

Students' View on CLIL: Perceived Benefits and Limitations

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Abstract In the last few years, Content and Language Integrated Learning (CLIL) has been extensively implemented in the Italian school system and particularly in the Autonomous Province of Trento. This article aims to analyse students' perception of the quality of their CLIL experience since they are the final recipients of CLIL. Results suggest that students acknowledge the positive impact of CLIL on their L2 proficiency (English). However, the success of CLIL seems to be strongly dependent on the CLIL teacher's linguistic competence in the L2 and on the CLIL curriculum design, which should avoid oversimplification of the subject matter taught by means of the L2.

Keywords CLIL. Linguistic competence. Interest. Simplification. Trilingualism.

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1 Introduction

Content and Language Integrated Learning (CLIL) is an educational approach where a subject is taught using a language different from the mother tongue. The final goal is to promote both the learning of the content and the learning of the L2 (Marsh et al. 2010, 11).

This methodology has been widely promoted by the European Union since it trains young people to live and work in an increasingly multicultural world (Eurydice 2006). Thus, CLIL answers the strong need for cultural and linguistic integration and contributes to the education of open-minded, multilingual, and international citizens.

2 Literature Review

CLIL is an educational setting that allows learners to use the L2 as a tool to acquire new information and competencies. It's a dynamic and interactive space shared by the teacher and the students (Bier 2016) in which the teacher facilitates active learning by creating thinking-centred tasks where content is not passively memorised but it is interiorised and meaningfully used, often through cooperative learning (Pavón Vázquez, Allison 2013; Pavón Vázquez 2014). In fact, CLIL "challenges learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking skills" (Coyle et al. 2010, 54). Indeed, when students work together on cognitively challenging tasks, they operate like real teams of researchers that build and apply knowledge. Thus, learners turn simple information into meaningful ideas (Coyle et al. 2010) by using advanced processing skills.

Consequently, CLIL can be very challenging for students and some might feel stressed about their (in)ability of completing tasks using the L2 (Bozdoğan, Karlıdağ 2014). However, research also suggests that students' intense effort, active participation and reasoning leads to "deeper semantic processing and better understanding of curricular concepts" (Dalton-Puffer 2008, 5). Thus, not only does CLIL have a positive effect on learners' L2 proficiency, but it might also positively affect the subject matter being studied (Pavón Vázquez 2014; Ouazizi 2016). This may have to do with the fact that "CLIL students work more persistently on tasks, showing higher tolerance of frustration, thus acquiring a higher degree of procedural competence in the subject" (Vollmer et al. 2006 in Dalton-Puffer 2008, 4). In her study, also Jäppinen (2005) considered the impact of CLIL on content learning (mathematics and science) and found that "cognitional development in the CLIL environments resembled the development in teaching through the mother tongue" (2005, 165). Likewise, Dalliger et al. (2016) observed comparable level of knowledge of the content

subject between CLIL and non-CLIL classes; however, it is also reported that more time is needed in CLIL-classrooms to attain learning outcomes equivalent to non-CLIL classes.

Besides being a facilitator of learning, CLIL teachers must constantly balance linguistic and cognitive load (Berton 2008). In fact, CLIL students are likely to have higher cognitive skills compared to their language competence (Coyle et al. 2010; Pavón Vázquez 2014); the consequent risk is that excessive simplification of the language might lead to oversimplification of the content. Thus, appropriate scaffolding is needed, to sustain both the linguistic and the cognitive demands of CLIL classes.

Undoubtedly, if well-scaffolded, CLIL provides extra comprehensible input in the L2 (Krashen 1985) which fosters linguistic competence in the foreign language (Dalton-Puffer 2007; Pavón Vázquez 2014; Brevik, Moe 2012; Ouazizi 2016). This correlation between CLIL and the improvement of L2 competence has been openly acknowledged by students attending CLIL courses (Bozdoğan, Karlıdağ 2014; Asomosa 2015; Lasagabaster, Doiz 2016). Finally, CLIL can also generate positive attitude and motivation towards the L2 (Marsh 2000; Harrop 2012; Pavón Vázquez 2014; Pavón Vázquez, Ellison 2013; Ouazizi 2016) and can also encourage intercultural awareness (Coyle et al. 2010; Jäppinen 2005). Indeed, the European Union openly recognises the strength of CLIL, given “its effectiveness and ability to motivate learners” (European Commission 2012).

