CLIL

CHELTENHAM
07-14 febbraio 2016

C.L.I.L. è l'acronimo di CONTENT and LANGUAGE INTEGRATED LEARNING e rappresenta un metodo utile alla trasmissione di contenuti disciplinari, tramite l'uso di due lingue: quella madre ed una lingua straniera (solitamente l'inglese).

L'inserimento di alcuni stimoli didattici in lingua straniera, non permette solo di aumentare le occasioni di studio di una seconda lingua, bensì offre la possibilità di guardare ai contenuti secondo diverse "ottiche di pensiero". Ciò, perché la struttura di una lingua corrisponde anche alla struttura di un modo di pensare.

Questo permette di ampliare le proprie vedute, secondo prospettive diverse e, non ultimo, di incuriosire i ragazzi rispetto all'approccio a documenti e scambi internazionali.

La metodologia C.L.I.L. non solo ha l'obiettivo di alzare il livello di conoscenza della lingua inglese, inserita come strumento per veicolare contenuti nelle varie discipline, ma vuole anche agire sulla pedagogia, spostare il centro dell'attenzione: dalla domanda COSA insegno a COME insegno.

La sessione di lavoro-formazione da noi vissuta a Cheltenham, ci ha reso, tra le altre cose, consapevoli di alcuni importanti ingredienti per la buona riuscita di un progetto C.L.I.L. nelle nostre scuole:

- pensare il bilinguismo non come occasione per i ragazzi di "immersione" in una lingua straniera, ma come "integrazione" di esperienze e contenuti;

- collegialità: un buon progetto di bilinguismo non può che venire dalla buona collaborazione del team, particolarmente tra insegnanti di lingua straniera e quelli di discipline specifiche;

- essere attenti al processo di apprendimento nei ragazzi e non all'atto dell'istruire.

Durante il corso sono emerse riflessioni sulle finalità del lavoro dell'insegnante, sui metodi che utilizziamo, su come possiamo adottare nuove metodologie e valutare l'efficacia del nostro operato per cogliere le "evidenze dell'avvenuto apprendimento". Non capita spesso di avere tempo e stimoli sufficienti per pensare alla metodologia e abbiamo avuto l'opportunità di confrontarci con altri colleghi provenienti da vari paesi europei.

Aspetto chiave della metodologia CLIL è la Collegialità, la necessità di condividere con i colleghi le attività da svolgere in classe, gli obiettivi, i metodi, i risultati..., per avere sempre la visione d'insieme, per adottare strategie diverse che mirino allo stesso obiettivo e quindi: Collaborare.

Adottare la metodologia CLIL non significa introdurre l'inglese in tutte le altre materie o insegnare le varie materie solo in lingua inglese ma utilizzare l'inglese, insieme alla lingua madre, come strumento per veicolare i contenuti. Questo significa che si possono sviluppare in lingua inglese anche solo il 20% degli argomenti del programma, dando priorità alle materie che consentono l'integrazione dei contenuti. Con questo tipo di strategia si richiede agli alunni di fornire il loro contributo alla lezione attraverso il coinvolgimento, la produzione e la riflessione, con attività e strategie mirate e pianificate che stimolino l'attività cognitiva degli studenti, i quali saranno messi nella condizione di pensare, di trovare da soli delle soluzioni, di estrapolare dal testo e quindi di contribuire in modo attivo al processo di apprendimento.

CLIL METHODOLOGY

A quick report based on the **contents** and the **activities** developed in the course

"C.L.I.L – METHODOLOGY AND LANGUAGE"

held in Cheltenham, 07 – 14 February 2016

The report is based on the lectures and workshops held by Prof. Diana Hicks.

Nella Lingua Inglese si riscontrano sostanziali differenze tra *lingua parlata (**Accurancy**)* e *lingua scritta (**Fluency**).*

La lingua parlata viene anche definita ***CALP*** *(Cognitive Accademic Language Profiency),* quella scritta ***BICS*** *(Basic Interpersonal Communication Skills).*

La lingua scritta presuppone *accuratezza e assenza di errori*, mentre quella parlata si fonda sulla *finalità comunicativa e la comprensione* che a volte prescinde dalla forma strettamente grammaticale.

Nella lezione CLIL si deve lavorare sulle **BICS** (basic interpersonal communication skills) abilità comunicative riferite al parlato, non sul **CALP** (cognitive academic language proficiency), abilità prevalente nello scritto.

Gli studenti, con la metodologia C.L.I.L., devono comunque tendere al rispetto delle strutture grammaticali che abilitano alla lettura (*reading*), alla scrittura (*writing*), all'ascolto (*listening*), alla comunicazione (*speaking).*

DALL'IDEA AL PROGETTO DI UNA UNITA' DI APPRENDIMENTO

FASE PRELIMINARE:

a) Occorre **raccordare collegialmente** le discipline - coinvolte nella/e unità di apprendimento- con i docenti di Lingua Inglese.

b) Riflettere, prima di avviare la progettazione, su alcuni aspetti:

a) qualità della relazione tra colleghi

b) Impegni e responsabilità rispetto al progetto dei docenti di disciplina non linguistica in relazione agli obiettivi di apprendimento degli studenti individuati

c) impegni e responsabilità dei docenti di Lingua Inglese

d) organizzazione efficace di ogni attività.

