



La metodologia CLIL: dalla teoria alla pratica

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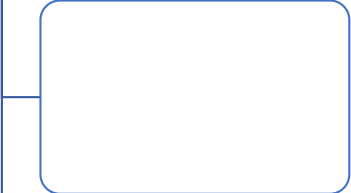
SEMINARIO ONLINE DI ORIENTAMENTO E FORMAZIONE
PER GLI ASSISTENTI DI LINGUA STRANIERA IN ITALIA
METODOLOGIE DIDATTICHE
24 OTTOBRE 2022



Europa

Scenario europeo

CLIL e digitale in Europa





LE LINGUE PER IL CLIL

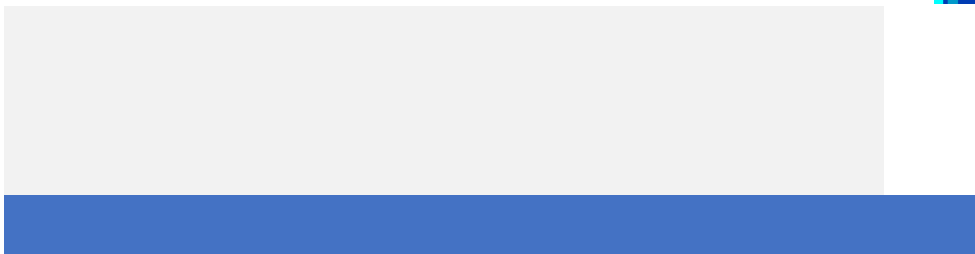
CLIL
Content and Language Integrated Learning

EMILE
Enseignement d'une Matière per l'Intégration d'une
Langue Etrangère

AICLE
Aprendizaje Integrado de Conocimientos
Curriculares y Lenguas Extranjera

FAUA
Fremdsprache als Unterrichts- und Arbeitssprache

In Italy: CLIL



CLIL

Total Immersion
Partial Immersion
Double Immersion
Bilingual Education
Two-way Immersion
Dual language Immersion
Foreign language Immersion
Heritage Language Immersion



Sheltered Instruction Observation Protocol
Cognitive Academic Language Learning
Cross-curricular Language Teaching
Content-based Language Teaching
Task-based Language Instruction
English as medium of Instruction
English for Specific Purposes
Content-based Instruction



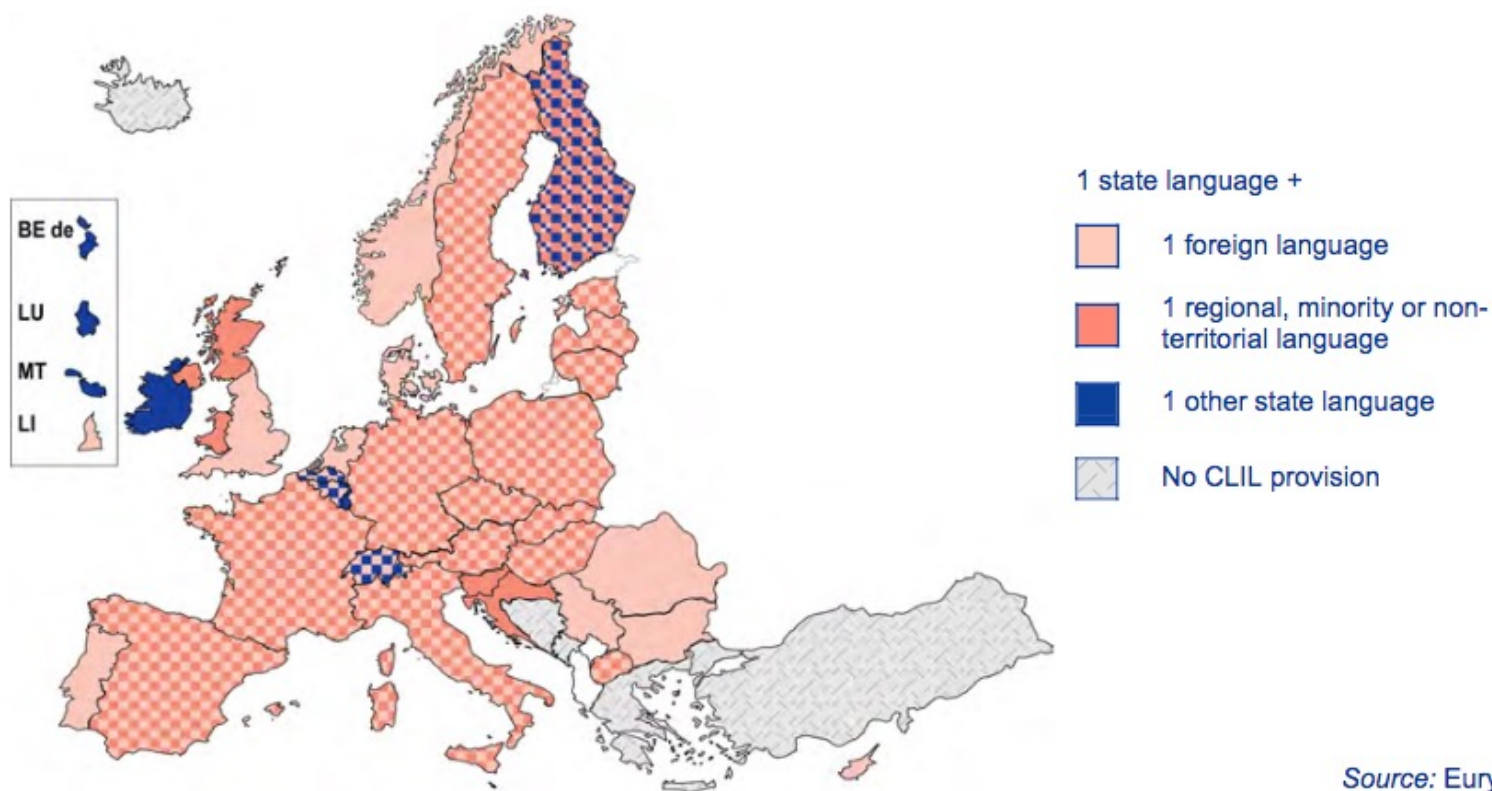
Content and Language Integrated Learning

