

*CLIL: CHANGE LEARNING INTO LIVING!*



*CLIL Methodology Course*

*Lesson #2*

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# THEORETICAL FOUNDATIONS ...

## BILINGUAL EDUCATION

CLIL builds on the principles of bilingual education, utilizing the target language as a medium of instruction to develop proficiency in both the subject and the language.

## CONSTRUCTIVISM

CLIL is grounded in constructivist learning theory, where learners actively construct their own understanding through meaningful interactions

## SOCIO-CULTURALISM

CLIL recognizes the social and cultural contexts of language learning, fostering collaboration and authentic communication in the classroom.

# ...AND APPROACHES OF CLIL

## COGNITIVISM

CLIL draws on cognitive theories that emphasize the interconnectedness of language, content, and thinking. It challenges students to actively engage with the material, promoting higher-order skills.

## COMMUNICATIVE APPROACH

CLIL emphasizes authentic communication and language use in the context of subject-specific content.

## AUTHENTICITY

CLIL emphasizes the use of authentic materials and real-world tasks to engage learners.

# KEY PRINCIPLES OF CLIL

4C

## 4C (or even 5!)

CLIL focuses on the integration of Content, Communication, Cognition and Culture.

Recently a 5th C arrived:  
Community!!!

S

## Scaffolding

Lorem ipsum dolor sit amet, consectetur adipiscing.

LC  
A

## Learner Centred Approach

CLIL classrooms prioritize active student engagement, fostering learner autonomy and problem-solving skills.

20X  
X

## Intercultural Awareness

CLIL cultivates an understanding and appreciation of diverse cultures, promoting global citizenship and intercultural competence.

# CLIL LESSON PLAN AND IMPLEMENTATION

## NEEDS ANALYSIS

Assess learners' language proficiency and subject knowledge to inform lesson planning.

