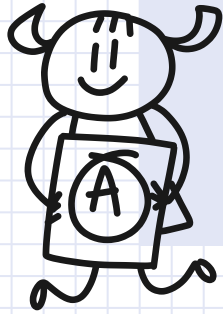


**Primary
School**

CLIL training **Stage EMILE**

Du 21 novembre au 2 décembre 2022



Planning of the training



DATE	HORAIRES	INSPE	DISCIPLINES	INTERVENANTS	OBJECTIFS
21/11/22	9h00 – 12h00	Salle 61	CLIL généralités	Mme Barranco, IEN LV Anne Roy	▸ Introduction de la formation ▸ Les principes de l'enseignements CLIL/EMILE ▸ Construire une séquence/séance type commune
	13h30 – 16h30	Salle 61	Progressions	Anne Roy	▸ De l'importance de mettre en place des progressions de cycle ▸ Groupe de travail : construction des progressions
22/11/22	9h00 – 12h00	Salle 61	Recherche action	Pascale Catoire (Inspé), Florian Asséré (Ingénieur recherche), Claire Colombel (Enseignant Chercheur), Sylvie Maréchal (Enseignant Chercheur)	▸ Présentation du projet Emergence
	13h30 – 16h30	Salle 61	Langues vivantes	Pascale Catoire	▸ Comment s'auto-former en anglais ?
24/11/22	9h00 – 12h00	Salle 61	ARTS	Pascaline Pignon Anne Roy	▸ L'enseignement des arts ▸ Mise en pratique ▸ Construction d'une séance/séquence
	13h30 – 16h30	Salle 61	MUSIQUE	Pascaline Pignon Anne Roy	▸ L'enseignement musical ▸ Mise en pratique ▸ Construction d'une séance/séquence
25/11/22	9h00 – 12h00	Salle 61	MATHS	Anne Roy	▸ L'enseignement des maths ▸ Construction d'une séquence
	13h30 – 16h30	Salle 61	Progressions/Séquence	Anne Roy	▸ Poursuite du travail amorcé le 21/11/22 ▸ Groupes de travail (cycle 2 et cycle 3) Construction d'une séance pour sa mise en pratique dans une classe.

DATE	HORAIRES	INSPE	DISCIPLINES	INTERVENANTS	OBJECTIFS
28/11/22	9h00 – 12h00	Salle 61	SCIENCES	Noémie Tran Tat Anne Roy	▸ L'enseignement des sciences dans les pays anglo-saxons ▸ Apprendre les sciences en langue seconde : : quels bénéfices pour les élèves ? ▸ Mises en situation
	13h30 – 16h30	Salle 24 informatique	Etwinning	Emilien Meschin Guénaël Boudard Anne Roy	▸ Présentation de la plateforme etwinning : les projets, les partenaires, ... ▸ Projet maths exchange
29/11/22	9h00 – 12h00	Gymnase	EPS Prévoir une tenue de sport	Valérie Lhuillier Anne Roy	▸ Séance EPS et 30 MIN APQ (similitudes et particularités) vs EPS dans les pays anglo-saxons ▸ Projet pluridisciplinaire (ex Olympisme, P'tite Etoile USEP) ▸ Rencontre sportive ▸ Ressources
	13h30 – 16h30	Cécile Rol Tanguy	Mise en pratique	Anne Roy Valérie Lhuillier	▸ Mise en place d'une séance de DNL dans une classe de CP-CE1 et de CM1-CM2 à l'école Cécile Rol Tanguy. ▸ Observation de la séance /Retour réflexif par cycle/Bilan collectif
1/12/22	9h00 – 12h00	Salle 61	Projet EPS		▸ Mise en place du projet « rencontre sportive »
	13h30 – 16h30	Salle 61	Projet Chorale		▸ Mise en place du projet « Chorale »
2/12/22	9h00 – 12h00	Salle 24 informatique	Le numérique	Pascaline Pignon Anne Roy	▸ Les plateformes anglo-saxonnes ▸ Présentation de la digitale et de apps.education ▸ Ateliers : bookcreator, Chatterpix ▸ Matériel numérique disponible
	13h30 – 16h30	Salle 61	Questions diverses Bilan	Mme Barranco, IEN LV Anne Roy	▸ Questions diverses ▸ Bilan de la semaine ▸ Clôture par Mme barranco

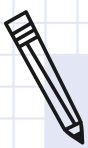


Table of contents – day 1



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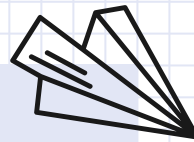