Ecco di seguito alcune questioni aperte sulle quali la docente Diana Hicks ci ha fatto riflettere:

Relationship: key questions

1. Do I get on with this person?
2. Shall we work formally or informally?
3. How can we equalize the relationship?

Subjects teachers responsibilities

1. Subject specific vocabulary
2. Text types/genres common to their subject
3. Language functions required by their subject

English Language teachers responsibilities

4. Listening skills
5. Reading skills
6. Note taking skills
7. Study skills
8. Spelling and punctuation
9. Grammar
10. Pronunciation
11. Self-evaluation
12. Development of learner strategies

Organisation

1. Decision making forum: where? When? How? What?
2. Possible syllabus changes particularly for language teachers
3. Possible timetable changes
4. How to share resources?
5. How to reduce preparation time?
6. How to obtain resources?
7. Assessment?

Qui di seguito viene riportato un esempio di un modello di progettazione standard di una unità di apprendimento con la metodologia C.L.I.L.

Balance Planning Model – Lesson planning and or Units of work

Diana Hicks

Compulsory	**SKILLS** *(list) according to English teacher)* *(What kind of skills do the pupils develop? Eg.: Reading/speaking/co-operation/design..)*	**LEARNING STYLES** *Am I covering styles or emphasizing only the verbal-linguistic/aural and logical-mathematical learners?*	**COGNITIVE SKILLS**	**AUTONOMY/ DECISION MAKING** *Who? What? (choose an activity; eg: in a book page....) Timing (How long do you think you need?) (To have the responsibility of what they do) When and when do the students make choises about their learning?)*	**EVALUATION** *(reflection by the student – self-evaluation) (Which activity today has product best?) (What do you think you need to practice this?) Do I leave time for students own evaluation of their progress/concerns/ weak and strengths*
	CONTENT *(Two or more works that go together and have a sense)* 1. What do I want the students to learn? 2. What visuals can I provide to represent/support this content? 3. How can the pupils produce this content as a visual?			**LANGUAGE** (Type the language used) **CHUNKS** (Idioms – Phrasal works – Collocation) **VOCABULARY** (List of terms) **GRAMMAR**	
Optional	**COMMUNITY DISPLAYS/IMPACT ON LIFE OUTSIDE** *(Eg: to make a poster to the neighbored – out of the school)*	**VISITS**	**COLLEAGUES**	**PERENTS/ VISITORS** *(What they expect?) (Eg: a presentation)*	**ASSESSMENT**

The reasons why we use a Balance Planning model
Advantages of the Balance Planning model

1. It helps teachers and students recognize common and frequently recurring features *(=aspetti)* of language in their subject
2. It creates a shared language for collegiality
3. It offers a principled process for constructing activities which integrate language and content
4. It enables teachers to plan more quickly, efficiently and effectively *(=efficace)*
5. It helps teachers focus on what students need to understand

6. It established a match between thinking skills, knowledge, understanding and the two languages
7. Enable teachers to work towards appropriate assessment activities
8. It identifies potential language demands
9. It provides a checking mechanism to ensure that neither language nor content "get lost" during a lesson or unit.

CHUNKS

Sono due o più parole (a volte brevi frasi) che sono frequentemente usate nei testi scritti o nelle verbalizzazioni.
Si distinguono in "generali", se sono utilizzabili in ogni disciplina e "speciali" se sono parole o espressioni tipiche della singola disciplina.

I Chunks rappresentano strumenti normalmente utilizzati come approccio per la comprensione del testo ("text attack strategy") e sono alla base per riconoscere e **ricordare Frasal verbs, verbs, idioms, ecc.**

GENERAL CHUNKS: (we generally use) eg: "The majority of.." "A lot of…"

TOPIC CHUNKS: (linguistic tools) (specific words) eg: "War was declared…", "The novel deals with…", " Population decreased…."

Qualche esempio di *general chunk:*

1 . at the same time	6. in the case of	11. at the end of
2. the nature of the	7. At the beginning of	12. the role of the
3. in the course of	8. to the fact that	13. the relationship between the
4. to do with the	9. on the basis of	14. in the same way as
5. it is important to	10. in relation to the	15. it is possible to

Qualche esempio di *topic chunk:*

1 . credit end debit	6. the company has increased the turnover	11. at the end of
2. put money in a bank	7. belonging to an army	12. the role of the
3. the average is	8. the progect was established	13. the relationship between the
4. to do with the	9. conservation decisions	14. to protect from desease
5. it is important to	10. training sessions	15. its leader is…

La prof.ssa Diana Hicks ci ha messo a disposizione i principali indicatori delle conoscenze, abilità e competenze **- COGNITIVE TASKS –** tratti dalla **BLOOM'S TAXONOMY**

TAXONOMY OF EDUCATIONAL OBJECTIVES:
BLOOM, B.S.: 1984,PEARSON
La Tassonomia può essere suddivisa in sei sezioni a cui possono essere assegnati indicatori differenti a seconda delle conoscenze, abilità e competenze da valutare.

