

Titel	Referent	Kursleitung	Datum	Kursort	Beschreibung
1 25.02 Sprachbewusstes (Fach)Unterrichten – Fachliches (Lese-) Verstehen anleiten und unterstützen	Claudia Schmellentin	Rosmarie de Monte Frick	14.10.21 9-17.30	WFO Bozen, Aussensitz	<p>Sie lernen sprachbewusste Methoden zur Anleitung von sprachbedingten fachlichen Verstehensprozessen kennen, die zum Ziel haben, den komplexen Verstehensprozess soweit sprachlich zu entlasten, dass das fachliche Lernen aus mündlichen und schriftlichen Texten vertieft werden kann. Indem diese Methoden über die Fachgrenzen hinaus koordiniert und immer gleich angewendet werden, wird den Schüler*innen ein Modell zur selbstregulierten Anwendung von Verstehens-Strategien geboten.</p>
2 25.05 Tagung zu Mehrsprachigkeit, CLIL und sprachaufmerksamem Unterricht	Phil Ball Sara Hägi Mead Britta Hufeisen	Evi Schwiabacher Rosmarie de Monte Frick	11.11.21 9-17.30	EURAC	<p>Die Tagung beginnt mit einem Blitzlicht auf den Status quo des Schwerpunktes Sprache(n) und Mehrsprachigkeit in der deutschen Bildungsdirektion. Anschließend gehen internationale Expert*innen in ihren Impulsreferaten auf aktuelle Erkenntnisse ihrer Fachgebiete, Mehrsprachigkeit, CLIL und sprachaufmerksamem Unterricht ein. Am Nachmittag können die Teilnehmenden Vorträge und Workshops zu unterschiedlichen Themen besuchen. Verlage stellen im Foyer einschlägige, themenrelevante Neuerscheinungen aus.</p>
3 25.08 Images in CLIL	Rosie Tanner	Reinhold Haller	26.11.21	online	<p>In this practical face-to-face or online workshop, there will be input on the importance of dual coding and visualizing input in CLIL. Teachers will be introduced to CLIL activities using images related to activating prior knowledge and language, processing input and producing written and spoken products or performances. Participants choose which CLIL activities to develop for their own subject area and (if they are ready in time) will receive feedback on their own products.</p>

<p>4 25.09 Translanguaging in CLIL</p>	<p>Teresa Ting</p>	<p>Rosmarie de Monte Frick</p>	<p>13.12.21</p>	<p>online</p>	<p>CLIL regards “the learning of complex content through a foreign language” motivating publishers and teachers to “develop CLIL” materials”. If good materials are difficult to produce in L1, is it surprising that they are rare in CLIL? Most propose long-winded texts about complex concepts in L2 with reading-comprehension questions that require only lower-order thinking. This workshop illustrates translanguaging strategies which deploy the CLIL-FL to guide learners through reliable and well-organized L1-textbooks.</p>
<p>5 25.11 CLIL in Humanities</p>	<p>Niki Canham</p>	<p>Carmen Steiner</p>	<p>31.1.22 9-12.30 14-16.00</p>	<p>online</p>	<p>This course is for practising CLIL teachers in the humanities who would like to extend their understanding and practice of teaching-and-learning through a foreign language. Firstly, we will explore how language underpins learning and how subject-specific meaning is made. Secondly, we will investigate subject-specific genres and consider strategies for making language salient. Finally, we will discuss teaching approaches that promote content knowledge acquisition and language development.</p>
<p>6 25.12 CLIL in Natural Sciences</p>	<p>Niki Canham</p>	<p>Dagmar Morandell</p>	<p>1.2.22 9-12.30 14-16.00</p>	<p>online</p>	<p>This course is for practising CLIL teachers in the natural sciences who would like to extend their understanding and practice of teaching-and-learning through a foreign language. Firstly, we will explore how language underpins learning and how subject-specific meaning is made. Secondly, we will investigate subject-specific genres and consider strategies for making language salient. Finally, we will discuss teaching approaches that promote content knowledge acquisition and language development.</p>
<p>7 25.13 Increasing student-student interaction</p>	<p>Aleksandra Zaparucha</p>	<p>Sigrid Gruber</p>	<p>21.2.22 + Vorbereitungs-</p>	<p>online</p>	<p>One of the challenges of CLIL is to make students discuss academic concepts effectively using subject-specific terminology at sentence and text level. This blended</p>

			arbeit		course will include preparatory self-study tasks and a synchronous webinar. The activities will include individual presentations, group work and plenary discussions. The webinar will offer ample task examples from various subjects and traditional and online solutions to challenges of working with subject-specific language.
8 25.14 Good-Practice Beispiele aus dem CLIL- Unterricht	Petra Agnelli (Meran) Sigrid Gruber (Meran) Reinhold Haller (Bozen) Dagmar Morandell (Bozen) Carmen Steiner (Meran) Verena Ziller (Meran)	Dagmar Morandell	25.3.22 15.00-18.00 Uhr	Kolpinghaus	Erfahrene CLIL-Lehrpersonen stellen gelungene Beispiele aus ihrem CLIL-Unterricht (Recht und Wirtschaft, MINT, Geschichte und Geographie) vor.
9 25.16 7th CLIL Symposium on Language Awareness	verschiedene	Jennifer Hill	14.5.22 9-13Uhr	Online MART	It has been suggested that the possession of an adequate level of teacher language awareness is a key attribute of any teacher of foreign languages. A language teacher is simultaneously a language user, analyst, and a teacher; in the case of CLIL, these issues are amplified, as the CLIL teachers must also consider the question of the language inherent in the content they are teaching. The symposium will explore the issue of how greater teacher awareness of language can improve teaching and learning.
25.ci					Kursfolge: Alle oben angeführten Veranstaltungen