Working groups



01

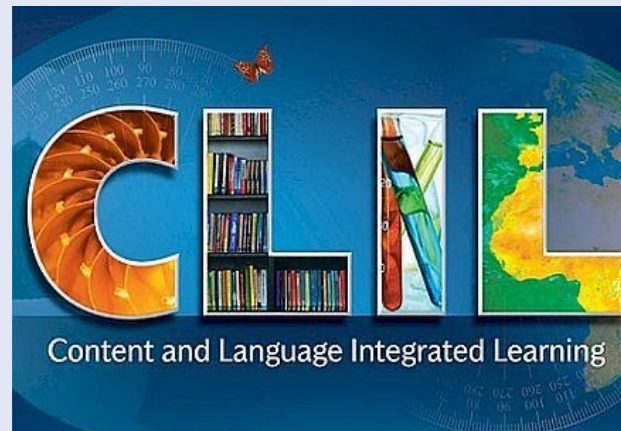
What's CLIL? Why?



What's CLIL ? Let's check

What do you know about CLIL?

- 1 - get in line / one behind the other
- 2 - I will give you some statements
- 3 - You will move to the right according to your degree of agreement,
You will move to the left according to your degree of agreement



In a CLIL class...

Emphasis is placed on teaching grammar, memorizing language forms and learning vocabulary by list?

In a CLIL class...

The teacher should focus on the content of the subject.

In a CLIL class...

Students develop thinking skills for topic study while practicing and improving language skills.

In a CLIL class...

Native speakers of English make better teachers than non-native speakers.

In a CLIL class...

Teachers must have the same level of English as language teachers.

In a CLIL class...

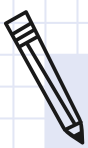
Classroom activities, group work and constant oral interaction are all very important.

In a CLIL class...

Teacher-designed materials are more practical and useful than English-language textbooks.

In a CLIL class...

Promoting bicultural identity is a goal



Why CLIL?



PISA

Test / 15 y.o.

Couldn't apply knowledge
Memorizing informations doesn't
meant that they use informations

Lacking in

Critical thinking skills
Creative thinking skills
Problem-solving skills

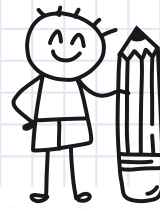


Hands-on

Highly active and participative in the learning
Communication skills
Improve critical and creative thinking skills