When planning your lessons or units ok work, ask yourself "How often am I asking my student to do these kinds of cognitive tasks?"

Action research: Make a copy of this sheet for each class and tick off each type of thinking skill for each task

1. Assessing	19. Discussing	37. Modifying
2. Calculating	20. Estimating	38. Planning
3. Changing	21. Examining	39. Predicting
4. Classifying	22. Experimenting	40. Preparing
5. Collecting	23. Explaining	41. Quoting
6. Combining	24. Formulating	42. Ranking
7. Comparing	25. Generalizing	43. Re-arranging
8. Completing	26. Grading	44. Recommending
9. Composing	27. Identifying	45. Relating
10. Concluding	28. Illustrating	46. Rewriting
11. Contrasting	29. Integrating	47. Selecting
12. Creating	30. Interpreting	48. Showing
13. Deciding	31. Inventing	49. Solving
14. Defining	32. Judging	50. Substituting
15. Describing	33. Labeling (costruire un diagramma)	51. Summarizing
16. Designing	34. Linking	52. Telling
17. Differentiating	35. Listing	53. Testing
18. Discovering	36. Measuring	54. What if?

Type of thinking	Verbs in task instructions
1. Knowledge	List, define, describe, identify, show, label, collect, examine, tabulate, quote name
2. Comprehension	Summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend **These tasks require students to extend their knowledge and apply it to other context/situations**

3. Application	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover **These tasks require students to select knowledge to answer the question or solve a problem.**
4. Analysis	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer **These tasks require students to see connections and make links between different parts.**
5. Syntesis	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, What if?, compose, formulate, prepare, generalize **Pupils are required to build on previous knowledge by making a personal or new process**
6. Evaluation	Assess, rank, grade, measure, test, recommend, convince, select, judge, explain, discriminate, conclude, compare **Pupils are requested to recognize bias, subjectivity in an argument, make choises using reasoned argument, verify value of evidence.**

Towards CLIL pedagogy
Dr Diana Hicks

Action Research sheet
What do I do in class?

What do my students do in class?

What happens in your lessons? Who is doing what? When?

Time	Teacher is doing what?	Students are doing what?	Task	Outcome
10.00-10.05				
10.05-10.10				
10.10-10.15				
10.15-10.20				

10.20- 10.25				
10.25 – 10.30				
10.30-10.35				
10.35-10.40				
10.40-10.45				
10.45-10.50				
Total times				

Lesson Planning   When I plan a lesson I do the following

	Yes	Sometimes	No
1 Consider the learner styles of the pupils in the class			
2 Consider the different proficiencies			
3 Plan choices for pupils			
4 Consider the purpose of each task in terms of lesson objectives			
5 Allow time for reflection at the beginning. Middle and end of the lesson			
6 Consider the different modes of learning – whole class, individual, pair and groups			
7 Plan for early finishers			
8 Plan for problems			

9 allow for creativity			
10 think about role and purpose of home learning			

What other things do you do when you plan a lesson/unit of work?

Lesson Structure

Stage	Strategies	Skills used
1 Tuning in	**Start from the students!** Brainstorming Asking questions Discussion Making drawings/diagrams	Questioning Organising Sharing ideas Listening Talking Planning Predicting Estimating Querying
2 Finding out	Visitors Outside visits Videos Research on web/CD roms Reading Experiments	Summarising Asking questions Selecting information researching Reading Note taking Finding resources Collaborating

		Comparing and contrasting
		Making connections
		Using IT
		Making decisions
3 Sorting out	Classifying/grouping/sorting Charts/graphs/ sequencing – narrative/process	Organising
		Classifying
		Seeing links/patterns
		Collaborating
		Presenting ideas
		Talking
		Listening
		Reading
		Interpreting
		Writing
		Drawing
		Reporting
		Testing
		Inventing/Designing
		Using IT

		Making decisions and choices
4 Reflecting	Self evaluation and assessment	Responding
	Peer evaluation and assessment	Speaking and writing clearly
	Learning journals	Performing
	Portfolio choices	Clarifying
	Public display/publicity	
	Teacher evaluation and assessment of learning	

Balance Planning Model – Lesson planning and/or Units of Work

Diana Hicks

Skills	Learning styles	Cognitive skills	Autonomy/ Decision making	Evaluation

Content	Language
	Chunks
	Vocabulary

	Grammar			
Community Displays/ Impact on life outside	Visits	Colleagues	Parents/Visitors	Assessment

La Prof.ssa Diana Hicks ci ha poi fatto riflettere sui tipici **tempi verbali richiesti specificamente dalle singole discipline per la comprensione di un testo e la riproduzione scritta e/o orale:**

SCAFFORD= tenses needed for content understanding and reproduction

I docenti coinvolti nella progettazione di attività didattiche con la metodologia C.L.I.L devono infatti riflettere sui tempi verbali che dipendono principalmente dalle discipline interessate.
Per esempio nel caso di Scienze, Geografia, Storia, si assiste ad un uso spesso diverso dei tempi verbali.

