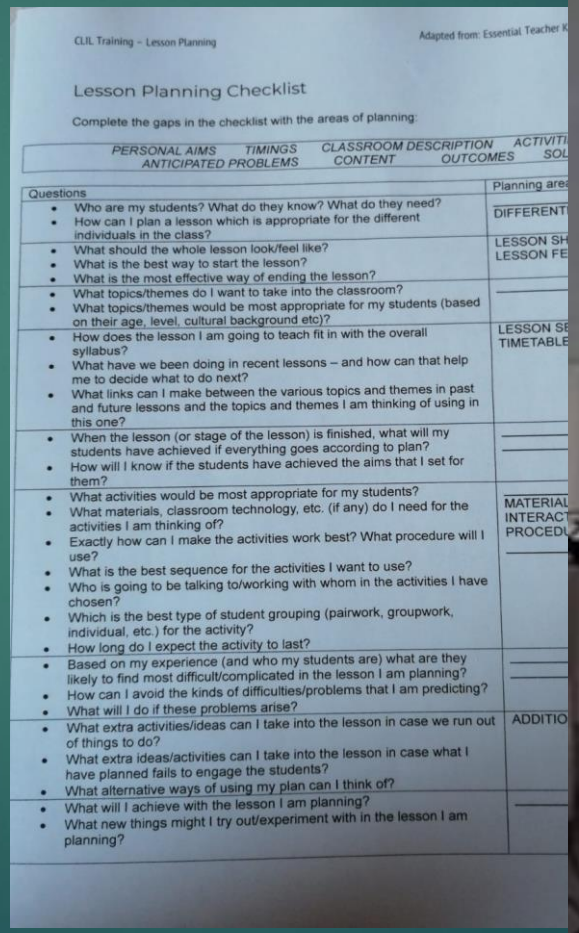
Day 3 - **TKT CLIL**
Lesson Planning and Scaffolding

- CLIL Lesson planning

- How to plan a CLIL lesson
- Essential elements of lesson planning
- How a CLIL lesson differs from a GE lesson

Lesson Planning and Scaffolding - Areas of planning in CLIL lessons

- Personal aims
- Aims of the lesson
- Timings
- Classroom description
- Activities
- Anticipated problems
- Solutions
- Content and outcomes



CLIL Training – Lesson Planning

Adapted from: Essential Teacher K

Lesson Planning Checklist

Complete the gaps in the checklist with the areas of planning:

