

**SEMINARIO ONLINE DI ORIENTAMENTO  
E FORMAZIONE PER GLI ASSISTENTI  
DI LINGUA STRANIERA IN ITALIA**

19-20 OTTOBRE 2020

**IND  
IRE** ISTITUTO  
NAZIONALE  
DOCUMENTAZIONE  
INNOVAZIONE  
RICERCA EDUCATIVA

## Il CLIL in Italia tra la Ricerca e la Scuola



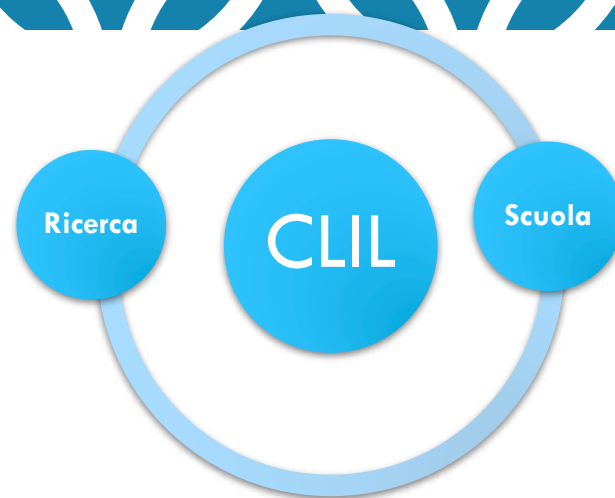
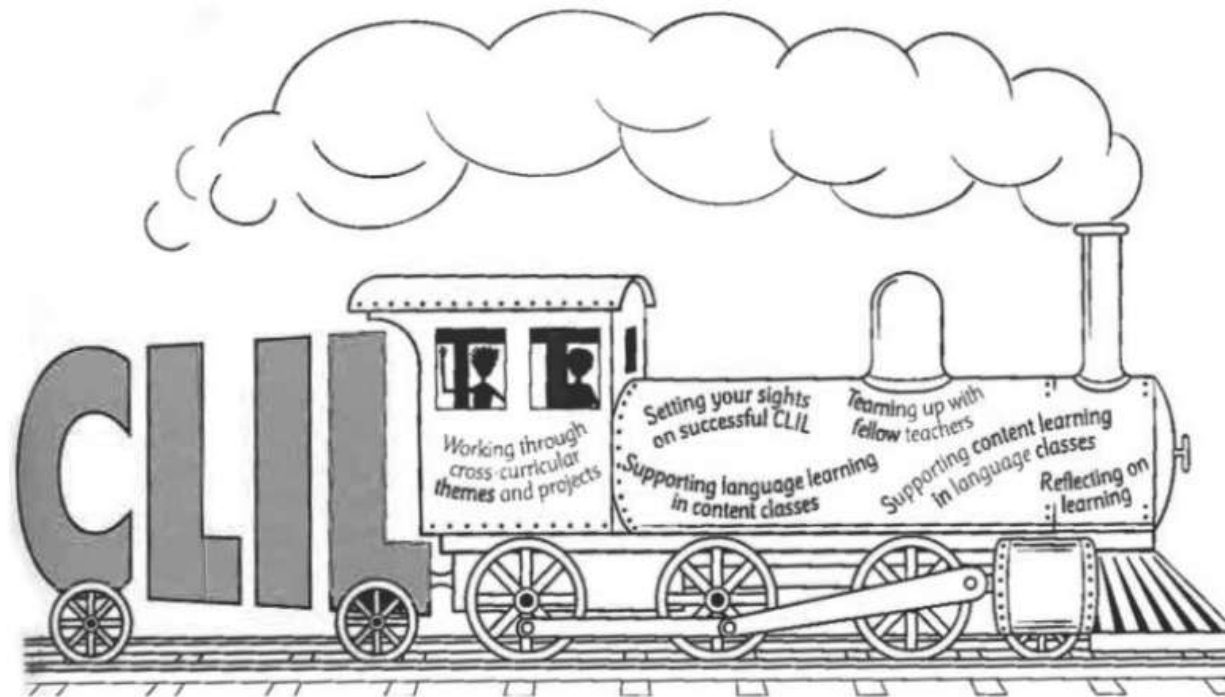
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# RACCOMANDAZIONE DEL CONSIGLIO (MAGGIO 2019)

**CLIL (Content and Language Integrated Learning) was introduced in the Italian school system in 2003** through a Reform Law, which made it mandatory for upper secondary schools<sup>71</sup>.

