

Erasmus KA 1

"Clil: a challenge for the Italian school" - "CLIL: una sfida per la scuola italiana"

Content and Language Integrated Learning Course for Teachers
Brighton 22 July - 02 August 2019

Report by Rita Caterina Maria Gentili

Brighton UK July 2019

- 20 July 2019, I am ready to leave for my CLIL course of the KA1 project.
- I will leave with my colleague Erminia; it's nice to leave in good company is a further opportunity to appreciate and reflect on the common experience.



I took two flights from Cagliari to
Dusseldorf
Dusseldorf - London (Heathrow)
In the end, tired but happy, I arrived at
my home in Brighton



Hove- Brighton: my house and my host-family

I chose family hospitality to experience the local reality and to practice the language



My home in Brighton



My host-family

21 July discovering Brighton

My house and my school is located in Hove and I discovered that the city of Brighton and Hove was created in 2001 by the two municipalities that were previously separated.

Originally Hove was a "small but ancient fishing village" surrounded by farms, it grew rapidly in the 19th century in response to the development of its eastern neighbour Brighton, and by the Victorian era it was a fully developed town with borough status. In 1997, as part of local government reform, the borough merged with Brighton to form the Borough of Brighton and Hove, and this unitary authority was granted city status in 2000.



22 July,
what a thrill!
Today the CLIL course begins
Ready to start!



The English
Language
Centre,
33 Palmeira
Mansions
Brighton & Hove
BN3 2GB



CLIL For Teachers

The course program:

27A ATTIVITÀ/COMPITI SVOLTI *

review of key principles of CLIL
introduction to Evidence-based teaching and the Cognitive Classroom
workshops on evaluating, writing and adapting materials for CLIL
language development for both teachers and students
workshops on developing practical CLIL activities and classroom tasks
lesson preparation and Peer Teaching project

28A COMPETENZE PROFESSIONALI

- Improved personal English Language Skills
- Improved confidence in class
- Strategies, skills and activities of teaching EFL
- Enhanced classroom methodological practice
- Improving students' motivation
- Better awareness of learning needs, difficulties + behaviour

29A COMPETENZE LINGUISTICHE (al di fuori di quelle "Competenze professionali")

Seminars on Language Development (Lexis, Phonology, Grammar and Discourse)

30A COMPETENZE DIGITALI (al di fuori di quelle "Competenze professionali")

Use of mobile applications in language learning

31A COMPETENZE ORGANIZZATIVE E GESTIONALI (al di fuori di quelle "Competenze professionali")

Lesson planning and course design

32A COMPETENZE COMUNICATIVE (al di fuori di quelle "Competenze professionali")

Lesson planning and course design

33A ALTRE COMPETENZE

Interpersonal Skills and Teamwork
Deeper sensitivity to cultural diversity
Knowledge of other European Systems of Education
Better knowledge of Erasmus+ potential for your own and others' professional development

