THE CLIL TEACHER
The Italian Reform of Upper secondary school.
Nota DGOS n. 4969 del 25 luglio 2014

Prerequisites to teach a subject in a foreign language

Within the Methodological field:

The DNL teacher can find, choose, adapt and create materials and teaching resources to get the most of the CLIL path/class, even resorting to ICT tools/resources.
Nota DGOS n. 4969 del 25 luglio 2014 (2)

Indicazioni nazionali per i percorsi liceali

Have to do with the specific learning aims that are linked to the subjects which are included in the curriculum.
Nota DGOS n. 4969 del 25 luglio 2014

Licei

"... Though gradually, experiences in the Foreign language will also be carried out thanks to a hands-on approach and they will aim at the oral and written comprehension as well as reinterpretation of subject-specific contents."
Nota DGOS n. 4969 del 25 luglio 2014 (4)

“... The student … will use IT resources/means in order to
- Make research,
- Look deeper into subject-specific matters,
- Creatively express his thoughts and communicate with foreigners
3.2 Technical schools

Integration of language and contents is attained through a hands-on approach, workshops and manipulative activities.
Nota DGOS n. 4969 del 25 luglio 2014

4.2. CLIL paths will be developed thanks to sharing of best practice at national or international level and the use of ICT.
Liaising with other schools or school networks by means of videoconferencing or webinars with national or international pundits, is highly recommended to share competences and good practice.
Nota DGOS n. 4969 del 25 luglio 2014 (8)

For instance
Open classes which involve more students from different classes
E-learning (led by expert teachers from foreign countries) may be applied to develop CLIL learning paths.
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THE CLIL TEAM at school

Who are its actors?
What is the role of each of them?
Normativa CLIL

www.miurambientelingue.it

CLIL AN OVERVIEW – a European trend

- EMILE (Enseignement d’une Matière per l’Intégration d’une Langue Etrangère)
- AICLE (Aprendizaje Integrado de Conocimientos Curriculares y Lenguas Extranjeras)
- FAUA (Fremdsprache als Unterrichts- und Arbeitssprache).
THE CLIL FOCUS

While spreading throughout Europe, CLIL is gradually fostering a shift from teaching in English to Teaching through English. As CLIL focuses first on content, language becomes the medium through which previously unknown concepts are transmitted, grasped and retained.
WHY CLIL?

- Draws more students
- Builds teams
- Prepares for future studies/occupations
- Fosters a cross-cultural dimension
- Boosts school image
Strong points for students

- Fulfills the project need
- Combines knowledge with skills
- Builds up cooperative bonds
- Breaks away from the ordinary
- Projects the student towards his future
BROADENING HORIZONS

CLIL RESEARCH AND EXPERIMENTATION  

ACQUIRING NEW EQUIPMENT AND TEACHING AIDS

IN-SERVICE TRAINING  

TEACHER EXCHANGES

DEVISING NEW MATERIALS  

SOURCES FOR FUTURE USE AND REFERENCE

Roberta Pugliese
Science labs and IT labs are often overbooked, thus not available.

Students and teachers are poorly rewarded.

Students are forced to stay longer at school.
A TASK FOR YOU –
Talk to your partner

Think back to your own experience as a CLIL teacher.

- Have you ever experienced such constraints/disadvantages?
- If so, how did you cope with them in your school?

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Feasible ways-out

Resorting to BYOD or the FLIPPED CLASSROOM strategies (which will be covered in next class).
A TASK FOR YOU

Click on the links below and go through the teaching Units provided in outline to elicit CLIL main features


GLOBAL WARMING

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CLIL RELIES ON THE USE OF:

- Realia and visual aids in order to support knowledge acquisition
- Mind maps and graphs to sum up key words and ideas
- A cooperative approach among students
- Redundancy by means of re-phrasing, repeating and providing synonyms, gestures
- Repeated checks on learners’ comprehension
- Accurate planning on the part of both the subject and the language teachers.

Roberta Pugliese
Roberta Pugliese

CLIL MAIN FEATURES

- lab-oriented, manipulative characteristics,
- CLIL classes often lead learners to discover content in a highly challenging way.
THE TEACHER’S STARTING POINT

1. What students’ needs does the TU fulfills? – what about its objectives
2. What will my work be for? What is its purpose?
3. Who is it designed for?
4. How will tasks be split among students?
5. What’s my level in English?
6. Have I ever had any such experience in this subject or in any others before?

7. Is there anything I can analyse and consider as a worthwhile comparison?

8. What resources are needed (materials and teaching staff) to carry out the project? What are the resources available? What about constraints/rules to cope with?

