Seminario Online di Orientamento e Formazione Assistenti Lingua Straniera in Italia

23 OTTOBRE 2023

METODOLOGIE DIDATTICHE PER L'INSEGNAMENTO DELLE LINGUE STRANIERE

PROF.SSA MANUELISA TUZZETTI

INTRODUCTION

- Every Language Assistant: <u>an ambassador for culture and language;</u>

- Sharing stories, knowledge, and experiences with passion and enthusiasm: students grow <u>in linguistic and intercultural awareness.</u>

- Hosting language assistants means b<u>ringing language and culture to life</u>

The Language Assistants program:

- offers students the opportunity to explore and discover English language

- and culture;

- provides invaluable insights into the diversity of cultures and societies;

- enhances intercultural awareness.

Language assistants in the classroom…

- are an additional and valuable resource;

- provide realistic context to language learning by sharing their experiences in their home culture;

- inspire students to develop their ability to communicate their own world views;

- make a difference to language teaching, school and exam results, and learning outcomes.

SESSION 1. LANGUAGE ASSISTANTS PROFILE

SESSION 2. ONLINE TEACHING RESOURCES

SESSION 3: CLIL AND "THE 5 Cs CURRICULUM"

ICE BREAKING ACTIVITIES - Part 1

Please go to www.menti.com

Please answer these questions:
1. How do you feel at the beginning of this adventure?
2. What are your expectations for your role as a language assistant?

What are your expectations for your role as a language assistant?
9 responses

To make a positive impact on children's lives!

Increasing confidence of English speaking in my school.

I'd love to be a good tutor and to help my students and my assistant to be happy at school

To provide the perspective of a native speaker in the classroom

To share and introduce different outlooks on life

Help my students and language assistant in reaching their best

I want to share my culture and hopefully share my passion for the English language.Also help children to feel confident in their abilities.

I expect to lead students to speak English in a natural way as much as possible

Practically: Lead 12x 1hr English lessons a week, with a focus on speakingHolistically: get kids excited about language and English culture(s), boost their language confidence and skills

ICE BREAKING ACTIVITIES - Part 2

Go to www.menti.com

Please answer this question:

Which of the following objectives do you consider the most important for your job as a language assistant?

- Improve students' communication skills
- Develop students' cultural awareness
- Increase students' motivation
- Promote effective and authentic learning
- Develop digital & soft skills

Session 1: LANGUAGE ASSISTANTS PROFILE

LANGUAGE ASSISTANTS OPPORTUNITIES

You will have the opportunity to:

- share your language and culture with Italian students;

- improve your own language skills and communication abilities;

- gain valuable experience living and working here in Italy.

Language Assistants Role [1]

As a Language Assistant you can…

- contribute to transforming language teaching by working together with a teacher and students to:
    a. Improve linguistic ability.
    b. Raise cultural awareness.
- enhance students' self-confidence in communicating in English;
- inspire students through discussions on contemporary aspects of British culture, (such as events, education, sports, fashion, movies, television, lifestyle, and festivities)

Language Assistants Role [2]

As a Language Assistant you can...

- make language learning enjoyable by supporting additional and extra-curricular activities and projects;

- make language learning more authentic: link to the world outside.

Language Assistants Tasks (1)

- Work with language teachers to improve students' linguistic ability and raise cultural awareness;

- Work with students to help them prepare for oral examinations and practice their speaking skills, especially pronunciation and intonation;

- Create learning resources and share them with the hosting school;

- Introduce and contribute to group discussions, role plays, debate, using English language to inspire and create an international learning environment.

Language Assistants Tasks (2)

- Work on specific topics of interest (for example "Ed. Civica", sustainability, citizenship, digital competence);

- Contribute to cross-curricular work in collaboration with other subject areas to expand students' knowledge. (CLIL projects)

- Contribute to international projects (Erasmus+, etwinning) which may be organized in host schools to gain valuable experience in cross-cultural communication and teaching.
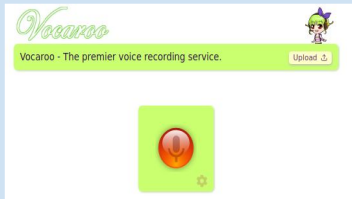
SESSION 2. ONLINE LEARNING RESOURCES

These tools are just a few examples of the many online teaching tools available today;

They can help you engage your students in new ways, improve their learning outcomes, and make teaching more enjoyable for both you and your students.