Staff welcome and activities start

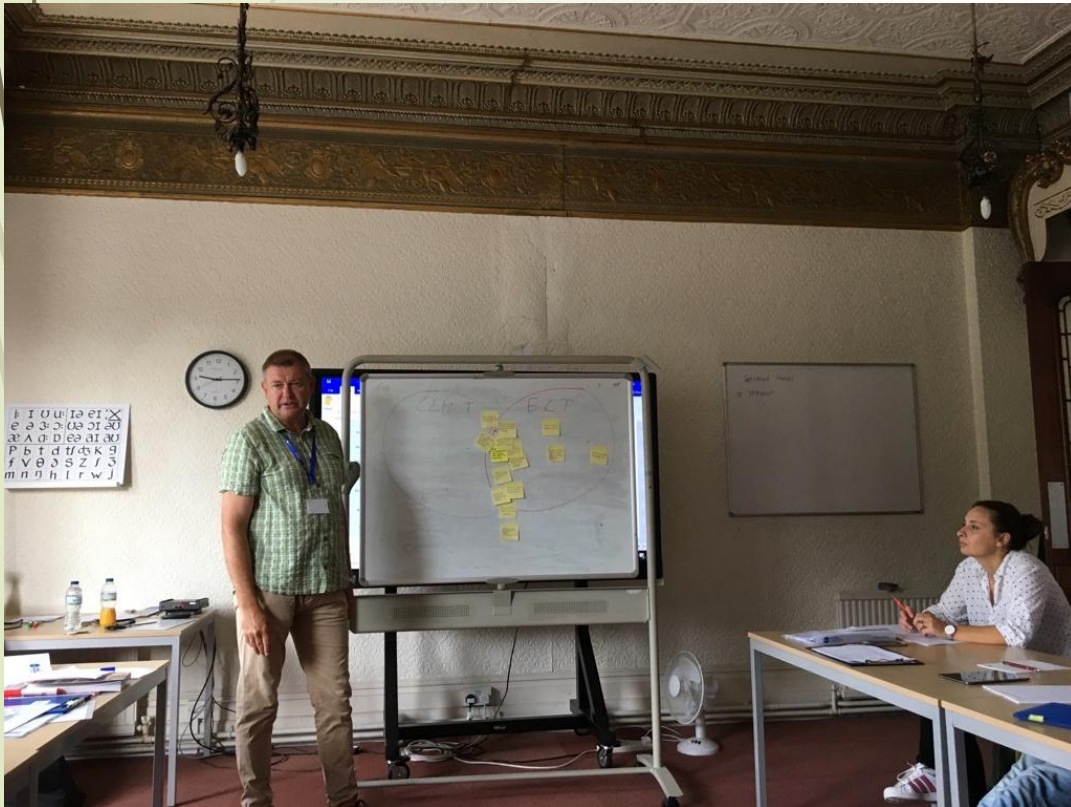


- ▶ The first day was held in a plenary meeting, we are about 30 teachers from different European countries (Italy, Germany, Holland, Poland, Czech Republic, Hungary, Austria, Spain, Romania, Slovakia).
- ▶ Divided into work groups, we have made games of mutual knowledge and communication
- ▶ In the evening we all socialize together at the pub on an evening organized by the school.



23 July

- ▶ For this first week our teacher is **Laurence**, his style is calm and relaxed; he also teaches during Mindfulness and will introduce some elements of this course also in the CLIL lessons.
- ▶ Our class consists of 5 Italians, 1 Austrian, 2 Poles, 2 Germans, 1 Spanish

