









1506  
UNIVERSITÀ  
DEGLI STUDI  
DI URBINO  
CARLO BO

UUP  
URBINO  
UNIVERSITY  
PRESS

# **CLIL ALL'UNIVERSITÀ:**

*sviluppo di percorsi didattici innovativi*

a cura di  
Gloria Gabbianelli

**CLIL ALL'UNIVERSITÀ:**

*sviluppo di percorsi didattici innovativi*

a cura di Gloria Gabbianelli

*Progetto grafico*

Mattia Gabellini

*Referente UUP*

Giovanna Bruscolini

[Print] ISBN 9791257650209

[PDF] ISBN 9791257650186

[ePub] ISBN 9791257650193

Le edizioni digitali dell'opera sono rilasciate con licenza Creative Commons Attribution 4.0 - CC-BY, il cui testo integrale è disponibile all'URL: <https://creativecommons.org/licenses/by/4.0/>



Le edizioni digitali online sono pubblicate in Open Access su: <https://press.uniurb.it/index.php/UrbinoUP>

© Gli autori per il testo, 2026

© 2026, Urbino University Press

Via Saffi, 2 | 61029 Urbino

Sito web: <https://uup.uniurb.it/> | e-mail: [uup@uniurb.it](mailto:uup@uniurb.it)

L'edizione cartacea del volume può essere ordinata in tutte le librerie fisiche e online ed è distribuita da StreetLib (<https://www.streetlib.com/it/>)

# Sommario

**7**

Introduzione

**13**

Il progetto didattica in LS/CLIL @UNIURB. Un primo bilancio

Flora Sisti

**37**

A brief introduction to the CISDEL 'CLIL teaching Assistance Centre'. A GEPS area case study

Catherine Lea Farwell

**57**

Metodologia CLIL nella classe di cinese: una proposta di progettazione didattica online

Gloria Gabbianelli

**77**

CLIL e insegnamento universitario della letteratura inglese: un caso di studio

Maria Elisa Montironi

**93**

Inglese in psicologia: origini, impatto e benefici

Patricia Barzotti, Rowena Coles, Maria Gabriella Pediconi

**107**

Un approccio graduale all'uso dell'inglese nell'insegnamento dell'Economia Aziendale in ambito universitario. Sfide e opportunità

Annalisa Sentuti

# A BRIEF INTRODUCTION TO THE CISDEL ‘CLIL TEACHING ASSISTANCE CENTRE’. A GEPS<sup>1</sup> AREA CASE STUDY

Una breve introduzione al “Centro di assistenza all’insegnamento CLIL” del CISDEL. Un caso di studio con esempi dell’area GEPS.

Catherine Lea Farwell  
Università degli Studi di Urbino

## Abstract

This contribution provides a brief overview of a project run by the CISDEL support structure at the *Università degli Studi di Urbino Carlo Bo*: the CLIL Teaching Assistance Service. To implement the CLIL method, i.e., Content and Language-Integrated Learning, an L2 *Didattica in LS@Uniurb* team assists instructors who teach and/or carry out examinations in a foreign language (L2) for non-linguistic subjects. Empirical evidence on instructor satisfaction will be considered in the light of two support services offered to instructors in the CLIL project by the *Didattica in LS@Uniurb* teaching assistance team: a methodological service and a general/specialized language service. A case study featuring general and specialized language consultation provided to two instructors of the GEPS area will furthermore be shared and analysed. Results will be discussed.

Questo articolo fornisce una breve panoramica di un progetto gestito dalla struttura di supporto CISDEL dell’Università degli Studi di Urbino Carlo Bo: il servizio di supporto all’insegnamento CLIL. Per poter implementare il metodo CLIL, ovvero *Content and Language-Integrated Learning*, un servizio del campus UniUrb denominato ‘Didattica in LS@Uniurb’ assiste i docenti che insegnano e/o svolgono esami in lingua straniera per materie non linguistiche. Verranno prese in considerazione le evidenze empiriche sulla soddisfazione dei docenti in merito a due

1 GEPS is an anagram representing the combined academic discipline areas at UniUrb consisting in *Giurisprudenza* (Law), *Economia* (Economics and Business), *Scienze politiche* (Political Science) and a sub-area of *Sociologia* (Sociology).

servizi di supporto offerti ai docenti da parte del *team* di assistenza all'insegnamento CLIL: il servizio metodologico e il servizio linguistico generale/specializzato. Verrà inoltre condiviso e analizzato un caso di studio relativo alla consulenza linguistica generale e specialistica fornita a due docenti dell'area GEPS. Infine, verranno commentati i risultati.