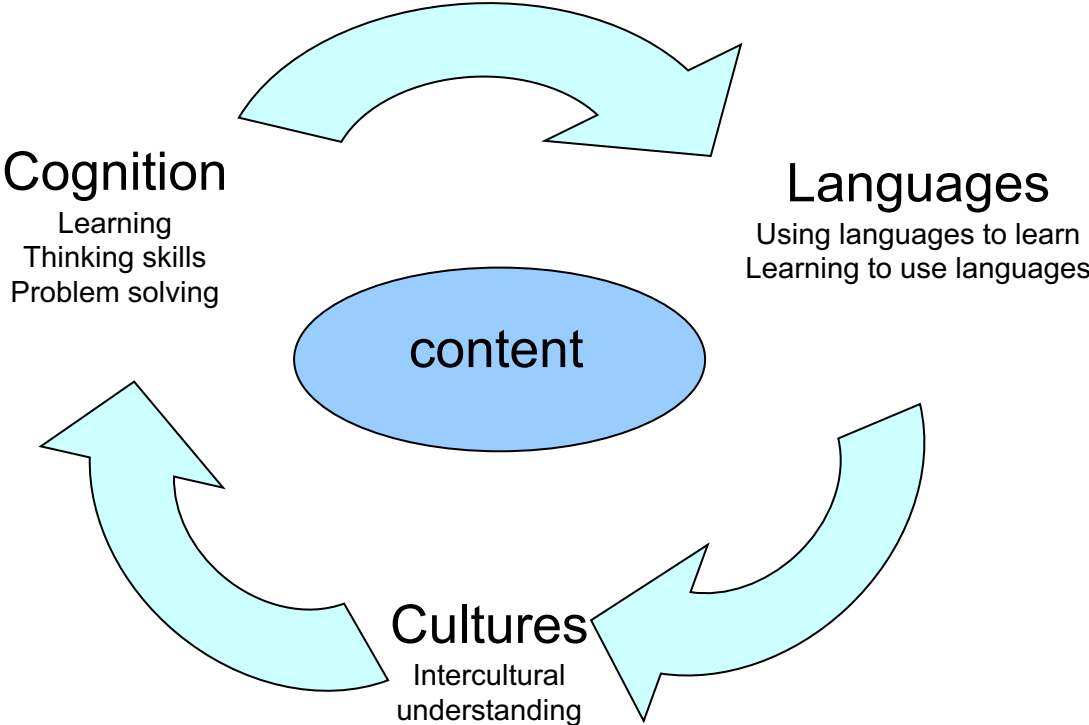
The introduction of CLIL was implemented in all Licei and Istituti Tecnici (upper secondary education) in 2014/15 as part of a comprehensive school reform. In practice, one non-language subject must be taught in a foreign language in the final year at Licei and Istituti Tecnici. In the latter, the subject must be chosen from the specialist areas. In the final three years of Licei linguistici, two different nonlanguage subjects must be taught through two different foreign languages.

The Ministry of education has defined the competences and qualifications teachers need to teach CLIL classes. They concern the target languages, the non-language subjects and issues relating to methodology and teaching approaches. In particular, CLIL teachers must have attained a C1 level of competence on the scale defined by the Common European Framework of Reference for Languages (CEFR). In order to help potential CLIL teachers acquire the appropriate knowledge and skills, the education authorities are financing specific continuing professional development activities. For instance, in 2016, within a new school reform, they launched a National Teacher Training Plan which established a wide range of training programmes in CLIL methodology, which also included teachers from primary, lower secondary and vocational schools.