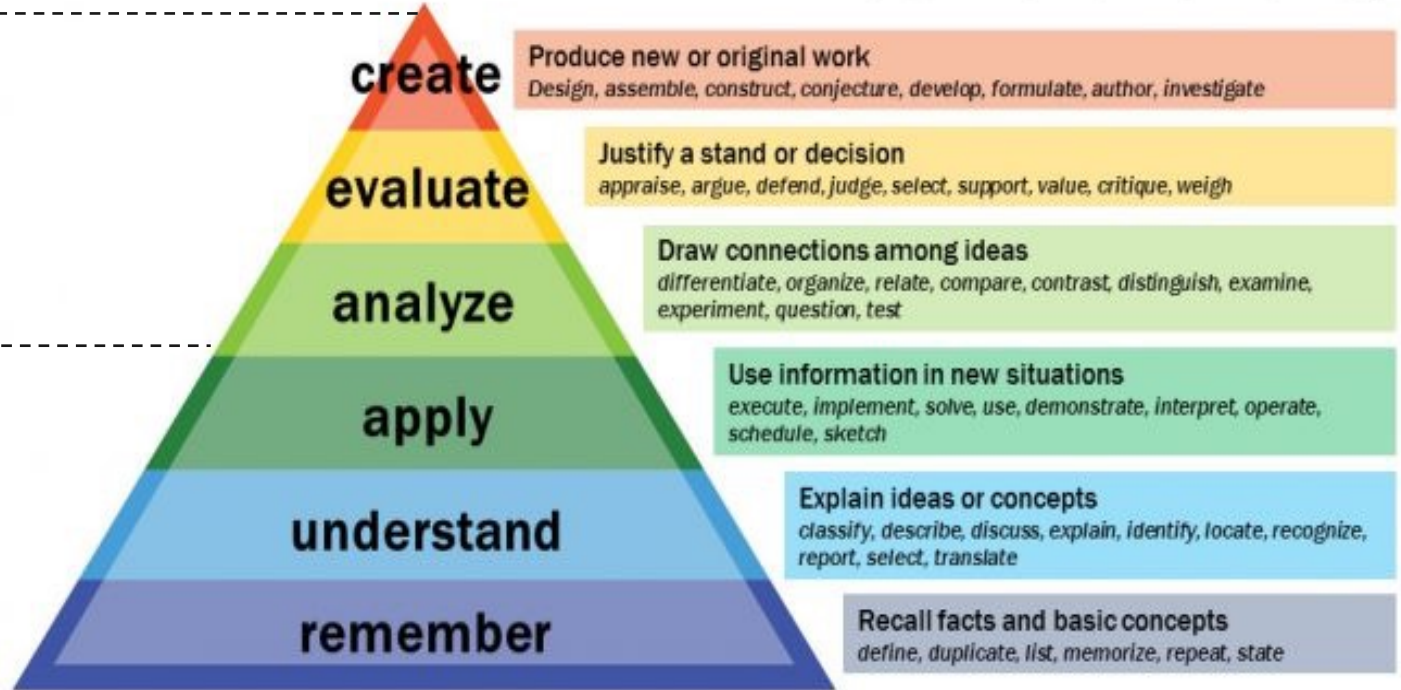
Bloom's taxonomy



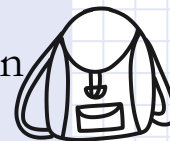
Bloom's Taxonomy

HOTS

LOTS



Learning to use language and using language to learn



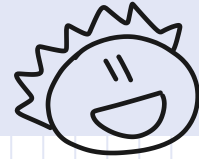
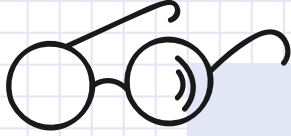
The more powerful the thinking, the greater the learning

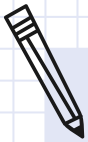


You can't do the job for your students

02

Underlying principles





Les 4 C's. (Coyle, 1999)

+ Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self

**Culture/
Citizenship**

★ Developing thinking skills which link concept formation (abstract and concrete), understanding and language

Cognition

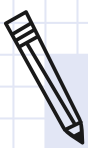
Contenu

+ Progression in knowledge, skills and understanding related to specific elements of a defined curriculum

Communication

+ Using language to learn whilst learning to use language





The 4 skills



Listening



Normal input activity, vital for language learning

Reading

Using meaningful material, is the major source of input

Speaking

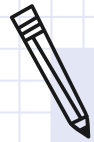
Focus on fluency. Accuracy is seen as subordinate

Writing



Series of lexical activities through which grammar is recycled.





Words to remember

**Authentic
documents**

Involve language

**Engaged
students**

CLIL Lesson plan

03



Authentic material

Audio/videos/text



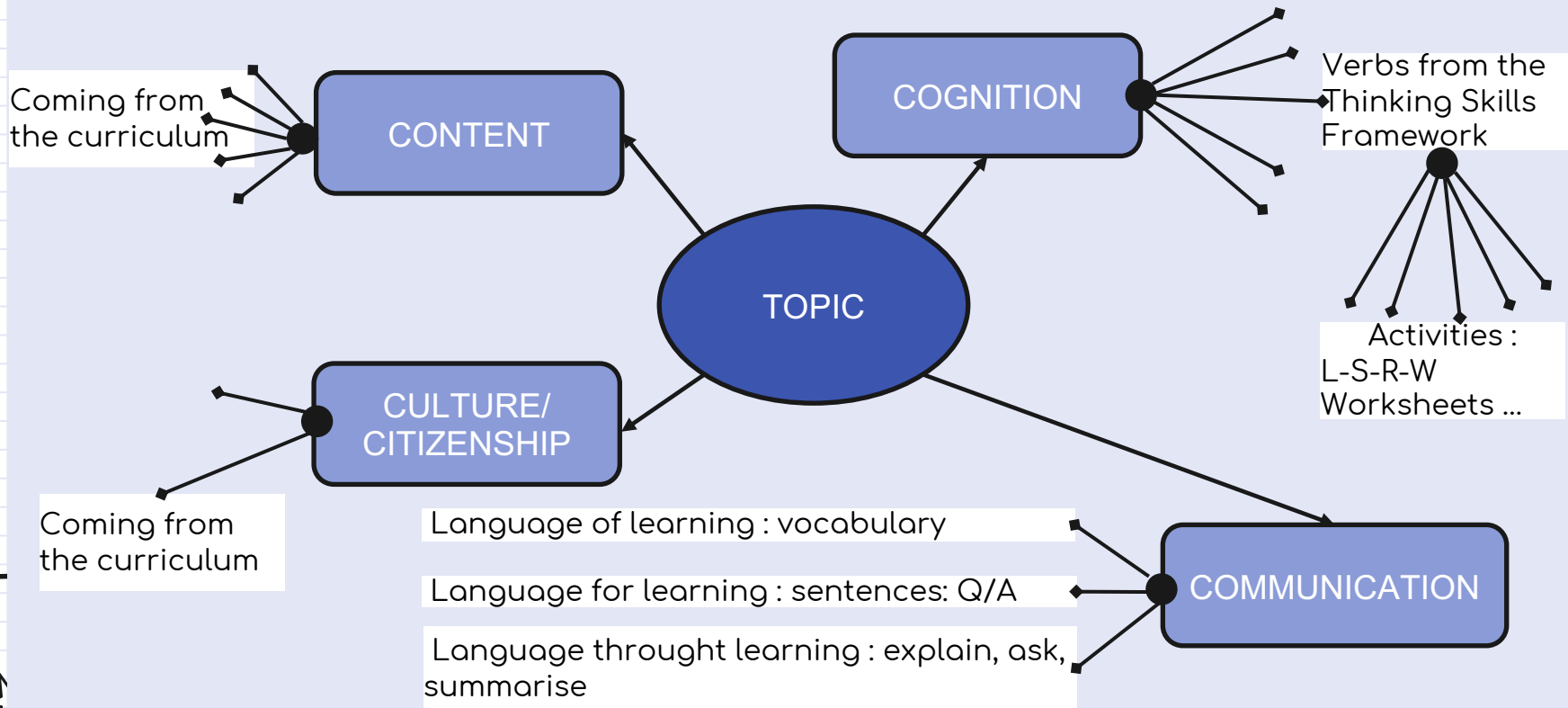
Specific educational material for English teacher

