



Module Title	<b>Learning CLIL through CLIL</b>
Partner(s)	IT-Lend, RO, LV, ES, SE
Topics	CLIL CLIL methodology
Subject area	Teaching methodology
Language(s)	English
Language Level	B1 B2
Target group	Teachers and teacher trainers
Duration	10 hours
Aims	Introduce teachers and teacher trainers to CLIL
Objectives	Understand CLIL methodology Work with CLIL methodology
Methodology/ Training activities	<ul style="list-style-type: none"> <li>- Presentation</li> <li>- Reflection and debate</li> <li>- Language identification</li> <li>- Task</li> <li>- Assessment and feedback</li> </ul> Group management: whole group, pair group, group & individual work
Assessment	<ul style="list-style-type: none"> <li>▪ Observation</li> <li>▪ Self-assessment and peer-assessment</li> </ul> Tools: <ul style="list-style-type: none"> <li>▪ Observation sheets</li> <li>▪ Self &amp; peer assessment sheets</li> <li>▪ Task production</li> </ul>
Documents and materials	<ul style="list-style-type: none"> <li>▪ Content &amp; Language integrated learning. From CLIL methods for language learning Video n. 1 in:  <a href="http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;video=hn4zF7x3fyc">http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;video=hn4zF7x3fyc</a> </li> <li>▪ Video on collaborative learning:  <a href="http://www.youtube.com/watch?v=HEh8Z0sbiRE">http://www.youtube.com/watch?v=HEh8Z0sbiRE</a> </li> <li>▪ Moate, J. (2010) The integrated nature of CLIL: A Sociocultural Perspective. In <i>International CLIL Research Journal</i>, vol. 1 (3) 2010.</li> <li>▪ Unit 2 Moate, J. questions.doc</li> <li>▪ Unit 2 Definition sheet.doc</li> <li>▪ Unit 3 Core Activator exercise.doc</li> <li>▪ Unit 3 CLIL glossary.doc</li> <li>▪ Unit 3 Teacher competences questionnaire.doc</li> </ul>



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Block	Activity	Materials needed
Unit 1	<b>Introduction to CLIL</b>	
1	<b>Warm-up:</b> first segment of video: Discussion and reflection on: <ul style="list-style-type: none"> <li>How they learnt languages</li> <li>Different methods used.</li> <li>Effectiveness of methods used.</li> <li>Difference between learning by construction and learning by instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Content &amp; Language integrated learning. From <i>CLIL methods for language learning</i> Video n. 1 (First segment 0:00-1:34) in: <a href="http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;videos=hn4zF7x3fyc">http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;videos=hn4zF7x3fyc</a></li> <li>PPT Unit 1</li> </ul>
2	<b>Follow-up:</b> second segment of video: Discussion and reflection on <ul style="list-style-type: none"> <li>New information society.</li> <li>Need to rethink how we teach and what we teach.</li> <li>CLIL definition.</li> </ul>	<ul style="list-style-type: none"> <li>Content &amp; Language integrated learning. From <i>CLIL methods for language learning</i> Video n. 1 (Second segment 1:34-2:39) in: <a href="http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;videos=hn4zF7x3fyc">http://www.youtube.com/watch?v=4YoCQYJezNA&amp;feature=mfu_in_order&amp;playnext=1&amp;videos=hn4zF7x3fyc</a></li> <li>PPT Unit 1</li> </ul>
3	<b>Identification and organisation of knowledge</b> <ul style="list-style-type: none"> <li>Methods</li> <li>Advantages &amp; disadvantages</li> <li>Effectiveness</li> <li>Conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Advantages, disadvantages &amp; conclusions sheet</li> <li>PPT Unit 1</li> </ul>
4	<b>Language identification</b> <ul style="list-style-type: none"> <li>Learning vs. Teaching</li> <li>Communicative vs. Grammatical competence</li> <li>Approach vs. Method</li> <li>Competence building</li> <li>Knowledge development</li> <li>Thinking &amp; re-thinking</li> </ul>	<ul style="list-style-type: none"> <li>PPT Unit 1</li> </ul>
5	<b>Task for students</b> <ul style="list-style-type: none"> <li>Find out information about CLIL.</li> <li>Show your findings in a poster and explain them to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Internet</li> <li>Computer and PPT software</li> </ul>
Unit 2	<b>CLIL BASICS</b>	
1	<b>Warm-up:</b> Comments on posters presented and free discussion about CLIL basics	<ul style="list-style-type: none"> <li>Posters on CLIL</li> </ul>
2	<b>Follow-up:</b> Read the article <i>The integrated nature of CLIL</i> <ul style="list-style-type: none"> <li>Answer the questions given (Article Moate, J. questions.doc.)</li> <li>Discussion on issues</li> </ul>	<ul style="list-style-type: none"> <li>Moate, J. (2010) The integrated nature of CLIL: A Sociocultural Perspective. In <i>International CLIL Research Journal</i>, vol. 1 (3) 2010.</li> <li>Unit 2 Moate, J. questions.doc.</li> <li>PPT Unit 2</li> </ul>
3	<b>Identification and organisation of knowledge</b> <ul style="list-style-type: none"> <li>Collaborative space</li> <li>Teacher's role</li> <li>Exploratory talk principles</li> <li>IDRF</li> </ul>	<ul style="list-style-type: none"> <li>Video on collaborative learning: <a href="http://www.youtube.com/watch?v=HEh8Z0sbiRE">http://www.youtube.com/watch?v=HEh8Z0sbiRE</a></li> <li>PPT Unit 2</li> </ul>



