

# The CLIL approach

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## INTRODUCTION

CLIL is a methodology of teaching languages in such a way that the main emphasis is not on the 'form', but on the 'content'. In the words of its first promoter, D. Marsh, CLIL is a "language pedagogy focusing on meaning which contrasts to those which focus on form" (Marsh, 2002, p. 49). Throughout the 1980s and 1990s, several language initiatives implementing this principle have emerged (e.g. Byrnes, 1998; Brinton, Snow & Wesche (2003); Grabbe & Stoller (1997)). To better understand the current CLIL methodology, it is important to perceive it as a result of rather complex historical factors typical for each region. According to Dale (2011, p. 19-21), it is a consequence of the influence of bilingualism, second language acquisition theories, cognitive learning theories, and constructivism. Coyle, Hood and Marsh (2010) emphasize namely bilingual education and immersion, typical for specific regions, as well as content-based language learning/teaching or English as an additional language. In an increasingly globalized and interdependent world, multilingualism stands as an articulating element of society, which means that its role in school will be key when it comes to training new citizens of the future (Graddol, 2006). In this context the development of communicative competences becomes a priority in teaching. Therefore, Content & Language Integrated Learning (henceforth CLIL) research has become the center of attention since it exceeds the mere acquisition of a language and allows the student to develop communication skills, also facilitating subsequent learning (Marsh, 1994; Marsh et al., 2001; Ball et al., 2015). In fact, CLIL is intended to prepare students to cope with a changing world and to help them develop a sense of global citizenship, having experiences which they could not have had in a monolingual setting (Ball et al., 2016). However, this methodology can be a cognitive challenge for both students and teachers. The first are expected to develop their basic interpersonal communication skills and their competence in cognitive-academic language, expanding their facets of thinking (Coyle et al., 2010) while teachers have too much to pay attention to in the classroom: timing, teaching methodology, presenting content, language attention, class management, etc.

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# CHAPTER I

## THE CLIL APPROACH

*'CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.'*

### 1. THE CLIL APPROACH



The term CLIL stands for Content and Language Integrated Learning. It is an approach to teaching both content and language in the classroom which focuses learners on working with knowledge and sharing what they know with their classmates in order to complete a task. It is believed that in working together to complete tasks, the learners learn not only the subject matter, but, incidentally, also any language which is used during the process of completing the task. By teaching subjects through English, it is believed that teachers can provide their learners with a better preparation for working life than if they taught English simply as a language subject. It is also believed that it can increase learners' motivation and learning to involve them in tasks using language for a realistic and relevant purpose.

CLIL is a set of methodological strategies, the purpose of which is to teach content through a foreign language. This is achieved with the learners having to build their knowledge from their own and others' experience.

Do Coyle, Philip Hood, David Marsh, 2010 Content and language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time. CLIL is

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not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both.

Coyle et al. (2010) suggest that these multiple outcomes of CLIL should target 4Cs: content, communication, cognition, and culture. Content addresses the knowledge students should gain from a lesson, and communication could be connected to language outcomes. The CLIL approach offers a holistic and immersive way for students to learn a second language while acquiring knowledge in other subject areas.

The four elements describe the essential reasons why the CLIL approach is appropriate to active and interactive methods of teaching. These four elements are tightly interwoven. Any CLIL model or methodology consider the relative importance of the parameters below:

- CLIL provides learning contexts which are relevant to the needs and interests of learners;
- CLIL promotes learner progression in both language skills and knowledge construction;
- CLIL offers direct opportunities to learn through language and to make meanings that matter;
- CLIL is particularly relevant in classrooms where learners bring diverse language and cultural experiences;
- CLIL is fundamental to learning and intercultural awareness. The relationship between cultures and languages is complex

The fact that the target language is new might confuse the learners at the beginning, as they have to focus on both the target matter and using their foreign language skills. By assignments, group work and discussion in the classroom, students will eventually become part of a routine and nothing will seem abnormal or too difficult anymore. In order for the teacher to prepare suitable learning materials and efficiently teach, they should develop their knowledge of the target subject. This is of course a substantial time investment from the CLIL teacher especially if there are no ready-made learning content available. At the same time, the classes are best to be designed in a way that students have a good comprehension of the subject taught and of the foreign language used to teach the topic. Teachers should also be aware of the skills and difficulties of each student, and scaffold the learning activities according to the students' learning process. Concept checking questions are a teacher's right hand when using the CLIL approach!

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The essence of CLIL is in integration. The dual focus of having simultaneous content and language learning outcomes marks a change from conventional practice in both subjects and language teaching. This divergence has become more pronounced as research on CLIL has given rise to the triple focus concept, whereby content and language goals are pursued with a sophisticated understanding of student cognition, usually referred to as thinking skills (see Mehisto/ Marsh/ Frigols 2008 and Coyle/ Hood/ Marsh 2010).

### 1.1 BENEFITS OF USING CLIL IN LANGUAGE LEARNING

The CLIL approach has gained popularity in language teaching as it offers various benefits to both language learners and educators. Here are some of the key benefits of using the CLIL lessons in language teaching:

- **Improved language proficiency:** CLIL allows students to learn a second language in a meaningful context by using it to acquire knowledge in other subject areas. This approach can lead to better language proficiency compared to traditional language instruction methods.
- **Authentic language use:** CLIL exposes students to authentic, real-world language usage. They encounter and use language in practical contexts, which can make language learning more engaging and improve their communication skills.
- **Increased student motivation:** Learning subjects in a foreign language can be motivating for students as they see a clear purpose for new language acquisition. It can foster a genuine interest in the language and the content being taught.
- **Enhanced cognitive skills:** CLIL encourages the development of cognitive skills such as critical thinking, problem-solving, and analytical reasoning as students engage with complex content in a second language.
- **Cultural awareness:** CLIL lessons often include cultural aspects related to the language being taught, helping students gain a broader understanding of the culture, customs, and perspectives of native speakers of the language.

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- **Transferable skills:** Students acquire skills and knowledge in both the target language and the subject matter, which can be applied in real-life including various academic and professional contexts.
- **Preparation for multilingualism:** CLIL can prepare students for a multilingual world by equipping them with the ability to use multiple languages for communication and learning.
- **Improved academic performance:** Research suggests that CLIL students often perform well academically in both language and content subjects, demonstrating the effectiveness of this approach.
- **Global competence:** CLIL can help students develop a global perspective and become more culturally sensitive and aware, which is increasingly important in our interconnected world.
- **Teacher collaboration:** CLIL encourages collaboration between language and subject teachers, fostering a cooperative approach to education and professional development as well.
- **Teacher professional development:** Language educators who implement the CLIL approach often need to expand their skills and knowledge, leading to continuous professional development and growth opportunities.
- **Flexible teaching strategy:** CLIL can be adapted to various educational levels, from primary schools to universities, and can be used with different languages and content areas.

### 1.2 DIFFERENT TYPES OF FOREIGN LANGUAGE TEACHING

Teaching with CLIL approach is one of many ways to help learners develop their language skills. Four examples of ways to approach the teaching of a foreign languages are:

1. Foreign language teaching for general purpose. This is language – led and applies the different language situations and topics in order to illustrate the language points. It uses language teaching methodology and the assessment is based on language level.

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2. Foreign language teaching for work purpose (ESP). This is also language - led but the content is determined and influenced by the work purpose. It uses language teaching methodology and the assessment is based on language level.
3. Cross – curricular foreign language teaching. This is a language teaching using content from across curricula. For example, history, geography or science. It is taught by language teachers who use cross – curricula content, and is assessed on language level.
4. CLIL – Subject teaching through a foreign language. This is entirely subject – led and the subject dictates what languages support is needed. The languages is one part of the process, rather than an end in itself. It is assessed on subject knowledge. It may be taught by a subject teacher or a foreign language teacher. In some cases, it is taught by both teachers, which is an ideal scenario, though as this is a resource – heavy option it is less common.

CLIL is used in schools all over the world from infants and primary to secondary and tertiary levels of study. Some educational institutions involve learners in CLIL classes 100% of the time. Others use CLIL approach in a part of the teaching programme with the remainder of the subject teaching being done in the learners' first language.

Depending on the institution, CLIL teaching may be carried out by subject teachers who are more familiar with content or by language teacher who are more familiar with focusing on new languages explicitly. Thus, in a CLIL teaching content, a subject teacher may have to focus on language which they are unfamiliar with or a language teacher may have to focus on content which they are unfamiliar with.

### **1.3 CLIL METHOD OF TEACHING**

David Marsh (2011) researched factors of CLIL implementation. The reasons for CLIL implementation include diversifying methods and forms of classroom practice; building intercultural knowledge and understanding; enabling students to access international certification; increasing learner motivation and building self-confidence towards learning English, giving

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added value to the content; preparing for future studies and working life; and enhancing school and region profiles.

CLIL is a fantastic method to empower students of all ages and levels of fluency. By teaching CLIL lessons, you're giving students the tools to grow, acquire and activate cross-disciplinary skills by using a language different from their own.

It's also a great method to promote positive attitudes towards language learning from an early stage. Students won't be corrected on every single error they make. Instead, they'll be encouraged to keep talking and learning in the language, which lets them feel good about their ability to communicate from the get-go.

CLIL supports critical thinking and collaboration skills. Students won't be spoon-fed their language lessons, but rather they'll need to pay attention, observe and learn the language by learning about other subjects in that language. They can look to their peers to support them in this process.

The CLIL method is used at all educational levels in our country in acknowledgement of its beneficial aspects. The theoretical framework for the implementation of CLIL, in secondary education, has been shaped by theories which pertain foreign and second language teaching and have influenced relevant pedagogies. CLIL is a flexible method and its effectiveness is dependent on the teacher and on the material used. The most objective information about the implementation of content and language integrated learning is provided by direct observation of the activity of the teacher and the student at the lessons.

### **1.4 HOW TO IMPLEMENT THE CLIL METHOD OF TEACHING IN A CLASSROOM**

- **Rethink Your Syllabus:** First, you should start by considering how to work CLIL into your syllabus.

Incorporate cross-disciplinary themes. A great CLIL syllabus should replicate any traditional subject lesson syllabus. Rather than thinking of yourself as a language teacher, imagine that you're a subject teacher. The main difference is that your students will learn this subject in another language. Here are some examples of subjects you could teach: Literature, Mathematics, Philosophy, Art.

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Work by themes: If you feel that this may become overwhelming and unsustainable in the long term, fear not! You can use CLIL as a single lesson for one language class—you don't have to teach CLIL all the time, but it can instead be part of your varied teaching arsenal. You may rotate between subjects so you only teach the subjects that you're most comfortable with.

- **Focus on Tasks in the Classroom:** Like the traditional monolingual classroom, CLIL promotes collaborative work and the acquisition of multidisciplinary, task-based skills. This gives students a clear purpose and the motivation to learn and complete the task to the best of their ability. It also rewards their ability to use their own personal knowledge to succeed in the classroom.

CLIL is driven by academic or other subject-matter content and teachers who are interested in incorporate this approach in classroom need to know and understand how to create and incorporate the teaching of the four skills reading, writing, listening, and speaking to non-native speakers of a language effectively and in a beneficial way for their learners.

Anything students receive in a foreign language is referred to as input. The receptive skills are known as Listening and Reading and require that all teachers check on their learners' comprehension of what has or has not been understood.

### **1.5 THE RECEPTIVE SKILLS:**

Listening activity

- Pre-teach difficult or unknown vocabulary words
- Listen first time for gist – without handout
- Listen second time for specific details – with questions on handout

This step can be skipped if over 50% of questions have been answered: Listen a third time for confirmation and to get missed details.

After the second or third listening, individual students can share and compare with those around them before coming back together as a class to confirm anything else that they are unsure about or that they were unable to discern with their partner or partners.

The first listening allows students to listen to and watch the 3-minute trailer. Before the second listening, students are given a handout where 12 words *'CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.'*

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from the transcript are provided in a word bank at the top of the worksheet. During the second listening, students are required to fill in the missing words in the text without the visual of the video to allow them to focus solely on listening.

Students can skip the third listening if they were able to fill in at least 50% of the missing words.

Cloze Activity is an activity in which words are removed from a passage for a learner to fill in as an exercise in reading comprehension. The missing words may or may not be provided in a word bank.

Reading Activity:

- Pre-teach difficult or unknown vocabulary words and highlight them in the text
- Students Read first time aloud (dividing up reading equally by sentences or paragraphs) to practice pronunciation
- Students read second time silently for comprehension

At this point, students can complete comprehension questions with or without the text, individually, or with a partner or partners. If comprehension questions are answered without the text, they can be answered with a partner through speaking and relying on memory of what was read together.

In another example from the course CLIL– Practical Activities for all teachers. In one of the reading activities, a short reading passage about a topic. For the first reading, each student is allowed to read at least one sentence aloud.

During the second reading, students read silently and are asked to write their names at the top of the handout when they have finished. Teachers can collect the reading passage from all students when they have finished reading.

As mentioned in the above formula, individual students or pairs are given one handout with 12 comprehension questions to answer without the ability to refer to the reading passage for answers.

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## 1.6 THE PRODUCTIVE SKILLS:

### Writing and Speaking activities

Anything that students produce in a foreign language is referred to as output. The productive skills are known as Writing and Speaking and require that teachers engage in error correction which can be done by the teacher, the student, or a peer depending on what needs to be corrected, student level, and or the activity.

Students can work on productive activities where writing and speaking are required in any of the following ways:

- Individually
- Pairs
- Small groups
- Two teams
- Whole class

On the fourth day of the course CLIL in Secondary School – Practical Activities for All Teachers, the focus is on teaching Geography through CLIL. Students are required to produce a roleplay, using speaking, based on a topic.

First students choose the role they would like to play. Then they are provided with the transcript from the film. After highlighting their role and what they need to say, they Listen and watch – paying attention to the character they are playing and how they sound. The next step is to put students in small groups, two teams, or as a whole class to practice the script.

When each group is ready, students perform. There can be more than one performance and everyone else who participates as the audience can provide oral or written feedback. If students are studying the part of the world, they can also research and write about different cities or vocabulary related.

Since CLIL is about teaching content through a foreign language. It can serve as an approach to provide meaningful language use driven by specific content.

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## 1.7 CLIL ACTIVITIES:

- **Presentations:** One student takes the center of the stage to introduce to the rest of the classroom a tangential theme related to the subject you've been discussing. Encourage them to use graphics, images and multimedia material, and to prominently write keywords on the blackboard so their fellow classmates can take notes.
- **Role-plays:** Students impersonate major figures and stakeholders to give life to a concept or theme they've learned in the classroom. Ask them to prepare the reenactment ahead of time by working together to write and memorize a mini-play around this theme. Recap by letting the class interact with student-actors to ask questions about the subject matter.
- **Science experiments:** These are fantastic tools to help your students discover science, chemistry and biology. Ask a subject teacher from a class to come and supervise if you're unsure about certain elements, and don't forget to pre-teach important concepts and words so students know what to do during the experiments.
- **Cooking classes:** An essential part of culture, society and language, food helps to bring the class together—and cooking is where it all starts. Start by selecting a recipe and discuss it in class ahead of time. Then ask students to compete and make their own versions of the recipe. Then recap in class and ask students to discuss, taste and compare their productions.
- **Choose the Right Moments to Give Feedback:** Feedback and motivation is at the heart of any language class. After all, errors are opportunities to teach and learn. Minimal feedback and maximum positivity are essential parts of CLIL. The goal is to boost your students' ability to communicate while also allowing them to focus on learning subject lessons. Along the way, you'll build their positive vibes for the target language and culture. So, the best

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strategy is to aim for communication rather than accuracy when your students speak. Use the same principles for writing activities.

Let students express themselves and write freely, but try to identify frequent, specific misunderstandings and mistakes, and then use your next class to address them. Write down words and expressions on the blackboard, and use colors to circle specific letters or accents to watch out for. Ask for feedback from students, monitor results and adjust accordingly. Implementation varies from classroom to classroom, so it's up to you to take the pulse of the class and reshape your CLIL syllabus and activities.

- **Teach Grammar in Context**

Listing endless grammar rules is rarely effective. Students often keep making the same mistakes over and over and often freeze rather than using the words and communicating. To correct this, make sure that students learn grammar in context based on the topics they study and through constant exposure to the language. Revise and recycle grammar periodically to let students observe the language. When introducing grammar, include charts, documents and pictures that demonstrate a use of the rule prominently. You could also present some authentic materials, such as newspaper articles or documentary clips that use the grammar while also teaching something related to a subject. You can find authentic examples of the target language all over the internet, most notably videos including native speakers from fluently.

- **Repetition**

When you repeat the crucial words and phrases, you're giving students multiple chances to get the definition and usage right. Because the medium of instruction is unfamiliar to them, they'll be forced to use context and their critical thinking skills in order to figure out the meaning of certain words. By using the same words repeatedly and in different contexts, you're helping students validate (or toss out) their initial guesses.

In addition, repeating words or phrases gives students the chance for auditory practice. One of the most important skills for learning a language is listening. The honing of this skill cannot be overemphasized enough. Repetition, in different pronunciation speeds, allows the students to fully learn the sounds of the language.

- **Animated gesturing**

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This time, we go to the visual side of teaching a new language. Here, you have to use your whole body to convey nuanced meaning to your students. Don't just use your hands. Even your eyes can speak. The tilting of your head, the way you stand, even when you pump your chest or not, they all help convey meaning. Exaggerate things, your facial expressions and movements. Doing this will not only help convey the meaning, it will help maintain the interest and attention of your class. Students prefer to sit in a class where the person in front is moving around, gesturing away, and where there's always something new happening in front of them. It's much more engaging than a class where the teacher just stands on a lectern and monotonizes away for the next 60 minutes.

- **Use of visual aids and props**

What if you teach a concept that you can't sufficiently gesture away? Easy. Use images. It's true what they say. A picture is worth a thousand words. Use images that feature interesting elements, exploding colors and relatable characters.

For example, if the lesson is about food, bringing the ingredients and demonstrating how to slice, dice and toss it will be much better than showing pictures, much less trying to gesture about the ingredients and actions. (How can you gesture "lettuce," or the difference between "slice" and "dice"?)

- **Pre-teaching vocabulary**

Sometimes it's better to isolate vocabulary that you want students to remember. Instead of just using words in a lesson and letting the students figure out the meanings for themselves, you might want to be more direct about what vocabulary is being featured and needs to be learned.

Pre-teaching vocabulary gives your students a leg up by offering words and concepts in manageable pieces before actually embedding them in the main lesson. In a way, you're giving them a little head up. By knowing some of the words beforehand, you're helping them figure out on their own many other words and concepts that'll be included in the lesson.

- **Language lesson sidebar**

Instead of letting students figure out for themselves some rules of grammar, you can go ahead and do a quick and painless language lesson as a sidebar. What does that mean exactly? For example, in a Spanish class where you're all set to deliver an awesome storytelling session, you might actually go on a very short detour by discussing the definite articles *la* and *el*. Instead of you waiting for them to figure out that *la* is used for feminine nouns while

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el is used for masculine, you directly explain to them gendered nouns in Spanish.

- **Direct translation**

This is a scaffolding as well as a time-saving teaching technique. I know that CLIL, as a totally immersive experience, is encouraging teachers to use the target language in the conduct of classes, but in instances when you feel giving a direct translation would get students unstuck, then do it. It would still be much better for students to discover for themselves the meanings of words and concepts, because the brain retains the information it has worked for much better, but if you feel giving the direct translation would outweigh this benefit, then do so.

- **Show and tell**

This has become a classic classroom activity because it compels student engagement with both the subject and the language. For example, you can ask each student to talk about the subject in their own words—using the target language, of course. A presentation of about five sentences will do. What's important is that you let the students experience what it's like conversing, interacting and conveying a message in the target language. As much as possible, don't interrupt the presentation even if you hear the wrong use of grammar. Instead, after each presentation, do a rundown of everything right that happened during a student's show and tell. This way, instead of being an unnerving exercise, this can actually be a confidence-building one. It lets everyone know that they can handle the target language, that even if they commit mistakes it's not the end of the world. This is a very healthy attitude in CLIL, as well as any other type of language teaching and learning.

- **Role playing**

You can also let the students work in pairs or groups and present a little bit of role playing. Maybe in a French class where you're teaching history, you might ask students to re-enact pivotal moments in history. A two-minute presentation is really more than enough. This activity has the dual purpose of serving as language practice and, at the same time, apprising you, the teacher, of what students have learned. Listening to the presentations, you'll know what elements of the lesson need scaffolding or which students need a little extra support, for example. This is also a good way of encouraging students to come out of their shells. If the solo nature of show and tell is too much for some of your students, the group or pair nature of role playing could encourage them to try more active participation in class.

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Now that the CLIL method of teaching holds no secrets for you, we're sure that you'll have no problem improving your students' abilities in the target language.

### 1.8 TEACHERS IN CLIL CLASSROOM

Teachers who use CLIL need to be linguistically aware, possessing insight into how language functions, in addition to being able to use the language as a tool in the classroom. What is very important is that those teachers who know their linguistic skills are limited need to adapt their content and methods.

The role of a teacher in a CLIL classroom is extremely important. The CLIL teacher should have the qualities that Whitty (1996: 89–90) enumerates, namely: “professional values, professional development, communication, subject knowledge, understanding of learners and their learning”. Additionally, the CLIL teacher should have the ability to teach one or more subjects in the curriculum in a language other than the usual language of instruction and moreover, teach that language itself (Eurydice 2006). Teachers involved in CLIL should also recognize the need to change established habits which might be used in the L1 when teaching the same content in L2.

Teachers involved in CLIL recognize the need to change established habits which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL context means that it is not only the teacher's linguistic competence which is of importance, but also that of the learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centered to learner-centered methods. It is also very important for those teachers who know that their linguistic skills are limited to adapt their content and methods accordingly. Marsh et al. (2001: 78) claim that “this is where code-switching and preparation become crucial”. On the other hand, Hall (2001: 120) states that “it is very important to remember that being able to use a L2 does not mean being able to teach in that L2 in a given situation”. If a CLIL teacher is to teach extensively in the L2 it is essential that she/he has sufficient command of the language.

One of the most important abilities of the CLIL teacher is second language competence. Andrews (1999: 163) argues that “the teacher of a language, like any educated user of that language, undoubtedly needs levels of implicit

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and explicit knowledge of grammar which will facilitate effective communication”. At the same time, however: “effective L2 teaching requires of the teacher more than just the possession of such knowledge and the ability to draw upon it for communicative purposes. The L2 teacher also needs to reflect upon that knowledge and ability, and upon his/her knowledge of the underlying systems of the language, in order to ensure that the learners receive maximally useful input for learning” (Andrews 1999).

Teaching in CLIL demands much more than the ability to speak or listen in a particular language. Whether one is dealing with native or non-native speakers of a given language, the key question of linguistic competence for the teaching context remains a key issue. Good linguistic skills in the target language are necessary. Teachers who use CLIL need to be linguistically aware, possessing insight into how language functions, in addition to being able to use the language as a tool in the classroom. What is very important is that those teachers who know their linguistic skills are limited need to adapt their content and methods. In fact, “this is where code-switching and preparation become crucial” (Marsh, Marsland 1999: 45). It is also reasonable to suggest that teachers with more limited linguistic skills have to pay more attention to lesson planning in order to feel more confident.

CLIL teachers need to be simultaneously both language and content teachers. The emphasis may be more towards one of these than the other, depending on the teacher competences but nonetheless “dual-interest and dual-ability, if not dual-qualification, appear to be highly desirable” (Marsh, Marsland 1999: 38).

According to Eurydice (2006), in the CLIL type provision, teachers are specialists in one or more non-language subjects or have two areas of specialization, one in a language subject and the other in a non-language subject. However, there are countries in which the teachers do not have dual education and therefore they need to provide a certified evidence of particular skills. None of the diplomas or certificates required relates to CLIL type provision as such, or more specifically to particular aspects of its teaching principles and methodology.

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## 1.9 THE CLIL PYRAMID

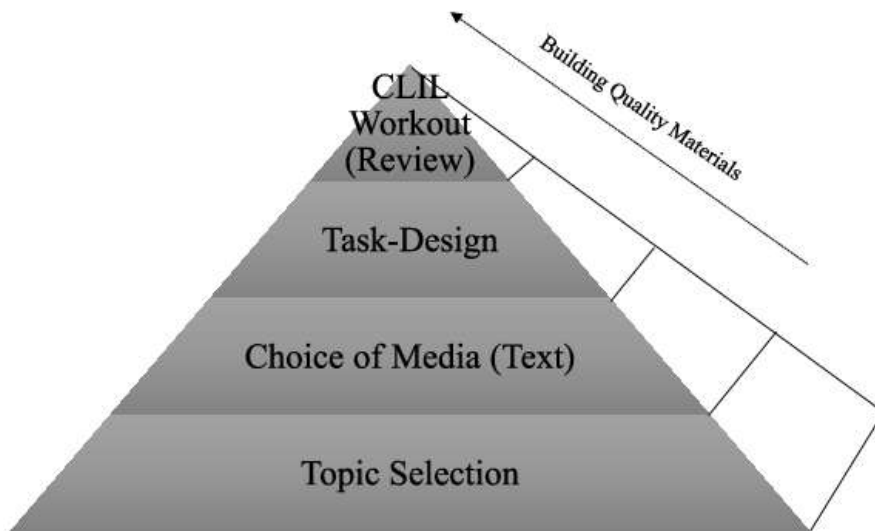


Table 1. The clil pyramid building

The CLIL pyramid was designed to visually represent the idea that CLIL quality based on the principles of the 4C framework can only be achieved when all four Cs are considered in lesson planning and materials construction.

**Content:** The content is a fundamental part of CLIL, knowledge is learnt through the additional language.

Also, this is the first step to build the CLIL pyramid. Inside the subject, select the topic.

**Culture:** knowing the own culture and other cultures through an open-mind view and cultivating tolerance, respect and citizenship values.

**Communication:** the 4 language skills (reading, writing, listening and speaking) and their own features (using properly the language taking into account the context). It is essential to use the additional language as a vehicle, a way in which students can achieve the educational goals.

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**Cognition:** working from LOTS to HOTS (Bloom's Taxonomy). The learning process must be based on meaningful learning and on real contexts, reaching a purpose. For that, it will be very useful the implementation of task and projects. **Stages to build.**

**THE FIRST STAGE:** Topic Selection. The basement in the CLIL Pyramid is planning. CLIL modules are organized about big ideas (topics) to which several curricular (content and language) subjects or curriculum areas in a cross-curricular way. The specific characteristics of the content subject are the strategic point of every CLIL lesson and the key for material construction. The first stage involves those interested in CLIL – language teachers, subject teachers, primary teachers and their colleagues, programme managers and so on, engaging in the construction of a shared vision for CLIL. If there is no tradition of CLIL in a school, the first challenge for pioneers is to bring together a group to share ideas and explore how CLIL might operate in their school. This 'starting small' approach may consist, for example, of one subject teacher and one language teacher or a class teacher working with a colleague as a critical friend. In some schools, where teachers are starting CLIL on their own, joining one of the CLIL virtual networks can provide a forum for sharing ideas. Creating a shared vision has benefits which go beyond CLIL.

**THE SECOND STAGE:** It is called Choice of media. Present rich, meaningful and authentic input capable of motivating and helping students in the development of activities is essential. For this, Meyer (2010) insists on the need to select teaching materials ensuring multimodal formats under different presentation styles that take into account the different learning styles and the multiple intelligences model. CLIL should be a rich learning environment for students and the nature of the selected input is fundamental to decide de kind of input scaffolding that teacher must provide to their students. The teacher has the role of helping students overcome their difficulties by concentrating on giving ample support through a pedagogical activity that includes a diversity of methods to make sure that they successfully deal with that input.

**THE THIRD STAGE** or Task Design. This implies considering the students' developmental stage and linguistic competence also linking learning to students' experiences, therefore, tasks should be designed to combine both higher order thinking and lead to genuine and meaningful communication in different formats and ways. Encourage students to shared knowledge as it requires cognitive skills, openness towards the others, their ideas and their culture. The more demanding the task, the more scaffolding students need to ensure the learning.

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**THE FOURTH STAGE** is settled on the top of the pyramid is called CLIL-Workout. The nature of the output, that, is generally a “real” product determines the output scaffolding necessary to provide to the students. At this point, teachers are able to monitor learner performance and increasing learner awareness about the learning process.

According to the above-mentioned principles, Meyer (2010) designed the CLIL Pyramid to visually represent the idea that quality CLIL based on the principles of the 4Cs-Framework can only be achieved when all of the four Cs are considered in lesson planning and materials construction [The CLIL Pyramid © Oliver Meyer, 2010].

The CLIL-Pyramid suggests a systematical sequence for planning CLIL units and materials, starting with topic selection and ending with a review of key content and language elements that we have come to call the CLIL workout. The stages composing the CLIL Pyramid can be described as follows:

1. Planning a CLIL unit starts with content selection. The specific needs of the content subject are at the heart of every CLIL lesson and the starting point for material construction.
2. Providing multimodal input and distributing it evenly across the new CLIL unit produces highly differentiated materials which accommodate different learning styles and activate various language skills. Such multimodal input can facilitate the development of new literacies.
3. The nature of the selected input (i.e. texts, charts, maps, videoclips, etc.) determines how much and what kind of input-scaffolding is needed. It also indicates which subject specific study skills need to be practiced with the students so they can successfully cope with that input.
4. Tasks need to be designed to trigger both higher order thinking skills and lead to authentic communication/interaction in different interactive formats (solo work, pair work, groupwork, etc.).
5. The nature of the desired output (poster, interview, presentation, map, etc.) determines how much and what kind of output-scaffolding is necessary.

