CLIL in the classroom: lesson planning issues

Carmel Mary oonan

Università Ca’ Foscari Venezia, Italy
Content and language integrated learning

• Form of language education for promotion of multilingualism and plurilingualism

• The ‘Language Education Movement’ in Europe (‘70s) has long recognised the need that language development of pupils be the responsibility of all teachers – a whole school policy (L1)

• CLIL captures this necessity focusing on language issues in L2/FL medium situations
CLIL and foreign language

• Most focus on CLIL and foreign language learning (but cf. Basque country, Catalunya and also Italy for French, Ladin, German and more recently for Friulan, Grico, Sardinian, Arbresche, ..)

• CLIL principles apply despite the differences between the L2 and FL situations (more a case of degree than of kind)
Use of the acronym makes a promise

- It highlights a major aspect that is important in any L2/FL-medium situation (immersion, bilingual education) – the integrated manner of the dual learning
- Implies attention to planning and teaching issues for this to happen
CLIL in the classroom

= a new learning & teaching environment
= new learning outcomes are promised
> teacher required to change mindset – CLIL is not a question of merely switching to another language
> needs to plan in order to be able to act appropriately
# Lesson plan proforma

## 1. Planning

<table>
<thead>
<tr>
<th>Curriculum content: learning objectives and outcomes</th>
<th>Language content: learning objectives and outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific learning objectives:</strong> what the pupils know/understand/be able to do at the end of the lesson</td>
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<tr>
<td>Resources needed</td>
<td>Class organization</td>
</tr>
</tbody>
</table>

## 2. Procedure

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher activity</th>
<th>Pupil activity</th>
<th>Curriculum content (what pupils learn)</th>
<th>Language content (what will pupils learn)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare</td>
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<tr>
<td>Present</td>
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<td>Practice activities</td>
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<td>Review</td>
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<td>Assess</td>
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<td>Comment</td>
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</table>
CLIL and curriculum content

- Considerations of complexity and difficulty vis-à-vis:
  - characteristics of the subject/content & pupil (L2) competence

- Declination of objectives:
  > implications for development of L2 competence (CALP – cognitive and academic language proficiency)
CLIL and language content

• Highly important – importance often ignored
  > Language of subject (genres, text types ...)
  > Language for learning
  > Language skills

Knowledge in order to gauge difficulties, aspects to promote, outcomes which are possible
CLIL and language objectives

Can be:

• inherent part of the content
• part of general language education policy of school – are developed through the content (reading, writing, ecc)
• Has repercussions on provision of activities
• Need for teaching team