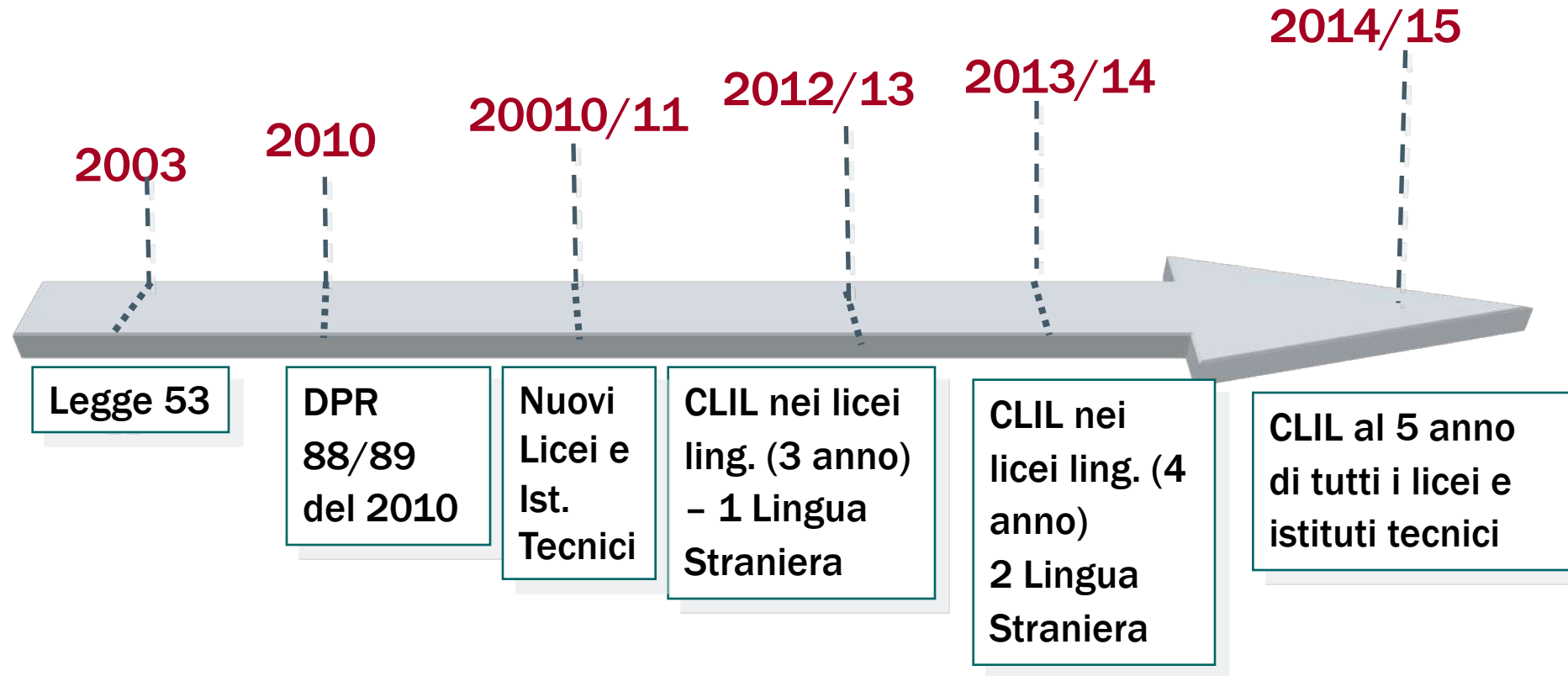
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<sup>71</sup> Cinganotto, L. (2016). CLIL in Italy: A general overview. Latin American Journal of Content and Language Integrated Learning

# INTEGRAZIONE NEL CLIL



# IL CLIL IN ITALIA



# IL CLIL IN ITALIA

**Ambito linguistico:**

- ha una competenza di Livello C1 nella lingua straniera
- ha competenze linguistiche adeguate alla gestione di materiali disciplinari in lingua straniera
- ha una padronanza della microlingua disciplinare (lessico specifico, tipologie di discorso, generi e forme testuali,...) e sa trattare nozioni e concetti disciplinari in lingua straniera.

**Ambito disciplinare:**

- è in grado di utilizzare i saperi disciplinari in coerenza con la dimensione formativa proposta dai curricula delle materie relative al proprio ordine di scuola
- è in grado di trasporre in chiave didattica i saperi disciplinari integrando lingua e contenuti.

