

INSEGNARE IN LINGUA STRANIERA: LA MODALITA' CLIL



UNIVERSITÀ DI PISA



Joanne Spataro
University of Pisa
C.A.F.R.E



In collaborazione con
De Agostini Scuola



Professional Profile Joanne Spataro

- **English Mother-tongue Professor University of Pisa con particolare riferimento all'Inglese Scientifico e all'Inglese Accademico**
- **CLIL Teacher Trainer C.A.F.R.E.**
- **Teacher Trainer SSIS**
- **Autrice tre volumi De Agostini sulla Metodologia CLIL**



SEMINAR OVERVIEW

Prima parte

CLIL perché, CLIL per chi?

Le competenze di un docente CLIL

Seconda parte

Analisi di esempi di unità di apprendimento CLIL

Group-activity: pianificare una lezione CLIL.

13.00 Pausa pranzo

WORKSHOP 14.00 - 17.00



Group-activity: pianificare una lezione CLIL.

Feedback & riflessioni.

17.00 Chiusura Lavori

Consegna Attestati



CLIL?





Alcune domande

Quali insegnanti?

Quali materiali?

Quante ore?

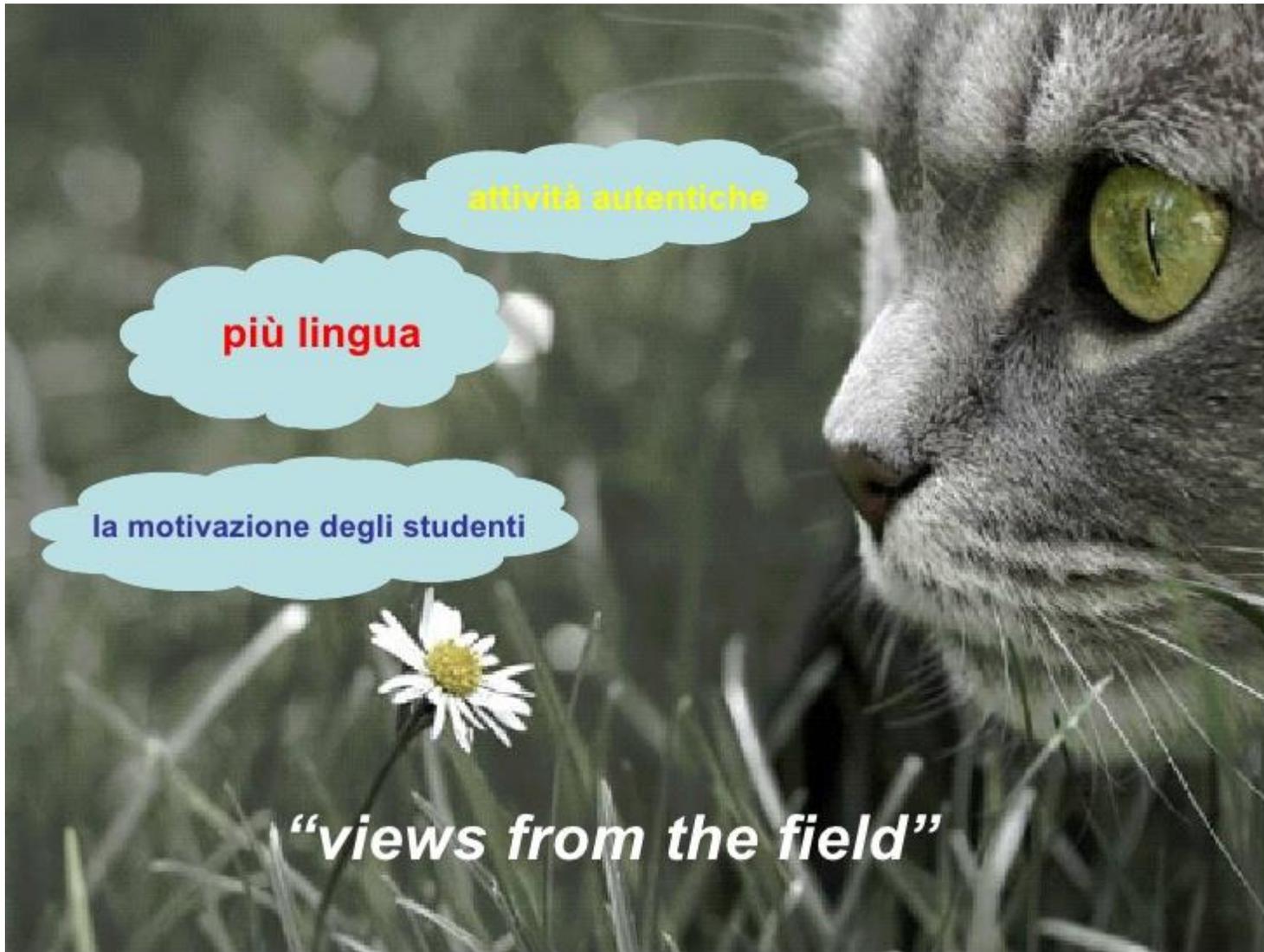
Come valutare?

Quali discipline?

**Come
progettare
percorsi CLIL?**

Qual è il rapporto tra lingua e
contenuti disciplinari?