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## **2.9 CLIL PYRAMID: SIX QUALITY PRINCIPLES**

1. **Rich Input:** Motivation is important when teaching a new language, it is important that the student can receive significant knowledge that encourages interest, interaction and creative thinking, in short, content that can connect them to the language correctly.
2. **Scaffolding Learning:** As in any process, support is of vital importance, scaffolding helps students to lighten the load and, most importantly, to understand the contents, which is the most important thing, it is not about how elegant the words or classes sound but about how much students can understand.
3. **Rich Interaction and Pushed Output:** As its name says, it is about interaction and its importance, a new language is learned much easier when its purpose is communicative and is brought to real situations of daily life, this encourages the fluency, precision and production of the language of natural and simple way.
4. **Adding the (Inter-)cultural Dimension:** The intercultural dimension plays a key role in teaching a new language, students must learn not only the language but also the culture, intercultural communicative competence, each culture perceives things differently and as teachers we must facilitate understanding.
5. **Make it H.O.T. :** Students must learn to think without feeling overwhelmed, they must learn to express their thoughts not to memorize them, academic thinking skills are important and can be easily incorporated into the teaching routine.
6. **Sustainable Learning:** As teachers we must ensure that the knowledge that we are transmitting to students remains in their long-term memory and not only for assignments and evaluations, thus promoting autonomous learning, thus achieving that the student's knowledge is an active knowledge and that it has the ability to apply their knowledge to solve problems.

## CHAPTER II

### THE THREE PILLARS

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## **2. THE THREE PILLARS**



**Figure 1:** Uncovering CLIL Mehisto, et al. (2008)

### **Analyzing Content – Related tasks**

#### **2.1 PILLAR 1**

Learner outcomes for a class:

Content

- Learners articulate their knowledge about a topic
- Learners identify vocabulary related to the topic

Language

- Learners construct descriptions logically
- Learners correctly use the useful grammar
- Learners use knowledge and vocabulary regarding in different situations and with different registers of language.

Learning skills

- Learners working in groups include all group members equally, listen to others and finish task on time.
- Learners develop their abilities to read and identify specific details / main features in a description.
- Learners develop their abilities to transfer information from a written text into a visual format.

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When we preparing a CLIL lesson, it takes a conscious effort of the part of the teacher to set content, language and learning skill goals to develop activities that involve a maximum number of students at a given time.

However, when taking in complicated information in another language, learners need to be given help to understand the important concepts involved.

The types of materials which are generally the most helpful when dealing with new content CLIL lessons are those which involve the learners as much as possible; they are those which move the focus of the class away from the teachers-led methods of giving information, such as lectures. In fact, the materials which are the most beneficial for our learners' understanding of a subject to deepen. Additionally, through doing the task, the learners will also further develop language and learning skills.

In short, by setting tasks for our learners to complete, we are them “work for” the information they are gaining rather than asking them to make it in passively.

Although teachers often spend considerable time developing and/or adapting existing learning resources, using a student – centred approach in our teaching can lead to both more successful teaching and learning.

Content matter is not only about acquiring knowledge and skills, it is about the learners constructing their own knowledge and developing skills.

At the heart of the learning process lies successful content or thematic learning in combination with the acquisition of knowledge, skills and understanding. Content is the subject or the project theme.

Questions to be answered by CLIL teacher

What will I teach?

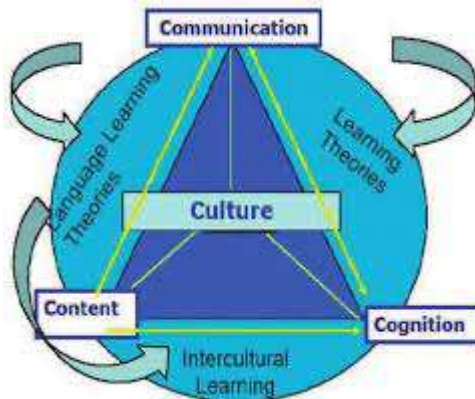
What will they learn?

What are my teaching aims?

What are the learning outcomes?

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### 2.2 THE 4Cs OF CLIL



The 4Cs of CLIL phrase Content, communication, cognition and culture (Coyle, 1999). These are interrelated components of CLIL and make up the 4Cs Framework. Culture is also linked to citizenship and community. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

- Content - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum
- Communication - Using language to learn whilst learning to use language
- Cognition - Developing thinking skills which link concept formation (abstract and concrete), understanding and language
- Culture - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

In a CLIL lesson, all four language skills should be united. The skills are:

- Listening is a normal input activity, vital for language learning
- Reading, using meaningful material, is the major source of input
- Speaking focuses on fluency. Accuracy is seen as subordinate
- Writing is a series of lexical activities through which grammar is recycled.

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## **2.3 PILLAR 2**

### **LANGUAGE – RELATED LEARNING OUTCOMES**



Integrated language and content instruction provides opportunities for learners to acquire a new language through the study of academic disciplines such as mathematics, science, and history.

Supporting language learning in content classes

Every subject has its own terminology – language that is common to scientists, mathematicians or actors. It is important for a teacher to be aware of what language the learners absolutely must know about a subject to master the content. This language is known as content obligatory language. This is the language that is specific to the topic in the lessons, e.g., teaching about the lifecycle of the frog would involve teaching subject- specific vocabulary such as chemistry, math, etc. This language is important at times however it may not be present in every lesson about a particular subject.

Content – compatible language is the more general language that learners need to use when learning about a topic. It becomes very important as learners try to express their own thoughts in relation to the topic they are studying. Consequently, content compatible language is often language that truly interests the learners.

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Cloud, Genesee and Hamayan state that content – obligatory language includes:

- 1) Technical vocabulary: taxonomy, photosynthesis
- 2) Special expressions least common multiple, common ancestral species,
- 3) Multiple meanings of words mass, cell,
- 4) Syntactical features passive and active voice,
- 5) Language functions which predominate in a particular content area of a lesson: defining, analyzing, predicting.

These language abilities are necessary for learners to acquire concepts, ask questions, explain understanding, demonstrate mastery and prepare for future learning in the content area ( Cloud et al, 2000).

Whether it is content \_ obligatory or content – compatible language, there need to be plenty of opportunities for oral interaction among learners. For new language to take root, we need to use it in conversation before it can become a lasting part of our repertoire. This oral interaction could be in the form of pair work, group work or whole class work.

English language learners learn both through the language they encounter (input) and the language they produce (output). Students should also be given ample opportunities to produce language, and they should receive direct feedback to increase their comprehension and improve their language skills.

Dr. Schneider remarks that the increased use of digital technology in education has opened up many additional opportunities for teachers to supplement lesson plans. Strategies for increasing comprehensible input include:

- Read out loud or play audio versions of texts.
- Front load vocabulary and key concepts before reading.
- Provide a similar text in the student's first language.
- Go beyond the textbook and include artwork, videos, guest speakers, stories.
- Slow down your speech.

Provide plenty of high-interest reading materials (fiction and nonfiction) at various reading levels. Make sure the students have free time in which they can use the language of instruction to talk about their own interests. Use plenty of songs. Use commercially produced songs, and have students compose their own.

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## **2.4 PILLAR 3**

### **OUTCOMES RELATED TO GENERAL LEARNING SKILLS**



Learning skills are the way learners choose to learn new subject content. They are part of active learning- importantly, more able learners use a wide range of learning skills to learn independently. When teaching in general, it is important for us to help learners develop effective learning skills. However, in CLIL classes it is even more important due to the extra challenges involved. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. There are some strategies used in CLIL classrooms:

- Selecting and setting learning goals
- Note taking
- Asking for clarification
- Summarizing
- Analyzing the task, its purpose and what has to be done
- Guessing the meaning of new words
- Using L1 for specific purpose
- Using visual and auditory prompts to aid memory
- Reviewing work alone or in small groups
- Risk taking and experimenting with new language in content

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- Personalizing learning
- Deciding on criteria to measure how well a task can be done
- Identifying key subject specific vocabulary
- Predicting text content
- Exchanging work with a partner and asking for feedback

## **2.5 DEVELOPING LEARNING SKILLS**

Learning skills are habits that can be used throughout your life to complete projects and communicate effectively. They can continuously be developed and improved to help you accomplish daily tasks or achieve your career milestones.

Different tasks and activities require different learning skills. By providing learners with a variety of tasks and modelling how to perform and approach these tasks we can encourage the development of different learning skills.

- ***Organizational skills***

Organization  
Time management  
Multitasking  
Strategy development  
Information management  
Notetaking  
Cleaning workspace  
Schedule planning  
Event coordination  
Productivity

- ***Communication skills***

Active listening  
Situation analysis  
Technological competency  
Media literacy  
Empathy  
Persuasive argumentation  
Clarification  
Respect  
Public speaking  
Writing

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- ***Collaboration skills***

Leadership  
Team-oriented  
Conflict resolution  
Compromising  
Engagement  
Reliability  
Resource allocation  
Project management  
Task delegation  
Goal setting

- ***Critical-thinking skills***

Critical-thinking  
Attention to detail  
Evaluation  
Analytical-thinking  
Inferencing  
Self-regulation  
Annotative reading  
Text interpretation  
Decision-making  
Comparing and contrasting

- ***Creative skills***

Problem-solving  
Adaptability  
Overturning  
Curiosity  
Innovation  
Brainstorming  
Entertaining  
Open-mindedness  
Repurposing  
Creative writing

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## **2.6 HOW TO IMPROVE YOUR LEARNING SKILLS**

Identify weak areas.

Practice better habits in your daily life.

Take a community course.

Participate in volunteer opportunities.

### ***Identify weak areas***

The first step to improve your learning skills is to identify the areas where you know you could improve. You might identify your weak points as communication, productivity, adaptability, decision-making or a combination of these traits. Making yourself aware of your weaknesses can help you become more mindful of how they affect your daily life.

### ***Practice better habits in your daily life***

The second step to improve your learning skills is to work toward better practices of these skills in your daily life. Clarify what you mean when talking with someone or ask for clarification from them to prevent miscommunication. Set reasonable goals for chores or work-related tasks, and try to finish them within the time-frame you set for yourself. You can work on your ability to adapt to new situations by trying something outside of your comfort zone, whether it be an activity or traveling to a different area. You can work on your decision-making skills by weighing the potential outcome of a proposed action such as eating out vs. eating the food you already have.

### ***Take a community course***

If you want to reach outside of your comfort zone, consider taking a community course in an area that you aren't as comfortable with. Consider a course in creative writing or public speaking to help you cultivate new strategies for writing and speaking in front of an audience.

### ***Participate in volunteer opportunities***

By participating in volunteer opportunities, you can hone your skills related to team-building, leadership, empathy and time management. Find

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something you are passionate about and work on your learning skills while you volunteer.

## **CHAPTER III**

### **WORKING MODELS OF CLIL PROGRAMS**

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### 3. WORKING MODELS OF CLIL PROGRAMS

| Vernacular language                                                            | vs | Vehicular language                                                            |
|--------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------|
| Everyday, familiar usage within a given group.                                 |    | Communication between different groups → Lingua franca.                       |
| Serves everyday communicative needs.                                           |    | Typically serves work-objective communicative needs.                          |
| Typically used at home.                                                        |    | Used for pragmatic reasons, e.g. trade.                                       |
| Typically contrasted with an official or High (H) language in a given society. |    | Typically contrasted with an informal or Low (L) language in a given society. |

#### 3.1 EXTENSIVE INSTRUCTION THROUGH THE VEHICULAR LANGUAGE

In this model, the **vehicular language** is used almost exclusively to introduce, summarize and revise topics, with very limited switches into the first language to explain specific aspects of the subject or vocabulary items. There is a clear triple focus on content, language and cognition. Content is taught using methods which support language learning and understanding to a greater or lesser extent in lessons. This supported – or scaffolded – approach is used to introduce new vocabulary or concepts, grammatical usage and so on, in conjunction with the content. This may be done by a single, content teacher through cooperation with a language teacher – especially where certain linguistic structures are pre – taught – or language may be taught parallel to the content learning in separate language classes. Content relevant language may also be taught by a language teacher who take responsibility for teaching the content area.

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Extensive instruction is the **vehicular language** requires that the curriculum be purpose – designed with objectives that not only lead to high levels of content mastery but also linguistic proficiency. In some cases, 50 per cent or more of the curriculum may be taught in this way. The content taught through CLIL may be drawn from any set of subjects, depending on the school's individual context.

Teachers work together so that generic study skills, and the language to successfully these, are given shared significance in the different lesson. For context – based, it may be the case that the CLIL language is used very extensive so as to create an even playing field for all students.

A vehicular language) is a language used as a means of communication between people with different mother tongues. It is a language systematically used to make communication possible between groups of people who do not share a native language or dialect, particularly when it is a third language that is distinct from both of the speakers' native languages.

### 3.2 PARTIAL INSTRUCTION THROUGH THE VEHICULAR LANGUAGE

In models which involve partial instruction through the **vehicular language** specific model, drawn from one or more subjects, it is taught through CLIL according to limited implementation periods – possibly less than five percent of the whole curriculum will be taught through CLIL. In this case a project – based modular approach is often used and the responsibility for teaching may rest with the content or language teachers, or both. As with models where the instruction through the CLIL language is extensive. There is again a clear triple focus on content, language and cognition.

Quite often partial instruction through the **vehicular language** is manifested in bilingual blended instruction involving code – switching between languages. Here the lesson involve systematic use of both the CLIL language and the first language. For example, sometimes one language might be used for outlining and summarizing the main points, and the other remaining lesson functions.

Alternatively, the two different languages may be used for specific types of activity. This is a type of code – switching which has been termed translanguaging and which leads to a dynamic form a bilingualism in the classroom. The systematic switch between languages is based on a planned development of content, language and cognition – for example some learners may use a textbook in the first language when doing homework in order to build confidence and check comprehension; other learners may ask

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for explanations from the teacher in a particular language; beginner CLIL learners may use their L1 to speak to the teacher when problem solving, but the CLIL teacher will answer questions and support teachers in the **vehicular language** .

One concern of some teachers has been whether learning through an additional language can result in learner's not understanding key terms in the first language. **Translanguaging** may be used to overcome this concern; for example by using first – language material (vocabulary and concept check list) to support teaching in the CLIL **vehicular language**.

**Translanguaging** is a term that can refer to different aspects of multilingualism. It can describe the way bilinguals and multilingual use their linguistic resources to make sense of and interact with the world around them. It can also refer to a pedagogical approach that utilizes more than one language within a classroom lesson. The term "translanguaging" was coined in the 1980s by Cen Williams (applied in Welsh as trawsieithu) in his unpublished thesis titled "An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary Education. "Williams used the term to describe the practice of using two languages in the same lesson, which differed from many previous methods of bilingual education that tried to separate languages by class, time, or day. In addition, Vogel and Garcia argued that translanguaging theory posits that rather than possessing two or more autonomous language systems, as previously thought when scholars described bilingual or multilingual speakers, bilinguals and multilingual speakers select and deploy their languages from a unitary linguistic repertoire. However, the dissemination of the term, and of the related concept, gained traction decades later due in part to published research by Ofelia Garcia, among others. In this context, translanguaging is an extension of the concept of language, the discursive practices of language speakers, but with the additional feature of using multiple languages, often simultaneously. It is a dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages.

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### 3.3 CLIL MODEL

#### 3.3.1 CLIL MODEL CONFIDENCE BUILDING AND INTRODUCTION TO KEY CONCEPTS

- Theme – based module on climatic change.
- Fifteen hours of learning time involving class – based communication with learners in another country.
- Class teacher approaches the module using CLIL – designed material and networking system.
- Instructions and set – up in the first language support provided for key concepts in CLIL languages.
- Communication and outcomes through CLIL language.

This model may be carried out by a class teacher with more limited fluency in the CLIL language, and without the support of a language teacher. Such a model is useful in countries where there is a lack of availability of language teachers or multilingual content teachers.

Using purposing – designed material, the class teacher embarks on a limited exposure to CLIL even if constraints exist. This example is particularly effective in introducing the wide world of the **vehicular language** to the learners. Use of this model can be important for most educational context, but particularly those in which learners have little authentic access to languages and cultures beyond their own. It can also be managed in context where funding and resources are limited, because low technology can be used for classroom communication across schools and often countries – for instance through artefacts, pictures and letters sent through postal services. (Adapted from: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010)

Acknowledge your personal strengths and talents, and remind yourself of them often. Set realistic goals for yourself. Practice positive self-talk. Make

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time for your hobbies, and try out some new things to find out what you are passionate about.

Confidence is a belief in oneself, the conviction that one has the ability to meet life's challenges and to succeed—and the willingness to act accordingly. Being confident requires a realistic sense of one's capabilities and feeling secure in that knowledge.

Positive thinking, practice, training, knowledge and talking to other people are all useful ways to help improve or boost your confidence levels. Confidence comes from feelings of well-being, acceptance of your body and mind (your self-esteem) and belief in your own ability, skills and experience.

### 3.3.2 CLIL MODEL DEVELOPMENT OF KEY CONCEPTS AND LEARNER'S AUTONOMY

- Subject – based learning on home economics.
- Forty hours of learning time involving translanguaging, where activities are developed through the CLIL language using bilingual material.
- Subject and language teachers work together.
- Key concept provided in first CLIL language. Key thinking skills for inquiry – based tasks on aspects of home life and behavior.
- Assessment of key principles in first language; portfolio assessment in the CLIL language.

This model suits situations where a language teacher is available in the school alongside a subject a subject teacher who has sufficient proficiency in the CLIL language, and where teamwork is possible given the constraints of the curriculum and teaching schedules. It is possible that both teachers would be in the classroom for some times, but with most classroom interaction involving one teacher. This model is an attempt to deepen learners' understanding of content concepts and develop **metalinguistic awareness**. In addition, it can act as a catalyst to introduce what may be alternative methodologies, such as enhanced learner's autonomy. (Adapted from: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010).

Developing learner autonomy involves learning how to learn, and is a gradual and sometimes difficult process. In order to become autonomous,

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learners need to be exposed to a range of useful learning activities, and have the opportunity to evaluate and reflect on these.

In the classroom, the teacher might set specific tasks to help promote autonomous learning, including: Asking you to reflect on your goals so you can set your own aims for the learning process. Teaching you how to use an Italian dictionary so you can look up words yourself.

There are 7 ways that we can create the conditions for promoting learner autonomy

- Set a learning path
- Self-assess progress.
- Give learners options.
- Use learner-generated content.
- Take responsibility for learning.
- Strategies for independent learning.
- Get learners to take risks.

Encouraging autonomy gives learners the confidence to take control of their own learning and contribute positively toward organizational development. It's an integral part of progress, and organizations need to embrace it to keep pace with the change.

The teacher's role in developing learner autonomy

- A facilitator to develop students' self-confidence, arouse students' interest, keep students' enthusiasm in autonomous learning.
- A trainer or a guide to teach students various strategies of learner autonomy and guide students to do autonomous learning.

### **3.3.3 CLIL MODEL PREPARATION FOR A LONG TERM CLIL PROGRAMMED**

- Interdisciplinary approach involving a set of subjects from the natural sciences where the learners are prepared for in – depth education through the CLIL language.
- Subject and language teachers work together following an integrated curriculum.
- CLIL language teaching complements content teaching with major focus on words and structures which enable learners to access thinking skills.
- Assessment of key principles in CLIL language, with parallel first – language assessment of major concepts.

*language subject in which both language and the subject have a joint role.'*

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This model depends on a purpose – designed support framework if it is to be implemented in a way which ensures that the full potential of learners is realized. It is not feasible to expect such an approach to work unless the teachers in the classroom have the full support of the surrounding educational structures. These include school management and national administrative structure. (Adapted from: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010)

### *Tips for CLIL lesson planning*

- Connect what CLIL activities students are doing today with what they have done before.
- Connect your class to other classes.
- Have some extra content information in reserve.
- Be able to explain the importance of the target content.

### **CLIL MODEL Bilingual Education**

- Learners study a significant part of the curriculum through the CLIL language for a number of years with the intention of developing required content – learning goals and advanced language skills.
- Learners participate in international streams and develop advance CLIL language skills for these specific subjects. This is complemented by language learning which focus on interpersonal skills and cognitive language proficiency.
- Often linked to international certification, and national special status assessment and recognition.

This model requires highly developed curricular and institutional support. For a long time this type has been used with the more privileged sections of certain societies where experience of learning through a specific language has been seen as a mark of status. In a non-elite way to provide this specific type of educational experience for a broad cohort of learners. (Adapted from: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010)

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Content and Language Integrated Learning (CLIL) plays an increasingly important role in language education, both as a feature of foreign language teaching and learning, and as an element of bilingual and plurilingual education.

In CLIL classrooms normally only a few subjects are taught in the second language whereas in an immersion most subjects are taught – in some cases almost exclusively – in the target language.

Whereas the traditional use of the term CLIL refers to a bilingual programme in which a foreign language is used as a medium for the learning of content in subjects such as physics or geography, a more general understanding may refer to any type of pedagogical approach that integrates the teaching of content.

### 3.3.4 CLIL MODEL Interdisciplinary module approach

- A specific module, for example environmental science or citizenship, is taught through, involving teachers of different disciplines ( mathematics, science, biology)
- Learners engage in an across the curriculum module which is taught in the learning.
- Used in international network partnerships between schools, and often focuses on portfolio type assessment. Both of these aspects are seen as complementing language teaching by providing an extra platform for authentic language use

This model represents a form of education which is marked by a focus on both the acquiring of knowledge and being able to apply it. It only really suits more widely used languages, and when implemented can act as a major tool for re-developing existing educational practice across subject. (Adapted from: Content and Language Integrated Learning, Coyde, and Hood & Marsh CUP 2010).

The three interdisciplinary teaching models-connected, shared, and partnership-provide approaches for integrating the skills and concepts of two or more subject areas. These models will help you clarify your intent and objectives for using interdisciplinary teaching.

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In an interdisciplinary approach, teachers organize the curriculum around common learnings across disciplines. They chunk together the common learnings embedded in the disciplines to emphasize interdisciplinary skills and concepts.

Interdisciplinary teaching refers to the concept of learning a single subject from multiple perspectives. Proven to boost learning outcomes and enthusiasm around learning, interdisciplinary teaching allows students to think critically, identify their own prejudices, accept the unknown and respect ethical quandaries.

This type of study allows the student to learn by making connections between ideas and concepts across different disciplines. Students learning in this way are able to apply the knowledge gained in one discipline to another different discipline as a way to deepen the learning experience.

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## **CHAPTER IV**

### **PLANNING CLIL LESSONS**

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## **4. PLANNING CLIL LESSONS**

### **4.1 CLIL PLANNING STAGES**

Coyle, Marsh and Hood (CUP 2010, p 48) define four stages in the process of implementing CLIL lessons. Below you will find a summary of these four stages and a visual scheme of them in the form of a pyramid.

**Stage 1:** A shared vision for CLIL The first stage involves those interested in CLIL at your school: language teachers, subject teachers, managers, and so on, engaging in the construction of a shared vision of CLIL.

**Stage 2:** Analyzing and personalizing the CLIL context This stage requires those responsible for the CLIL programme to construct a model for CLIL that grows from the vision shared in Stage 1. They can add the local situation: school type and size, environment, teacher supply, national policies and so on.

**Stage 3:** Planning and preparing a unit There are four steps at this stage, related to the 4Cs: Content, Cognition, Communication, Culture.

**Step 1:** Considering content

**Step 2:** Connecting content and cognition, analyzing and selecting the thinking skills, problem solving and creativity which connect with the content

**Step 3:** Communication, defining language learning and using, and providing the proper language scaffolding

**Step 4:** Developing cultural awareness and opportunities

**Stage 4:** Monitoring and evaluating the unit Monitoring the development of a unit and evaluating the processes and outcomes are integral to the teaching and learning process. This stage focuses on understanding classroom processes as they evolve to gain insights which inform future planning.

### **4.2 CREATION PROCESS OF A CLIL LESSON. LESSON PLANS**

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When teachers face each new lesson there is a feeling of uncertainty with regard to what they have to do. This usually means that teachers need to plan what they want to do in their classrooms. A unit plan is a series of related lessons around a specific theme (Farrell, 2002).

Planning lessons is the result of a complex planning process that includes the yearly, term, and unit plans. A daily lesson plan is a written description of how students will move toward attaining specific objectives. It describes the teaching behavior that will result in student learning. Richards (1998) as cited by Farrell (2002, p.31) says that “lesson plans are systematic records of a teacher’s thoughts about what will be covered during a lesson”. Further he adds “lesson plans help the teacher think about the lesson in advance to resolve problems and difficulties, to provide a structure for a lesson, to provide a map for the teacher to follow, and to provide a record of what has been taught. As can be understood he underlines the significance of lesson planning for language teachers. In this sense, lesson planning could be defined as the daily decisions a teacher makes for the successful outcome of a lesson.

The lesson planning process is of vital importance for the successful development of the class (Salaberri & Sánchez, 2012). Not many teachers enter a classroom without some kind of plan. Lesson plans are systematic records of a teacher's thoughts about what will be covered during a lesson.

To be prepared to implement CLIL into the teaching, the theoretical background has to be transformed into practice. It includes not only partial planning of the lessons but rather a long chain of steps for this approach to be efficient. Above all it requires effective planning and usage of alternative ways, patience, professional support and a great amount of time.

All lesson plans must have measurable objectives. CLIL has profound methodological implications in terms of planning, teaching strategies and particularly on the teacher’s role. Indeed these factors may decide upon the successful or unsuccessful final result of a CLIL lesson. CLIL lesson requires a precise and extensive preparation. First, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons.

In a CLIL lesson, all four language skills should be combined. The skills are seen thus:

**Listening** is a normal input activity, vital for language learning

**Reading**, using meaningful material, is the major source of input

**Speaking** focuses on fluency. Accuracy is seen as subordinate

**Writing** is a series of lexical activities through which grammar is recycled.

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For teachers from an ELT background, CLIL lessons exhibit the following characteristics:

Integrate language and skills, and receptive and productive skills

Lessons are often based on reading or listening texts / passages

The language focus in a lesson does not consider structural grading

Language is functional and dictated by the context of the subject

Language is approached lexically rather than grammatically

Learner styles are taken into account in task types.

The following diagram develops, with slight modifications, the third stage of the CLIL planning process stated above. It may help you to organize your time and resources in order to achieve the final goal of your teaching process: create your own new CLIL lesson.

### CREATION PROCESS OF A CLIL LESSON

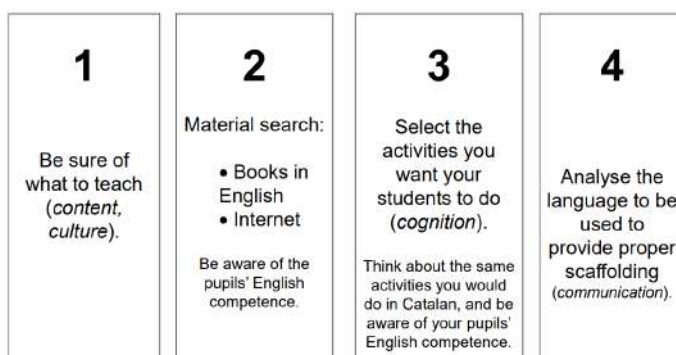


Table 4.1 Creation process as a CLIL lesson

**Step 1** may seem obvious, but practice shows that a majority of novice CLIL teachers spend a tremendous amount of time searching for good materials from different sources without having a clear idea of what to teach. Write your ideas on a scrap paper before beginning to search. Be sure of what you want to include and what to reject from the topic you have selected for your CLIL classes.

A CLIL lesson is therefore not a language lesson neither is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

**Content** - Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

**Communication** - Using language to learn whilst learning to use language

**Cognition** - Developing thinking skills which link concept formation (abstract and concrete), understanding and language

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**Culture** - Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.

**Step 2** is that it is easier to transform ready-to-use materials than to start them from zero. Mind that books usually contain better materials than web sites. Common types of lesson materials include: Student handouts. Textbooks. Visual aids.

Lesson plan: guide for teacher on procedure including answers to tasks.

Worksheets: exercises which can be copied for use in class. The worksheet contains:

Lead-in, prediction and text 'mapping'

Listening to confirm expectations

Noticing and analyzing language (reading)

Vocabulary extension (gap-fill)

Read and do (note-taking, map completion,)

Follow-up activities

Text: the text to be read aloud to the students and later provided to them.

A lesson of this type, at this level, could be conducted by a subject teacher, a language teacher, or team-taught by both. All the activities can be adapted for a variety of levels and mixed-ability groups. Since CLIL lessons are topic-based the subject matter and tasks could be covered in a single period or spread over a number of class hours, depending on the depth of study.

**Step 3** implies that you already have a range of tasks at different levels of Bloom's Taxonomy. Proposing different kinds of tasks is usually a source of engagement for learners and promotes a student-centered approach to your teaching.

Learning activities should be directly related to the learning objectives of the course, and provide experiences that will enable students to engage in, practice, and gain feedback on specific progress towards those objectives. As you plan your learning activities, estimate how much time you will spend on each.

Teachers' activities in a lesson plan are the specific things that the teacher will do during the lesson in order to help students learn. These activities should be aligned with the learning objectives of the lesson and should be designed to engage students and promote learning

**Step 4** Once the content is clear and the tasks have been chosen, you must adapt all the materials to the language level of your students. Providing language scaffolding in all your activities is the main point. Scaffolding is breaking up the learning into chunks and providing a tool, or structure, with

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each chunk. When scaffolding reading, for example, you might preview the text and discuss key vocabulary, or chunk the text and then read and discuss as you go.

### 4.3 STRATEGIES FOR SCAFFOLDING IN THE CLASSROOM

No matter the instructional approach, teachers should always introduce new concepts to students in a way that meets their current level of comprehension. A tenth-grade geometry teacher wouldn't begin a unit on the Pythagorean theorem without first ensuring that students knew what a hypotenuse was.

Once teachers establish their students' starting point, they can scaffold new course content by following this process:

- Break the new lesson into discrete units
- Create assignments for each unit
- Talk students through each assignment before they begin work
- Explain the purpose of the lesson or assignment — answer the age-old question, “Why do we need to know this?”
- Divide students into groups to discuss the assignment, plan their approach and support each other
- Provide students with tips or examples of the completed assignment so they can compare their progress
- Have students present their work for feedback and/or take an assessment to gauge understanding

Examples of some of these steps can be illustrated with specific scaffolding strategies, including:

**Show and tell:** The teacher models a process or final product so students can see what they are meant to be creating. Show and tell can be used to demonstrate algebra equations, scientific models, artistic techniques and much more. Teachers can even extend show and tell to doing the first assignment along with the students following their initial demonstration.

