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*Ufficio Scolastico Regionale per il Piemonte*  
*Direzione Generale*

**FAMI IMPACT Progetto InterAzioni in Piemonte 2**  
**PROG 2364 CUP J69F18000640007**

**CLIL Methodology**

Alessio SILLO

## **Definition of teaching/learning material**

In the field of education, “teaching/learning material” (TLM) refers to a spectrum of educational materials that teachers use in the classroom to support specific learning objectives, as set out in lesson plans (Beth Lewis).

# Suitable CLIL material



BUT

2) Which are the criteria for creating, selecting or adapting CLIL material?

3) How to design and produce quality CLIL learning material?

# **Ten criteria for creating, selecting or adapting CLIL material (Mehisto, 2010)**

1. Making the learning intentions (language, content, learning skills) and process visible.
2. Systematically fostering academic language proficiency
3. Fostering learning skills development and learner autonomy
4. Including self, peer and other types of formative assessment
5. Helping create a safe learning environment
6. Fostering cooperative learning
7. Seeking ways of incorporating authentic language and authentic language use
8. Fostering critical thinking
9. Fostering cognitive fluency through scaffolding of a) content, b) language, c) learning skills development.
10. Helping to make learning meaningful.

## CLIL material

## a) published materials

| Advantages  | Disadvantages   |
|---|---|
| Helps to ensure coverage.   | May limit the extent to which teachers use students's initial ideas as a starting point.                                  |
| Saves a lot of planning time.   | May reduce the use made of the school's own environment and context.  |
| Helps to identify resources.  | May limit the opportunities to cross-curricular links.  |
| Can offer useful support as a teacher develops in confidence and knowledge.           | May limit the opportunities for interaction.  |
| Curriculum materials can provide exciting resources for students and teachers to use. | May limit opportunities to plan for the differing needs of students (by implying that they all move on at the same pace). |
|   | May become boring for the students (and for the teacher).   |

# CLIL material

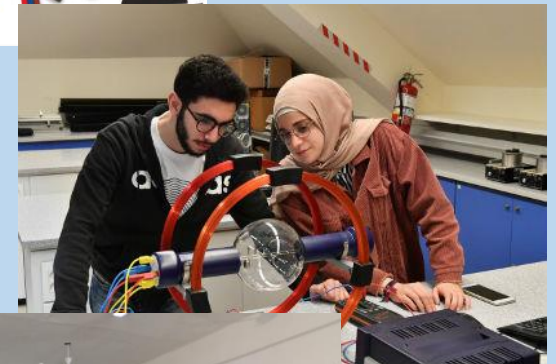
## b) Material for input and input-scaffolding

- Vocabulary presentation through multisensory media: video, songs, picture flashcards, word flashcards, etc.
- Kinaesthetic activities to demonstrate vocabulary, expressions or procedures.
- Power Point presentations with demonstrations, pictures, diagrams, etc.
- Real objects, instruments and manipulatives.

**Manipulatives** are objects that are commonly used in teaching mathematics and other subjects. They can be anything "movable" when solving a problem or developing a task.

Manipulatives can reach all learning styles to include spatial, kinesthetic, interpersonal and intrapersonal intelligences, opposed to only auditory and logical reasoning. Manipulatives give students a hands-on and concrete understanding of concepts, making it easier for them to communicate and interact with their peers, their teacher or their parents.

For Science teachers, manipulatives can be represented by the equipment, tools, samples and reagents used in Physics, Chemistry and Biology labs.



## **CLIL material**

### **c) Materials to develop language and foster communication skills**

- Personal dossier or notebook that includes key words from each lesson, in particular those words which have different meanings (e.g. operations, odd), also the words for drawings and symbols. It may be positive to include the term in L1.
- Classroom displays with key expressions and language for each unit.
- Labelled diagrams showing procedures (e.g. draw symmetries).



- Adapted Texts:
  - Label structural patterns found in expository texts, e.g. data, problem, solution.
  - Highlight in the texts: symbols, key vocabulary and words that may have a different meaning (false friends).
  - Systematically work on "reading different types of texts".
  - Videos, songs that help understand vocabulary

## CLIL material

### d) Materials to develop and scaffold cognition and problem solving

- Manipulatives
- Graphic organizers

A **graphic organizer** is a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram.

They are also informally used as a term to describe all visual learning strategies such as concept mapping, webbing and more.

**Realia: real objects**

**Words and images association**

**Picture/word flashcards**

**Can you describe any cause-effect relationship among these cards?**

If you eat a lot of junk food,

you introduce an excess of  
cholesterol into your body.

Cholesterol deposits on the internal side  
of blood vessels and increases the risk of  
cardiovascular diseases.