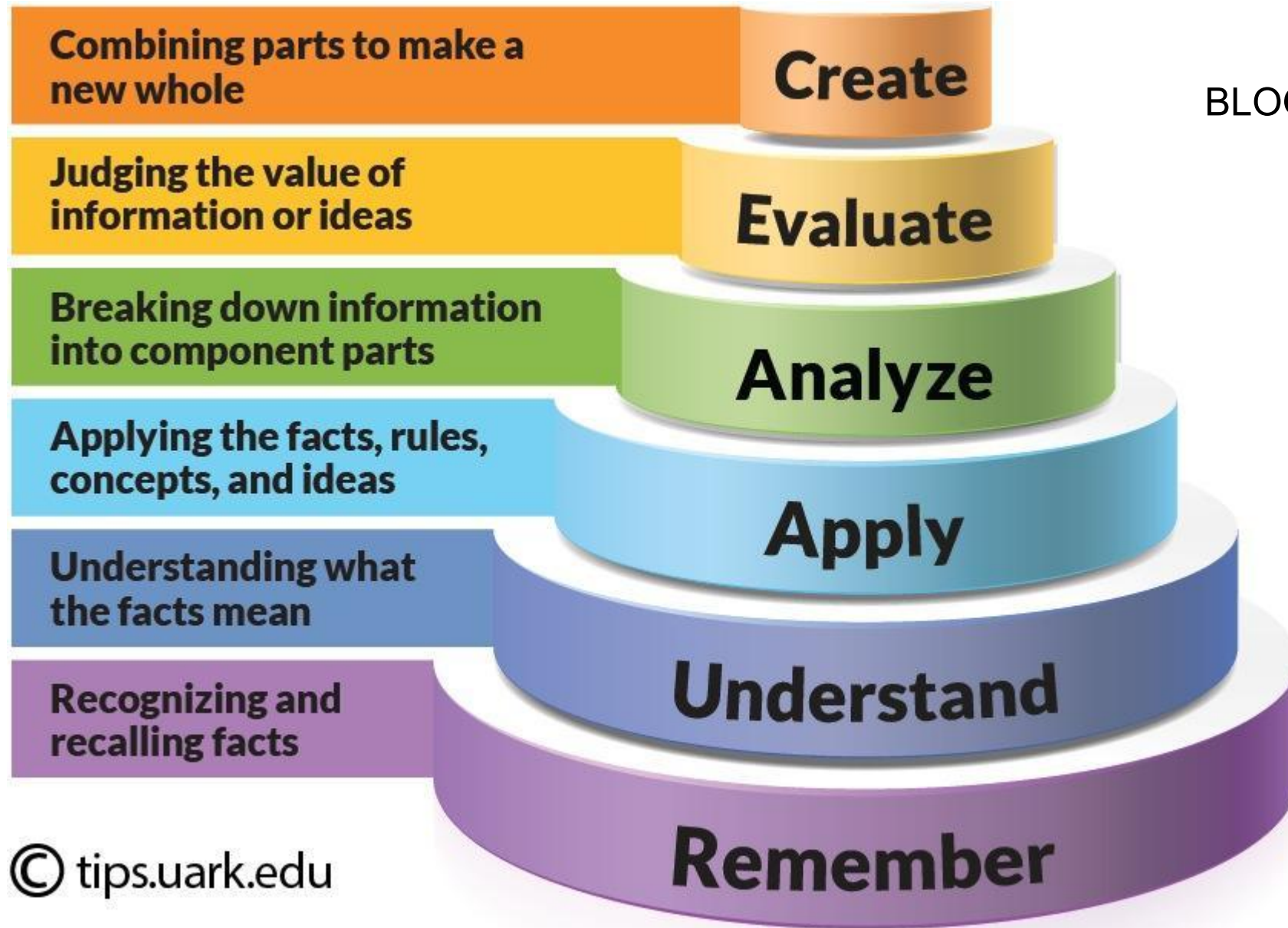
## LESSON DESIGN

Give an **INPUT!**  
Integrate content and language objectives, using Bloom's taxonomy to promote higher-order thinking skills  
Clearly define the subject-specific learning outcomes for the lesson.  
Incorporate **SCAFFOLDING** techniques to support students' language and content learning.

## EVALUATION

Monitor student progress and adjust lesson plans based on formative and summative assessments.  
Provide gamification and apps for evaluation, too!

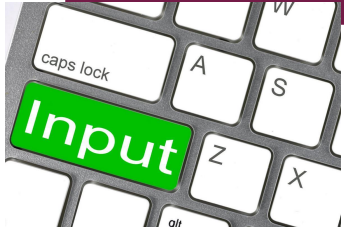
BLOOM'S TAXONOMY



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# CLIL STRATEGIES FOR PRESCHOOLERS