Quale metodologia?



attività autentiche

più lingua

la motivazione degli studenti

“views from the field”

Che cosa significa CLIL

2

“L’acronimo CLIL viene utilizzato come termine generico per descrivere tutti i tipi di provvedimenti, in cui viene utilizzata una seconda lingua (una lingua straniera, regionale o lingua minoritaria e/o un’altra lingua ufficiale del paese) per insegnare certe materie del curriculum, diverse dalle lezioni di lingua” (Rapporto Eurydice 2006)

Fiorenza Congedo, Responsabile Lend - Verona

CLIL - definizioni



“termine generico (che) si riferisce ad una qualsiasi situazione educativa in cui un'altra lingua [...] viene usata per l'insegnamento e l'apprendimento di materie scolastiche diverse dalla lingua stessa.”

(Marsh, Langé - 2000)

CLIL - definizioni



“più si riflette sul CLIL, più si comprende che non si tratta di sviluppare le abilità linguistiche e comunicative degli studenti. Si tratta di sviluppare un approccio educativo innovativo per la nuova società della conoscenza in cui viviamo e lavoriamo. Il CLIL riguarda l'educazione. [...] si tratta di apprendere per costruzione piuttosto che per istruzione e ciò che sta succedendo nel CLIL si espanderà anche ad altre aree educative.”

(Marsh, 2007)

CLIL stands for CONTENT LANGUAGE INTEGRATED LEARNING



The term was coined in 1994 in Europe to promote European cohesion through language-learning opportunities for young people.

CLIL is an approach or teaching method
that integrates the LEARNING of CONTENT and
LANGUAGE

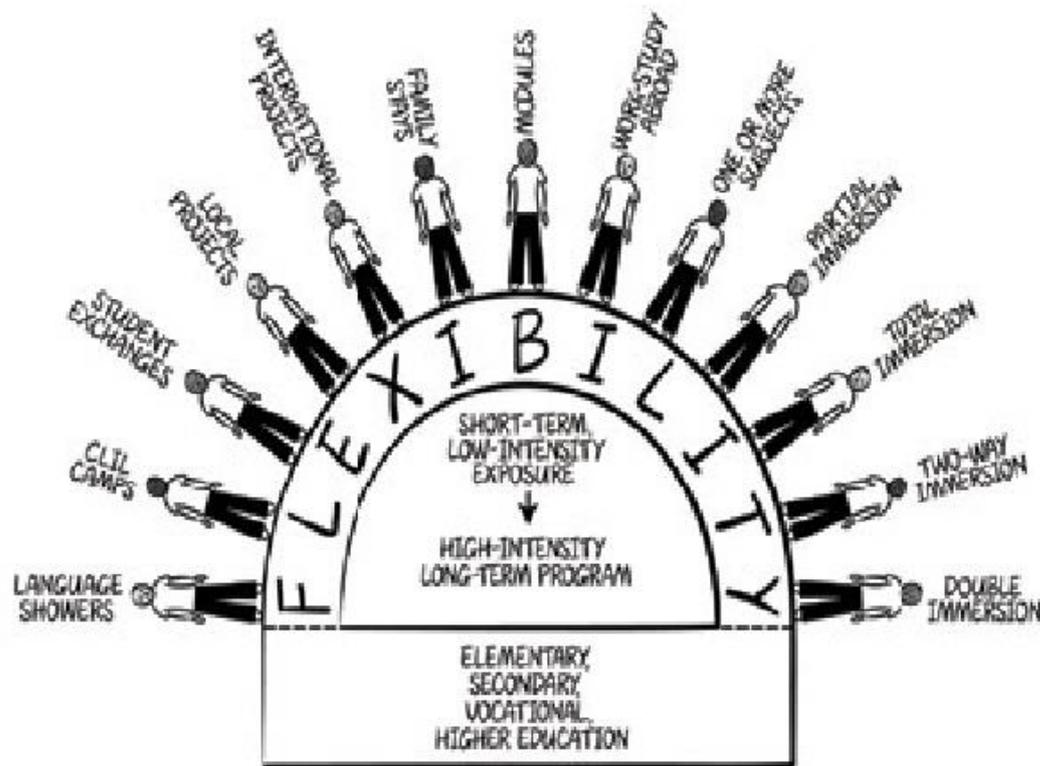
Insegnare una materia disciplinare non in una
lingua straniera, ma **ATTRAVERSO.....**



CLIL teachers can be: subject teachers, language teachers, primary school teachers and academic professors

CLIL

THE MANY FACES OF CLIL



MISCONCEPTIONS (LUOGHI COMUNI)

- Students are not able to learn well the subject itself.
- Only the brightest students can cope with CLIL.
- It is time-consuming.
- It requires great command of English Language both from teachers and students.

CLIL is an added-value



This means that we can continue using our favourite teaching approach while using the CLIL strategies.



CLIL means

Opening windows for personal achievement



CLIL INVITES YOU TO STEP OUT OF YOUR TEACHING COMFORT ZONE!