However, Dalton-Puffer (2008) points out that CLIL fosters certain L2 competences more than others: indeed, receptive skills, technical vocabulary, morphology, creativity, fluency, and affective outcomes seem to be enhanced by CLIL, while syntax, writing, informal/non-technical language, pronunciation, and pragmatics seem to be unaffected (Dalton-Puffer 2008, 5). Nieto Moreno de Diezmas (2016) also found that spoken production and interaction were positively affected by CLIL. Furthermore, lexicon appears to be the L2 area most positively influenced (Dalton-Puffer 2008; Xanthou 2011), as “CLIL learners possess larger vocabularies of technical and semi-technical terms and possibly also of general academic language” (Dalton-Puffer 2008, 6). This might be connected to the fact that when CLIL teachers correct language mistakes, they mainly focus on lexicon, while feedback on grammar are less frequent (Harrop 2002; Lasagabaster, Doiz 2016). This discrepancy in language skills might be particularly strong in the case of low L2 proficiency learners attending CLIL programs: thus, it's realistic to assume that only in time they will master all linguistic skills to a reasonable level, developing first receptive skills and later productive abilities (Ricci Garotti 2006).

3 CLIL in Italy and in the Autonomous Province of Trentino

CLIL is slowly trying to erode the traditional and sometimes old-style teaching approach that still characterises many Italian schools, as CLIL

represents a clear break from teacher-centred lecturing towards learner-centred ways of learning [...] in response to one of the greatest challenges currently faced by Italian schools. (Cinganotto 2016, 384)

Moreover, on a practical level, CLIL encourages multilingualism without cramming extra foreign language classes into current curricula (Harrop 2012).

The Italian school system has recently adopted CLIL, in line with the Ministerial Decrees 87, 88, and 89 issued in 2010. Each type of high school sets different learning objectives and consequently it organises CLIL in different ways, but all high schools are still expected to offer the teaching of a subject in a foreign language in the final year of study. However, in consideration of the need to train CLIL teachers and of the time necessary to implement CLIL, transitional rules were issued in 2014,¹ according to which approximately 50% of a subject curriculum should be taught using CLIL in the final year of secondary school. More recently, CLIL has been further enforced by the Law 107/2015,² whereby CLIL is to be introduced from the primary level and up to the last year of high school.

Work is still in progress to find the resources to successfully put CLIL into practice all over Italy. However, despite all difficulties, CLIL should be seen as an important opportunity to renew outdated educational approaches, in line with what the European Union endorses.

Trentino - the specific area taken into consideration in the present study - is an Autonomous Province with legislative competence on education. Given the geographical position of Trentino and its peculiar history and culture, the school system has always been sensitive to multilingualism. Thus, in line with its local tradition and in agreement with the European Union's call for multilingualism, a plan to provide trilingual education³ was launched in 2014. The goal is to improve language skills in Italian, German and English, starting from nursery schools up to the highest levels of education. Thus,

¹ Norme Transitorie, Nota MIUR, 25/07/2014, prot. nr. 4969. http://www.istruzione.it/allegati/2014/Norme_Transitorie_CLIL_Licei_Istituti_Tecnici_Lug2014.pdf.

² <http://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg>.

³ "Protocollo d'intesa per lo sviluppo delle lingue tra il Ministero dell'Istruzione, dell'Università, della Ricerca e la Provincia Autonoma di Trento", 17/11/2014, Delibera nr. 2055 del 29 novembre 2014 della Giunta provinciale Approvazione del primo stralcio del *Piano Trentino Trilingue*.

CLIL has been widely introduced in the school system of the province as a valuable educational approach to combine the learning of a subject with the learning of a foreign language.

4 Research Method

4.1 Research Questions and Objectives

The aim of the present study is to investigate students' perception of the quality of CLIL, as it is been implemented in the Autonomous Province of Trentino. Indeed, as CLIL ultimately concerns students, "by understanding the learning experience from the learners' point of view, we may be in a better position to identify some of the key elements in student's preferences and achievement" (Lasagabaster, Doiz 2016, 2). Furthermore, teachers can certainly benefit from knowing students' opinions about CLIL practices.

The following research questions will be addressed:

1. What are the benefits of CLIL from the students' point of view?
2. What are the limitations of CLIL from the students' point of view?