# CLIL STRATEGIES FOR PRIMARY SCHOOL LEARNERS

INQUIRY BASED  
LEARNING

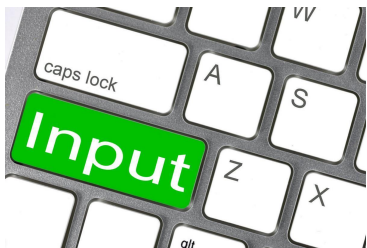
FLIPPED  
CLASSROOM

COOPERATIVE  
LEARNING

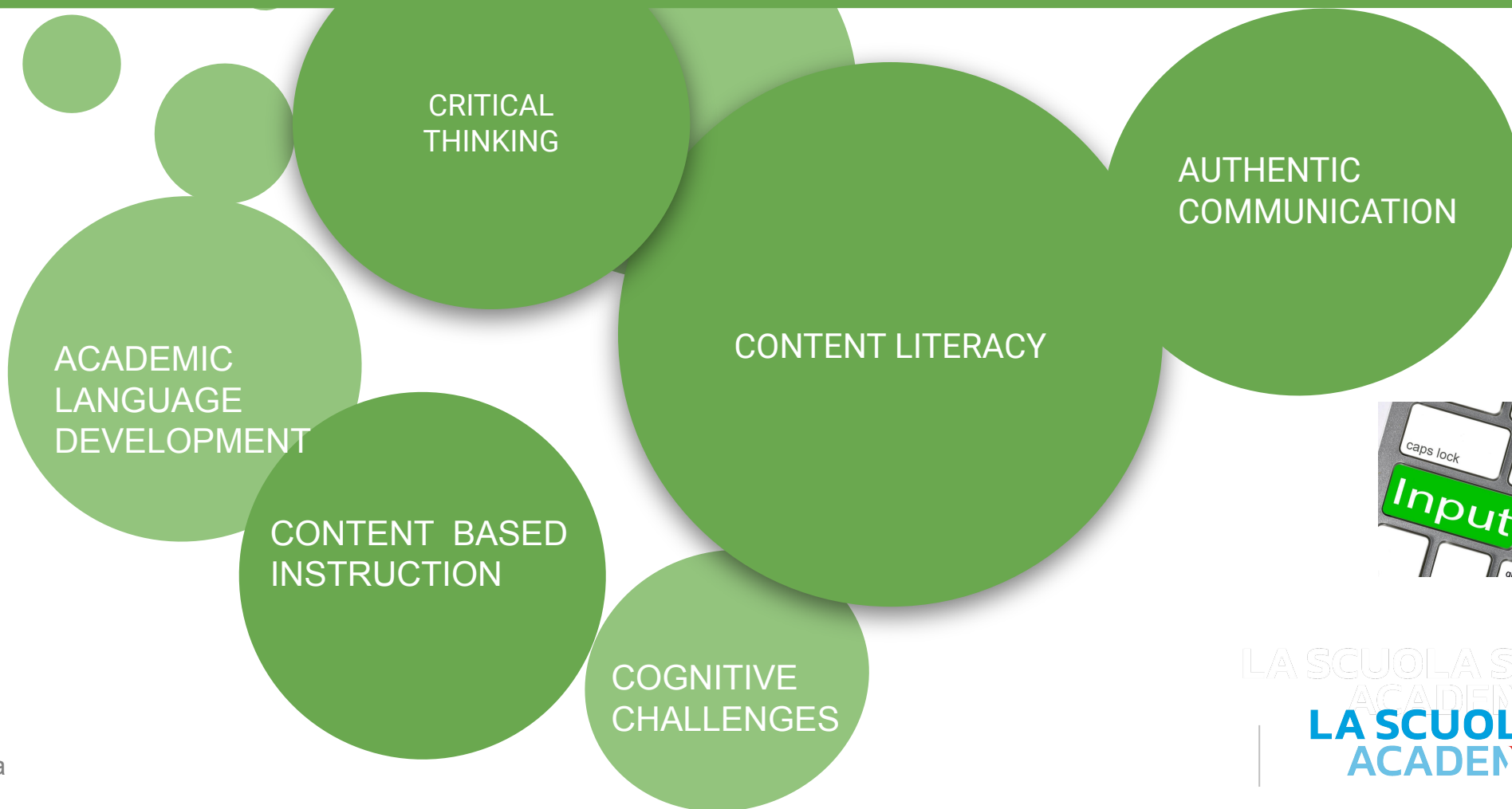
CROSS-CURRICULAR  
PROJECTS

PROJECT BASED  
LEARNING

AUTHENTIC  
TASK

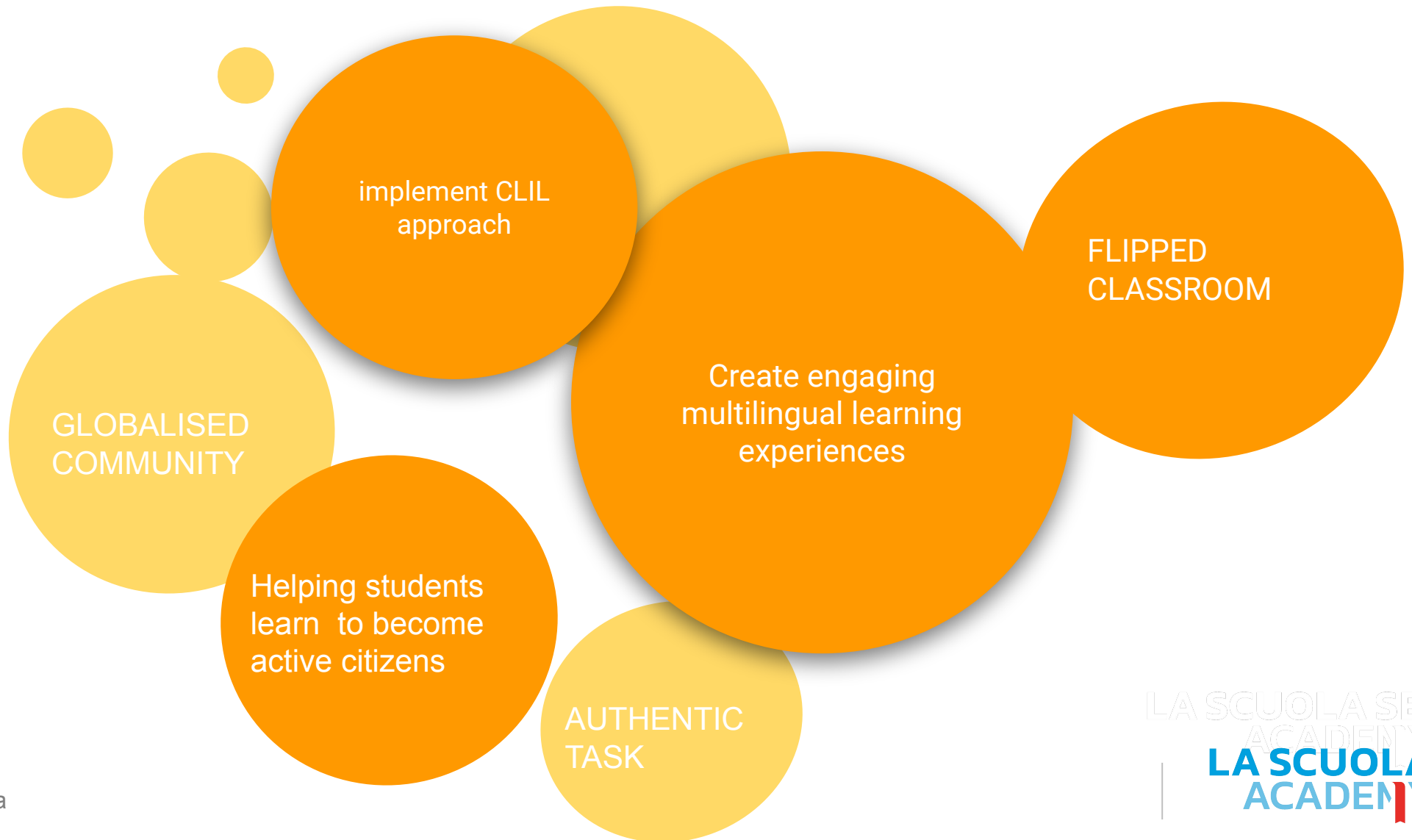


# CLIL STRATEGIES FOR JUNIOR