Putting CLIL into motion

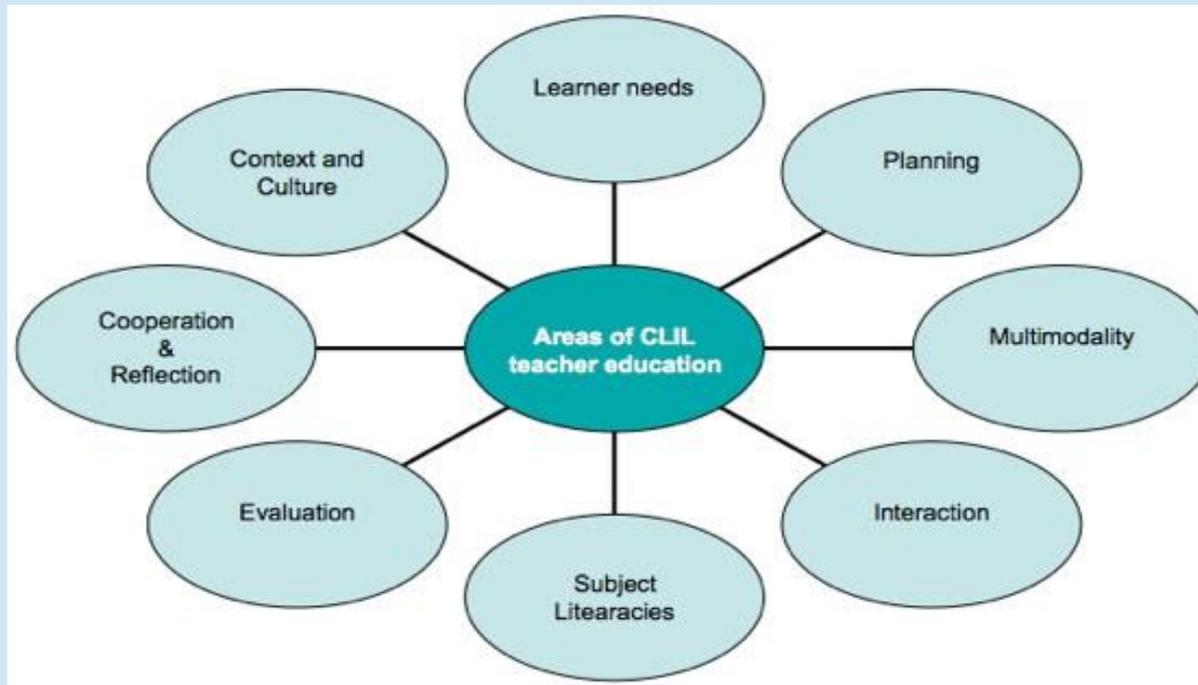


THE CLIL'S 4 “Cs”:

- ***Content:*** learning new knowledge and skills
- ***Communication:*** using language to learn while learning to use language
- ***Cognition:*** developing thinking skills
- ***Culture:*** learning about your own and other countries' cultures

(Coyle 1999)

AREAS of CLIL TEACHER EDUCATION



**A CLIL Teacher has to be a good
JUGGLER...**



STEP ONE

**LEARNERS'
NEEDS**

The learner is the protagonist of any teaching/learning process, and CLIL learners, like any other learners, will show a wide range of diversity in background, interests, attitudes, learning styles and motivation.

CLIL teachers should be aware of and appreciate this diversity in the context of learning subject matter in an additional language. They should be aware of and take into account their learners' general conversational and academic language skills, they should relate aspects of the discipline to their learners' personal background knowledge and general interests.

Learner autonomy is particularly important in CLIL as learners may have to do independent research and use strategies for dealing with larger amounts of text than in traditional language teaching

STEP TWO

PLANNING

Planning should be guided by understandings of effective approaches used in both the content discipline and in foreign language teaching. In addition to identifying what language and what content will be taught, CLIL teachers should consider in planning how language will be used in the teaching and learning processes. CLIL teachers should include assessment of both content and language development in planning.

STEP THREE

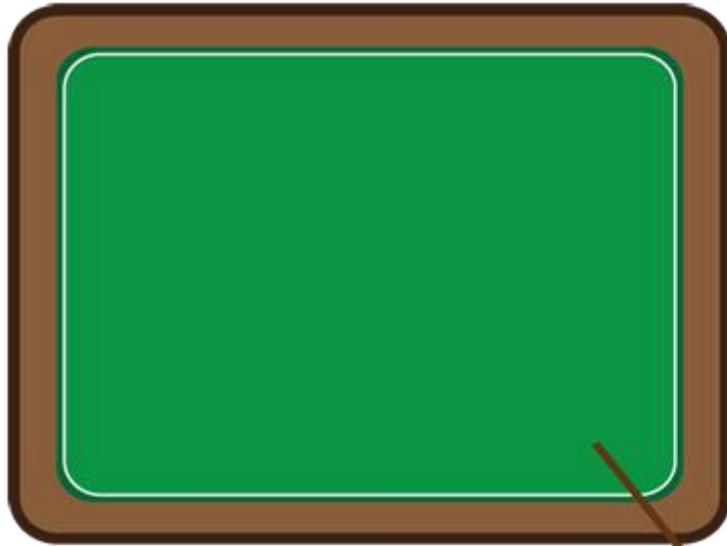
INTERACTION

CLIL teachers should be aware of and able to adapt their own discourse in the classroom to support their students in saying or writing what they want to say/write.