Padlet: a virtual bulletin board

You can:
- create and share content with your students;
- use it to post announcements, assignments, and other important information.
- collaborate with your students in real-time, making it a great tool for group projects and discussions.
- An Example: LA PADLET

Elisa Tuzzetti + 9 • 3g

Language Assistants in Italy

Seminario online di orientamento e formazione

What's your new school in Italy like?

Elisa Tuzzetti 9g

Drop just a few lines to tell us about your new school in Italy!

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Emma, Scuola Media, Bracciano, Lazio

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

IC Giacich - Monfalcone

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

My name is Evelyn and my school is called Da Vinci-Ungaretti in Fermo, Marche

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Josie, IC Petrone, a Campobasso

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Michelle

My name is Michelle, and I'm teaching in 2 schools (L'instituto comprensivo Pirri) in Cagliari, Sardinia

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Charlotte, scuola media, San Vigilio di Marebbe, Trentino Alto Adige

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Giacich -Monfalcone-Friuli

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Rachel

I'm Rachel and I'm in a scuola media in Imola, Emilia Romagna

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

I am David, in Iseo, Lombardy. On the lake near Brescia!

♡ 0   💬 0

Aggiungi commento

Anonimo 3g

Emilia, Scuola Media IC Chioggia 4, Chioggia VE

♡ 0   💬 0
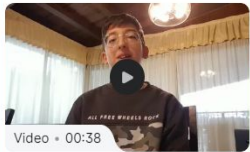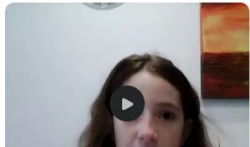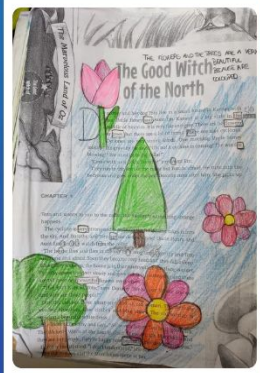
Aggiungi commento

FLIPGRID

- Flipgrid is a video discussion platform that allows you to create and share audio/video prompts with your students.

- Your students can then respond to the prompts with their own videos, creating a dynamic and engaging discussions.

- Flipgrid is a great tool for improving speaking skills and building community in your classroom.
- An example: LA FLIP

VOICETHREAD

Voicethread is a multimedia platform that allows you to create and share interactive presentations with your students.

You can add images, videos, and audio recordings to your presentations, making them more engaging and interactive.

Voicethread also allows you to collaborate with your students in real-time, making it a great tool for group projects and discussions.

A Voicethread presentation: Sicily

Vocaroo
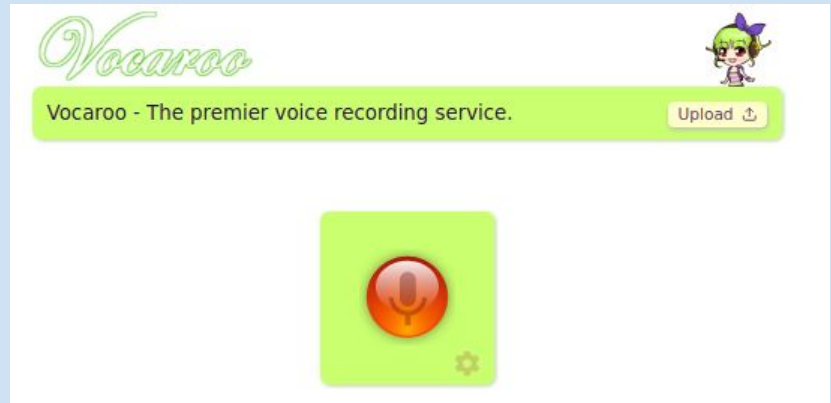
Vocaroo is a free online voice recording tool that allows users to record, save, and share audio messages.

It is an excellent tool for language learning, oral presentations, and feedback.

Vocaroo.com

KAHOOT

Kahoot is a game-based learning platform that allows users to create and play interactive quizzes, surveys, and games.

It is a fun and engaging way to assess student learning and promote active participation.

Go to: www.kahoot.it game pin:

Google Sites

Google Sites is a free website builder that allows users to create and publish websites without any coding knowledge.