**Videoclips** (never longer than 5 minutes)

**Videoclips** (what if the are longer than 5 minutes?)

You can:

- Listen to it slowly
- Separate it into “chunks”
- Use the subtitles
- Use it as a starting point for a productive activity (\*)

## Which language skills are activated by all these resources?

| Resources  | Communication skills activated |         |            |         |
|------------|--------------------------------|---------|------------|---------|
|            | Receptive                      |         | Productive |         |
|            | Oral                           | Written | Oral       | Written |
| Books      |                                | X       |            |         |
| Flashcards |                                |         | X          | X       |
| Realia     |                                |         | X          | X       |
| Plots      |                                |         | X          | X       |
| Visuals    | X                              |         |            |         |

## TASKS and learning activities in CLIL

*A task is an activity "where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome."*

Jane Willis

# Types of tasks

1. **Listening** > brainstorming and fact-finding  
Outcome > Completed list or draft mind map
2. **Ordering and sorting** > sequencing, ranking, categorizing and classifying  
Outcome > Set of information ordered and sorted according to specified criteria
3. **Comparing** > matching, finding similarities / differences  
Outcome > Could be items appropriately matched or assembled, or the identification of similarities and/or differences.
4. **Problem solving** > analysing real situations, analysing hypothetical situations, reasoning, decision making  
Outcome > Solutions to the problem, which can then be evaluated,
5. **Sharing personal experiences** > narrating, describing, exploring and explaining (attitudes, opinions, reactions)  
Outcome > Largely social.
6. **Creative Tasks** > brainstorming, fact-finding ordering and sorting, comparing, problem solving and many others  
Outcome > End product which can be appreciated by a wider audience.

# Task and outcome

Strict relation between *task* and *outcome*:

A **task** is the process followed to accomplish a certain aim.

The **outcome** is referred to the final point where students arrive as they finish their task.

## Disciplinary content:

e.g.: Photosynthesis: which language?

## Task

e.g.: describing with drawings or ppt slides + captions the process of photosynthesis: which language?

## Outcome

e.g.: students understood what photosynthesis is and how it works and they are able to explain it: which language?



# A Task-based approach

Task -based learning offers an alternative for language teachers. In a task-based lesson the teacher doesn't pre-determine what language will be studied, the lesson is based around the completion of a central task and the language studied is determined by what happens as the students complete it. The lesson follows certain stages.

## Pre-task

The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task. The pre-task stage can also often include playing a recording of people doing the task. This gives the students a clear model of what will be expected of them. The students can take notes and spend time preparing for the task.

## Task

The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement.

## Planning

Students prepare a short oral or written report to tell the class what happened during their task. They then practise what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have.

## Report

Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content. At this stage the teacher may also play a recording of others doing the same task for the students to compare.

## Analysis

The teacher then highlights relevant parts from the text of the recording for the students to analyse. They may ask students to notice interesting features within this text. The teacher can also highlight the language that the students used during the report phase for analysis.

## Practice

Finally, the teacher selects language areas to practise based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

For more information see '*A Framework for Task-Based Learning*' by Jane Willis, Longman; '*Doing Task-Based Teaching*' by Dave and Jane Willis, OUP 2007.

