

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

*METODOLOGIE DIDATTICHE*

23 OTTOBRE 2023

# La metodologia CLIL dalla teoria alla pratica

*Letizia Cinganotto*

Università per Stranieri di Perugia

# Definitions



**‘There is no  
single model,  
no blueprint,  
for CLIL’**

*(Marsh, 2006)*

**‘ CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language with the objective of promoting both content and language mastery to pre-defined levels’ .**

*(Maljers, Marsh, Wolff, Genesee, Frigols-Martin, Mehisto, 2010)*

**CLIL** involves **teaching a curricular subject** through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain.

CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.

Gisella Lengé 2014

8

## Council Recommendation, 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.

---

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

# CLIL ESSENTIALS



## Quality, ethical CLIL is:

- ✓ **not** simply a matter of changing the language of instruction
- ✓ **not** just for high achievers
- ✓ **not** elitist
- ✓ **not** an instrument for L1 submersion.



## MANAGING THE AFFECTIVE SIDE



### CREATING A SECURE LEARNING ENVIRONMENT

- ✓ students help set rules
- ✓ no labelling of students
- ✓ no ridicule or sarcasm

## MAKING LEARNING VISIBLE



### STUDENTS SEE & DISCUSS CONTENT, LANGUAGE & LEARNING SKILLS OUTCOMES

#### Content

1. You can name in writing the fifteen major tectonic plates.
2. You can explain how tectonic plates affect one another.

#### Language

3. You can use analogies in scientific descriptions, including explaining their limitations.

#### Learning skills

4. You will be able to summarise other students' ideas.

tectonic plates affect one another make up the earth's crust form major tectonic plates are in constant movement pass each other collide into each other move under (on top of) each other melt into molten rock become magma release gases cause volcanic eruptions

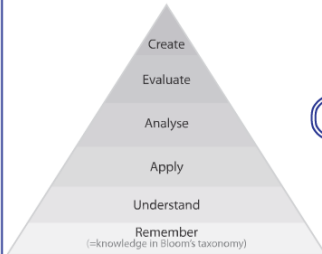
to move as slowly as fingernails grow Shield volcanoes resemble a Roman soldier's shield lying on the ground.

'MJ predicts that the next level-seven eruption will occur in Italy in ..., because on average there is a level-seven eruption every ... years.'

**HIGH EXPECTATIONS + HIGH LEVELS OF ENGAGEMENT FOR ALL**

## THE INTERDEPENDENCE OF LANGUAGE AND COGNITION

### FOSTERING CRITICAL THINKING



### FOSTERING LEARNER AUTONOMY

- ✓ students given choice
- ✓ teaching learning skills
- ✓ negotiating decisions pertaining to the learning process with students

**CLIL is** a dual-focused teaching and learning approach in which the L1 and an additional language or two are used for promoting both content mastery and language acquisition to pre-defined levels.\*

### TAKING TIME FOR MAKING LEARNING MEANINGFUL

- ✓ not just concentrating on understanding
- ✓ fostering relational links

### COOPERATIVE LEARNING

- ✓ positive interdependence
- ✓ face-to-face promotive interaction
- ✓ individual and group accountability
- ✓ interpersonal and small group skills
- ✓ group processing

(Johnson and Johnson, 2001)

### SCAFFOLDING LANGUAGE

e.g., using short sentences and paragraphs, repeating nouns instead of using pronouns, underlining key phrases, brainstorming topic-related language, students writing own definitions, organising vocabulary in categories, pre-using vocabulary and discourse patterns ...

### MAKING ACADEMIC LANGUAGE VISIBLE

e.g., discourse patterns, connectors, academic registers (e.g., tone, fact-based, unemotional, avoidance of 1st person), phrases for analysis and discussion, ...

### REFLECTING ON TEACHING

- ✓ leading by example / showing that you too are a learner
- ✓ assessing and discussing your own work

### CONNECTING WITH CLIL LANGUAGE SPEAKERS

e.g., email projects, student exchanges, Internet forums, partner schools, e-pals, ...

### REFLECTING ON LEARNING

Every day discussing with students:

- ✓ progress in meeting goals
- ✓ the learning process
- ✓ what to change / how to move forward.