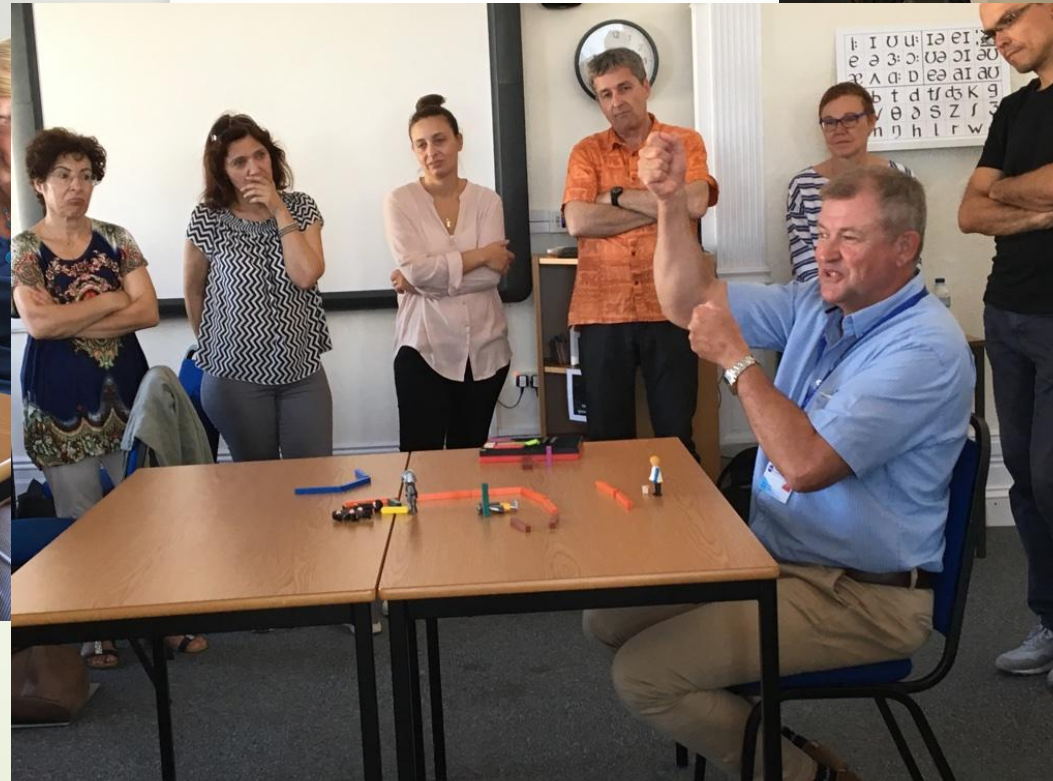


24-25-26 July

- ▶ We continue with the course program and experience the CLIL; the theory is always supported by a practical and laboratorial approach that is never boring and that favors communication in the English language, allowing us to improve also on the linguistic aspect.
- ▶ We also do a lesson with Martyn Ford and experience another method of doing CLIL.

