

# Formarsi per il CLIL

***CLIL ASSIEME***

*Un modello cooperativo*

*Silvia Ballabio, Milano, 3 febbraio 2014*

# Per fare CLIL occorre tener conto di .....

- (1) “l’ambito specifico;
- (2) la lingua impiegata per denotare unità e processi dell’ambito specifico;
- (3) la costruzione del discorso secondo caratteri congrui;
- (4) la relazione educativa fra insegnante e allievi. “

“Bisogna riformulare, ricostruire dalle fondamenta un "discorso" didattico.”

© *Giovanni Gobber, La teoria della pratica*

# I workshops

DISCIPLINA	TIPOLOGIA PARTECIPANTI	NUMERO E TIPOLOGIA TUTOR
STORIA E GEOGRAFIA (I grado)	Docenti l2 I grado	1 docente l2 1 docente madrelingua
FILOSOFIA	DOCENTI DNL	1 docente DNL Corso metodologico
FISICA	DOCENTI DNL	2 docenti DNL Da istituti diversi Corso metodologico
STORIA	DOCENTI DNL	2 docenti DNL Dallo stesso istituto Docente l2 a supporto
SCIENZE NATURALI	DOCENTI DNL	2 Docenti DNL Da istituti diversi
SCIENZE UMANE		1 Docente l2/madrelingua/DNL
ARTE*	DOCENTE DNL	1 Docente DNL Corso metodologico

# La buona scuola all'opera

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COYLE	PEDAGOGIC CONSIDERATIONS
CONTENT	What is 'economic' from an anthropological perspective
COGNITION	Bloom's taxonomy revisited Anderson 2001 LOTS vs HOTS
COMMUNICATION	BICS and CALP Cummins 1979
CULTURE	Fostering cross-cultural understanding

# A CLIL EXPERIMENT: TEACHING ANTHROPOLOGY

## *Anthropology, English*



## Ethnocentrism

How is map-making ethnocentric?

the attitude or opinion that the morals, values, and customs of one's own culture are superior to those of other people

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13 April 2013

# La buona scuola all'opera

© *Maria Amato, Liceo Bianchi*

## Myth

- Gods /human
- Nature is explained using myths
- unpredictable
- Not debate, not discussion
- Total explanations
- Traditions, legends is its base
- Transcendent explanation

## Logos

- There is not opposition human / gods
- Nature is explained using reason
- predictable
- Debate, discussion
- Partial explanations
- Reason is the base
- Immanent explanation

# La teoria della pratica

© Maria Amato, Liceo Bianchi

## HOBBS AND LOCKE

### A COMPARISON BETWEEN TWO POLITICAL CONCEPTION OF THE STATE (2H)

#### Abstract

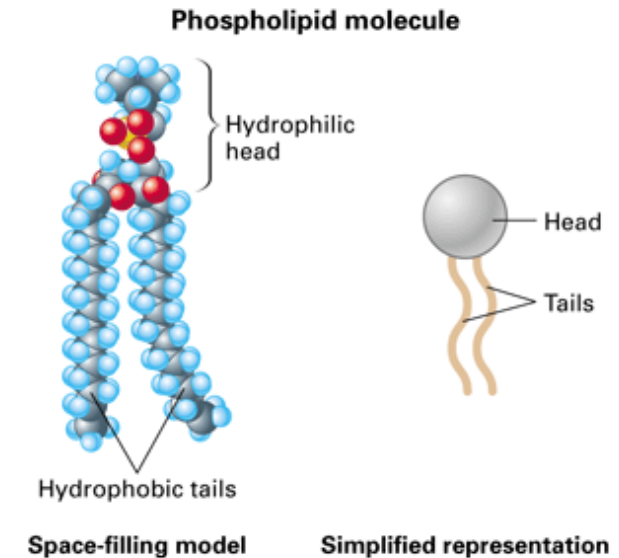
- This lesson seeks to compare the work of Thomas Hobbes (*Leviathan*) to that of John Locke (*Two Treatises on Government*) with regards to their views on civil liberties, the role of government, and the extent to which their background in the English Civil War affected their respective philosophies.
- The students will :
  - - relate the two political theories to the events of the history of the English Civil War and the Revolution
  - - define the concepts of civil rights and civil liberties,
  - - debate/defend the positions of these men, and evaluate the works of these men with regards to civil liberties, and the role of government.

