

Progetto cofinanziato da



UNIONE  
EUROPEA



FONDO ASILO, MIGRAZIONE ED INTEGRAZIONE 2014 - 2020



*Ministero dell'Istruzione dell'Università e della Ricerca*  
*Ufficio Scolastico Regionale per il Piemonte*  
*Direzione Generale*

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

# CLIL methodology

Alessio SILLO

## ***Content and Language Integrated Learning (CLIL)***

Content and Language Integrated Learning (CLIL) is an approach where students learn a **subject** and a **second language** at the same time.

An History course, for example, can be taught to students in English and they will not only learn about History, but they will also gain relevant vocabulary and language skills.

<div> <div>Soft CLIL</div> <div> <div></div> <div></div> </div> <div>Hard CLIL</div> </div>	Type of CLIL	Time	Context
	Language-led	45 minutes once a week	Some curricular topics are taught during a language course
	Subject-led (modular)	15 hours during one term	Schools or teachers choose parts of the subject syllabus which they teach in the target language
	Subject-led (partial immersion)	About 50% of the curriculum	About half of the curriculum is taught in the target language. The content can reflect what is taught in the L1 curriculum or can be new content.

## *What the Italian law says*

Da un punto di vista normativo, le attività CLIL possono essere sviluppate nelle scuole di ogni ordine e grado.

I percorsi CLIL possono essere attivati in assoluta autonomia e su base volontaria.

Secondo la Legge di Riforma 53 del 2003 e dai Regolamenti attuativi del 2010 hanno previsto in forma generalizzata l'insegnamento di una disciplina in lingua straniera negli ultimi anni di tutti i Licei e Istituti Tecnici.

Nei Licei Linguistici l'insegnamento è previsto a partire dalla classe terza in una lingua straniera e in un'altra lingua straniera a partire dalla classe quarta.

CLIL is something referred to as having '4 Cs' as components:

- **Content:** the curricular subjects taught in CLIL include any subject (Art, Economics, Geography, Science, History, Social Science, Food Science, etc.)
- **Communication:** learners have to produce subject language in both oral and written forms. We therefore need to encourage learners to participate in meaningful interaction in the classroom. CLIL aims to increase **STT** (student talking time) and reduce **TTT** (teacher talking time).
- **Cognition:** CLIL promotes cognitive or thinking skills which challenge learners. These skills include reasoning, creative thinking and evaluating, etc.
- **Culture:** the role of culture, understanding ourselves and other cultures, is an important part of CLIL.

## *What are the benefits of CLIL?*

CLIL aims to:

- Introduce learners to new concepts through studying the curriculum in a non-native language
- Improve learners' production of the language of curricular subjects
- Improve learners' performance in both curricular subjects and the target language
- Increase learners' confidence in the target language and the L1
- Provide materials which develop thinking skills from the start
- Encourage stronger links with values of community and citizenship
- Make the curricular subject the main focus of classroom materials.

Kay Bentley, The TKT course: CLIL module, 2010, Cambridge University press.

# Language across the curriculum

CLIL teachers and learners need knowledge of the language of their curricular subject.

Learners need to know:

- The **content-obligatory language**: vocabulary, grammatical structures and functional language for specific subjects;
- The **content-compatible language**: the everyday language, less formal language which is used in our subjects (they usually learned it during English lessons);

However, the focus of a CLIL lesson is on understanding subject content, not on grammatical structures.

### Group 1

Circle  
Circumference  
Diameter

### Group 2

Centre  
Number  
Size

### Group 3

About  
Across  
Many

### Group 4

Sharp rise  
Dramatic fall

**Group 1:** *content-obligatory or subject-specific vocabulary* for talking about the technical names for the parts of a circle

**Group 2:** *general vocabulary* used in Maths and sometimes used in everyday situations

**Group 3:** *high and medium frequency words* or the most often used vocabulary in general English and also used in curriculum subjects

**Group 4:** *collocations* (ways words are combined) used in specific combinations when we present curricular subjects  
(e.g.: *The graph shows a sharp rise in the value of x*)

*content-compatible vocabulary*



Teaching language is part of CLIL. Although the main focus is on learners' understanding of subject content.

