



## Learning from Mistakes and Detecting Specific Training Needs: a CLIL Grid

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### Abstract

*The present study is a part of a broader research about the implementation of CLIL in Italy through ICTs, aimed to widespread this approach among teachers, mainly non-linguistic subject ones of Secondary schools and in particular of Linguistic Liceo, where CLIL is compulsory from the third year. With this aim, according to a review of the literature and the European Directives, which pointed out engaging results for involving non-linguistic subject teachers and encourage their collaboration with foreign language teachers, a guided CLIL intervention has been proposed in two Linguistic Liceo in Cagliari (Italy). The CLIL microteaching of ten volunteer teachers has been monitored by the authors during two hours per teacher of their implementation, through a grid, which will be illustrated. It can be regarded as a tool both for CLIL inexperienced teachers, so as to adapt their lessons to essential elements, according to the literature (such as the length of inputs, the interaction in foreign language and the use of codeswitching, the use of online tools, and so on), and for monitoring and tutoring CLIL implementations, in order to detect specific training needs. Indeed, video or audio, suggested with the same aim, are often not welcomed by teachers during their lessons and our grid tries to answer to the need to register several aspects during their CLIL practice and their results, so as to learn from mistakes with colleagues.*

**Keywords:** CLIL implementation, monitoring grid, teachers' training.

### 1. Introduction

CLIL (Content and Language Integrated Learning) is an approach, which promotes the simultaneous teaching and learning of both content and foreign or minority languages, taking advantages of engaging learner-centred strategies and so many different models, to become an ‘umbrella’ term [4]. It aims firstly at plurilingualism for the achievement of the European citizenship, as well as at a deep change of the traditionally teacher-centred education [4], also making an extensive use of ICTs. Indeed, since its comparison in the 1994 so far, CLIL has been highly recommended by European Directives [6].

In Italy, CLIL is compulsory in the upper Secondary schools since 2010: in the last year of the Licei and Technical Institutes a non-linguistic subject is to be addressed in a FL for the 50% of its total hours, whilst the Linguistic Licei have to start the CLIL for the first FL in their third year [5]. Consequently, the Ministry of Education has been doing hitherto a great effort to train in-service non-linguistic teachers on CLIL, although its intrinsic complexity, depending on its embracing diverse competencies in many educational fields to be correctly implemented (as Didactics, Linguistics, Pedagogy, bilingual strategies, etc.), makes hard the full achievement of the Directives [2] and in many schools it is not attained yet.

### 2. Background

Last scholastic year, after a survey, which revealed the interest of teachers on CLIL, but not the implementation of it, in two Linguistic Licei a guided CLIL intervention has been done, to lay the basis of this approach through some theoretical lessons and a brief implementation with their students, tutored by the authors. The six involved non-linguistic teachers have B2/C1 CEFR level in Spanish, French and English (which attended the methodologic course, but rarely implemented the CLIL; the others were not admitted, because of the language), and collaborated with their FL colleagues of German and Spanish, who participated to the theoretical part and implemented a part of multidisciplinary projects for History too, English and French. Undoubtedly, they can be all seen as unexperienced CLIL teachers, but with many decades of teaching.



### 3. The need of a grid to monitor teachers

With the aim to monitor the above implementations, we would have video-recorded the teachers during our tutoring, so as to make teacher teams wholly apply the LOCIT [1], which is a great opportunity to create a collaborative environment at school, both for expert and initial CLIL teachers. Indeed, only two of them previously allowed us, due to privacy reasons, only the voice-recording of a short starting phase of their project. Hence, the grid presented underneath (Table 1) is an attempt, perfectible and to be completely validated yet, to meet the concrete detected needs to:

- take notes monitor the implementations through a form, as the same LOCIT suggests;
- register strengths and weaknesses during the two-hours-monitoring per teacher, as stated with them;
- offer them a tool to take into account before and during their CLIL lessons, so as to better perform;
- foster the analysis of the teachers' implementation in the light of the students' result and evaluation, not only as a teacher's self-assessment, like other checklists in the literature (e.g., the Cambridge one [7]);
- consider whether the observed weaknesses are to be strengthened through further training, in particular aspects.