Occorre fare riferimento al testo assegnato ed invitare gli studenti ad osservare i tempi verbali utilizzati e quelli che gli allievi devono utilizzare per le risposte.

Tenses needed for content understanding and reproduction

Bilingual subject teachers often worry that they don't know enough about English grammar and tenses. Don't worry!

Tenses are like tools in a tool-box. You only use the one you need for the job. Some tools you never use because you never do those jobs! Just learn how to use the ones for your subject.

Science (including some Geography)	History
1 Present simple	1 past simple
2 Present simple passive	2 past perfect
3 Past simple passive (experiments)	3 past passive
4 'will' future'	4 third conditional

Check your textbooks now!

1 Get into the habit of noticing which tense is dominant in texts you ask students to read (check with ELT teacher that students have covered it)

2 Before reading a text ask students to look at the tense used before they process the content

3 Ask students to think about the tenses they need before starting a piece of writing, for example: Look at the questions below. What tense/s will you need to write the answers?

Geography	Biology
1 What is the difference between weather and climate?	1 Explain why blood in arteries is a brighter red than the blood in veins
2 Will a rain gauge in Oxford give a useful measurement when studying rainfall in UK? Explain your answer	2 Why is cross-pollination usually better than self- pollination?
3 What effect do you think straightening a river might have?	3 What special problems would mammals have in using evaporation to keep cool if they lived in a dry desert?
4 Why are oil-fired power stations and nuclear power stations found on the coast?	4 The River Thames used to contain salmon but until recently there had been no salmon for many years. Why was this?

Chemistry	History
1 Why is carbon dioxide a very important gas for living organisms?	1 Which facts about Mussolini's appearance can you find in the source?
2 Describe why substances are more likely to react together in a solution than in solid form.	2 What did Stalin think would happen if the allies invaded France?
3 What would happen if you cooled a saturated solution of copper sulphate from 70 degrees C to 10 degrees C?	3 Describe what happened in eastern Europe after 1945
	4 Explain why the first world war was different from all previous wars

Chunks are 2 or more words which are frequently used together.

Three word general chunks (Ronald Carter – Collins dictionaries)

I don't know (if)	Be able to	We've got a
A lot of	At the end	And so on
At the moment	The end of	To do with
We need to	To do it	Do you think
I don't think (so)	We have to	You want to
The end of	Have a look	You can see
In terms of	You know that	This is a
A bit of	A couple of	There is a

Four word general chunks

1 on the other hand	14 in the form of	27 the extent to which
2 in terms of the	15 in the process of	28 in relation to the
3 in the context of	16 a great deal of	29 the role of the
4 at the same time	17 at the beginning of	30 one of the most
5 in the case of	18 at the time of	31 the analysis of the
6 as well as the	19 on the one hand	32 the relationship between the
7 at the end of	20 is one of the	33 can be seen as
8 on the part of	21 a wide range of	34 as part of the
9 the nature of the	22 a large number of	35 in the number of
10 as a result of	23 the fact that the	36 to the fact that
11 in the course of	24 the way in which	37 has to do with
12 the part of the	25 it is important to	38 in the same way as
13 to do with the	26 on the basis of	39 it is possible to

Binomials- These form common chunks

All or nothing	Great and small	Rock ands roll
By and large	Here and there	Facts and figures
Peace and quiet	Now and then	Odds and ends
Safe and sound	Rules and regulations	Out and about
Wait and see	Loud and clear	Far and wide
Trial and error	Compare and contrast	Profit and loss
Pros and cons	Fair and square	Plain and simple

Bilingual methodology- changes

Successful CLIL/Bilingual methodology is not monolingual methodology given in L2 or L3.

We need to make changes to

Changes	Your grade (1-5)
1 Teacher language awareness	
2 Student language awareness	
3 Tasks	

4 Assessment strategies	
5 Working relationships with colleagues	
6 Relationships with parents	
7 Our view of language 'success'	
8 Our view of what learning success is	
9 Our view of how learning takes place	
10 Lesson planning	

Grade from 1 (easy) – 5 (difficult) what you think will be/has been easy/difficult for you.

Are there other aspects of teaching and learning you feel are necessary to change?