9. What are the pre-requisites needed? Think about the subject, extra-curricular and cross-curricular ones
CERTIFICATIONS

Cambridge IGCSE

International General Certificate of Secondary Education

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Cambridge International Centre
IGCSE: a wide choice of subjects

- Accounting
- Business Studies
- Economics
- Biology
- Combined Science
- Computer Studies
- English as a Second Language
- Foreign Language French
- Foreign Language Spanish
- Foreign Language German
- History
- Mathematics
EXCELLENCE calls for CLIL

Discuss with your partner

- Have you ever heard of projects of excellence that require CLIL experiences?
- If so, name them and mention their main features. Discuss it with your partner and report to the others.
CertilIngua®: Plurilinguismo e dimensione europea

La globalizzazione economica e la continua apertura dell’UE a nuovi paesi richiedono, specialmente ai giovani, abilità adatte sia per affrontare le diversità linguistiche e culturali sia per sviluppare in modo flessibile progetti personali, formativi e professionali.

CertilIngua® è un Attestato di eccellenza per competenze plurilingui e competenze europee / internazionali che permette agli studenti non solo di raggiungere una competenza linguistica, ma anche di sviluppare esperienze di mobilità di cui avranno bisogno per la loro vita personale e professionale e per i loro studi all’estero.

CertilIngua® offre nuove prospettive

L’Attestato di eccellenza CertilIngua® premia gli studenti che, contestualmente al Diploma d’Esame di Stato, dimostrano di:
(a) aver raggiunto un livello di competenza europea e internazionale; (b) possedere una conoscenza di due lingue straniere di Livello B2 del Quadro Comune Europeo di Riferimento per le Lingue; (c) aver studiato in lingua straniera una o più discipline non linguistiche.

L’Attestato di eccellenza CertilIngua® facilita per i diplomati l’accesso a corsi di laurea in ambito internazionale e offre opportunità professionali in ambito europeo e internazionale.
Main Features

- Label of excellence, in addition to 5th year exam
- Addressee: 5th formers

Requisites to apply

- 2 certifications at B2 level B2 (as per DM 3889/2012)
- DNL in CLIL: at least 70hrs’. Experience over the last 2 yrs or 140 hrs over the last 4 yrs.
- EU Citizenship competence: at least EQF level 4
CertiLingua network

- Candidates apply through the partner schools of the CertiLingua network
- International network: 143 schools in Austria, Belgium, Finland, France, Germany, Italy, Holland, Czech Republic, Sweden.
- National network set up by MIUR (nota Prot. AOODGOS n. 2542 on 26/4/2012)
Roberta Pugliese

LOMBARDY CERTILINGUA network

- Lead partner School: ITC Tosi di Busto Arsizio
- Application fees: 300 euro per year

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Another measure of excellence launched in Feb. 2009 is **ESABAC** (Italian ESAME DI STATO + French BACCALAURÉAT),

- The certificate has a twofold value – it is valid to get enrolled at University in both Italy and France.
- ESABAC students have attended an integrated learning path and then passed a specific exam.
- [http://www.progettolingue.net/?p=2040](http://www.progettolingue.net/?p=2040)
MAIN FEATURES

- History (2hrs developed by the History teacher) and French literature (4 hrs developed by the foreign language teacher) taken from 3rd class

- Contents and pedagogical criteria related to such subjects are set up by a bilateral Steering Committee
THE FINAL EXAM

The 4th testing day goes as follows:

- It lasts 4 hrs for French and French Literature (SS choose between text analysis or essay).
- 2 hrs for History in French (SS choose between essay and analysis/review of written texts or images).
- French is also tested through Colloquio.
CLIL ACCORDING TO MARSH

- CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh 1994).

- CLIL is about using languages to learn [...]. It is about installing a 'hunger to learn' in the student. It gives opportunity for him/her to think about and develop how s/he communicates in general, even in the first language. (Marsh, Marsland & Stenberg 2001).
Coyle distinguishes

- a "**content-driven**" approach, the strong one
- a "**language-driven**" approach: the weak one

language affects the choice of contents choice and activities (Coyle et al. 2010).
COOPERATIVE LEARNING - FIVE BASIC ELEMENTS

CL 1 – POSITIVE INTERDEPENDENCE

1. This means the group has a clear task or goal so everyone knows they sink or swim together. The efforts of each person benefit not only the individual, but also everyone else in the group. The key to positive interdependence is committing to personal success as well as the success of every member of the group.
The group is accountable for achieving its goals, and each member must be accountable for contributing a fair share of the work toward the group goal. No one can "hitchhike" on the work of others. The performance of each individual must be assessed and the results given back to the group.
Interpersonal and small group skills are required to function as part of a group. These are basic teamwork skills. Group members must know how to - and be motivated to - provide effective leadership, make decisions, build trust, communicate, and manage conflict.