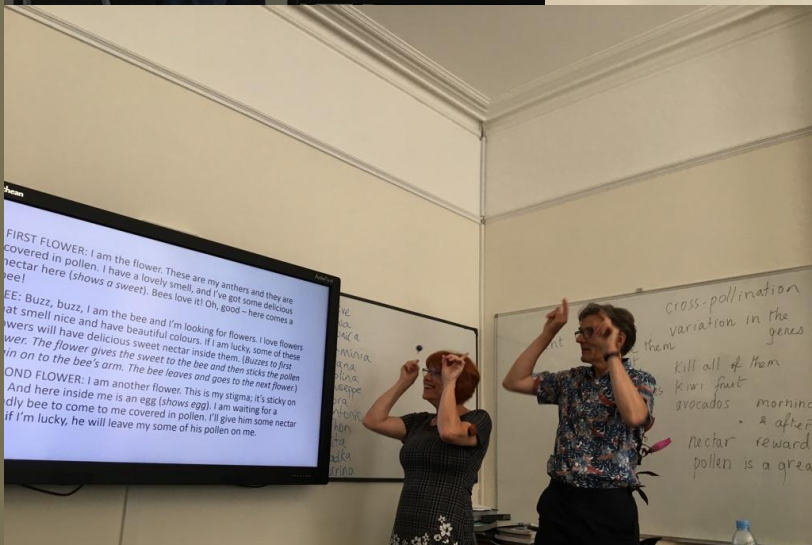
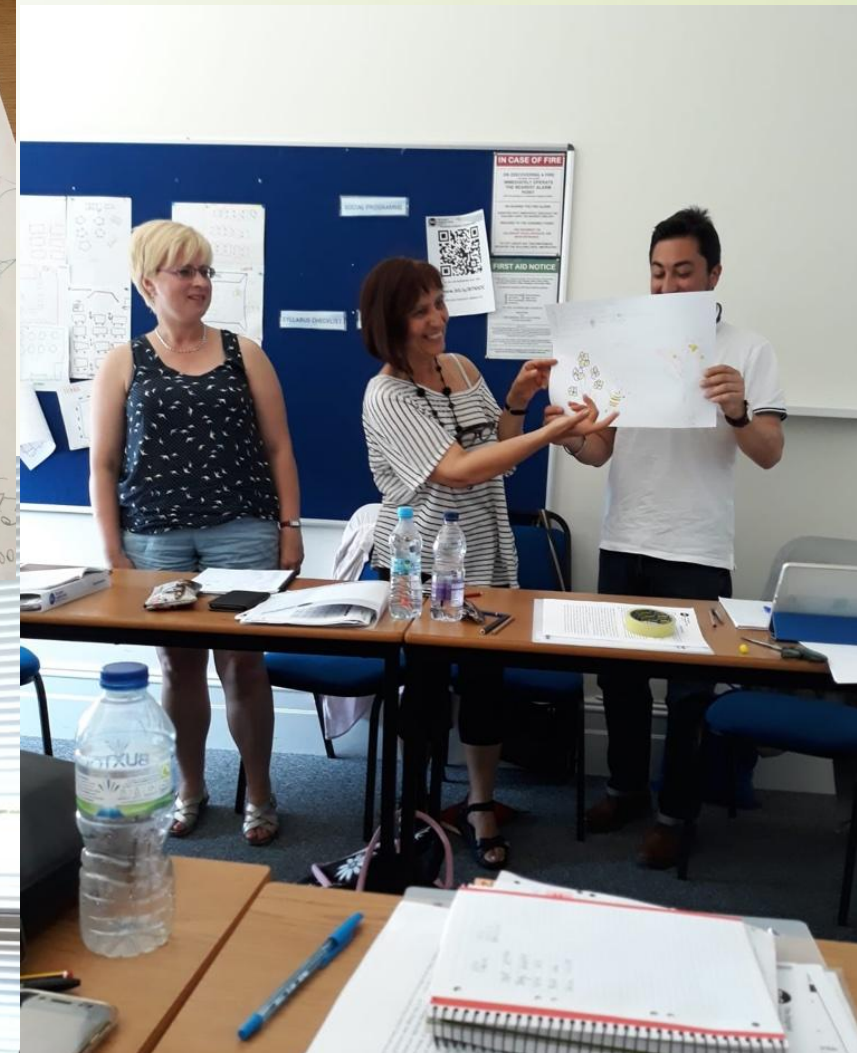
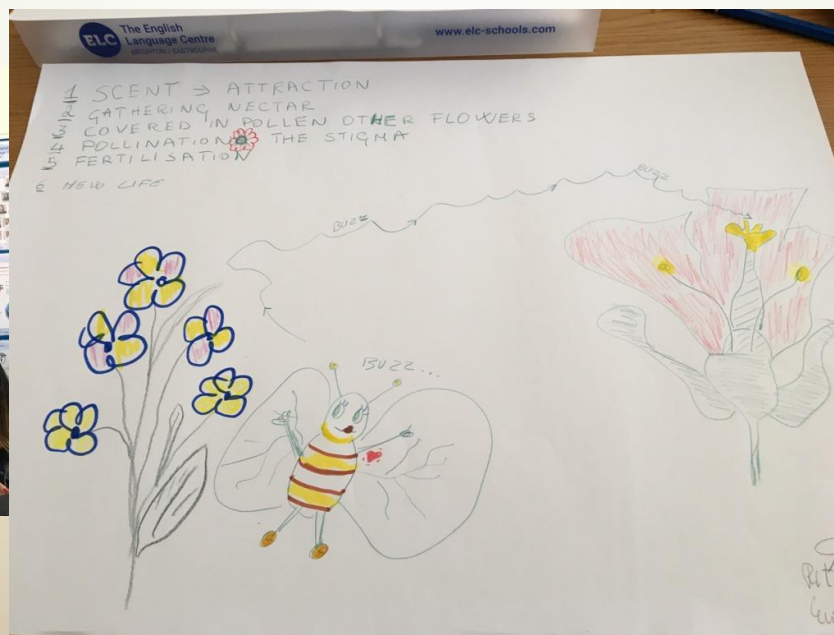