	<ul style="list-style-type: none"> <li>• Reflection on these issues</li> </ul>	
4	<b>Language identification</b> <ul style="list-style-type: none"> <li>• Content &amp; language integrated learning</li> <li>• Transmission &amp; Transaction</li> <li>• Genre</li> <li>• Social, meta-, critical, expert, exploratory talk</li> <li>• Collaborative space</li> <li>• Dialogic class</li> <li>• Commitment, transparency, consideration, joint ownership</li> <li>• Answer definition sheet (Unit 2. Definition Sheet.doc.)</li> </ul>	<ul style="list-style-type: none"> <li>▪ PPT Unit 2</li> <li>▪ Unit 2 Definition sheet.doc</li> </ul>
5	<b>Task for students</b> Think and write the following document: <b>"The decalog for my CLIL collaborative space"</b>	Computer and PPT software
Unit 3	<b>CLIL ELEMENTS &amp; ISSUES</b>	
1	<b>Warm up:</b> Discussion and reflection on: Principles of CLIL <ul style="list-style-type: none"> <li>• Components of a CLIL lesson</li> </ul>	PPT unit 3
2	<b>Follow-up:</b> Discussion and reflection on: <ul style="list-style-type: none"> <li>• Key elements in CLIL</li> </ul>	PPT unit 3
3	<b>Identification and organisation of knowledge:</b> <ul style="list-style-type: none"> <li>• Exercise on Core Activators</li> <li>• Discussion and reflection on Core Activators</li> </ul>	PPT unit 3  Unit 3 Core Activator exercise.doc
4	<b>Language identification:</b> <ul style="list-style-type: none"> <li>• Cognition</li> <li>• Confident learner</li> <li>• Creativity</li> <li>• Intercultural understanding</li> <li>• Crosscurricular collaboration</li> <li>• Cognition</li> <li>• Confident learner</li> <li>• Creativity</li> <li>• Intercultural understanding</li> <li>• Crosscurricular collaboration</li> </ul>	PPT unit 3  Unit 3 CLIL glossary.doc
5	<b>Task:</b> <ul style="list-style-type: none"> <li>• Complete Teacher Competences questionnaire</li> <li>• Share and discuss results</li> </ul>	PPT unit 3  Unit 3 Teacher competences questionnaire.doc