

# III JORNADAS REGIONALES DE EDUCACIÓN DE PERSONAS ADULTAS “CREANDO FUTURO”

## AICLESPA: Aprendizaje Integrado de Contenidos y Lengua Extranjera en ESPA

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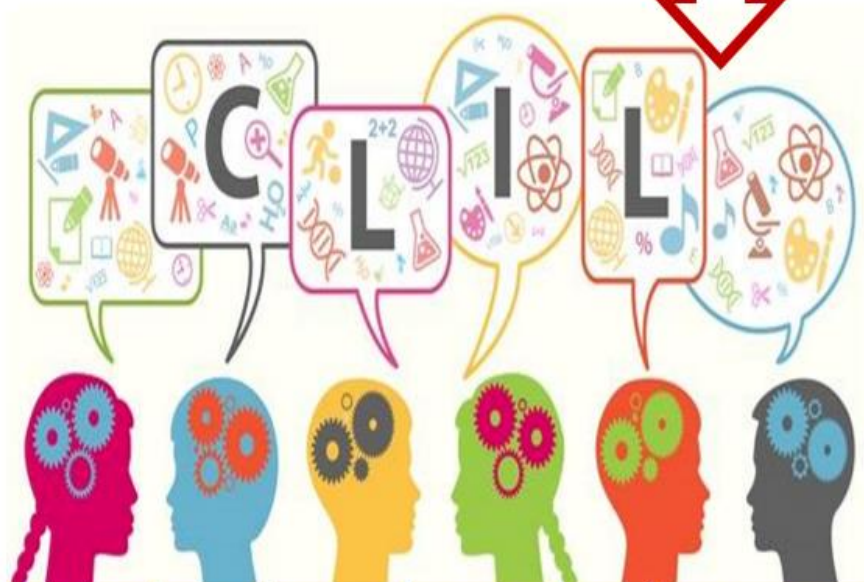
*CEPA Alto Guadalentín*

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Dirección General de Formación Profesional y Enseñanzas de Régimen Especial  
Consejería de Educación, Juventud y Deportes

# AICLE

Aprendizaje Integrado de Contenidos y Lengua Extranjera



Learning through another language  
*Aprender en otra lengua*

EMILE:

*Enseignement De Matières  
Par Intégration D'une Langue  
Etrangère*

CLILiG:

*Content and Language  
Integrated Learning in German*

# Propuestas de innovación del CoE (2011)

## CLIL for enhancing employability

The Council added:

"While general language programmes help to develop essential communication skills for everyday use, methodologies such as content and language-integrated learning (CLIL) in both general education and VET can be particularly effective in enhancing the mobility and employability of workers."

**CLIL for:  
Employability, mobility, and social integration**

Ref: Council (2011). Council Conclusions on Language Competences to Enhance Mobility., Official Journal of the European Union, Council of the European Union.  
EDUC 256 SOC 891 CULT 83, 20.12.2011 (2011/C 372/07) Retrieved from: <http://eur-lex.europa.eu/LexUriServ.do?uri=OJ:C:2011:372:0027:0030:EN:P>

## CLIL, for European Cooperation

On 25 October 2011, the Council of the European Union concluded to:

"Encourage innovative forms of European co-operation, experimentation and new approaches to language teaching and learning, such as content and language integrated learning (including in bilingual schools), opportunities for language immersion mobility and, where appropriate, more extensive use of ICT also in creative language learning environments."

**European co-operation at:  
Experimenting CLIL, immersion, mobility, ICT, creative learning...**

Ref: Council (2011). Council Conclusions on Language Competences to Enhance Mobility., Official Journal of the European Union, Council of the European Union.  
EDUC 256 SOC 891 CULT 83, 20.12.2011 (2011/C 372/07) Retrieved from: <http://eur-lex.europa.eu/LexUriServ.do?uri=OJ:C:2011:372:0027:0030:EN:P>

## CLIL for teacher training (mainly in VET)

The Council of Europe proposed in 2011:

"In order to promote CLIL, teachers and trainers - in particular in VET - should be encouraged to acquire high quality language competences and should have access to high quality teaching resources."