**Ambito metodologico-didattico:**

- è in grado di progettare percorsi CLIL in sinergia con i docenti di lingua straniera e/o di altre discipline
- è in grado di reperire, scegliere, adattare, creare materiali e risorse didattiche per ottimizzare la lezione CLIL, utilizzando anche le risorse tecnologiche e informatiche
- è in grado di realizzare autonomamente un percorso CLIL, impiegando metodologie e strategie finalizzate a favorire l'apprendimento attraverso la lingua straniera
- è in grado di elaborare e utilizzare sistemi e strumenti di valutazione condivisi e integrati, coerenti con la metodologia CLIL.

# LA FORMAZIONE

CLIL

- **Formazione linguistico-comunicativa**
- **Formazione metodologico-didattica**



# LA RICERCA PROGETTO PILOTA SUL CEFRCV





# SURVEY SULL'ONLINE INTERACTION

## Questionnaire on "Online Interaction"

### Companion Volume to the Common European Framework of Reference for Languages (CEFRCV)

*Dear teacher,*

*this questionnaire has been developed by INDIRE (National Institute for Documentation, Innovation, Educational Research, Italy), in cooperation with the Italian Ministry of Education, under the supervision of Brian North and Enrica Piccardo, among the authors of the Council of Europe's CEFR Companion Volume. The questionnaire is addressed to either teachers of foreign languages or CLIL teachers active in different international networks.*

*Thank you in advance for the time you will kindly dedicate to the questionnaire!*

# SURVEY SULLE LINGUE IN COLLABORAZIONE CON LA COMMISSIONE EUROPEA

## Questionnaire on language teaching, learning and assessment

*Dear teacher/school leader,*

*this questionnaire has been developed by the European Commission in cooperation with INDIRE (Italian Institute for Documentation, Innovation, Educational Research).*

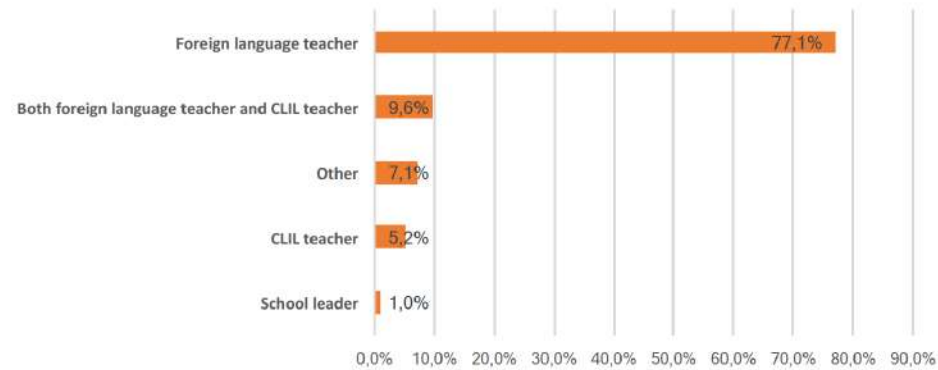
*The questions are relevant for the current policy discussion on language learning, teaching and assessing and your answers will provide useful input in this context.*

*The data will be collected and analyzed by INDIRE and shared through a report which will be written by INDIRE in cooperation with the European Commission.*

***Thank you in advance for the time you will kindly dedicate to the questionnaire!***

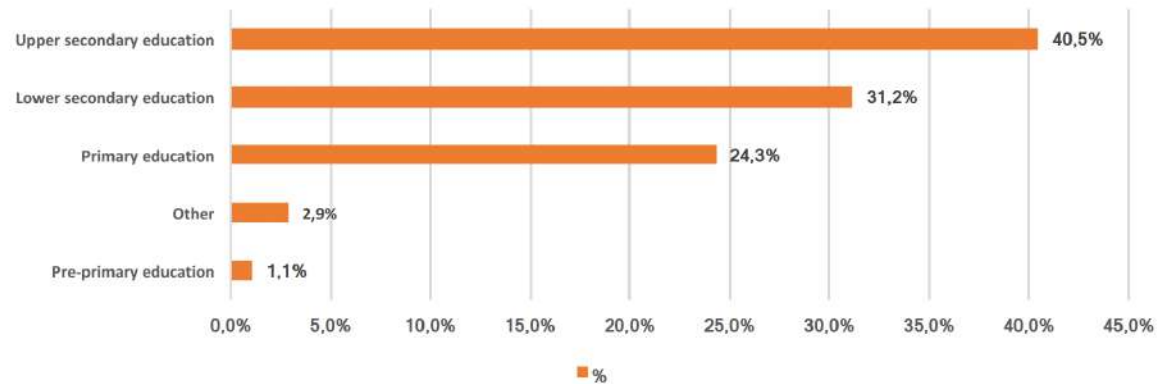
# SURVEY SULLE LINGUE IN COLLABORAZIONE CON LA COMMISSIONE EUROPEA

What is your professional profile?