 It is an excellent tool for creating simple websites for personal or professional use.

An example:

What's you dream Job?

Book creator: a digital book creation tool
Book creator account

BUILD: **Online** (Steps 1-5 of 10)

1. Join Book Creator Class (invite code *****)
2. Choose the size / aspect ratio for your book (2:3, 1:1 or 4:3)
3. Create Book in shared library
4. Capture Photos of Artwork
5. Import each photo onto its page in Book Creator

- The free version of the tool allows educators to create a library of 40 books.

- Book Creator includes many templates to make creating various book projects easy and straightforward.

  Students can:

- create multimedia ebooks;

- create their own books on the topics they are learning about;

- upload images, choose from emojis;

- make recordings and videos;

- share a finished book they wrote.

An example: We love peace

Session 3.

- C.L.I.L. A general outline

- The 5 Cs Curriculum:
"Sports crazy"

C.L.I.L. stands for:

Content and

Language

Integrated

Learning

1) WHAT IS CLIL?

LET US START BY SAYING WHAT IT IS NOT!

- "CLIL is not language teaching enhanced by a wider range of content."

- "Neither is it content teaching translated in a different language from the mother tongue"

- "CLIL is not a new form of language education. It is not a new form of subject education. It's an innovative fusion of both"

(Do Coyle)

DEFINING C.L.I.L.

- Umbrella term adopted by the European Network of Administrators, Researchers and Practitioners in 1994;

- any activity in which a foreign language is used as a **tool** in the learning of a non-language subject in which both **language and subject** have a **joint role** (Marsh 2002).

- Adoption of a specific term: **a move** towards defining the nature of CLIL midst a plethora of related approaches such as content-based instruction, immersion, bilingual education. "CLIL: Content and Language Integrated Learning" Do Coyle, Hood and Marsh

- CLIL is related to and shares some elements of bilingual education, immersion and *CBLT,* but there are some differences.

- it operates along a continuum of the foreign language and the non-language content without specifying the importance of one over another.

"CLIL: Content and Language Integrated Learning" Do Coyle, Hood and Marsh

more language ⟷ more content

C.B.L.T
CONTENT- BASED
LANGUAGE TEACHING
(teaching content in language lessons)
AIM: **TO TEACH LANGUAGE**

CLIL
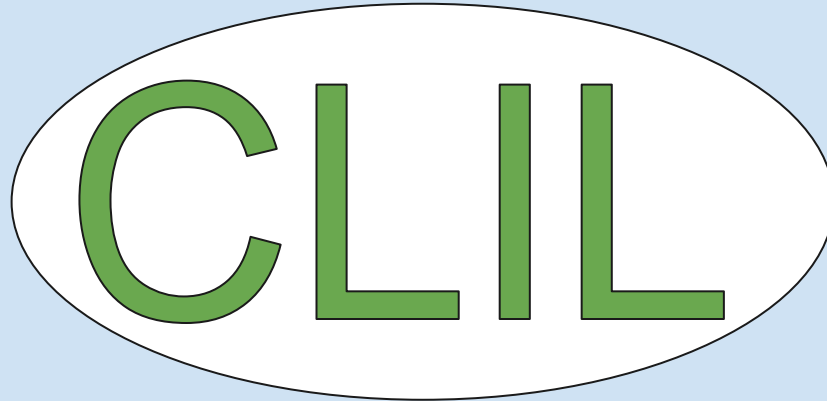
IMMERSION

(no focus on language, for example in international schools)

AIM: **TO TEACH CONTENT**

INTEGRATION

A powerful pedagogic tool which aims to safeguard the subject being taught whilst promoting language as a medium for learning as well as an objective of the learning process itself.

(Coyle in Marsh, 2002)

| Teaching

in

another language | vs | Teaching

through and with

another language |

Teaching "**through**" means paying attention to "**both**" language and content, to help learners learn "**both**" language **and** content.

CLIL Activities, Dale, Tanner

2) Why CLIL?