The research is designed to be qualitative in nature since the goal is to portray students' perception of CLIL and to understand strong and weak points of this methodology from their perspective.

4.2 Context and Participants

The present study involved 127 students attending their last year of high school in four different towns of the Autonomous Province of Trento. Nine classes were taken into consideration: three classes in school 1 and two classes in each of the other three schools. Moreover, a member of the teaching staff was briefly interviewed in every school to collect useful information about the curricular implementation of CLIL.

CLIL teaching was organised in three different ways: five classes were held by the subject teacher alone (STA) and the teacher was Italian; two classes were held by the subject teacher alone and the teacher was an English native-speaker; and finally in two classes the language and the subject teacher taught together (co-teaching) and both teachers were Italian.

Figure 1 visualises the main information concerning the participants of the present study. The four tables present the four schools, specifying the way CLIL is implemented in the final year: each table reports the number of students per class, the number of CLIL subjects, the total number of CLIL hours and the type of teaching. All CLIL classes were taught in English, unless otherwise specified.

Table 1 Participants in the study

School 1

CLIL in the final year of Secondary Education			
No. of students	No. of CLIL subjects	No. of CLIL hours	Types of teaching
15	3	53	Co-teaching
11	3	50	STA
12	2 (one in German)	60	Co-teaching
TOT 38			

All classes had previous CLIL experience in year 4 and the first one also in year 3

School 2

CLIL in the final year of Secondary Education			
No. of students	No. of CLIL subjects	No. of CLIL hours	Types of teaching
10	1	66	STA (native speaker)
12	1	66	STA (native speaker)
TOT 22			

Both classes had previous CLIL experience in year 4 and 3

School 3

CLIL in the final year of Secondary Education			
No. of students	No. of CLIL subjects	No. of CLIL hours	Types of teaching
13	2	30	STA
16	2	30	STA
TOT 29			

Both classes had previous CLIL experience in year 4

School 4

CLIL in the final year of Secondary Education			
No. of students	No. of CLIL subject	No. CLIL of hours	Types of teaching
17	2	One subject is not clear 12	STA
21	2	40	STA
TOT 38			

Both classes had previous CLIL experience in **year**

All 127 students were attending their fifth (and last) year of high school. As for their language competence, according to the information gathered from the questionnaire, 20% of students didn't have any official language certificate, while 71% of the remaining students had a certified level of English between B1 and B2, 21% an A2 level and 8% a C1-C2 level, as visualised below:

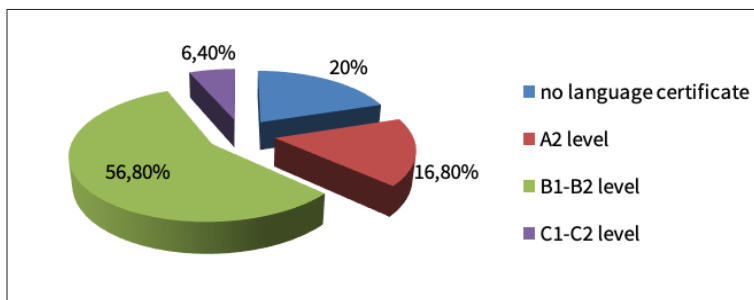


Figure 1 English level of the participants of the present study

Finally, almost 90% of students started learning English at the elementary school and 73 % reported to have had some previous CLIL experience at the elementary and/or middle school.

4.3 Procedure and Data Collection

Data collection was carried out between September 2017 and January 2018 by means of anonymous questionnaires addressed to high-school students attending their final year. The nine classes involved were administered the questionnaires one by one, after the school administration granted permission for anonymous data collection.

The questionnaires were formulated following Dörnyei's (2003) criteria. They were composed of 14 questions and were written in Italian to ensure understanding. Only the answers provided for questions 1 to 10 have been considered in the present study. 127 students filled the questionnaire and all of them were deemed valid.

As for the actual administration of the questioners, it was carried out by the author of the present study in school 1 and 3, by the deputy headmaster in school 2 and by an English teacher in school 4.

Finally, general information about the curricular implementation of CLIL in the four different schools was provided by a member of the teaching staff through a brief oral interview.

Data was then examined to determine incidence and frequency.