## INTRODUCTION

This article provides a concise overview of a project managed by the CISDEL<sup>2</sup> support structure at the *Università degli Studi di Urbino Carlo Bo*, specifically its CLIL<sup>3</sup> Teaching Assistance Service, also known as *Didattica in LS@Uniurb*. The service supports instructors who teach courses or conduct examinations in a foreign language (L2) in non-linguistic disciplines, thereby facilitating the implementation of the above-mentioned methodology (Sisti 2015)<sup>4</sup>. Empirical data will be examined regarding instructor satisfaction with two support services: the methodological service and the general/specialized language service. Finally, this paper presents and analyzes two case studies featuring specialized language consultation provided to instructors in the GEPS area.

### 1. PROJECT OVERVIEW

Since the academic year 2010/2011, the University of Urbino has offered CLIL-related services through the CISDEL support structure. This initiative, known formally as '*Didattica in LS@Uniurb*', aims to provide both methodological consultation as well as linguistic consultation to instructors engaged in CLIL-based teaching. Linguistic – or language - consultation is currently offered for the English, French and Spanish languages and addresses instructors' general and specialized needs in the foreign languages in which they are teaching their respective content-based courses.

2 Cisdell – *Centro Integrato servizi didattici ed e-learning*; a University of Urbino support structure aiming to weave correct pedagogy and e-learning into every activity and level of the university fabric.

3 CLIL – Content and Language-Integrated Learning.

4 F. Sisti (2015). Sisti specifies that CLIL is commonly referred to as a method or an approach; however, it can more properly be described as a learning environment in which instructors aim to promote the learning of content, abilities and skills pertinent to a non-linguistic discipline. This is done utilizing a language that is not necessarily familiar to the students in that instructor's lecture room.

The consultation supports instructors in developing linguistically accurate and pedagogically effective course materials, focusing particularly on sector-specific terminology, syntactic structures, idiomatic appropriacy and consistent register use for academic English. Following written feedback, instructors participate in debriefing sessions to discuss suggested revisions, fostering meta-linguistic reflection and reinforcing language acquisition processes (Lyster, 2007).

To contextualise the academic environment in which CLIL can be adopted it should be stated that the *Università di Urbino Carlo Bo* currently hosts the following Departments:

*Economia, Società, Politica* (DESP) - Economics & Business, Political Science, and a portion of Sociology linked therewith; *Giurisprudenza* (DiGiur) – Law; *Scienze Biomeolecolari* (DISB)- Biomolecular Sciences, Chemistry, Biomedical and Physical Education Sciences; *Scienze della Comunicazione, Studi Umanistici e Internazionali* (DISCUI) – Communication Sciences, (a portion of ) Humanities and International Studies<sup>5</sup> ; *Scienze Pure ed Applicate* (DISPeA) – Pure and Applied Sciences<sup>6</sup>; *Studi Umanistici* (DISTUM) – Humanities Studies.<sup>7</sup>

In terms of participation in the CLIL L2 teaching project on the U. of Urbino campus it can be stated that from the academic year 2016/2017 to the academic year 2023/2024 instructor participation in CLIL instruction in a foreign language increased from 17 to 47 courses; these statistics are aggregate, i.e. they represent all three types of CLIL course taught, and are moreover not broken down in terms of the L2 chosen as a vehicle for instruction.

CISDEL's CLIL methodological consultation service provides structured counseling for instructors lecturing in an L2; it focuses on their class-

5 Applied Modern Languages; Communication, Media Studies and Advertising; Digital Communication for Culture; Languages for Business in the Global Context; Communication and Advertising for Organizations, British & Anglo-American Cultural Studies, Migration and Identity in contemporary anglophone narratives; Teaching Italian as an L2. Theoretical and Applied Linguistics, Philosophy, History, Geography, Psychology, a portion of Sociology linked with socio-demographic-ethnographic aspects, Anthropology, Archeology, and Art History.

6 Chemistry with AI elements, Informatics, Geology and Environmental Sustainability, the Conservation and Restoration of Cultural Heritage, Informatics & Digital Innovation, Geology and Territorial Protection, Philosophy of Information, Technologies for Museum Conservation and Protection, and Research Methods in Science and Technology.