Attività per la scuola primaria

The rain cycle

Diana Hicks

Equipment: a straw or felt tip for each child, some blu tak, felt tips and some small pieces of paper

Dictation for picture sticks

1 The sun shines

2 The sun shines on the water

3 The water gets hot

4 The water becomes vapour

5 The vapour goes up to the sky

6 The vapour makes a cold cloud

7 The wind blows the cold cloud

8 The cold cloud meets a warm cloud

9 The vapour becomes water

10 It rains

Sequence

1 Give each child a number from 1-10

2 Read sentences. Children draw a picture for their number.

3 Give each child a straw or lollipop stick or piece of garden cane.

4 Children stick pictures with blu tak on canes

5 Children make a circle with picture sticks from 1-10

6 Say the sentences and the children start walking/running around the circle

7 Children exchange pictures.

8 Make a circle in sequence 1-10

9 Say the sentences and children move again

10 Children stand in circle and say their sentences

11 Children return to seats and make a circular display with pictures and sentences

Teacher reflection:
What learning styles have been drawn on here?

What language have the children developed?

Attività per la scuola secondaria di primo grado

Traffic lights: the sun and the solar system

Children work in groups of three or four. They need a red, green and orange/yellow felt tip

A Underline in green everything you understand
B Compare in your group
C Underline in yellow everything you can guess
D Compare in your group
E Underline in red everything you don't understand
F Check with your group

The sun is our nearest star. It is not solid but made of burning gas. The sun spins around and takes about four weeks to revolve once. Our planet Earth is one of eight planets which we know orbit the sun and make up our Solar System. They are called Mercury, Venus, Mars, Jupiter, Saturn, Uranus and Neptune.

The sun is about 93 million miles away from Earth and gives us light and heat. The planets further from the sun are thought to be too cool to sustain life while ones closer to the sun are too hot.

Reading materials

1 Earth, Moon and Sun- group and project work

1 The sun is a star
2 The moon goes round the Earth
3 It takes one day – 24 hours- for the Earth to spin all the way round
4 The Earth is not straight up – it is tilted at an angle
5 The sun is much bigger than the Earth
6 The Earth is the third planet from the Sun
7 The sun gives us light and heat
8 The Earth is not a star – it is a planet
9 The sun is a big ball of gas
10 There is no air on the moon
11 The moon makes the tides at sea
12 It takes a year for the Earth to go round the sun
13 The sun is in the middle of our solar system

14 The moon does not shine	
15 It takes a month for the moon to go round the Earth	

Differences between Traditional language learning and CLIL

*Diana H*icks

Features of traditional language learning	**Features of CLIL**
1 Mother tongue use in classroom discouraged by teacher and students	1 Bi/trilingual classrooms – teacher and children
2 learning driven by structural syllabus- grammar	2 learning driven by functional and lexical need
3 maintained link between English and English 'culture'	3 link between English and international culture
4 encouraged 'correct/standard' pronunciation = RP	4 comprehensible pronunciation and intonation – 'world Englishes'
5 emphasis on language accuracy	5 emphasis on language fluency

6 predominance of 'respond' and 'imitate' activities	6 balance between 'imitate', 'respond' and 'initiate' activities
7 teacher centred	7 learner centred
8 deference to the native speaker	8 shared communication across other language users
9 dialogue based	9 wide range of genres
10 linear lessons	10 spiral lessons and Units of work
11 non-content based	11 content based
12 non-collegial	12 requires collegiality
13 non-cognitive	13 all kinds of cognition encouraged and required
14 uncreative	14 all kinds of creativity
15 un-reflective	15 reflection essential

16 many closed tasks	16 more open tasks
17 three stage lesson – Presentation, Practice, Production	17 lessons start from the pupils
18 learning given to learners	18 learning created by learners
19 focus on individual work	19 focus on pair and group work
20 sees mixed ability and non native speakers as 'problems'	20 sees all classes as opportunities for inclusivity

CLIL: THE MOST IMPORTANT THINGS TO KNOW

The **CLIL methodology** is an inclusive methodology. I.e.: CLIL lessons tend to use as many learning styles as possible so that all the students can be successful.

In CLIL, everything a teacher can do with his/her students is better than talking to them for hours.

In CLIL, the **objective** is: "all the students must be proficient in using the CALP L1 and L2"

If there is not **collegiality**, then there is no CLIL **lesson**.

In a CLIL lesson, every activity **starts** from what students already know or already can do.

In CLIL planning, the CLIL teacher **leads** the process.

The L2 teacher **follows and scaffolds** the language skills.

In a CLIL **lesson**, every task must make the students **think**!

In a CLIL lesson, use visuals 3 or 4 times more than in L1 lesson.

In a CLIL lesson, the **teachers** should support **individual learning** and the different kinds of intelligence/ways of learning.

In a CLIL lesson, work always in groups or pair. If you can, change the setting of the class – no more rows but islands -.

