

# CBLT programs

Language-driven

Content-driven



e.g., theme-based  
language courses

e.g., content course(s) +  
language course

e.g., immersion programs  
(50% + in target language)

# Focus on...CEFR (new edition 2018)



## Common European Framework of Reference for Languages (Focus on English)

### Certified CLIL teachers in Italy

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. <b>5th year Upper Secondary school (18-19yo) – Grade 12+ (US), Year 13+ (UK)</b>
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. <b>2nd year Upper Secondary school (15-16 yo) – Grade 10 (US), Year 11 (UK)</b>
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. <b>3rd year Lower Secondary school (13-14yo) – Grade 8 (US), Year 9 (UK)</b>
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. <b>5th year Primary school (10-11yo)– Grade 5 (US), Year 6 (UK)</b>

### What about university?

1st year BA: B1+

2nd year: B2


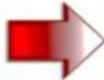

3rd year: B2+

1st year MA: C1

2nd year: C1+



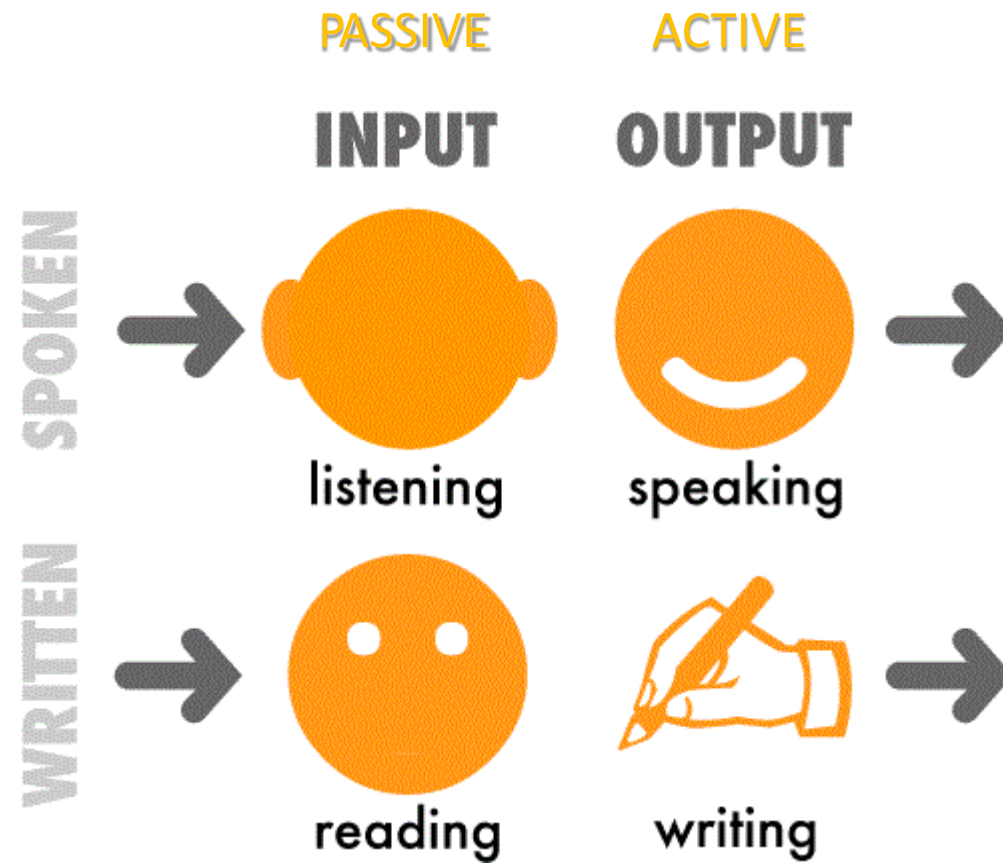
# Focus on... Knowledge, Skills, Attitudes and Competences

<p><i>Knowledge</i> means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual.</p>		<p><i>Knowledge</i> is described in terms of what the learner knows and understands.</p>
<p><i>Skills</i> means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p>		<p><i>Skills</i> are described in terms of what the learner is able to do.</p>
<p><i>Competence</i> means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development. In the context of the European Qualifications Framework, competence is described in terms of responsibility and autonomy.</p>		<p><i>Competence</i> is described in terms of what the learner is ready to do.</p>

<https://eurspace.eu/ecvet/pedagogicalkit/framework-for-defining-learning-outcomes-knowledge-skills-competence/>

Knowledge+  
Skills+  
(Positive) attitude=  
COMPETENCE

# Focus on...Language skills



# CBLT Project work

- Title of the course/lesson plan and short description: Is it language- or content-driven? Is it CLIL, LSP, EMI, etc.? Which approaches/methodologies/techniques are you considering (Grammar Translation/Audiolingual/Communicative/Affective Humanistic? Are you using FLL and/or SLA, cross- and/or intralingual approaches, analytic and/or global techniques, explicit and/or implicit teaching and why)?
- To whom is it addressed? Kind of school, class/year/grade, age of students, level of linguistic competence (according to CEFR 2018: A1, A2, B1, B2, etc.)
- Content and linguistic objectives (these latter in terms of knowledge, skills and competences)
- Resources (coursebooks, handouts, ICTs, etc.)
- (Comprehensible) Input – in terms of material(s) provided (mainly vocabulary. It should be interesting to focus especially on the two – neglected – passive skills: reading and listening)
- Scaffolding activities – to support learners through their CBLT pathway (mainly morphosyntax)
- Output (Creative, according to Bloom’s taxonomy. It must follow also Dewey’s principle of “learning by doing”. It has to be a concrete, real task which involves the two active skills: speaking and writing)