La metodologia CLIL dalla teoria alla pratica

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Definitions

‘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)

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

(Marsh, 2006)
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\(^7\).

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.

\(^7\) 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 substitution.

Managing the Affective Side
- Students help set rules
- No labelling of students
- No ridicule or sarcasm

Creating a Secure Learning Environment

Making Learning Visible
- **Content**
  1. How can we use writing to help students make sense of their learning?
  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 summarize other students’ ideas.

Students See & Discuss Content, Language & Learning Skills Outcomes

The Interdependence of Language and Cognition

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.*

Fostering Critical Thinking

Fostering Learner Autonomy
- Students given choice
- Teaching learning skills
- Negotiating decisions pertaining to the learning process with students

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

Scaffolding Language
- 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...

Reflecting on Learning
- Every day discussing with students...
- What progress in meeting goals...
- The learning process...
- What to change / how to move forward...

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, ...

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...
- Students speak, read and write more than the teacher...
CLIL frameworks
Communication & Cognition

Bloom’s Taxonomy

- **Remember**: Recall facts and basic concepts
  - define, duplicate, list, memorize, repeat, state
- **Understand**: Explain ideas or concepts
  - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
- **Apply**: Use information in new situations
  - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
- **Analyze**: Draw connections among ideas
  - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
- **Evaluate**: Justify a stand or decision
  - appraise, argue, defend, judge, select, support, value, critique, weigh
- **Create**: Produce new or original work
  - design, assemble, construct, conjecture, develop, formulate, author, investigate

HOTS
- **Higher Order Thinking Skills**
- **Lots**

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Methodologies for CLIL

Task-Based Learning

Pre-Task
Introduction to topic and task
Teacher explores topic with the class, helps students to understand instructions and prepare.

Task cycle
Planning
Students prepare and present to the whole class or in small groups how they did the task, and/or what they decided or discovered.

Language focus
Analysis
Students examine and discuss specific features.

Practice
Teacher conducts practice of new words, phrases, and patterns that were used in the class.

Project-Based Learning

Publicly Presented Product
Driving Question or Challenge
Need to Know
Inquiry & Innovation
Student Voice & Choice
21st Century Skills
Feedback & Revision

Phenomenon-Based Learning

REAL LIFE PROBLEM OR PHENOMENON

ART
MATH
SCIENCE
FOREIGN LANGUAGE
RELIGIOUS EDUCATION
SOCIAL STUDIES
HISTORY
NATIVE LANGUAGE
# CLIL planning tool

## 4Cs Planning Grid

<table>
<thead>
<tr>
<th>School:</th>
<th>Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (1)</td>
<td>Cognition (3)</td>
</tr>
<tr>
<td>Teaching aims:</td>
<td>Thinking skills (content determined):</td>
</tr>
<tr>
<td>Learning Outcomes:</td>
<td>Other thinking skills:</td>
</tr>
<tr>
<td>List content to be taught:</td>
<td>Learning skills:</td>
</tr>
<tr>
<td></td>
<td>Questioning:</td>
</tr>
<tr>
<td></td>
<td>Class activities: (e.g. G work)</td>
</tr>
<tr>
<td></td>
<td>Scaffolding</td>
</tr>
</tbody>
</table>
CLIL technologies
Pedagogical and Technological Innovations in (and through) Content and Language Integrated Learning

Edited by
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«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

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