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**Making real-life connections:** Sometimes, it can be challenging for students to understand why they need to know something or how it connects to the world outside of school. As the teacher, share an example of how an academic concept applies to your own life, then ask students if they have any similar examples.

**Start with vocabulary:** If a student encounters a word they don't recognize in a text about a new concept, they may start to feel out of their depth, and their engagement may falter. Before embarking on a new lesson or assigning independent reading, make sure students understand key vocabulary words so they don't become lost. Again, connect new words to concepts students are already familiar with, and have students create their own vocabulary flash cards or "cheat sheets" (with examples) to refer back to.

**Use visual aids:** There are countless studies demonstrating the increase in retention of visual over auditory information (like this one from the University of Tennessee). Specifically, it's been found that seeing images or visual demonstrations helps students understand and remember key concepts better than simply listening to the teacher explain them. Charts, models, slideshows, videos and other visual tools can all support student learning.

Not every student will feel they need the same amount of scaffolding as others; some students may be able to demonstrate certain algebraic equations after one lesson, while others may need a week's worth of teacher demonstrations and in-class exercises before they grasp the concept. It's best to structure lessons to serve the greatest number of learners possible at once, and build in a chance to address both high achievers and those who need extra support.

### **4.4 ASPECTS TO TAKE INTO ACCOUNT WHEN PLANNING CLIL LESSONS**

In Coyle, Marsh and Hood (2010), several characteristics or principles, on which the CLIL education should be based on, are presented. Some of those principles are:

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- Constructing knowledge that excludes teacher-centered approaches and learning
- based on memorizing data
- Language develops in social interactions and its use in practice
- Teaching should be learner-centered
- Active role of students in classroom activities
- Co-operative learning should be introduced
- Developing learner autonomy
- Co-operation of foreign language teachers with subject teachers
- Task-based approach, process-approach  
Variety of teaching techniques with a variety of materials, including computer assisted learning
- Learning should always be context-based, placed in natural contexts
- Developing different language skills (reading, listening, speaking, writing), not restricted to grammar and vocabulary
- Possibly well-balanced approach to teaching content and language
- Language redundancy (repetition of content with the use of various language means and materials)

Coyle, Hood and Marsh (2014, p.49-70) divide a process-oriented method required for effective CLIL planning into six stages:

- **Concept of CLIL**

When the idea of CLIL implementation to a school occurs it is necessary to set up a team of language teachers, subject teachers and school management to conduct ideas and visions and jointly agree on overall goals. By drawing on the concept of planning, Coyle shows that priority is to reach goals through discussion and brainstorming; these goals might “increase learner engagement” (Coyle, Hood & Marsh 2014, p.50) or “develop confident learners who use the CLIL language spontaneously in a range of settings”

- **CLIL in context**

Once the vision has been completed focus should switch to practice implication. The author recommends consideration of special needs a particular school has, either it is a location of school, its specialization regional and national policies, and type of school. Above-mentioned issues play an important role in determining the type of CLIL appropriate for different context.

- **Planning a unit**

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This stage describes the 4C's conception for planning a lesson, which should be a core of every CLIL lesson. 4 C's stands for: Content, Communication, Cognition, and Culture.

- **Preparing a unit**

Once the teaching objectives and outcomes have been decided upon all the experience acquired in traditional teaching has to be combined with the methodology of CLIL approach in order to achieve these aims.

- **Evaluation and monitoring**

The importance of this stage lies in understanding the process of teaching in the classroom and the ability of the teacher to use observed acumens for future lesson planning (ibid 2014).

- **CLIL community**

Communicate ideas and experience provides support while dealing with new challenges and difficulties. Planning a CLIL lesson might be a challenge for a teacher in early stages and so it is recommended to prepare for a lesson intensively and not to overload one in order to achieve perfection. “ As confidence grows and as issues from specific contexts are addressed, then those involved become better prepared to explore tensions between visions or ideals and the realities of classroom contexts” (Coyle, Hood and Marsh , 2014,p.48)

### **Teaching objectives and learning outcomes**

First of all, teaching aims or objectives and learning outcomes for both language and content should be considered. By teaching objectives we encounter information and knowledge teachers intend to teach. Objectives are described as brief, clear statements that describe the desired learning outcomes of instruction; i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals. Learning out comes, on the other hand identify what the learner will know and be able to do by the end of a lesson. Bentley (2009) proposes learning outcomes, should be measurable and achievable at the same time, to help the teachers as well as learners to have a clear idea of what goals are to be achieved.

Coyle (2005, p. 4) claims that it is crucial to reflect in CLIL lesson that the content of the topic guides the language. Moreover, two important factors should be remembered as follows: teaching objectives and learning outcomes. Broadly speaking, all educational purposes can be defined in one of two ways - What it is intended that the teacher will do

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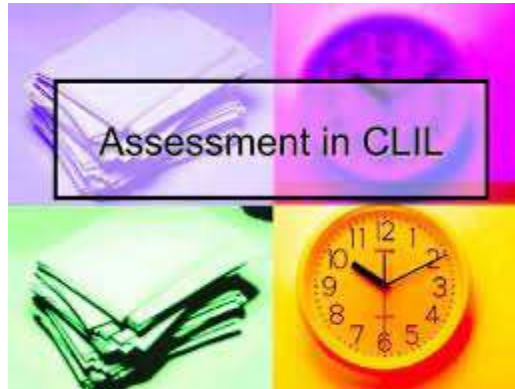
– a teaching objective and what it is intended that the student will have learnt, or will be able to do, as a result of a learning experience - learning outcome.

### LESSON PLAN

|                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|
| <b>Aim:</b>                                                                                                             |
| <b>Teaching objectives:</b><br><u>Content</u><br><br><u>Communication</u><br><br><u>Cognition</u><br><br><u>Culture</u> |
| <b>Outcomes:</b><br>At the end of the lesson, students will be able to                                                  |
| <b>Tasks planned and timing:</b>                                                                                        |

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#### 4.5 ASSESSMENT AND EVALUATION IN CLIL



According to Marsh et al. (2011:9), it is a process of “collecting and interpreting evidence” for measuring learning outcomes. CLIL teachers need tools that allow them to assess not only content, cognition, culture and competences but also communication.

Assessment is feedback from the student to the instructor about the student's learning. Evaluation uses methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning.

In a CLIL lesson, assessment happens a lot. This can be either formative assessment on both content and language, as well as summative assessment on content. It helps the students to demonstrate their learning, provide feedback on the errors they've been making, and help provide opportunities to better their performance with each assessment. For the teachers, it works as an excellent tool to figure out if their teaching methodology is working or not.

CLIL shows that it is an “integrated” learning and evaluation cannot and should not be just the sum of what the subject teacher and L2 teacher teach in their individual classes or in co-presence or maybe just by the subject teacher in the case of bilingualism. This assessment takes into account a few key elements:

- The assessment of language proficiency and content must be performed simultaneously, perhaps in a cross way. All this means

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providing adequate grids, suitable for testing the L2 and content (see the grids in the annexes).

- The criteria, weights and objectives of the evaluation must be very clear and, if necessary, shared or released to students.
- Self-assessment is a crucial moment. Involving students in assessing their learning progress is highly positive and very engaging for students.
- From this perspective encouraging peer assessment can make students more independent and can give them some tools to monitor their progress.

### **ASSESS IN CLIL**

Before we can assess learners, we need to be very clear about what we are assessing. This means that all instructional sequences need to have very focused objectives. In CLIL, the learning objectives always start from the content, whether it is history, science or mathematics. normally simple, for example the When students use language to, for example, identify or describe things in assessment tasks, we are not assessing “language” apart from the content. This language is part of the content. In fact, we can even say that it is the content. When students use language to, for example, identify or describe things in assessment tasks, we are not assessing “language” apart from the content.

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#### 4.5.1 TYPES OF ASSESSMENT

| <i><b>FORMATIVE</b></i>                                                                                        | <i><b>SUMATIVE</b></i>                                                                           |
|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Assessment <b>for</b> learning                                                                                 | Assessment <b>of</b> learning                                                                    |
| <ul style="list-style-type: none"><li>• On-going, continuous throughout the academic year</li></ul>            | <ul style="list-style-type: none"><li>• End of a lesson, unit, term, course</li></ul>            |
| <ul style="list-style-type: none"><li>• By observing task performance, presentations</li></ul>                 | <ul style="list-style-type: none"><li>• Answers written on paper or on-line</li></ul>            |
| <ul style="list-style-type: none"><li>• By looking for evidence of learning</li></ul>                          | <ul style="list-style-type: none"><li>• Taken by teacher</li></ul>                               |
| <ul style="list-style-type: none"><li>• To understand how much and how well learners are progressing</li></ul> | <ul style="list-style-type: none"><li>• Give a qualification</li></ul>                           |
| <ul style="list-style-type: none"><li>• To give feedback on learning and progression.</li></ul>                | <ul style="list-style-type: none"><li>• Find out what learners know at a specific time</li></ul> |
| <ul style="list-style-type: none"><li>• To identify support strategies needed</li></ul>                        | <ul style="list-style-type: none"><li>• Find out strengths and weaknesses</li></ul>              |
| <ul style="list-style-type: none"><li>• To find out what motivates learners</li></ul>                          |                                                                                                  |

Table 4.2 Types of assessment

According to Marsh et al. (2011:9), it is a process of “collecting and interpreting evidence” for measuring learning outcomes. CLIL teachers need tools that allow them to assess not only content, cognition, culture and competences but also communication.

In a CLIL lesson, assessment happens a lot. This can be either formative assessment on both content and language, as well as summative assessment on content (or language, if you choose to).

CLIL assessment needs to account for the goal and objectives of two different subjects, including knowledge, competences, skills, attitudes and discourse practices, for both language and content. What do we assess, content or language? Both, but language in context.

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**Summative assessment.** Assessment carried out at the end of a course, sometimes by external examiners and which is given a grade. when a test is used at the end of a course. A mark or grade is given, but no other feedback.

**Formative assessment.** Assessment which is continuous and which identifies strengths as well as areas of curricular content that need improvement. Feedback is given on what has been learned When a teacher gives students feedback on their progress during a course, rather than at the end of it, so that they can learn from the feedback.

**Portfolio assessment.** Assessment which involves selecting and organizing samples of work as evidence of progress over a course of study. It involves teachers and learners. A collection of work that a student uses to show what he has done during a particular course. A purposeful document, regularly added to that may be part of assessment.

**Peer assessment.** Assessment of curricular content that can be done at any time. It benefits learners as they evaluate another's work using sets of criteria. When students give feedback on each other's' language, work, learning strategies, performance.

**Self-assessment.** When students decide for themselves if they think their progress or language use is good or not.

**Performance-assessment.** Assessment of task-based learning which shows how well learners can demonstrate specific, often practical skills.

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#### 4.5.2 WHAT DO WE ASSESS LANGUAGE OR CONTENT?



The integrated learning of language and subject raises some questions for the teacher regarding the assessment of competences (Barbero, Clegg 2005):

- Why evaluate? What special impact will it have within an innovative approach?
- Who evaluates in CLIL? The teacher of the discipline or of the language? Together? Separately?
- Peer group?
- What is evaluated?
- How to evaluate? With what tools? Which format for the tests?

Each of these questions needs answers consistent with the educational pathway followed.

In principle, CLIL evaluation has the same objectives as traditional assessment:

- Verify whether the objectives have been achieved,
- Determine the level of competence achieved by students
- Measure the final results (summative assessment)
- Monitor the learning process (formative assessment)
- Improve education through the analysis of processes and results, the objective of guiding learning is particularly important in CLIL. We tend substantially to learn what we are assessed on, and if the teacher is oriented towards the evaluation of a particular item, students will eventually focus their attention on precisely that item. Hence the need to identify the evaluation criteria that cover the components of integration.

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- Create a positive "returning wave ", enhancing students' self-confidence about what they can do through the foreign language rather than focus on the negative aspects, the "mistakes".

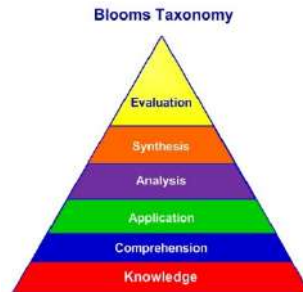
The choice of what to assess must be coherent with how to teach and learn. In what way is a CLIL approach innovative compared to a traditional subject course and to a traditional language course? It is different due to the attention paid to language in the first case; due to a different concept of language as discourse and its learning in the second case. In a "traditional" language course students study the language; the focus is on forms and language skills. In CLIL, students use the language to learn content. The focus is on meaning, so language is not regarded as a set of rules and the ability to separate and study on their own, but as a resource for creating meaning in a communicative context. In other words, evaluation in CLIL must take into account the integration of content and language.

The following questions naturally arise in the discussion of teacher assessment (Mohan & Huang, 2002):

- a) At what level of complexity does knowledge lie (classification / concepts, principles / sequences, evaluation / selection)?
- b) What linguistic resources are used for each level?
- c) To what extent are students able to use strategies to create more or less elaborate forms of expression? With what degree of autonomy?

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### 4.5.3 AUTHENTIC ASSESSMENT



A framework integrating: content, language and cognitive operations. An adaptation of Mohan's grid (Mohan 1986) and Bloom's taxonomy of thinking.

Essential steps for an authentic assessment:

- To develop authentic tasks (such as integrated skills tests)
- To develop a set of standards (what should students know or be able to do?)
- To identify the criteria (what performance characteristics should be expected?)
- To calculate a score (what was the level of competence achieved? The score can be expressed succinctly - excellent, good, poor, etc. - or, better yet, by describing in detail the level of competence achieved and the potential gaps)
- To find descriptors of competence (how can skills be described for each score and in relation to each criterion?)
- To create a scored rubric to be drawn on and adapted to each performance (what kind of feedback is provided to the learner?)

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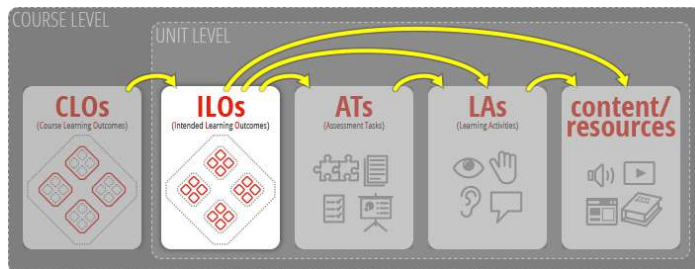
## CHAPTER V

### PLANNING HEADINGS

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## 5. PLANNING HEADINGS

- Intended learning outcomes
- Activities
- Resources
- Language of learning
- Thinking skills
- Classroom assessment
- Differentiation



- **Intended learning outcomes** define what a learner will have acquired and will be able to do upon successfully completing their studies.

ILOs should be expressed from the students' perspective and are measurable, achievable and assessable.

Learning outcomes can be defined as the particular knowledge, skills, and abilities that an instructor intends for students to learn or develop. Outcomes are more specific than learning goals, which take a 10,000-foot view of what an instructor desires for students to gain from a course. Research suggests that when they are well written, clear, and measurable, learning outcomes can improve learning and motivate student engagement.

Research shows that learning outcomes improve learning when they describe specific, measurable takeaways (Richmond et. al, 2016). The Backward Design process helps achieve these outcomes through alignment, where learning outcomes are written first during course development to serve as a framework from which all class activities and assessments are selected or designed (Wiggins and

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McTighe, 2005). Once outcomes are mapped backward to activities and forward to larger learning goals, instructors can consider assessments, both weekly and final, that measure student progress toward attaining learning outcomes.

It can be useful to consider using the following 5-step process in designing ILOs:

1. Decide on the Purpose
2. Identify the Content
3. Select the Appropriate Verb
4. Add the Context (when necessary)
5. Ensure Clarity

**The first step** in developing learning outcomes for a unit of study is to identify the purpose of the unit.

**The second step:** In developing each intended learning outcome for a unit, it is recommended that you start by defining the content that the student will learn within the unit, and which is defined within the purposes previously identified. When more than one of the identified purposes contain the same content, it is appropriate to merge these into a single ILO.

**The third step verb:** Once the content has been defined, consider the level of cognitive activity with which the student will be expected to engage. That is, what level of thinking do you want students to be using in relation to the content? In an intended learning outcome, this level of cognitive engagement can be expressed with a verb. This identifies what the student is expected to do with the content. To help you in selecting an appropriate verb that communicates the cognitive level, you might use a taxonomy of learning behavior. Two of these which are particularly helpful in considering levels of cognition are the SOLO taxonomy (Biggs & Collis, 1982), and Bloom's revised taxonomy (Anderson, Krathwohl, & Bloom, 2001). Other factors which affect the best choice of verb include the location of the unit in the course, and whether the knowledge is declarative or functional.

**The fourth step Context:** When you have identified what the students will learn, and what they will do with it, the next step is to define the context in which students will be able to do the verb with the content.

When selecting the appropriate context, it is important to consider the place the unit occupies within the course structure, and its contribution to student development towards CLOs, just as when selecting verbs. It may be one or the other of these two elements of an ILO that defines and communicates the complexity of the knowledge, skill or understanding required by

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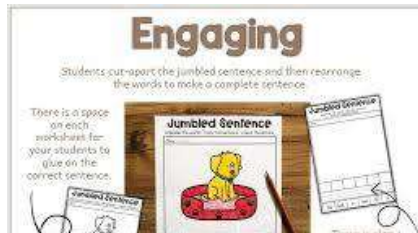
students at this point of the course. Mapping to CLOs will assist in identifying the most suitable context, as will discussing with colleagues the contexts of the ILOs in other units offered at a similar point in the course.

Context helps to define and put limits around what you are going to teach the students within the unit. The identification of a context is most important at Bloom's revised level of apply and above. If the level of performance or understanding is sufficiently identified by the verb and content, and the context is inherent, then there may be no need to directly specify a context. Additionally, when there is an expectation of deployment free of context or in multiple contexts, then particular context need not be specified in the learning outcomes. This is of particular relevance for foundational and theoretical concepts, which students may be expected to be able to apply in multiple contexts.

**The fifth step Clarity:** To ensure that the ILO is well-written, the final step is to put the three elements together, and ensure that the whole makes sense - not to you as an expert, but to your students, who are novices in the area. This means that you will need to remove any jargon or discipline specific language, and replace them with plain language. For second- and third-year units, however, it would be appropriate to use language that students are familiar with from previous compulsory units in the course.

When analyzing your ILOs for clarity, ask yourself, "If English was my second language, would I be able to grasp the meaning of the learning outcomes expected?", "Have I avoided unnecessarily complex language and unexplained terminology?"

### 5.1 CLIL ACTIVITIES



CLIL stands for content and language integrated learning. It consists in teaching a subject through the medium of a language other than the school language. In CLIL classes learners gain knowledge of the subject while simultaneously using and learning the foreign language. It is important to notice that CONTENT is the first word in CLIL. However, CLIL subject teachers also need to help learners with language, make learners notice it and then use it.

- Information transfer
- Jumbled sentences
- Brainstorming
- Visualisation
- Survey
- Ranking
- Warming-up
- Scaffolding
- Speaking as main focus
- Writing as main focus
- Working with written texts
- Working with spoken texts/videos
- Working with Visuals
- Review/Revision

### ACTIVITIES AND PURPOSES

- To develop learners' questioning skills

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Learners in groups write two things they liked about another group's PowerPoint presentation and one thing that could be improved.

- To develop higher order thinking skill

Learners do a role-play activity with one learner in the hot seat as a famous politician

- To activate prior knowledge

Learners in pairs have one minute to write down words to describe 3D shapes

Learners use a Venn diagram to compare and contrast two product designs

- To check understanding of subject specific vocabulary

Learners play a loop game with words related to the economy and their definitions

- To develop learners' questioning skills

Learners read the data from three experiments and hypothesize why they are so different

## 5.2 RESOURCES AND MATERIALS



A CLIL lesson looks at content and language in equal measure, and often follows a four-stage framework. through the content. These markers may be linguistic (headings, sub-headings) and/or diagrammatic. Once a 'core knowledge' has been identified, the organization of the text can be analyzed.

CLIL materials are often characterized by lots of visual support for meaning, to allow low language level students to access high level content. The materials allow the students to focus on the language they need to learn about that particular subject in English. The choice of language focused on is determined by the demands of the subject.

### **Ways teachers adapt material:**

- Simplified vocabulary
- Added a visual organizer
- Included a glossary
- Added a word bank

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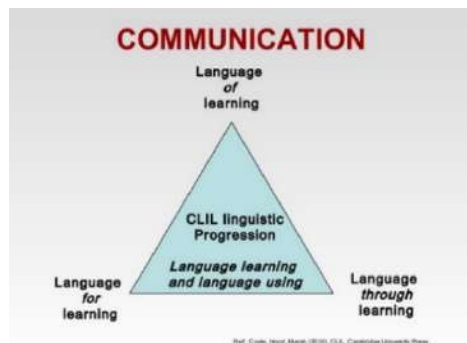
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- Highlighted key vocabulary
- Changed the layout of text

### Ways of adapting materials

- Insert visuals
- Omit unnecessary details
- Simplify vocabulary
- Highlight subject-specific vocabulary
- Insert a word bank
- Add a glossary
- Add a visual organizer

## 5.3 LANGUAGE OF LEARNING



The four basic language skills are listening skills, writing skills, speaking skills and reading skills. These language skills are conversation abilities that allow you to express yourself clearly and precisely. With these fundamental language skills, you not only learn to speak well but also to listen carefully.

### • Uses of classroom language

Activating prior knowledge

Modelling content and language for learners to produce

Explaining a new concept

Encouraging learners to ask questions

Encouraging learners to make associations

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Encouraging learners to collaborate

- **The purpose of classroom language**

Encourage learners to think about what they already know about subject content.

Listen to accurate language in context

Teach subject specific knowledge

Encourage deeper thinking and learner independence

Encourage higher order thinking skills

Develop meaningful communication

- **Purposes for using the students' first language**

Checking understanding

Explaining procedures

Motivating

### 5.4 THINKING SKILLS

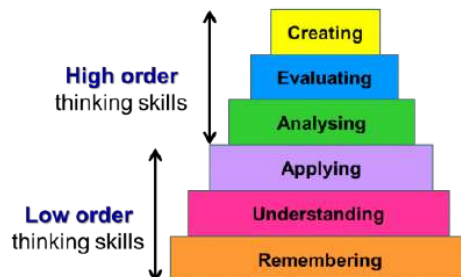


Table 5.1 Bloom taxonomy

Benjamin Bloom created a taxonomy (1956) in order to classify the levels of thinking. A taxonomy is a system of classification which provides a conceptual framework. Bloom's Taxonomy is simple, easy to remember and easy to apply. It is divided into categories: low order thinking skills (LOT) and high order thinking skills (HOT).

Thinking Skills are cognitive processes that we use to solve problems, make different decisions, asking questions, making plans, organizing and creating information. They enable all of us to process information, recall facts and apply knowledge to various situations. At a higher level, this can involve problem-solving and analysis, which are both useful in education.

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In order to apply the basic principles of critical thinking, follow these steps: identify the problem, gather data, analyze and evaluate, identify assumptions, establish significance, make a decision, and communicate.

### **BLOOM'S TAXONOMY Higher order skills Lower order skills**

#### **Evaluation**

- Synthesis
- Analysis
- Application
- Higher order skills
- Comprehension
- Knowledge
- Lower order skills

#### **Thinking skills essential to effective learning**

- Remembering
- Planning
- Reasoning
- Imagining
- Solving problems
- Making decisions and judgements
- Translating thoughts into words

### **THINKING SKILLS AND LANGUAGE**

Language needed

#### **Remembering**

Questions using “who, what, where, when, which, how, how much/many”

Tasks using “describe, choose, define, find, label, colour, match, underline”

Structures as “That’s a...”, “This is a kind of...”, “This is for...”, etc.

#### **Understanding**

Questions using “Is this the same as...?”, “What’s the difference...?”

Tasks using “classify, explain, show, give an example, use a diagram”

Structures as “This is .... but that one ...”, “This has.... but that one....”, “This causes...”, “This goes here because....”

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### **Applying**

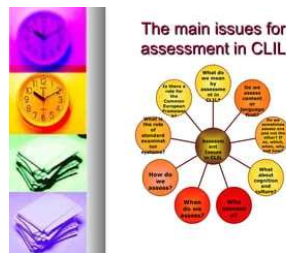
Questions using “What would happen if...?”, “How much change is there if you...?”

Tasks using “explain, show the results”

Structures as “What shall we do first...?”, “This must be... because...”, “It can’t be...”

Using surveys, web quests, information records

## **5.6 CLASSROOM ASSESSMENT**



- Summative: Evaluation at the end of a learning period to measure what a student has learned.
- Progressive/Continual: Running log of student’s production
- Performance: Assessment of performance on constructing a response, creating a product, or demonstrating applications of knowledge (research reports, oral presentations, posters, plays, experiments, recitals, art work; written work)
- Peer: Evaluation of students’ work done by classmates
- Self-assessment: Reflective process in which learners evaluate their own work, progress, attitudes, production.

### **From the Four C’s of CLIL:**

Content, Communication, Cognition, and Culture

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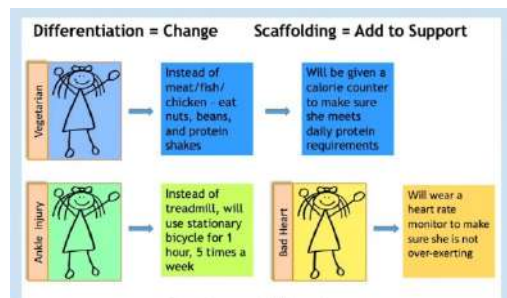
## 5.7 COGNITIVE ENGAGEMENT:

- Sustained attention to a task that requires a mental effort
- Making meaning, controlling one's own thought processes: self-regulation
- Learners make decisions, analyze, interpret, deduce, negotiate, discuss, organize coherently, research, collaborate on a team, debate, explain, defend and justify opinions and beliefs

### Ways to put up assessment in the CLIL classroom:

- Reducing response materials for content area testing
- Providing tests with adjusted language
- Choosing main ideas for assessment
- Simplifying directions
- Supply word banks for tests, class work
- Extending time to complete tests
- Allowing students to respond orally rather than in writing

## DIFFERENTIATION



**Differentiating :** We need to consider all learners but in particular those who have difficulties with learning and learning a language. We also need to consider those who need extended learning opportunities.

### Modifying input

- to support understanding of the content and

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### **Language being presented**

- to simplify language and provide visual support

### **Modifying output**

- to support production of content and language
- to facilitate communication of ideas

### **Modifying learning outcomes**

- to help learners understand what they have to achieve
- to provide evidence of what learners can do

### **Modifying tasks**

- to help learners understand instructions for doing tasks
- to enable learners to complete tasks

### **Differentiation in a CLIL lesson**

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. For this reason, the same general principles that apply to differentiated instruction for native English speakers also apply to ELLs.

The goal of differentiating education is to

- Make sure students achieve personal development goals
- Learn at their own pace
- Study things they think are important

### **Types of differentiation**

1. Differentiated input for less able learners
2. Differentiated input for more able learners
3. Differentiated output for less able learners
4. Differentiated output for more able learners

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## CHAPTER VI

### CLIL ACTIVITIES

*'CLIL is an approach in which a foreign language is used as a tool in the learning of a non-language subject in which both language and the subject have a joint role.'*

## 6 CLIL ACTIVITIES

With these CLIL activities, you'll be able to spark a range of student interests while encouraging target language communication.

Another way to help students learn their target language through their interests would be to show them native media in their target language, such as songs and popular online videos. Fluent makes this more approachable for language learners because its library of videos comes with interactive subtitles, vocabulary lists and quizzes.

Students will be picking up new language skills without even realizing it, while also becoming more knowledgeable about the different topics your activities cover.

### *Describe and Draw*



The main objective of this activity is to spark active listening in the target language. You'll be giving your students instructions for creating a piece of artwork without showing them what the final image is supposed to look like. This activity can easily be adapted to classes of any proficiency level.

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### **You'll need:**

- Colored pencils, erasers and papers or easels for all the students
- An image of an artwork that's big enough to display in front of your class
- A list of instructions for how to recreate this image, which you'll read one by one
- Your instructions about the artwork can be as loose or as specific as you want. Surreal imagery works particularly well because it's harder for students to predict, so they'll have to listen attentively to the target language instructions.

### **Instructions:**

- Draw the outline of a man from his knees up, putting his shoulders at the canvas' center.
- Put a beige brick wall behind him. Color the rest of the background blue for the sea up to his elbow, and gray with clouds for the sky above that.
- Put him in a buttoned black jacket over a white shirt with a red tie and a hat.
- Draw a green apple floating in front of his face.
- Once your students are done, have them compare drawings—this will usually get lots of laughter.
- Display the original image and discuss how your students interpreted your instructions.
- Make sure to go over any instructions they didn't fully understand. Instead of offering translations, talk in the target language and draw or demonstrate what you're saying.

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## ***Jeopardy***



If you need a refresher for this classic trivia game, check out this post for some basics of playing and things to consider. In the CLIL framework, Jeopardy can be geared toward a specific subject such as history, literature or science, with questions and answers all delivered in the target language.

### **You'll need:**

- A list of questions and answers (you can adapt the number based on the size of your class)
- A Jeopardy board to display at the front of the class (some board-making tools are available online, such as Jeopardy Labs and Jeopardy Rocks)
- From a CLIL standpoint, Jeopardy is useful because it can be adapted over and over to different topics. You can create a Jeopardy game about food one week and politics the next (though this also means preparing multiple sets of questions and answers). You may find that it's easiest to work on the board little by little over the course of a unit, or use it to close out that unit or warm up before a test.

### **Instructions:**

- The “what is” answer/question structure that Jeopardy is famous for can be needlessly confusing for foreign language learners, so stick with the regular question format instead. Prepare different categories for the questions and assign each question a certain number of points.
- To make sure everyone gets a fair shot at the questions, you can give each team only one question per turn, even if they were correct. Students have to answer the question in the target language.