They need to use strategies and techniques which allow students to elaborate on their meanings, which do not cut them off or restrict them to short turns, and which encourage genuine negotiation of meaning.

The effective use of questioning is one important aspect of this, as well as awareness of the uses and pitfalls of common classroom patterns such as the IRF (initiation/response/feedback) exchange.

LOTS and HOTS ?



Lower-Order Thinking Skills (LOTS)

Lower-order thinking skills are used to understand the basic story line or literal meaning of a story, play, or poem.

This includes:

- **Wh questions.**
- **teaching relevant lexical items.**
- **relating to grammatical structures when relevant.**

HOTS

Higher-order Thinking Skills

- **Predicting**
- **Applying**
- **Inferring**
- **Sequencing**
- **Identifying parts and whole**
- **Classifying**
- **Comparing and contrasting**
- **Explaining patterns**
- **Explaining cause and effect**
- **Distinguishing different perspectives**
- **Problem solving**
- **Uncovering motives**
- **Generating possibilities**
- **Synthesizing**
- **Making connections**
- **Evaluating**

Some examples of scaffolding strategies:

- Brainstorming a topic to determine the existing level of knowledge
- Shortening sentences
- Using pictures and realia
- Breaking material into chunks
- Providing synonyms
- Rough-tuning
- Having students explain problem-solving

Chunking knowledge and repackaging knowledge

Information is better absorbed when it is packaged into **digestible bites/chunks**. Our minds unconsciously reject excessive information. So, to move information into our long term memory we need to anchor it to prior knowledge and therefore to use it, to organize it and to consider it relevant. As each small chunk of information is worked through, the student is likely to experience a feeling of success and to think that the task is “doable”.

Giving prompts

This means giving students **clues** and **asking questions** that help to point them into the right direction and to provide self-repair.

The Pet Peeve

This is a set of **fossilized errors** that the teacher needs to work on and to help the students become aware of.

STEP FOUR

**CONTEXT
AND CULTURE**

The real aim of CLIL should be a two way cultural journey:

“ACCULTURATION”

which means the ability to achieve

“awareness” of the culture that is different from our own.

“ENCULTURATION”

which means the ability to achieve self-awareness of our own culture.

We all live in our cultural shell



STRATEGIES for INTEGRATING CULTURE IN THE CLIL CLASS

Integrate language & culture.

Plan as carefully as culture activities and integrate them into the CLIL class.

Present culture with related thematic units and subject content.

Use a variety of techniques (speaking, listening, reading, writing).

Use textbook illustrations and photos.

CULTURE is the thread which connects
everything....within the CLIL classroom...

**and this is the challenge that CLIL is asking education to
take.....**

LANGUAGE and CULTURE are...

Two sides of the same coin



STEP FIVE

MULTIMODALITY

Why do we need to integrate CULTURE in the CLIL CLASS?

Language leads to cross-cultural understanding.

Language and culture are inextricably linked.

Students often approach target culture phenomena from within their own native-language cultural framework.

Pictures,
photos
paintings,
notices, posters

Audio texts:
interview,
speech,
song

PPT or Prezi
presentations

Written texts:
essays, articles,
notes, poems,
fiction

Videos

Other (para
and extra-
linguistic
signs, etc.)

LEARNING STYLES



Fleming N.
and Baume
D. (2006)

VARK

STEP SIX

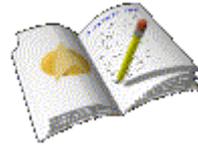
SUBJECT LITERACIES



Learning a specific discipline is inextricably linked to learning the language of that discipline. It is necessary for teachers to become aware of the specific language demands of their discipline.

This goes beyond identifying grammatical and lexical features. It is important for CLIL teachers to be aware of the different genres that they expect their students to understand and/or produce.

Genre can be simply defined as “the purpose of a text”: description, explanation, report of facts, report of events, etc. Each genre has specific linguistic features that characterise it.



**CLIL TEACHERS HAVE TO BECOME FAMILIAR
WITH THE TEXT CONVENTIONS OF THEIR
DISCIPLINE AT**

**GENRE/ TEXT LEVEL
SENTENCE LEVEL
VOCABULARY LEVEL**

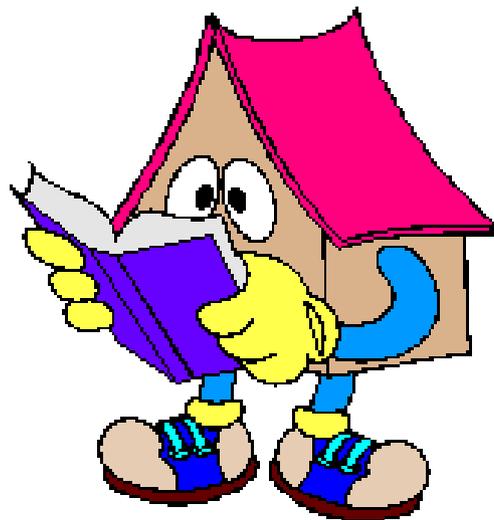
HOW CAN WE ADAPT MATERIALS?