4.4 Data Analysis and Results

The analysis of the questionnaires reveals that 62% of students share an overall positive opinion about CLIL, in line with the results reported by Asomosa (2015) and Ouazizi (2016). More specifically, three schools positively evaluated CLIL, while in school 4, 45% students stated that they did not appreciate their experience with CLIL and 16% were not sure about it.

Moreover, in all four schools, most students (70% on average) believe CLIL to be useful for their future. Thus, data reveals a largely favourable perception of CLIL, as it is being implemented in the high school system in the Autonomous Province of Trentino. In addition, students seem to share the belief that CLIL has a positive educational impact on them, as it trains them for higher education or future employment in an international and multilingual environment. The open answers provided for question 9 of the questionnaire⁴ further confirm this positive perception of CLIL, as it is reported in the following examples written by two different students:

Student from school 1 (English level B1):

Anche se l'italiano è una delle lingue più belle, penso che l'utilizzo di altre lingue ampli i nostri orizzonti e ci porta ad uscire dai limiti.

Even if Italian is one of the most beautiful languages, I think that using other languages broadens our vision of the world and lets us go beyond our limits. (Author's transl.)

Student from school 3 (English level A2):

Ho trovato utile e interessante lo studio in un'altra lingua anche per il futuro all'università.

I found it useful and interesting to study by means of a different language, also considering our future education at university. (Author's transl.)

As for the L2 being used in CLIL classes, data analysis shows that 75% of students (including those with no official language certificate) felt that their English competence was adequate to attend a CLIL program, however 46% of them also stated that they didn't fully understand the lesson. In school 4, 76% of students had a certified lev-

⁴ Questionnaire, question 9: "If you consider your personal experience with CLIL, what did you like about it and what would you change? You may answer either in Italian or in English".

el of English proficiency between B2 and C1. Nevertheless, despite this high language competence, 60% of them claimed that they were not able to understand their CLIL classes thoroughly. The situation is similar in school 3, where 64% of students stated that they did not achieve full understanding of the lessons. However, in school 3, students' language level wasn't as homogenous nor as high as in school 4, since 46% of students had an official English certificate between B1 and B2 and the others either had a lower language competence or they didn't have any official certificate.

Only in school 2 most students stated that they had a complete understanding of the CLIL lessons. Interestingly, this was the only school where the CLIL subject was taught by a native speaker.

Finally, in school 1, 48% of students stated that they were not sure whether they fully understood their CLIL classes or not. This suggests that students do not always have a clear metacognitive perception of their work in class and of their learning process.

Students' perception of their understanding of CLIL classes is visualised in figure 2.

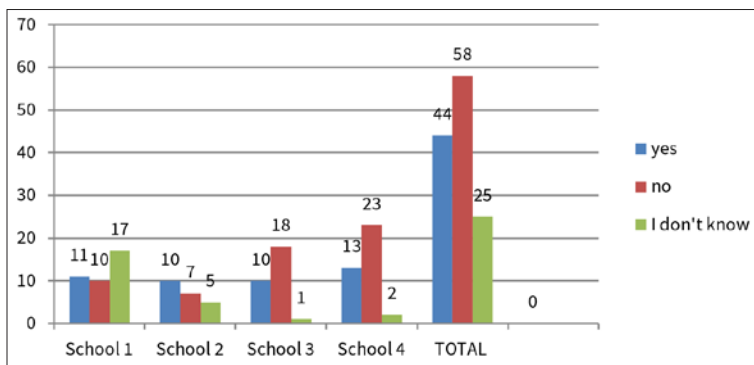


Figure 2 Did you fully understand the subject taught in English? (Questionnaire, question 7)

Considering that 79% of students with an official language certificate had an intermediate or advance level of English (between B1 and C2), language competence might not be the main reason why students felt that they were not able to understand CLIL classes entirely, particularly in the case of school 4, where language proficiency was particularly high. It is worth mentioning that 66% of students in school 4 also reported that they would be able to study CLIL exclusively in English, thus without resorting to strategies such as translation and code-switching. This suggests that they also have a high perception of their own language ability. To account for this discrepancy between high language competence and the inability to fully understand CLIL lessons, it is rele-

vant to consider that most students in school 4 clearly expressed a negative opinion about their CLIL program. In fact, 76% were openly unhappy with their experience, highlighting on the one hand the teacher's lack of language competence in the L2 and on the other hand the excessive simplification of the content. This clearly highlights the crucial role played by the teacher in the CLIL classroom (Asomosa 2015). The open answers provided for question 9 of the questionnaire in school 4 further confirm this negative opinion about CLIL, as it is reported in the following statements written by four different students:

Student from school 4 (B2 level of English):

I believe that studying a subject in another language obliged us to simplify concepts and make us unable to do deeper. Therefore, even if we improve our English/grammar, we study the subject with a superficial approach.

