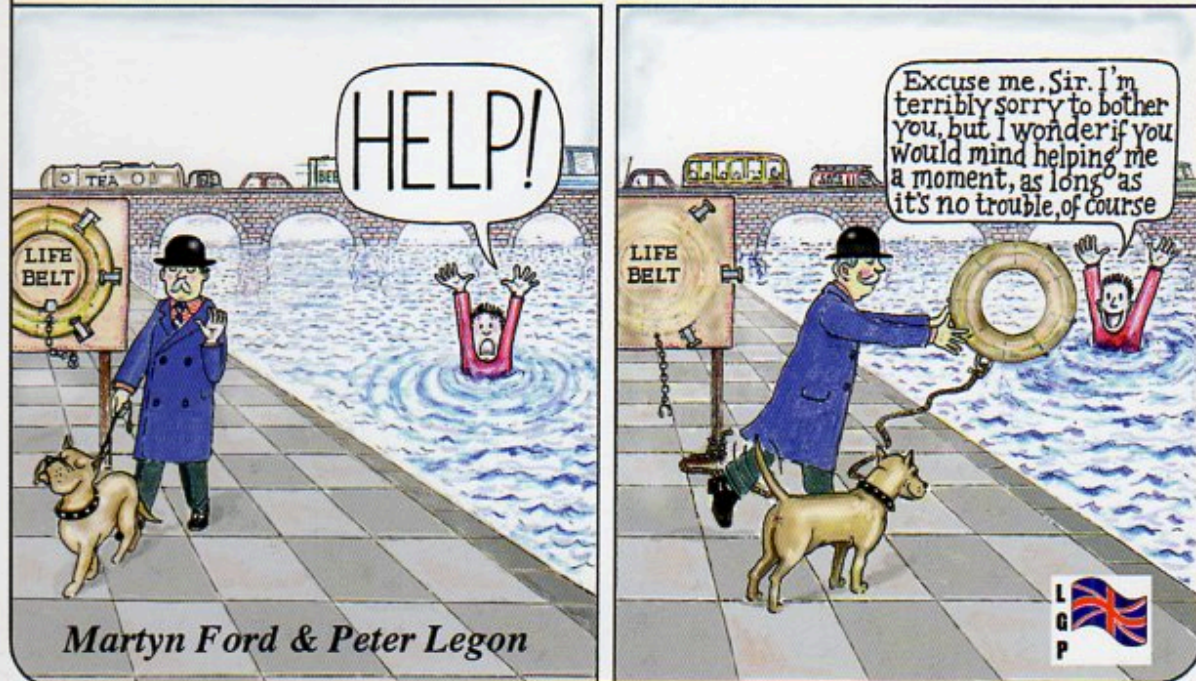


ICT for Language Learning  
Florence, 12th -13th November 2015

**THE LANGUAGE COMPETENCE OF  
THE CLIL TEACHER**  
*NARRATION AND CASE STUDY*

Luisanna Paggiaro

The **HOW TO BE BRITISH** Collection



The HOW TO  
BE BRITISH  
Collection,  
Martyn Ford &  
Peter Legon  
(2005), Lee  
Gone  
Publications.

## NEED for TRAINING CLIL teachers

The language qualifications of the CLIL teacher are fundamental for the CLIL professional profile, but, unlike methodological training, they have not been much focused on so far in Italy, as they have been mainly considered as the result of personal acquisition or of individual experiences and backgrounds (mother tongues, teaching abroad, courses or certifications).

# Training CLLL teachers

Language course B1+, Liceo “Machiavelli”, Firenze,  
September 2014 - January 2015: 90 h in class + 40 h.  
online

Language course B2+, Liceo “Niccolò Copernico”, Prato,  
January - April 2015: 30 h in class + 13 h online

University of Pisa - CAFRE  
in cooperation with two secondary schools  
in Tuscany

# MOTIVATION

*I love languages and I love teaching: CLIL has mixed them wonderfully well!*

*I had some doubt at the beginning about the usefulness of teaching my subject in English, but now I have realized how it is worth doing it.*

*I wanted to retrain as a teacher.*

*I feel the desire to get to know new methodologies and acquire new teaching tools.*

*I think it is fundamental for me and for my students to improve English and develop communicative skills.*

T  
E  
A  
C  
H  
E  
R  
S'

V  
O  
I  
C  
E  
S

# Starting our “journey”: quotations

J  
O  
U  
R  
N  
E  
Y

*It is good to have an end to journey toward but it is the journey that matters, in the end.*

Ernest Hemingway  
(1899 –1961)

*Never stop just because you feel defeated. The journey to the other side is attainable only after great suffering.*

Santosh Kalwar, Quote Me Everyday (2010)

*He who does not know foreign languages does not know anything about his own.*

Johann Wolfgang von Goethe (1749 -1832)

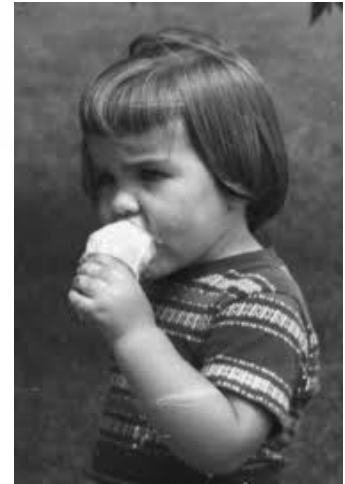
*Language is the dress of thought.*  
Samuel Johnson (1709 -84):  
*Lives of the English Poets (1779 - 81)*

*The limits of my language mean the limits of my world.*  
Ludwig Wittgenstein  
(1889 -1951): *Tractatus Logico-Philosophicus*  
(1922)

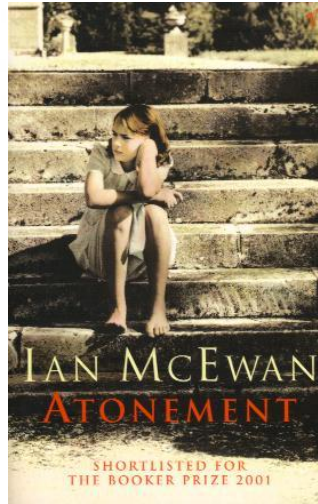
L  
A  
N  
G  
U  
A  
G  
E  
S



# NARRATION STARTS: life, work and interests!



A picture or an object which tells something about you!