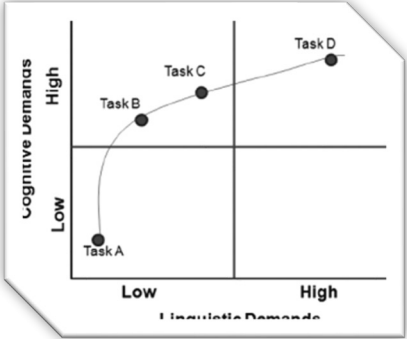
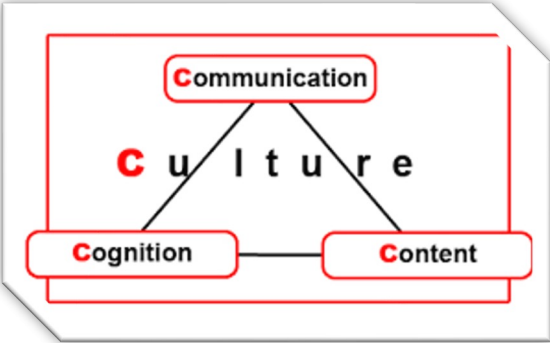
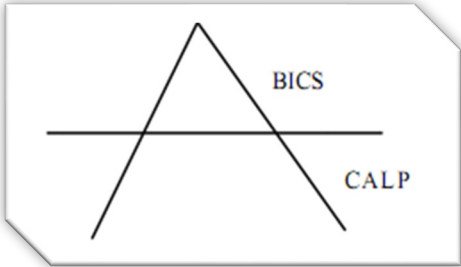
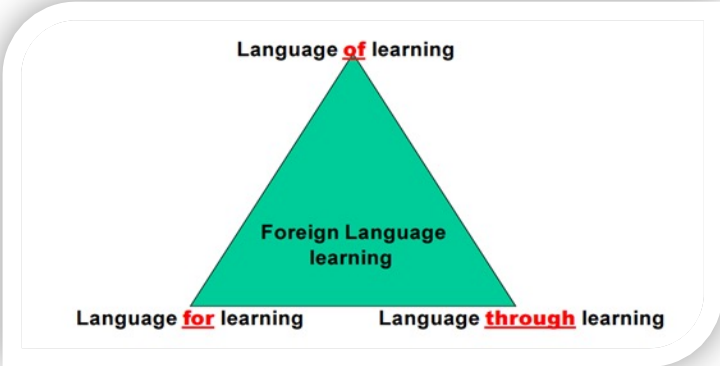
### SCAFFOLDING CONTENT

e.g., using advance and other graphic organisers, highlighting key facts, using plenty of subheadings, using analogies, making connections to students' lives, reducing the number of problems or facts presented at one time, teaching learning skills, ...

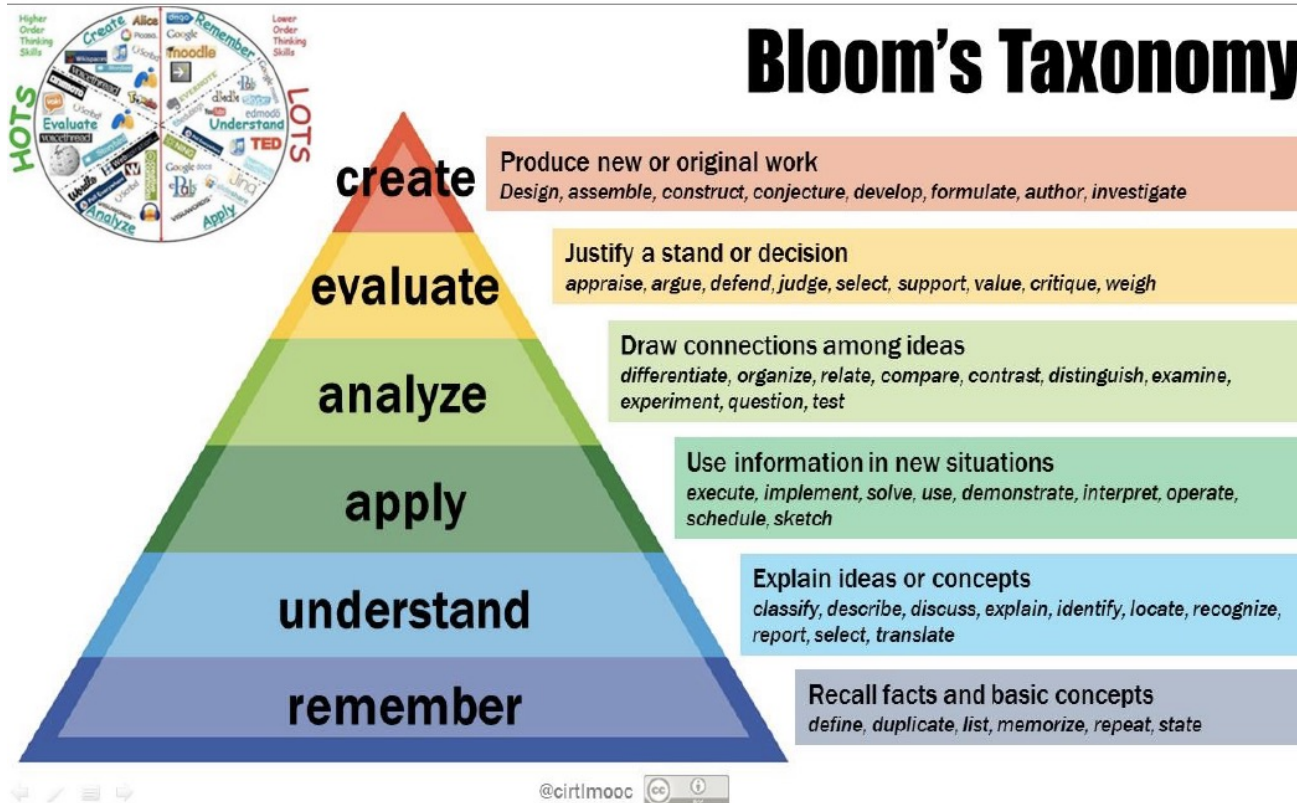
### ASYMMETRY IN CLASSROOM TALK IN FAVOUR OF STUDENTS