CLIL



David Marsh

Figure B14: Status of target languages taught through CLIL in primary and/or general secondary education (ISCED 1-3), 2015/16



Pubblicazione della Commissione Europea

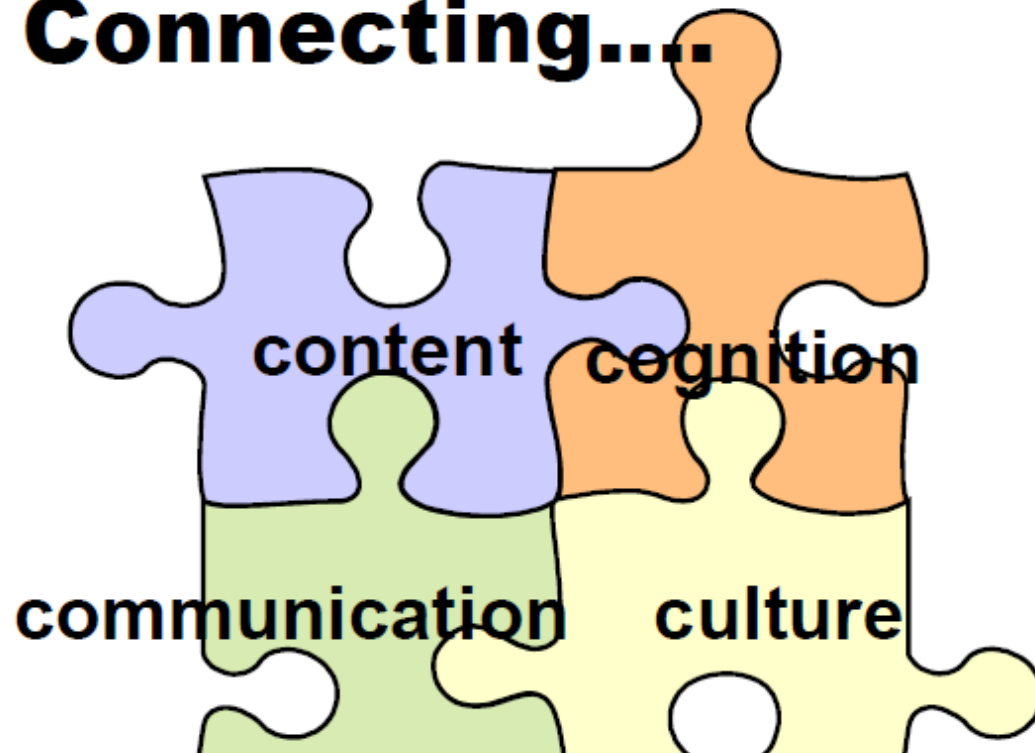
- http://ec.europa.eu/languages/library/studies/clil-call_en.pdf



Improving the effectiveness
of language learning:
CLIL and computer assisted
language learning

25 June 2014

Connecting....



- *Do Coyle*

**Classroom practices with
CLIL Pedagogies.....**

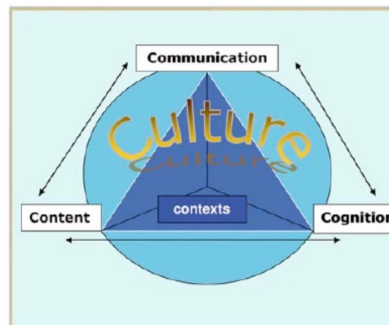
The 4 C's model – Do Coyle

The lighter version

- CLIL is **complex and context-sensitive**.
- There are **general parameters** for CLIL.
- These are: **Cognition, Culture, Content, Communication**.
- Any particular CLIL model or methodology needs to consider the relative value/importance of the parameters above.
- **Language as a learning tool** operates in three ways: **OF – FOR – THROUGH**