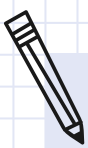


English websites



Preparing your lesson plan





The different stages



1/ Opening and engaged

Warming up in connection with the topic

2/ Discussing language content and learning skills



3/ Activate prior knowledge



4/ Informing

Provided input (Reading, listening, watching) authentic documents



5/ Applying

Doing peer and cooperative work to compare understanding

6/ Reflecting

Questions, worksheet... to encourage thinking skills

7/ Presenting one's group outcome



8/ Reviewing outcome



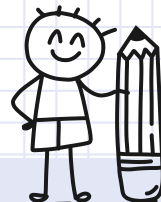
Think about



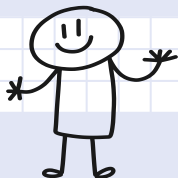
**Lesson
goals/stages**



The 4C's



**The 4 skills
L/R/S/W**



**CLIL
activities**



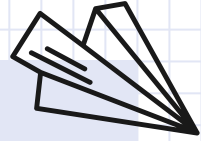
**Class
managment**



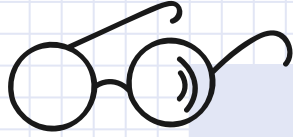
**Types of
interaction**

04

Work groups

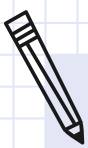


05



Curriculum planification





Connections inside the curriculum



Linguistic

Theme

Sub-theme



Vocabulary/ syntax

CLIL

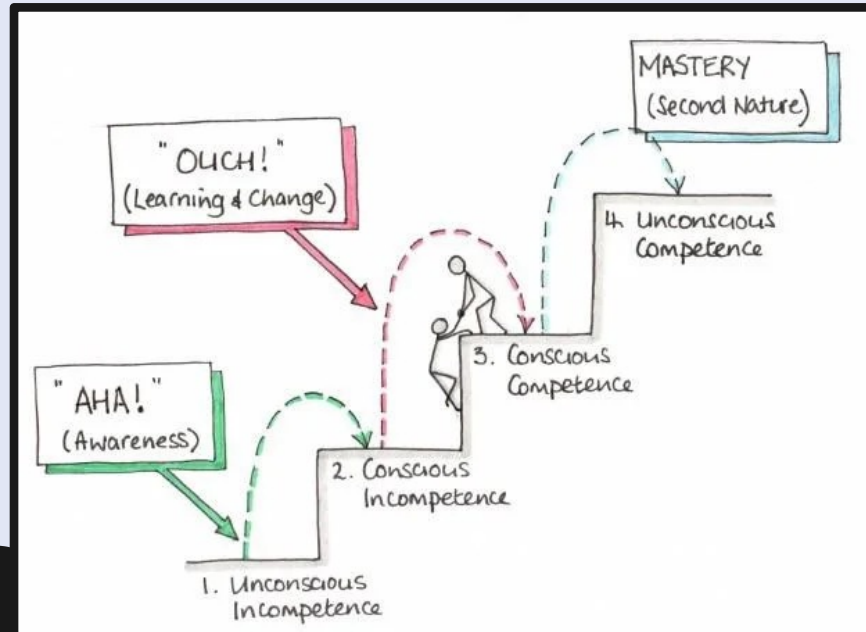
Topic

Content

Vocabulary / Sentences/
Q/A / Explanations...



4 steps of learning



By Abraham Maslow

06

Work groups