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- If the team answers correctly, they gain the corresponding number of points. But if they answer incorrectly, other teams can step in and answer the question to win the points.
- The team with the most points at the end wins.

### ***Math Bingo***

| MATH |      |     |     |     |
|------|------|-----|-----|-----|
| B    | I    | N   | G   | O   |
| 3+3  |      | 3+3 | 9+1 | 5+2 |
| 1+5  | 3+10 | 6+8 |     | 5+3 |

This CLIL math game will get students thinking, counting and calculating in the target language.

#### **What you'll need:**

Printed bingo boards for every student in your class

- Game pieces or chips for students to mark their boards
- A bingo cage or a pad and pencil to keep track of numbers you've called out
- Instead of putting numerical values on the board, you'll be using math problems. The first row of a board might read  $8/2$ ,  $3+3$ ,  $2 \times 7$ ,  $10-5$ ,  $4+3$  instead of 4, 6, 14, 5, 7. However, you'll still be calling out simple numerical values; this requires your students to do mental math in the target language.

#### **Instructions:**

- Prepare the bingo boards, with rows and columns having math problems instead. Here's a free online resource that will automatically create a large, randomized batch for you. The simplest way to create a math-based board is to choose a number range—say, 0 to 30—and then type in a string of problems that equate to numbers between 0 and 30.
- To adapt this game to middle school and high school students, you can throw in more complex math concepts, like squares or longer multiplication and division. Don't be afraid to ask your colleagues down the hall what math concepts you might want to include on your bingo board!
- Distribute the bingo boards to the student.

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- Call out a number in the target language. Students will look for the math problem on their board that matches the number, then place a chip on it or mark it.
- Keep calling out numbers until someone gets a complete row or column. They can then shout out, “Bingo!”
- After the first game or two, your students should become as comfortable with this version of bingo as they are with the original.

## Themed Collages



This is a fun activity to teach any age range about different styles, genres and periods of art in the target language. It also requires engagement with authentic materials.

## You'll need:

- A stack of magazines, print-outs, posters or any other material in the target language that can be cut up for a collage
- Examples of your chosen art genre/period to display for the class
- Scissors, glue/tape and poster board for students
- This activity can be done individually or in groups, and it works for different age ranges. Students will be cutting up magazines or other materials to create collages that imitate a particular type of visual art. For a crash course on different art movements, you can look at [The Art Story](#).

### Instructions:

- Let's say you're teaching pop art to your class of language students:
- Start by projecting images of work by Andy Warhol, Roy Lichtenstein, Tom Wesselmann and other big names in the genre.

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- Ask your students what these artworks share; even the youngest students should pick up on the fact that they all use bright colors, eye-popping visuals and sharp lines. The older your students, the more advanced of a discussion you can lead.
- Get crafty. Give your students at least 20 minutes to put together their pop art-inspired collages. These should include the basic characteristics that came up during your lesson.
- Wrap up for 5 to 10 minutes by asking your students to jot down the features of their collage and how they relate to the art movement you're studying.
- Let your students hand in their work.

### *The Amazing Map Race*



This is a CLIL geography game that requires reading in the target language. The gist: Students follow your printed instructions to get from point A to point B on a map as quickly as possible.

#### **You'll need:**

- Printed road maps of a city or neighborhood
- Printed driving instructions that you have written in the target language to get from point A to point B
- A batch of colored pens
- Technically, this game can be played with a map of any location, but if you focus on an area where the target language is spoken, you get the benefit of familiarizing your students with an area they may ultimately want to visit as they strive for fluency. Moon Travel Guides has existing maps of select areas, while Via Michelin lets you print road maps.

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### **Instructions:**

Let's say we're playing this game with English language learners, racing from Grand Central Station to Times Square in New York City. Your printed instructions might look something like this:

1. Drive straight on W 43rd Street for five blocks.
2. Turn right on 8th Ave and drive straight for three blocks.
3. Turn right on 46th Street and drive straight for one block.
4. Arrive.

Depending on your students' proficiency levels, you'll likely want to choose a more complicated route. To tie this game more tightly to geography concepts, you can use cardinal directions instead of "left" and "right," and reference local landmarks in your directions instead of just street names.

Students will use a red pen to "drive" along their map following your instructions.

The first to hit point B with the correct path is the winner.

Your role during the game is to answer questions. For example, with the instructions above, you might have to explain in English what a "block" is.

You can put a fun twist on this game if your classroom has access to a computer lab. Instead of a pen and map, your students can use Google Street View to mimic the act of driving. They get a virtual on-the-ground exploration of a target language region, and it feels more like a real race, which can be exciting and motivating.

If applicable, you can also use this game to teach about the places where your target language is spoken and certain countries' colonialist histories.

***What's My Line?***



Here's one for the performers and creative thinkers in your class. What's My Line is a theater-based game that requires reading a target language script and listening to direction to act it out.

**You'll need:**

- A sandwich bag
- Target language sentences, expressions or questions printed out and cut out
- Some “stage” space in the front of your classroom with a table
- What you're ultimately looking for here is active listening, good pronunciation from your performers and engagement with new vocabulary. Your students will be saying lines out loud, and then their classmates will tell them what emotion to use when delivering the lines.

**Instructions:**

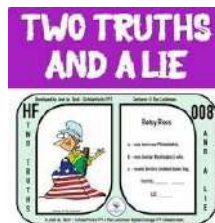
- Prepare target language sentences. These can be fairly straightforward—the idea is that the audience's cues will make them interesting or even silly. Sentences like “the car is almost out of gas” read in an “overjoyed” tone of voice can get students listening and laughing.
- Before you begin this game, take some time to talk in the target language with your class about different emotions an actor might need to portray. Go beyond the easier options like “happy” and “sad” and focus on more specific emotions, such as feeling proud, indifferent, awkward, or disappointed.
- Since you'll likely be teaching a lot of new vocabulary here, write down all the emotions mentioned on your board.

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- Put the cut-out sentences into the sandwich bag and onto the table. Students who volunteer as performers will pick the sentences out of the bag to read in the style dictated by the class.
- You can either pick individual students to briefly act as “director” and tell the performer what style to act in, or if your class is mature enough, have them call out directions at will from the audience. They should be pulling from your earlier conversation, referring to the emotions listed on the board.
- To keep the game fast-paced, have each performer do three to five lines in a row before leaving the stage.

### ***Two Truths and a Lie: History Edition***



Two Truths and a Lie is a classic icebreaker game that many foreign language teachers may have already used. This version allows you to teach history through the target language in a fun and informal setting.

#### **You'll Need:**

- Two true statements and one false statement prepared by each student
- A board or pen and paper to keep track of points
- With this game, you've got students speaking and actively listening in the target language, while becoming more knowledgeable about the history of the culture they're studying. Unlike the original Two Truths and a Lie, you can also play this game in a team setting.

#### **Instructions:**

- Have students come up with their truths and lies as homework. (You can assign different events or historical

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figures to your students to ensure that the game covers a diverse range of topics.) For example:

1. Benjamin Franklin designed the first American penny
  2. Benjamin Franklin was an avid butterfly collector
  3. As a teenager, Benjamin Franklin wrote fake letters under the name Mrs. Silence Dogood for his brother's newspaper
- The second Benjamin Franklin "fact" is the lie.

- One student recites three "facts" about a historical event or figure from the target language culture. Two are true and one is made up.
- The other students write down the "fact" that they believe is actually a lie.
- Everyone who was right gets a point; the student with the most points at the end of the game wins.
- Keep track of repeated grammar, vocabulary or pronunciation errors and alert students to them at the end of the game to avoid interrupting the game flow.

### ***Artwork Presentations***



These presentations are intended to promote speaking and reading in the target language. The concept is straightforward: Students present a piece of artwork to the rest of the class. Still, there are certain elements to keep in mind so you can make the most out of these presentations as a CLIL activity.

#### **You'll need:**

- A projector, display board or some other way for students to show the class the piece of artwork that they're presenting
- A list of specific points that you want your students to address in their presentations
- To keep this activity in line with CLIL, let students decide on which artist to present. This will get them more motivated, and they'll have to think critically and creatively.

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Make sure that you've taught enough grammar and vocabulary to give students a solid foundation for engaging with the artwork.

### **Instructions:**

- Be clear with your students about the learning objectives for this activity. Explain that these artwork presentations should include specific details, such as biographical information about the artist and major artistic themes and philosophies, all in the target language.
- Give your students free rein to choose any artist from the target language culture that they want.
- If you're teaching a beginner class, ask your students to provide a handout after their presentation with summary questions. For more advanced classes, tell your students they'll also debate the quality of paintings they've presented on.
- Students can then proceed with their presentations.

### ***Adopt an Artist***



This activity builds on the artist presentation, and works especially well with younger students who may be less inhibited to perform in front of others. However, this activity requires artist research, so you should assess how much you'll need to guide your students, based on their age and level. Students choose an individual artist to focus on—in this case, to “adopt.”

### **You'll need:**

- A projector, display board or some other way for students to show the class examples of artwork that their artist created
- Paper and pencils or chalkboard/whiteboard space
- Flashcards with conversation-starter questions
- For a set period of time (such as one class period) your students will dress like their chosen artist, share that artist's

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interests and speak about that artist's work. There are three phases to this activity: presentation, flex time and analysis.

### **Instructions:**

- Each student speaks briefly (5 to 10 minutes) to the class about the artist they chose. They should discuss what type of work the artist makes (painting, photography, film, etc.), as well as their basic biographical information and the major themes of their work. Students can also discuss their own costume choices.
- After the presentations, push all of the desks to the edges of your classroom and bring in some easels or free up chalkboard space for your students to draw together.
- Tell students that they can free write, free draw or interact with one another in the personas of their chosen artists. A Spanish language student who has adopted Salvador Dali might spend this time talking about surrealism with a student who has adopted Joan Miró.
- Bring in conversation flashcards with pre-written questions for students to ask one another as a jumping-off point. These can range from simple biographical questions ("Where are you from?" or "What art period were you part of?") to more complex ones ("How would I recognize your artwork in a museum?"), depending on your class.
- At the end of your class time, give students 5 to 15 minutes to jot down some of their experiences during this activity. They can also hand in any individual or collaborative writing or drawing they did during flex time.
- For big classes, you can stretch out the three phases across three separate class periods.

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***Real-Play Speaking: Moral Dilemmas***



**Procedure**

1. Tape 2 (4) signs on 2 (4) walls around the classroom which say **AGREE (STRONGLY AGREE)**  
**DISAGREE (STRONGLY DISAGREE)**
2. Scaffold functional language (See “Expressing your opinion” in ‘Functional language’). Supply the functional language on a screen your learners can see while they are discussing the issues.
3. Explain to your learners that in this task they will hear several statements to them, and that they should move to the sign that most closely represents their reaction to the statement you have read.
4. Ask them to work in teams of 3 (2) within their opinion (e.g. AGREE) group, and together collect good arguments to corroborate their opinion on the statement heard. They are still standing.
5. Have the above instructions repeated back to you by a learner.
6. Read out the first statement twice.
7. They discuss in teams of 3 (2). Set a time limit.
8. Ask the AGREE- and DISAGREE teams to stand facing one another. Tell them to pair off with a member of the opposing group.
9. Tell them to explain and discuss their informed opinion on the issue with their new partner. Set a time limit.
10. Every time you read out a new statement they move to the sign that best expresses their reaction to the statement.
11. Repeat steps 4,6-7 for every new statement. Limit this task to 3-4 rounds.

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***Find Someone Who...***



**Procedure**

1. Prepare a list with 5 to 10 “Find-someone-who” statements that relate to your current topic. For example, if you want to revise a math unit about functions, list instructions such as “Find someone who... can list 3 types of functions”, or “Find someone who... can sketch a sinus curve”, or “Find someone who... can calculate the inverse function of...”.
2. Hand out the list with the statements and tell the students (see sample from science) that they are going to interview their classmates. The goal is to find someone who can do one of the tasks. The person signs their name on the list if they can solve the problem/answer the question. They can sign only ONCE on the same list. This makes learners change partners.
3. Set a time limit (or provide a prize for the first student to collect the required number of signatures).
4. Go over the results in the plenary.

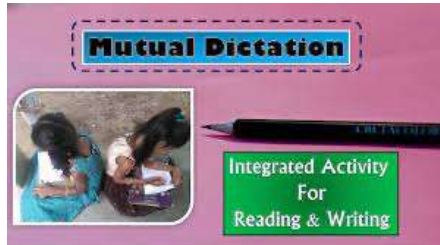
**TIP**

This activity is eminently suitable for reviewing a unit or a chapter, activating prior knowledge or introducing new vocabulary, topics or material. It works also very well as an icebreaker in new groups or classes.

**ALTERNATIVE**

Have 5-6 different sets of questions.

***Mutual Dictation***



**Focus**

Reading

Listening

Writing

Speaking

**Procedure**

**Before class**

1. Prepare a worksheet A and a worksheet B with the two parts of a text (see sample from Science).

**In class**

2. Pair off your learners and give learner A part A and learner B part B of the text.
3. Tell them that they each have part of a text and that they must complete their own text without looking at each other's text.
4. They are invited to do this by dictating to each other their parts of the text. They must take turns in reading and writing, i.e. learner A dictates his first sentence to learner B, which learner B writes down. Learner A reads the sentence twice, learner B listens and memorizes, and THEN writes the sentence down.
5. Then Learner A reads his/her first sentence twice, learner B listens and memorizes, and THEN writes the sentence down.
6. They repeat steps 4-5 for all the sentences.
7. At the end the learners should check the correctness of their transcripts.

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*Gapped Cause and Effect*



**Focus**

Reading

Speaking

Writing

Procedure

**Before class**

1. Choose a text with causes and effects of an event/situation.
2. Design a cause-and-effect diagram that suits the text and your purpose, e.g.
  - one cause - various effects;
  - various causes – one effect;
  - an event or fact in the middle with various causes on one side and various effects on the other;
  - fill in one, some, or none of the squares.

**In class**

3. Hand out the text to your learners.
4. Hand out the cause-and-effect diagram, draw it on the blackboard, or project it onto the wall.
5. Ask your learners to read the text and to fill in the empty squares in the diagram.
6. Have them work in pairs or work individually and compare in pairs.
7. Set a time limit.
8. Discuss results in the plenary.

### *Easy Life and Challenge*



#### **Procedure**

This activity enables the teacher to differentiate within a CLIL lesson by providing a challenge for the eager/strong students and giving learners the opportunity to decide on their level of commitment.

#### **Before class**

1. Prepare two (or three) tasks, i.e. an easy and a challenging article to read or problem to solve.
2. Option: Use a colour code for the different tasks (green for “easy life”, (yellow for the common run) and red for “challenge”). Students will get used to these colour codes, and value the end-of-lesson routine of choosing homework according to the level of their commitment.
3. Provide them with postcard-sized colour-coded cards for bulletpoint note-taking. The card colours match the text colours. They should use the cards vertically (which forces them to keep their notes short and snappy).

#### **In class**

4. At the beginning of the next lesson, form groups of 2 (3) with different homework colours. Ask them to tell one another about the most important information from their text/ how they solved the problem.
5. Fort texts: Partners listen attentively to the speaker. Then they report back 5 facts they have just learnt. The speaker adds 2 more facts he thinks are important. This extra step makes learners concentrate on what they hear.

### *Alphabet*



The Alphabet activity is a great way to make students aware just how many words in the target language they have mastered already.

This is an activity that is a bit like a scaffolded brainstorm. students realize how much of the language they have mastered

Students have to come up with words related to a certain topic. But the difference with a 'regular brainstorm' is that the different words need to start with different letters.

- Start by asking students to make a list of a to z in their notebooks. Every letter is worth one-point, multiple words starting with the same letter don't count.
- The time limit would be a maximum of 2 minutes, after give them the topic to think about.
- The absolute amount of words students come up with is not just a great way to see what they already know, it is also a great way to make them realise how many words they already know related to the topic at hand.
- And by discussing the different words and trying to 'complete' the alphabet, students might hear words they had not thought of themselves.

Emphasizing this is obviously a great way to make language salient.

Competition element: Points can be rewarded for originality, in case students find words no one else has.

- This activity shows how much students have learned language wise around a certain topic or subject. This is very motivating for students.
- A time limit of 1 or 2 minutes is enough. Any longer and students will stop writing because they cannot come up with more words.

### ***Homework Discussion***



Giving some time for student to prepare how they want to explain something, they have some time to think about the language involved.

One possible way to increase student engagement while discussing homework is by asking students to discuss homework in pairs within a certain time limit.

When the time is up, I would select one question I would like to see explained. I would provide an additional minute for students to think of the best way to explain that question (making language important again) after which I would randomly select a student to explain the homework assignment.

Additionally, one could ask students to present this in front of the classroom and give the other students a task like ‘think of a question to ask’ or ‘what feedback can you provide on the use of language?’

Can be used to have students explain a homework problem to each other in pairs.

- If used in a plenary setting, the other students can be given tasks like ‘think of a question about this assignment’ or ‘what feedback can you give related to the use of language?’

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### *Scan the chapter*



The Scan the chapter activity can be used to help students become aware what new words they might encounter and scaffold this prior to the learning. Often the language used in a paragraph, section or chapter can be a challenge for a student. And as a teacher, you cannot be expected to explain every single word.

- Asking students to filter out the difficult words themselves and keeping track of a personal idiom file (PIF) is a way to focus on this a bit more.
- Ask students whenever we would start a new chapter to ‘scan’ the chapter, see if there are any keywords they thought were tricky and make a list of difficult words.
- During the chapter, ask if a word or phrase, introduced was on anyone’s list and mention the description they could use to complete it.
- At the end of the chapter, I’d ask students to show me their word lists and check if they were now complete.

Students can also be asked to write down a translation, but by asking them to describe it in their own words they will remember the words better and find it easier to put them into context.

This activity is focused on the individual language acquisition of students and the different lists of words can differ a lot. That is not a problem.

- This activity can be combined with PIF’s (Personal Idiom Files) to create cross curricular word lists.

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### *Describe in your own words*



By asking students to describe a phrase in their own words with a word limit, they have to think about what specific words they can and cannot use. To check if students already know a certain word, or check if they now understand what a new phrase is about, you can ask them to describe it in their own words. But that is not all.

Ask them to describe this in their own words, but actually include a word limit.

For example: Explain what an isosceles triangle is in 15 words or less.

That way, students are 'forced' to think about what words they have to use, to make sure they stay within the word limit.

Making language an important element of this activity again.

Ow and just so you know: there will always be at least one student who uses more than the maximum.

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### ***Word to Sentence***



The Word to Sentence activity is a great way to see if students can put (new) phrases in a specific context.

This is an activity that often use either at the beginning or at the end of a lesson.

The purpose is simple: share two words related to the topic and students have to create a sentence with both words in it. In a way the words make sense.

To make it more challenging you can also share three or four words and ask students to include as many words as possible.

Not only does this activity focus on the content (students have to think about ways to link the words within a certain context) but also on the language (students have to write sentences and include grammar rules and related words).

- Instead of only two words, multiple pairs of words might also be shown, allowing for a certain level of differentiation for students.
- Activity can also be student generated, where students think of phrases to combine. Afterwards the choice of words can be discussed.

## 6.1 CLIL LESSON EXAMPLES

### EXAMPLE 1

This particular lesson is designed to be part of a **regional / economic geography or general** studies course and is based on a factual text about Vancouver.

**Topic:** Regional Geography / General Studies

**Level:** B1/B2

**Time:** 60-90 mins

#### **Aims**

- To increase students' knowledge of subject content
- To develop students' knowledge of content-related lexis
- To develop all four language skills within a content-based context
- To develop academic skills such as note taking
- To provide material and information for further topic and language based studies

#### **Materials**

Lesson plan: guide for teacher on procedure including answers to tasks.

Worksheets: exercises which can be copied for use in class. The worksheet contains:

- Lead-in, prediction and text 'mapping'
- Listening to confirm expectations
- Noticing and analyzing language (reading)
- Vocabulary extension (gap-fill)
- Read and do (note-taking, map completion,)
- Follow-up activities

Text: the text to be read aloud to the students and later provided to them.

A lesson of this type, at this level, could be conducted by a subject teacher, a language teacher, or team-taught by both. All the activities can be adapted for a variety of levels and mixed-ability groups. Since CLIL lessons are topic-based the subject matter and tasks could be covered in a single period or spread over a number of class hours, depending on the depth of study.

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## EXAMPLE 2

### CLIL lesson plan for kids

**Lesson:** Density

**Target content:** Understanding what density means and how it can be demonstrated

**Target language:** Sequencing words (first, next, then); vocabulary (nouns: oil, water, food coloring; verbs: put, add, sink, float, rise, fall; adjectives: heavy, light, dense); grammar (comparatives: heavier/lighter/denser than)

**Exposition:** Demonstration of density through an experiment. Students will predict, observe, and report.

**Procedure:**

- Show students a tank of water and several objects, such as a stone, a feather, a scrap of paper, a coin, a piece of Styrofoam, oil, food coloring.
- Ask students if objects will float or sink in the water and why (to elicit It is heavy/light, It is heavier/lighter than water).
- Define density (density = mass/volume). Ask students which objects they think are the densest and the least dense.
- Ask students which objects they think are denser than water and which are less dense than water. Encourage them to use the correct comparatives: I think oil is less dense than water. I think a stone is denser than water. To reinforce the language, have them speak in pairs and then write their guesses down. Ask them how they can test their theories.
- Drop the different objects and substances in the water and have students describe what they see. The oil is sinking to the bottom! Oil is denser than water.
- Have students write a paragraph about which substances are denser and which are less dense than water. They can use sequencing words to describe the experiment. First, Ms. Kim put a stone in the water. The stone sank to the bottom. This means that the stone is denser than water. Next, she...

### Follow-up/application

Ask students, “Why is understanding density important?” If students are stuck or lacking ideas, ask, “How do we know if a boat will float or sink?”

### EXAMPLE 3

#### **CLIL lesson plan for teens or adults**

**Lesson:** The Sun

**Target content:** The nature and composition of the sun

**Target language:** Names of elements (i.e., aluminum, carbon, copper, helium, hydrogen, iron, etc; include elements related to the sun and some distractors); vocabulary related to energy (atomic, electricity, energy, fusion, gas, heat, light, nuclear, sunlight, temperature)

**Exposition:** Explanation of the composition of the sun and how it shines through a song. Presentation and discussion of how and why scientific theories change over time with new information. Students will predict, learn, and practice content vocabulary, listen and check, discuss, and assess one another.

**Procedure:**

- Show students a photo of the sun. Ask “What is this? What is it made of? What does it produce?” Accept all answers, even in students’ native language (L1).
- Present the target vocabulary on index cards spread on a table. You could define, classify, discuss, etc.
- From YouTube, play the song, “Why Does the Sun Shine?” (Tom Glazer). Divide students into two teams, one on each side of the table. As students listen, they grab the appropriate index card when they hear the word.
- At the end of the song, the teams exchange the words they grabbed. Have students take turns reading the words aloud, and go over any pronunciation or questions about meaning.
- Play the song again, and have students return each card to the table when they hear the word sung. This reinforces listening comprehension and recognition. (Note that the same song has been covered by the group They Might Be Giants, so on the second listening, you could use a new version of the song.)
- Pass out a sheet of gapped song lyrics – you could gap certain STEM words, rhyming words, or linguistically significant words (such as past participles or auxiliaries), or even create two different worksheets and put students in pairs to listen for different language and then compare with one another to check answers.
- For extra credit, let students (alone or in pairs) memorize and perform the song.
- Tell students, “This song was believed to be correct when it was recorded in the late 1950s. However, it contains one piece of

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information we now know to be incorrect. What do you think it is?”  
Let students guess and discuss.

- Explain the meaning of “retraction.” Then, say that the band They Might Be Giants, who recorded a cover of the “Why Does the Sun Shine?” song, later recorded a retraction song when they learned about a scientific update.
- Play the song “Why Does the Sun Really Shine? (The Sun is a Miasma of Incandescent Plasma)”, and let students follow the lyrics on a printed sheet.

### **Follow-up/application**

Conclude with a discussion of why and how scientific information gets updated and why retractions are important. Offer some useful sentence frames, such as “People used to think X, but now we know Y.”

Have students work in groups to write quiz questions based on factual information about the sun. Circulate to help with language as necessary. Groups can exchange quiz questions in a subsequent class, or you can collect them, collate the questions, and distribute one quiz to the whole class in a future session.

In conclusion, remember that the most important parts of a content lesson and a language lesson actually dovetail. They address the questions, “Why is this information important?” and “How can I talk about it?” Effective CLIL lesson plans focus on fostering learners’ curiosity and interest while giving them the tools to share, question, and apply information to their lives.

# THE CLIL APPROACH

## EL ENFOQUE AICLE (CLIL)

### CAPÍTULO I

#### EL ENFOQUE AICLE

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### 1. EL ENFOQUE AICLE



El término AICLE significa Aprendizaje Integrado de Contenidos y Lenguas. Es un enfoque para enseñar tanto el contenido como el lenguaje en el aula que enfoca a los alumnos en trabajar con el conocimiento y compartir lo que saben con sus compañeros de clase para completar una tarea. Se cree que al trabajar juntos para completar las tareas, los alumnos aprenden no solo el tema, sino, de paso, también cualquier idioma que se utilice durante el proceso de completar la tarea. Al enseñar asignaturas a través del inglés, se cree que los profesores pueden proporcionar a sus alumnos una mejor preparación para la vida laboral que si enseñaran inglés simplemente como asignatura de idiomas. También se cree que puede aumentar la motivación y el aprendizaje de los alumnos para involucrarlos en tareas utilizando el lenguaje con un propósito realista y relevante.

AICLE es un conjunto de estrategias metodológicas, cuyo propósito es enseñar contenidos a través de una lengua extranjera. Esto se logra con los alumnos que tienen que construir su conocimiento a partir de su propia experiencia y la de otros.

Do Coyle, Philip Hood, David Marsh, 2010 El Aprendizaje Integrado de Contenidos y Lenguas (AICLE) es un enfoque educativo de doble enfoque en el que se utiliza una lengua adicional para el aprendizaje y la enseñanza tanto del contenido como de la lengua. Es decir, en el proceso de enseñanza y aprendizaje, hay un enfoque no solo en el contenido, y no solo en el lenguaje. Cada uno está entrelazado, incluso si el énfasis es mayor en uno u otro en un momento dado. AICLE no es una nueva forma de enseñanza de

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idiomas. No es una nueva forma de educación por asignaturas. Es una fusión innovadora de ambos.

Coyle et al. (2010) sugieren que estos múltiples resultados de AICLE deberían dirigirse a las 4C: contenido, comunicación, cognición y cultura. El contenido aborda el conocimiento que los estudiantes deben obtener de una lección, y la comunicación podría estar conectada con los resultados del lenguaje. El enfoque AICLE ofrece una forma holística e inmersiva para que los estudiantes aprendan un segundo idioma mientras adquieren conocimientos en otras áreas temáticas.

Los cuatro elementos describen las razones esenciales por las que el enfoque AICLE es apropiado para los métodos activos e interactivos de enseñanza. Estos cuatro elementos están estrechamente entrelazados. Cualquier modelo o metodología AICLE tiene en cuenta la importancia relativa de los siguientes parámetros:

- AICLE proporciona contextos de aprendizaje que son pertinentes para las necesidades e intereses de los educandos;
- AICLE promueve la progresión del alumno tanto en las habilidades lingüísticas como en la construcción del conocimiento;
- AICLE ofrece oportunidades directas para aprender a través del lenguaje y crear significados que importan;
- AICLE es especialmente pertinente en las aulas, donde los alumnos aportan diversas experiencias lingüísticas y culturales;
- AICLE es fundamental para el aprendizaje y la conciencia intercultural. La relación entre culturas y lenguas es compleja

El hecho de que la lengua meta sea nueva puede confundir a los alumnos al principio, ya que tienen que centrarse tanto en la materia de destino como en el uso de sus conocimientos de lengua extranjera. A través de las tareas, el trabajo en grupo y la discusión en el aula, los estudiantes eventualmente se convertirán en parte de una rutina y ya nada parecerá anormal o demasiado difícil. Para que el profesor pueda preparar materiales didácticos adecuados y enseñar de forma eficiente, debe desarrollar sus conocimientos sobre la materia a la que se dirige. Por supuesto, esto supone una importante inversión de tiempo por parte del profesor de AICLE, especialmente si no se dispone de contenidos de aprendizaje ya preparados. Al mismo tiempo, lo mejor es que las clases estén diseñadas de manera que los estudiantes tengan una buena comprensión de la materia impartida y de la lengua extranjera utilizada para enseñar el tema. Los profesores también deben ser conscientes de las habilidades y dificultades de cada alumno, y estructurar

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las actividades de aprendizaje de acuerdo con el proceso de aprendizaje de los alumnos. Las preguntas de comprobación de conceptos son la mano derecha de un profesor cuando utiliza el enfoque AICLE.

La esencia de AICLE está en la integración. El doble enfoque de tener contenidos y resultados de aprendizaje de idiomas simultáneos marca un cambio con respecto a la práctica convencional tanto en las asignaturas como en la enseñanza de idiomas. Esta divergencia se ha vuelto más pronunciada a medida que la investigación sobre AICLE ha dado lugar al concepto de triple enfoque, en el que los objetivos de contenido y lenguaje se persiguen con una comprensión sofisticada de la cognición de los estudiantes, generalmente conocida como habilidades de pensamiento (ver Mehisto/ Marsh/ Frigols 2008 y Coyle/ Hood/ Marsh 2010).

### **1.1 BENEFICIOS DE USAR AICLE EN EL APRENDIZAJE DE IDIOMAS**

El enfoque AICLE ha ganado popularidad en la enseñanza de idiomas, ya que ofrece varios beneficios tanto a los estudiantes de idiomas como a los educadores. Estas son algunas de las principales ventajas de utilizar las lecciones AICLE en la enseñanza de idiomas:

**Mejora de la competencia lingüística:** AICLE permite a los estudiantes aprender un segundo idioma en un contexto significativo utilizándolo para adquirir conocimientos en otras materias. Este enfoque puede conducir a una mejor competencia lingüística en comparación con los métodos tradicionales de enseñanza de idiomas.