PERSONAL AIMS TIMINGS CLASSROOM DESCRIPTION ACTIVITI
ANTICIPATED PROBLEMS CONTENT OUTCOMES SOU

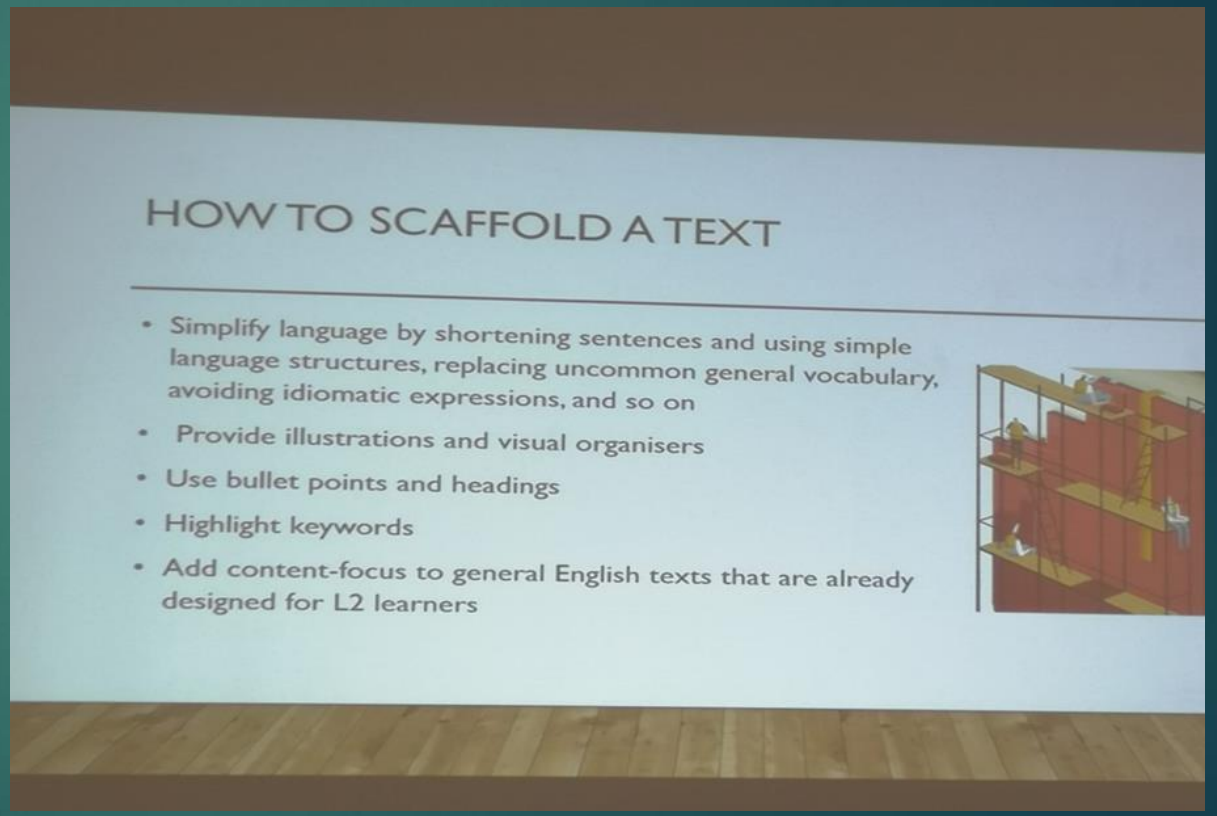
Questions	Planning area
• Who are my students? What do they know? What do they need? • How can I plan a lesson which is appropriate for the different individuals in the class?	DIFFERENT
• What should the whole lesson look/feel like? • What is the best way to start the lesson? • What is the most effective way of ending the lesson?	LESSON SH LESSON FE
• What topics/themes do I want to take into the classroom? • What topics/themes would be most appropriate for my students (based on their age, level, cultural background etc)?	
• How does the lesson I am going to teach fit in with the overall syllabus? • What have we been doing in recent lessons – and how can that help me to decide what to do next? • What links can I make between the various topics and themes in past and future lessons and the topics and themes I am thinking of using in this one?	LESSON SE TIMETABLE
• When the lesson (or stage of the lesson) is finished, what will my students have achieved if everything goes according to plan? • How will I know if the students have achieved the aims that I set for them?	
• What activities would be most appropriate for my students? • What materials, classroom technology, etc. (if any) do I need for the activities I am thinking of? • Exactly how can I make the activities work best? What procedure will I use? • What is the best sequence for the activities I want to use? • Who is going to be talking to/working with whom in the activities I have chosen? • Which is the best type of student grouping (pairwork, groupwork, individual, etc.) for the activity? • How long do I expect the activity to last?	MATERIAL INTERAC PROCEDU
• Based on my experience (and who my students are) what are they likely to find most difficult/complicated in the lesson I am planning? • How can I avoid the kinds of difficulties/problems that I am predicting? • What will I do if these problems arise?	
• What extra activities/ideas can I take into the lesson in case we run out of things to do? • What extra ideas/activities can I take into the lesson in case what I have planned fails to engage the students? • What alternative ways of using my plan can I think of?	ADDITIO
• What will I achieve with the lesson I am planning? • What new things might I try out/experiment with in the lesson I am planning?	

Lesson Planning and Scaffolding - How to scaffold a text

- What is scaffolding?
- Types of scaffolding
- Reasons for scaffolding
- Ways of adapting materials
- Identifying and producing visual organisers

Lesson Planning and Scaffolding - How to scaffold a text

- Simplifying vocabulary
- Highlighting key vocabulary
- Including a glossary or a word bank
- Changing the layout of a text (bullet points, headings)
- Adding visual organisers



How to scaffold a text – Visual Organisers

- Bar chart
- Cycle
- Word map
- Line graph
- Pie chart
- Story board
- Venn diagram
- Tree diagram
- Quadrant
- T-chart
- Carroll diagram
- Cause and effect diagram
- Flow diagram
- Binary key
- Timeline

Day 4 - **TKT CLIL**
Classroom Language and Assessment

- Purposes of using classroom language:
- to discipline
- to monitor
- to check understanding
- to get feedback

Classroom Language

- Good vs poor instructions
- Instruction checking questions
- Consolidating learning and differentiation
- Learning needs
- Learning styles

Assessment in CLIL Lessons

- Types of assessment (formative/summative /self assessment/peer-assessment etc.)
- Assessment of learning: summative assessment
- Assessment for learning: formative assessment

Assessment in CLIL Lessons

- Assessed skills:
- cognitive skills
- communicative skills
- practical skills
- study skills
- cultural awareness

- Focus of assessment:
- content
- language
- both content and language

Assessment in CLIL Lessons

GIVING CONSTRUCTIVE FEEDBACK

- **Evaluative feedback**, in the form of grades or brief general comments, (e.g. "well done"), provides some information about learning, but does not convey the information and guidance that students can use to improve.

- **Descriptive feedback** provides students with detailed, specific information about improving their learning.

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Thank you!