

Escola Secundária de Quarteira -Agrupamento Dra. Laura Ayres



Consolidating Good CLIL Practice

Bem Venido!

Fotini Larkou, Ministry of Education and Culture, Cyprus

Quarteira, Portugal , 7-11 March 2016



Escola Secundária de Quarteira

Agrupamento Dra. Laura Ayres

*Students working in
the art room*



*The entrance of the
school*



*The Cypriot team at
the school*



Course objectives



Participants will:

- consolidate their understanding of the essential features of CLIL
- build teaching competences specific to CLIL especially in the development of critical thinking and formative assessment
- develop and share ideas.

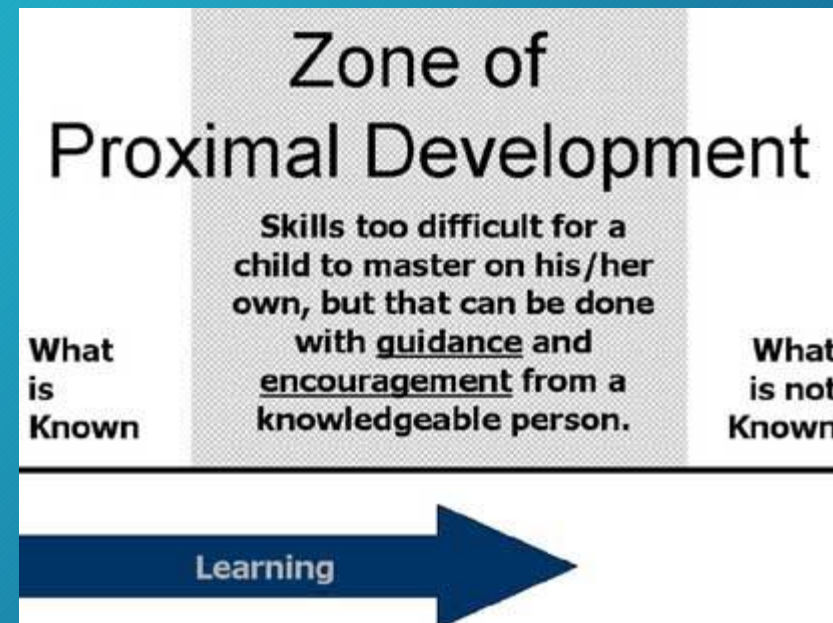
CLIL essentials

Talk about

- Pedagogy is very important in teaching CLIL
- Both about content and language.

The zone of proximal development (ZPD)

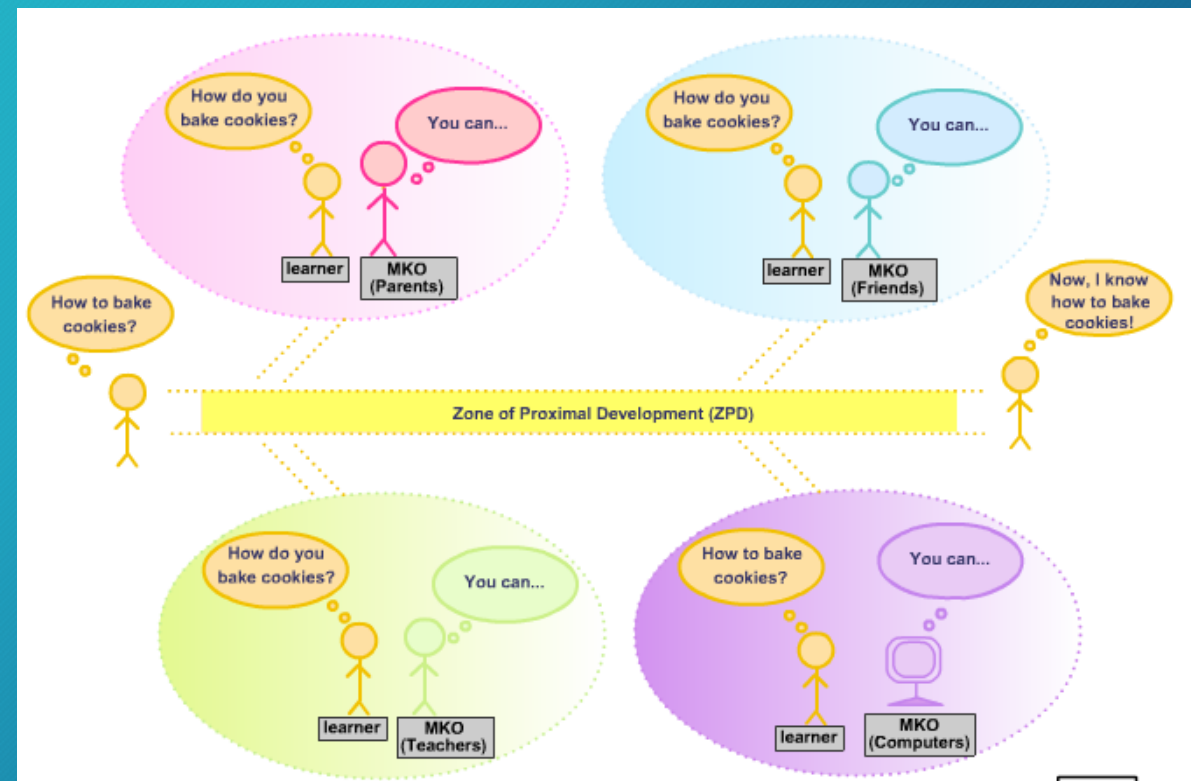
- “The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers” (Vygotsky, 1978, p. 86).