- Completing tasks
- Communicating
- Decision making
- Managing conflict
- Appreciating group members

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Face-to-Face Promotive Interaction
This means that students promote each other's success by sharing resources. They help, support, encourage, and praise each other's efforts to learn. Both academic and personal support are part of this mutual goal.
Group members need to feel free to communicate openly with each other to express concerns as well as to celebrate accomplishments. They should discuss how well they are achieving their goals and maintaining effective working relationships.

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A TASK FOR YOU

Design a useful teaching tool to evaluate how cooperative

- A student is (to be used as self-evaluation) grid of how cooperative
- Each member of the group is

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BICS vs CALP

As theorized by
JIM CUMMINS

Roberta Pugliese
“BICS are language skills needed in social situations. It is the day-to-day language needed to interact socially with other people. English language learners (ELLs) employ BIC skills when they are on the playground, in the lunch room, on the school bus, at parties, playing sports and talking on the telephone. Social interactions are usually context embedded. They occur in a meaningful social context. They are not very demanding cognitively. The language required is not specialized. These language skills usually develop within six months to two years after arrival in the U.S. Problems arise when teachers and administrators think that a child is proficient in a language when they demonstrate good social English.”

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“CALP refers to formal academic learning. This includes listening, speaking, reading, and writing about subject area content material. This level of language learning is essential for students to succeed in school. Students need time and support to become proficient in academic areas. This usually takes from five to seven years. Recent research (Thomas & Collier, 1995) has shown that if a child has no prior schooling or has no support in native language development, it may take seven to ten years to catch up to their peers.”
HOTS vs LOTS

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering
Creating: Putting information together in an innovative way.

Evaluating: Making judgements based on a set of guidelines.

Analysing: Breaking the concept into parts and understand how each part is related to one another.

Applying: Use the knowledge gained in new ways.

Understanding: Making sense of what you have learnt.

Remembering: Recalling relevant knowledge from long term memory.
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<th>Application</th>
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<th>Synthesis</th>
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A TASK FOR YOU

1. In pairs – Choose a topic/content to focus on

2. Devise/design an activity for each step of Bloom’s Pyramid
**Authentic Assessment**

A form of assessment requiring SS to perform real-world tasks

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<th>Authentic</th>
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<td>Perform a task</td>
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<td>Artificial context</td>
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<td>Memorize/recall</td>
<td>Apply / Create</td>
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<td>Teacher structured</td>
<td>Student structured</td>
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L’acqua, risorsa insostituibile

- Autori: Ottavia Malvani, Roberta Pugliese
- Materia: scienze-biologia
- Lingua: inglese
- Contenuti: L’acqua, formula, sue proprietà, chimico-fisiche, ciclo, fonti inquinanti
- Classe: 3 liceo scientifico
- Numero di fasi: 5
FASE 0: presentazione

FASE 1: L’acqua, sue proprietà chimico-fisiche

FASE 2: Internet e studio del problema

FASE 3: Indagine sul territorio

FASE 4: Conferenza e dibattito conclusivi

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FASI e ATTIVITA’

Fase 0: Presentazione

Attività 1: Brainstorming sulla parola acqua

Attività 2: l’insegnante di L2 frontale (sintesi delle 4 fasi con OHP)

Attività 3: cooperativa, a piccoli gruppi (gli studenti deducono l’obiettivo ultimo del percorso delineato)

Obiettivo: far partecipi gli studenti del percorso creando attese

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Fasi e Attività

Fase 1: l’acqua, sue proprietà chimico-fisiche

Obiettivo: dedurre alcune proprietà dell’acqua attraverso semplici esperimenti

Attività 1, 2, 3, 4, 5: cooperativa, a piccoli gruppi

Matching tra testo e esperienze in laboratorio (molecola polare, elevata tensione superficiale, capillarità, purezza, elevato calore specifico) proposte due volte senza commento del docente di materia

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FASI e ATTIVITA'

Fase 2: Internet e studio del problema

Attività 1: individuale Facile questionario
Attività 2: individuale o piccoli gruppi ricerca di “water cycle” sul web
Attività 3 e 4: individuali riempimento di spazi bianchi in una rappresentazione di water cycle e in un grafico
Attività 5: individuale a casa Cloze test per commentare un grafico a barre
attività 6,7 a coppie – ricerca sul web

