CLIL/Emile in Italy:
a real driver for lifelong learning.

Gisella Langé
gisella.lange@istruzione.it

ALTE Conference
Paris, April 10th, 2014
Preliminary statements
CLIL is not only for English...
CLIL
Content and Language Integrated Learning

EMILE
Enseignement d’une Matière per l’Intégration d’une Langue Etrangère

AICLE
Aprendizaje Integrado de Conocimientos Curriculares y Lenguas Extranjera

FAUA
Fremdsprache als Unterrichts- und Arbeitssprache

In Italy: CLIL

Gisella Langé 2014
CLIL is a quality change agent...

It is an innovative methodology favouring
• competence based learning/teaching
• learner autonomy

Evolution...
It is designed to change thinking…

It favours creativity

It requires action

It asks for functional learning spaces

CLIL is… cool
‘In less than fifty years, bilingualism and bilingual education have shifted from almost complete rejection to becoming part of the EU’s mainstream recommendations for the 21st century’.

(Van de Craen, 2007)
My feeling is that it may actually take 30 or 40 years for a country to really to pull this one off.
Four focuses

1. The beginning of CLIL in Italy
2. Mainstreaming and implementing CLIL
3. The Education Reform Act (Law 53/2003)
4. Initial and In-service CLIL Teacher Training
1. The beginning of CLIL in Italy
Looking back...

   (a) to develop communicative competence
   (b) to develop standards linked to the CEFR
   (c) to certify students’ achievements
   (d) to provide professional development support for teachers.

1999: training FL trainers with pilot copies of the CEFR

2001: use of language certifications in schools

2002: first validated ELPs in Italy

2003: Education Reform Law

2005 - 2010: implementation documents and actions for ERL

Gisella Langé 2014
CLIL in ITALY in 2008

- No centralized CLIL actions
- No national document
- No monitoring at national level of CLIL of initiatives
- No framework for the training of CLIL teachers organized

YET

- Many regional projects
- Many school networks
- Many European projects
- Projects organized by Cultural Agencies (Goethe, Centre Français,…)
- CLIL materials offered on the national INDIRE platform

Gisella Langé 2014
2. Mainstreaming and implementing CLIL
... widening access and scope

... broadening of CLIL practice
CLIL/Emile is becoming an essential part of mainstream education as it enables integration within the curriculum and assists cross-section and cross-curricular dialogue, thus offering an example of an innovative educational model.
Four Key Areas:

A. Support from stakeholders
B. Curriculum Innovation
C. Human resources
D. Material and Financial aspects

Gisella Langé 2014
Key Success Factors:

- Positive attitudes
- Motivation
- Qualifications in two types of subjects (non-language + language)
- Joint pan European diplomas/ certification
- Incentives for teachers
Managing the change:

- Offer long term training programmes
- Monitor experiences
- Optimize the use of ICT for exchanging content and language models, materials, experiences, etc.
- Vertically integrated school curricula and networks

Gisella Langé 2014
3. The Education Reform Act
(Law 53/2003)
School Education Reform
(Law n. 53 / 2003)

- mandatory schooling up to 16 years old
- reorganization of secondary schools
- national guidelines for curricula
- initial teacher training
- school autonomy
- assessment and evaluation system
www.istruzione.it

http://hubmiur.pubblica.istruzione.it/web/istruzione/dg-ordinamenti/clil
Foreign language learning in Italy:

• Improving foreign language learning by starting at an early age
  English as 1st foreign language at primary school

• Improving foreign language learning by focusing on meaningful contents

• Promotion and expansion of CLIL/bilingual courses

• Improvement of intercultural competences in international cooperation (e.g. school exchange, educational stays, international projects, internships)

• International language certificates, language competitions and other foreign language projects

Gisella Langé 2014
Setting standards for foreign languages...

Primary (students aged 6 -11): Level A1

Lower Secondary (students aged 11-14): Level A2

Upper Secondary

Students aged 14 - 16: Level B1

Students aged 16 – 19: Level B 2
Strategic objectives

- Developing a competence based approach
- Fostering innovative methodologies (CLIL, NT...)
- Training trainers and teachers
  (definition of Profiles for teachers of ALL languages,
   common training for teachers of different languages...)
- Strengthening Certifications (indicators, benchmarks,...)
- Activating Plurilinguism...
CLIL mandatory in the last year of Secondary Schools (students aged 14-19)
REGULATIONS for “Licei” and “Istituti Tecnici” (Upper Secondary Schools) (President of the Italian Republic Decree dated March 15, 2010)

Teaching a non-linguistic subject

in all Licei and Istituti Tecnici: in year 5
Tecnici: English
Licei: the foreign language is not stated

• Liceo Linguistico
  from year 3 for one FL
  from year 4 for a different FL

Gisella Langé 2014
Which teachers?