Practicing CLIL with Laurence



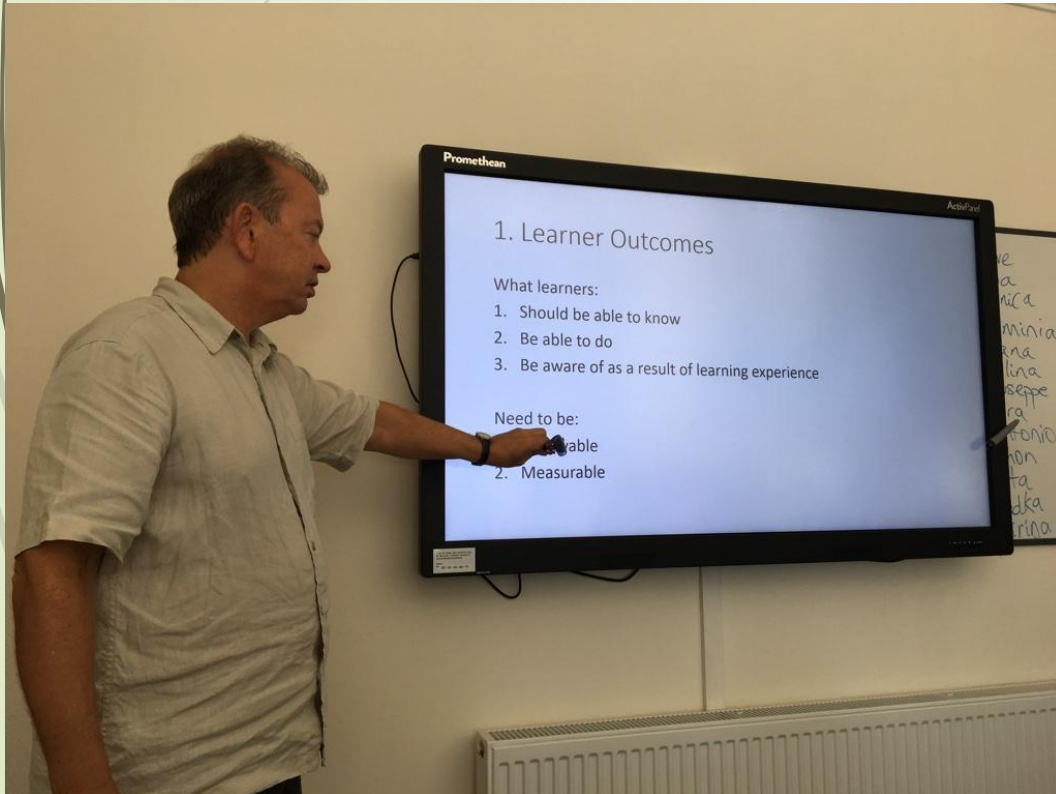
CLIL lesson held by Martin Ford

Methodology: reading and comprehension of the text, dramatization, drawing ...



29 July – 2 August - second week –

We have a new teacher: Steve
we also have a new group of colleagues
(5 Italy, 1 Slovakia, 2 Poland, 1 Bulgaria, 1 Spain, 1 Perù)

