

Ic Marconi-Oliva, Locorotondo ITALY



C.L.I.L.

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What's your c@de?

2019-1-SE01-KA229-060477



What is C.L.I.L.?

CLIL stands for **Content and Language Integrated Learning** and refers to teaching subjects such as science, history, art and geography to students through a foreign language.

Why CLIL?

The term CLIL was set up by David Marsh, University of Jyväskylä, Finland (1994): "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language."

Who is CLIL for?

CLIL activities can work for students of any age. The course content and language aims should be designed with the students' needs in mind, therefore there is no limit as to who can benefit from this teaching approach. However, it is most commonly found in primary and secondary school contexts.

Why should we use CLIL?

Many teachers see CLIL as a way to learn a language.

When a subject is taught in another language there is a concrete reason to learn both at the same time. It seems that when students have a real context to learn the language in, they are often more motivated to do so. CLIL classes add then an extra dimension to the class and engage students, which is especially useful in situations where students are not very keen about learning a language.

- **CLIL** also promotes a deeper level of assimilation – as students are exposed to similar language and language functions. It has the advantage that different subjects can be taught in English, so that students' exposure to the language is increased, leading to a faster language acquisition.
- **CLIL** also encourages students to develop 21st Century skills, including the ability to think critically, be creative, to communicate and collaborate.

The challenge for the teachers? Making CLIL possible! For the students and for themselves...

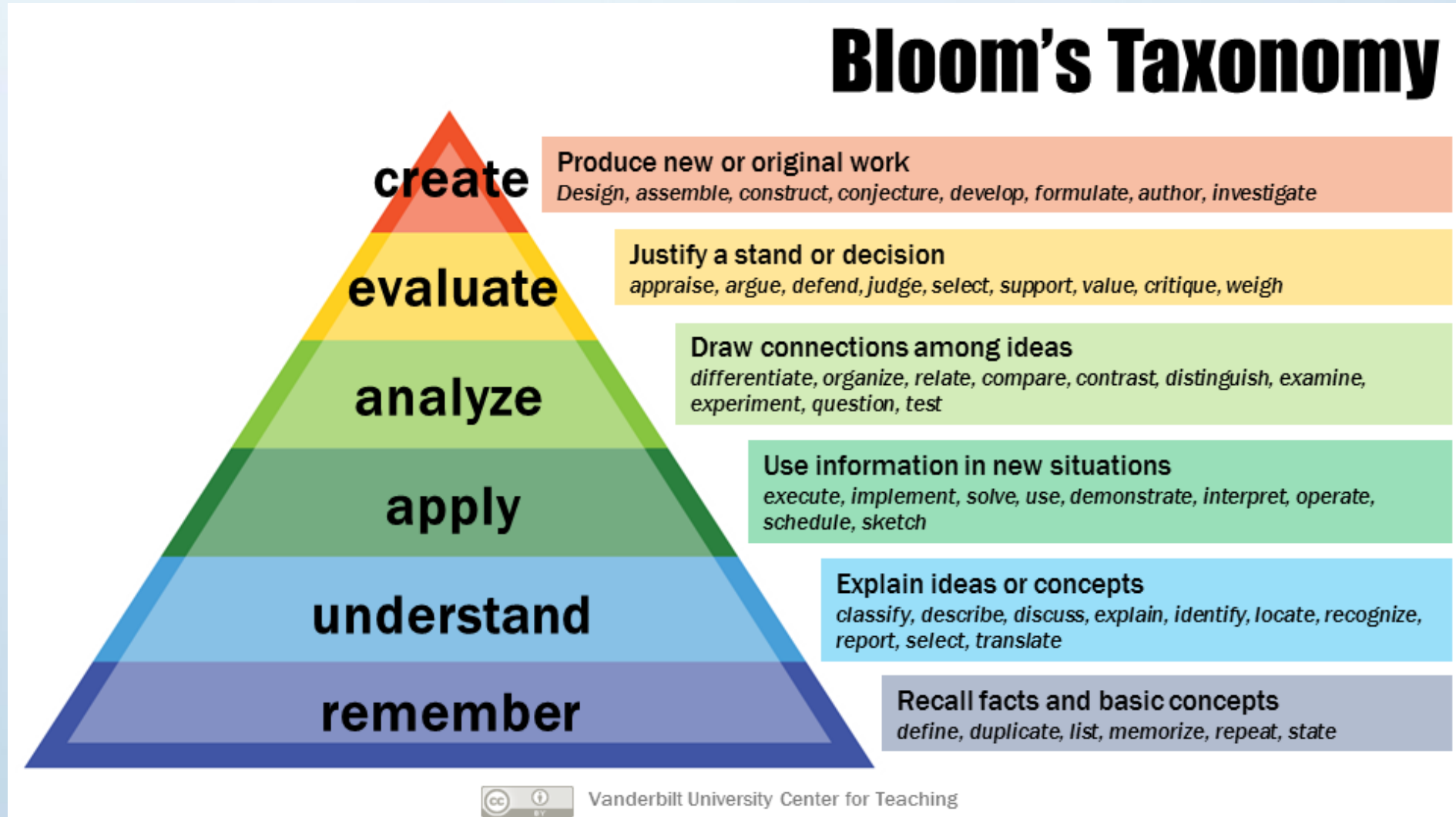
Language teachers may have to develop their own knowledge of new subjects in order to teach effectively. The students must understand the content of the lesson and the language used. Teachers must understand the students' comprehension and progress.
It's important to have a strategy in place when applying CLIL in your courses



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Bloom's Taxonomy, for example, classifies learning objectives in education and puts skills in a hierarchy, the levels increasing in complexity from the base up to the triangle's peak.



Some CLIL activities in our school...

A CLIL on Water:

English, Science and Religion

<https://youtu.be/idgNTwj2sV0>



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CLIL on Water – Ic Marconi-Oliva

<https://youtu.be/idgNTwj2sV0>

- **English**

Students learn 100 words related to water (verbs, nouns, adjectives...) by using crosswords, images, guessing games, flash cards and learning activities together.

- **Science**

Students first study the principle of Archimedes (density and floating of corps) in Italian, make experiments in the lab, learn the main words in English and then explain the process in English, as you can see in the video.

- **Religion**

Students learn the meaning of water in the main religions to increase awareness of the importance of water in relation to Life and living. Students learn all the key words in English.

A CLIL on Mobile Phone Usage

(Maths, English and Technology)



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A survey on the use of smartphones

Maths:

- 1 hour lesson in each class (introduction and explanation)
- 2 hour lab for each class (collecting data and organise them on the computers)
- 3 hour work at home for groups of students

English:

- 1 hour lesson in each class (key words presentation and learning)
- 2 hour lab for each class (real situations and simulations in English)

Technology:

- 2 hour lesson in each class about the importance of technology and the related risks for ill over-usage.



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Thanks for your attention!

Sweden, Greece, Italy, Latvia, Poland
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