- ✓ more 'exploratory talk', as opposed to 'presentational talk' (Barnes, 1997)
- ✓ students speak, read and write more than the teacher

# CLIL frameworks

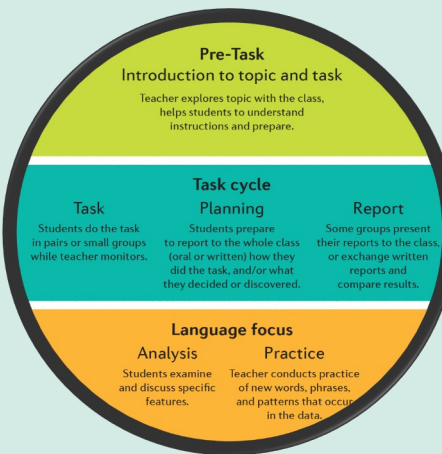


# Communication&Cognition



# Methodologies for CLIL

TBL



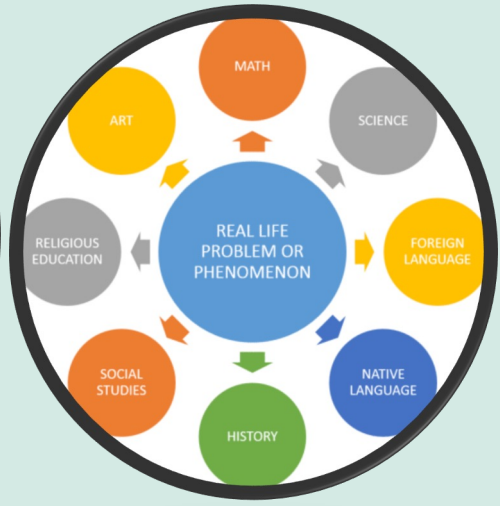
Task-Based Learning

PBL



Project-Based Learning

Ph-Based Learning



Phenomenon-Based Learning

# CLIL planning tool

<b>4Cs Planning Grid</b>			
<b>School:</b>		<b>Topic:</b>	
Content (1)	Cognition (3)	Culture (4) →	Communication (2)
<ul style="list-style-type: none"> <li>• Teaching aims:</li> <li>• Learning Outcomes:</li> <li>• List content to be taught:</li> </ul>	<ul style="list-style-type: none"> <li>• Thinking skills (content determined):</li> <li>• Other thinking skills:</li> <li>• Learning skills:</li> <li>• Questioning:</li> <li>• Class activities:(eg G work)</li> <li>• Scaffolding</li> </ul>	<ul style="list-style-type: none"> <li>• Connect to topic:</li> <li>• Other cultural elements:</li> </ul>	<ul style="list-style-type: none"> <li>• Content language: (key words, phrases etc)</li> <li>• Thinking/learning to learn language:</li> <li>• Scaffolding</li> <li>• Organisational language:</li> <li>• Other:</li> </ul>