- **At text level:** include visuals, diagrams, visual organisers
- **At sentence level :** give definitions and short explanations
- **At word level :** highlight key words (underline, bold font, different fonts, word banks, glossaries, different colours)

Possible tips to lower language anxiety

- Don't focus too much on yourselves
- Reduce teaching from the front
- Activate learners more
- Encourage learners to interact with each other
- Remember you are not the only source of language input ...
- Make use of audio, video or written material from the Internet (or coursebooks, magazines etc.)
- Remember language is for a purpose rather than language for the sake of language
- Your language will be easier to understand than a native speaker
- Remember learners need wait time
- Don't be afraid of silence
- You will be in your learners' shoes and understand your learners' difficulties better !
- Resort to code switching when necessary !

Patterns in Literature



- + Characters: Main & supporting; relationships; authenticity
- + Setting
- + Plot & Episodes
- + Moral or message
- + Genre

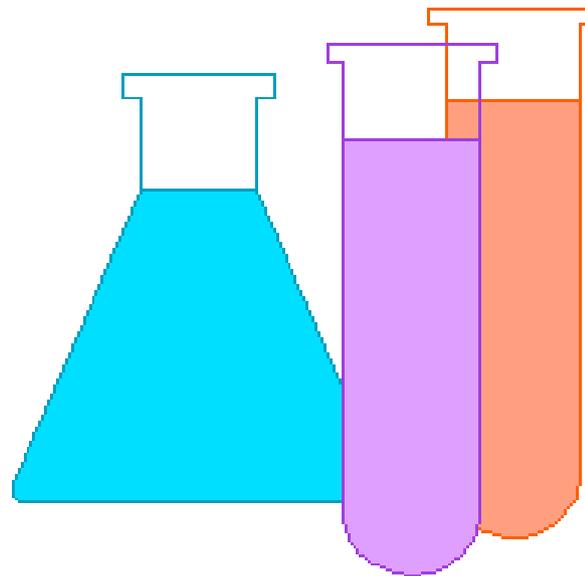
Patterns in Social Studies



- 📁 Cause and effect
- 📁 Definition or explanation
- 📁 Chronological or sequential events
- 📁 Compare and/or contrast
- 📁 Question-and-answer pattern

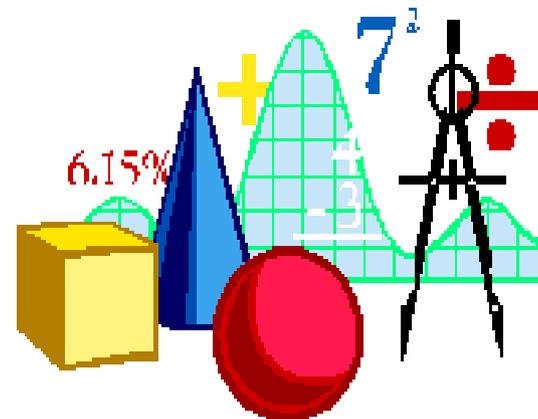
Patterns in Science

- ∇ **Classification**
- ∇ **Experimental**
- ∇ **Definition or explanation (with or without diagrams)**
- ∇ **Problem-solving**
- ∇ **Cause and effect**



Patterns in Mathematics

- Patterns and key words for solving verbal problems
- Evidence & reasoning
- Graphic relationships
- Symbolic relationships and operations



Genres in CLIL	Purpose	Example
NON-FICTION		
Discussion	to present an argument	Giving opinion for and against using nuclear energy (<i>environment</i>)
Explanation	to give reasons for how something works or why something is suggested	Explaining why there is not a relationship between the perimeter and area of a shape (<i>mathematics</i>)
Instructions/procedure	to tell the reader how to make or do something	Steps in how to write a computer program (<i>ICT</i>)
Persuasion	to convince someone of your point of view	An advertisement to show people how to make more exercise (<i>PE</i>)
Proposal	to recommend a future plan	How we can develop musical skills in the school (<i>music</i>)
Report	to present factual information, for example about an object, animal, person or place	A description of a democratic state (<i>politics</i>)
Recount	to recount past events, often in order of when they happened	A retelling of how a science experiment was set up (<i>science</i>)
Autobiography/biography	to retell events in your life or someone else's life	<i>The Life of Genghis Khan</i> (<i>history</i>)
Diary	to describe the events of a day or days	Samuel Pepys's diary (<i>history</i>)
Article	to describe or narrate a topic or theme for publication	<i>The Countryside is Alive</i> (<i>environment</i>)
Essay	to express a viewpoint in writing in a formal context	An essay on why public services should be improved (<i>geography</i>)
Letter	to express a point of view (personal or impersonal)	A letter to a city council about increasing the number of bus routes (<i>environment</i>)
Review	to describe and give a reasoned opinion about a play, book or event	A review of an artist's exhibition (<i>art</i>)
FICTION		
Narrative	to entertain and inform	A story from another culture (<i>literacy</i>)
POETRY		
Poem	to describe an event, person, object or feeling in lines of verse	A poem about winter (<i>literacy</i>)

GENRES in CLIL

Kay Benley, *The TKT Course- CLIL Module*, CUP, 2010. (pp. 37- 38)

STEP SEVEN

EVALUATION

- Evaluation and assessment in a CLIL approach can be complex, as evaluation activity has to measure both the attainment of targeted objectives for the content and for the development of language skills.
- Assessment and feedback will thus provide information about learners' competence and performance in both content and language, in three stages of assessment: **diagnostic, formative and summative.**

STEP EIGHT

**COOPERATION
AND REFLECTION**

The assumptions:

- Self-inquiry can tell us a lot about our teaching.
- Much of what happens in class is unknown to the teacher.
- Experience is insufficient as a basis for development.
- Critical reflection can trigger a deeper understanding of the learning process.