7 The Schools of Ancient Languages & Literature, the Arts, Philosophy, and Education.

room practices and use of language while teaching, and on imparting the pedagogic framework that lies behind the CLIL approach. A description of the types of intervention carried out includes the pre-editing of authentic academic texts to align with target CEFR descriptors and support for the addition of scaffolding tools such as glossaries, footnotes, and visual support materials to enhance comprehension (Vygotsky, 1978; Wells, 1999). The current methodological consultant is a bilingual speaker of Italian and English (with a CEFR C2 level of the latter) possessing a literary Doctorate degree.

The CISDEL's CLIL linguistic consultation service for the *Didattica in LS@Uniurb* project currently consist in the correction and improvement of CLIL instructors' English-, French- and Spanish-language teaching materials. The general language aspects analyzed include instructors' syntactic structures, idiomatic appropriacy, and vocabulary. While it is true that CLIL instructors rarely misuse specialized vocabulary and concepts connected with the academic contents of their own subjects, linguistic consultation also includes checks of this aspect. Furthermore monitored is the consistent use of appropriate academic register. Occasionally CLIL instructors make mistakes in specialized language use. This is usually due to mental fatigue, distraction or – more frequently – instructors' attempts to hastily produce teaching materials with inappropriate machine translation (MT) programs or other AI tools.

CISDEL's English-language consultants are adjunct university instructors as well as mother-tongue experts (i.e., members of the *ex-lettori*/CEL category); three consultants respectively cover the Departments committed to the Humanities, Applied and Pure Sciences, and Social Science courses.

The university instructor-consultant for the French and Spanish languages is a French-Italian bilingual who possesses a three-year bachelor's degree in Spanish-French-Italian translation from the *Haute école ISTI* (the Higher Institute for Translation and Interpretation Studies – Brussels), a second 3-year bachelor's degree in Education, and a Master's-level TEFLI degree from the School of Foreign Languages and Literature at the U. of Urbino. CLIL instructors from all University of Urbino Departments may request this consultant's assistance in the correction and improvement of their teaching materials in French and Spanish.

## **2. THEORETICAL AND METHODOLOGICAL BASES OF THE CLIL PROJECT**

Studying an academic subject with teaching materials such as slides, hand-outs and assigned readings in a language that represents the *lingua franca* of a discipline is often perceived by instructors and students alike to be an opportunity that will offer the latter advantages once they enter the professional world (Balboni 2002, Sisti 2015).

The decision to implement the CLIL approach at the *Università degli Studi di Urbino Carlo Bo* reflects broader European trends aimed at internationalizing higher education (Coonan, 2004; Sisti 2015). As stated above, CLIL entails teaching a non-linguistic academic discipline partially or fully in an L2, thereby enhancing students' disciplinary knowledge as well as their language proficiency. The pedagogical shift inherent in CLIL moves the instructor's focus from mere information transmission to facilitating student comprehension of specialized content through tailored teaching strategies and supportive materials (Balboni, 2002; Sisti, 2015).

Instructors freely choose to participate in the '*Didattica in LS@Uni-urb*' project and can receive assistance from the methodological consultant in designing materials adapted to students' linguistic competence levels; the latter are assessed according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2001). Similarly, they are invited to benefit from linguistic consultancy. The latter entails the correction or modification of instructors' teaching materials; accordingly, it should be noted that applied linguistics studies have demonstrated the efficacy of correcting some language mistakes in L2 acquisition, particularly as concerns the skill of writing (Doughty 2001), Loewen (2005). Linguistics research has further proved the value of reactive, form-focused corrections, i.e., featuring

“...corrective feedback as well as other attempts (intended) to draw learners' attention to language features....in student-teacher interaction”.

(Lyster 2007: 47)

Thus, when feedback is helpful in acquisition terms, merit can be attributed to the dialogue that takes place between CLIL instructors and their linguistic consultant. The former can – during the linguistic consultation phase – engage in meta-linguistic reflection concerning any mistakes in their written teaching materials. (Lyster 2007).

Not all linguistic studies accept that the correction of L2 learners' mistakes leads to progress in acquisition; other research indicates that the learners' individual traits may render the correction process incisive or irrelevant to their learning process (Russell & Spada 2006). The CISDEL linguistic consultancy service operates under the hypothesis that CLIL instructors have pursued years of advanced study before they begin to lecture at a university, and moreover exhibit a high level of motivation. The aforesaid factors explain the reasons that convince instructors to teach their subject in a L2 and illustrate how they are likely to be particularly open to improving their language competency through reflection on corrections to their teaching materials. Thus, it is the qualitative profile of CLIL instructors that strongly suggests that they possess the individual traits necessary for error correction to become an effective step in their L2 acquisition process.