**CLIL teaching training:  
Particularly in VET, in language and advanced methodologies.**

Ref: Council (2011). Council Conclusions on Language Competences to Enhance Mobility., Official Journal of the European Union, Council of the European Union.  
EDUC 256 SOC 891 CULT 83, 20.12.2011 (2011/C 372/07) Retrieved from: <http://eur-lex.europa.eu/LexUriServ.do?uri=OJ:C:2011:372:0027:0030:EN:P>

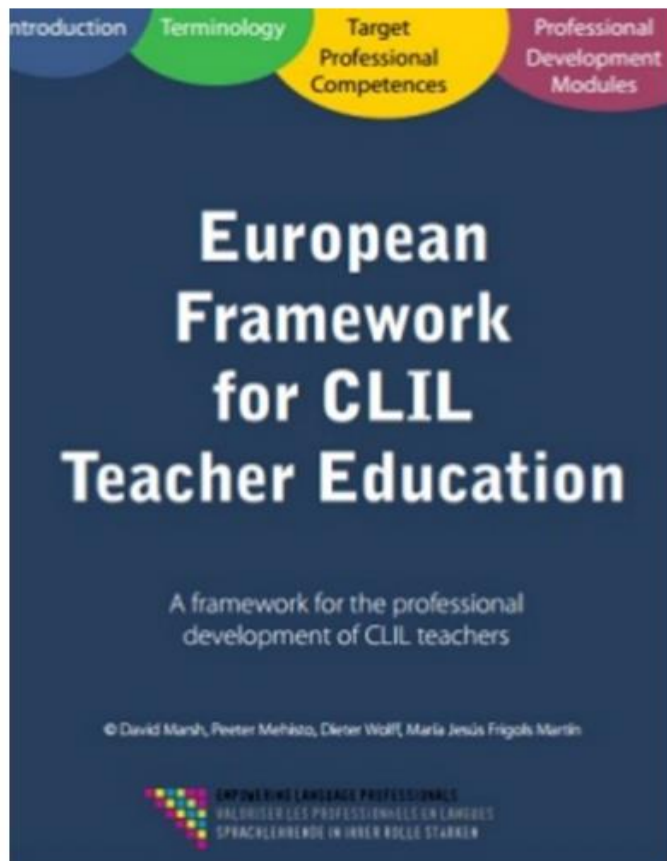
2011

Ref: Council (2011). Council Conclusions on Language Competences to Enhance Mobility., Official Journal of the European Union. Council of the European Union..

EDUC 256 SOC 891 CULT 83, 20.12.2011 (2011/C 372/07) Retrieved from: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:372:0027:0030:EN:P>



# Prioridades europeas (2012)



**Se ha de promover:**

- [+] Aprendizaje práctico: "Learning by doing"
- [+] Participación cultural: autenticidad
- [+] Uso significativo de la lengua: comunicación
- [+] Adquisición de contenidos, integración en contextos diversos

[+] Estrategias AICLE



**CLIL-CD**

CURRICULUM DEVELOPMENT FOR CONTENT AND LANGUAGE INTEGRATED LEARNING





Región de Murcia  
Consejería de Educación,  
Juventud y Deportes



Centro de Profesores y Recursos  
Región de Murcia

## Curso Metodología AICLE. (Telemático)

- (3). El léxico específico de las materias, recepción, producción e interacción en AICLE
- (4). La evaluación, adaptación y creación de recursos impresos y digitales en AICLE.
- (5). AICLE en el currículo, programación y evaluación.



Teach English Better

Face to Face Courses

Online Courses

Teaching Resources

English for the Future



### CLIL ESSENTIALS

Content and Language Integrated Learning

#### Course Description

This course offers primary and secondary school teachers who teach curricular subjects (eg. geography, maths, science) in English practical methods to support their learners in English. It is an ideal course for English teachers looking to become more specialised in bilingual education and support other teachers in team teaching or to teach curricular subjects themselves through English. This course helps teachers understand CLIL methodology and apply best practice in the classroom.

Try the free versions of the available units by following the links below. (You need to be logged into TeachingEnglish to access this content and you will be asked to enter in your password again).