FOUR DRIVING FORCES

FAMILIES: WANTING FOREIGN LANGUAGE COMPETENCE FOR THEIR CHILDREN

GOVERNMENTS: IMPROVING LANGUAGE EDUCATION FOR SOCIO ECONOMIC ADVANTAGE

EUROPEAN COMMISSION: GREATER SOCIO-ECONOMIC STRENGTH AND INCLUSION

EDUCATIONAL POTENTIAL OF INTEGRATING LANGUAGE AND CONTENT EDUCATION

CLIL

CLIL: Content and Language Integrated Learning" Do Coyle, Hood and Marsh

CLIL: "the ultimate communicative methodology"

Graddol (2006)

CLIL ⇎ COMMUNICATIVE APPROACH

- **CLIL: A MOVE FORWARD COMPARED TO THE COMMUNICATIVE**

- **HIGHER LEVEL OF AUTHENTICITY OF PURPOSE AND STUDENTS' INVOLVEMENT THROUGH CLIL**

WHAT IS CLIL FOR YOU?

Mentimeter What is CLIL for you?

Give your own idea of CLIL

www.menti.com

CHOOSING THE BEST QUOTATION ABOUT CLIL

Mentimeter Choosing the best CLIL definition

Read the CLIL quotations and rank them according to your idea of CLIL

www.menti.com

5 CLIL quotations

- *CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with <u>dual-focused aims</u>, namely the learning of content, and the simultaneous learning of a foreign language.* (Marsh, D. 2002)

- *It* [CLIL] *provides exposure to the language <u>without requiring extra time in</u> the curriculum".* (European Commission)

- *"...an approach to bilingual education in which both curriculum content and English are taught together.... The learner is <u>not necessarily expected to have the English proficiency</u> required to cope with the subject before beginning study"* (Graddol D. 2006)

- *CLIL is about using languages to learn. It's about installing <u>a 'hunger to learn'.</u> It gives opportunity to think about how students communicate, even in the first language..* ((Marsh, Marsland & Stenberg, 2001) (English as a vehicle, a core skill to do something else) - <u>CLIL: extra motivation and a greater sense of achievement</u>

- *CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.* (Coyle, Hood and Marsh, 2010)

CLIL: A DEFINITION By Do COYLE, Hood and Marsh, 2010

"CLIL IS A <u>DUAL-FOCUSED</u> EDUCATIONAL APPROACH IN WHICH AN ADDITIONAL <u>LANGUAGE</u> IS USED FOR THE <u>LEARNING</u> AND TEACHING OF <u>BOTH CONTENT AND LANGUAGE</u>"

CLIL: A DEFINITION

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.*

Coyle, Hood and Marsh (2001)

In adopting the CLIL approach, there are both:

- **LANGUAGE AND SUBJECT TEACHING**
- **LANGUAGE AND SUBJECT AND LEARNING**

KEY WORDS:

Integrated and interwoven learning

TWO DIFFERENT CLIL STRATEGIES:

HARD CLIL: 100% OF SUBJECT TAUGHT IN L2

(NORTH EUROPE)

SOFT CLIL: PART OF THE SUBJECT TAUGHT IN L2

(SOUTH EUROPE)

CLIL MODELS

CLIL is flexible and there are main different models depending on a range of contextual factors. (Do Coyle)

CROSS CURRICULAR PROJECT:

- LANGUAGE TEACHERS AND SUBJECT TEACHERS PLANNING TOGETHER.
- Example: A study on different aspects of eco-citizenship or the global village, fair trade or war&peace. (Do Coyle)

INTEGRATED CURRICULUM

CLIL MAY CONSIST OF THE STUDY OF A TOPIC (i.e. THE STUDY OF WATER IN A FOREIGN LANGUAGE WHICH IS INVESTIGATED FROM DIFFERENT PERSPECTIVES SUCH AS SCIENTIFIC, GEOGRAPHICAL, HISTORICAL, LEISURE, POETRY, ART, ETCC. LINKING LANGUAGE TO SPACE AND TIME. **(Do Coyle)**

"Sports Crazy" and the "Five Cs Curriculum"

What do the 5 Cs refer to? (Mentimeter)

1. C. for Content
2. C. for...?
3. C. for...?
4. C. for...?
5. C. for...?

www.menti.com

The 5 Cs Curriculum

The CLIL Guidebook CLIL4U - Languages.dk

- What separates CLIL from some established approaches is the planned pedagogic integration of contextualized content, cognition, communication, competence and community.

- The 5Cs-Framework offers a sound pedagogical and methodological base for truly sustainable CLIL teaching and learning. (Meyer)

- Practical guidance to enable teachers to plan and teach with a multiple focus.