Student from school 4 (B2 level of English):

If I could, I would change some teaching methods such as frontal lessons.

Student from school 4 (B2 level of English):

Molti professori sono un po' insicuri quando parlano la lingua inglese e tendono a trattare gli argomenti in modo superficiale.

Many teachers lack a bit of self-confidence when they speak English and tend to handle the topics in a superficial way. (Author's transl.)

Student from school 4 (B1 level of English):

C'è la tendenza, quando si fanno lezioni in CLIL, a semplificare i contenuti rispetto alle normali lezioni in italiano.

In the CLIL classes there is a tendency to oversimplify the content, compared to the normal lessons held in Italian. (Author's transl.)

As for the perception of the dual focus of CLIL, the questionnaire explicitly asked students whether CLIL had a positive impact on their interest both in the subject and in the English language, which was used in their CLIL classes.

In all four schools, an overall average of 72% of students (reaching 100% in school 3), clearly stated that studying a subject by means of the L2 didn't make them more interested in the subject itself, as it is visualised in figure 3.

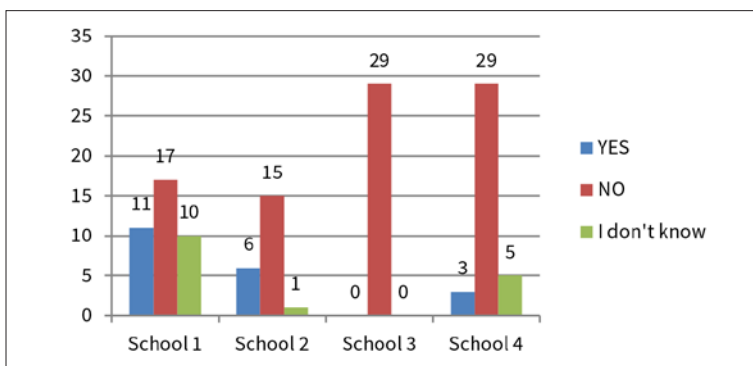


Figure 3 By studying a subject in English, has your interest for the subject increased? (Questionnaire, question 7)

As for the impact on the language, the results provided by the questionnaires are not clear-cut. In fact, in the first two schools, most of the students stated that CLIL increased their interest in the English language (60% in school 1 and 50% in school 2), while in the other two schools students didn't sense any increase in their interest (62% in school 3 and 63% in school 4). It is worth noticing that school 3 and 4 are the same schools where students openly expressed their inability to fully understand the CLIL lessons and their overall negative opinion about their CLIL experience. Nevertheless, an overall average of 67 % of students in all four schools acknowledged that CLIL had a positive impact on their L2 competence, regardless of the fact that they liked CLIL or not. In their comments (question 9 of the questionnaires) 20 students explicitly wrote that they learnt many new words. This is in line with the results outlined in Dalton-Puffer's (2008) and Xanthou's (2011) studies, according to which L2 lexicon is the linguistic area mostly affected by CLIL.

5 Conclusions and Teaching Implications

The present article aimed at investigating students' perception of CLIL, to identify its potentialities and to draw attention to possible areas of improvement. Indeed, to understand whether successful learning is achieved, it is useful to consider

not only students' results in standardized tests, but also [...] students' self-perceptions of their learning outcomes, their perceived value of the progress, and the analysis of what made learners want to learn. (Coyle 2013 in Lasagabaster, Doiz 2016, 4)

This study analysed students' view on the dual focus of CLIL, thus considering both the subject matter and the language demands that characterise this methodology, as it is currently being implemented in the Autonomous Province of Trentino in Italy.

The findings reveal that students generally see CLIL as a positive experience and as useful training for their higher education or future employment. However, results also show that studying a subject by means of a foreign language does not always allow students to fully understand the lesson. This difficulty does not seem to be related to the learners' L2 proficiency, since, with some variations, this opinion was shared by low- and high- English level students alike. Therefore, language competence might not be the main reason why students feel that they do not fully understand CLIL classes. In fact, it is relevant to consider that the students who expressed a particularly negative opinion about their CLIL experience highlighted the teacher's inadequate language proficiency in the L2 and the excessive simplification of the content.