*The course is in 20 units:*

- 1.Aims of and rationale for CLIL
- 2.Language across the curriculum
- 3.Communication skills across the curriculum
- 4 Cognitive skills across the curriculum

▶ TKT ESSENTIALS

▶ PRIMARY ESSENTIALS

▶ CLIL ESSENTIALS



AICLE

Proyecto  
de  
Innovación  
Educativa



# Objetivos:

- (1) Mejorar la práctica docente en ESPA
- (2) Enfoque por tareas  
(de recepción y producción)



## SITIO EN CONSTRUCCIÓN



# EVALUACIÓN de recursos



AICLE PA





Please indicate the activities you implement most frequently in your CLIL teaching

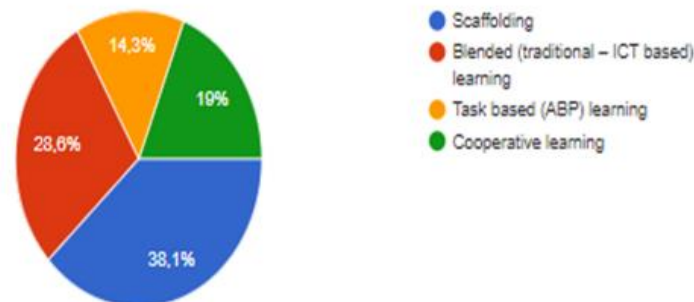
- ☐ Revision and consolidation questions on content
- ☐ Project work (groupwork) and out-of school assignments
- ☐ peer-to-peer (small group activities)
- ☐ simulation (role play)

Please indicate what content subject teaching techniques you have found most useful (for CLIL)

- ☐ Scaffolding
- ☐ Blended (traditional – ICT based) learning
- ☐ Task based (ABP) learning
- ☐ Cooperative learning

Please indicate what content subject teaching techniques you have found most useful (for CLIL)

21 respuestas





What is your biggest dilemma about CLIL methodology at the moment? (e.g. should I favour content or should I lay emphasis on foreign language skills?)

21 respuestas

Content leads the way
I have no dilemmas
Is it really useful for teaching esl or a waste of valuable time for exam preparation?
To try my pupils to improve their English, their speaking
should I favour content or should I lay emphasis on foreign language skills
The lack of models to follow as this is a new element that most of us do not sufficiently understand
Assessment

# EVALUAR (ABP)

 <b>RUBRICS FOR CLASSROOM</b> Proyecto de Innovación Educativa			
Documentary			
HISTORICAL QUALITY	Advanced (10-9)	Proficient (8-7)	Developing (6-5)
Uses available PRIMARY SOURCES: Argument made and supported with use of primary sources.	<b>ARGUMENT EVIDENCE</b> *Supports each analysis statement with multiple sources	<b>ARGUMENT EVIDENCE</b> *Makes complete argument and supports through use of primary source evidence	<b>ARGUMENT EVIDENCE</b> *Supports argument using mainly secondary source evidence
Places topic in HISTORICAL CONTEXT: Demonstrates understanding of how historical factors influenced	<b>HISTORICAL CONTEXT</b> Determines whether earlier factors caused later ones or simply preceded them	<b>HISTORICAL CONTEXT</b> *Uses secondary sources to identify key people, events, and ideas	<b>HISTORICAL CONTEXT</b> Obvious connections may be missing.

 <b>RUBRICS FOR CLASSROOM</b> Proyecto de Innovación Educativa				
ORAL PRESENTATION				
	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul style="list-style-type: none"> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	<ul style="list-style-type: none"> <li>Displays minimal eye contact with audience, while reading mostly from the notes</li> <li>Speaks in uneven volume with little or no inflection</li> </ul>	<ul style="list-style-type: none"> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/or monotonous tone, which causes audience to disengage</li> </ul>
Content/ Organization	<ul style="list-style-type: none"> <li>Demonstrates full knowledge by answering all class questions with explanations and elaboration</li> <li>Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li> </ul>	<ul style="list-style-type: none"> <li>Is at ease with expected answers to all questions, without elaboration</li> <li>Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes some data</li> </ul>	<ul style="list-style-type: none"> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>

# OTROS RECURSOS

 <b>RECURSOS BIBLIOGRÁFICOS</b> (REFERENCE - RESOURCE BOOKS FOR TEACHERS- PUPILS) Proyecto de Innovación Educativa				
Title and Publisher	Author(s)	ISBN	Distributor or webpage	Comments
REFERENCE and RESOURCE BOOKS (for teachers)				
 <b>RECURSOS EN SCHOOL EDUCATION GATEWAY</b> Proyecto de Innovación Educativa				
<b>CONSUMER CLASSROOM</b> <a href="http://www.consumerclassroom.es">www.consumerclassroom.es</a> <a href="http://www.consumerclassroom.es/">http://www.consumerclassroom.es/</a> La web Consumer Classroom fomenta la educación del consumidor y anima a que se imparta en los centros de secundaria Europeos. Esta web ofrece una biblioteca de recursos de educación del consumidor de toda la U.E., junto con herramientas interactivas y de cooperación para preparar y compartir las clases con estudiantes y docentes.				
• Formato: aprendizaje electrónico, unidades didácticas, ideas para proyectos, pasatiempos, materiales para usar directamente, fichas, conjuntos de actividades, juegos, imágenes				
<b>LEARN EUROPE</b> <a href="http://www.learn-europe.eu/index.php/es/">www.learn-europe.eu/index.php/es/</a> proporciona recursos educativos sobre Europa para las clases de geografía, historia y economía. Este proyecto ayuda a docentes de primaria y secundaria a introducir la dimensión europea en sus planes de estudios desde un punto de vista multidisciplinar.				