# Water

## Biology

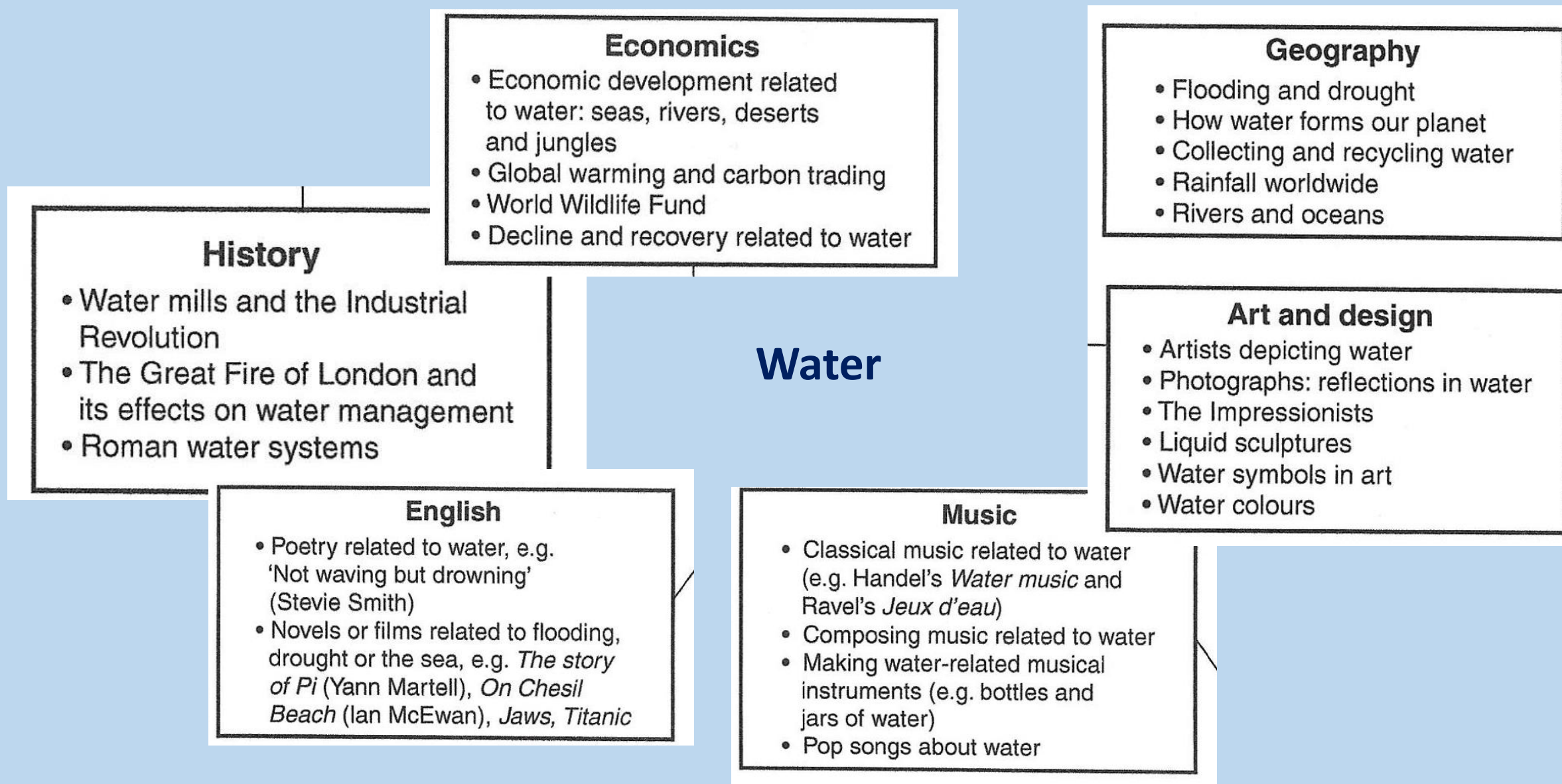
- Water creatures and plants
- The human body in relation to water (dehydration, diving, hypothermia)
- Coral reefs

## Chemistry

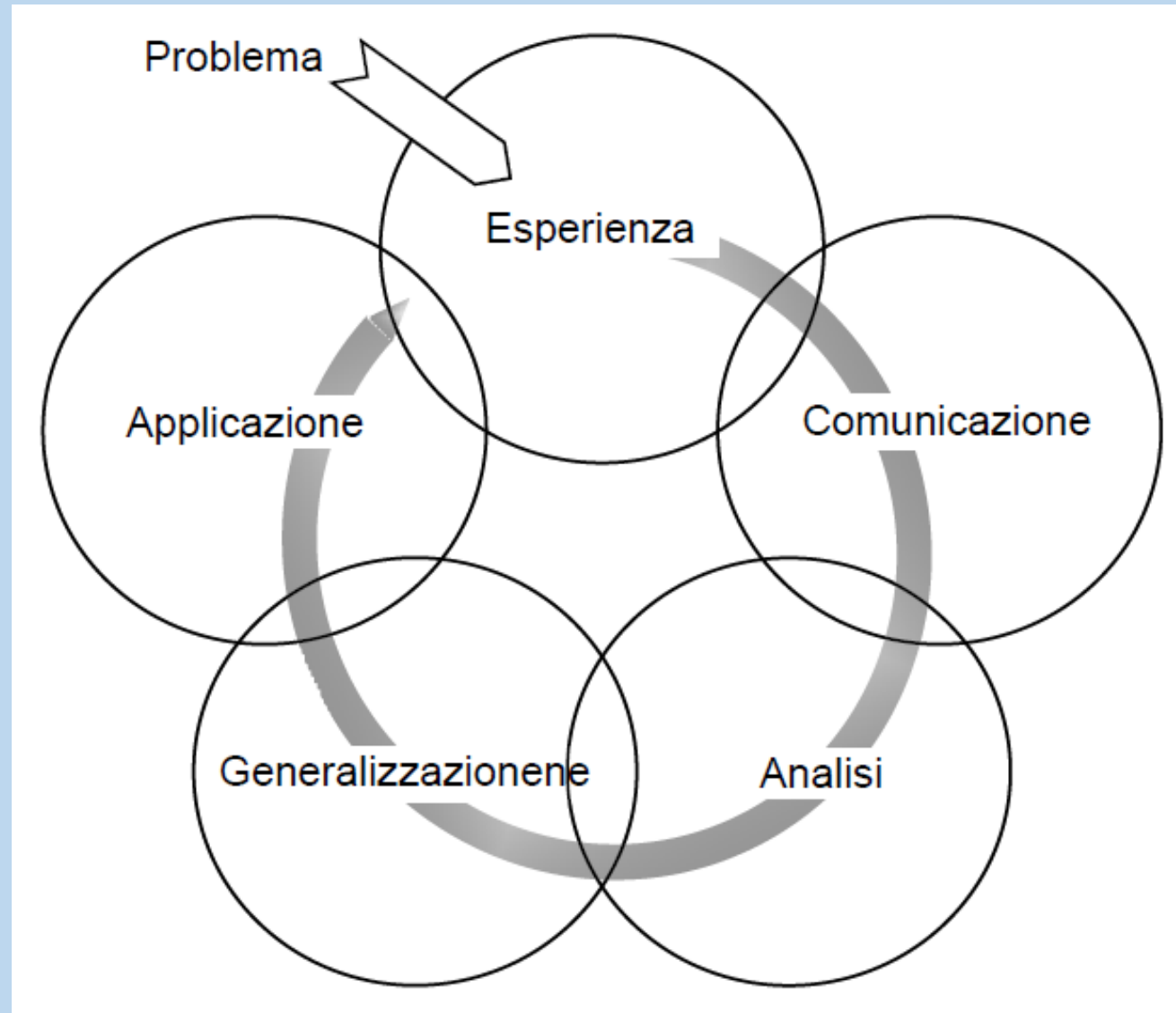
- The chemistry of  $H_2O$
- Electricity and water
- Ph levels
- Water chemistry, e.g. aquarium water, swimming pool water