**Uso auténtico del lenguaje:** AICLE expone a los estudiantes al uso auténtico del lenguaje en el mundo real. Encuentran y utilizan el lenguaje en contextos prácticos, lo que puede hacer que el aprendizaje de idiomas sea más atractivo y mejorar sus habilidades de comunicación.

**Aumento de la motivación de los estudiantes:** El aprendizaje de asignaturas en una lengua extranjera puede ser motivador para los estudiantes, ya que ven un propósito claro para la adquisición de un nuevo idioma. Puede fomentar un interés genuino en el idioma y el contenido que se enseña.

**Habilidades cognitivas mejoradas:** AICLE fomenta el desarrollo de habilidades cognitivas como el pensamiento crítico, la resolución de problemas y el razonamiento analítico a medida que los estudiantes se involucran con contenido complejo en un segundo idioma.

**Conciencia cultural:** Las lecciones de AICLE a menudo incluyen aspectos culturales relacionados con el idioma que se enseña, lo que ayuda a los

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estudiantes a obtener una comprensión más amplia de la cultura, las costumbres y las perspectivas de los hablantes nativos del idioma.

**Habilidades transferibles:** Los estudiantes adquieren habilidades y conocimientos tanto en el idioma de destino como en la materia, que se pueden aplicar en la vida real, incluidos diversos contextos académicos y profesionales.

**Preparación para el multilingüismo:** AICLE puede preparar a los estudiantes para un mundo multilingüe equipándolos con la capacidad de utilizar varios idiomas para la comunicación y el aprendizaje.

**Mejora del rendimiento académico:** Las investigaciones sugieren que los estudiantes AICLE a menudo tienen un buen rendimiento académico tanto en las asignaturas de lengua como en las de contenido, lo que demuestra la eficacia de este enfoque.

**Competencia global:** AICLE puede ayudar a los estudiantes a desarrollar una perspectiva global y a ser más sensibles y conscientes de la cultura, lo cual es cada vez más importante en nuestro mundo interconectado.

**Colaboración de los profesores:** AICLE fomenta la colaboración entre los profesores de idiomas y de asignaturas, fomentando también un enfoque cooperativo de la educación y el desarrollo profesional.

**Desarrollo profesional de los docentes:** Los educadores de idiomas que implementan el enfoque AICLE a menudo necesitan ampliar sus habilidades y conocimientos, lo que conduce a un desarrollo profesional continuo y oportunidades de crecimiento.

**Estrategia de enseñanza flexible:** AICLE se puede adaptar a varios niveles educativos, desde escuelas primarias hasta universidades, y se puede utilizar con diferentes idiomas y áreas de contenido.

## **1.2 DIFERENTES TIPOS DE ENSEÑANZA DE LENGUAS EXTRANJERAS**

La enseñanza con el enfoque AICLE es una de las muchas formas de ayudar a los alumnos a desarrollar sus habilidades lingüísticas. Cuatro ejemplos de formas de abordar la enseñanza de una lengua extranjera son:

- Enseñanza de lenguas extranjeras de uso general. Se trata de un lenguaje dirigido y aplicado a las diferentes situaciones y temas lingüísticos con el fin de ilustrar los puntos lingüísticos. Utiliza una metodología de enseñanza de idiomas y la evaluación se basa en el nivel lingüístico.
- 1. Enseñanza de lenguas extranjeras con fines laborales (ESP). Esto también se basa en el lenguaje, pero el contenido está determinado e influenciado por el propósito del trabajo. Utiliza el lenguaje

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2. metodología de enseñanza y la evaluación se basa en el nivel de idioma.
3. Enseñanza transversal – curricular de lenguas extranjeras. Se trata de una enseñanza de idiomas que utiliza contenidos de todos los planes de estudio. Por ejemplo, la historia, la geografía o la ciencia. Es impartido por profesores de idiomas que utilizan contenidos transversales y se evalúa a nivel lingüístico.
4. AICLE – Enseñanza de asignaturas a través de una lengua extranjera. Esto está completamente dirigido por el sujeto y el sujeto dicta qué idiomas se necesitan admitir. Las lenguas son una parte del proceso, más que un fin en sí mismo. Se evalúa en función del conocimiento de la materia. Puede ser impartido por un profesor de asignatura o por un profesor de lengua extranjera. En algunos casos, es impartido por ambos profesores, lo cual es un escenario ideal, aunque al tratarse de una opción de recursos pesados es menos común.

AICLE se utiliza en escuelas de todo el mundo, desde bebés y niños hasta niveles de estudio secundarios y terciarios. Algunas instituciones educativas involucran a los alumnos en clases AICLE el 100% del tiempo. Otros utilizan el enfoque AICLE en una parte del programa de enseñanza y el resto de la enseñanza de la asignatura se realiza en la lengua materna de los alumnos.

Dependiendo de la institución, la enseñanza AICLE puede ser llevada a cabo por profesores de asignaturas que están más familiarizados con el contenido o por profesores de idiomas que están más familiarizados con centrarse explícitamente en nuevos idiomas. Por lo tanto, en un contenido de enseñanza AICLE, un profesor de asignatura puede tener que centrarse en un idioma con el que no está familiarizado o un profesor de idiomas puede tener que centrarse en un contenido con el que no está familiarizado.

### **1.3 MÉTODO DE ENSEÑANZA AICLE**

David Marsh (2011) investigó los factores de implementación de AICLE. Las razones para la implementación de AICLE incluyen la diversificación de métodos y formas de práctica en el aula; el fomento del conocimiento y la comprensión interculturales; permitir que los estudiantes accedan a la certificación internacional; aumentar la motivación del alumno y desarrollar la confianza en sí mismo para aprender inglés, dando un valor añadido al contenido; preparación para futuros estudios y vida laboral; y mejorar los perfiles de las escuelas y las regiones.

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AICLE es un método fantástico para capacitar a estudiantes de todas las edades y niveles de fluidez. Al impartir clases AICLE, estás dando a los estudiantes las herramientas para crecer, adquirir y activar habilidades interdisciplinarias mediante el uso de un idioma diferente al suyo.

También es un gran método para promover actitudes positivas hacia el aprendizaje de idiomas desde una etapa temprana. Los estudiantes no serán corregidos en cada error que cometan. En su lugar, se les animará a seguir hablando y aprendiendo en el idioma, lo que les permitirá sentirse bien con su capacidad para comunicarse desde el principio.

AICLE apoya el pensamiento crítico y las habilidades de colaboración. A los estudiantes no se les dará de comer con cuchara sus lecciones de idiomas, sino que tendrán que prestar atención, observar y aprender el idioma aprendiendo sobre otras materias en ese idioma. Pueden recurrir a sus compañeros para que les apoyen en este proceso.

El método AICLE se utiliza en todos los niveles educativos de nuestro país en reconocimiento de sus aspectos beneficiosos. El marco teórico para la implementación de AICLE en la educación secundaria ha sido moldeado por teorías que se refieren a la enseñanza de lenguas extranjeras y segundas lenguas y que han influido en pedagogías relevantes. AICLE es un método flexible y su eficacia depende del profesor y del material utilizado. La información más objetiva sobre la implementación del aprendizaje integrado de contenidos y lenguas se proporciona mediante la observación directa de la actividad del profesor y del alumno en las clases.

### **1.4 CÓMO IMPLEMENTAR EL MÉTODO DE ENSEÑANZA AICLE EN UN AULA**

- **Reconsidere su plan de estudios:** En primer lugar, debe comenzar por considerar cómo trabajar AICLE en su plan de estudios. Incorporar temas **interdisciplinarios**. Un gran plan de estudios de AICLE debe replicar cualquier programa de lecciones de asignaturas tradicionales. En lugar de pensar en ti mismo como un profesor de idiomas, imagina que eres un profesor de asignaturas. La principal diferencia es que tus alumnos aprenderán esta asignatura en otro idioma. Estos son algunos ejemplos de asignaturas que podrías enseñar: Literatura, Matemáticas, Filosofía, Arte.

Trabaja por temas: Si sientes que esto puede llegar a ser abrumador e insostenible a largo plazo, ¡no temas! Puedes usar AICLE como una sola lección para una clase de idiomas: no tienes que enseñar AICLE todo el tiempo, pero puede ser parte de tu variado arsenal de enseñanza. Puedes

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rotar entre asignaturas para que solo enseñes las materias con las que te sientas más cómodo.

- **Enfoque en las tareas en el aula:** Al igual que el aula monolingüe tradicional, AICLE promueve el trabajo colaborativo y la adquisición de habilidades multidisciplinares basadas en tareas. Esto les da a los estudiantes un propósito claro y la motivación para aprender y completar la tarea lo mejor que puedan. También recompensa su capacidad de utilizar su propio conocimiento personal para tener éxito en el aula.

CLIL está impulsado por el contenido académico u otro contenido temático y los profesores que estén interesados en incorporar este enfoque en el aula necesitan saber y comprender cómo crear e incorporar la enseñanza de las cuatro habilidades de lectura, escritura, comprensión auditiva y habla a hablantes no nativos de un idioma de manera efectiva y beneficiosa para sus alumnos.

Todo lo que los estudiantes reciben en un idioma extranjero se denomina entrada. Las habilidades receptivas se conocen como Escuchar y Leer, y requieren que todos los profesores comprueben la comprensión de sus alumnos de lo que se ha entendido o no.

### **Las habilidades receptivas:**

Actividad de escucha

- Enseñar previamente palabras de vocabulario difíciles o desconocidas
- Escuche la primera vez para ver la esencia, sin folleto
- Escuche por segunda vez para obtener detalles específicos, con preguntas en el folleto

Este paso se puede omitir si se han respondido más del 50% de las preguntas: Escuche una tercera vez para confirmar y obtener detalles perdidos.

Después de la segunda o tercera escucha, los estudiantes individuales pueden compartir y comparar con quienes los rodean antes de volver a reunirse como clase para confirmar cualquier otra cosa de la que no estén seguros o que no hayan podido discernir con su pareja o parejas.

La primera escucha permite a los estudiantes escuchar y ver el tráiler de 3 minutos. Antes de la segunda escucha, los estudiantes reciben un folleto en el que se proporcionan 12 palabras de la transcripción en un banco de palabras en la parte superior de la hoja de trabajo. Durante la segunda escucha, se requiere que los estudiantes completen las palabras que faltan en el texto sin la imagen del video para permitirles concentrarse únicamente en escuchar.

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Los estudiantes pueden saltarse la tercera escucha si pudieron completar al menos el 50% de las palabras que faltan.

La actividad Cloze es una actividad en la que se eliminan palabras de un pasaje para que el alumno las complete como un ejercicio de comprensión lectora. Las palabras que faltan pueden o no proporcionarse en un banco de palabras.

### **Actividad de lectura:**

- Enseñe previamente palabras de vocabulario difíciles o desconocidas y resáltelas en el texto
- Los estudiantes leen la primera vez en voz alta (dividiendo la lectura en partes iguales por oraciones o párrafos) para practicar la pronunciación
- Los estudiantes leen por segunda vez en silencio para su comprensión

En este punto, los estudiantes pueden completar preguntas de comprensión con o sin el texto, individualmente o con un compañero o compañeros. Si las preguntas de comprensión se responden sin el texto, se pueden responder con un compañero hablando y apoyándose en la memoria de lo que se leyó juntos.

En otro ejemplo del curso AICLE – Actividades prácticas para todos los profesores. En una de las actividades de lectura, un breve pasaje de lectura sobre un tema. Para la primera lectura, a cada estudiante se le permite leer al menos una oración en voz alta.

Durante la segunda lectura, los estudiantes leen en silencio y se les pide que escriban sus nombres en la parte superior del folleto cuando hayan terminado. Los maestros pueden recoger el pasaje de lectura de todos los estudiantes cuando hayan terminado de leer.

Como se menciona en la fórmula anterior, a los estudiantes individuales o en parejas se les da un folleto con 12 preguntas de comprensión para responder sin la capacidad de consultar el pasaje de lectura para obtener respuestas.

**Las Habilidades Productivas:** Actividades de Escritura y Expresión Oral  
Todo lo que los estudiantes producen en un idioma extranjero se denomina salida. Las habilidades productivas se conocen como Escritura y Expresión Oral y requieren que los maestros participen en la corrección de errores, que puede ser realizada por el maestro, el estudiante o un compañero, dependiendo de lo que deba corregirse, el nivel del estudiante o la actividad. Los estudiantes pueden trabajar en actividades productivas en las que se requiere escribir y hablar de cualquiera de las siguientes maneras:

- Individualmente

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- Pares
- Grupos reducidos
- Dos equipos
- Toda la clase

En el cuarto día del curso AICLE en Secundaria – Actividades prácticas para todos los profesores, la atención se centra en la enseñanza de la Geografía a través de AICLE. Se requiere que los estudiantes produzcan un juego de roles, utilizando el habla, basado en un tema.

En primer lugar, los alumnos eligen el papel que les gustaría desempeñar. A continuación, se les proporciona la transcripción de la película. Después de destacar su papel y lo que necesitan decir, escuchan y observan, prestando atención al personaje que interpretan y a cómo suenan. El siguiente paso es poner a los estudiantes en grupos pequeños, en dos equipos o en toda la clase para practicar el guión.

Cuando cada grupo está listo, los estudiantes actúan. Puede haber más de una actuación y todos los demás que participan, como público, pueden proporcionar comentarios orales o escritos. Si los estudiantes están estudiando la parte del mundo, también pueden investigar y escribir sobre diferentes ciudades o vocabulario relacionado.

Ya que AICLE se trata de enseñar contenidos a través de una lengua extranjera. Puede servir como un enfoque para proporcionar un uso significativo del lenguaje impulsado por contenido específico.

### **Actividades AICLE:**

- Presentaciones: Un estudiante toma el centro del escenario para presentar al resto del aula un tema tangencial relacionado con el tema que han estado discutiendo. Anímelos a usar gráficos, imágenes y material multimedia, y a escribir palabras clave de manera destacada en la pizarra para que sus compañeros de clase puedan tomar notas.
- Juegos de roles: Los estudiantes se hacen pasar por figuras importantes y partes interesadas para dar vida a un concepto o tema que han aprendido en el aula. Pídeles que preparen la recreación con anticipación trabajando juntos para escribir y memorizar una maniobra de teatro sobre este tema. Recapitule dejando que la clase interactúe con los estudiantes-actores para hacer preguntas sobre el tema.
- Experimentos científicos: Estas son herramientas fantásticas para ayudar a sus estudiantes a descubrir la ciencia, la química y la biología. Pídele a un profesor de una clase que venga a supervisar si no estás seguro de ciertos elementos, y no olvides enseñar

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previamente conceptos y palabras importantes para que los estudiantes sepan qué hacer durante los experimentos.

- Clases de cocina: Una parte esencial de la cultura, la sociedad y el idioma, la comida ayuda a unir a la clase, y la cocina es donde todo comienza. Comience seleccionando una receta y discútalas en clase con anticipación. Luego pida a los estudiantes que compitan y hagan sus propias versiones de la receta. Luego recapitule en clase y pida a los estudiantes que discutan, prueben y comparen sus producciones.
1. **Elige los momentos adecuados para dar feedback:** El feedback y la motivación están en el corazón de cualquier clase de idiomas. Después de todo, los errores son oportunidades para enseñar y aprender. La retroalimentación mínima y la positividad máxima son partes esenciales de AICLE. El objetivo es aumentar la capacidad de comunicación de sus estudiantes y, al mismo tiempo, permitirles concentrarse en el aprendizaje de las lecciones de la materia. A lo largo del camino, construirás sus vibraciones positivas para el idioma y la cultura de destino. Por lo tanto, la mejor estrategia es apuntar a la comunicación en lugar de la precisión cuando sus estudiantes hablan. Utiliza los mismos principios para las actividades de escritura. Deje que los estudiantes se expresen y escriban libremente, pero trate de identificar malentendidos y errores frecuentes y específicos, y luego use su próxima clase para abordarlos. Escriba palabras y expresiones en la pizarra y use colores para rodear letras o acentos específicos a los que debe prestar atención. Pida comentarios a los estudiantes, supervise los resultados y ajústelos en consecuencia. La implementación varía de un aula a otra, por lo que depende de usted tomar el pulso de la clase y remodelar su programa de estudios y actividades AICLE.
  2. **Enseñar gramática en contexto**  
Enumerar un sinnúmero de reglas gramaticales rara vez es efectivo. Los estudiantes a menudo siguen cometiendo los mismos errores una y otra vez y, a menudo, se congelan en lugar de usar las palabras y comunicarse. Para corregir esto, asegúrese de que los estudiantes aprendan la gramática en contexto en función de los temas que estudian y a través de la exposición constante al idioma. Revisa y recicla la gramática periódicamente para que los estudiantes puedan observar el idioma. Al introducir la gramática, incluya gráficos, documentos e imágenes que demuestren el uso de la regla de manera prominente. También puedes presentar algunos materiales auténticos, como artículos de periódicos o clips de documentales, que utilicen la gramática y al mismo tiempo enseñen algo

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relacionado con un tema. Puede encontrar ejemplos auténticos del idioma de destino en todo Internet, sobre todo videos que incluyen hablantes nativos de Fluently.

### **Repetición**

Cuando repites las palabras y frases cruciales, les estás dando a los estudiantes múltiples oportunidades de obtener la definición y el uso correctos. Debido a que el medio de instrucción no les es familiar, se verán obligados a usar el contexto y sus habilidades de pensamiento crítico para descubrir el significado de ciertas palabras. Al usar las mismas palabras repetidamente y en diferentes contextos, está ayudando a los estudiantes a validar (o descartar) sus conjeturas iniciales.

Además, la repetición de palabras o frases les da a los estudiantes la oportunidad de practicar la audición. Una de las habilidades más importantes para aprender un idioma es escuchar. No se puede exagerar el perfeccionamiento de esta habilidad. La repetición, en diferentes velocidades de pronunciación, permite a los estudiantes aprender completamente los sonidos del idioma.

- **Gestos animados**

Esta vez, vamos al lado visual de la enseñanza de un nuevo idioma. Aquí, tienes que usar todo tu cuerpo para transmitir un significado matizado a tus alumnos. No te limites a usar las manos. Incluso tus ojos pueden hablar. La inclinación de la cabeza, la forma en que te paras, incluso cuando bombas el pecho o no, todos ayudan a transmitir significado. Exagera las cosas, tus expresiones faciales y tus movimientos. Hacer esto no solo ayudará a transmitir el significado, sino que también ayudará a mantener el interés y la atención de su clase. Los estudiantes prefieren sentarse en una clase en la que la persona que está delante se mueve, gesticulando y en la que siempre hay algo nuevo sucediendo frente a ellos. Es mucho más atractivo que una clase en la que el profesor se para en un atril y se aleja monótonamente durante los próximos 60 minutos.

- **Uso de ayudas visuales y accesorios**

¿Qué pasa si enseñas un concepto que no puedes apartar lo suficiente? Fácil. Usa imágenes. Es cierto lo que dicen. Una imagen vale más que mil palabras. Utiliza imágenes que presenten elementos interesantes, colores explosivos y personajes con los que te puedas identificar.

Por ejemplo, si la lección es sobre comida, traer los ingredientes y demostrar cómo cortar, cortar en dados y tirar será mucho mejor que mostrar imágenes, y mucho menos tratar de hacer gestos sobre los ingredientes y las

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acciones. (¿Cómo puedes hacer un gesto con "lechuga" o la diferencia entre "rebanada" y "dados"?)

- **Vocabulario previo a la enseñanza**

A veces es mejor aislar el vocabulario que quieres que los estudiantes recuerden. En lugar de simplemente usar palabras en una lección y dejar que los estudiantes descubran los significados por sí mismos, es posible que desee ser más directo sobre el vocabulario que se presenta y debe aprenderse.

La enseñanza previa del vocabulario les da a sus estudiantes una ventaja al ofrecer palabras y conceptos en piezas manejables antes de incorporarlos en la lección principal. En cierto modo, les estás dando un poco de ventaja. Al conocer algunas de las palabras de antemano, los está ayudando a descubrir por sí mismos muchas otras palabras y conceptos que se incluirán en la lección.

- **Barra lateral de la lección de idiomas**

En lugar de dejar que los estudiantes descubran por sí mismos algunas reglas gramaticales, puedes seguir adelante y hacer una lección de idioma rápida e indolora como barra lateral. ¿Qué significa eso exactamente? Por ejemplo, en una clase de español en la que estás listo para dar una increíble sesión de narración de historias, es posible que te desvíes mucho discutiendo los artículos definidos la y el. En lugar de esperar a que se den cuenta de que la se usa para sustantivos femeninos mientras que el se usa para masculino, les explicas directamente los sustantivos de género en español.

- **Traducción directa**

Se trata de un andamiaje y una técnica de enseñanza que ahorra tiempo. Sé que AICLE, como experiencia totalmente inmersiva, está animando a los profesores a utilizar el idioma de destino en la conducción de las clases, pero en los casos en los que sientas que dar una traducción directa haría que los estudiantes se desatascaran, entonces hazlo. Todavía sería mucho mejor que los estudiantes descubrieran por sí mismos los significados de las palabras y los conceptos, porque el cerebro retiene mucho mejor la información para la que ha trabajado, pero si crees que dar la traducción directa superaría este beneficio, entonces hazlo.

- **Mostrar y contar**

Esto se ha convertido en una actividad clásica en el aula porque obliga a los estudiantes a comprometerse tanto con la asignatura como con el idioma. Por ejemplo, puede pedirle a cada estudiante que hable sobre el tema con sus propias palabras, usando el idioma de destino, por supuesto. Bastará con una presentación de unas cinco frases. Lo importante es que permitas que

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los estudiantes experimenten cómo es conversar, interactuar y transmitir un mensaje en el idioma de destino. En la medida de lo posible, no interrumpas la presentación, incluso si escuchas el uso incorrecto de la gramática. En su lugar, después de cada presentación, haga un resumen de todo lo que sucedió durante el programa de un estudiante y cuéntelo. De esta manera, en lugar de ser un ejercicio desconcertante, en realidad puede ser un ejercicio de construcción de confianza. Les permite a todos saber que pueden manejar el idioma de destino, que incluso si cometen errores, no es el fin del mundo. Esta es una actitud muy saludable en AICLE, así como en cualquier otro tipo de enseñanza y aprendizaje de idiomas.

- **Juego de roles**

También puede dejar que los estudiantes trabajen en parejas o grupos y presenten un poco de juego de roles. Tal vez en una clase de francés en la que enseñes historia, puedes pedirles a los estudiantes que recreen momentos cruciales de la historia. Una presentación de dos minutos es realmente más que suficiente. Esta actividad tiene el doble propósito de servir como práctica lingüística y, al mismo tiempo, informarte a ti, el profesor, de lo que los alumnos han aprendido. Al escuchar las presentaciones, sabrás qué elementos de la lección necesitan andamiaje o qué estudiantes necesitan un poco de apoyo adicional, por ejemplo. Esta es también una buena manera de animar a los estudiantes a salir de sus caparazones. Si la naturaleza individual de mostrar y contar es demasiado para algunos de sus estudiantes, la naturaleza grupal o en pareja del juego de roles podría alentarlos a intentar una participación más activa en clase.

Ahora que el método de enseñanza AICLE no tiene secretos para ti, estamos seguros de que no tendrás problemas para mejorar las habilidades de tus alumnos en el idioma de destino.

## **1.5 PROFESORES EN EL AULA AICLE**

Los profesores que utilizan AICLE deben ser lingüísticamente conscientes, poseer conocimientos sobre cómo funciona el lenguaje, además de ser capaces de utilizar el idioma como una herramienta en el aula. Lo que es muy importante es que aquellos profesores que conocen sus habilidades lingüísticas son limitadas necesitan adaptar sus contenidos y métodos.

El papel de un profesor en un aula AICLE es extremadamente importante. El profesor AICLE debe tener las cualidades que Whitty (1996: 89-90) enumera, a saber: "valores profesionales, desarrollo profesional, comunicación, conocimiento de la materia, comprensión de los alumnos y su aprendizaje". Además, el profesor AICLE debe tener la capacidad de enseñar una o más asignaturas del currículo en una lengua distinta de la lengua habitual de enseñanza y, además, enseñar esa lengua en sí misma (Eurydice 2006). Los profesores que participan en AICLE también deben

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reconocer la necesidad de cambiar los hábitos establecidos que podrían utilizarse en la L1 cuando se enseñan los mismos contenidos en la L2.

Los profesores que participan en AICLE reconocen la necesidad de cambiar los hábitos establecidos que podrían utilizarse en la L1 cuando se enseñan los mismos contenidos en la L2. Lo que es evidente es que un docente profesional reconocerá que el contexto AICLE significa que no solo es importante la competencia lingüística del profesor, sino también la de los alumnos. Esto lleva directamente a la noción de cambio metodológico. La principal característica de este cambio radica en el paso de métodos centrados en el profesor a métodos centrados en el alumno. También es muy importante que aquellos profesores que saben que sus habilidades lingüísticas son limitadas adapten sus contenidos y métodos en consecuencia. Marsh et al. (2001: 78) afirman que "aquí es donde el cambio de código y la preparación se vuelven cruciales". Por otro lado, Hall (2001: 120) afirma que "es muy importante recordar que ser capaz de utilizar una L2 no significa ser capaz de enseñar en esa L2 en una situación dada". Para que un profesor AICLE vaya a impartir clases extensas en la L2 es imprescindible que tenga un dominio suficiente de la lengua.

Una de las habilidades más importantes del profesor AICLE es la competencia en una segunda lengua. Andrews (1999: 163) sostiene que "el profesor de una lengua, como cualquier usuario culto de esa lengua, necesita indudablemente niveles de conocimiento implícito y explícito de la gramática que faciliten una comunicación eficaz". Al mismo tiempo, sin embargo: "la enseñanza eficaz de la L2 requiere del profesor algo más que la posesión de dichos conocimientos y la capacidad de recurrir a ellos con fines comunicativos. El profesor de L2 también necesita reflexionar sobre ese conocimiento y habilidad, y sobre su conocimiento de los sistemas subyacentes de la lengua, con el fin de garantizar que los alumnos reciban la máxima utilidad para el aprendizaje" (Andrews 1999).

La enseñanza en AICLE exige mucho más que la capacidad de hablar o escuchar en un idioma en particular. Ya sea que se trate de hablantes nativos o no nativos de un idioma determinado, la cuestión clave de la competencia lingüística para el contexto de enseñanza sigue siendo una cuestión clave. Es necesario tener buenas habilidades lingüísticas en el idioma de destino. Los profesores que utilizan AICLE deben ser lingüísticamente conscientes, poseer conocimientos sobre cómo funciona el lenguaje, además de ser capaces de utilizar el idioma como una herramienta en el aula. Lo que es muy importante es que aquellos profesores que conocen sus habilidades lingüísticas son limitadas necesitan adaptar sus contenidos y métodos. De hecho, "aquí es donde el cambio de código y la preparación se vuelven

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cruciales" (Marsh, Marsland 1999: 45). También es razonable sugerir que los profesores con habilidades lingüísticas más limitadas tienen que prestar más atención a la planificación de las lecciones para sentirse más seguros. Los profesores AICLE deben ser simultáneamente profesores de idiomas y de contenidos. El énfasis puede estar más en uno de ellos que en el otro, dependiendo de las competencias del profesor, pero no obstante "el doble interés y la doble capacidad, si no la doble cualificación, parecen ser altamente deseables" (Marsh, Marsland 1999: 38).

De acuerdo con Eurydice (2006), en la disposición de tipo AICLE, los profesores son especialistas en una o más asignaturas no lingüísticas o tienen dos áreas de especialización, una en una asignatura lingüística y otra en una asignatura no lingüística. Sin embargo, hay países en los que los profesores no tienen formación dual y, por lo tanto, deben proporcionar una prueba certificada de habilidades particulares. Ninguno de los diplomas o certificados exigidos se refiere a la oferta de tipo AICLE como tal, ni más concretamente a aspectos concretos de sus principios y metodología docentes.

### 1.6 LA PIRÁMIDE AICLE

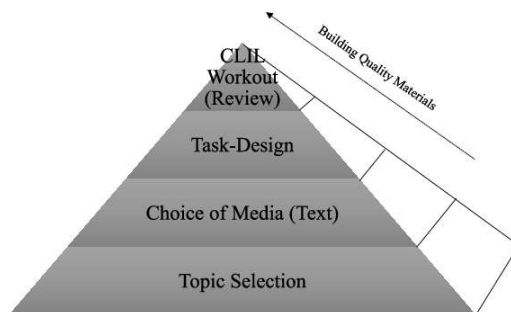


tabla 1.1 Piramide clil

La pirámide AICLE fue diseñada para representar visualmente la idea de que la calidad AICLE basada en los principios del marco de las 4C solo se puede lograr cuando se consideran las cuatro C en la planificación de las lecciones y la construcción de materiales.

**Contenido:** El contenido es una parte fundamental de AICLE, los conocimientos se aprenden a través del lenguaje adicional.

Además, este es el primer paso para construir la pirámide AICLE. Dentro del asunto, seleccione el tema.

**Cultura:** conocer la propia cultura y otras culturas a través de una mirada abierta y cultivar la tolerancia, el respeto y los valores de ciudadanía.

**Comunicación:** las 4 habilidades lingüísticas (leer, escribir, escuchar y hablar) y sus propias características (utilizar adecuadamente el idioma teniendo en cuenta el contexto). Es esencial utilizar el lenguaje adicional como un vehículo, una forma en la que los estudiantes pueden alcanzar los objetivos educativos.

**Cognición:** trabajar de LOTS a HOTS (Taxonomía de Bloom). El proceso de aprendizaje debe basarse en aprendizajes significativos y en contextos reales, alcanzando un propósito. Para ello, será muy útil la implementación de tareas y proyectos.