### 4. The grid and its sections

Whoever aims at a CLIL intervention, carefully draws a lesson plan up, taking into account the specific elements of CLIL [1], but linking to them bilingual teaching strategies, such as the use of multimodal inputs connected with outputs and feedbacks [3], at the same time with the concern of a student-centred methodology, which often is achieved through the task-based teaching.

Consequently, it is important to particularly monitor and make aware teachers before and during the CLIL implementation of the points below, which are the partitions of our grid:

- inputs: their length, the choice of the language and the presence of codeswitching, according to the particular aim and to the addressees, are to relate to the students' output, in our CLIL grid in terms of their understanding of inputs and FL, as well as their achieving content, FL and methodological goals (cooperation and interaction with classmates).
- feedbacks: they are crucial in the CLIL implementation, which is based on socio-constructivism [4]. Their length and modality have to be related to the results of the task.
- use of ICTs and online tools: since the employment of digital and online tools for CLIL is highly recommended [6], it is to verify if the chosen ones foster the content knowledge, the FL improvement and cognitive growth in the task, other than the cooperation among students.
- task: the results of each task should be evaluated in the light of the lesson plan objectives and of the scaffolding role of the teacher.
- students' output: they can be evaluated through rubrics, but this section in our grid aims to be strongly related, as skills, to the modality teachers put into practice for their CLIL lessons.

These aspects can be productively monitored during each phase of the implementation.

The grid here presented shows a first part, which requests introducing and conclusive data, then the points above illustrated.

#### CLIL MONITORING GRID (English version)

Name:	Subject:	FL:
Project Duration:	Actual Duration:	
Monitoring time:	Project Phase:	
Teacher's CEFR level:		

FL % in project:	Actual FL %:
Number of inputs:	
Number of Feedbacks:	
Repeat for each phase, if monitored more than one	



INPUT		
VISUAL TIME total length:		
MT:	FL:	GESTURES: yes no
SPEAKING TIME total length:		
MT:	FL:	CODESWITCHING: yes no
ADDRESSED TO:		
Class:	Groups/Peers:	Individual students:
AIM:		
Introducing:	Clarifying:	Scaffolding:
TEACHER'S FEEDBACKS		
Length:	Positive:	Negative:
<input type="text"/>	<input type="text"/>	<input type="text"/>
FL:	MT:	Gestures:
<input type="text"/>	<input type="text"/>	<input type="text"/>
ADDRESSED TO:		
Class:	Groups/Peers:	Individual students:
<input type="text"/>	<input type="text"/>	<input type="text"/>
ICTs		
BYOD: yes no		SHARED DEVICES: yes no
DEVICES:		
TOOLS CHOSEN BY TEACHER:		
TOOLS CHOSEN BY STUDENTS:		
TOOLS FOR FL ACQUISITION:		
COOPERATION THROUGH ICTs: yes no partially		
WORKING TIME THROUGH ICTs:		
TASK		
BLOOM'S PYRAMID LEVEL ACHIEVED:		
Planned Duration:		Actual Duration:
ACADEMIC LANGUAGE USE:		
Reduced:	Medium:	Large:
CONTENT DEEPENING:		
Reduced:	Medium:	Large:
WORKS PRESENTATION:		
Oral:	Written:	Online:
STUDENTS' GENERAL FEEDBACK:		
Positive		Negative
STUDENTS		
Number:		General CEFR level of FL:
PARTITION PER TASK:		
Peers:	Homogeneous groups:	Inhomogeneous groups:
GENERAL UNDERSTANDING OF INPUTS IN FL:		
Low:	Medium:	High:
GENERAL UNDERSTANDING OF INPUTS IN MT:		
Low:	Medium:	High:
COOPERATION:		
Reduced:	Medium:	Large:



INTEGRATION:		
Reduced:	Medium:	Large:
INTERACTION IN FL:		
Reduced:	Medium:	Large:
INTERACTION IN MT:		
Reduced:	Medium:	Large:
STUDENTS WHO CARRY OUT THE TASK IN TIME:		

Table1. CLIL monitoring grid

## 5. Conclusion

The grid in the present paper is born as a tool to concretely monitor what and how inexperienced teachers put into practice in a CLIL intervention, so as to verify together strong aspects of this approach in practice, how to improve their weaknesses and to detect their training needs, other than suggest them some essential points to reach.

It is, finally, to underline that it is likely to enhance and completely validate it, as a monitoring form, hitherto missing.

## References

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