Subject teachers

Which subjects???
All the subjects taught in the last year of

*Licei*               *Tecnici*

History               Technical subjects
History of Art
Philosophy
Mathematics
Physics Chemistry
Natural Sciences
Physical Education…

Gisella Langé 2014
CLIL timeline in Italy

2003:
Law 53

2010:
Regulations

2010/11:
New Licei & Istituti Tec

2012/13:
1st CLIL implementation in year 3 of Licei Linguistici for FL1

2013/14:
2nd CLIL implementation in year 4 of Licei Linguistici for FL2

2014/15:
Implementation in all year 5 of Licei and Istituti Tec

Gisella Langé 2014
Monitoring implementation...
L’introduzione della metodologia CLIL nei Licei Linguistici

Monitoring Report march 2014
Il progetto di monitoraggio

I FASE
Sett-Dic (2013)
- Strumenti: questionario docenti DNL classi terze Licei Linguistici
- Somministrazione online con supervisione Dirigente Scolastico

II FASE
Mar-Giu (2014)
- Testimonianze dirigenti scolastici/docenti DNL (Panel, Diario on-line, Questionari)

III FASE
sett-dic (2014)
- Questionario formazione universitaria (sedi)
- Somministrazione online responsabili formazione

IV FASE
Marzo-aprile (2015)
- (A campione solo LL)
  Prove accertamento competenze linguistiche (LS) e disciplinari CLIL

I FASE bis
Sett-Dic (2014)
- Strumenti: questionario docenti DNL classi quarte LL
- Somministrazione online con supervisione DS

I FASE ter
Sett-Dic (2015)
- Strumenti: questionario docenti DNL classi quinte LL + altri licei e Ist. Tecnici
- Somministrazione online con supervisione DS

A seguire per 3 aa.ss.

Per 2 aa.ss.

Documentazione e analisi dati
A fine di ogni a.s.
1) Report risultati questionari
2) Documentazione su piattaforma dedicata

Gisella Langé 2014
4. Initial and Inservice CLIL Teacher Training
Initial Teacher Training
Ministerial Decree n. 249 (September 10, 2010)
Which competences???
CLIL Teacher Profile

Linguistic context

Subject context

Metodological/didactic context

Teachers’ Language Level: certified C1
University improvement course

Basic training activities:

fully integrated methodological and theoretical aspects

Distinct activities:

vehicular subject methodology

Other activities: CLIL training in schools/ final project
In-service Teacher Training
Training programme for in-service teachers

Decree April 16, 2012

A. Language courses

B1 – B2  260 hours
B2 – C1  260 hours

• University Language Centres
• Other Institutions

Gisella Langé 2014
B. Methodological CLIL training in Universities (20 credits)

Basic training activities

Distinct activities

Other activities: CLIL training in schools/ final project
'The supply of (CLIL) teachers, the quality of their teaching and of teacher education are crucial in meeting the demands and challenges of a rapidly changing society'.

(Coyle, Luxembourg Presidency CLIL Conference, 2005)
Implementation challenges
Teacher training

Planning and organizing training

Checking Teachers’ language competences and language training

Methodological training in Universities

First Group of teachers in year 3 of Licei Linguistici

Second Group in year 4 of Licei Linguistici

Third group in year 5 of all Licei Linguistici and Istituti Tecnici

Gisella Langé 2014
Which competences?
Competences, defined as a combination of knowledge, skills and attitudes appropriate to a context, are fundamental for each individual in the knowledge-based society.

Competences cannot be related to one specific subject, but they involve different aspects, and are interdependent and transversal.
New environments need the cooperation of teachers in building learning pathways. One teacher alone cannot do much...

CLIL methodology requires interactions between the FL and the Subject teachers. That's why in Italy we are suggesting schools to build **CLIL TEAMS**...
Co-construction of competences

Competence-based teaching/learning goals involving problem-posing, problem-solving skills
Any CLIL activity (long or short) works best if FL and Subject teachers plan and implement Learning Units organized on the basis of the competences that students should achieve.
Teachers of other subjects…

• know what the CEFR is

• show great interest in the way levels and competences are defined in it

• are willing to improve or learn a Foreign Language

• are trying to describe and grade competences for their subjects…

CLIL/EMILE training activities favour awareness and cooperative work on language learning…
Numbers: 10.000 teachers
Learning communities...

Networks ....

Universities, Schools, Teachers, Classes, Students...
CLIL in ITALY
in 2014

- National documents of reference
- Framework for the training of CLIL teachers
- Both Centralized and decentralized CLIL actions
- Monitoring at national level of CLIL of initiatives

AND

- Many regional projects
- More and more school networks
- More and more European projects
- Projects organized by the Ministry of Education and Cultural Agencies (Goethe, Centre Français, ...)
- CLIL materials offered on different platforms

Gisella Langé 2014
THINKCLIL 2014

August 28 - 30

Conference in VENICE, Italy!!!!

www.unive.it
THINKCLIL 2014

August 28 - 30

Conference in VENICE, Italy!!!!

http://thinkclil2014.unive.it/
In Italy CLIL is proving to be a driver of real change in our educational system and is positively affecting teacher education and schools.
The opportunities for professional development are radically changing our subject teachers who are improving both their language competences and their methodological skills.

“CLIL teams” both in universities and schools see foreign language professors/teachers, language assistants and subject professors/teachers work collaboratively in designing and implementing integrated learning pathways.
Content and language teachers are …playing the same tune!

Gisella Langé 2014

…playing the same tune!
Grazie per l'attenzione!

gisella.lange@istruzione.it

http://hubmiur.pubblica.istruzione.it/web/istruzione/dg-ordinamenti/clil

www.progettolingue.net