The teacher decides to make use of quotes of Hobbes and Locke to enhance certain aspects of this unit.

**Activity.** After reading the texts, students, with the help of the teacher, will work in pairs to produce images/power point presentations concerning the main points of the political thought of Hobbes and Locke and a Venn diagram which shows the convictions shared by the two philosophers.

# La buona scuola all'opera

The **plasma membrane** and other membranes of a cell **are composed mostly of proteins** and a **type of lipid** called **phospholipids**. A phospholipid molecule (Figure 6-7) **is structured** much like the fat molecules you learned about in Chapter 5 but has only **two fatty acids** instead of three. The two fatty acids at one end (the tail) of the phospholipid are **hydrophobic (not attracted to water)**. The other end (the head) of the molecule **includes** a **phosphate group ( $\text{PO}_4^{3-}$ )**, which is **negatively charged** and **hydrophilic (attracted to water)**. **Thus**, the tail end of a phospholipid is **pushed away** by water, while the head is attracted to water.



A **space-filling model** of a phospholipid **depicts** the hydrophilic head region and the hydrophobic fatty acid tails. The **simplified representation** of phospholipids used in this book looks something like a lollipop (the head) with two sticks (the tails).

© Manuela Trisciani, Liceo Candia



# THE COMPLEXITY OF INNER CELL STRUCTURE

*sER: Smooth  
endoplasmic reticulum*

*rER: Rough  
endoplasmic reticulum*

*Mitochondria*

*Nucleus*

*Nucleolus*

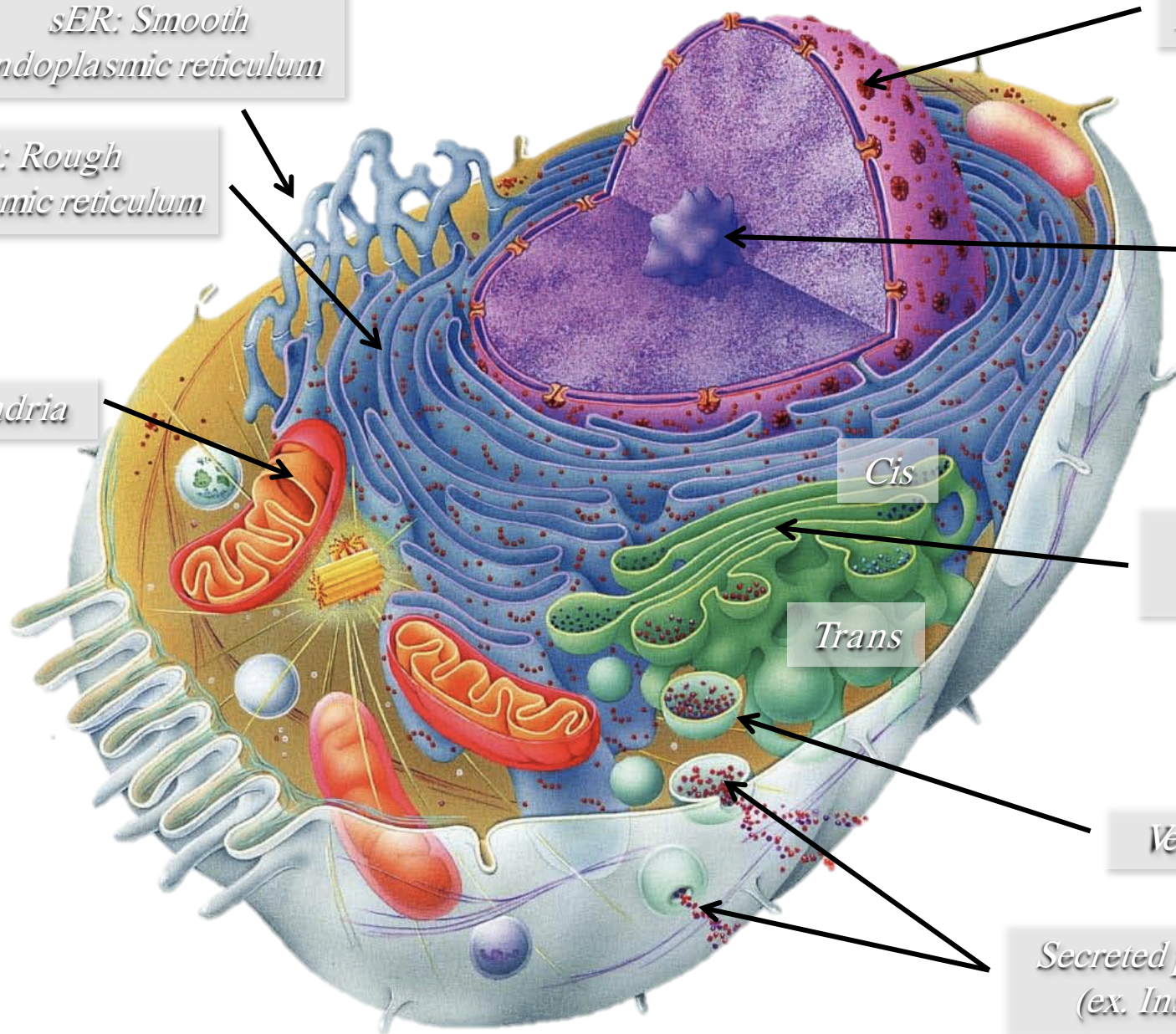
*Cis*

*Golgi  
apparatus*

*Trans*

*Vescicles*

*Secreted proteins  
(ex. Insulin)*



## La teoria della pratica - quel che può succedere se....

- brainstorming activity sul lessico
- immagini da etichettare (parti della cellula etc) come attività di pair work
- riferire a classe unita il pair work, descrivendo/definendo la parte da etichettare
- visione del video – individuazione meccanismi di traduzione e traslazione (metodo esperienziale, valore didattico dei visuals) con comprehension check questions
- approfondimento

# La teoria della pratica

## Science - the cell

- Proteins that have to remain within the cytosol