A CLIL teacher can aid the teaching of language by:

- highlighting vocabulary used in CLIL subjects;
- modelling sentences (learners need to see examples of language they have to produce);
- allowing learners to be more relaxed about using the target language because the focus is on the meaning of curricular concepts.

# Communication skills across the curriculum

Interaction is part of learning.

Learners need to express and interpret facts, data, thoughts and feeling, both in writing as well as orally.

The European Commission for Education and Culture states that CLIL should “*enable pupils to develop language skills which emphasise effective communication... for real practical purposes*” (Eurydice Survey, 2006).

A CLIL teacher can give opportunities for learners to develop their communication skills by:

- brainstorming;
- using questions;
- encouraging to:
  - cooperate during task discussions;
  - give feedback;
  - revisiting (revising) previous content together;
  - share ideas;
  - report back on research found;
  - prepare posters or presentations;
  - take part in role play or debates;
  - do end-to-lesson feedback.

## Cognitive skills across the curriculum

**Cognitive skills** or thinking skills are the process our brain use when we think and learn. Learners progress from information processing or concrete thinking skills to abstract thinking.

# What are LOTS and HOTS?

Cognitive skills can be divided into:

- Lower order thinking skills (LOTS), such as remembering and dividing;
- Higher order thinking skills (HOTS), reasoning and evaluating.

<i>LOTS</i>	<i>HOTS</i>
to remember information	to develop reasoning skills
to order information	to develop enquiry and discussion
to define objects	to develop creative thinking
to check understanding	to evaluate the work of oneself and others
to review learning	to hypothesise about what could happen

## What kind of questions can we ask in the CLIL classroom?

<i>Types of thinking</i>	<i>Types of questions</i>
• concrete thinking (defining) (recalling facts) (recalling facts)	What is a race? When did the race start? Where did the race take place?
• reasoning (examining parts and how they relate)	Why is this an abstract painting?
• creative (imagining)	How would you paint these shapes to show action?
• abstract (finding patterns and connections)	What links can we make between the artists' ideas?
• evaluative (judging)	How has your work improved this term?

(adapted from Fisher, R. 2005)

## Learning skills across the curriculum

Learning skills involve learning how to learn and developing **learner autonomy**.  
They can be artistic, cultural, linguistic, mathematical, scientific, social and interpersonal skills.

Learners learn by exploring their environment and by interacting with people.

## Teaching-learning unit plan (timeline)

- **Lesson plan:**

a teacher's plan for teaching an individual lesson.