Whether the *students* in the CLIL classroom are L1 or L2 speakers of the foreign language in which lessons are delivered, a key advantage of the CLIL approach for them is that adoption of the methodology obliges their instructors to focus on teaching strategies to adequately convey the target information.

However, the real change carried out by practicing CLIL occurs in the learning environment, thanks to the pedagogy underlying the approach; namely the instructor's attention shifts from the simple transmission of information – as occurs when teaching in one's L1 – towards a focus on rendering the sector-specific contents accessible to students. CLIL instructors and students alike must strive to convey/comprehend the contents of a CLIL lesson. The additional effort expended confers added value at diverse levels of the teaching/learning equation. Students will learn about an academic discipline and in the process acquire the terminology, syntax structure and discourse patterns of that discipline in the FL in which the reading is presented. (Sisti 2015). It follows that genuine student acquisition of the disciplinary contents of a lesson may ironically be facilitated by learning

it in a language which is not necessarily highly familiar to them. (Balboni 2002, Sisti 2015).

### **3. DESCRIPTION OF THE PROJECT**

In 2010/2011 CISDEL introduced the CLIL project *Didattica in LS@Uni-urb* onto the U. of Urbino campus. Among its reasons for doing so were increasing the ability of the U. of Urbino to attract more foreign exchange students to campus via bilateral institutional exchange and the intra-EU Erasmus+ Project, as well as facilitating the integration of international L2 visiting scholars into the teaching and research projects.

As stated in the Project Overview, instructors of non-linguistic courses at the U. of Urbino may voluntarily participate in the Cisdell's CLIL teaching project in three ways: teaching one's entire course curriculum in an L2; teaching a part (one or more modules) of one's course lessons in a foreign language; and offering one's students the option of studying course materials with a textbook in the L2. The latter variety of course is known as a '*corso appoggiato*' and includes a bibliography for supplementary course materials in the foreign language. Finally, in *appoggiato* lessons, students may choose to take the final exam in the L2 or in Italian.

Given that some or all course materials are presented by the instructor in an L2, CLIL methodology requires the production of support materials to scaffold students' understanding of academic discourse and authentic academic input (Vygotsky, 1978); the latter information may be carried out in a text, audio, or audiovisual medium.

As stated above, since the academic year 2010-2011 UniUrb has offered courses with some level of CLIL methodology. This was managed without adding to the teaching load of academic staff and professors, and similarly without augmenting the number of hours of lessons for students. (Sisti 2015).

### **4. CISDEL CONSULTANCY SERVICES: DATA ON PARTICIPATION AND SATISFACTION**

The Cisdell's CLIL pedagogical/methodological consultancy services have been described previously. The quantitative table below contains the data gathered by Cisdell on CLIL instructors' participation in the project and

participation in the methodological consultancy process over an eight-year period. Instructors are anonymous as they take the survey.

**Table 1. Number of CLIL instructors requesting methodological support**

Academic Year	YES	NO	TOTAL CLIL instructors
2016/2017	1	16	17
2017/2018	5	19	24
2018/2019	4	20	24
2019/2020	3	13	16
2020/2021	4	51	55
2021/2022	10	28	38
2022/2023	15	25	40
2023/2024	15	32	47

In the light of Table 1 above, it emerges that the number of U. of Urbino CLIL instructors in the project who declared that they requested methodological support grew consistently from the academic year 2016/2017 to that of 2023/2024 (i.e. from 1 instructor in 2016/2017 to 15 instructors in 2023/2024). The sole exceptions to that upward trend were a slight dip in 2018/2019 (i.e., by one instructor compared to the year before), and a further drop in 2019/2020 (i.e., by two instructors compared to 2017/2018).

The latter decrease may be explained by the covid virus outbreak at the beginning of March 2020; CISDEL's hypothesis is that the sudden shift to exclusively online teaching that Spring not surprisingly negatively affected the number of requests for methodological assistance in the second semester. Likewise, the consistent drop in the number of instructors willing to voluntarily engage in CLIL instruction in the 2019/2020 academic year – compared to the year before and following years – can be attributed to the same reasons, i.e., the significant stress experienced by the university system to suddenly function online and engage in remote instruction. Consisting in an atypical year, it is difficult to properly evaluate the data relating to it.