Obiettivo:
Conoscere/studiare
Il ciclo dell’acqua
La distribuzione dell’acqua sulla Terra
Fonti di inquinamento idrico

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FASI e ATTIVITA'

Fase 3: Indagine sul territorio
Attività 1: individuare uno o più impianti di depurazione e produzione di un questionario
Attività 2: visita dell'impianto e reportage fotografico
Attività 3: elaborazione dei dati raccolti corredati dalle fotografie
Attività 4: simulare una presentazione della situazione delle acque del territorio

Obiettivo: Informare e educare gli studenti perchè diventino soggetti attivi nel processo di gestione delle risorse idriche e della tutela dell'ambiente creando attese

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FASI e ATTIVITÀ’

Fase 4: conferenza e dibattito conclusivi

Attività 1: conferenza – dibattito con esperto di madrelingua

Attività 2: cooperativa – (gruppi di 3 allievi) report della conferenza e poster di sintesi della conferenza

Obiettivo: effettuare una sintesi del lavoro svolto per essere più consapevoli che l’acqua è un bene prezioso

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In L2: 2 problem solving. An awfully high bill by the local water supplier propose suitable steps to take. As a park ranger suggest measures to prevent soil erosion and boost water infiltration.

In L2: percorsi differenziati. Relazione sulla conferenza o un poster che la sintetizzi.

Griglia con le voci: partecipazione, conoscenza uso/abuso H2O e modi di affrontare il problema. Lessico specifico. Uso sintassi.

Prodotti individuali e di gruppo degli alunni (report o poster Commentato).

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PHASE 1

Group work: surfing the Net to find the definitions of technical terms – DIFFERENT SEARCH ENGINES

Matching: L1 terms in scrambled order (individual work)

BUILDING UP A GLOSSARY
THE BALANCE SHEET - PHASE 2A

Pair work: reading comprehension

authentic article true/false statements
BALANCE SHEET: MATCHING

ROLE PLAY:
2 bank clerks –
2 clients

Loans asked for different needs

WHO GETS THE LOAN? CLASS DISCUSSION
PRODUCTION: MIND MAPPING

TASK: FILL IN WITH THE REASONS WHY BALANCE SHEETS ARE USEFUL TO DIFFERENT SUBJECTS

- MANAGEMENT
- EMPLOYEES
- SUPPLIERS
- CLIENT
- BANK

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PAIR WORK
In L2: BUILD UP THE DIALOGUE BETWEEN THE BANK CLERK & THE CLIENT SUPPORTING YOUR CHOICE FOR OR AGAINST THE LOAN

INDIVIDUAL WORK- In L2 WRITE A FORMAL LETTER TO SUPPORT CHOICE FOR OR AGAINST LOAN

Grid:
participation, ways to tackle the problem, patrimony main parts, use of technical terms, accuracy

MIND MAP/CAPTIONED POSTER OR REPORT
A TASK FOR YOU

CAN YOU GUESS:
- THE LANGUAGE LEVEL IT AIMS AT
- THE CLASS/ES
- THE SHORT-TERM OBJECTIVES IN ECONOMICS AND IN ENGLISH

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THE BALANCE SHEET

- SUBJECT: ECONOMICS
- LANGUAGE: ENGLISH
- ECONOMICS SHORT-TERM OBJECTIVES: BUSINESS ASSETS AND INCOME, WHAT BUSINESS ASSETS ARE, CALCULATING INCOME (income statement, profits & loss account) DIFFERENT SUBJECTS INTERESTED IN READING THE BALANCE SHEET
- L2 SHORT-TERM OBJECTIVES: DEFINING BALANCE SHEET FUNCTION, INCOME STATEMENT, EXPANDING LEXICAL COMPETENCE, READING AND SUMMING UP CONTENT-BASED ARTICLES, DRAWING SUITABLE MANAGEMENT STRATEGIES FROM THE INFORMATION GATHERED, IMPROVING SPEAKING SKILL
- CLASS: 4 MERCURIO AT B1+ (COMPUTER PROGRAMMERS)
- PHASES: 2 + 1 (expansion: BALANCE SHEET RATIOS)
For further information on CLIL

http://www.progettolingue.net/aliclil/index.htm
http://www.guardian.co.uk/guardianweekly/clildebate/0,,1469879,00.html
http://www.guardian.co.uk/guardianweekly/story/0,,1464377,00.html
http://www.tieclil.org/index.htm
http://gold.bdp.it/goldtrain/content/index.php?action=read_cnt&id_cnt=298&area=read_sc&id_sc=298
http://gold.indire.it/nazionale/content/index.php?action=read_cnt&id_cnt=5967