# Pilotaje de plataformas



Geography& History1 Digital Student's Book.Teacher's Version.PACK2



**Prehistory and early civilisations**  
Digital Student's book



**Ancient Greece**  
Digital Student's book



**Physical geography**  
Digital Student's book

alumnos

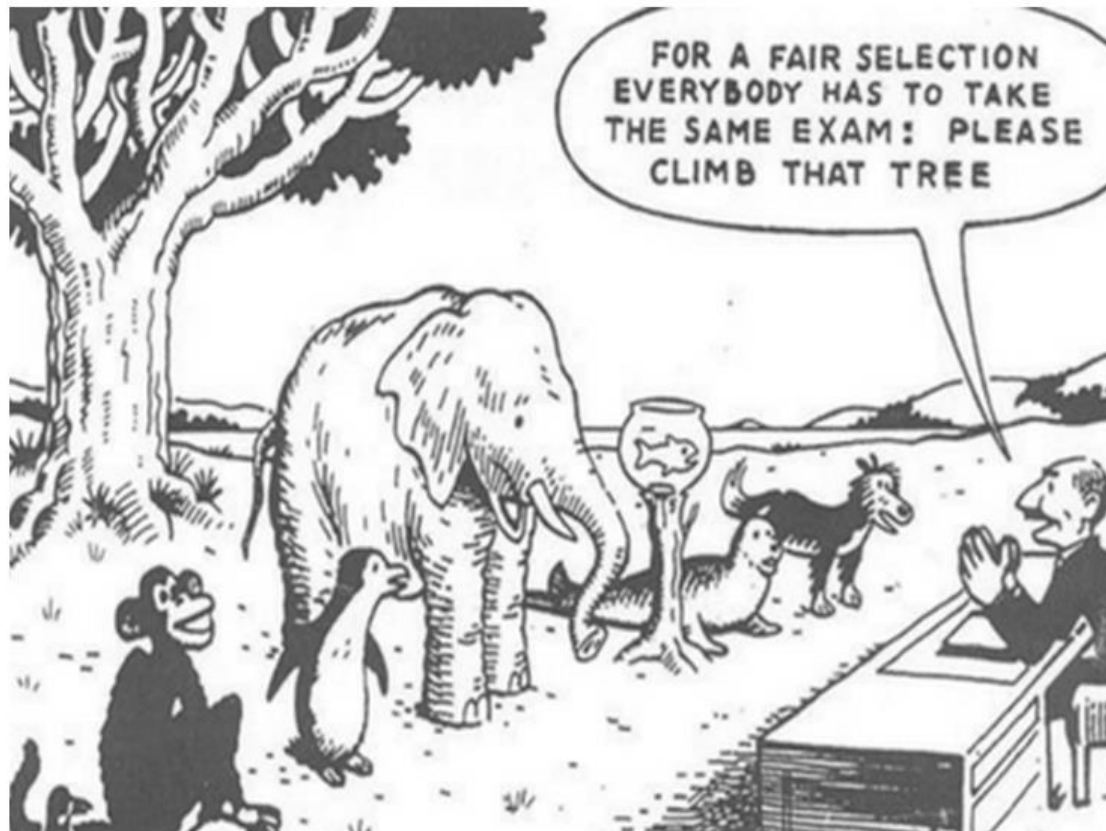
- Macmillan
- OUP
- Edelvives





# RETOS

¿ATENDER LA DIVERSIDAD EN ESPA CON AICLE ?



# Conclusiones

Tenemos los actores

Tenemos las herramientas

*“Empezáis un trabajo  
que os va a exigir, pero os dará  
muchas satisfacciones”.*



*J.C. Ocaña*