

## La didattica CLIL al Russell-Moro-Guarini



Nelle sedi Russell e Guarini si tengono corsi CLIL di 10 ore annuali in tutte le classi quinte AFM, SIA e CAT ad eccezione delle classi del triennio RIM che fanno storia in francese due ore a settimana.

I docenti coinvolti sono docenti di disciplina non linguistica che hanno conseguito l'abilitazione per l'insegnamento in modalità CLIL, oppure in mancanza di ciò con un livello di inglese B2 o superiore.

In tutti gli altri casi i corsi sono tenuti dai docenti di lingua inglese in compresenza con il docente della disciplina oggetto di studio.

Le materie coinvolte sono le materie di indirizzo del triennio. Finora sono stati tenuti corsi di Economia Aziendale, di Diritto e di Gestione del Cantiere e Sicurezza dell'Ambiente di Lavoro.

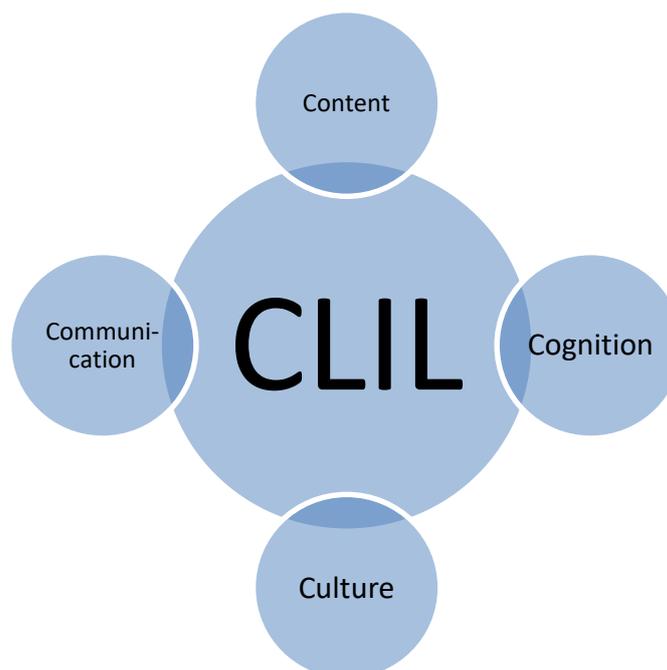
Al termine del percorso è prevista una verifica valutata sulla base di una griglia che tiene conto principalmente della conoscenza dei contenuti e in misura minore della competenza linguistica. La valutazione riguarda la materia oggetto del corso CLIL.

Nella sede Moro vengono organizzati, a seconda della disponibilità degli insegnanti, corsi brevi di 5-6 ore con le stesse modalità sopra descritte.

### An overview of CLIL

The acronym CLIL means Content and Language Integrated Learning, an educational approach in which non-language subjects are taught through the medium of a foreign, second or other additional language.

It is planned for integration of contextualized content, cognition, communication and culture in teaching and learning practice. All these features together are called the four Cs of CLIL.



#### Indirizzo Economico

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Sede Moro in Via Scotellaro, 15 - 10155 Torino

#### Indirizzo Tecnologico

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Content is the driving force because the syllabus is a content one, while the idea of communication implies that only the language necessary to come into terms with content is taught. Language level should be adapted and the tasks should be scaffolded (1) in order to provide a comprehensible input to help acquisition (2). Cognition implies that the learners are engaged in activities which are not primarily linguistic but which ask them to use their brain. The tasks in which they are engaged can be divided in two categories: lower order thinking skills (LOTS) and higher order thinking skills (HOTS). LOTS activities are: remembering, understanding, and applying. HOTS activities include: analyzing, evaluating, and creating. So, a CLIL task is not difficult because of the language but because of the thinking skills it requires. However, students can also find communication in a foreign language challenging. Culture stands for both a sense of community and of citizenship like comparing lifestyles, customs and habits.

There are two versions of CLIL. The strong version is wholly content driven and all the four Cs are incorporated, while the weak version is more language driven but with a focus on content, communication and culture. The weak version is the more widely applicable.

CLIL offers a series of advantages:

- It saves time
- It is useful
- It motivates
- It is an acquisitional approach
- It is an educational approach
- It is a discourse-oriented approach

First of all, it saves time because it provides exposure to the language without requiring extra time in the curriculum. In other words, students benefit from extra exposure to the foreign language.

Secondly, it is useful because it helps in further education as it creates a mindset that is different from the past. With CLIL you learn as you use, while in the past the message was: learn now for future use.

Thirdly, CLIL learners are motivated because it gives young students self-confidence and satisfies those learners who do not respond well to formal language instruction.

From the point of view of the acquisitional approach, it provides opportunities for comprehensible input and output (3) and negotiation of meaning (4).

As regards the educational approach, it deals with cognitive development as much as with language development. It uses a constructive approach (5) because the teacher provides scaffolding to help the students moving towards their Zone of Proximal Development (ZPF) (6).

Finally, it provides authentic language in use and develops both Basic Interpersonal Communicative Skills BICS and Cognitive Academic Language Proficiency (CALP). (7)

## Notes

- (1) The term scaffolding derives from the sociocultural learning theory and is used metaphorically to describe any type of support given by the teacher to help the students do a task.
- (2) According to S. Krashen (Input Hypothesis) a comprehensible input is the one in which the language level is just a little higher than the level already possessed by the students. Acquisition stands for natural learning without any formal education, the same way in which children acquire their native language.
- (3) M. Swain (Output Hypothesis) states that learning takes place when learners encounter a gap in their linguistic knowledge of the second language. By noticing this gap, they become aware of it and may be able to modify their output.
- (4) Learners negotiate meaning in order to understand each other clearly. Asking for clarification and rephrasing are examples of strategies for the negotiation of meaning.
- (5) Learners actively construct their knowledge by filtering and organising their experience to match it with the existing knowledge or mental representations of the world they already possess.
- (6) A concept created by the psychologist L. Vygotsky to identify the distance between the actual level of knowledge and the level that can be reached when assistance is provided.
- (7) The two definitions were created by professor J. Cummins. BICS refers to the basic communicative fluency achieved by all normal native speakers of a language, while CALP is the ability to use the language as a tool for learning in an academic setting.