SECONDARY SCHOOL LEARNERS

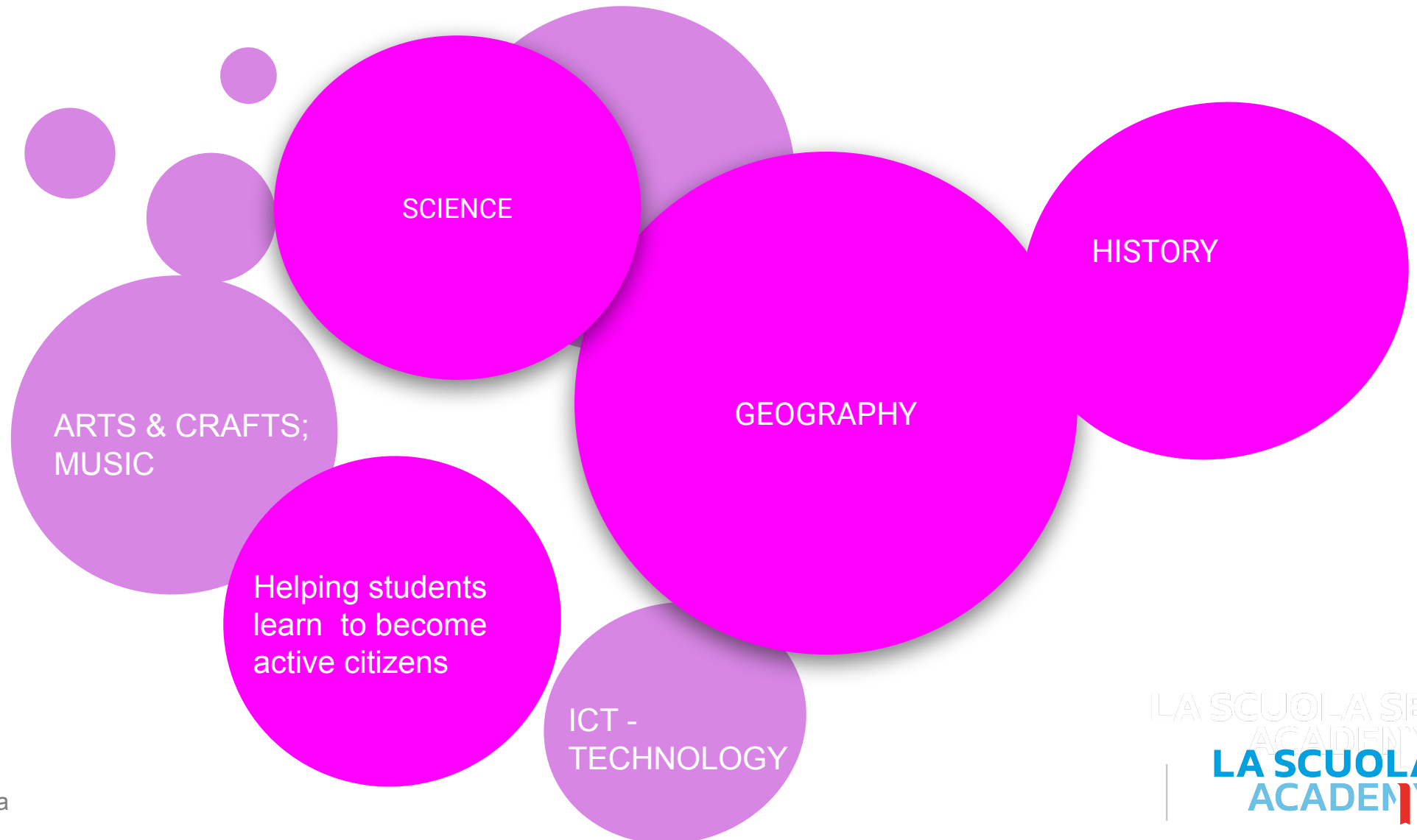




# CLIL examples and takeaways



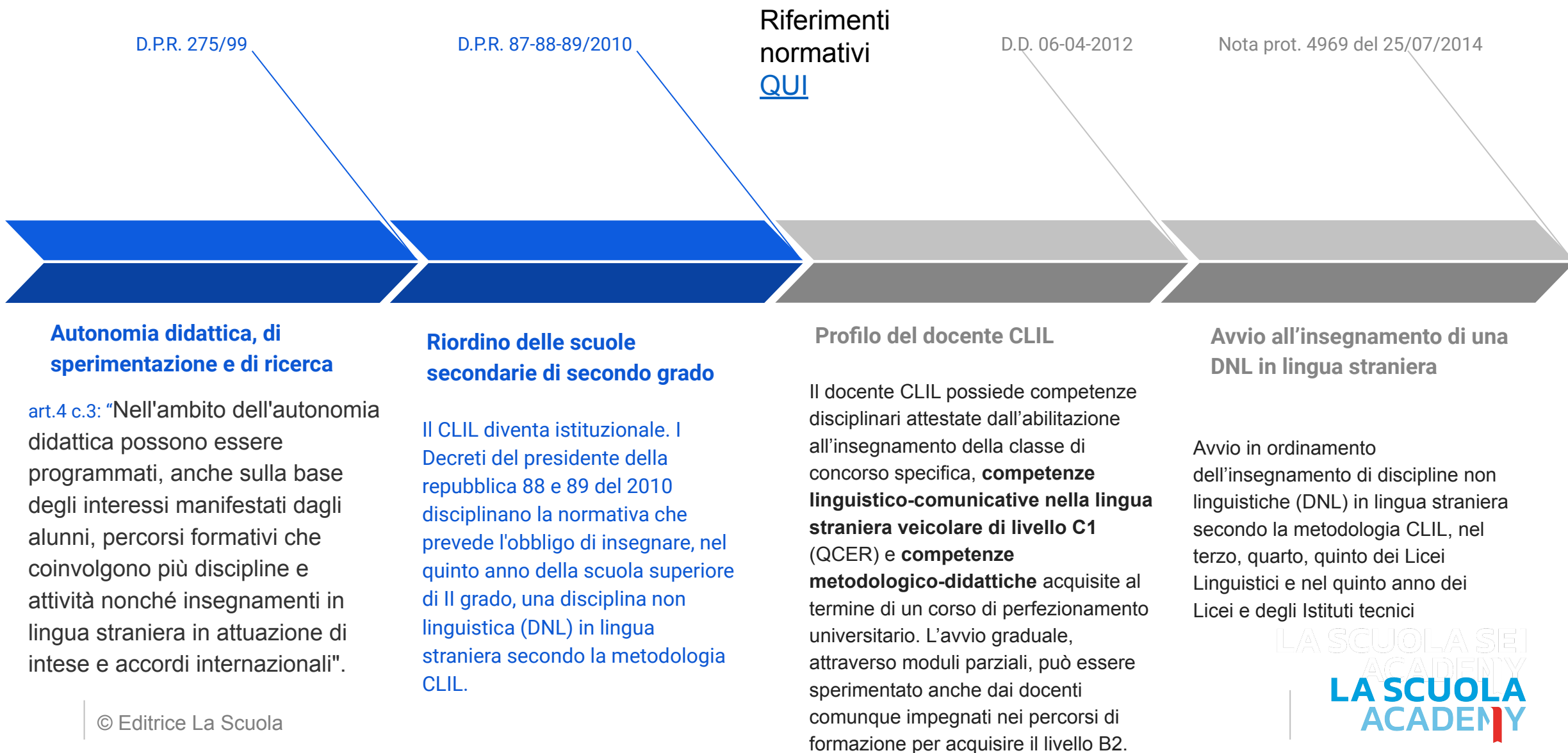
# CLIL in... subjects...