- Sound theoretical and methodological foundation for planning CLIL lessons and constructing materials because of its integrative nature. (Coyle)

The 5 Cs Curriculum

- 1. **Content**: the subject or the project theme.
- 2. **Cognition**: to help students use high order thinking skills to build their own knowledge (Coyle).
- 3. **Communication**: to involve students in both *using language to learn and learning to use language*; (Coyle)
- 4. **Competence**: to focus on the learning outcomes and new skills acquired in terms of what students will be able to do by the end of the project/unit;
- 5. **Community**: to foster tolerance and deep understanding of the "otherness".

1. C. for CONTENT

- THE HEART OF THE LEARNING PROCESS, THE LEARNING ROUTE
- THE SUBJECT OR THE PROJECT THEME;
- not only KNOWLEDGE and SKILLS ACQUISITION…
- …but CREATING ONE'S KNOWLEDGE AND UNDERSTANDING
- CONTENT PLANNING IS THE STARTING POINT OF THE PLANNING PROCESS. IT IS FUNDAMENTAL. (Do Coyle)

Content: STARTING POINT which determines the learning route

WHEN PLANNING A CLIL PROJECT, YOU NEED TO THINK OF:

- **THE TEACHING AIMS/OBJECTIVES**, which focus on knowledge, skills and understanding to be taught and developed;
- **THE LEARNING OUTCOMES**, which focus on students' competences, that is what they will be able to do and understand in a real, or realistic, context. (Do Coyle)

1. C for CONTENT [Video Sports Crazy da min 01:25 a 03:22](#)

- Sport in the UK
- Sports and Abilities
- British teens and sport
- London 2012 Olympic Games

2. C for Cognition

- CLIL advantage: fostering learner's <u>cognitive development.</u>
- <u>The ability to think in different languages can have a positive impact on content learning</u> (Marsh, 2009).
- <u>CLIL not only promotes linguistic competence…</u>
- <u>…it stimulates cognitive flexibility.</u>

CLIL: Content and Language Integrated Learning" Do Coyle, Hood and Marsh

2. C for Cognition
ENGAGEMENT: THINKING&UNDERSTANDING

- **great educational potential;**
- **benefits to integrating content and language;**
- nothing to do with transferring knowledge;
- challenging learners to think, review and engage
- allows students to **construct their own understanding.**
- learning through a foreign language:
  - extra motivation and achievement;
  - broaden and deepen students' thinking skills and their creativity;
- challenging tasks to let students use their high order thinking skills (HOTS) according to Bloom's taxonomy (Do Coyle)

Bloom's Taxonomy: from L.O.T.S. (Low Order Thinking Skills) to H.O.T.S (High Order Thinking Skills)

The "goals of the educational process": a system of classifying educational objectives for the evaluation of students' performance.

Cognitive domain

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

Bloom's Taxonomy

Create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

Evaluate — Justify a stand or decision
Appraise, argue, defend, judge, select, support, value, critique, weigh

Analyze — Draw connections among ideas
Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

Apply — Use information in new situations
Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

Understand — Explain ideas or concepts
Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

Remember — Recall facts and basic concepts
Define, duplicate, list, memorize, repeat, state

Sports Crazy: C for Cognition

- In our case, our students worked on a **class survey** about sports;
- They designed a questionnaire about the most popular sports in class using Google forms and they shared the link with their classmates so…
- They also worked developing their digital competence.
- Then they analysed the graphs and presented the results,
- Thus using their H.O.T.S. as you'll see in the **Video min 08:06-08:59**

3. C for Communication
Learning to use language and using language to learn

(Do Coyle)

- focus on language and improving linguistic abilities;
- use the target language to achieve communicative goals in a variety of situation;
- interact and communicate in meaningful contexts;
- target language used to communicate, share, debate and learn new content.

2. COMMUNICATION - INTERACTION, LANGUAGE USED TO LEARN

- LANGUAGE IS A CHANNEL FOR COMMUNICATION AND FOR CONTENT;
- *FORMULA: <mark>LEARNING TO USE LANGUAGE AND USING LANGUAGE TO LEARN</mark>*; (Do Coyle)
- LEARNERS USE LANGUAGE AS A REAL MEANS OF COMMUNICATION

3. C for COMMUNICATION

- **What is the language *of* learning?** (to access basic concepts and content related skills)
  - language needed to work with the content;
  - Specialised vocabulary, phrases, grammar functions, structures to understand the content.