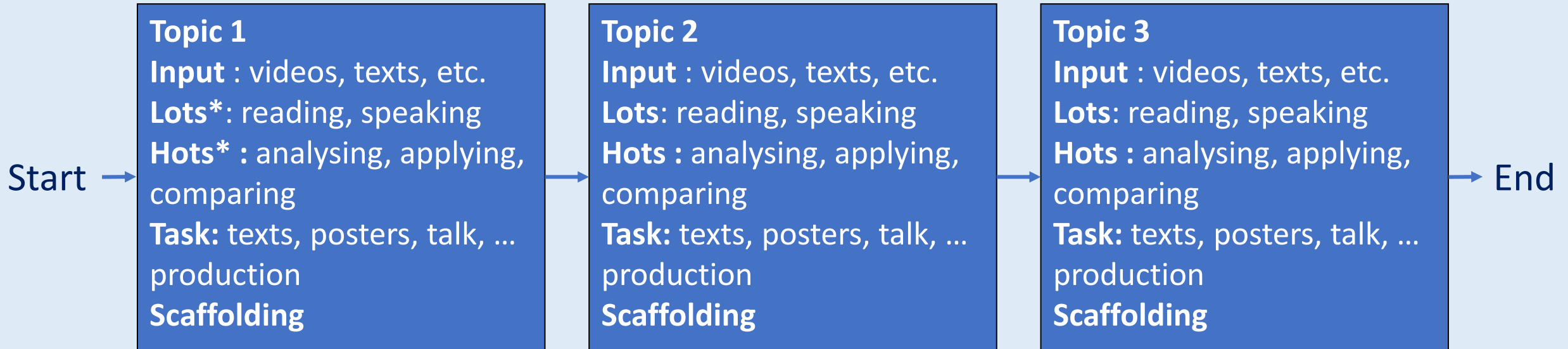
- **Unit plan:**

Unit planning begins with identifying the particular content to be taught and your goals for learning outcomes. *Goals* are about your purpose or aim. They relate to your *rationale* for teaching the particular content that your students will study.



# Teaching-learning unit plan

(a simplistic vision)



... what is there behind the scenes?

\* **LOTS**: low order thinking skills; **HOTS**: high order thinking skills

## **Before the lesson**

What do my learners already know?  
(or What can they already do?)

What do they need to know/to do?

# Defining the learning outcomes

These are statements of what most learners should

- be able to know,
- be able to do
- be aware of

as a result of a learning experience.

This can be at the end of a lesson, a series of lessons, a unit or module (part of a course).

## **Activation of prior knowledge**

(brainstorming)

1) Never say: «... but we already know this.»

Say: «let's summarize what we already know about this topic, so that we can move on in a CLIL language»

2) Propose different types of (active) activities at a time

## **Spider diagram**

Learners and teacher brainstorm on a topic and make a spider diagram together.

## **Guessing the lesson**

Learners guess what the lesson is going to be about from a set of clues on the blackboard.

## **Hands-on discovering**

Discover something about the topic of the lesson through a hands-on activity.

# Visuals

An interesting visual is used to introduce a topic.

What comes up in your mind when you see this picture?

➤ A single word

➤ A statement

➤ A situation

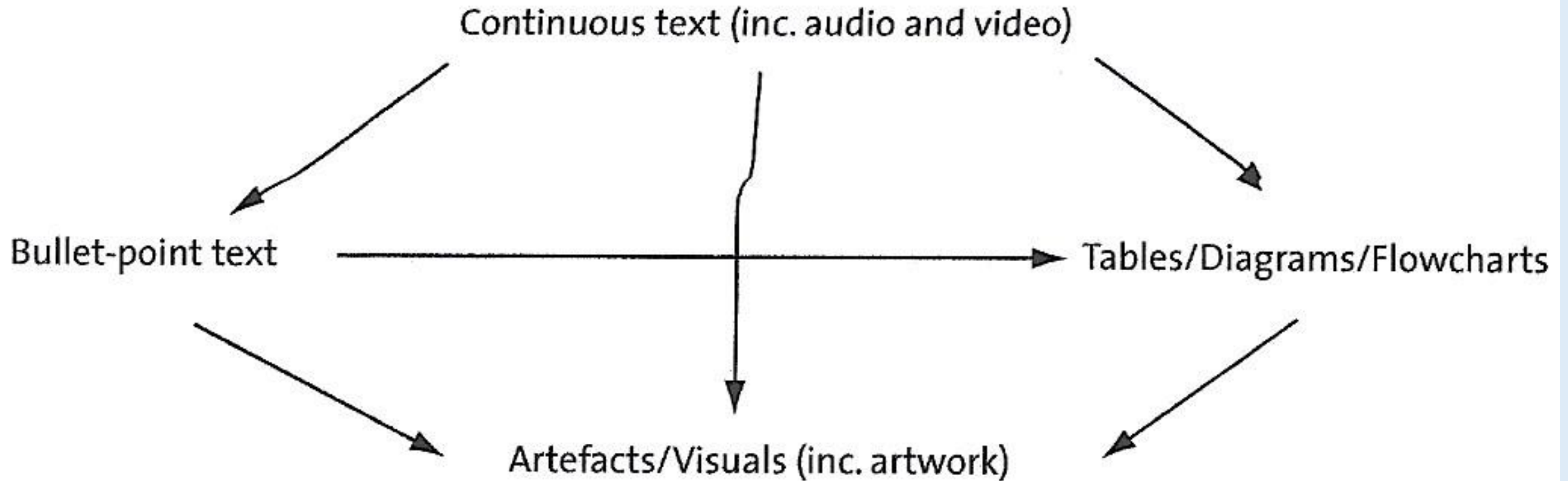
➤ An anecdote

Is any material suitable for any kind of student?