**LA PRIMERA ETAPA:** Selección del tema. El sótano de la Pirámide AICLE está planificando. Los módulos AICLE se organizan en torno a grandes ideas (temas) a las que se refieren varias asignaturas curriculares (contenidos y lengua) o áreas curriculares de forma transversal. Las características específicas de la asignatura de contenidos son el punto estratégico de cada lección AICLE y la clave para la construcción de materiales. En la primera fase participan los interesados en AICLE (profesores de idiomas, profesores de asignaturas, profesores de primaria y sus colegas, directores de programas, etc.), que participan en la construcción

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de una visión compartida de AICLE. Si no existe una tradición de AICLE en una escuela, el primer desafío para los pioneros es reunir a un grupo para compartir ideas y explorar cómo AICLE podría funcionar en su escuela. Este enfoque de "empezar poco a poco" puede consistir, por ejemplo, en un profesor de asignatura y un profesor de idiomas o en un profesor de clase que trabaje con un colega como amigo crítico. En algunas escuelas, donde los profesores están iniciando AICLE por su cuenta, unirse a una de las redes virtuales AICLE puede proporcionar un foro para compartir ideas. Crear una visión compartida tiene beneficios que van más allá de AICLE.

**LA SEGUNDA ETAPA:** Se denomina Elección de medios. Es esencial presentar aportes ricos, significativos y auténticos capaces de motivar y ayudar a los estudiantes en el desarrollo de las actividades. Para ello, Meyer (2010) insiste en la necesidad de seleccionar materiales didácticos asegurando formatos multimodales bajo diferentes estilos de presentación que tengan en cuenta los diferentes estilos de aprendizaje y el modelo de inteligencias múltiples. AICLE debe ser un entorno de aprendizaje rico para los estudiantes y la naturaleza de la entrada seleccionada es fundamental para decidir el tipo de andamiaje de entrada que el profesor debe proporcionar a sus estudiantes. El profesor tiene el papel de ayudar a los estudiantes a superar sus dificultades, concentrándose en dar un amplio apoyo a través de una actividad pedagógica que incluye una diversidad de métodos para asegurarse de que se ocupen con éxito de esa información.

**LA TERCERA ETAPA** o Diseño de Tareas. Esto implica considerar la etapa de desarrollo y la competencia lingüística de los estudiantes, vinculando también el aprendizaje con las experiencias de los estudiantes, por lo tanto, las tareas deben diseñarse para combinar ambos pensamientos de orden superior y conducir a una comunicación genuina y significativa en diferentes formatos y formas. Fomentar el conocimiento compartido de los alumnos, ya que requiere habilidades cognitivas, apertura hacia los demás, sus ideas y su cultura. Cuanto más exigente sea la tarea, más andamiaje necesitarán los estudiantes para garantizar el aprendizaje.

**LA CUARTA ETAPA** que se asienta en la parte superior de la pirámide se denomina AICLE-Entrenamiento. La naturaleza de la salida, que generalmente es un producto "real", determina el andamiaje de salida necesario para proporcionar a los estudiantes. En este punto, los profesores pueden supervisar el rendimiento del alumno y aumentar la conciencia del alumno sobre el proceso de aprendizaje.

De acuerdo con los principios mencionados anteriormente, Meyer (2010) diseñó la pirámide AICLE para representar visualmente la idea de que la calidad AICLE basada en los principios del Marco de las 4C solo se puede

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lograr cuando se consideran las cuatro C en la planificación de las lecciones y la construcción de materiales [La pirámide © AICLE Oliver Meyer, 2010].

La Pirámide AICLE sugiere una secuencia sistemática para la planificación de unidades y materiales AICLE, comenzando con la selección de temas y terminando con una revisión de los contenidos clave y los elementos lingüísticos que hemos dado en llamar el entrenamiento AICLE. Las etapas que componen la Pirámide AICLE pueden describirse de la siguiente manera:

- La planificación de una unidad AICLE comienza con la selección de contenidos. Las necesidades específicas de la asignatura de contenidos están en el centro de cada lección AICLE y son el punto de partida para la construcción de materiales.
- Al proporcionar información multimodal y distribuirla uniformemente en la nueva unidad AICLE, se producen materiales altamente diferenciados que se adaptan a diferentes estilos de aprendizaje y activan diversas habilidades lingüísticas. Esta aportación multimodal puede facilitar el desarrollo de nuevas alfabetizaciones.
- La naturaleza de la entrada seleccionada (es decir, textos, gráficos, mapas, videoclips, etc.) determina cuánto y qué tipo de andamiaje de entrada se necesita. También indica qué habilidades de estudio específicas de la materia deben practicarse con los estudiantes para que puedan hacer frente con éxito a esa información.
- Las tareas deben diseñarse para desencadenar habilidades de pensamiento de orden superior y conducir a una comunicación/interacción auténtica en diferentes formatos interactivos (trabajo en solitario, trabajo en parejas, trabajo en grupo, etc.).
- La naturaleza del resultado deseado (póster, entrevista, presentación, mapa, etc.) determina cuánto y qué tipo de andamiaje de salida es necesario.

### **Pirámide AICLE: Seis principios de calidad**

- Rich Input: La motivación es importante a la hora de enseñar un nuevo idioma, es importante que el estudiante pueda recibir conocimientos significativos que fomenten el interés, la interacción y el pensamiento creativo, en definitiva, contenidos que puedan conectarlos con el idioma correctamente.

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- Andamiaje Aprendizaje: Como en todo proceso, el apoyo es de vital importancia, el andamiaje ayuda a los alumnos a aligerar la carga y, lo más importante, a entender los contenidos, que es lo más importante, no se trata de lo elegantes que suenan las palabras o las clases sino de lo mucho que los alumnos pueden entender.
- 1. Rich Interaction and Push Output: Como su nombre lo dice, se trata de la interacción y su importancia, un nuevo idioma se aprende mucho más fácilmente cuando su propósito es comunicativo y se lleva a situaciones reales de la vida cotidiana, esto fomenta la fluidez, precisión y producción del lenguaje de manera natural y sencilla.
- 2. Añadiendo la Dimensión (Inter)cultural: La dimensión intercultural juega un papel clave en la enseñanza de un nuevo idioma, los estudiantes deben aprender no solo el idioma sino también la cultura, la competencia comunicativa intercultural, cada cultura percibe las cosas de manera diferente y como profesores debemos facilitar la comprensión.
- 3. Hazlo H.O.T.: Los estudiantes deben aprender a pensar sin sentirse abrumados, deben aprender a expresar sus pensamientos no a memorizarlos, las habilidades de pensamiento académico son importantes y se pueden incorporar fácilmente a la rutina de enseñanza.
- 4. Aprendizaje Sostenible: Como docentes debemos procurar que los conocimientos que estamos transmitiendo a los alumnos permanezcan en su memoria a largo plazo y no solo para tareas y evaluaciones, fomentando así el aprendizaje autónomo, logrando así que el conocimiento del alumno sea un conocimiento activo y que tenga la capacidad de aplicar sus conocimientos para resolver problemas.

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## CAPÍTULO II

### LOS TRES PILARES

#### 2.1 LOS TRES PILARES



Figure 1: Uncovering CLIL. Mehisto, et al. (2008)

#### Análisis de contenido – Tareas relacionadas

#### 2.2 PILAR 1

##### Resultados de los alumnos de una clase:

##### Contenido

1. Los alumnos articulan sus conocimientos sobre un tema
2. Los alumnos identifican el vocabulario relacionado con el tema

##### Idioma

1. Los alumnos construyen descripciones de forma lógica
2. Los alumnos utilizan correctamente la gramática útil
3. Los alumnos utilizan el conocimiento y el vocabulario en diferentes situaciones y con diferentes registros del lenguaje.

##### Habilidades de aprendizaje

1. Los alumnos que trabajan en grupos incluyen a todos los miembros del grupo por igual, escuchan a los demás y terminan la tarea a tiempo.
2. Los alumnos desarrollan sus habilidades para leer e identificar detalles específicos / características principales en una descripción.
3. Los alumnos desarrollan sus habilidades para transferir información de un texto escrito a un formato visual.

Cuando preparamos una clase AICLE, se necesita un esfuerzo consciente por parte del profesor para establecer objetivos de contenido, lenguaje y habilidades de aprendizaje para desarrollar actividades que involucren a un número máximo de estudiantes en un momento dado.

Sin embargo, cuando se asimila información complicada en otro idioma, es necesario que los alumnos reciban ayuda para comprender los conceptos importantes involucrados.

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Los tipos de materiales que suelen ser más útiles cuando se trata de nuevos contenidos de las lecciones AICLE son aquellos que involucran a los alumnos en la medida de lo posible; Son aquellos que alejan el foco de atención de la clase de los métodos dirigidos por los profesores para dar información, como las conferencias. De hecho, los materiales que son más beneficiosos para la comprensión de un tema por parte de nuestros alumnos deben profundizar. Además, al realizar la tarea, los alumnos también desarrollarán aún más las habilidades lingüísticas y de aprendizaje.

En resumen, al establecer tareas para que nuestros alumnos las completen, somos ellos los que "trabajan" por la información que están adquiriendo en lugar de pedirles que la hagan pasivamente.

Aunque los profesores suelen dedicar un tiempo considerable a desarrollar y/o adaptar los recursos de aprendizaje existentes, el uso de un enfoque centrado en el alumno en nuestra enseñanza puede conducir tanto a una enseñanza como a un aprendizaje más exitosos.

El contenido no se trata solo de adquirir conocimientos y habilidades, sino de que los alumnos construyan sus propios conocimientos y desarrollen habilidades.

En el corazón del proceso de aprendizaje se encuentra el éxito del aprendizaje de contenidos o temáticos en combinación con la adquisición de conocimientos, habilidades y comprensión. El contenido es el tema o el tema del proyecto.

Preguntas que debe responder el profesor AICLE

¿Qué voy a enseñar?

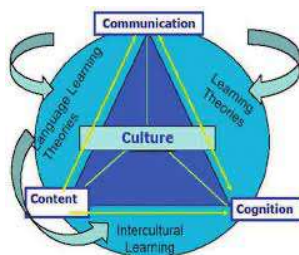
¿Qué aprenderán?

¿Cuáles son mis objetivos docentes?

¿Cuáles son los resultados de aprendizaje?

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### 2.2 LAS 4C DEL AICLE



Las 4C de la frase AICLE Contenido, comunicación, cognición y cultura (Coyle, 1999).

Estos son componentes interrelacionados de AICLE y conforman el Marco de las 4C. La cultura también está ligada a la ciudadanía y a la comunidad. De acuerdo con el currículo de las 4C (Coyle 1999), una lección exitosa de AICLE debe combinar elementos de lo siguiente:

- Contenido: progresión en el conocimiento, las habilidades y la comprensión relacionados con elementos específicos de un plan de estudios definido.
- Comunicación: usar el lenguaje para aprender mientras se aprende a usar el lenguaje
- Cognición - Desarrollar habilidades de pensamiento que vinculan la formación de conceptos (abstractos y concretos), la comprensión y el lenguaje.
- Cultura - Exposición a perspectivas alternativas y entendimientos compartidos, que profundizan la conciencia de la otredad y de uno mismo.

En una lección AICLE, las cuatro habilidades lingüísticas deben estar unidas. Las habilidades son:

- Escuchar es una actividad de entrada normal, vital para el aprendizaje de idiomas
- La lectura, utilizando material significativo, es la principal fuente de información
- Hablar se centra en la fluidez. La precisión se considera subordinada
- La escritura es una serie de actividades léxicas a través de las cuales se recicla la gramática.

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## PILAR 2

### 2.3 RESULTADOS DE APRENDIZAJE RELACIONADOS CON EL LENGUAJE



La enseñanza integrada de idiomas y contenidos ofrece oportunidades para que los alumnos adquieran un nuevo idioma a través del estudio de disciplinas académicas como las matemáticas, las ciencias y la historia.

Apoyar el aprendizaje de idiomas en las clases de contenido

Cada tema tiene su propia terminología, un lenguaje que es común a científicos, matemáticos o actores. Es importante que un profesor sea consciente de qué idioma deben saber los alumnos sobre un tema para dominar el contenido. Este lenguaje se conoce como lenguaje obligatorio de contenido. Este es el lenguaje que es específico para el tema en las lecciones, por ejemplo, la enseñanza sobre el ciclo de vida de la rana implicaría enseñar vocabulario específico de la materia, como química, matemáticas, etc. Este lenguaje es importante a veces, sin embargo, puede no estar presente en todas las lecciones sobre un tema en particular.

Contenido: el lenguaje compatible es el lenguaje más general que los alumnos deben utilizar cuando aprenden sobre un tema. Se vuelve muy importante a medida que los alumnos intentan expresar sus propios pensamientos en relación con el tema que están estudiando. En consecuencia, el lenguaje compatible con el contenido suele ser un lenguaje que realmente interesa a los alumnos.

Cloud, Genesee y Hamayan afirman que el contenido, el lenguaje obligatorio incluye:

- 1) Vocabulario técnico: taxonomía, fotosíntesis
- 2) expresiones especiales menos comunes múltiples, especies ancestrales comunes,
- 3) múltiples significados de las palabras masa, célula, 4
- ) características sintácticas voz pasiva y activa,

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5) Funciones lingüísticas que predominan en un área de contenido particular de una lección: definir, analizar, predecir.

Estas habilidades lingüísticas son necesarias para que los alumnos adquieran conceptos, hagan preguntas, expliquen la comprensión, demuestren dominio y se preparen para el aprendizaje futuro en el área de contenido (Cloud et al, 2000).

Tanto si se trata de un idioma obligatorio como de un lenguaje compatible con el contenido, es necesario que haya muchas oportunidades para la interacción oral entre los alumnos. Para que el nuevo lenguaje eche raíces, necesitamos usarlo en la conversación antes de que pueda convertirse en una parte duradera de nuestro repertorio. Esta interacción oral puede ser en forma de trabajo en parejas, trabajo en grupo o trabajo de toda la clase.

Los estudiantes del idioma inglés aprenden tanto a través del idioma que encuentran (entrada) como del idioma que producen (salida). Los estudiantes también deben tener amplias oportunidades para producir el lenguaje, y deben recibir retroalimentación directa para aumentar su comprensión y mejorar sus habilidades lingüísticas.

El Dr. Schneider señala que el aumento del uso de la tecnología digital en la educación ha abierto muchas oportunidades adicionales para que los docentes complementen los planes de clase. Las estrategias para aumentar la información comprensible incluyen:

- Leer en voz alta o reproducir versiones de audio de textos.
- Cargue al frente el vocabulario y los conceptos clave antes de leer.
- Proporcione un texto similar en el idioma materno del estudiante.
- Ve más allá del libro de texto e incluye obras de arte, videos, oradores invitados, historias.
- Habla más despacio.

Proporcione una gran cantidad de materiales de lectura de alto interés (ficción y no ficción) en varios niveles de lectura. Asegúrese de que los estudiantes tengan tiempo libre en el que puedan usar el idioma de instrucción para hablar sobre sus propios intereses. Usa muchas canciones. Use canciones producidas comercialmente y pida a los estudiantes que compongan las suyas propias.

## **2.4 PILAR 3**

### **2.4.1 RESULTADOS RELACIONADOS CON LAS HABILIDADES GENERALES DE APRENDIZAJE**



Las habilidades de aprendizaje son la forma en que los alumnos eligen aprender nuevos contenidos de la asignatura. Forman parte del aprendizaje activo: los alumnos más capaces utilizan una amplia gama de habilidades de aprendizaje para aprender de forma independiente. Al enseñar en general, es importante para nosotros ayudar a los alumnos a desarrollar habilidades de aprendizaje efectivas. Sin embargo, en las clases AICLE es aún más importante debido a los desafíos adicionales que implica. AICLE es un enfoque educativo de doble enfoque en el que se utiliza una lengua adicional para el aprendizaje y la enseñanza tanto del contenido como de la lengua. Hay algunas estrategias que se utilizan en las aulas AICLE:

- Selección y establecimiento de objetivos de aprendizaje
- Toma de notas
- Pedir aclaraciones
- Resumiendo
- Analizar la tarea, su propósito y lo que se debe hacer
- Adivinar el significado de nuevas palabras
- Uso de L1 para fines específicos
- Usar indicaciones visuales y auditivas para ayudar a la memoria
- Revisar el trabajo solo o en grupos pequeños
- Asumir riesgos y experimentar con un nuevo lenguaje en el contenido
- Personalización del aprendizaje
- Decidir los criterios para medir qué tan bien se puede hacer una tarea
- Identificar el vocabulario específico de una asignatura clave
- Predicción del contenido del texto
- Intercambiar trabajo con un compañero y pedir retroalimentación

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## **2.4.2 DESARROLLO DE HABILIDADES DE APRENDIZAJE**

Las habilidades de aprendizaje son hábitos que se pueden utilizar a lo largo de la vida para completar proyectos y comunicarse de manera efectiva. Pueden desarrollarse y mejorarse continuamente para ayudarte a realizar las tareas diarias o alcanzar los hitos de tu carrera.

Diferentes tareas y actividades requieren diferentes habilidades de aprendizaje. Al proporcionar a los alumnos una variedad de tareas y modelar cómo realizar y abordar estas tareas, podemos fomentar el desarrollo de diferentes habilidades de aprendizaje.

### **1. Habilidades organizativas**

Organización

Gestión del tiempo

Multitarea

Desarrollo de la estrategia

Gestión de la información

Toma de notas

Limpieza del espacio de trabajo

Planificación de horarios

Coordinación de eventos

Productividad

### **2. Habilidades de comunicación**

Escucha activa

Análisis de la situación

Competencia tecnológica

Alfabetización mediática

Empatía

Argumentación persuasiva

Clarificación

Respeto

Hablar en público

Escritura

### **3. Habilidades de colaboración**

Liderazgo

Orientación al trabajo en equipo

Resolución de conflictos

Comprometedor

Compromiso

Fiabilidad

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Asignación de recursos  
Gestión de proyectos  
Delegación de tareas  
Establecimiento de objetivos

#### **4. Habilidades de pensamiento crítico**

Pensamiento crítico  
Atención al detalle  
Evaluación  
Pensamiento analítico  
Inferencia  
Autorregulación  
Lectura anotativa  
Interpretación de textos  
Toma de decisiones  
Comparación y contraste

#### **5. Habilidades creativas**

Resolución de problemas  
Adaptabilidad  
Vuelco  
Curiosidad  
Innovación  
Lluvia de ideas  
Entretenido  
Apertura mental  
Replanificación  
Escritura creativa

#### **Cómo mejorar tus habilidades de aprendizaje**

Identifica las áreas débiles.  
Practica mejores hábitos en tu vida diaria.  
Toma un curso comunitario.  
Participa en oportunidades de voluntariado.

- **Identificar las áreas débiles**

El primer paso para mejorar tus habilidades de aprendizaje es identificar las áreas en las que sabes que podrías mejorar. Es posible que identifiques tus puntos débiles como la comunicación, la productividad, la adaptabilidad, la toma de decisiones o una combinación de estos rasgos. Ser consciente de tus debilidades puede ayudarte a ser más consciente de cómo afectan tu vida diaria.

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- **Practica mejores hábitos en tu vida diaria**

El segundo paso para mejorar tus habilidades de aprendizaje es trabajar hacia mejores prácticas de estas habilidades en tu vida diaria. Aclara lo que quieres decir cuando hables con alguien o pídele una aclaración para evitar la falta de comunicación. Establezca metas razonables para las tareas domésticas o relacionadas con el trabajo, y trate de terminirlas dentro del marco de tiempo que se fijó. Puedes trabajar en tu capacidad de adaptación a nuevas situaciones probando algo fuera de tu zona de confort, ya sea una actividad o viajar a un área diferente. Puedes trabajar en tus habilidades de toma de decisiones sopesando el resultado potencial de una acción propuesta, como comer fuera de casa frente a comer la comida que ya tienes.

- **Toma un curso comunitario**

Si quieres salir de tu zona de confort, considera la posibilidad de tomar un curso comunitario en un área con la que no te sientas tan cómodo. Considera la posibilidad de tomar un curso de escritura creativa o hablar en público para ayudarte a cultivar nuevas estrategias para escribir y hablar frente a una audiencia.

- **Participar en oportunidades de voluntariado**

Al participar en oportunidades de voluntariado, puedes perfeccionar tus habilidades relacionadas con la formación de equipos, el liderazgo, la empatía y la gestión del tiempo. Encuentra algo que te apasione y trabaja en tus habilidades de aprendizaje mientras eres voluntario.

## CAPÍTULO III

### MODELOS DE TRABAJO DE LOS PROGRAMAS AICLE

#### 3.. MODELOS DE TRABAJO DE LOS PROGRAMAS AICLE

| Vernacular language                                                            | vs | Vehicular language                                                            |
|--------------------------------------------------------------------------------|----|-------------------------------------------------------------------------------|
| Everyday, familiar usage within a given group.                                 |    | Communication between different groups → <i>Lingua franca</i> .               |
| Serves everyday communicative needs.                                           |    | Typically serves work-objective communicative needs.                          |
| Typically used at home.                                                        |    | Used for pragmatic reasons, e.g. trade.                                       |
| Typically contrasted with an official or High (H) language in a given society. |    | Typically contrasted with an informal or Low (L) language in a given society. |

#### 3.1 AMPLIA INSTRUCCIÓN A TRAVÉS DEL IDIOMA VEHICULAR

En este modelo, la lengua **vehicular** se utiliza casi exclusivamente para introducir, resumir y revisar temas, con cambios muy limitados a la lengua materna para explicar aspectos específicos de la asignatura o elementos de vocabulario.

Hay un claro triple enfoque en el contenido, el lenguaje y la cognición. Los contenidos se imparten utilizando métodos que favorecen en mayor o menor medida el aprendizaje y la comprensión de idiomas en las clases. Este enfoque apoyado (o andamiado) se utiliza para introducir nuevo vocabulario o conceptos, uso gramatical, etc., junto con el contenido. Esto puede ser hecho por un solo profesor de contenido a través de la cooperación con un profesor de idiomas, especialmente cuando ciertas estructuras lingüísticas se enseñan previamente, o el idioma puede enseñarse paralelamente al aprendizaje de contenido en clases de idiomas separadas. El lenguaje relevante para el contenido también puede ser enseñado por un profesor de idiomas que asuma la responsabilidad de enseñar el área de contenido.

La instrucción extensiva es el **idioma vehicular** requiere que el currículo tenga un propósito, diseñado con objetivos que no solo conduzcan a altos niveles de dominio del contenido, sino también a la competencia lingüística. En algunos casos, el 50% o más del plan de estudios puede impartirse de

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esta manera. El contenido que se imparte a través de AICLE puede extraerse de cualquier conjunto de asignaturas, dependiendo del contexto individual de la escuela.

Los maestros trabajan juntos para que las habilidades genéricas de estudio, y el lenguaje para superarlas, tengan un significado compartido en las diferentes lecciones. Para contextualizar, puede darse el caso de que el lenguaje AICLE se utilice de forma muy amplia para crear un campo de juego equitativo para todos los estudiantes.

Una lengua vehicular) es una lengua utilizada como medio de comunicación entre personas con diferentes lenguas maternas. Es una lengua que se utiliza sistemáticamente para hacer posible la comunicación entre grupos de personas que no comparten una lengua materna o un dialecto, especialmente cuando se trata de una tercera lengua distinta de las dos lenguas maternas de los hablantes.

### 3.2 INSTRUCCIÓN PARCIAL A TRAVÉS DE LA LENGUA VEHICULAR

En los modelos que implican una instrucción parcial a través del modelo específico de **la lengua vehicular**, extraída de una o más asignaturas, se enseña a través de AICLE de acuerdo con períodos de implementación limitados: posiblemente menos del cinco por ciento de todo el plan de estudios se enseñará a través de AICLE. En este caso, a menudo se utiliza un enfoque modular basado en proyectos y la responsabilidad de la enseñanza puede recaer en los profesores de contenidos o de idiomas, o en ambos. Al igual que ocurre con los modelos en los que la enseñanza a través de la lengua AICLE es extensa, de nuevo hay un claro triple enfoque en el contenido, el lenguaje y la cognición.

Muy a menudo, la instrucción parcial a través de la **lengua vehicular** se manifiesta en una instrucción bilingüe combinada que involucra el cambio de idioma. En este caso, la lección implica el uso sistemático tanto de la lengua AICLE como de la lengua materna. Por ejemplo, a veces se puede utilizar un idioma para esbozar y resumir los puntos principales, y el resto de las funciones de la lección.

Alternativamente, los dos idiomas diferentes pueden utilizarse para tipos específicos de actividad. Se trata de un tipo de cambio de código que se ha denominado translenguaje y que conduce a una forma dinámica, a un bilingüismo en el aula. El cambio sistemático entre lenguas se basa en un desarrollo planificado del contenido, el lenguaje y la cognición: por ejemplo, algunos alumnos pueden utilizar un libro de texto en la lengua materna cuando hacen los deberes para aumentar la confianza y comprobar

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la comprensión; otros alumnos pueden pedir explicaciones al profesor en un idioma determinado; Los estudiantes principiantes de AICLE pueden usar su L1 para hablar con el maestro cuando resuelvan problemas, pero el maestro de AICLE responderá preguntas y apoyará a los maestros en el **idioma vehicular**.

Una de las preocupaciones de algunos profesores ha sido si el aprendizaje a través de un idioma adicional puede dar lugar a que los alumnos no entiendan términos clave en el primer idioma. **El translenguaje** puede utilizarse para superar esta preocupación; por ejemplo, mediante el uso de material de primera lengua (lista de verificación de vocabulario y conceptos) para apoyar la enseñanza en la lengua **vehicular** AICLE.

**Translingüismo** es un término que puede referirse a diferentes aspectos del multilingüismo. Puede describir la forma en que los bilingües y multilingües utilizan sus recursos lingüísticos para dar sentido e interactuar con el mundo que les rodea. También puede referirse a un enfoque pedagógico que utiliza más de un idioma dentro de una lección en el aula. El término "Translingüismo" fue acuñado en la década de 1980 por Cen Williams en su tesis inédita titulada "Una evaluación de los métodos de enseñanza y aprendizaje en el contexto de la educación secundaria bilingüe". Williams usó el término para describir la práctica de usar dos idiomas en la misma lección, lo que difería de muchos métodos anteriores de educación bilingüe que intentaban separar los idiomas por clase, hora o día. Además, Vogel y García argumentaron que la teoría del translenguaje postula que, en lugar de poseer dos o más sistemas lingüísticos autónomos, como se pensaba anteriormente cuando los académicos describían hablantes bilingües o multilingües, los bilingües y los hablantes multilingües seleccionan y despliegan sus lenguas de un repertorio lingüístico unitario. Sin embargo, la difusión del término, y del concepto relacionado, cobró fuerza décadas más tarde debido en parte a las investigaciones publicadas por Ofelia García, entre otros. En este contexto, el translenguaje es una extensión del concepto de lenguaje, las prácticas discursivas de los hablantes de lenguas, pero con la característica adicional de utilizar varios idiomas, a menudo simultáneamente. Es un proceso dinámico en el que los hablantes multilingües navegan por demandas sociales y cognitivas complejas a través del empleo estratégico de múltiples idiomas.

### MODELO AICLE

#### MODELO AICLE Fomento de la confianza e introducción a los conceptos clave

1. Módulo temático basado en el cambio climático.
2. Quince horas de aprendizaje que implican la comunicación en clase con alumnos de otro país.
3. El profesor de la clase aborda el módulo utilizando AICLE, un sistema de material diseñado y de trabajo en red.
4. Instrucciones y configuración en el primer idioma de soporte proporcionado para conceptos clave en idiomas AICLE.
5. Comunicación y resultados a través del lenguaje AICLE.

Este modelo puede ser llevado a cabo por un profesor de clase con una fluidez más limitada en el idioma AICLE, y sin el apoyo de un profesor de idiomas. Este modelo es útil en países donde no hay disponibilidad de profesores de idiomas o de contenidos multilingües.

Utilizando material diseñado con propósito, el profesor de la clase se embarca en una exposición limitada a AICLE, incluso si existen limitaciones. Este ejemplo es particularmente eficaz para introducir el amplio mundo de la **lengua vehicular** a los alumnos. El uso de este modelo puede ser importante para la mayoría de los contextos educativos, pero especialmente para aquellos en los que los alumnos tienen poco acceso auténtico a lenguas y culturas más allá de la suya. También puede gestionarse en un contexto en el que la financiación y los recursos son limitados, ya que la baja tecnología puede utilizarse para la comunicación en el aula entre las escuelas y, a menudo, entre los países, por ejemplo, a través de artefactos, fotografías y cartas enviadas a través de los servicios postales. (adaptado de: Aprendizaje Integrado de Contenidos y Lenguas, Coyde, Hood & Marsh CUP 2010)

Reconoce tus fortalezas y talentos personales, y recuérdalos con frecuencia. Fíjate metas realistas. Practica el diálogo interno positivo. Tómese un tiempo para sus pasatiempos y pruebe algunas cosas nuevas para descubrir qué es lo que le apasiona.

La confianza es la creencia en uno mismo, la convicción de que uno tiene la capacidad de enfrentar los desafíos de la vida y tener éxito, y la voluntad

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de actuar en consecuencia. Tener confianza requiere un sentido realista de las propias capacidades y sentirse seguro en ese conocimiento.

El pensamiento positivo, la práctica, el entrenamiento, el conocimiento y hablar con otras personas son formas útiles de ayudar a mejorar o aumentar sus niveles de confianza. La confianza proviene de los sentimientos de bienestar, la aceptación de su cuerpo y mente (su autoestima) y la creencia en su propia capacidad, habilidades y experiencia.

### **MODELO AICLE Desarrollo de conceptos clave y autonomía del alumno**

- Aprendizaje basado en asignaturas en economía doméstica.
- Cuarenta horas de aprendizaje de translenguaje, donde las actividades se desarrollan a través de la lengua AICLE utilizando material bilingüe.
- Los profesores de asignaturas y de idiomas trabajan juntos.
- Concepto clave proporcionado en la primera lengua AICLE. Habilidades de pensamiento clave para la indagación: tareas basadas en aspectos de la vida y el comportamiento del hogar.
- Evaluación de los principios fundamentales de la lengua materna; evaluación de carteras en el lenguaje AICLE.