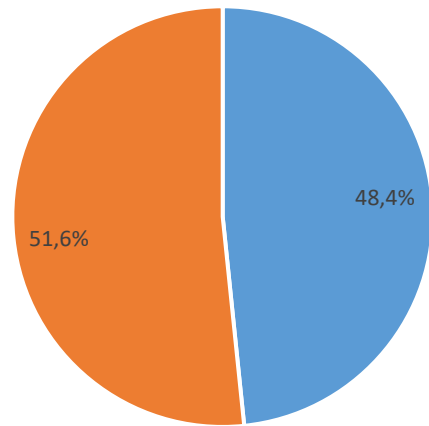
6228 respondents (2968 complete answers)

Which school level do you work?



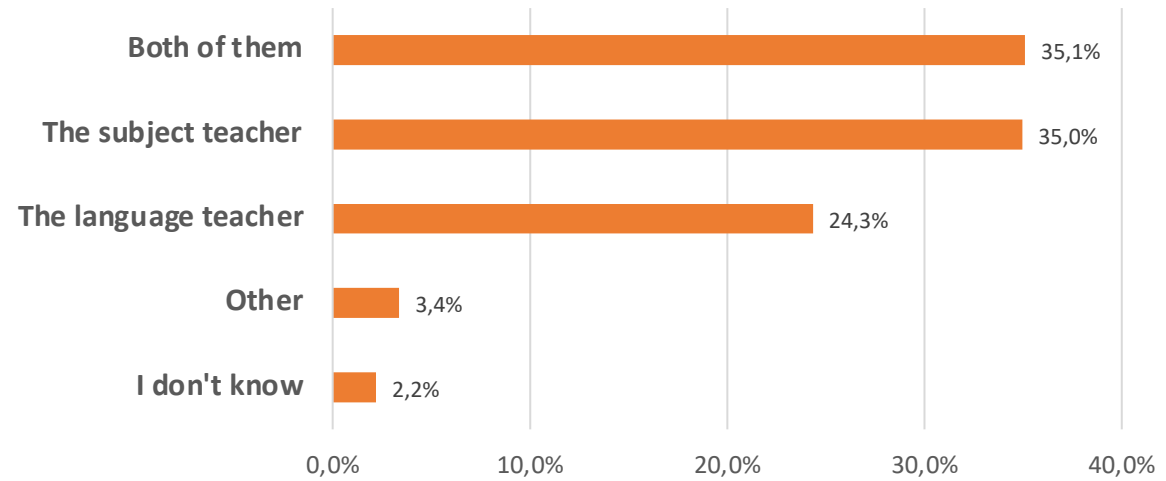
# CLIL

Have you any personal experience of Content and Language Integrated Learning (CLIL)?



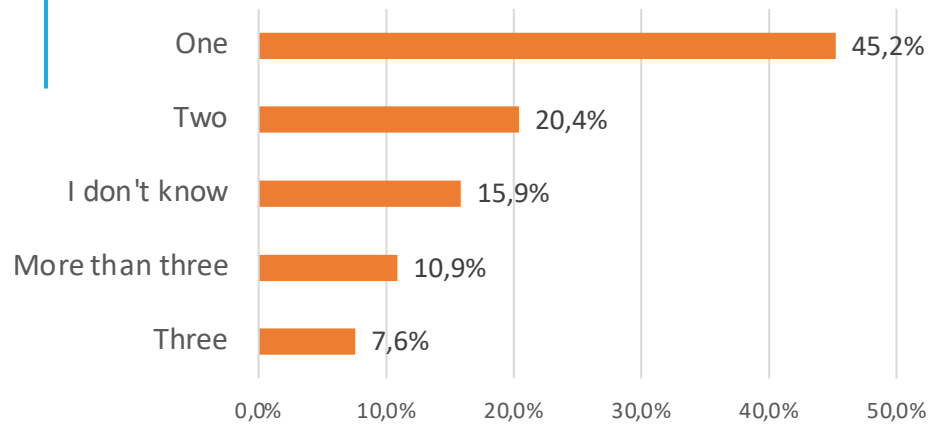
■ Yes ■ No

Who is the CLIL teacher in your country?