# CLIL e quadro di riferimento normativo in Italia e in Europa

<p><b>L.53/2003</b> promuove l'innovazione didattica e l'alternanza scuola-lavoro. Essa pone l'accento sull'importanza della plurilinguismo e supporta l'insegnamento del CLIL come strumento per il miglioramento delle competenze linguistiche degli studenti.</p>	<p><b>Direttiva europea 2006</b> Focus sull'apprendimento delle lingue straniere, importanza delle competenze linguistiche e riflessione sull'uso della lingua per la lingua. (Competenze chiave, rev. 2018)</p>	<p><b>Riforma Gelmini</b> I DD.PP.RR. di attuazione della Riforma della scuola secondaria di 2° grado nn. 87/2010, 88/2010 2e 89/2010 prevedono l'insegnamento di una disciplina non linguistica (DNL) in una lingua straniera.</p>
<p><b>DM 249/2010</b> Prevede all'articolo 14 che le Università disciplinino nei propri regolamenti l'attivazione di corsi di perfezionamento per l'insegnamento di una disciplina non linguistica in lingua straniera. Ai predetti corsi accedono gli insegnanti in possesso di abilitazione e di competenze certificate nella lingua straniera di almeno livello C1 del "Quadro comune europeo di riferimento per le lingue" pubblicato nel 2001 dal Consiglio d'Europa.</p>	<p><b>L. 107/2015</b> Con la Buona Scuola il focus sulle lingue viene accentuato. Art 1 co.7 a) valorizzazione e potenziamento delle competenze linguistiche, con particolare riferimento all'italiano nonché alla lingua inglese e ad altre lingue dell'Unione europea, anche mediante l'utilizzo della metodologia Content language integrated learning;</p>	<p><b>COMPANION VOLUME 2017</b> L'allegato al CEFR, il Companion Volume 2017, prevede nuovi descrittori per i livelli linguistici. Tra questi Online Interaction e Mediation che si integrano perfettamente nell'approccio CLIL</p>

# Il CLIL nel quadro normativo di riferimento in Italia



## 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.

La [Raccomandazione del Consiglio sulle lingue del 2019](#) che raccomanda la metodologia CLIL nei curricula scolastici.

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



## Competenze Chiave Europee

Raccomandazioni aggiornate al 2018



## Il Docente CLIL - chi è, cosa fa, caratteristiche

**Docente di Lingua (DL, Disciplina linguistica):** strategie e metodi per insegnamento-apprendimento lingua straniera, esperienze con alunni di livelli diversi, esperienza all'estero (Erasmus, scambi, studio individuale ...)  
Livello richiesto: C1, C2

**Docente della disciplina non linguistica (DNL):** strategie e metodi per insegnamento-apprendimento disciplina, consapevolezza e conoscenza della disciplina, esperienze con alunni di livelli diversi.  
Livello richiesto C1, con possibilità B2 in partenza

**Docente CLIL:** sviluppa le abilità cognitive, di apprendimento, comunicative e disciplinari, offre supporto e materiali adeguati, ha una competenza di livello C1 nella lingua straniera.  
Livello richiesto: C1

...e alla scuola primaria? Docente con doppia abilitazione e certificazione almeno B2 anche per infanzia si ricerca il profilo per la sperimentazione

## IPOTESI DI LAVORO

**Come vedreste una progettazione CLIL in ambito di curricolo verticale?**

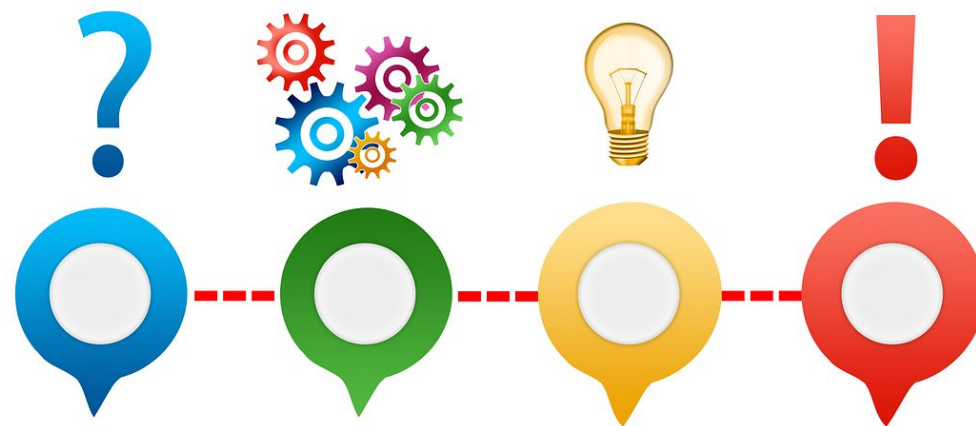
**Pensate a un argomento da sviluppare**

