Dissemination Strategies for schools and European Dimension in Education
WHAT CLIL MEANS

- CLIL is an English acronym and stands for *Language Integrated Learning*.”
WHAT CLIL IS

- It is the most common term used in the European setting to describe the approach to teaching a curriculum subject through a foreign language, with the dual focus of acquiring more subject knowledge and improving one’s skills and competences in the foreign language.

It refers to integrated learning: the Foreign Language is used as the means to teach other subjects.

A well planned and structured lessons are needed for an effective CLIL thorough the use of practical activities, games, songs, drama, communicative games, real-world tasks to foster the actual and spontaneous use of the Foreign Language.
WHAT CLIL IS NOT...

- NOT a lecture in L2
- NOT an extra-curricular subject
- NOT a curricular subject to assess in L2
- NOT lessons of a curricular subjects taught by L2 teachers
- NOT an approach to banalize contents
- NOT a threat to the subject autonomy
- NOT to re-teach using L2 what students have already learnt in their language
- NOT a threat to the Mother Tongue usage and knowledge, but benefits
WHY TO DO CLIL

- To give students the chance to use L2 as communicative language in diverse and meaningful cognitive contexts
- It is then motivating because the Foreign Language is spoken straight away.
- It involves any cognitive style, using different methods and activities
- Students get used to sharing, confronting each other, negotiating.
- To develop an intercultural and cross-curricular approach to knowledge.
- To improve Foreign Language Skills while learning subject contents.
- To raise awareness of the subject contents while learning language.
- Because it can be used in any education level.
IL CLIL and COMPETENCE-BASED LEARNING

- CLIL is daily used to teach a subject using L1 to promote competence-based learning
- CLIL in the primary school uses games and cooperative learning; it is therefore an efficient INCLUSIVE teaching for special need students
CLIL IN THE PRIMARY SCHOOL

- The activities motivate the immediate and spontaneous use of L2:
  - daily routine - practical activities - subject content
- Class workshop, never a lecture
- Pictures, flashcards, board games, diagrams and mind maps
- Multimedia/Multisensory approach
- It supports and engages project-based learning (LEARNING BY DOING)
VIDEO: BEI-CLIL in the primary school – Letizia Fossati
CLIL ACTIVITIES IN PRE-PRIMARY SCHOOLS

- It is well known that Foreign Language Learning is more effective, spontaneous and simple for children at this stage of life.
- Real-world and spontaneous use of L2 activities are used.
- The usage of L2 in daily routine schedule.
- Pictures, Flashcards, songs, etc…
- Multimedia/Multisensory approach.
- It supports and engages project-based learning (LEARNING BY DOING).
CLIL has to be planned in order to foster and promote the basic 4 C:

- **CONTENT**: to learn and enhance content
- **COGNITION**: to develop cognitive skills
- **COMMUNICATION**: to foster L2 communication
- **CULTURE**: to understand people's cultures, promote engagement with others
THE CLIL PYRAMID has 4 steps:

- 1. first **the choice of content** which can be cross-curricular
- 2. **the choice of media**: different inputs are needed, videos can play an important role
- 3. **activity planning**: activities are planned to reach the goals
- 4. **product design**
EU, in the Multilingualism section, lists a series of advantages taken with the CLIL implementation at school:

- Intercultural approach fostered
- Intercultural communication skills developed
- Language competences and oral skills enhanced
- Multilingual approach
- Real chance to study the same content from different points of view
- Let students achieve greater contact with the foreign language
- Complete the other subjects teaching without extra lessons
- Provides diverse methods and activities in class
- Motivate the foreign language learning
The required competence while doing CLIL refers to three areas of competence:

- **L2 language competence**
- **subject competence** (subject content + subject teaching)
- **methodological competence** in using CLIL in order to teach a subject, integrating language and content.

The integrated language and content teaching needs strong *team work* between the subject teacher and the language one.
In Indicazioni Nazionali del 2012 (Ministry of Education 2012 Key National indicators) for pre-primary, primary and secondary (lower level) school, there is some news about teacher training, all level teachers, not only Italian teachers.

Language teaching – it is written – is every subject teacher’s task, all subjects are involved to give students the chance to be involved in the school context and in their learning, being the school language acquisition the first goal.

In the new multilingual classes, teachers have to be ready to teach Italian as L2, as well as experiment integrated and cross curricular approaches.
In the article 7 of **Legge 107/2015** the main primary educational goals are “the promotion and development of language competence, especially Italian and English or other European languages, also through the Content and Language Integrated Learning” (CLIL).

Viene quindi auspicata the **progressive introduction of CLIL methodology in any level or grade of school**. For instance, the integration of a foreign language while teaching another subject (CLIL/EMILE), partially or fully can give way to productive exchanges between language and subject teachers. This cooperation enhances students’ learning and use of the needed language structures in order to learn content.