Certainly, CLIL instruction rates rebounded significantly over the 2020/2021 – 2023/2024 period.

#### **4.1 Degree of Satisfaction with Consultancy**

Instructor satisfaction with both Cisdell's CLIL methodological and general/specialized linguistic support services began to be measured from the academic year 2019/2020 onwards. In the satisfaction survey that asked CLIL project instructors to evaluate the efficacy of the methodological support they received <sup>8</sup>, those questioned have thus far always answered that the service rendered was 'Effective' or 'Moderately Effective' for all the years measured.

The survey yielded mixed results over time. In the atypical academic year of 2019/2020 - already noted above - twice the number of instructors answered that the methodological service was 'Moderately Effective' compared to those who rated the service 'Effective'. On the other hand, in 2020/2021, an equal number of respondents rated the service as 'Moderately Effective' and 'Effective'. On an encouraging note, in 2021/2022 and 2022/2023 all instructors who responded described the service as 'Effective'. Finally, in 2023/2024, many more respondents described the service to as 'Effective' (i.e., 12 respondents) compared to the instructors who considered the service to be 'Moderately Effective' (i.e. 2).

Concerning the general and specialized linguistic support rendered by project consultants, it should be stated that the number of UniUrb CLIL instructors who declared that they requested language support services grew from the academic years 2016/2017 to 2017/2018, (i.e., from 3 to 6). The number then dipped in 2019/2020 (i.e., to 3). However, in 2022/2023, a sudden and significant increase to 15 instructors was registered; that positive trend (i.e., 15) remained stable for the last year for which data were presented: 2023/2024. While demand for the service has observed an upward trend over time and would seem to lend indirect confirmation of the need for such support, it is necessary to examine the results of the satisfaction survey to gauge instructors' actual opinions.

In the satisfaction survey that asked CLIL project content-based instructors to evaluate the general and specialized language support they received from the first year the language service began to be evaluated (2019/2020) to the academic year 2023/2024, all respondents answered that the service rendered was 'Effective' or 'Moderately Effective'.

<sup>8</sup> Survey Question: "If so, how would you evaluate the methodological support you received?" The possible answers were: Helpful; Moderately Helpful; Not very Helpful.

However, the satisfaction survey results for 2019/2020 (Table 1) and 2020/2021 (Table 2) remain outliers in terms of the other periods for which CLIL consultancy was evaluated more positively by instructors; though slight in statistical terms, *could these drops in satisfaction perhaps be explained by the frustration that pervaded the university community in the dramatic moment of Italy's history associated with the covid virus and the attendant lockdown?* This question would require further study but could be an intriguing new strand of research in pedagogical terms.

In the period considered, a total of 42 instructors evaluated the language services they received during their participation in the *Didattica in LS@UniUrb* project. Of that number, 33 respondents rated the service to be 'Effective', while 9 felt the service was 'Moderately effective'. The table below illustrates the trends from year to year:

**Table 2. Satisfaction with the Linguistic Consultancy Services Provided**

Academic Year	Effective	Moderately Effective	Not very Effective
2016/2017	0	0	0
2017/2018	0	0	0
2018/2019	0	0	0
2019/2020	1	2	0
2020/2021	2	4	0
2021/2022	3	0	0
2022/2023	15	0	0
2023/2024	12	3	0

#### **4.2 Results of the Satisfaction Surveys**

Satisfaction surveys conducted from the 2019/2020 academic year reflect positive evaluations of CISDEL's methodological and linguistic support services. Between 2019 and 2024 most instructors rated these services as 'Effective' or 'Moderately Effective', with an upward trend observed over time in the perception of efficacy. Whilst leaving space for improvement these results underline the value of the services within the universi-

ty's CLIL framework and indicate that they exemplify solid pedagogical practice.

##### **5. CASE STUDIES FEATURING GENERAL AND SPECIALIZED ENGLISH LANGUAGE CONSULTATION PROVIDED TO INSTRUCTORS IN THE GEPS AREA**

This paper presents two case studies featuring English general and specialized language consultation provided over the last 10 years to instructors from the University's GEPS area. At present, GEPS-area language consultation has been offered exclusively for English-language materials; objectively speaking, the English language does have a historic connection with many disciplines in the GEPS area. It is hoped that in the future other GEPS CLIL instructors from other language areas besides English will request language consultation in an L2.