IL LAVORO DI GRUPPO
WORKING TOGHETHER
COOPERATION/COLLABORATION

Una parte delle lezioni è stata riservata al lavoro di gruppo, considerato come modalità operativa molto efficace per la metodologia C.L.I.L..
Infatti la Prof.ssa Hicks utilizza sempre con noi docenti
l'organizzazione in piccoli gruppi ogni volta che ci richiede di svolgere delle attività laboratoriali.
La composizione dei gruppi deve variare in base al tipo di lavoro che essi devono compiere. Sono state evidenziate, infatti, tipologie diverse di formazione dei gruppi con i benefici ed i limiti di ciascuna.
Un'attenzione particolare è, per es., da riservare alla qualità della relazione interna al gruppo, le abilità individuali, la predominanza o l'esclusività di genere maschile o femminile.

CLIL? AN ESSENTIAL DEFINITION!

L1(mother tongue)   L2(foreign language)

Specific contents
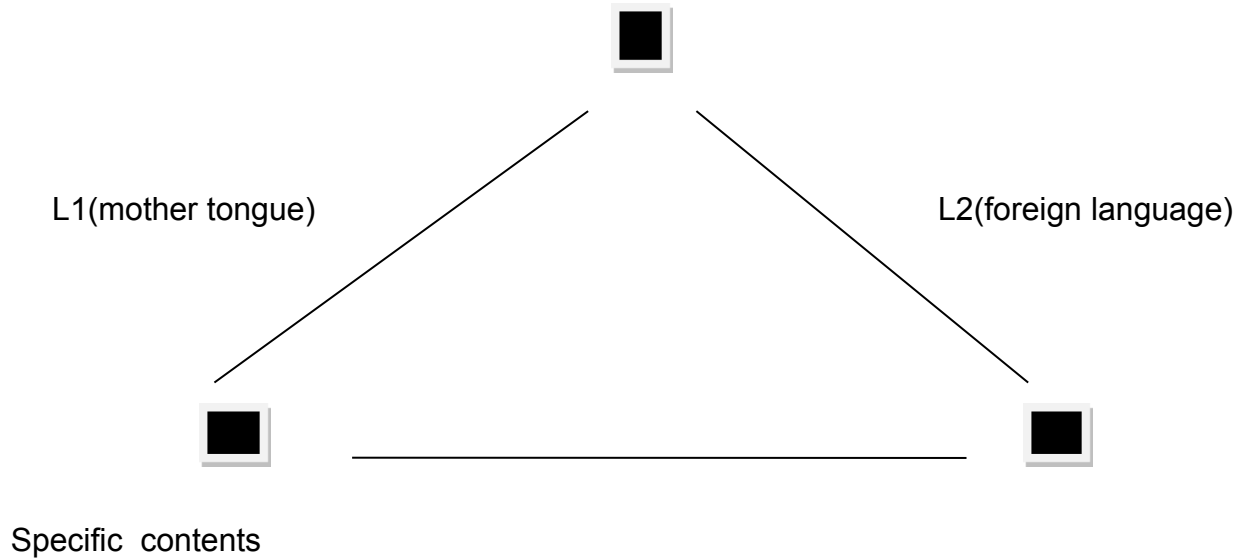
CLIL is a methodology that allows students to learn **contents**, to **be proficient** both in L1 and L2 and to improve **thinking skills**.

CLIL: HOW TO BE SUCCESSFUL!
THE LESSON STRUCTURE

	Introduction		An open task
	Explanation		Find out
NO	Exercise	**YES**	Sort out
	Test		Reflection

A CLIL lesson must be structured by using **open activities**, **cognitive tasks** and following a **spyral strategy.**

CLIL: HOW TO BE SUCCESSFUL!
THE LESSON STRUCTURE

What's an open activity?

An **Open Activity** is a task that *creates a need of knowledge*.
E.g., think of this question: "*What are the consequences of global warning*?" (in L2)

IF
the students in groups try to answer the question finding out all the information that they already have, if the students are requested to share these knowledges between the groups and if the teacher helps the students to sort out the relevant knowledges and only in the end the teacher completes the job by explaining what is missing

THEN
this is a an open task or an open activity.

CLIL: HOW TO BE SUCCESSFUL!
THE LESSON STRUCTURE

What's a cognitive task!

A **Cognitive Task** is a task that obliges the students to think, that sets clearly the criteria to evaluate the results, that helps the students to reflect and decide (individually or in group) how to reach the objective, that permits the students to evaluate if and how they have reached the result.
As an example, think of this task:
"produce a simple essays about the global warning. Your essays must contain the 4 relevant consequences on the environment, must express your ideas using appropriate words, must be no longer than 15 rows"

CLIL: HOW TO BE SUCCESSFUL!
THE LESSON STRUCTURE

What's a spyral strategy

A **Spyral Strategy** is a teaching strategy in which all the activities continuously scaffold skills. The typical scheme is the following:
start: share the knowledges and information
then: sort out knowledges and information
then: choose key- visuals to create a map mind (in L2)
in the end: make students reflect and reinforce their thinking skills

CLIL: HOW TO BE SUCCESSFUL! THE LESSON STRUCTURE

What's the Holy Grail ?

The **HOLY GRAIL** is that lesson/activity in which all the tasks make the students work on the thinking skills **and** on L2 skills **and** on specific contents.