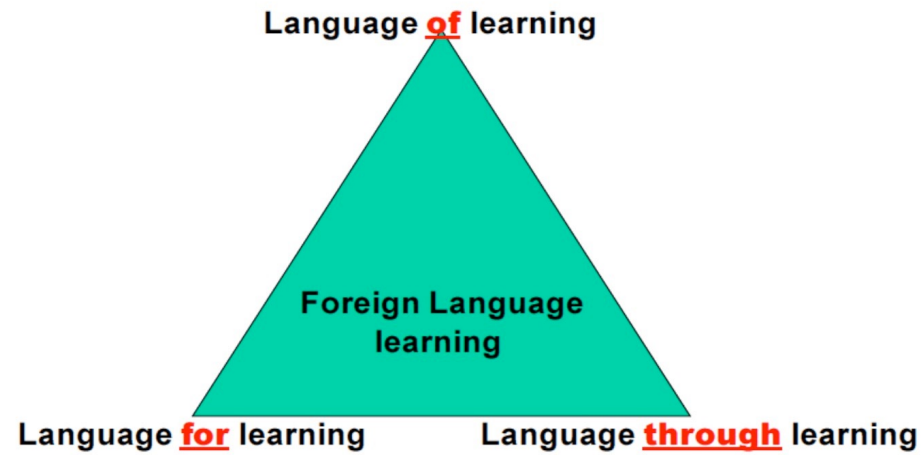
The 4Cs Framework

Coyle, D. (2008). CLIL – a pedagogical approach. In N. Van Deusen-Scholl, & N. Hornberger, *Encyclopedia of Language and Education, 2nd edition* (pp. 97-111). Springer.



The 4Cs framework for CLIL (Coyle, 2005).