These case study materials were presented during the *Didattica in LS@UniUrb* Study Day Seminar held in honour of the 10th anniversary of the founding of the CLIL Project by CISDEL, held on March 20, 2024. The GEPS instructors whose teaching materials will be featured herein submitted them to the area consultant for feedback and revision. The object of the analysis will be several teaching materials, i.e., slides submitted by an instructor at the *Scuola di Scienze politiche* and by one at the *Scuola di Economia*, followed by an analysis of the data.

**GEPS AREA – Table 3****DESP – Scuola di Economia**

**Course partially taught in English as an L2: CLIL was adopted for some modules.**

<b>Text in the instructor's slide</b>	<b>Consultant's correction</b>	<b>Type of mistake</b>	<b>General or Specialized language mistake</b>
Money Supply: offered by Central Bank	Money Supply: offered by Central Banks	Singular/plural	General
...where <i>i</i> is the interest rate paid on Bond	...where <i>i</i> is the interest rate paid on Bonds	Singular/plural	General
We indicate with <i>Ws</i> The Wealth Supply:	Where <i>Ws</i> is the Wealth Supply:	Idiomatic expression linked with formulas in academic papers + increased register	Specialized
Instead, Wealth Demand is:	Instead, Wealth Demand is:	Unnecessary definite article; indicates literal translation from IT syntax	General
Interest rate and bond's price	Interest rates and the price of bonds / or/ the price of a bond	Singular/plural + use of the possessive tense with an inanimate noun, i.e. an inappropriate role <sup>9</sup>	General

9 (Borer 2013).

GEPS AREA – Table 4

DESP – Scuola di Scienze politiche

Course partially taught in English as an L2: CLIL was adopted for three group work projects.

Text in the instructor's slide	Consultant's correction	Type of mistake	General or Specialized language mistake
<p>A commitment to a specific positive social impact... (e.g., poverty alleviation, <b>to serve</b> a target beneficiary group in need e.g. low-income customers, <b>to support</b> specific categories of stakeholders, i.e. employees).</p>	<p>... (e.g., poverty alleviation, <b>service for</b> a target beneficiary group in need, e.g. low-income customers, <b>support for</b> specific categories of stakeholders, i.e. employees).</p>	<p>Use of an infinitive verb instead of a noun phrase. Indicates literal translation/projection of IT syntax onto English syntactic structures</p>	<p>General</p>
<p>Manager roles <b>with</b> job descriptions that explicitly incorporate social and environmental performance.</p>	<p>Manager roles <b>feature</b> job descriptions that explicitly incorporate social and environmental performance.</p>	<p>Register required raising</p>	<p>General</p>
<p>The company measures its externalities in monetary terms and incorporates them into <b>the</b> financial <b>balances</b>.</p>	<p>The company measures its externalities in monetary terms and incorporates them into <b>its</b> financial <b>documents /or/ its balance sheets</b>.</p>	<p>Incorrect technical term likely generated by hasty translation involving a false friend between IT and EN: (<i>bilanci</i>) or an inaccurate machine translation + incorrect indefinite article.</p>	<p>Specialized + General</p>
<p><b>Compensation</b> and job descriptions of executive team members include social and environmental performance.</p>	<p><b>Salaries/benefits</b> and job descriptions of executive team members include social and environmental performance.</p>	<p>Incorrect technical term likely generated by hasty translation involving a false friend between IT and EN: (<i>compensation</i>) or an inaccurate machine translation.</p>	<p>Specialized</p>

### **5.1 Analysis of the data in Tables 3 and 4, and corrections carried out by the GEPS area consultant**

#### **Linguistic analysis**

An analysis of the data in Tables 3 and 4 above shows that the content instructors possess intermediate-advanced linguistic competence in academic L2, with generally appropriate use of technical register. However, the slides exhibit a tendency toward direct transposition of syntactic and lexical structures from Italian to English. The linguistic corrections carried out by the CLIL consultant for the GEPS area aim to refine the idiomatic conventions of academic English present in the instructors' slides with reference to the area of economics, business and finance. The most common errors concern bland morphosyntax errors of number (singular/plural), improper use of the definite article, and the more crucial selection of terminology in a specialized context (e.g., *financial balances* for *bilanci*). Also present is a phenomenon typical of L2 production, namely the calque translation of academic phrases or formulas, with a consequent loss of naturalness in style and occasionally of conceptual clarity. The corrective interventions carried out by the linguistic consultant intend to standardize the language as concerns the technical register required by the disciplinary domain. The standards of *English for Specific Purposes* (ESP) and CLIL methodology have guided the consultant's corrections and comments, with particular attention paid to lexical and phraseological adaptation.