Este modelo se adapta a situaciones en las que un profesor de idiomas está disponible en la escuela junto con un profesor de asignatura que tiene suficiente competencia en el idioma AICLE, y en las que el trabajo en equipo es posible dadas las limitaciones del plan de estudios y los horarios de enseñanza. Es posible que ambos maestros estén en el aula durante algunos momentos, pero la mayoría de las interacciones en el aula involucran a un solo maestro. Este modelo es un intento de profundizar la comprensión de los conceptos de contenido por parte de los alumnos y desarrollar **la conciencia metalingüística**. Además, puede actuar como catalizador para introducir lo que pueden ser metodologías alternativas, como una mayor autonomía de los alumnos. (adaptado de: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010).

Desarrollar la autonomía del alumno implica aprender a aprender, y es un proceso gradual y, a veces, difícil. Para llegar a ser autónomos, los alumnos

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## THE CLIL APPROACH

deben estar expuestos a una serie de actividades de aprendizaje útiles y tener la oportunidad de evaluarlas y reflexionar sobre ellas.

En el aula, el profesor puede establecer tareas específicas para ayudar a promover el aprendizaje autónomo, entre ellas: Pidiéndole que reflexione sobre sus objetivos para que pueda establecer sus propios objetivos para el proceso de aprendizaje. Enseñarle a usar un diccionario de italiano para que puedas buscar palabras por ti mismo.

Hay 7 maneras en las que podemos crear las condiciones para promover la autonomía del alumno

1. Establecer una ruta de aprendizaje
2. Autoevaluar el progreso.
3. Ofrezca opciones a los alumnos.
4. Utilice el contenido generado por el alumno.
5. Asume la responsabilidad de aprender.
6. Estrategias para el aprendizaje independiente.
7. Haz que los alumnos asuman riesgos.

Fomentar la autonomía da a los alumnos la confianza necesaria para tomar el control de su propio aprendizaje y contribuir positivamente al desarrollo de la organización. Es una parte integral del progreso, y las organizaciones deben adoptarlo para seguir el ritmo del cambio.

El papel del profesor en el desarrollo de la autonomía del alumno

- 1) Un facilitador para desarrollar la confianza en sí mismos de los estudiantes, despertar el interés de los estudiantes, mantener el entusiasmo de los estudiantes en el aprendizaje autónomo.
- 2) Un formador o un guía para enseñar a los estudiantes diversas estrategias de autonomía de aprendizaje y guiar a los estudiantes para que realicen un aprendizaje autónomo.

## **MODELO AICLE Preparación para un programa AICLE a largo plazo**

- Enfoque interdisciplinario que involucra un conjunto de asignaturas de las ciencias naturales donde se prepara a los alumnos para una educación en profundidad a través del lenguaje AICLE.
- Los profesores de asignaturas y de idiomas trabajan juntos siguiendo un currículo integrado.
- La enseñanza de idiomas AICLE complementa la enseñanza de contenidos con un enfoque principal en las palabras y las estructuras que permiten a los alumnos acceder a las habilidades de pensamiento.
- Evaluación de los principios clave en el lenguaje AICLE, con una evaluación paralela de los conceptos principales en la primera lengua.

Este modelo depende de un marco de apoyo diseñado para ser implementado de una manera que garantice que se desarrolle todo el potencial de los alumnos. No es factible esperar que este enfoque funcione a menos que los profesores en el aula cuenten con el pleno apoyo de las estructuras educativas circundantes. Estos incluyen la gestión escolar y la estructura administrativa nacional. (adaptado de: Aprendizaje Integrado de Contenidos y Lenguas, Coyde, Hood & Marsh CUP 2010)

### *Consejos para la planificación de clases AICLE*

1. Conectar las actividades AICLE que los estudiantes están haciendo hoy con lo que han hecho antes.
2. Conecta tu clase con otras clases.
3. Tenga en reserva información adicional sobre el contenido.
4. Ser capaz de explicar la importancia del contenido de destino.

## MODELO AICLE Educación Bilingüe

- Los alumnos estudian una parte significativa del plan de estudios a través de la lengua AICLE durante varios años con la intención de desarrollar el contenido requerido: objetivos de aprendizaje y habilidades lingüísticas avanzadas.
- Los alumnos participan en corrientes internacionales y desarrollan habilidades lingüísticas AICLE avanzadas para estas asignaturas específicas. Esto se complementa con el aprendizaje de idiomas, que se centra en las habilidades interpersonales y la competencia lingüística cognitiva.
- A menudo se vincula a la certificación internacional y a la evaluación y el reconocimiento de la condición especial nacional.

Este modelo requiere de un apoyo curricular e institucional muy desarrollado. Durante mucho tiempo, este tipo se ha utilizado con los sectores más privilegiados de ciertas sociedades, donde la experiencia de aprender a través de un idioma específico se ha visto como una marca de estatus. De una manera no elitista para proporcionar este tipo específico de experiencia educativa a una amplia cohorte de estudiantes. (adaptado de: Aprendizaje Integrado de Contenidos y Lenguas, Coyde, Hood & Marsh CUP 2010)

El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE) desempeña un papel cada vez más importante en la enseñanza de idiomas, tanto como característica de la enseñanza y el aprendizaje de lenguas extranjeras, como elemento de la educación bilingüe y plurilingüe.

En las aulas AICLE, normalmente solo se imparten unas pocas asignaturas en la segunda lengua, mientras que en una inmersión la mayoría de las asignaturas se imparten, en algunos casos casi exclusivamente, en la lengua meta.

Mientras que el uso tradicional del término AICLE se refiere a un programa bilingüe en el que se utiliza una lengua extranjera como medio para el aprendizaje de contenidos en asignaturas como física o geografía, una comprensión más general puede referirse a cualquier tipo de enfoque pedagógico que integre la enseñanza de contenidos.

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## CLIL MODEL Enfoque de módulos interdisciplinarios

- Se imparte un módulo específico, por ejemplo, ciencias ambientales o ciudadanía, en el que participan profesores de diferentes disciplinas (matemáticas, ciencias, biología)
- Los alumnos participan en un módulo transversal del plan de estudios que se enseña en el aprendizaje.
- Se utiliza en asociaciones de redes internacionales entre escuelas y, a menudo, se centra en la evaluación de tipo portafolio. Ambos aspectos se consideran complementarios a la enseñanza de idiomas al proporcionar una plataforma adicional para el uso auténtico del idioma.

Este modelo representa una forma de educación que se caracteriza por un enfoque tanto en la adquisición de conocimientos como en la capacidad de aplicarlos. En realidad, solo se adapta a los idiomas más utilizados y, cuando se implementa, puede actuar como una herramienta importante para volver a desarrollar la práctica educativa existente en todas las asignaturas. (adaptado de: Content and Language Integrated Learning, Coyde, Hood & Marsh CUP 2010).

Los tres modelos de enseñanza interdisciplinarios (conectados, compartidos y asociados) proporcionan enfoques para integrar las habilidades y conceptos de dos o más áreas temáticas. Estos modelos te ayudarán a clarificar tu intención y objetivos para el uso de la enseñanza interdisciplinaria.

En un enfoque interdisciplinario, los profesores organizan el currículo en torno a aprendizajes comunes en todas las disciplinas. Agrupan los aprendizajes comunes integrados en las disciplinas para enfatizar las habilidades y conceptos interdisciplinarios.

La enseñanza interdisciplinaria se refiere al concepto de aprender una sola materia desde múltiples perspectivas. Se ha demostrado que impulsa los resultados del aprendizaje y el entusiasmo en torno al aprendizaje, la enseñanza interdisciplinaria permite a los estudiantes pensar críticamente, identificar sus propios prejuicios, aceptar lo desconocido y respetar los dilemas éticos.

Este tipo de estudio permite al estudiante aprender haciendo conexiones entre ideas y conceptos a través de diferentes disciplinas. Los estudiantes que aprenden de esta manera son capaces de aplicar los conocimientos

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adquiridos en una disciplina a otra disciplina diferente como una forma de profundizar en la experiencia de aprendizaje.

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## CAPÍTULO IV

### PLANIFICACIÓN DE LAS LECCIONES DE AICLE

#### 4. PLANIFICACIÓN DE LA LECCIÓN CLIL

##### **Etapas de planificación AICLE**

Coyle, Marsh y Hood (CUP 2010, p 48) definen cuatro etapas en el proceso de implementación de las lecciones AICLE. A continuación encontrarás un resumen de estas cuatro etapas y un esquema visual de las mismas en forma de pirámide.

**Etapas 1: Una visión compartida** para AICLE La primera etapa involucra a aquellos interesados en AICLE en su escuela: profesores de idiomas, profesores de asignaturas, gerentes, etc., que participan en la construcción de una visión compartida de AICLE.

**Etapas 2:** Análisis y personalización del contexto AICLE Esta etapa requiere que los responsables del programa AICLE construyan un modelo para AICLE que crezca a partir de la visión compartida en la Etapa 1. Pueden añadir la situación local: tipo y tamaño de la escuela, entorno, número de docentes, políticas nacionales, etc.

**Etapas 3:** Planificación y preparación de una unidad Hay cuatro pasos en esta etapa, relacionados con las 4C: Contenido, Cognición, Comunicación, Cultura.

**Paso 1:** Considerar el contenido

**Paso 2: Conectar el contenido** y la cognición, analizando y seleccionando las habilidades de pensamiento, resolución de problemas y creatividad que conectan con el contenido

**Paso 3:** Comunicación, definición del aprendizaje y uso del idioma, y proporcionar el andamiaje lingüístico adecuado

**Paso 4:** Desarrollar la conciencia y las oportunidades culturales

**Etapas 4: Seguimiento y evaluación de la unidad** El seguimiento del desarrollo de una unidad y la evaluación de los procesos y resultados son parte integral del proceso de enseñanza y aprendizaje. Esta etapa se centra en comprender los procesos del aula a medida que evolucionan para obtener información que informe la planificación futura.

##### **Proceso de creación de una lección AICLE. Planes de estudio**

Cuando los profesores se enfrentan a cada nueva lección, hay una sensación de incertidumbre con respecto a lo que tienen que hacer. Por lo general, esto significa que los maestros deben planificar lo que quieren hacer en sus aulas. Un plan de unidad es una serie de lecciones relacionadas en torno a un tema específico (Farrell, 2002).

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Las lecciones de planificación son el resultado de un complejo proceso de planificación que incluye los planes anuales, trimestrales y unitarios. Un plan de lección diario es una descripción escrita de cómo los estudiantes avanzarán hacia el logro de objetivos específicos. Describe el comportamiento de enseñanza que dará lugar al aprendizaje de los estudiantes. Richards (1998) citado por Farrell (2002, p.31) dice que "los planes de lecciones son registros sistemáticos de los pensamientos de un maestro sobre lo que se cubrirá durante una lección". Además, añade, "los planes de clase ayudan al profesor a pensar en la lección de antemano para resolver problemas y dificultades, a proporcionar una estructura para una lección, a proporcionar un mapa para que el profesor lo siga y a proporcionar una cuerda de lo que se ha enseñado. Como se puede comprender, subraya la importancia de la planificación de las clases para los profesores de idiomas. En este sentido, la planificación de la lección podría definirse como las decisiones diarias que toma un profesor para el resultado exitoso de una lección.

El proceso de planificación de la clase es de vital importancia para el desarrollo exitoso de la clase (Salaberri y Sánchez, 2012). No muchos profesores entran en un aula sin algún tipo de plan. Los planes de lecciones son registros sistemáticos de los pensamientos de un maestro sobre lo que se cubrirá durante una lección.

Para estar preparados para implementar AICLE en la enseñanza, el trasfondo teórico debe transformarse en práctica. Incluye no solo la planificación parcial de las lecciones, sino más bien una larga cadena de pasos para que este enfoque sea eficiente. Sobre todo, requiere una planificación eficaz y el uso de formas alternativas, paciencia, apoyo profesional y una gran cantidad de tiempo.

Todos los planes de lecciones deben tener objetivos medibles. AICLE tiene profundas implicaciones metodológicas en términos de planificación, estrategias de enseñanza y, en particular, en el papel del docente. De hecho, estos factores pueden decidir el éxito o el fracaso final de una lección AICLE. La clase AICLE requiere una preparación precisa y extensa. En primer lugar, el profesor tiene que decidir con gran detalle qué contenido se va a enseñar y también tiene que definir las partes en inglés de las lecciones.

En una lección AICLE, se deben combinar las cuatro habilidades lingüísticas. Las habilidades se ven así:

**Escuchar** es una actividad de entrada normal, vital para el aprendizaje de idiomas

**La lectura**, utilizando material significativo, es la principal fuente de información

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**Hablar** se centra en la fluidez. La precisión se considera subordinada

**La escritura** es una serie de actividades léxicas a través de las cuales se recicla la gramática.

Para los profesores con formación en ELT, las clases AICLE presentan las siguientes características:

Integrar el lenguaje y las habilidades, y las habilidades receptivas y productivas

Las lecciones a menudo se basan en la lectura o escucha de textos/pasajes

El enfoque lingüístico de una lección no tiene en cuenta la calificación estructural

El lenguaje es funcional y está dictado por el contexto del sujeto

El lenguaje se aborda léxicamente en lugar de gramaticalmente

Los estilos de los alumnos se tienen en cuenta en los tipos de tareas.

El siguiente diagrama desarrolla, con ligeras modificaciones, la tercera etapa del proceso de planificación AICLE mencionado anteriormente.

Puede ayudarte a organizar tu tiempo y recursos para lograr el objetivo final de tu proceso de enseñanza: crear tu propia nueva lección AICLE.

### CREATION PROCESS OF A CLIL LESSON

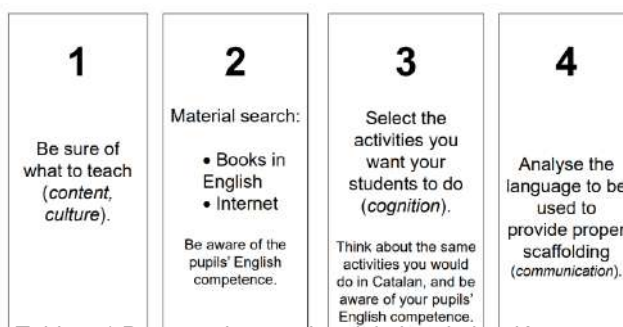


Tabla 4.1 Proceso de creación del plan de lección

**El paso 1** puede parecer obvio, pero la práctica muestra que la mayoría de los profesores principiantes de AICLE pasan una enorme cantidad de tiempo buscando buenos materiales de diferentes fuentes sin tener una idea clara de qué enseñar. Escribe tus ideas en un papel de desecho antes de empezar a buscar. Asegúrate de lo que quieres incluir y de lo que rechazas del tema que has seleccionado para tus clases AICLE.

Por lo tanto, una lección AICLE no es una lección de idioma ni es una lección de asignatura transmitida en un idioma extranjero. De acuerdo con el currículo de las 4C (Coyle 1999), una lección exitosa de AICLE debe combinar elementos de lo siguiente:

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Contenido: progresión en el conocimiento, las habilidades y la comprensión relacionados con elementos específicos de un plan de estudios definido.

**Comunicación:** **usar el lenguaje** para aprender mientras se aprende a usar el lenguaje

**Cognición** - Desarrollar habilidades de pensamiento que vinculan la formación de conceptos (abstractos y concretos), la comprensión y el lenguaje.

**Cultura** : exposición a perspectivas alternativas y entendimientos compartidos, que

Profundizar la conciencia de la otredad y de uno mismo.

**El paso 2 es que** es más fácil transformar materiales listos para usar que empezar de cero. Ten en cuenta que los libros suelen contener mejores materiales que los sitios web. Los tipos comunes de materiales de lecciones incluyen: Folletos para estudiantes. Libros. Ayudas visuales.

Plan de lección: guía para el profesor sobre el procedimiento que incluye respuestas a las tareas.

Hojas de trabajo: ejercicios que se pueden copiar para su uso en clase. La hoja de trabajo contiene:

- Entrada, predicción y 'mapeo' de texto
- Escuchar para confirmar las expectativas
- Observar y analizar el lenguaje (lectura)
- Ampliación de vocabulario (relleno de huecos)
- Leer y hacer (toma de notas, finalización de mapas,)
- Actividades de seguimiento

Texto: el texto que se leerá en voz alta a los alumnos y que posteriormente se les proporcionará.

Una lección de este tipo, en este nivel, podría ser impartida por un profesor de asignatura, un profesor de idiomas o un equipo impartido por ambos. Todas las actividades se pueden adaptar a una variedad de niveles y grupos de habilidades mixtas. Dado que las lecciones AICLE se basan en temas, el tema y las tareas pueden cubrirse en un solo período o repartirse en varias horas de clase, dependiendo de la profundidad del estudio.

**El paso 3** implica que ya tiene una serie de tareas en diferentes niveles de la taxonomía de Bloom. Proponer diferentes tipos de tareas suele ser una fuente de compromiso para los alumnos y promueve un enfoque centrado en el estudiante para su enseñanza.

Las actividades de aprendizaje deben estar directamente relacionadas con los objetivos de aprendizaje del curso y proporcionar experiencias que permitan a los estudiantes participar, practicar y obtener retroalimentación

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sobre el progreso específico hacia esos objetivos. A medida que planifique sus actividades de aprendizaje, calcule cuánto tiempo dedicará a cada una. Las actividades de los maestros en un plan de lección son las cosas específicas que el maestro hará durante la lección para ayudar a los estudiantes a aprender. Estas actividades deben estar alineadas con los objetivos de aprendizaje de la lección y deben diseñarse para involucrar a los estudiantes y promover el aprendizaje

**Paso 4** Una vez que el contenido esté claro y las tareas elegidas, debes adaptar todos los materiales al nivel de idioma de tus alumnos. Proporcionar un andamiaje lingüístico en todas sus actividades es el punto principal. El andamiaje consiste en dividir el aprendizaje en partes y proporcionar una herramienta, o estructura, con cada pieza. Al leer en andamiaje, por ejemplo, puede obtener una vista previa del texto y discutir el vocabulario clave, o fragmentar el texto y luego leer y discutir sobre la marcha.

#### **4.1 ESTRATEGIAS PARA ANDAMIOS EN EL AULA**

Independientemente del enfoque de instrucción, los maestros siempre deben introducir nuevos conceptos a los estudiantes de una manera que cumpla con su nivel actual de comprensión. Un profesor de geometría de décimo grado no comenzaría una unidad sobre el teorema de Pitágoras sin antes asegurarse de que los estudiantes supieran qué era una hipotenusa.

Una vez que los profesores establecen el punto de partida de sus alumnos, pueden crear un nuevo andamiaje para el nuevo contenido del curso siguiendo este proceso:

1. Divida la nueva lección en unidades discretas
2. Crear asignaciones para cada unidad
3. Hable con los alumnos sobre cada tarea antes de que comiencen a trabajar
4. Explique el propósito de la lección o tarea: responda a la vieja pregunta: "¿Por qué necesitamos saber esto?"
5. Divida a los estudiantes en grupos para discutir la tarea, planificar su enfoque y apoyarse mutuamente
6. Proporcione a los alumnos consejos o ejemplos de la tarea completada para que puedan comparar su progreso
7. Pida a los estudiantes que presenten su trabajo para recibir comentarios y/o que realicen una evaluación para medir la comprensión

Ejemplos de algunos de estos pasos se pueden ilustrar con estrategias específicas de andamiaje, que incluyen:

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**Mostrar y contar:** El profesor modela un proceso o producto final para que los alumnos puedan ver lo que se supone que deben crear. Show and tell se puede utilizar para demostrar ecuaciones de álgebra, modelos científicos, técnicas artísticas y mucho más. Los profesores pueden incluso extender el show and tell a la realización de la primera tarea junto con los estudiantes después de su demostración inicial.

**Hacer conexiones en la vida real:** A veces, puede ser un desafío para los estudiantes entender por qué necesitan saber algo o cómo se conecta con el mundo fuera de la escuela. Como maestro, comparta un ejemplo de cómo un concepto académico se aplica a su propia vida, luego pregunte a los estudiantes si tienen algún ejemplo similar.

**Comience con el vocabulario:** Si un estudiante encuentra una palabra que no reconoce en un texto sobre un nuevo concepto, puede comenzar a sentirse fuera de su alcance y su compromiso puede flaquear. Antes de embarcarse en una nueva lección o asignar una lectura independiente, asegúrese de que los estudiantes entiendan las palabras clave del vocabulario para que no se pierdan. Una vez más, conecte las palabras nuevas con los conceptos con los que los estudiantes ya están familiarizados y pídale que creen sus propias tarjetas de vocabulario u "hojas de trucos" (con ejemplos) para consultarlas.

**Utiliza ayudas visuales:** Existen innumerables estudios que demuestran el aumento de la retención de información visual sobre la auditiva (como este de la Universidad de Tennessee). Específicamente, se ha encontrado que ver imágenes o demostraciones visuales ayuda a los estudiantes a comprender y recordar conceptos clave mejor que simplemente escuchar al maestro explicarlos. Los gráficos, modelos, presentaciones de diapositivas, videos y otras herramientas visuales pueden apoyar el aprendizaje de los estudiantes. No todos los estudiantes sentirán que necesitan la misma cantidad de andamios que los demás; Algunos estudiantes pueden ser capaces de demostrar ciertas ecuaciones algebraicas después de una lección, mientras que otros pueden necesitar una semana de demostraciones del maestro y ejercicios en clase antes de comprender el concepto. Lo mejor es estructurar las lecciones para que sirvan al mayor número posible de alumnos a la vez, y crear una oportunidad para dirigirse tanto a los de alto rendimiento como a los que necesitan apoyo adicional.

#### **4.2 ASPECTOS A TENER EN CUENTA A LA HORA DE PLANIFICAR LAS CLASES AICLE**

En Coyle, Marsh y Hood (2010) se presentan varias características o principios en los que debe basarse la educación AICLE. Algunos de esos principios son:

1. Construir conocimiento que excluya los enfoques y el aprendizaje centrados en el docente
2. basado en la memorización de datos
3. El lenguaje se desarrolla en las interacciones sociales y su uso en la práctica
4. La enseñanza debe estar centrada en el alumno
5. Papel activo de los estudiantes en las actividades del aula
6. Debería introducirse el aprendizaje cooperativo
7. Desarrollo de la autonomía del alumno
8. Colaboración de los profesores de lenguas extranjeras con los profesores de asignaturas
9. Enfoque basado en tareas, enfoque de procesos  
Variedad de técnicas de enseñanza con una variedad de materiales, incluido el aprendizaje asistido por computadora
10. El aprendizaje siempre debe basarse en el contexto, situado en contextos naturales
11. Desarrollar diferentes habilidades lingüísticas (leer, escuchar, hablar, escribir), no restringidas a la gramática y el vocabulario
12. Posiblemente un enfoque bien equilibrado para la enseñanza del contenido y el lenguaje
13. Redundancia lingüística (repetición de contenidos con el uso de varios idiomas)
14. medios y materiales)

Coyle, Hood y Marsh (2014, p.49-70) dividen un método orientado a procesos necesario para una planificación eficaz de AICLE en seis etapas:

##### **1. Concepto de AICLE**

Cuando surge la idea de la implementación de AICLE en una escuela, es necesario crear un equipo de profesores de idiomas, profesores de asignaturas y dirección de la escuela para llevar a cabo ideas y visiones y acordar conjuntamente objetivos generales. Basándose en el concepto de planificación, Coyle muestra que la prioridad es alcanzar los objetivos a través de la discusión y la lluvia de ideas; estos objetivos podrían "aumentar la participación del alumno" (Coyle, Hood y Marsh 2014, p.50) o "desarrollar alumnos seguros de sí mismos que utilicen el lenguaje AICLE de forma espontánea en una variedad de entornos"

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**2. AICLE en contexto**

Una vez que se ha completado la visión, el enfoque debe cambiar a la implicación práctica. El autor recomienda tener en cuenta las necesidades especiales que tiene una escuela en particular, ya sea la ubicación de la escuela, su especialización, las políticas regionales y nacionales, y el tipo de escuela. Las cuestiones mencionadas anteriormente desempeñan un papel importante a la hora de determinar el tipo de AICLE adecuado para los diferentes contextos.

**3. Planificación de una unidad**

Esta etapa describe la concepción de las 4C para la planificación de una lección, que debe ser un núcleo de cada lección AICLE. Las 4 C significan: Contenido, Comunicación, Cognición y Cultura.

**4. Preparación de una unidad**

Una vez que se han decidido los objetivos y resultados de la enseñanza, toda la experiencia adquirida en la enseñanza tradicional debe combinarse con la metodología del enfoque AICLE para lograr estos objetivos.

**1. Evaluación y seguimiento**

La importancia de esta etapa radica en la comprensión del proceso de enseñanza en el aula y la capacidad del profesor para utilizar la perspicacia observada para la planificación futura de las lecciones (ibíd., 2014).

**2. Comunidad AICLE**

Comunicar ideas y experiencias, proporciona apoyo mientras se enfrentan a nuevos retos y dificultades. La planificación de una lección AICLE puede ser un desafío para un profesor en las primeras etapas, por lo que se recomienda prepararse intensamente para una lección y no sobrecargarla para lograr la perfección. "A medida que crece la confianza y se abordan los problemas de contextos específicos, los

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involucrados están mejor preparados para explorar las tensiones entre las visiones o ideales y las realidades de los contextos del aula" (Coyle, Hood y Marsh, 2014, p.48)

#### **4.3 OBJETIVOS DIDÁCTICOS Y RESULTADOS DE APRENDIZAJE**

En primer lugar, se deben tener en cuenta los fines u objetivos de la enseñanza y los resultados de aprendizaje tanto para el lenguaje como para el contenido. A través de los objetivos de la enseñanza nos encontramos con la información y el conocimiento que los profesores pretenden enseñar. Los objetivos se describen como declaraciones breves y claras que describen los resultados de aprendizaje deseados de la instrucción; es decir, las habilidades, valores y actitudes específicas que los estudiantes deben exhibir y que reflejen las metas más amplias. El aprendizaje viene, por otro lado, identificar lo que el alumno sabrá y será capaz de hacer al final de una lección. Bentley (2009) propone que los resultados de aprendizaje, que deben ser medibles y alcanzables al mismo tiempo, para ayudar tanto a los profesores como a los alumnos a tener una idea clara de los objetivos que se deben alcanzar.

Coyle (2005, p. 4) afirma que es crucial reflejar en la lección AICLE que el contenido del tema guía el lenguaje. Además, hay que tener en cuenta dos factores importantes: los objetivos de la enseñanza y los resultados del aprendizaje. En términos generales, todos los propósitos educativos pueden definirse de dos maneras: lo que se pretende que haga el profesor, un objetivo de enseñanza, y lo que se pretende que el estudiante haya aprendido, o pueda hacer, como resultado de una experiencia de aprendizaje: resultado del aprendizaje.

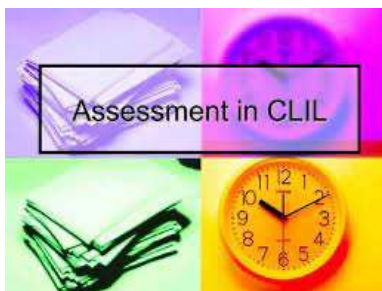
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### LESSON PLAN

|                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------|
| <b>Aim:</b>                                                                                                             |
| <b>Teaching objectives:</b><br><u>Content</u><br><br><u>Communication</u><br><br><u>Cognition</u><br><br><u>Culture</u> |
| <b>Outcomes:</b><br>At the end of the lesson, students will be able to                                                  |
| <b>Tasks planned and timing:</b>                                                                                        |

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#### 4.4 VALORACIÓN Y EVALUACIÓN EN AICLE



De acuerdo con Marsh et al. (2011:9), se trata de un proceso de "recolección e interpretación de evidencia" para medir los resultados del aprendizaje. Los docentes AICLE necesitan herramientas que les permitan evaluar no solo el contenido, la cognición, la cultura y las competencias, sino también la comunicación.

La evaluación es la retroalimentación del estudiante al instructor sobre el aprendizaje del estudiante. La evaluación utiliza métodos y medidas para juzgar el aprendizaje y la comprensión del material por parte de los estudiantes con el fin de calificar e informar. La evaluación es la retroalimentación del instructor al estudiante sobre el aprendizaje del estudiante.

En una clase de AICLE, la evaluación ocurre mucho. Puede tratarse de una evaluación formativa tanto del contenido como del lenguaje, así como de una evaluación sumativa del contenido. Ayuda a los estudiantes a demostrar su aprendizaje, proporcionar comentarios sobre los errores que han estado cometiendo y ayudar a brindar oportunidades para mejorar su desempeño con cada evaluación. Para los profesores, funciona como una excelente herramienta para averiguar si su metodología de enseñanza está funcionando o no.

AICLE muestra que se trata de un aprendizaje "integrado" y la evaluación no puede ni debe ser sólo la suma de lo que el profesor de la asignatura y el profesor de L2 enseñan en sus clases individuales o en co-presencia o tal vez sólo por el profesor de la asignatura en el caso del bilingüismo. Esta evaluación tiene en cuenta algunos elementos clave:

1. La evaluación de la competencia lingüística y del contenido debe realizarse simultáneamente, tal vez de forma transversal. Todo ello implica disponer de rejillas adecuadas, adecuadas para probar la L2 y el contenido (véanse las rejillas en los anexos).

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2. Los criterios, ponderaciones y objetivos de la evaluación deben ser muy claros y, si es necesario, compartidos o divulgados a los estudiantes.
3. La autoevaluación es un momento crucial. Involucrar a los estudiantes en la evaluación de su progreso de aprendizaje es muy positivo y muy atractivo para los estudiantes.
4. Desde esta perspectiva, fomentar la evaluación entre iguales puede hacer que los estudiantes sean más independientes y puede brindarles algunas herramientas para monitorear su progreso.