Reconceptualising Language Learning



The Language Triptych

Coyle, Hood, Marsh, 2010

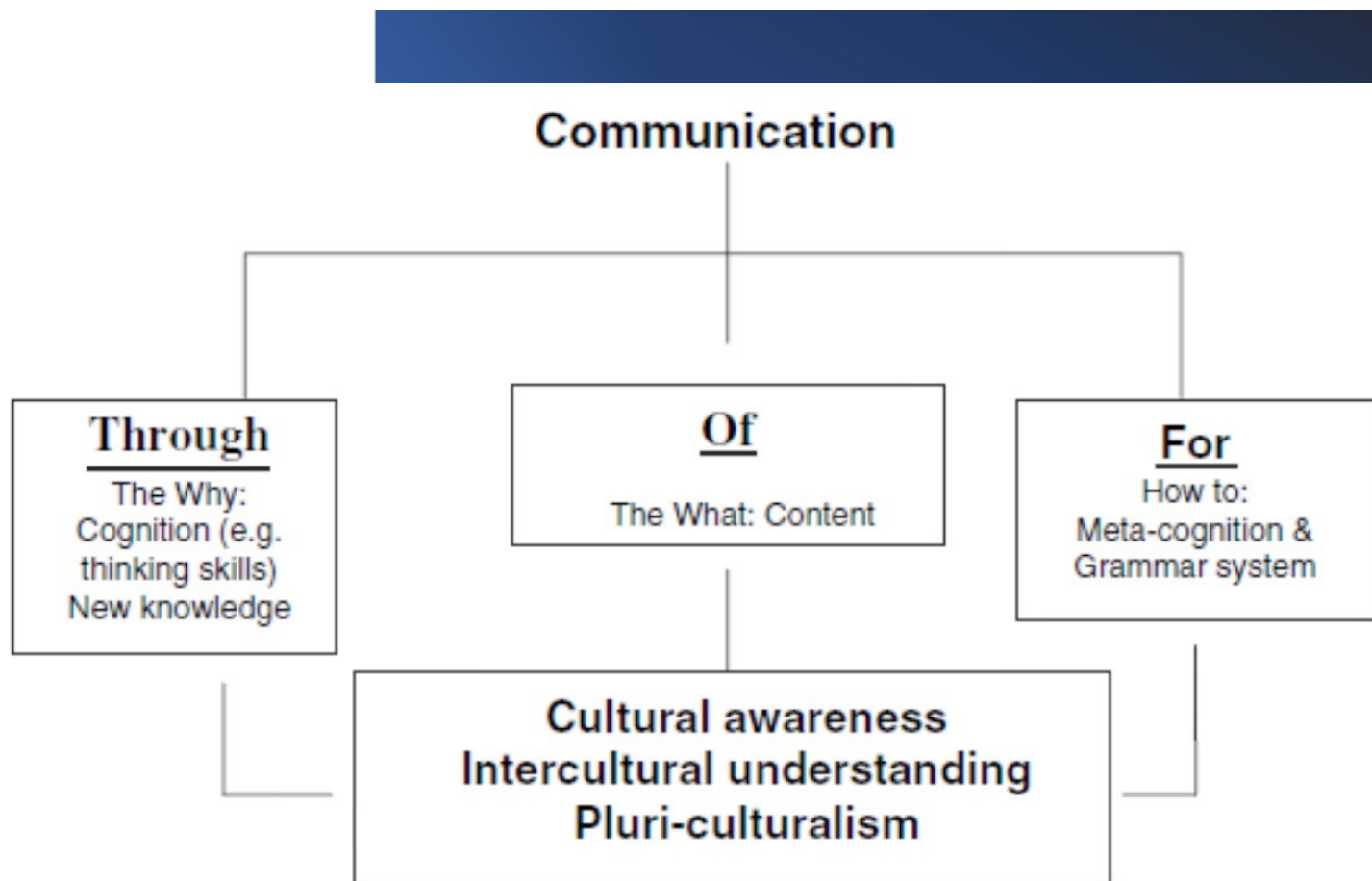
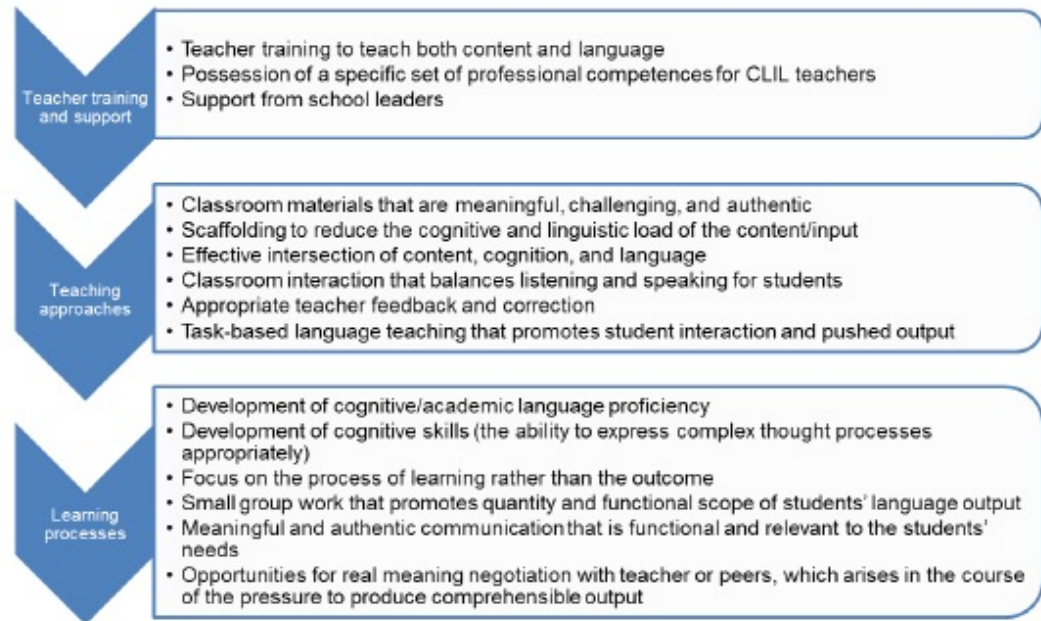
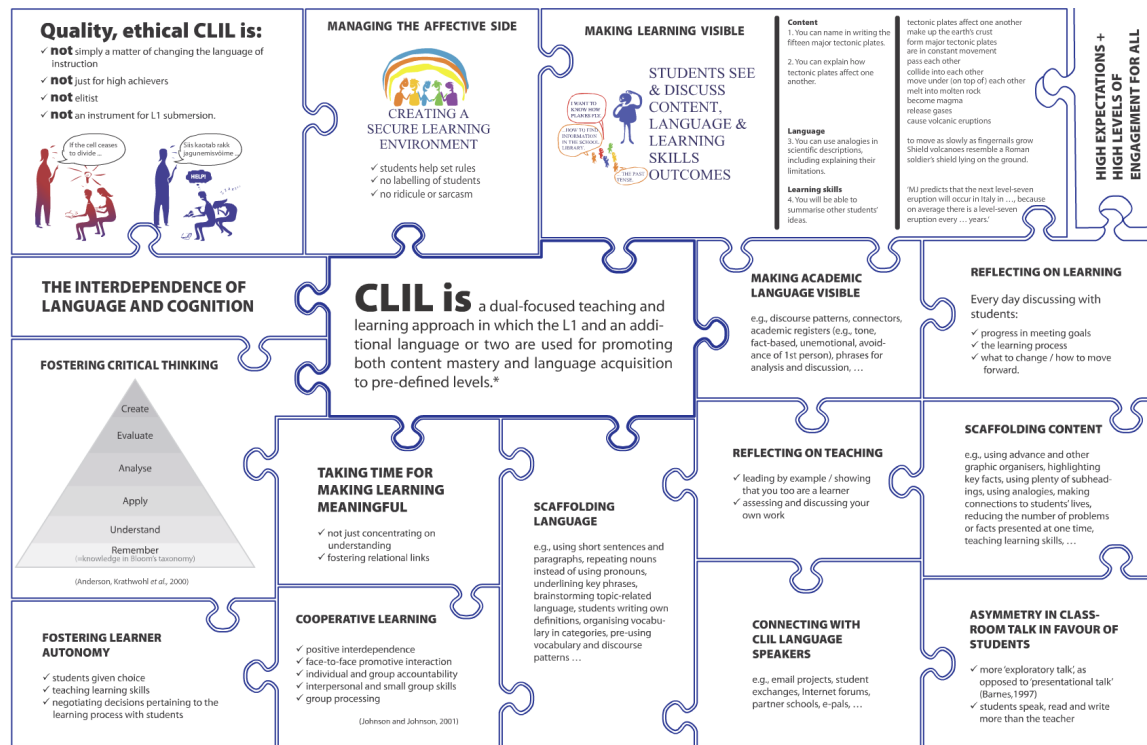