**Pensate alle professionalità da coinvolgere**

Ipotizzare la struttura PBL, individuando:

- disciplina non linguistica in cui affrontare il percorso CLIL
- argomento
- INPUT
- parole chiave, lessico specifico
- eventuale UDA da sviluppare
- tempi
- modalità di lavoro e coinvolgimento dei docenti DL e DNL
- ambienti per l'apprendimento
- strumenti digitali
- compito di realtà/disseminazione sul territorio
- verifica e valutazione

# Time for questions, ideas, doubts



**15:00**

**BREAK TIME**



# Why CLIL?

## Benefits of CLIL:

- Improves language skills.
- Encourages critical thinking development.
- Supports more natural language learning.
- Increases student motivation through real-world contexts.

# The Devil's Advocate

**I'm a Subject Teacher.**

**Why should I provide a focus on English language? Why should I be engaged in CLIL classes?**

It is difficult to learn a language outside of a specific context. Traditionally, language teachers use textbooks, where lessons are based on a topic that might be irrelevant to the student's life. In contrast, learning the language in the context of a school subject can be motivating, as it has a clear and relevant goal for the student. It is similar to an ESP (English for Specific Purposes) lesson for an airline crew member or a Sales Manager.

When students already have basic knowledge of the content, this can lead to sharing experiences with each other and the teacher in the additional language (AL). This approach enhances both content learning and AL acquisition.

# The Devil's Advocate

**I'm a language teacher.  
How can I help subject  
teachers if I don't know  
anything about their subject?**

Teaching through the CLIL method not only helps students learn content but also prepares them for future work, where they will need to know that specific content in another language. It is also a holistic teaching method, which incorporates not only content and language but also reasoning skills and competences relevant to the wider community. In fact, students are taught the skills necessary for their future employment, not just the content.



# The Devil's Advocate

**I'm a language teacher.**

**Why should I have CLIL Classes?**

CLIL classes provide an opportunity to teach English in a more meaningful context, beyond traditional language lessons. Instead of focusing solely on grammar and vocabulary, students use the language to engage with real-world content, making their learning more relevant and motivating. CLIL also promotes the development of critical thinking, problem-solving, and intercultural awareness, as students are exposed to a variety of subjects and perspectives in English. Furthermore, it prepares them for future professional environments where they may need to use English in specific fields or industries. By incorporating CLIL, you're not only teaching English but also equipping your students with the language skills they'll need in their future careers.

# The Devil's Advocate

**I'm a Headteacher.**

**Why should I support a CLIL curriculum?**

Supporting a CLIL curriculum enhances students' language skills while deepening their subject knowledge, making learning more engaging and relevant. It also prepares students for a globalised workforce, fostering critical thinking, intercultural competence, and communication skills in a foreign language. Implementing CLIL can raise the school's profile by promoting innovative, future-oriented education, aligned with European standards and increasing international opportunities for students and staff.

# Why is it important to have a CLIL curriculum?

A CLIL curriculum integrates language learning with subject content, making education more engaging and relevant. It helps students develop language skills in a practical context, enhances critical thinking, and prepares them for future global opportunities. Additionally, it promotes intercultural understanding and equips students with the skills needed for international careers.

# **Why is it important for a NLS (non linguistic subject) teacher to provide CLIL classes?**

Providing CLIL classes helps students learn subject content while improving their language skills in a real context. It makes lessons more engaging and prepares students for international careers, where subject knowledge and language competence are both essential. CLIL also promotes critical thinking, problem-solving, and intercultural awareness.

# **Why is it important for an ELT (English Language teacher) to provide CLIL classes?**

Providing CLIL classes allows English language teachers to teach in a real-world context, making lessons more relevant and motivating for students. It enhances language acquisition through meaningful content, promotes critical thinking, and prepares students to use English in academic or professional settings, not just everyday conversation.

# My Learning Diary

## Padlet time

- Copy and paste the calendar of the course into your own padlet
- Copy and paste “[CLIL STORE](#)” into your “CLIL Materials” section
- Add sections “Lesson 1 “ and “Lesson 2”
- Upload the slides about Lesson 1 on your LESSON 1 section
- Write a comment about “WHY CLIL?” (Lesson 2) on my post
- Use the “video” or “audio” option to answer the same questions on your learning diary

**15:00**

**BREAK TIME**



# Structure of a CLIL Lesson

A CLIL lesson includes four key elements, known as the **5Cs**:

1. **Content:** The subject or discipline being taught.
2. **Communication:** The language students use to express what they are learning.
3. **Cognition:** The thinking skills developed during the lesson, such as analysing or problem-solving.
4. **Culture:** Awareness and openness towards other cultures promoted by the teaching.
5. **Community:** Awareness of being part of a multilingual and multicultural community.