Scaffolding

Scaffolding was introduced by Wood et al. (1976):

“Those elements of the task that are initially beyond the learner’s capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence”.



Scaffolding



- In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Scaffolding Language

- e.g. using short sentences and paragraphs, repeating nouns instead of using pronouns, underlying key phrases, brainstorming topic-related language, students writing own definitions, organising vocabulary in categories, pre-using vocabulary and discourse patterns.



Scaffolding Language



Supermarket of ideas

Translanguaging

- listen to a lecture or watch a video in one language and take notes in another (NB: if necessary stop and start the lecture or video to give the students time to think and write.)



Making cross-linguistic connections

Produce bilingual hard copy or electronic posters as a summary of a unit or lesson. (see glogster.com or other similar tools)



Scaffolding Language

Scaffolding language & student output

- having students use newly introduced words and phrases several times in different contexts for different purposes (Why? repetition supports retention)

Direct

Indirect

Scaffolding language & student output

- first brainstorming as a class, language needed to discuss a topic, and grouping this language as it is captured

Direct

Indirect

Indirect

Indirect

Scaffolds for reading texts

- using graphic organisers (e.g., Venn diagrams, tables & charts)

Indirect

Indirect

Scaffolding language & student output

- providing speaking frames such as a debate framework or one for developing a line of reasoning

Indirect

Scaffolding Content

- e.g. using advance and other graphic organisers; highlighting key facts; using plenty of subheadings; using analogies; building on students' existing skills, knowledge and understanding; making connections to students' lives; reducing the number of facts presented at one time; teaching learning skills.



Your beliefs vs research - CLIL essentials

Activities

What do you know about Portugal?

Work individually and then in groups to write down the most we remember about geography, history, education, economics and culture of Portugal.

Repeat the activity with clearer directions.
(remember schema - how do we recall memories).

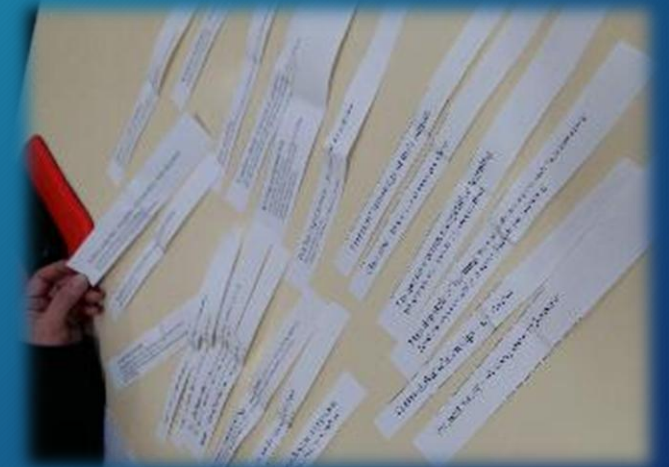
Your beliefs vs research - CLIL essentials

Place 20 plus influences for learning
in order starting from the most
powerful to the less powerful (group
activity)

- Drawing well-grounded conclusions
- Discussing the list and what we think.

You will have:

- Explored your own beliefs about teaching and learning.
- Discussed your beliefs in reference to research evidence.



What makes a good outcome/objective?

Put in an order different criteria starting with the best and move to the poorer. Work in couples. Explain why we made these decisions and how we could improve them.



Critical thinking



Different types of thinking

- semi-conscious (may not be fully aware of these thoughts)
- everyday acts requiring little direct attention or effort
- deliberate acts of reflecting or bringing into attention particular aspects of our experience (Moseley et al. 2005).

Use a critical thinking framework to develop an activity

Critical thinking

- Discuss the different ideas in groups.
- Criteria for presentation:
 - Clearly visible
 - All definitions included.
- Come out with charts and visuals
(each one from a group).

Thank you for your attention!

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