Figure 2 Embedding language (communication) in CLIL: an analytical framework

Raccomandazioni della Commissione Europea in ambito CLIL



CLIL ESSENTIALS





(Mehisto, P., Bertaux, P., Frigols-Martín, M.J., 2009)

```
graph TD; A[Italia] --- B[ ]; B --- C[ ]; C --- D[ ]; A --- E[Scenario italiano]; A --- F[Il profilo del docente CLIL];
```

Italia

**Scenario
italiano**

**Il profilo del
docente CLIL**



Il framework normativo: la Buona Scuola

15

4.4

COMPETENZE DI LINGUA STRANIERA



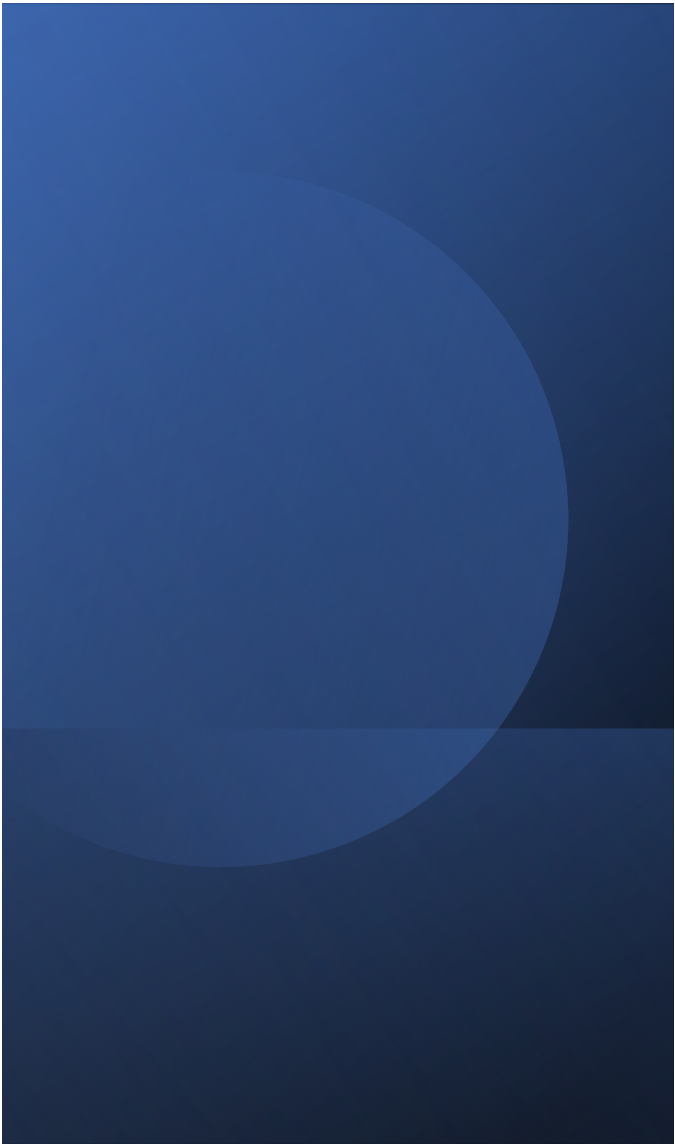
CONTENUTI CHIAVE

Lingue straniere; competenze linguistico-comunicative; curricoli verticali per le lingue straniere; la dimensione linguistica nella metodologia CLIL; educazione linguistica; competenze metodologiche per l'insegnamento delle lingue straniere; verifica e valutazione dell'apprendimento linguistico in relazione al Quadro Comune Europeo di Riferimento; competenze digitali e nuovi ambienti per l'apprendimento; plurilinguismo; rapporto tra lingue, competenze interculturali; dialogo interculturale e cittadinanza globale; internazionalizzazione dei curricoli; mobilità transnazionale (stage, *job shadowing*, visite di studio, scambi e permanenze all'estero).

La formazione

CLIL


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

- 
- **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 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