# How does a CLIL lesson work?

CLIL lessons are based on practical, cooperative, and interactive activities. Teachers use strategies to engage students, such as:

- **Group work:** Students collaborate to solve problems or discuss a topic.
- **Open questions:** Stimulate critical thinking and reflection.
- **Use of authentic materials:** Real videos, articles, and images to make learning more engaging.

# The Role of the CLIL Teacher

A CLIL teacher is not only an expert in subject content but also in teaching through a foreign language. Their skills include:

- Knowledge of the subject.
- Ability to use the foreign language in a simple and understandable way.
- Skills in adapting teaching materials.

# CLIL Teaching Strategies

Some useful strategies in the CLIL approach include:

- **Scaffolding:** Temporary supports to help students understand the content, such as images, concept maps, or key words.
- **Simplified input:** The teacher uses accessible and clear language.
- **Productive output:** Students are encouraged to speak or write in the foreign language.

# Assessment in CLIL

Assessment in CLIL can involve both understanding the subject content and language skills. It is important to balance the evaluation of both components:

- **Content assessment:** Check how much students have understood about the subject.
- **Language assessment:** Consider students' ability to express themselves clearly in the foreign language.

# Challenges of CLIL

Implementing CLIL is not always easy. Common challenges include:

- **Students' language level:** They might struggle to follow lessons in a foreign language.
- **Teachers' preparation:** It requires proper training to teach both content and language.
- Collaboration and support of the board of teachers and the Headteacher is fundamental

# Useful Resources

There are various resources that can support CLIL teaching, such as:

- **Digital materials:** Apps and online platforms that facilitate both language and subject learning.
- **Collaboration with language teachers:** Working together with foreign language teachers can enhance the effectiveness of lessons.

# My Learning Diary

## Keep on working on your learning diary on your Padlet

- Introduce yourself > comment on a partner's padlet
- Define yourself > comment on a partner's padlet
- Introduce Yourself > Upload an audio with a short self-introduction

# FAQ

## What is CLIL?

- CLIL stands for "Content and Language Integrated Learning," an educational approach where subjects such as history, geography, or science, etc., are taught in a foreign language. The main aim is to teach both the subject matter and the foreign language at the same time, encouraging natural language acquisition and enhancing cognitive skills.



# FAQ

## What are the benefits of CLIL?

- CLIL promotes the simultaneous development of language and subject-specific skills. It helps students improve their linguistic competence, enhances motivation to learn languages, fosters intercultural awareness, and develops cognitive skills such as problem-solving, creativity, and critical thinking.
- CLIL motivates, innovates, engages, includes
- CLIL enhances curiosity

# FAQ

## Which subjects can be taught in English?

- Virtually any subject can be taught using CLIL, provided the teacher has both content knowledge and linguistic competence in the foreign language. Typical subjects include science, mathematics, history, geography, economics, and the arts.

# FAQ

## What level of language proficiency is required for CLIL?

- Both teachers and students need a certain level of proficiency in the target language. For teachers, it's recommended to have at least a B2 level of proficiency in the Common European Framework of Reference for Languages (CEFR). For students, the required proficiency varies depending on their age and the subject being taught.

# FAQ

## What does a CLIL lesson look like?

- A CLIL lesson integrates content and language objectives. It includes activities that promote both subject learning and language practice. Teachers use scaffolding techniques, such as visuals, models, and simplified texts, to help students understand the content while developing language skills. Interactive activities, group work, and assessments are often part of the lesson to support both content and language learning.

# FAQ

## How are students assessed in a CLIL lesson?

- Assessment in CLIL focuses on both content knowledge and language skills. Teachers assess students' understanding of the subject while also evaluating their ability to use the foreign language effectively. Various forms of assessment, including quizzes, presentations, projects, and exams, may be used to gauge both linguistic and content progress.

# FAQ

## What are the challenges of implementing CLIL?

- Challenges include the need for teachers to be proficient in both the subject and the foreign language, the availability of resources, and the need to balance content and language objectives. Teachers may also face difficulties in managing a classroom where students have different levels of language proficiency. Ongoing training and collaboration between content and language teachers can help address these challenges. It is important for headteachers and the board of teacher to support CLIL classes.

# FAQ

## How can schools support the implementation of CLIL?

- Schools can support CLIL by providing professional development opportunities for teachers, fostering collaboration between content and language teachers, ensuring access to resources in the foreign language, and encouraging an intercultural approach in the curriculum. It's also important to create an environment that promotes language learning across all subjects.

**Grazie**



**See you soon!**

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