# CLIL technologies

A grid of 15 educational tool thumbnails. The tools include: Classroom.com (create free games, quizzes, activities and diagrams in seconds), Random Name Picker (input a name / word list, convert into a spinning wheel), Tarsia Puzzle Generator (upload your answers to Tarsia puzzles), Start Food Delivery Marketplace (E-commerce), Fling the Teacher! Fling the Teacher Generator (the best way to choose if you're a happy teacher or not), fakebook (create a fake profile, a fictional historical character), The Vortex (a learning game), Arcade Game Generator (input your questions and answers, get it success at once), QR Treasure Hunt Generator (Make treasure hunt for your students using QR), Dice Roller (Add up to 8 dice for table games), Crossword Generator (input your questions and answers, get an interactive crossword), and HTML5 Countdown Timer (choose your own colors, size & font).

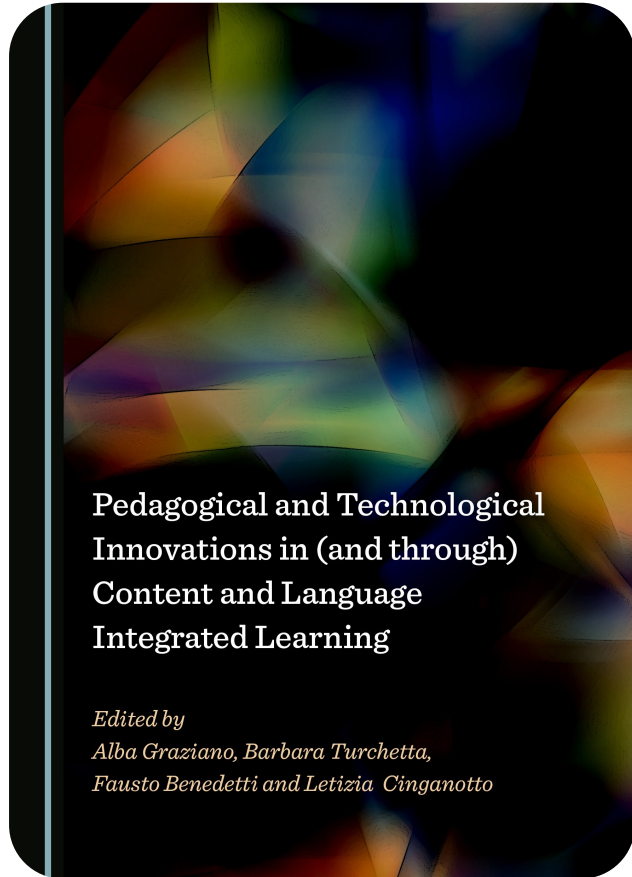
A screenshot of a Khan Academy video player. The video is titled "Biology overview" and shows a bee with the text "Biology → life!" and a human torso. The video player includes a progress bar at the bottom showing 0:10 / 4:33 and a "Next article" button.

A screenshot of a TED-Ed lesson page. The video is titled "Why humans are so bad at thinking about climate change" and features a cartoon character saying "meh..." while looking at a polar bear on a melting ice floe. The page includes a "Watch" button, a "Think" section, a "Dig Deeper" section, and a "Discuss" section. There is also a "Customize This Lesson" button with a "209" count.

A screenshot of the COOL (Common Open Online Lessons) website interface. The page shows search filters for Language (English (en)), Level (ALL, A1, A2, B1, B2, C1, C2), and Owner. Below the filters is a table of lesson listings:

Unit	Owner	Language	Level	Media	Title	Likes
11680	carsipe	English	A2		ACO: Practical cases U4	0
11679	carsipe	English	A2		ACO: Practical cases U3	0

# References



**Pedagogical and Technological  
Innovations in (and through)  
Content and Language  
Integrated Learning**

*Edited by  
Alba Graziano, Barbara Turchetta,  
Fausto Benedetti and Letizia Cinganotto*



Letizia Cinganotto

**CLIL &  
innovazione**

Strumenti, strategie e tecniche didattiche



**18**

**I Quaderni  
della Ricerca**

*E CLIL per una didattica innovativa*

*di Alba Graziano, Barbara Turchetta e Letizia Cinganotto*



*Fausto Benedetti and Letizia Cinganotto  
Alba Graziano, Barbara Turchetta  
Editors*

*CLIL & innovazione*

*«To see differently you have to think differently, this is a time to harness our experience of teaching with new constraints, to innovate and shape the future with innovation such as CLIL, be this involving physical presence, online or a hybrid.  
Post tenebras lux»*

*David Marsh & Gisella Langé  
Cinganotto L. CLIL&Innovation, Pearson*