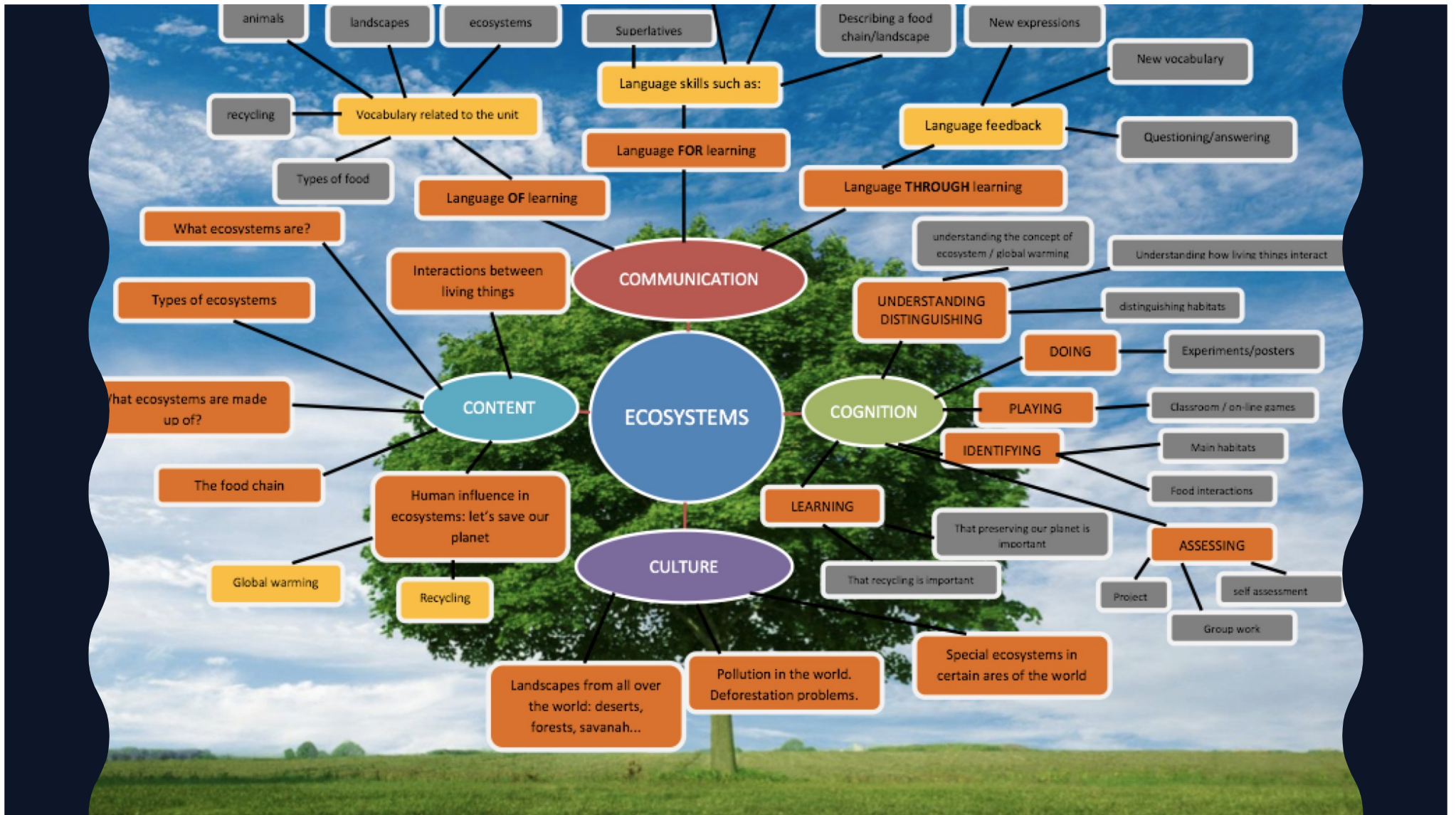
Norme transitorie

- Team CLIL
- 50% monte ore
- ICT
- Norme transitorie per i Licei, 2013
- Norme transitorie per i Tecnici, luglio 2014
- D.M. Giugno 2022

“L’attivazione di percorsi CLIL potrà essere facilitata dalla conoscenza e **condivisione tra i docenti di best practices nazionali o internazionali**, dall’utilizzo di **tecnologie multimediali e di tecniche comunicative multimodali**. Le modalità di realizzazione definite nell’ambito dell’autonomia organizzativa delle Istituzioni scolastiche possono prevedere una organizzazione didattica flessibile finalizzata ad una migliore utilizzazione delle competenze professionali disponibili nell’istituto. Possono anche essere promossi **incontri tra scuole o reti di scuole, sia in presenza, sia a distanza (videoconferenze o webinar con esperti nazionali o internazionali)**, che permettano di condividere competenze ed esperienze. Ad esempio, la didattica a classi aperte (il coinvolgimento di più classi o gruppi classe) e l’utilizzo di **insegnamento a distanza** (lezioni condotte da docenti esperti anche di altre scuole italiane o straniere) possono rappresentare utili strategie organizzative, funzionali all’ampliamento di percorsi formativi CLIL all’interno dell’Istituzione scolastica”.



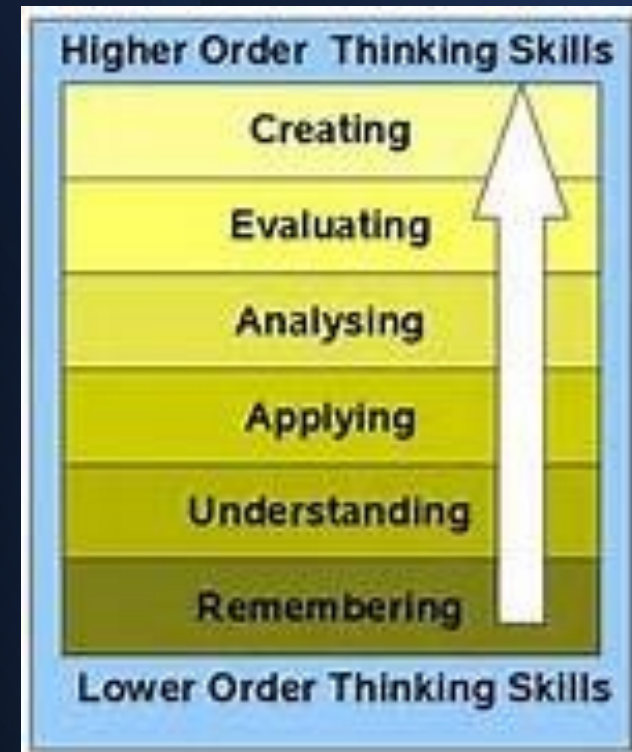
LA METODOLOGIA CLIL
PROCESSI E PRATICHE
IN CLASSE