- **What is the language *for* learning?** (to learn in a foreign learning environment)
  - language of tasks and classroom activities;
  - classroom and group talks;
  - discussion and debates (for example, exponents for agreeing and disagreeing, asking, comparing, contrasting, justifying, explaining, summarising ...)
  - summarizing, hypothesis, inferences

- **What (new) language can be gained *through* learning?**
  - active involvement of language and thinking
  - new language acquired through the learning context (Do Coyle)

C. for Communication

- Teachers talk less;

- students study together and work in groups, talking to each other and to the teacher; CLIL language is not the language learnt in a traditional language lesson…

- but it is a tool for communicating within the framework of the content.

- Learning is not a purely internal and cognitive process;

- but results from interaction, from sharing knowledge understanding;

- Through interaction, learners build on their knowledge, they compare and discuss it.

(Montalto, CLIL4U)

Sports Crazy C for Communication min. 4:36

4. C for COMPETENCE
Educational success of CLIL: learning outcomes realized in the classroom

- **LEARNING OUTCOMES**: through 'CAN DO' statements about what students can do *through* language;
- focus on students' competences, that is what they will be able to do and understand in a real, or realistic, context;
- using the knowledge and skills acquired in a creative and original way.

DEFINING LEARNERS OUTCOMES

•

The **goal** of creating learning objectives is to ensure that the learning process is successful and the objectives are achieved.

•When learning outcomes are clearly identified, the student knows precisely what is expected of him/her. (i.e. what he/she should be able to do)

•The degree of precision of articulating the learning objectives is directly related to achieving the desired learning outcomes.

What is a learning objective?

•A learning objective is a brief statement that <u>describes the specific learning activity</u> and <u>includes a description of a performance you want learners to be able to exhibit in order to evaluate competence.</u>

•It is expressed in terms of the students and formulated in terms of observable behaviour and the special conditions in which the behaviour is manifested. (Mager 1999)

Planning a School Sports day

We planned to organise a "sports day" at school with many workshops about their favourite sports. They worked in groups to make posters and leaflet to promote sports events and activities at school.

Let's see what happened... Video min 07:10-07:50

5. C for COMMUNITY

"OTHERNESS IS A VITAL CONCEPT"

FOSTERING INTERNATIONAL UNDERSTANDING IN A PLURICULTURAL AND PLURILINGUAL WORLD THROUGH AN INTERCULTURAL FRAMEWORK (Do Coyle)

5. C for Community

- ❖ What are the cultural implications of the topic?
- ❖ How does the CLIL context allow for "value added"?
- ❖ How does CLIL help promote tolerance and an interest in looking beyond the 'self'? (Do Coyle)

5. C for Community

❖   What is the relevance of this lesson to the student's daily life and surroundings?

❖   How does it link to the Community or Culture surrounding the students?

❖   Does it also link to other cultures?

5. C for Community
SELF AND OTHER AWARENESS/CITIZENSHIP

- developing wider intercultural understanding and intercultural awareness;

- explore different international perspectives on the theme they are studying;

- enlarging their viewpoints and cross borders in an intercultural dimension;

- CLIL: a bridge between different countries and nationalities.

- Sense of being part of a learning community;

A virtual partnership with Poland

We worked in virtual partnership with a Polish school. Working together with a Polish colleague, Monika, we involved both Italian and Polish students had the chance to share ideas and personal experiences about sports.

First students wrote emails and cards and then we arranged some online meetings during which students met and interacted with their new friends.