### **4.5 EVALUAR EN AICLE**

Antes de que podamos evaluar a los alumnos, tenemos que tener muy claro lo que estamos evaluando. Esto significa que todas las secuencias de instrucción deben tener objetivos muy enfocados. En AICLE, los objetivos de aprendizaje siempre parten del contenido, ya sea historia, ciencia o matemáticas. normalmente simple, por ejemplo, el Cuando los estudiantes usan el lenguaje para, por ejemplo, identificar o describir cosas en las tareas de evaluación, no estamos evaluando el "lenguaje" aparte del contenido. Este lenguaje es parte del contenido. De hecho, incluso podemos decir que es el contenido. Cuando los estudiantes usan el lenguaje para, por ejemplo, identificar o describir cosas en las tareas de evaluación, no estamos evaluando el "lenguaje" aparte del contenido.

#### 4.5.1 TIPOS DE EVALUACIÓN

| <i><b>FORMATIVA</b></i>               | <i><b>SUMATIVA</b></i>                |
|---------------------------------------|---------------------------------------|
| Evaluación <b>para</b> el aprendizaje | Evaluación <b>de</b> los aprendizajes |

|                                                                                                                             |                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Continua, continua a lo largo de todo el curso académico</li></ul>                  | <ul style="list-style-type: none"><li>• Fin de una lección, unidad, trimestre, curso</li></ul>               |
| <ul style="list-style-type: none"><li>• mediante la observación del rendimiento de las tareas, las presentaciones</li></ul> | <ul style="list-style-type: none"><li>• Respuestas escritas en papel o en línea</li></ul>                    |
| <ul style="list-style-type: none"><li>• buscando evidencias de aprendizaje</li></ul>                                        | <ul style="list-style-type: none"><li>• Tomado por el profesor</li></ul>                                     |
| <ul style="list-style-type: none"><li>• para comprender cuánto y qué tan bien están progresando los estudiantes</li></ul>   | <ul style="list-style-type: none"><li>• Dar una calificación</li></ul>                                       |
| <ul style="list-style-type: none"><li>• para dar retroalimentación sobre el aprendizaje y la progresión.</li></ul>          | <ul style="list-style-type: none"><li>• Averigüe lo que saben los alumnos en un momento específico</li></ul> |
| <ul style="list-style-type: none"><li>• Identificar las estrategias de apoyo necesarias</li></ul>                           | <ul style="list-style-type: none"><li>• Descubre las fortalezas y debilidades</li></ul>                      |
| <ul style="list-style-type: none"><li>• para averiguar qué motiva a los alumnos</li></ul>                                   |                                                                                                              |

Tabla 4.2 Tipos de evaluación

De acuerdo con Marsh et al. (2011:9), se trata de un proceso de "recolección e interpretación de evidencia" para medir los resultados del aprendizaje. Los docentes AICLE necesitan herramientas que les permitan evaluar no solo el contenido, la cognición, la cultura y las competencias, sino también la comunicación.

En una clase de AICLE, la evaluación ocurre mucho. Puede ser una evaluación formativa tanto del contenido como del lenguaje, así como una evaluación sumativa del contenido (o del idioma, si así lo desea).

La evaluación AICLE debe tener en cuenta la meta y los objetivos de dos asignaturas diferentes, incluidos los conocimientos, las competencias, las habilidades, las actitudes y las prácticas discursivas, tanto en lo que respecta a la lengua como al contenido. ¿Qué valoramos, el contenido o el lenguaje? Ambas cosas, pero el lenguaje en contexto.

**Evaluación sumativa. Evaluación realizada al final de un curso** , a veces por examinadores externos y a la que se le otorga una calificación. cuando

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se utiliza una prueba al final de un curso. Se da una nota o calificación, pero no se da ninguna otra retroalimentación.

**Evaluación formativa.** Evaluación continua que identifica las fortalezas y áreas de contenido curricular que necesitan mejora. La retroalimentación se da sobre lo que se ha aprendido. Cuando un profesor da retroalimentación a los estudiantes sobre su progreso durante un curso, en lugar de al final del mismo, para que puedan aprender de la retroalimentación.

**Evaluación de cartera.** Evaluación, que consiste en seleccionar y organizar muestras de trabajo como evidencia del progreso a lo largo de un curso de estudio. Involucra a docentes y alumnos. Una colección de trabajos que un estudiante utiliza para mostrar lo que ha hecho durante un curso en particular. Un documento con propósito, agregado regularmente a eso, puede ser parte de la evaluación.

**Evaluación por pares.** Evaluación de los contenidos curriculares que se puede realizar en cualquier momento. Beneficia a los alumnos a medida que evalúan el trabajo de otra persona utilizando conjuntos de criterios. Cuando los estudiantes dan retroalimentación sobre el lenguaje, el trabajo, las estrategias de aprendizaje y el rendimiento de los demás.

**Autoevaluación.** Cuando los estudiantes deciden por sí mismos si creen que su progreso, el uso del lenguaje es bueno o no.

**Evaluación del desempeño.** Evaluación del aprendizaje basado en tareas que muestra qué tan bien los alumnos pueden demostrar habilidades específicas, a menudo prácticas.

#### 4.5.2 ¿QUÉ EVALUAMOS EL LENGUAJE O EL CONTENIDO?



El aprendizaje integrado de lengua y asignatura plantea algunas preguntas al docente en relación con la evaluación de competencias (Barbero, Clegg 2005):

1. ¿Por qué evaluar? ¿Qué impacto especial tendrá dentro de un enfoque innovador?
2. ¿Quién evalúa en AICLE? ¿El profesor de la disciplina o de la lengua? ¿Junto? ¿Separadamente?
3. ¿Grupo de pares?
4. ¿Qué se evalúa?
5. ¿Cómo evaluar? ¿Con qué herramientas? ¿Qué formato para las pruebas?

Cada una de estas preguntas necesita respuestas coherentes con el itinerario educativo seguido.

En principio, la evaluación AICLE tiene los mismos objetivos que la evaluación tradicional:

1. Verificar si se han alcanzado los objetivos,
2. Determinar el nivel de competencia alcanzado por los estudiantes
3. Evaluar los resultados finales (evaluación sumativa)
4. Monitor del proceso de aprendizaje (evaluación formativa)
5. Mejorar la educación a través del análisis de procesos y resultados, el objetivo de orientar el aprendizaje es particularmente importante en AICLE. Tendemos sustancialmente a aprender lo que se nos evalúa, y si el profesor está orientado hacia la evaluación de un ítem en particular, los estudiantes eventualmente centrarán su atención precisamente en ese ítem. De ahí la necesidad de identificar los criterios de evaluación que cubren los componentes de la integración.

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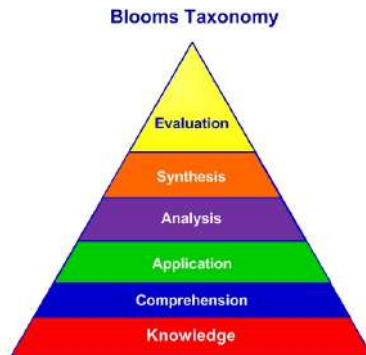
6. Crear una "ola de retorno" positiva, aumentando la confianza de los estudiantes en sí mismos sobre lo que pueden hacer a través de la lengua extranjera en lugar de centrarse en los aspectos negativos, los "errores".

La elección de qué evaluar debe ser coherente con la forma de enseñar y aprender. ¿De qué manera es innovador un enfoque AICLE en comparación con un curso de asignatura tradicional y con un curso de idiomas tradicional? Es diferente debido a la atención prestada al lenguaje en el primer caso; debido a una concepción diferente del lenguaje como discurso y su aprendizaje en el segundo caso. En un curso de idiomas "tradicional" los estudiantes estudian el idioma; La atención se centra en las formas y las habilidades lingüísticas. En AICLE, los estudiantes utilizan el idioma para aprender contenidos. La atención se centra en el significado, por lo que el lenguaje no se considera como un conjunto de reglas y la capacidad de separarse y estudiar por sí mismas, sino como un recurso para crear significado en un contexto comunicativo. En otras palabras, la evaluación en AICLE debe tener en cuenta la integración de contenidos y lengua.

Las siguientes preguntas surgen naturalmente en la discusión de la evaluación docente (Mohan y Huang, 2002):

- a) ¿En qué nivel de complejidad se encuentra el conocimiento (clasificación/conceptos, principios/secuencias, evaluación/selección)?
- b) ¿Qué recursos lingüísticos se utilizan para cada nivel?
- c) ¿En qué medida los estudiantes son capaces de utilizar estrategias para crear formas de expresión más o menos elaboradas? ¿Con qué grado de autonomía?

### **4.5.3 EVALUACIÓN AUTÉNTICA**



Un marco que integra: contenido, lenguaje y operaciones cognitivas. Una adaptación de la cuadrícula de Mohan (Mohan, 1986) y la taxonomía del pensamiento de Bloom.

Pasos esenciales para una evaluación auténtica:

1. para desarrollar tareas auténticas (como pruebas de habilidades integradas)
2. Desarrollar un conjunto de estándares (¿qué deben saber o ser capaces de hacer los estudiantes?)
3. para identificar los criterios (¿qué características de rendimiento deben esperarse?)
4. para calcular una puntuación (¿cuál fue el nivel de competencia alcanzado? La puntuación puede expresarse sucintamente (excelente, bueno, malo, etc.) o, mejor aún, describiendo en detalle el nivel de competencia alcanzado y las posibles lagunas)
5. Encontrar descriptores de competencia (¿cómo se pueden describir las habilidades para cada puntuación y en relación con cada criterio?)
6. Crear una rúbrica puntuada que se pueda utilizar y adaptar a cada actuación (¿qué tipo de retroalimentación se proporciona al alumno?)

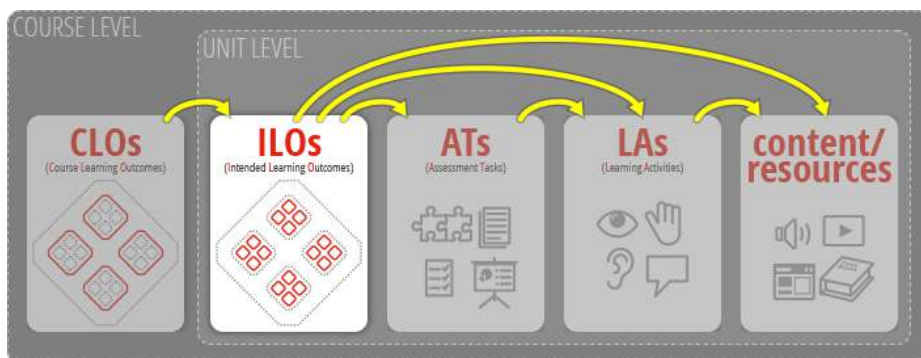
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## CAPÍTULO V

### PROLOGOS DE LA PLANIFICACIÓN

#### 5. PRÓLOGOS DE PLANIFICACIÓN

1. Resultados de aprendizaje previstos
2. Actividades
3. Recursos
4. Idioma de aprendizaje
5. Habilidades de pensamiento
6. Evaluación en el aula
7. Diferenciación



1. **Los resultados de aprendizaje previstos** definen lo que un alumno habrá adquirido y será capaz de hacer al completar con éxito sus estudios.  
Las OIT deben expresarse desde la perspectiva de los estudiantes y ser medibles, alcanzables y evaluables.

Los resultados de aprendizaje se pueden definir como los conocimientos, habilidades y destrezas particulares que un instructor pretende que los estudiantes aprendan o desarrollen. Los resultados son más específicos que los objetivos de aprendizaje, que adoptan una visión de 10,000 pies de lo que un instructor desea que los estudiantes obtengan de un curso. Las investigaciones sugieren que cuando están bien escritos, son claros y medibles, los resultados del aprendizaje pueden mejorar el aprendizaje y motivar la participación de los estudiantes.

La investigación muestra que los resultados de aprendizaje mejoran el aprendizaje cuando describen conclusiones específicas y

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medibles (Richmond et. al, 2016). El proceso de diseño hacia atrás ayuda a lograr estos resultados a través de la alineación, donde los resultados del aprendizaje se escriben primero durante el desarrollo del curso para que sirvan como un marco a partir del cual se seleccionan o diseñan todas las actividades y evaluaciones de la clase (Wiggins y McTighe, 2005). Una vez que los resultados se asignan hacia atrás a las actividades y hacia adelante a los objetivos de aprendizaje más amplios, los instructores pueden considerar evaluaciones, tanto semanales como finales, que midan el progreso de los estudiantes hacia el logro de los resultados de aprendizaje.

Puede ser útil considerar la posibilidad de utilizar el siguiente proceso de 5 pasos en el diseño de las OIT:

1. Decidir el propósito
2. Identificar el contenido
3. Seleccione el verbo apropiado
4. Agregue el contexto (cuando sea necesario)
5. Garantizar la claridad

La investigación muestra que los resultados de aprendizaje mejoran el aprendizaje cuando describen conclusiones específicas y medibles (Richmond et. al, 2016). El proceso de diseño hacia atrás ayuda a lograr estos resultados a través de la alineación, donde los resultados del aprendizaje se escriben primero durante el desarrollo del curso para que sirvan como un marco a partir del cual se seleccionan o diseñan todas las actividades y evaluaciones de la clase (Wiggins y McTighe, 2005). Una vez que los resultados se asignan hacia atrás a las actividades y hacia adelante a los objetivos de aprendizaje más amplios, los instructores pueden considerar evaluaciones, tanto semanales como finales, que midan el progreso de los estudiantes hacia el logro de los resultados de aprendizaje.

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5. Garantizar la claridad

**El primer paso** para desarrollar los resultados de aprendizaje de una unidad de estudio es identificar el propósito de la unidad.

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**El segundo paso:** Al desarrollar cada resultado de aprendizaje previsto para una unidad, se recomienda comenzar por definir el contenido que el estudiante aprenderá dentro de la unidad y que se define dentro de los propósitos previamente identificados. Cuando más de uno de los fines identificados contengan el mismo contenido, es conveniente fusionarlos en una sola OIT.

**El verbo del tercer paso:** Una vez que se ha definido el contenido, considere el nivel de actividad cognitiva con el que se espera que el estudiante se involucre. Es decir, ¿qué nivel de pensamiento quieres que utilicen los estudiantes en relación con el contenido? En un resultado de aprendizaje previsto, este nivel de compromiso cognitivo se puede expresar con un verbo. Esto identifica lo que se espera que el estudiante haga con el contenido. Para ayudarte a seleccionar un verbo apropiado que comunique el nivel cognitivo, puedes usar una taxonomía de comportamiento de aprendizaje. Dos de ellas que son particularmente útiles para considerar los niveles de cognición son la taxonomía SOLO (Biggs y Collis, 1982) y la taxonomía revisada de Bloom (Anderson, Krathwohl y Bloom, 2001). Otros factores que afectan la mejor elección del verbo incluyen la ubicación de la unidad en el curso y si el conocimiento es declarativo o funcional.

**El cuarto paso Contexto:** Una vez identificado lo que los alumnos van a aprender, y lo que van a hacer con ello, el siguiente paso es definir el contexto en el que los alumnos van a ser capaces de hacer el verbo con el contenido.

Al seleccionar el contexto apropiado, es importante considerar el lugar que ocupa la unidad dentro de la estructura del curso y su contribución al desarrollo de los estudiantes hacia los CLO, al igual que al seleccionar verbos. Puede ser uno u otro de estos dos elementos de una OIT el que defina y comunique la complejidad de los conocimientos, habilidades o comprensión requeridos por los estudiantes en este punto del curso. La correspondencia con las CLO ayudará a identificar el contexto más adecuado, al igual que el debate con los colegas sobre los contextos de las OIT en otras unidades que se ofrecen en un momento similar del curso.

El contexto ayuda a definir y poner límites a lo que se va a enseñar a los alumnos dentro de la unidad. La identificación de un contexto es más importante en el nivel revisado de aplicación de Bloom y superior. Si el nivel de rendimiento o comprensión está suficientemente identificado por el verbo y el contenido, y el contexto es inherente, entonces puede que no haya necesidad de especificar directamente un contexto. Además, cuando existe una expectativa de implementación libre de contexto o en múltiples contextos, no es necesario especificar un contexto particular en los resultados de aprendizaje. Esto es de particular relevancia para los

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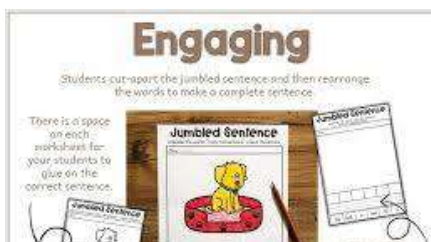
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conceptos fundamentales y teóricos, que se espera que los estudiantes puedan aplicar en múltiples contextos.

**El quinto paso Claridad:** Para asegurarse de que la OIT está bien redactada, el último paso es reunir los tres elementos y asegurarse de que el conjunto tenga sentido, no para usted como experto, sino para sus estudiantes, que son novatos en el área. Esto significa que tendrás que eliminar cualquier jerga o lenguaje específico de la disciplina, y reemplazarlo con un lenguaje sencillo. Sin embargo, para las unidades de segundo y tercer año, sería apropiado utilizar un lenguaje con el que los estudiantes estén familiarizados de las unidades obligatorias anteriores del curso.

Al analizar sus OIT para mayor claridad, pregúntese: "si el inglés fuera mi segundo idioma, ¿sería capaz de comprender el significado de los resultados de aprendizaje esperados?", "¿He evitado el lenguaje innecesariamente complejo y la terminología inexplicable?".

### 5.1 ACTIVIDADES AICLE



AICLE son las siglas en inglés de aprendizaje integrado de contenidos y lenguas. Consiste en la enseñanza de una asignatura a través de una lengua distinta a la lengua escolar. En las clases AICLE, los alumnos adquieren conocimientos sobre la materia al mismo tiempo que utilizan y aprenden la lengua extranjera. Es importante tener en cuenta que CONTENIDO es la primera palabra en AICLE. Sin embargo, los profesores de asignaturas AICLE también deben ayudar a los alumnos con el lenguaje, hacer que los alumnos lo noten y luego utilizarlo.

- Transferencia de información
- Frases confusas
- Lluvia de ideas
- Visualización
- Encuesta

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- Clasificación
- Calentamiento
- Andamiaje
- Hablar como foco principal
- La escritura como foco principal
- Trabajar con textos escritos
- Trabajar con textos/vídeos hablados
- Trabajar con objetos visuales
- Revisión/Revisión

## **5.2 ACTIVIDADES Y PROPOSITOS**

- Desarrollar las habilidades de cuestionamiento de los alumnos

Los alumnos de los grupos escriben dos cosas que les gustaron de la presentación de PowerPoint de otro grupo y una que podría mejorarse.

- Desarrollar la habilidad de pensamiento de orden superior

Los alumnos realizan una actividad de juego de roles con un alumno en el banquillo de los acusados como un político famoso

- Para activar el conocimiento previo

Los alumnos en parejas tienen un minuto para escribir palabras para describir formas 3D

Los alumnos utilizan un diagrama de Venn para comparar y contrastar dos diseños de productos

- Para comprobar la comprensión del vocabulario específico de la asignatura

Los alumnos juegan un juego de bucle con palabras relacionadas con la economía y sus definiciones

- Desarrollar las habilidades de cuestionamiento de los alumnos

Los alumnos leen los datos de tres experimentos y plantean hipótesis sobre por qué son tan diferentes.

### 5.3 RECURSOS Y MATERIALES



Una lección AICLE analiza el contenido y el lenguaje en igual medida y, a menudo, sigue un marco de cuatro etapas. a través del contenido. Estos marcadores pueden ser lingüísticos (títulos, subtítulos) y/o diagramáticos. Una vez que se ha identificado un "conocimiento central", se puede analizar la organización del texto.

Los materiales AICLE a menudo se caracterizan por una gran cantidad de apoyo visual para el significado, para permitir que los estudiantes de bajo nivel lingüístico accedan a contenido de alto nivel. Los materiales permiten a los estudiantes concentrarse en el idioma que necesitan para aprender sobre ese tema en particular en inglés. La elección del lenguaje en el que se centra está determinada por las exigencias del sujeto.

#### **Formas en que los maestros adaptan el material:**

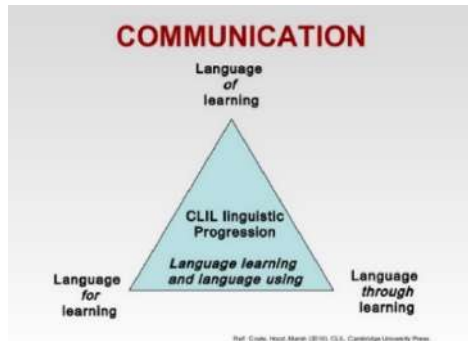
- Vocabulario simplificado
- Se ha añadido un organizador visual
- Se incluye un glosario
- Se ha añadido un banco de palabras
- Vocabulario clave resaltado
- Se ha cambiado el diseño del texto.

#### **Formas de adaptación de materiales**

- Insertar objetos visuales
- Omitir detalles innecesarios
- Simplifica el vocabulario
- Resalta el vocabulario específico de la materia
- Insertar un banco de palabras
- Agregar un glosario
- Agregar un organizador visual

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### APRENDIZAJE DEL IDIOMA



Las cuatro habilidades lingüísticas básicas son habilidades de escucha, habilidades de escritura, habilidades de habla y habilidades de lectura. Estas habilidades lingüísticas son habilidades de conversación que te permiten expresarte de forma clara y precisa. Con estas habilidades lingüísticas fundamentales, no solo aprendes a hablar bien, sino también a escuchar con atención.

- **Usos del lenguaje en el aula**
  - Activación de conocimientos previos
  - Modelar el contenido y el lenguaje para que los alumnos lo produzcan
  - Explicando un nuevo concepto
  - Animar a los alumnos a hacer preguntas
  - Animar a los alumnos a hacer asociaciones
  - Animar a los alumnos a colaborar
- **El propósito del lenguaje en el aula**
  - Anime a los alumnos a pensar en lo que ya saben sobre el contenido de la asignatura.
  - Escuche el lenguaje preciso en contexto
  - Enseñar conocimientos específicos de la materia
  - Fomentar un pensamiento más profundo y la independencia del alumno
  - Fomentar las habilidades de pensamiento de orden superior
  - Desarrollar una comunicación significativa
- **Propósitos para el uso de la lengua materna de los estudiantes**
  - Comprobación de la comprensión
  - Explicación de los procedimientos
  - Motivante

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## 5.5 HABILIDADES

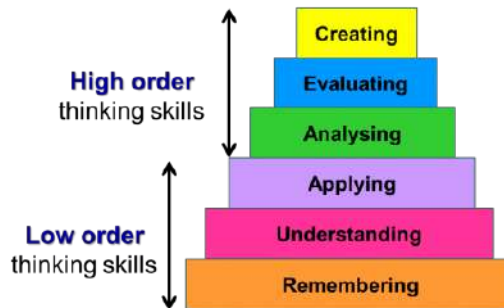


Tabla 5.1 Taxonomía de Bloom

Benjamin Bloom creó una taxonomía (1956) con el fin de clasificar los niveles de pensamiento. Una taxonomía es un sistema de clasificación que proporciona un marco conceptual. La taxonomía de Bloom es simple, fácil de recordar y fácil de aplicar. Se divide en categorías: habilidades de pensamiento de orden bajo (LOT) y habilidades de pensamiento de orden alto (HOT).

Las habilidades de pensamiento son procesos cognitivos que utilizamos para resolver problemas, tomar diferentes decisiones, hacer preguntas, hacer planes, organizar y crear información. Nos permiten a todos procesar información, recordar hechos y aplicar el conocimiento a diversas situaciones. A un nivel superior, esto puede implicar la resolución de problemas y el análisis, que son útiles en la educación.

Para aplicar los principios básicos del pensamiento crítico, siga estos pasos: identificar el problema, recopilar datos, analizar y evaluar, identificar suposiciones, establecer significado, tomar una decisión y comunicar.

## 5.6 TAXONOMÍA DE BLOOM HABILIDADES DE ORDEN SUPERIOR HABILIDADES DE ORDEN INFERIOR EVALUACIÓN

- Síntesis
- Análisis
- Aplicación
- Habilidades de orden superior
- Comprensión
- Conocimiento
- Habilidades de orden inferior

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**Las habilidades de pensamiento son esenciales para un aprendizaje eficaz**

- Recordar
- Planificación
- Razonamiento
- Imaginando
- Resolución de problemas
- Toma de decisiones y juicios
- Traducir pensamientos en palabras

**5.7 HABILIDADES DE PENSAMIENTO Y LENGUAJE**

Idioma necesario

**Recordar**

Preguntas con "quién, qué, dónde, cuándo, cuál, cómo, cuánto/muchos"

Tareas que utilizan "describir, elegir, definir, buscar, etiquetar, colorear, emparejar, subrayar"

Estructuras como "Eso es un...", "Esto es una especie de...", "Esto es para...", etc.

**Comprensión**

Preguntas que usan "¿Es esto lo mismo que...?", "¿Cuál es la diferencia...?"

Tareas usando "clasificar, explicar, mostrar, dar un ejemplo, usar un diagrama"

Estructuras como "Esto es... pero ese...", "Esto tiene... pero ese...", "Esto causa...", "Esto va aquí porque..."

**Aplicar**

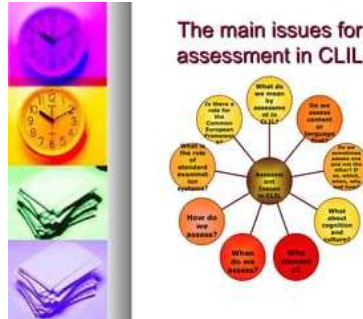
Preguntas con "¿Qué pasaría si...?", "¿Cuánto cambio hay si...?"

Tareas que usan "explicar, mostrar los resultados"

Estructuras como "¿Qué haremos primero...?", "Esto debe ser... porque...", "No puede ser..."

Uso de encuestas, consultas web, registros de información

## 5.8 EVALUACIÓN EN EL AULA



- Sumativa: Evaluación al final de un periodo de aprendizaje para medir lo que un alumno ha aprendido.
- Progresivo/Continuo: Registro de la producción de los estudiantes
- Desempeño: Evaluación del desempeño en la construcción de una respuesta, la creación de un producto o la demostración de aplicaciones de conocimiento (informes de investigación, presentaciones orales, carteles, obras de teatro, experimentos, recitales, obras de arte; trabajo escrito)
- Peer: Evaluación del trabajo de los estudiantes realizado por los compañeros de clase
- Autoevaluación: Proceso reflexivo en el que los alumnos evalúan su propio trabajo, progreso, actitudes, producción.
- 

### De las Cuatro C de AICLE:

Contenido, comunicación, cognición y cultura

### COMPROMISO COGNITIVO:

- Atención sostenida a una tarea que requiere un esfuerzo mental
- Dar sentido, controlar los propios procesos de pensamiento: autorregulación
- Los alumnos toman decisiones, analizan, interpretan, deducen, negocian, discuten, organizan coherentemente, investigan, colaboran en equipo, debaten, explican, defienden y justifican opiniones y creencias

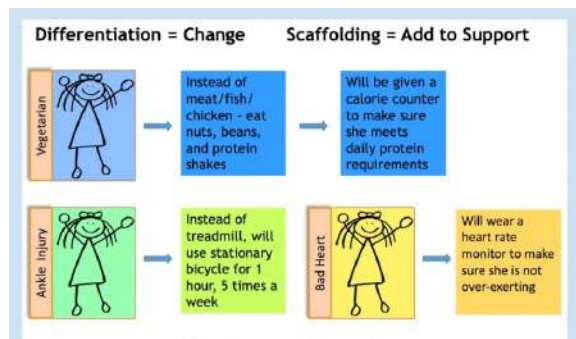
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### **Vamos a poner la evaluación en el aula AICLE:**

- Reducción de los materiales de respuesta para las pruebas de área de contenido
- Proporcionar pruebas con un lenguaje ajustado
- Elección de las ideas principales para la evaluación
- Simplificación de las indicaciones
- Proporcionar bancos de palabras para exámenes, trabajos en clase
- Ampliación del tiempo para completar las pruebas
- Permitir que los estudiantes respondan oralmente en lugar de por escrito

### **DIFERENCIACIÓN**



**Diferenciación:** Debemos tener en cuenta a todos los alumnos, pero en particular a aquellos que tienen dificultades para aprender un idioma. También tenemos que tener en cuenta a aquellos que necesitan ampliar las oportunidades de aprendizaje.

### **Modificación de la entrada**

- Apoyar la comprensión del contenido y

### **Lenguaje que se presenta**

- Simplificar el lenguaje y proporcionar apoyo visual

### **Modificación de la salida**

- Apoyar la producción de contenidos y lenguaje
- Facilitar la comunicación de ideas

### **Modificación de los resultados de aprendizaje**

- Ayudar a los alumnos a comprender lo que tienen que hacer lograr
- Proporcionar evidencia de lo que los educandos pueden hacer

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**Modificación de tareas**

- Ayudar a los alumnos a comprender las instrucciones para hacer Tareas
- Permitir que los alumnos completen tareas

**Diferenciación en una clase AICLE**

La instrucción diferenciada, por definición, es la instrucción que está diseñada para apoyar el aprendizaje de estudiantes individuales en un aula de estudiantes con diversos antecedentes y necesidades. Por esta razón, los mismos principios generales que se aplican a la instrucción diferenciada para hablantes nativos de inglés también se aplican a los estudiantes ELL.

El objetivo de diferenciar la educación es

- Asegurarse de que los estudiantes alcancen sus metas de desarrollo personal
- Aprender a su propio ritmo
- Estudiar las cosas que creen que son importantes

**Tipos de diferenciación**

- Aportación diferenciada para alumnos con menos capacidad
- Entrada diferenciada para alumnos más capaces
- Resultados diferenciados para alumnos con menos capacidad
- Resultados diferenciados para alumnos más capaces

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