BLOOM'S TAXONOMY



Alcuni concetti chiave



Higher order thinking skills

Creating

making, designing, constructing, planning, producing, inventing,

Evaluating

checking, hypothesizing, experimenting, judging, testing, monitoring,

Analyzing

comparing, organizing, outlining, finding, structuring, integrating

Applying

implementing, carrying out, using

Understanding

comparing, explaining, classifying, exemplifying, summarizing

Remembering

recognizing, listing, describing, identifying, retrieving, naming, finding, defining

Lower order thinking skills

La piramide
CLIL
(Meyer,
2010)



Alcuni concetti chiave



Task



Lessico

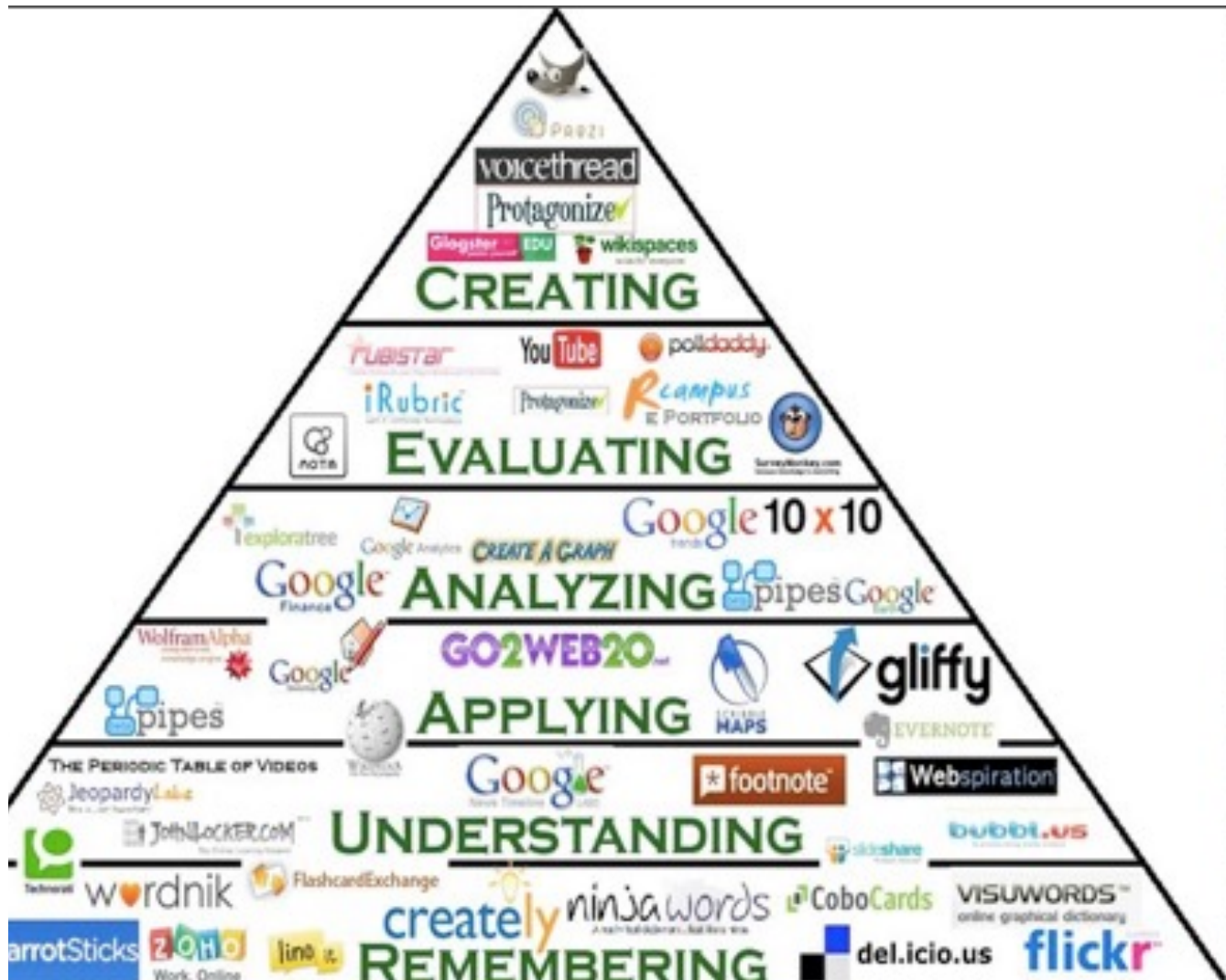


Scaffolding



CLIL TOOLS & RESOURCES

- **Tools** (Tools for CLIL teachers) is a community that has developed a free online tool, which will enable teachers to create media rich webpages for language learning. One of the core outcomes of the TOOLS project is a CLIL Guidebook showing how to exploit the online service (Clilstore) in a CLIL context. The book is available in many languages.