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)

REMEMBER
in CLIL, the objective is that the students must be PROFICIENT both in L1 and L2, while learning to think and learning specific topics.
The CLIL **objective** on L2 (but also on L1): all the students must be **proficient** in using CALP language.

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)

According to Prof. Cummins, in teaching an L2 language we face 2 different types of language.

BICS (Basic Interpersonal Communication Skills): everyday language. It's peculiar to each place.
CALP (Cognitive Academic Language Proficiency) it's the common language that scientific community use to compare, contrast, analyze, narrate, classify, describe, etc.
It's universal.

Even if these distinctions are controversial, it is reasonable to assume that the objective of CLIL Methodology is "students must be proficient in CALP language both in L1 and L2".

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)

CALP (Cognitive Academic Language Proficiency) is the common language that scientific community use to compare, contrast, analyze, narrate, classify, describe, etc.
It's universal.

Being **proficient** in CALP L2 means that the students must be able to:
Read
Listen
Write
Speak

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)
HOW TO BUILD CALP SKILLS (L2)

The CLIL TEACHER must work together with L2 TEACHER in order to share responsibilities about CLIL LESSONS.
The success of the students in bilingual learning depends heavily on the capacity of the teachers (CLIL teachers and L2 teachers) to work collegially.

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)
HOW TO BUILD CALP SKILLS (L2)

What are the **responsibilities** of the **CLIL teacher**?
The CLIL teacher must:
Define activities and tasks specific for his/her subject
Fix the boundaries between L1 and L2 (what must be taught and known in L2 and what must be taught in L1)
Select appropriate textbooks and materials
Sort out nouns, verbs (and tenses), adjectives, chunks and lexical sets that are fundamentals for students
Select the appropriate key visuals and concept chains (the final outcome about topic)
Set the criteria for the final evaluation

CLIL: HOW TO BE SUCCESSFUL!
THE L2LANGUAGE(ENGLISH)
HOW TO BUILD CALP SKILLS (L2)

What are the **responsibilities** that CLIL teacher and L2 teacher **share**?

The CLIL teacher and the L2 teacher must work together to:
define a common syllabus
share resources (texts and multimedial)
Assess the students
Co-project tasks, activities, lessons and modules

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)
HOW TO BUILD CALP SKILLS (L2)

What are the **responsibilities** of **L2 teacher**? The L2 teacher must:
improve students listening, reading, note taking skills
Improve students' study and learning strategies and skills
expand students' CALP vocabulary (nouns, adjectives, chunks, lexical sets)
Expand students' grammar skills (especially the appropriate use of verbal tenses).

CLIL: HOW TO BE SUCCESSFUL!
THE L2 LANGUAGE (ENGLISH)
HOW TO BUILD CALP SKILLS (L2)

A general rule
Always fix the boundaries between L1 and L2: core activities must be develop in L2 and all the other tasks (further reading, reflection activities, deepening, etc..) can be developed in L1.
When the students (individually or in group) reflect on the work done, they must use L1.
When the students (individually or in group) work on the task they must use L2.

The assessment activities must respect the same criteria.
This rule is valid for every activity and for every task.

CLIL: HOW TO BE SUCCESSFUL!
ASSESSMENT PROCEDURES

What must be **assessed** in a CLIL lesson?
The **students** must reflect on the activities done and must evaluate what have they learnt, what has been good and what bad. They must explain why.
The **CLIL teacher** must reflect on the activities proposed to the students and must evaluate which tasks have been more effective and efficient in reaching CLIL objectives
The **students** must evaluate day by day their learning results using the criteria set up at the beginning of each lesson or module.

In a CLIL LESSON, always make evaluating criteria (both on L2 and specific topics) **very clear** at the beginning of the lesson
In a CLIL lesson, working in group can be a good way to assess results.
E.g., in a CLIL lesson, students should cooperatively assess the contribution of everyone to a common job (e.g., a presentation).
So, students should be taught how to make "*a peer-assessment*".

CLIL: HOW TO BE SUCCESSFUL!
ASSESSMENT PROCEDURES

To be a good teacher, every CLIL teacher should assess the job he/she is doing.
E.g., answering to such a question:
"how often am I submitting to my students cognitive tasks in class?"

To be a good CLIL teacher, every teacher should regularly fulfill and **action research sheet**. An **action research sheet** helps the

teacher to answer to the 2 following questions:

What do I do in class?

What do my students do in class?

In so doing, the teacher reflects on his/her activity and improves his/her methodology

CLIL: HOW TO BEGIN

If a class has never experienced CLIL METHODOLOGY, the best thing to do is

"*teaching/learning one or two modules/topics per year in English using both Mother Tongue (often translated) materials and English Materials*"

In CLIL, "*the driving force should be: increased motivation, participation, greater inclusivity and accessibility to both content and language.*"

CLIL: A FEW TECHNIQUES (1)

Look for Chunks is a useful technique to **learn** L2 language and recognize basic concepts, to **improve** vocabulary (L2 CALP), to **learn** useful expressions commonly used in CALP language (e.g., the extent to which, as a part of the, etc...)