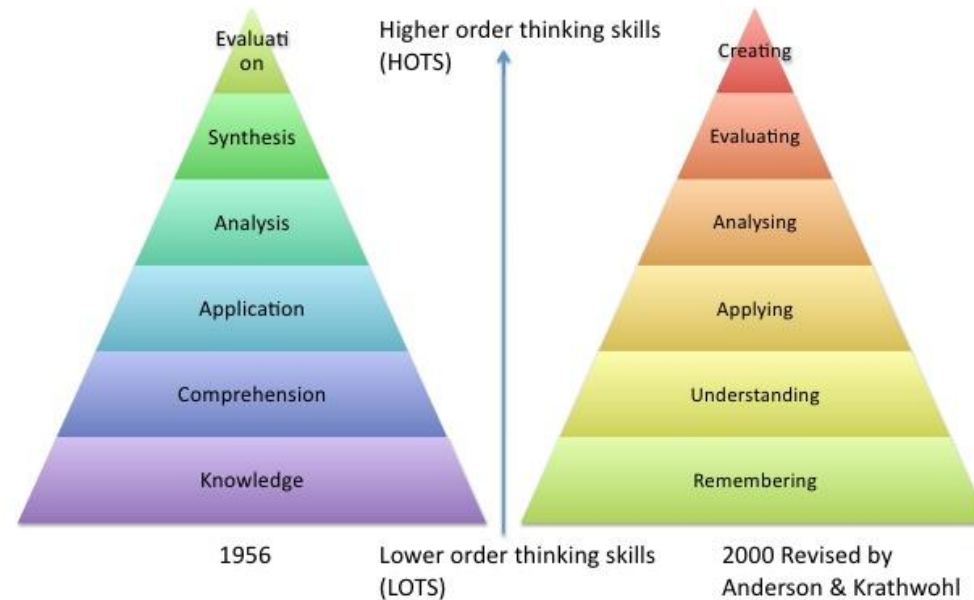


The program of our second week:

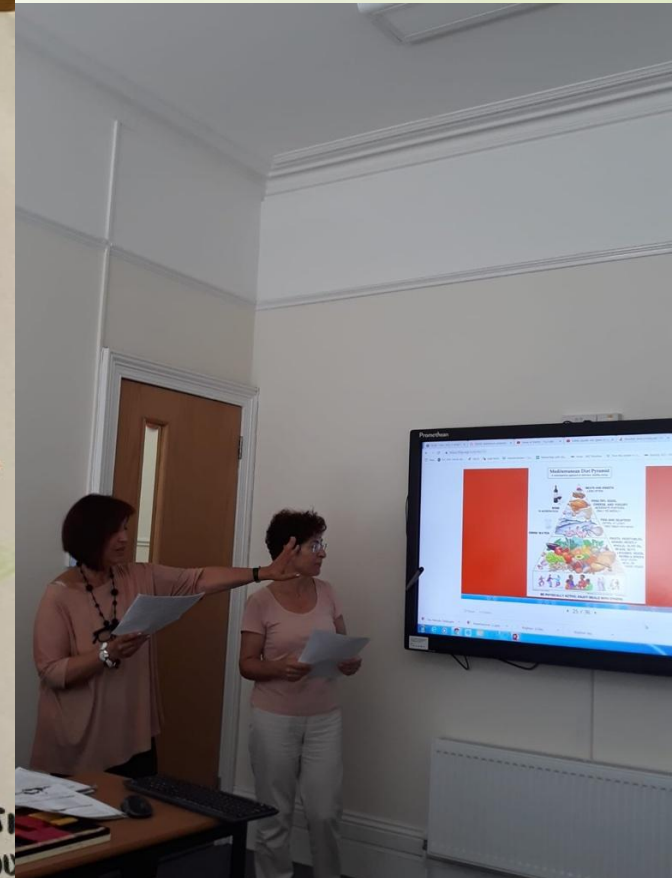
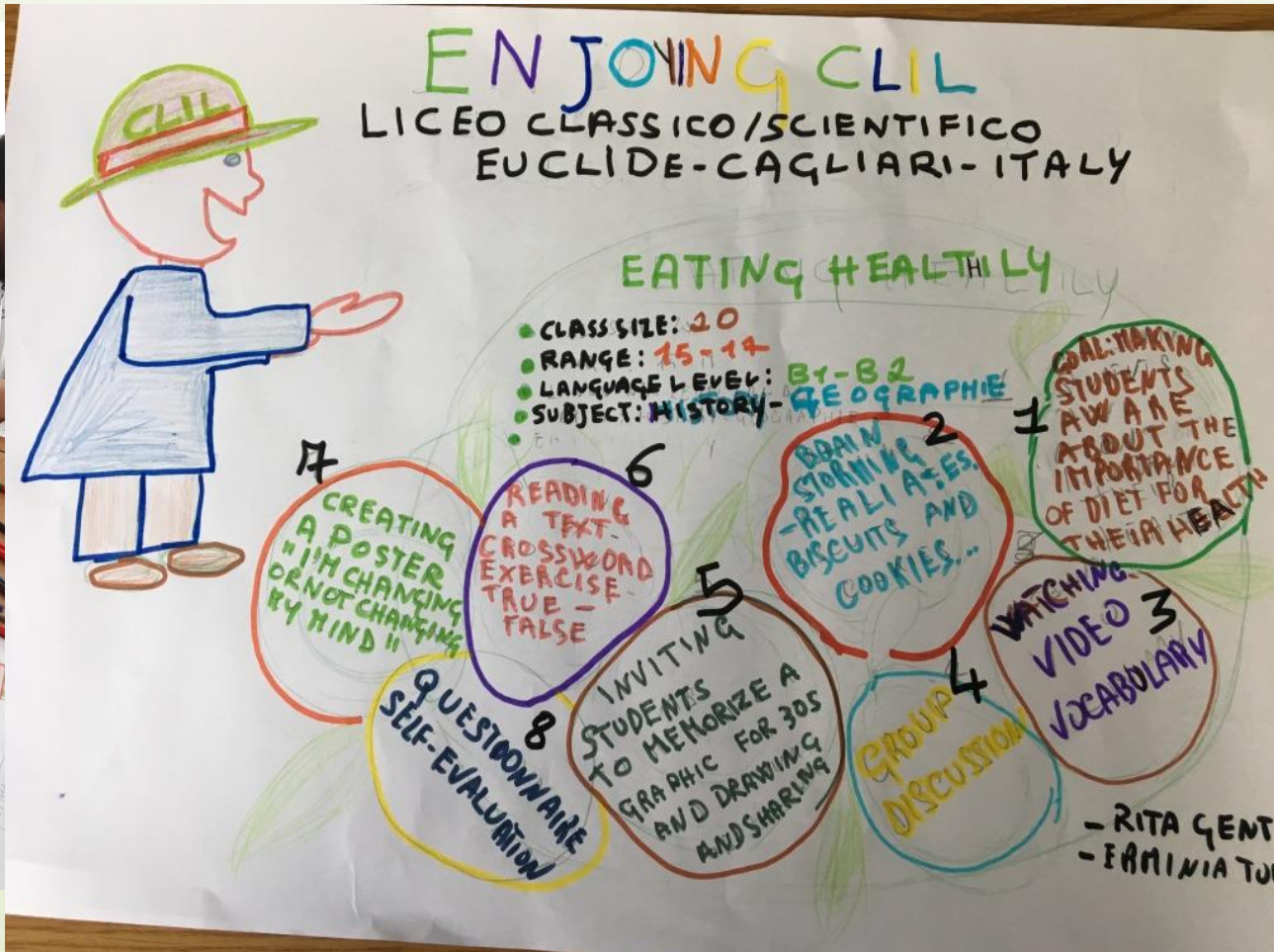
- BICS and CALP
- Revisited Bloom Taxonomies (Hots and Lots)

- In 1979 the Canadian educator, **Jim Cummins**, made a useful distinction between:
- **BICS**, the skills of listening, speaking, reading and writing for so-called *social* or *conversational* purposes;
- **CALP**, linked to more academic, cognitively challenging tasks in subject lessons.

Bloom's Taxonomy



- development of our CLIL activities
- final presentation of our work



2 August - last day

presentation and sharing of the work done with colleagues participating in the different Erasmus courses



Discovering Brighton and its surroundings (Lewes)



Excursion to Bath and Stonehenge



Brighton: involved in the biggest UK gay pride.
A great feast for the people, for the rights of all



Experiencing English food





My experience in Brighton has come to an end and, like all experiences, has enriched me from a human and cultural point of view

- - I tried the CLIL methodology as I wanted;
- - I worked in an international context;
- - I met colleagues from other European countries and started contacts with them;
- - I deepened my knowledge of the culture and traditions of the UK;
- - And not least, I had the opportunity to deepen and practice my knowledge of English.
- - I have seen how important it is in your personal training to have the opportunity to do an Erasmus project.
- **I recommend this experience to everyone.**