# THE SYLLABUS: two key words

## NARRATION

- **narration** as free expression of oneself, as self-awareness, motivation to personal empowerment and reflection
- the learner as **a *narrator*** and **a *thinker*** expressing wishes, values and aims in relation to the training project and to the new professional profile

## A CONTENT-BASED APPROACH

- **challenging content** suitable to adults (gender differences, communication, science and technology, political language, Globish, social/regional varieties of the language).
- **the notion of *register*** (tenor, field, mode)

# IMPACT and RESULTS

*I have become more aware of how language phenomena are strictly interrelated and how the study of English may provide further insights into the study of Italian and Latin.*

*The first difficulty has been the one of speaking in front of all the colleagues without getting ashamed of the mistakes we usually make!*

*During the course interesting hints for autonomous research and study have emerged which each of us has been able to exploit according to personal needs.*

*It has been a pleasure to sit at a desk as a student and try to overcome my laziness.*

*The major problem has been memorization, not so good in adults!*

*It has been tiring to attend a course with numerous assignments and hard work while teaching in your classes...*



# METACOGNITIVE ATTITUDES

- **expectations, fears** and **needs** in relation to personal engagement and to the cooperation with colleagues (specific activities carried out in the first and second lesson with open discussion of the results)
- **monitoring** one's own work and the competences partially or completely achieved (mid-course)
- **reflection** and **exchange** of impressions and ideas (end-of-course)



## Looking back at my footprints Self-reflection on one's own language competences

- What are my footprints like now? (deep, large, long, superficial, everlasting, erasable/effaceable, never-ending, etc.)
- How would I like them to be?

# Personal pedagogical metaphor

George Gray

I have studied many times

The marble which was chiseled for me -

A boat with a furling sail at rest in a harbor.

In truth it pictures not my destination

But my life.

Edgar Lee Masters (1868 -1950)

<https://www.youtube.com/watch?v=vC9FJRye0VU>



Your own  
image/  
metaphor

# TESTING AND ASSESSMENT

- activities regarding various areas and skills (grammar, listening, speaking/interacting, reading and writing)
- speaking and writing marking grids in order to assess performances and texts according to appropriate criteria
- need to adapt and integrate CEFR descriptors keeping in mind the typology of learners and their learning in progress

# FUTURE PERSPECTIVES

*I will continue my professional development attending next course on CLIL methodology.*

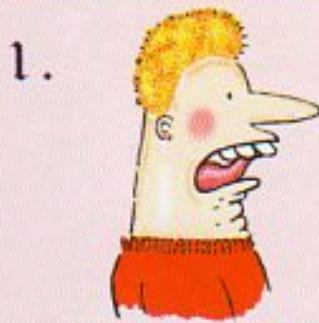
*I would like to have an experience of training abroad for my language competence and teaching.*

*I am disappointed I have not been included in the list of teachers entitled to attend the CLIL methodological course... I hope my turn will come soon!*

*I am planning to implement a CLIL unit or a module in my classes.*

*I will certainly keep on studying English in order to be better prepared to teach CLIL.*





PLACE TIP OF TONGUE  
BEHIND TOP TEETH



BREATHE OUT



RETRACT TONGUE



VIBRATE AIR BEHIND  
TONGUE AND SAY:



*"The Smiths wear thin clothes  
throughout the winter months"*



CONSULT DENTIST

## A STEP IN THE LONG RUN!

Teachers have realized the course has been a step in their professional development and that their setting off along the CLIL path implies a great change and a long run!



# REFERENCES

- Anfossi R., Paolini A., Sciarretta F., Vidotto P. (2008) *Strumenti narrativi per il successo formativo. Percorsi e schede per gli insegnanti, i formatori e i consulenti di orientamento*, Edizioni Erickson.
- Batini F., Zaccaria R., *Per un orientamento narrativo*.
- [http://www.pratika.net/portal/images/stories/risorse/orientamento/perunon/ON\\_01.pdf](http://www.pratika.net/portal/images/stories/risorse/orientamento/perunon/ON_01.pdf)
- Cummins J., BICS and CALP.
- <http://iteachilearn.org/cummins/bicscalp.html>
- <http://esl.fis.edu/teachers/support/cummin.htm>
- Halliday, M. A. K. and Hasan R. (1989) *Language, Context and Text: Aspects of Language in a Social Semiotic Perspective*, Oxford: OUP.
- Llinares A., Morton T. and Whittaker R. (2012) *The Roles of Language in CLIL*, CUP.
- Richards J.C., Lockhart C. (1996) *Reflective Teaching in Second Language Classroom*, CUP.
- Serragiotto G. (2014) *Dalle microlingue al CLIL*, UTET.
- Wallace W.J. (1998) *Action Research for Language Teachers*, CUP.
- The HOW TO BE BRITISH Collection, Martyn Ford & Peter Legon (2005), Lee Gone Publications.

THANK YOU!

[luis.paggiaro@libero.it](mailto:luis.paggiaro@libero.it)