How would you process this passage?

# Processing input

Figure 8: A suggested hierarchy of text types





## How can we guide understanding through activities?

***Expert groups.*** Learners read different texts and work in a group to answer questions about the same topic.

***Gist statements.*** Learners match and answer statements about a text before reading for detail.

***Graphic organizers.*** Learners complete a chart or table to represent information from a text visually.

***Jumbles.*** Learners put text or pictures into the right order.

***Mind the gap.*** Learners fill in the missing words in a text.

# Scaffolding content and language learning

---

- Scaffolding is the steps teachers take to support learners so that they can understand new content and develop new skills.
- Later, learners can use the new learning in different contexts without the support of scaffolding.
- Scaffolding is temporary support to help learners do things now as well as in the future.

### *Scaffolding for all four skills: listening, speaking, reading and writing*

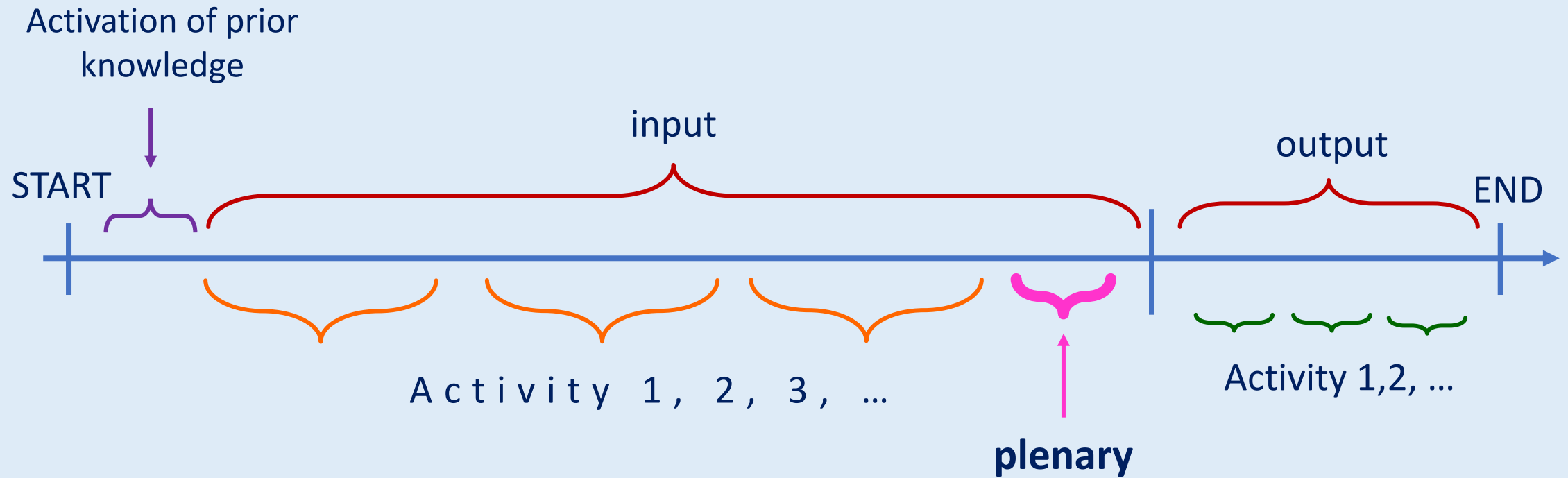
- Activate prior knowledge of the subject.
- Talk about what learners might hear, say, read or write.
- Use visual organisers to brainstorm vocabulary that might be heard, spoken, read or written.
- Question learners to avoid misunderstandings.
- Allow time for learners to ask questions about the tasks.
- Help learners make links with tasks they have done before.
- Encourage interactive listening and speaking; reading and writing.
- Give ongoing oral feedback on how well learners are progressing.
- Give oral or written feedback on how well learners have done their work.
- Allow the use of L1 for particular purposes such as activating prior knowledge of subject content.
- Encourage peer and self-reflection on what learners have done.