## Physics

- Steam engines
- Waves
- Water towers
- Water heaters
- Water slides and the laws of physics



## Il ciclo di apprendimento esperienziale (CAE) di Pfeiffer e Jones





# Can we mix CLIL and ELC methodology?

*CAE Guidato: esempi di consegne didattico-valutative*

| N. | Consegna  |
|----|---|
| A  | Leggete questi due testi (o visionate questi due diagrammi o immagini) ... e trovate tutte le somiglianze e le differenze tra di loro.  |
| B  | Leggete questo testo (o visionate questo diagramma o immagine) ... e indicate:<br>a) il concetto principale che viene trattato;<br>b) b) i possibili concetti di secondo livello;<br>c) c) i possibili concetti di terzo livello. Evidenziateli con colori diversi. |

Adapted from Trinchero R. «L'attivazione cognitiva come principio chiave per l'istruzione e l'apprendimento»; [www.edurete.org](http://www.edurete.org) .

| N. | Consegna  |
|----|---|
| G  | Leggete questo testo (o visionate questo diagramma o immagine) ..., scegliete un concetto tra quelli presentati (quello che più è vicino ai vostri interessi) e descrivetelo approfonditamente in massimo 10 righe. |
| L  | Ascoltate questo testo e scrivete su una tabella a due colonne le cose che già conoscevate e quelle che avete sentito per la prima volta.   |



# Suggested readings:

Kay Bentley – The TKT course - CLIL Module – ; 2010; Cambridge University Press (Cambridge UK)

Coyle, Hood, Marsh – Content and Language Integrated Learning – 2010;  
Cambridge University Press (Cambridge UK)

Dale and Tanner – CLIL activities– 2012; Cambridge University Press (Cambridge UK)

## Compiti delle vacanze di Natale

1) Leggere:

- La descrizione di «task»
- L'articolo di Roberto Trinchero «*L'attivazione cognitiva come principio chiave per l'istruzione e l'apprendimento*»;  
[http://www.edurete.org/doc/edurete\\_2017.pdf](http://www.edurete.org/doc/edurete_2017.pdf)

2) Ideare un paio di cicli CLIL-CAE per la prossima lezione; produrre una presentazione Power Point (in formato pptx e PDF) e inviarla ad Alessio Sillo ENTRO e non oltre venerdì 31 dicembre 2021.

[alessiosillo78@gmail.com](mailto:alessiosillo78@gmail.com)

Oggetto: CLIL-CAE \_ Cognome Nome

(docenti della stessa scuola possono collaborare per produrre un solo lavoro.)

I vostri cicli CLIL-CAE devono riportare:

- Nome/i del/dei docente/i del gruppo:
- Titolo:
- Scuola e livello scuola:
- Classe:
- Livello linguistico:
- Obiettivi di apprendimento (secondo RIZA:  
<http://www.edurete.org/competenze/DescrittoriRIZA.pdf>):
- Descrizione delle attività (+ schemi e disegni):

MASSIMO 4 diapositive (non è indispensabile fare 4 diapo, possono bastare anche solo 2 o 3).

Durante la lezione di gennaio vi chiederò di relazionare i vostri lavori.