REFLECTION

- Can lead to a better understanding of our teaching.
- Can help us achieve a better conceptualization of our teaching.
- Can give us a more objective professional self-evaluation.
- Is a fundamental component within the professional development of a teacher and most of all, of the CLIL teacher.

Making CLIL come alive



© Can Stock Photo - csp8520858

Some reflections on how to plan a CLIL lesson

- What are my aims?
- What do my students already know?
- What communication will take place?
- What learning skills will be involved?
- What language support will be needed?
- Which materials will I use?
- How will learning be evaluated?

How to start a CLIL lesson?

A few examples

- **History (newspapers, posters, poem, songs)**
- **Philosophy (interview)**
- **Electronics (cartoons, video)**
- **Science (PPT presentations)**
- **Art history (mind map, paintings)**
- **Mathematics (glossary)**

How can we make a text more accessible in terms of language?

- by shortening it;
- by reducing length of sentences;
- by removing unnecessary details;
- by paraphrasing language;
- by highlighting key words;
- by giving subtitles;
- by changing the font, paragraph, layout;
- by associating terms according to families, synonyms/antonyms;
- by organizing subject-specific language in a diary apart.

Table of verb forms

Verb form	Subject	Example	Meaning
Present	Art Environment Mathematics Science	I'm using primary colours in the still life painting. The climate <u>is</u> getting warmer. A cube <u>has</u> six faces. Warm air <u>rises</u> .	an action happening now a changing situation a general truth a process
Past	Economics History Music	Interest rates fell last year. She <u>had ruled</u> for thirty years before the revolution <u>began</u> . The pianist <u>was playing</u> slowly when the drummer <u>beat</u> the triangle loudly.	a finished event looking back at an earlier past event an interrupted action
Future	Geography Literacy Politics	The erosion of the coast <u>is going to get</u> worse. Who <u>are you playing</u> in the film? The constitution will change next year.	a prediction from evidence a future activity giving definite information
Modal verbs	Economics ICT Environment Art PE Science Mathematics Music Environment	Some employers <u>can</u> be shareholders. You <u>could/may/might</u> find a link on this website. Some plastic <u>will/won't</u> biodegrade. The painting <u>must/can't</u> be Egyptian. We think the result <u>will</u> be a draw. You <u>must</u> wear goggles in the lab. You <u>have</u> to estimate before you do the calculation. You <u>don't have</u> to study music theory. People <u>should</u> recycle paper, glass and organic products.	possibility certainty deduction prediction obligation obligation not necessary recommendation
Conditionals	Mathematics Music Economics History	If you <u>add</u> two odd numbers, the answer is always an even number. Nobody <u>will hear</u> the choir if the orchestra <u>plays</u> so loudly. If interest rates <u>fell</u> , savers <u>would</u> be affected. If the enemy <u>had been defeated</u> , the country <u>wouldn't</u> have changed.	general rule prediction hypothesis unreal past situation
Passive forms	ICT Literacy Geography Economics	New software <u>is going to be/will be</u> installed soon. New advertisements <u>are being designed</u> to promote the play The rocks <u>were formed</u> as a result of volcanic activity. An increase in profits <u>has been announced</u> by two global firms.	formal, impersonal
Reporting verbs	PE Environment	The coach <u>told/asked/advised</u> the players to change positions. They <u>promised/agreed to provide</u> more recycling centres.	to report what someone has said
Other verb forms	Art Economics	When you have finished drawing, start painting They want to <u>build</u> more offices in the centre.	

Verb forms learners will meet in the subject matter.

Kay Benley, op. cit. (p. 13)

POSSIBLE HINTS

STARTERS

- Getting into the mood or lead in (pictures; stimulus and personal response; language provided)
- Looking back into a past topic to review things;
- Explaining the aim of the current lesson and how it fits into the syllabus
- Zooming in immediately on the main work of the lesson: “here’s your task...”

MIDDLES

- Using a text (written, recorded, visual, iconic)
- Using a stimulus (object, sentence starters);
- Using the following procedures: analysis, comparison and contrast, matching, expansion, reconstruction, reformulation, media transfer, interpretation, personalisation, creation, project work

CLIL UNIT/ LESSON PLAN

TOPIC	
TIMING	
CLASS	School Type/school year
UNIT/LESSON STRUCTURE	PPP /ESA

Subject Content Pre-requisites	What do my students already know as far as the subject topic is concerned?
Language Content Pre-requisites	What do my students already know as far as language is concerned?
Learning Aims/ Subject Content	COGNITION/COMMUNICATION/CONTEXT/C ULTURE
Learning Aims/ Language Content	COGNITION/COMMUNICATION/CONTE XT/CULTURE
Activities and Materials	PLANNING/ LEARNERS'NEEDS/MULTIMODALITY/ CULTURE& CONTEXT/ SUBJECT LITERACIES/ INTERACTION/ COLLABORATION/
ASSESSMENT	FORMATIVE? SUMMATIVE ?

