General Introduction to CLIL
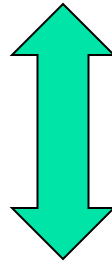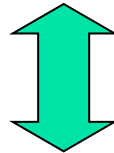
Graziano Serragiotto

serragiotto@unive.it

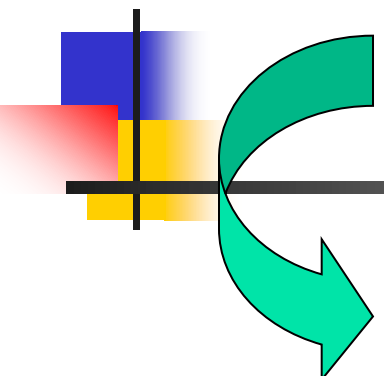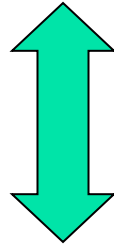*www.grazianoserragiotto.it*

CLIL

Content and Language Integrated Learning

Using the foreign language as a lingua franca

The foreign language is used to teach another discipline

with its own educational and teaching objectives that do not regard the teaching of the foreign language

Language Teaching Rationale

- **Being more exposed to the foreign language**
- **The language results more authentic**
- **The work activities are more authentic**
- **Extra-language knowledge makes the input understandable**
- **The focus of attention shifts from the language to the contents**

Other values added

- **For the content?**
- **Methodology**
- **What else?**

CUMMINS identifies two different kinds of skills

- **BICS** (Basic Interpersonal Communicative Skills)
- **The skill of interacting at a basic level** with common everyday topics (traditional teaching)

- **CALP** (Cognitive Academic Language Proficiency)

- **A finer more complex skill** involving higher cognitive activities (teaching through a CLIL)

Which languages involved?

Dependent upon:

- **The geopolitical situation of the country or region the school is located in**
- **The degree of similarity between the foreign language and the mother language of the students (similar/non-similar languages)**
- **The subject being taught through the foreign language**
- **Local resources**

Which subjects/disciplines?

- **Any subject can be taught in a foreign language**

- **Some subjects focus mostly on oral communication (history, philosophy, literature)** ⟹ **similar languages**

- **Some other subjects count mostly on non-oral communication by using visual material, charts, movements (biology, geography, physical education)** ⟹ **non-similar languages**

Teachers for Clil

- **The same teacher certified in both the language and content subject**
- **Two different teachers: in the case of a CLIL focusing mostly on the language, the foreign language teacher works on the contents already acquired through the other discipline**
- **Two teachers being together in the same classroom**
- **The exchange of teachers: you may have a CLIL where the focus is mostly on the content, thus you may have a teacher from Italy teaching physics in Germany**
- **Setting up teaching modules on the Internet for group work**

CLIL methodology at present in Italy

- **Different experiences according to the different levels of language proficiency, different kinds of schools and different implementation methods**
- **Teachers with different skills, lack of homogeneity**
- **Positive experiences as they are often the result of a *bottom-up* process originated by teachers and staff and not a *top-down* process coming from the National Education Board**
- **The situation in Italy is different from other countries**

The skills of the CLIL teacher

- **Literature/theory on CLIL**
- **Flexibility/teamwork**
- **Being able to design a CLIL (people involved, work stages, etc.)**
- **Classwork: effectiveness**
- **Being able to find resources and materials**
- **Monitoring/evaluation (of the process, product and project)**

The type of teachers

- **Primary school teachers**
- **Foreign-language teachers**
- **Teachers of all subjects**
- **Language professors and tutors**

1 - Defining the objectives and wanted results for a CLIL project

- **Content in terms of answering a need**
- **Communication as a means of transmission and exchange**
- **Cognition: the development of cognitive and meta-cognitive abilities**
- **Culture in terms of multicultural perspectives**

2 – Plan effectively

- **Plan in detail**
- **Teach**
- **Learn**
- **Consider which processes are involved**
- **Set up the class**
- **Consider individual and social needs**

3 – Resources and materials for a CLIL

- **Find the resources/materials**
- **Adapt/adjust**
- **Engineer the materials turning them into teaching material**
- **Set up proper exercises for class work and homework**

4 – Evaluate and monitor

- **The people who are learning**
- **New techniques**
- **New situations**

5- Evaluate CLIL programs

- **Objectives**
- **Results**
- **Processes**
- **Products**

Cooperation between teachers during both lesson planning and implementation

The language teacher

- gives **language support** to students and the other teacher and **lays the foundation** for the understanding of the texts
- **widens** his or her professional and personal perspectives by going into specialistic fields

The partner-teacher

- communicates the **contents** of the subject at hand
- is confronted **by the problem of the language**, the knowledge of which is often taken for granted

A clear-cut newly-defined range of action for the teacher who acquires a new role

- The foreign language teacher **teaches** the language
- The students **acquire** skills, and **learn how to use** the language

- The teacher of the content subject **engages** the language
- The students **put into practice** skills, **use** the language **to learn**

Both teachers

- **Select the fundamentals of their disciplines**
- **Establish the objectives of the course**
- **Allow for possible changes in the unfolding of the course (flexibility)**
- **Set up a common work plan according to their personal skills and knowledge**
- **Take into account unforeseen difficulties**

Materials

- There are no textbooks specifically catering to CLIL courses
- Textbooks from foreign schools have a different teaching approach, a different mindset and often a different syllabus
- Those textbooks are suitable for those students who use that language as their mother tongue language

- Authentic material should be engineered into teaching material
- Pictures, drawings and charts should be used to make understanding easier
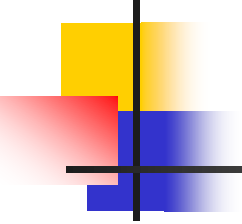
Evaluation

- **Objectives**
- **Both the content and the language**
- **Testing must be designed so that it is clear if the student's shortcomings involve content or language**
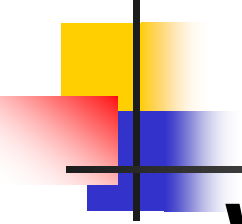
Designing a CLIL project

Consider:

- **the Grade the students are in** (level of the students, number of the students, teachers involved, language involved, skills needed for the foreign language…)

- **Which model for the CLIL** (teaching modules/units, lessons, length of the course, which teachers working together)

- **Curricular area being involved**

- **Key skills for the content** (objectives)

- **Key vocabulary**

- **Language abilities being engaged**

- **Studying skills** involved
- **Cognitive processes**
- **Methodology**
- **Materials** being used
- **Work activities/exercises**
- **Evaluation**

What to do before the lesson

- Supply the students with a **work schedule** (topics, some key words)
- **Read together** the work plan
- Come back onto the **input** of the lesson in a **cyclical** manner
- Explain **abstract concepts** by using **concrete tangible** examples
- Highlight the text **markers** (for logicality, time-sequencing and cause-effect relations)

- **While teaching, take care** that you **highlight** the important items, that you **go back to** crucial points by a rewording, rephrasing, and offering new takes
- **Have the students do pair work or group work** so that there is **less lecturing** on behalf of the teacher
- After every work session, the students should be asked to **summarize** (by completing material, making a chart, etc.)
- **Correct mistakes only if** they are an **impediment to the understanding** of the message

A CLIL approach contributes to.

- IMMEDIACY: topics which activate/expand students' knowledge create opportunities for genuine communication in the **here and now** as opposed to practicing communication for later use.

- TIME EFFICIENCY: creating synergies **across the curriculum** to make better use of limited classroom time available.

Thank you for paying attention!

serragiotto@unive.it

www.grazianoserragiotto.it