- BLOOM'S TAXONOMY

ECML inventory of ICT tools and open educational resources

Welcome to the inventory of freely available online tools and open educational resources for language teaching and learning developed by the ICT-REV project! The inventory contains a list of tools that have been evaluated with sound pedagogical criteria in mind. [read more](#)

66 results found



Moodle (course management system or VLE-virtual learning environment)

[view details](#)



Zaption (video editing)

[view details](#)



Voki (talking through avatars)

[view details](#)



Powerpoint Online (cloud-based presentation tool)

[view details](#)



[view details](#)

Filter

Principal functions(s)

- Audio record/edit/share
- Blogging
- Bookmarking
- Citation manager
- Course management
- Dictionary
- File sharing/syncing
- Flashcard
- Games apps
- Graphic organizer
- Image sharing
- Mind mapping
- News aggregator
- Note taking
- Podcast aggregator
- Polling
- Poster creator
- Question/answer management
- Quiz maker
- Screen capture
- Slide presenting
- Social networking
- Thesaurus
- Timeline creator
- Translation tool
- Url shortener
- Video record/edit/share
- Vocabulary trainer
- Website creator
- Wiki

Type of Interaction

- Group/pair work - classmates
- Group/pair work - outsiders
- Individual work
- One to many (e.g. lecturing, storytelling)
- Many to one (e.g. commenting, rating, peer review)

Language Skills

- Listening
- Speaking
- Reading
- Writing
- Vocabulary
- Grammar
- Pronunciation

Primary User

- Teacher
- Student

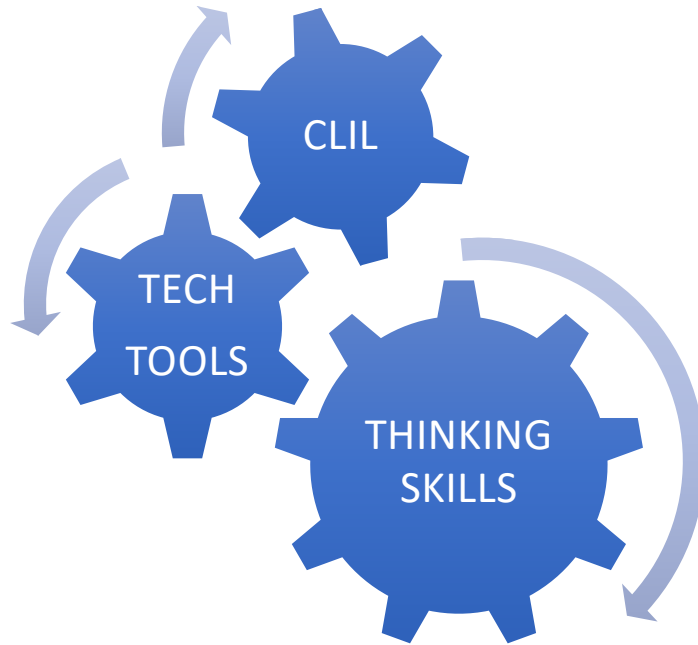
Content

- You supply
- Website/other users supply

CLIL & ICT

A trip to
CLIL.com





Enhancing Fluencies

Bloom's Taxonomy with verbs!

revised

The diagram shows a tree with six levels of Bloom's Taxonomy, each with a list of verbs and an owl illustration:

- Remembering** (bottom level, purple owl): dig up, recollect, identify, cite, recognize, locate, label, find, state, refresh, delineate, reproduce, remind, write, recall, memorize, describe, solve, draw, match, select, retrieve, quote.
- Understanding** (second level, green owl): summarize, distinguish, generalize, contrast, compare, articulate, convert, associate, paraphrase, estimate, predict, determine, grasp, conclude, reorder, extend, generalize, perceive, discuss, describe, catch, sense, outline, explain, note, relate, get, follow, convert.
- Applying** (third level, yellow owl): interpret, apply, modify, exploit, choose, employ, practice, translate, execute, utilize, construct, complete, examine, implement, classify, examine, handle, solve, assign, execute, engage, dramatize, produce, complete, bring to bear, experiment, calculate, demonstrate, figure, appraise, compare, estimate.
- Analyzing** (fourth level, blue owl): inspect, scrutinize, distinguish, categorize, explain, investigate, figure, divide, analyze, separate, resolve, inspect, scrutinize, study, integrate, debate, test, rehash, construct, complete, identify, price out, size up, critique, judge, select, justify, debate, discuss.
- Evaluating** (fifth level, pink owl): weigh, appraise, peg, rank, classify, decide, assess, check, calculate, figure out, price out, size up, verify, defend, value, survey, weigh, appraise, peg, rank, classify, decide, assess, check, calculate, figure out, price out, size up, convince, recommend, score, grade, rate, measure, criticize, argue, assay, gauge, measure.
- Creating** (top level, orange owl): produce, imagine, author, create, concoct, fabricate, invent, propose, fashion, form, hypothesize, forecast, perform, formulate, combine, rear, build, devise, make, design, dream, compose, produce, begin, collect, reorganize, manage, invent.

By: Mia MacMeekin
of Epigogy, Inc and
anethicalisland