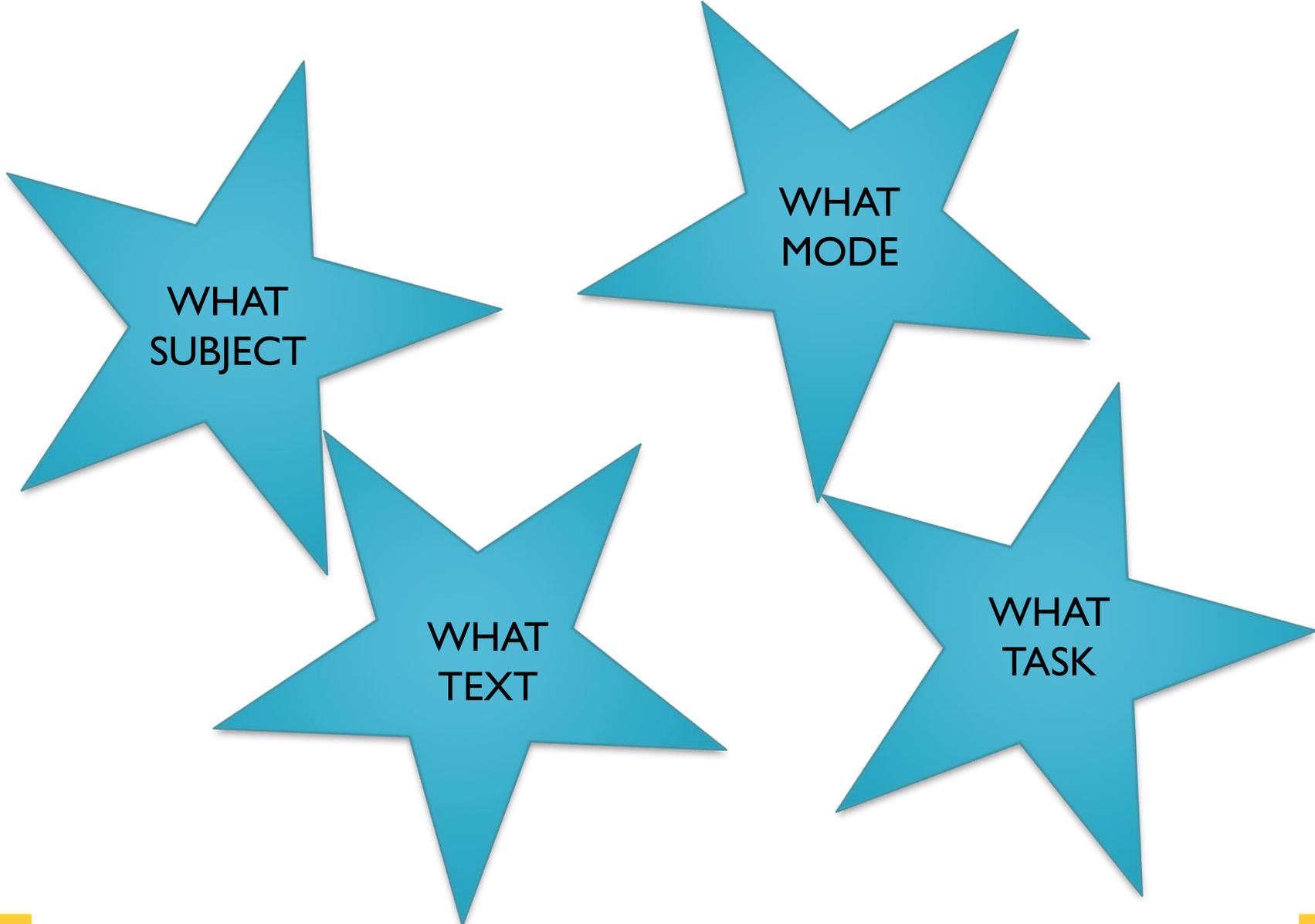
GROUP ACTIVITY

(according to your subjects)

Take common decisions about:

- *the topic of your lesson;*
- *the input you would choose (genre, text, auditory, visual, etc.)*
- *the activity you plan before the input;*
- *one task to be carried out by students while working on the input.*