Video min 09:30-10:22

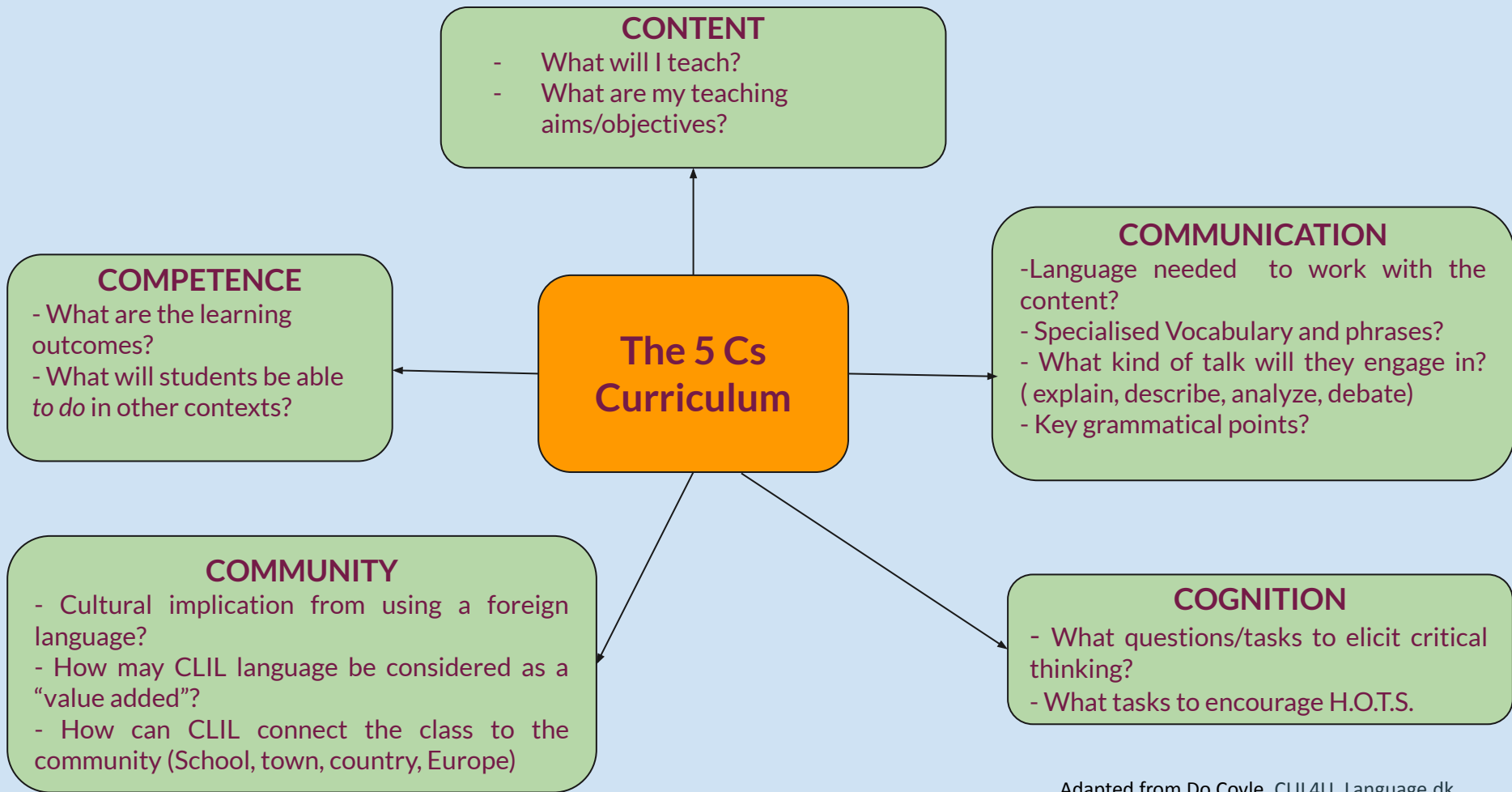# The 5Cs Framework assures the quality in terms of guidances for:

Content: progression in knowledge, skills;

Cognition: engagement, thinking and understanding;

Communication: interaction, language to learn;

Competence: learning outcomes/performances;

Community: self and other awareness/citizenship;

(Do Coyle, CLIL4U, Language.dk)

CONTENT
- What will I teach?
- What are my teaching aims/objectives?

COMPETENCE
- What are the learning outcomes?
- What will students be able *to do* in other contexts?

COMMUNICATION
-Language needed to work with the content?
- Specialised Vocabulary and phrases?
- What kind of talk will they engage in? (explain, describe, analyze, debate)
- Key grammatical points?

The 5 Cs Curriculum

COMMUNITY
- Cultural implication from using a foreign language?
- How may CLIL language be considered as a "value added"?
- How can CLIL connect the class to the community (School, town, country, Europe)

COGNITION
- What questions/tasks to elicit critical thinking?
- What tasks to encourage H.O.T.S.

Adapted from Do Coyle, CLIL4U, Language.dk

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