Search for lexical sets is a useful technique to **express complex ideas** in L2 language and recognize basic concepts.

Concept Chains is a useful technique to **understand** causes effects relationships and to **sequence** events in a formal way

CLIL: A FEW TECHNIQUES (2)

Key Visuals is a useful technique to **teach** the students to make a mind map of complex phenomena (a process, a sequence of historical events, a problem with different causes, etc..)

Picture Dictation is a useful technique to **piece together** different sets of ideas and information about the past (e.g.: a revolution, a political crisis, and so on), to **improve** the use of the modal verb "could" (e.g.: it could happen that …........) to make hypothesis, to **understand** causes and sequence events in a formal way.

Jigsaw reading is a useful technique to **teach** the students to read and comprehend quickly a complex test, to act cooperatively to share information and knowledges.

CLIL BIBLIOGRAPHY

- To help you prepare for the Cambridge Exams CLIL Module, see "The TKT Course CLIL Module" (CUP) by Kay Bentley, ISBN: 9780521157339
- "Uncovering CLIL" (Macmillan) by Peeter Mehisto, David Marsh & Maria Jesus Frigols ISBN: 9780230027190
- "Teaching Other Subjects Through English" (OUP) by Sheelagh Deller & Christine Price ISBN: 9780194425780
- "Modern Languages Across the Curriculum" (Routledge Falmer, 2002) by M Grenfell (ed.)
- "A Resource Base for Bilingual Educators" (University of Jyväskylä, 1998) by Kroschewski, A., A Schuenemann, & D Wolff, ISBN: 951390282X
- "Learning Through a Foreign Language" (Stirling:Scottish CILT, 1999) by J. Masih, ISBN: 1902031687
- "Cross-Curricular English Activities" (Leamington Spa: Scholastic, 2001) by M. Birdsall

- "Cross-Curricular Activities" (OUP, 2003) H. Svecova
- "Bilingual Education: An Introductory Reader" edited by Ofelia Garcia and Colin Baker ISBN: 9781853599071

CLIL   WEBSITES

http://factworld.info

 http://www.ccn-clil.eu

http://www.teachingenglish.org

http://www.clilcompendium.com/

 http://www.grahamworkman.com

http://grahamworkmansecondary.wikispaces.com

Websites and tools for teaching and learning CLIL

All the websites mentioned in the seminar, along with many others, can be found at:
www.grahamworkman.com → Links →
http://grahamworkmansecondary.wikispaces.com
Then go to **Useful websites** where you will find all the links mentioned below.

The first link on the list is www.teachertrainingvideos.com because this website shows you how to do everything with your computer. The videos tell and show you what to write and where to click. Subscribe- it is free and every month you receive a list of the 10 best new language learning tools.
Below is a list of exploration activities. If something does not work go to the next item. Make a copy of the link so you can paste it into the wiki you will create for your class later on.

LISTENING

1 Go to http://www.lessonstream.org and find a video clip you like and can use with your learners.
Download the clip and the lesson plan that goes with it.
2 Choose a topic for your learners and go to http://www.teachertube.com see what is there.
3 Search through the site http://eslvideo.com and find an activity you can use with your learners. You can register on the site and create an activity based around a video from YouTube.
4 Go to https://www.awesomestories.com/ and use the search button for a topic you learners would be interested in listening to or reading about.
5 Find a film, TV series/show, or documentary you can recommend for learners http://ororo.tv/en

READING

6 Find a news item to read or listen to with your learners and download the worksheets onto your computer
http://www.breakingnewsenglish.com
7 See how you can make your own gap-fill texts/cloze tests automatically:
http: //1georges.online.fr/tools/cloze.html

VOCABULARY

8 Find and download a visual organiser you could use with learners for learning vocabulary, writing an essay, organize their studies
http://www.eduplace.com/graphicorganizer
9 Download the free program for making and storing crossword puzzles at
http://www.eclipsecrossword.com make a simple crossword to see how it works.
10 Go to http://puzzlemaker.discoveryeducation.com and see how you can make word search boxes, jumbled letter games and crossword puzzles for revising vocabulary.
11 Explore the sets of flashcards at http://www.studystack.com find a set you could give learners, e.g .
http://www.studystack.com/flashcard-227808

Copy the links and put them into your wiki. Sign in and create your own vocabulary exercises.

12 Explore http://quizlet.com and create a set of vocabulary items for learners to practice.

13 Watch the introductory video at http://learningapps.org and see how you can create and adapt range of interactive learning materials.

14 Check out what games you can use for revision of content and language, including Who wants to be a millionaire:
https://www.superteachertools.net

IN ADDITION

15 Visit https://www.coursera.org and choose a free course you would like to follow-

16 Find **Snipping tool** on your computer. See how it works. Put it on your task bar.

17 Download the **youtube downloader**, either from me on a stick or find it on google.

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