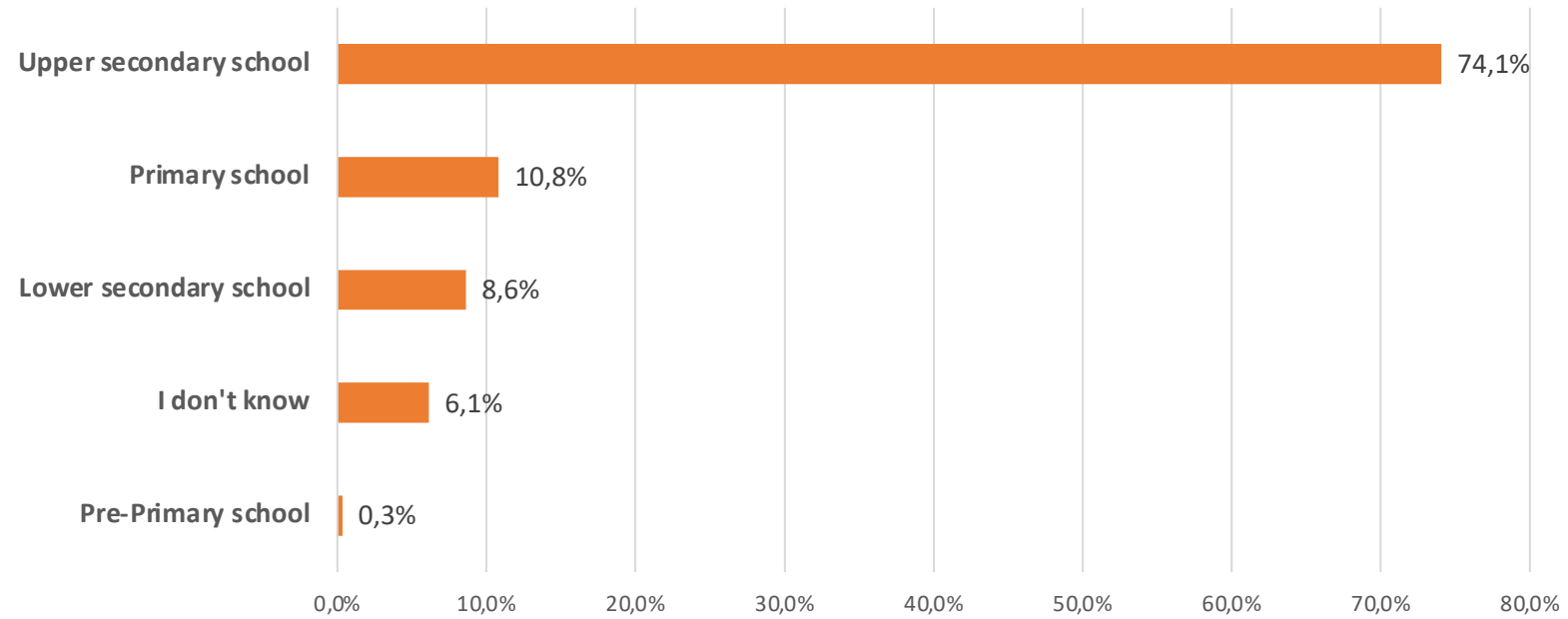


# CLIL

How many languages are taught in CLIL in your country?