#### **Lexical analysis**

From a lexical point of view, the substitutions made aim to eliminate false friends or inappropriate technical terms, as in the transition from 'financial balances' to 'financial documents' or –alternatively—'balance sheets'. The use of the term 'compensation' to refer to executive remuneration, although correct in some specialized North American contexts, can be misleading should an L2 reader perceive it to literally mean *compensazione*; the suggestion of substituting the noun 'compensation' with 'salaries/benefits' was made to encourage the content instructor to achieve 'terminological precision'. Similarly, the intervention on 'a commitment to a specific positive social impact' highlights the preference of the English language

for ‘nouns and nominal phrases’ over verbal forms derived from Italian syntactic calques (e.g., ‘to serve a target group’ → ‘service for a target group’). Overall, the content instructors’ lexicon exhibits a solid level of general language and sector-specific language awareness. Few corrections and comments by the consultant were required to achieve correct disciplinary terminology in most of the teaching materials submitted by the GEPS area instructor.

### **Syntactic aspects**

From a syntactic point of view, there are systematic difficulties in the management of grammatical number and in the selection of determiners (*Central Bank* → *Central Banks*; *the Wealth Demand* with an unnecessary definite article). These errors indicate a persistent influence of the source text, i.e., Italian, which features a more extensive use of articles. The correction *Where  $W_s$  is the Wealth Supply*, on the other hand, is an example of adaptation to the formulaic expression typical of academic economics texts, where the presentation of variables or symbols requires a standardized construction. Finally, the use of possessive forms with inanimate nouns (*bond’s price*) is corrected to *the price of bonds*, indicating adaptation to the rules of syntactic naturalness in formal written English; applied linguistics refers to such mistakes as mis-assignment of theta roles. In generative grammar (Chomsky 1981, 1982) states that an agent must be animate to support the use of the possessive form; semantic confusion results when the role of a patient is swapped with that of an agent, or vice versa.

### **Summary of the analysis**

Overall, the corpus of the tables examined shows a high level of awareness of the subject matter by content instructors. However not surprisingly their linguistic competence is still influenced by interlinguistic interference (Selinker 1972). The suggested corrections reinforce adherence to academic and professional English models, promoting terminological precision and syntactic cohesion. The consultant advised the content instructors to continue with targeted activities in Academic Writing in ESP (Economics, Business and Finance), paying particular attention to the selection of technical collocations and the systematic use of nominalization strategies; the

outcome will ensure a more formal and objective tone in the CLIL instructors' scientific texts.

## 6. CONCLUSION

This article provides an overview of the services provided by the CLIL Teaching Assistance Centre hosted by the Cisdel. The CLIL project '*Didattica in LS@Uniurb*' entails teaching students a non-linguistic academic discipline in an L2. From 2010/2011 onwards the CLIL programme at UniUrb has provided instructors in the project with consultation on methodological and general/specialised language questions.

Description was made of the methodological and language consultancy services and data were shared concerning the participation of UniUrb instructors in the CLIL project. Moreover, the results of the anonymous satisfaction surveys conducted among CLIL project instructors from 2019/2020 onwards were illustrated; they concerned instructors' attitudes towards the methodological and general/specialized language consultancy services provided by the project. Overall, the number of instructors participating in the project has grown over time, and instructor satisfaction with the Cisdel's CLIL consultancy services was also shown to be positive.

Several case studies featured English specialized language consultation provided to instructors from the University's GEPS area. An analysis on the types of errors found in the professors' teaching materials followed, as did a discussion of the necessity of holding feedback sessions with CLIL instructors about any suggestions/corrections made by language consultants.

The question was also raised concerning whether the slight drops in CLIL instructor satisfaction with the consultancy provided by the CISDEL's *Didattica in LS@Uniurb* in the covid-affected years of 2019/2020 and 2020/2021 and whether they might not mirror the wider social frustration present in Italy's teaching communities in that period of distance instruction and limited personal mobility. The need for further study of this phenomenon was hypothesized.