FEEDBACK on GROUPWORK



WHAT
SUBJECT

WHAT
MODE

WHAT
TEXT

WHAT
TASK

F
I
N
A
L

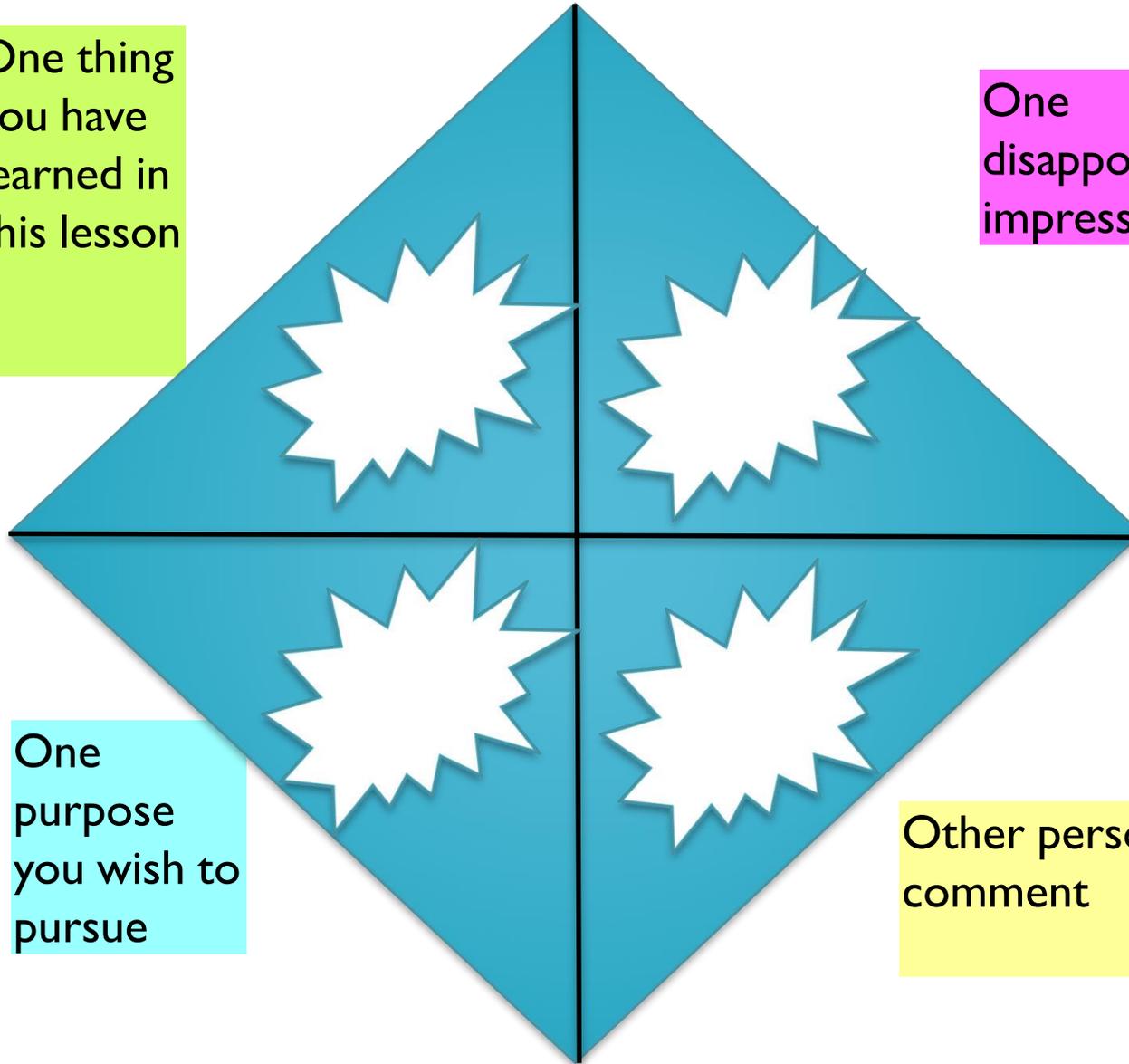
R
E
S
P
O
N
S
E

One thing
you have
learned in
this lesson

One
disappointing
impression

One
purpose
you wish to
pursue

Other personal
comment



Joanne's De Agostini Publications



Spataro, J. Favilli, F & Lessi G. ***Risorse CLIL per l'Insegnante: MultiMath (Introduzione alla Metodologia CLIL e risorse esemplificative)***. De Agostini Scuola (2015)

Spataro J. & Marini I. ***Risorse CLIL per l'Insegnante: MultiScience***. De Agostini Scuola (2016)

Spataro, J. Favilli, F & Lessi G. ***CLIL per Studenti: MultiMath***. De Agostini Scuola (2016)

REFERENCES

Bateman, J.A. (2011) *Multimodality and Genre*, Palgrave Macmillan.

Bentley K. (2010) *The TKT Course – CLIL Module*, CUP

CLIL across contexts: A scaffolding framework for CLIL teacher education
<http://clil.uni.lu>.

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge University Press .

Coyle, Hood and Marsh (2010) *CLIL – Content and Language Integrated Learning*. Cambridge University Press.

Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.

Mehisto, P., Marsh D. and Frigols, M. (2008). *Uncovering CLIL: Content and Language Integrated Learning in bilingual and Multilingual Education*. Oxford:Macmillan.

Spataro, J. (2005). *The Wind beneath the Wings*. Pisa: ETS.

Websites

CLIL Compendium www.clilcompendium.com/

CLIL Consortium www.clilconsortium.jvu.fi

International CLIL Research Journal www.jcri.eu

CLIL cascade network www.ccn-clil.eu

Sito ANILS – vedi spazio CLIL <http://www.anils.it/>

**CLIL is a 50 to 50%
relationship!**



Joanne Spataro
University of Pisa
joanne.spataro@unipi.it