Furthermore, the great majority of students claimed that studying a subject by means of the L2 did not make them more interested in the subject itself.

In their evaluations, many students explicitly emphasised the importance of the CLIL teacher's language competence in the L2 and the risk of CLIL curricula being oversimplified compared to those thought by means of the L1 if the teacher is not competent enough in the L2.

As for the impact of CLIL on the L2 being used, in half of the schools students stated that CLIL increased their interest in the English language, while in the other half of the schools, students didn't perceive any growth in their interest. On the contrary, students of all the schools involved clearly recognised that CLIL improved their proficiency in the L2, especially their lexical ability.

In conclusion, this study suggests that on the one hand CLIL has a positive impact on learners' L2 proficiency and students themselves recognize it, while, on the other hand, students seem wary of the efficacy of CLIL on learning outcomes in the content subject. Indeed, data shows that students acknowledge the potential of CLIL but, if it is to be effectively implemented, CLIL teachers' training and CLIL curriculum design need to be carefully considered in order to avoid oversimplifying the subject matter.

Appendix: Questionnaire for students

CLIL - Opinioni e Analisi Linguistica

Il presente questionario intende analizzare il modo in cui gli studenti percepiscono e affrontano le materie insegnate in lingua straniera (CLIL). Le informazioni raccolte saranno utilizzate a soli fini di ricerca. Il questionario è anonimo, i dati raccolti saranno trattati in modo aggregato nel rispetto della legge sulla privacy.

- 1) Scuola, classe e sezione:

 - 2) Quali lingue stai studiando quest'anno?
 Inglese
 Tedesco
 Altro (specificare:)

 - 3) In che classe hai iniziato a imparare l'inglese?
 Scuola materna
 Scuola elementare
 Scuola media
 Alle superiori (specificare la classe:)

 - 4) Qual è l'ultima certificazione ufficiale che hai conseguito?

<input type="checkbox"/> KET (A2)	<input type="checkbox"/> CAE (C1)
<input type="checkbox"/> PET (B1)	<input type="checkbox"/> PCE (C2)
<input type="checkbox"/> FCE – First Certificate (B2) ufficiale di inglese	<input type="checkbox"/> non ho conseguito nessuna certificazione

 - 5) Prima di iniziare la scuola superiore hai avuto altre esperienze CLIL?
 Sì, nella scuola elementare
 Sì, nella scuola media
 No
- Se sì in quale lingua/e?
- In quale materia/e?
- per quanti anni?

6) Quale/i materia/e stai studiando in lingua straniera (CLIL) quest'anno?
.....

7) Seleziona con una X la risposta che meglio esprime la tua opinione.	sì	no	non so
1. Ti piace studiare una materia utilizzando una lingua straniera?			
2. Ritieni più complesso studiare una materia utilizzando l'inglese invece che l'italiano?			
3. Ritieni utile per il tuo futuro studiare una materia utilizzando una lingua straniera?			
4. Pensi che il tuo livello di inglese sia adeguato per affrontare la materia in lingua?			
5. Saresti in grado di affrontare una materia utilizzando esclusivamente l'inglese?			
6. Studiare una disciplina in inglese, ha fatto aumentare il tuo <i>interesse</i> per la materia trattata?			
7. Studiare una materia in inglese, ha fatto aumentare il tuo <i>interesse</i> per la lingua inglese?			
8. Pensi che imparare una materia in inglese ti abbia permesso di migliorare la tua <i>competenza</i> nella lingua straniera?			
9. Pensi che studiare una materia in inglese abbia richiesto una maggiore attenzione e concentrazione durante le lezioni in classe, rispetto alle lezioni in italiano?			
10. Pensi che affrontare una materia in inglese ti abbia permesso di comprendere pienamente ciò che hai studiato?			
11. Pensi che avresti imparato meglio la materia che hai studiato in inglese se l'avessi studiata in italiano?			

8) Quali differenze hai notato nelle lezioni CLIL rispetto a quelle normali (al di là dell'utilizzo della lingua straniera)? Puoi selezionare quante alternative ritieni valide, da zero a tutte.