**PORES** in the nuclear **ENVELOPE** allow the import of particles containing mRNA and proteins into the cytosol. **HERE** free **RIBOSOMES** translate the mRNA molecules into proteins. **SOME OF THESE** proteins will reside in the cytosol. **OTHERS** will associate with specialized cytosolic proteins and be imported into mitochondria or other organelles.

- © Francesco Calderaro, La Traccia, Calcinante

Stage (WHAT)	Aim (WHY)	Time (MINS)	Procedure (HOW)	Resources
Introduction	Present the objective of the lesson	3	Read from the slide	Slide
Introducing TL	New vocabulary	5	Give a useful glossary for the lesson	Sheet
Warm-up	To create expectation	6	Students are divided in pairs. They watch 3 images and try to explain them, first in pairs, afterwards to the whole class.	Images
Content Introduction	Maya & Aztec society	5	Read and translate	Slides
Comprehension check Activity	To check comprehension	2	Questions and answers	
Content Introduction	Inca society	3	Read and translate	Slides
Comprehension check Activity	To check comprehension	2	Questions and answers	
Question activities in pairs	Understand causes of defeat	8	Guess causes responding to closed questions and check the answers on the LIM	Sheet
Introduction to the terms of the debate	Facilitate the comprehension of the reading session	4	Teacher introduces topic	
Reading of content	Understand different point of view	8	In pairs, read text from two essays of Sepulveda and De Las Casas and make notes for both arguments	Sheet & Notes
Debate	Defend one side of the argument	11	Class is divided in two groups and each group defends one side of the argument and responds to the debate of the other group	Notes
Conclusion	Giving feedback about the lesson and giving homework	3	Teacher provides feedback on content and language of lesson	Slides

# Un modello cooperativo

## Mission:

- Creare una comunità educante ed un ambiente di apprendimento
- Condivisione di esperienze, conoscenza e know-how fra scuole, istituzioni e mondo accademico per arrivare ad una ipotesi condivisa di un modello didattico

# Contatti:

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Insegnare  
una lingua straniera  
oggi

percorsi  
e proposte  
per un'iniziativa  
comune