In closing, it is hoped that more and more content instructors will participate in the CLIL project on the University of Urbino campus. Doing so could render strategic advantages beyond the previously discussed pedagogical returns offered by the adoption of CLIL methodology in instruc-

tion, i.e., given the worrying trends in first-year university registration data in Italy. Namely a fall has occurred in the number of students enrolling at Institutions offering in-person university education. The enrollment dip at traditional Italian universities may be attributed to demographic and sociological trends that this contribution does not propose to describe.

Nonetheless, it can be asserted that projects such as the CLIL-based *Didattica in LS @Uniurb* – in assisting the University of Urbino to attract solid numbers of students from other international/EU institutions – could presumably compensate for some of the enrollment decline. More importantly, projects such as the CISDEL’s CLIL project improve the overall competitive profile of all students who attend the courses associated with that approach. It follows that students able to follow a wider variety of courses and speak/comprehend a greater variety of second languages and micro languages exhibit greater flexibility and resiliency in the face of change. Such graduates are thus likely to be more successful in finding satisfying employment and making a positive contribution to society.

In conclusion, the Cisdell’s *Didattica in LS @Uniurb* project can be recognized as a provider of indispensable pedagogical and linguistic services to the academic community of the Università degli Studi di Urbino Carlo Bo. Greater numbers of content instructors teaching their courses in an L2 and in accordance with CLIL methodology, paired with a wider array of foreign languages in which those lessons were offered would likewise be suitable aims for the future of the CLIL Teaching Assistance Centre.

**BIBLIOGRAPHY**

- Balboni, P.E. (2002). *Le Sfide di Babele. Insegnare le lingue nelle società complesse*. Torino UTET Libreria.
- Basturkmen, H. (2025). *Learning a Specialized Register: An English for Specific Purposes Research Agenda. Language Teaching*, Cambridge University Press.
- Borer, Hagit. (2013). *Taking form. Structuring Sense*, volume 3. Oxford: Oxford University Press.
- Chomsky, N. (1981). *Lectures on government and binding: The Pisa Lectures*. Foris Publications.
- Chomsky, N. (1982). *Some concepts and consequences of the theory of government and binding*. MIT Press.
- Coonan, C.M. (2004). *CLIL: Un nuovo ambiente di apprendimento*. Editor. Università Cà Foscari, Venezia.
- Costa, F. (2016). *CLIL through English in Italian Higher Education*. LED Edizioni.
- Doughty, C. (2001). Cognitive Underpinnings of Focus on Form. Cognition and Second Language Instruction. P. Robinson, Ed. *Cambridge Applied Linguistics*, Cambridge University Press: 206-257.
- European Commission. (2019). *Improving the Effectiveness of Language Learning: CLIL and Teacher Training*. EU Publications.
- Marsh, D. (2002). *CLIL: Content and Language Integrated Learning*. University of Jyväskylä/ International CLIL Research Network.
- Loewen, S. (2005). "Incidental focus on form and second language learning." *Studies in Second Language Acquisition* 27(3): 361-386.
- Lyster, R. (2007). *Learning and Teaching Languages through Content. A Counterbalanced Approach*. Amsterdam: John Benjamins Publishing House.
- Macaraeg, J.M. (2024). Content and Language Integrated Learning (CLIL). Perception and Challenges. *Educational Research Journal*.
- Russell, J. & N. Spada (2006). *The effectiveness of corrective feedback for the acquisition of L2 grammar: A meta-analysis of the research. Synthesizing research on language learning and teaching*. J. Norris and L. Ortega. Amsterdam, John Benjamins Publishing: 133-164.

- Schleppegrell, M.J. (2012). *Academic Language in Teaching and Learning. The Elementary School Journal*, Vol. 112, n. 3. University of Chicago Press, Chicago.
- Selinker, L. (1972). *International Review of Applied Linguistics in Language Teaching*. Vol. 10 (Issue 1-4). Walter De Gruyter Brill, Berlin.
- Sisti, F. (2015). CLIL at University: Research, Didactics, Teacher Training. *Rassegna Italiana di Linguistica Applicata n. 1/2015*. Rome, Bulzoni Ed. pp. 147-162.
- Vygotsky, L.S. (1978). *Mind in Society: The development of higher psychological processes*. Harvard University Press.
- Wells, G. (1999). *Dialogic Inquiry*. Cambridge University Press.
- Zitha, I. & Lambani, M.N. (2024). Register Competence in Academic Writing of Student Teachers Specialising in English Didactics at the University of Venda. *Southern African Linguistics and Applied Language Studies*, 42 (sup 1), Academic Journal on ESL Education.