# Consolidating learning and differentiation

To consolidate and improve their skills, many learners need to revisit learning again and again by doing a variety of different tasks.

When we have learners who are more able or less able than others in the class, we need to:

- Differentiate teaching and learning as these learners have different needs;
- Give them strategies for learning;
- (sometimes) give them some strategies to help them socially as well.



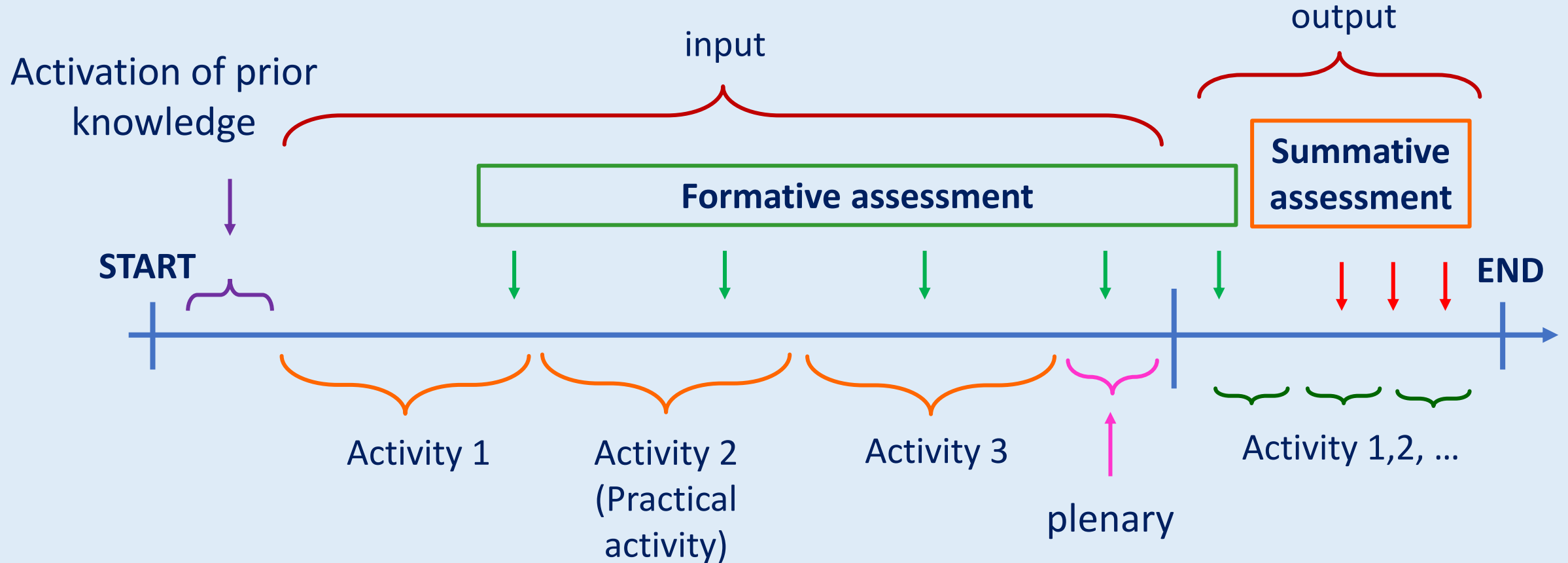
**Plenary:** part at the end of a lesson/unit when the whole class is asked a few questions about what they have learned.

Questions might include: tell me three things you learned; what was new; what was difficult; what was surprising; what more would you like to find out?

A plenary helps

- the teacher: he/she assesses learning against the learning outcomes
- the learners: they are provided the opportunity to review what has been learnt.

# What about assessment?



# 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)