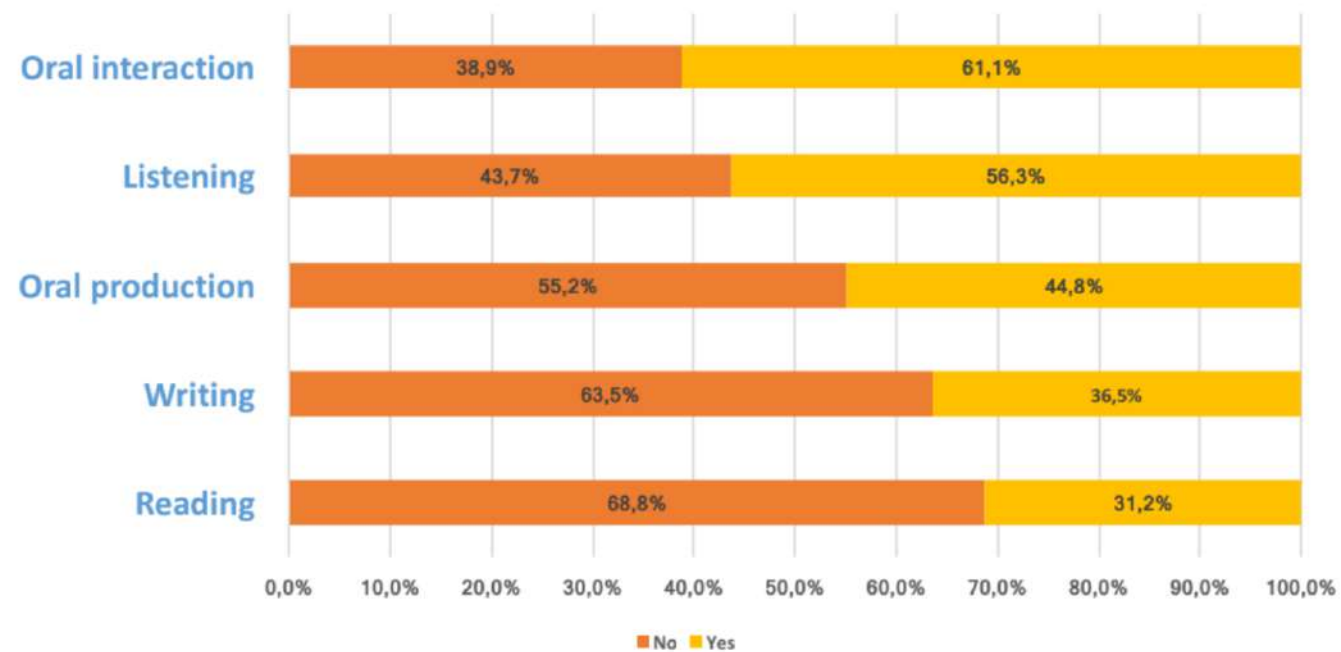


In which school level is CLIL most frequently adopted?



# LINGUE E CLIL DURANTE LA PANDEMIA

Which language skills have you found challenging to develop in remote teaching?



# CLIL TEACHMEET DURANTE LA PANDEMIA



**Contenuti e attività**

**SCIENCE CLIL**

- Under the sea Classe 3
- COVID-19 Classe 5
- 5 Senses Classe 3

**MUSIC CLIL**

- "Mary had a little lamb" Thomas Edison and his phonograph Classe 2

**HISTORY CLIL**

- DINOSAURS Classe 4
- The ROMANS Classe 5

**Le attività proposte sono state :**

- listening
- repeating
- comprehension
- role-playing
- story telling
- Art and craft
- Songs and rhymes
- Games
- scavenger hunt
- bingo
- Pet therapy a distanza



# PROGETTI PILOTA HLD & PTL DALLA RACCOMANDAZIONE DEL CONSIGLIO, 2019

## Example of project from the European Centre for Modern Languages in Graz

Pluriliteracies Teaching for Learning (PTL)<sup>86</sup> shows how teachers and materials develop ways of fostering deep learning by paying attention to the development of students' subject specific literacies, as well as their conceptual understanding and automatization of subject-specific procedures, skills and strategies. By communicating about their evolving understanding in increasingly sophisticated ways, students internalize these understandings and ways of acting and thinking. PTL not only makes the links between content and language learning visible, but it also shows how teachers can create learning trajectories by taking students' current abilities as a starting point, and tracing their progress along the learning pathway.

Working together with parents in order to maintain home languages which were not taught in school, has proved highly beneficial in the case of **Scoil Bhríde primary school in Blanchardstown, Dublin**. In this school, 80 per cent of students have a foreign background and speak a total of 51 languages. Principal Deirdre Kirwan<sup>46</sup> developed a strategy for the school, which encourages parents and students to embrace their native linguistic skills alongside English and Irish.