- Non ho notato grandi differenze tra le lezioni CLIL e le altre
- Più lavori di gruppo
- Meno lezioni frontali
- Più testi da leggere
- Attività più coinvolgenti
- Più necessità di imparare a memoria
- Più studio a casa
- Più utilizzo della LIM e di supporti tecnologici in generale
- Altro (specificare:

9) Analizzando la tua esperienza CLIL, cosa ti è piaciuto maggiormente e cosa cambieresti? (puoi rispondere in italiano o in inglese)

.....
.....

10) Quali difficoltà hai incontrato affrontando lo studio di una materia in inglese? Seleziona con una X la risposta che meglio esprime alla tua opinione. Puoi selezionare quante alternative ritieni valide, da zero a tutte.

	Sempre /molto spesso	Spesso	Qualche volta	Raramente / mai
Faccio molta fatica a seguire l'insegnante quando spiega in inglese				
Mi sento in imbarazzo a parlare in inglese				
Ho difficoltà a esprimermi adeguatamente in inglese				
Non conosco molte parole e quindi lo studio della materia risulta difficile				
I contenuti della materia sono molto complessi				
La materia non mi piace/ interessa				
Non capisco perché devo studiare in inglese ciò che potrei studiare in italiano				

11) Durante la lezione CLIL l'insegnante

- usa (quasi) esclusivamente l'inglese
- usa principalmente l'inglese
- usa principalmente l'italiano
- usa inglese e italiano più o meno in uguale misura
- non so

Seleziona con una crocetta la risposta che rappresenta meglio la tua opinione. Puoi selezionare quante alternative ritieni valide, da zero a tutte:

12) Prova a descrivere il tuo insegnante CLIL, a volte lui/lei utilizza l'italiano per

- spiegare/tradurre parole che non conosciamo
- riuscire a gestire la classe
- sottolineare o chiarire alcuni concetti particolarmente importanti
- rendere la lezione più divertente
- fare esempi
- spiegare / dare istruzioni su come svolgere un lavoro di gruppo o un compito a casa
- l'insegnante non utilizza mai l'italiano
- altro (specificare)

13) Seleziona con una crocetta la risposta che meglio rappresenta la tua opinione.	sì	no	non so
1. Durante le lezioni CLIL parlo (quasi) sempre in inglese con l'insegnante.			
2. Durante le lezioni CLIL parlo (quasi) sempre in inglese con i compagni durante le attività di gruppo.			
3. Durante le lezioni CLIL parlo prevalentemente in italiano con i compagni durante le attività di gruppo.			
4. Penso che sia una buona idea che gli studenti utilizzino sia l'italiano che l'inglese durante le lezioni CLIL.			
5. Penso che sia una buona idea che l'insegnante utilizzi sia l'italiano che l'inglese durante le lezioni CLIL.			
6. Trovo utile che l'insegnante parli in italiano quando ci spiega la procedura per svolgere un'attività o un lavoro di gruppo e quando ci assegna i compiti.			
7. Trovo utile che l'insegnante ci fornisca la traduzione in italiano dei testi e dei materiali scritti in lingua inglese.			
8. Quando non capisco un termine o un concetto in inglese, vorrei che l'insegnante me lo spiegasse in italiano.			
9. Quando non capisco un termine o un concetto in inglese, vorrei che l'insegnante me lo spiegasse in inglese, usando sinonimi, esempi e parole più semplici.			
10. Vorrei che l'insegnante parlasse solo in inglese durante le lezioni CLIL.			
11. Penso che l'insegnante dovrebbe usare l'italiano solo quando è strettamente necessario.			
12. Penso che l'insegnante dovrebbe utilizzare di più l'italiano.			

Seleziona con una crocetta la risposta che rappresenta meglio la tua opinione. Puoi selezionare quante alternative ritieni valide, da zero a tutte:

14) La ragione principale per cui a volte utilizzo l'italiano durante le lezioni CLIL è:

- il mio inglese non mi permette di esprimermi come vorrei
- mi vergogno a parlare in inglese
- sarei in grado di esprimermi in inglese, ma è più semplice e rapido farlo in italiano
- per essere sicuro/a che tutti capiscano
- per scherzare con i miei compagni
- per aiutare i compagni che hanno un livello di inglese inferiore al mio
- non utilizzo (quasi) mai l'italiano in classe durante le lezioni CLIL
- altro (specificare:)

-- GRAZIE PER LA COLLABORAZIONE! --

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