BILINGUAL EDUCATION/CLIL IN ITALY

Educación en inglés en Italia

Gisella Langé

Alcalá, 17th April 2015
In Italy: CLIL

Content and Language Integrated Learning

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

Aprendizaje Integrado de Conocimientos Curriculares y Lenguas Extranjeras

Fremdsprache als Unterrichts- und Arbeitssprache

Gisella Langé 2015
Three focuses

1. Language policies and strategic objectives in Italy

2. Implementing bilingual/CLIL policies

3. Key areas to be faced by different actors in implementing CLIL

Gisella Langé 2015
1. Language policies and strategic objectives in Italy
1. Language policies and strategic objectives in Italy

- competence based approach
- CLIL/EMILE as innovative methodology
- definition of trainers’, teachers’ and students’ profiles
- importance of Foreign Language certificates
A motto:

adapt Italian language policies to the European Context.
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
the impact of Council of Europe tools...
Defining learning objectives

Common European Framework for Languages

European Language Portfolios (11 validated ELPs in Italy)

Tests, exams, certifications

Profilo della Lingua Italiana

Language Education Policy Profiles (3 regional LEPs in Italy)
Lingue nell’educazione e lingue per l’educazione

Langue régionales, minoritaires et de la migration

LANGUE(S) DE SCOLARISATION

Langues étrangères - vivantes et classiques

Langue comme matière

Langue(s) des autres matières
LANGUAGES OF EDUCATION AND VARIETIES REPRESENTED IN THE SCHOOL
(as elements of the curriculum and/or part of pupils' repertoire)

Regional, minority and migrant languages and varieties
(when they are not the language of schooling but recognised within or outside the curriculum).

MAIN LANGUAGE(S) OF SCHOOLING
(official, national or regional or minority, if they are official media of instruction)

Foreign languages and varieties taught in school
(which may become partial or second languages of schooling, in the case of bilingual teaching, partial immersion and so on)

Language as a subject
linguistic competence, metalinguistic knowledge, literary/cultural knowledge and appreciation

Language across the curriculum
(for teaching other subjects)
Diverse types of text and “rhetorical styles” of various subjects

Gisella Langé 2015
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…
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 2015
Focus on 21\textdegree\ Century life skills
European member states should develop a competence based approach in their educational system.

Gisella Langé 2015
Competence:

the demonstrated ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

.... competence is described in terms of responsibility and autonomy.
RECOMMENDATION

OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on

Key competences for lifelong learning.

A EUROPEAN REFERENCE FRAMEWORK
The key competences for lifelong learning and European citizenship

1. Communication in the mother tongue;
2. Communication in foreign languages;
3. Mathematical competence and basic competences in science and technology;
4. Digital competence;
5. Learning to learn;
6. Social and civic competences;
7. Sense of initiative and entrepreneurship; and
8. Cultural awareness and expression.

http://ec.europa.eu/education

Gisella Langé 2015
**Key competences:**
1. Mother tongue
2. Foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competence
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

**They consist of:**
- Knowledge
- Skills
- Attitudes

**And contribute to:**
- Personal fulfilment
- Social inclusion and active citizenship
- Employability
Focus on two European documents
CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.
Commission Staff Working Document accompanying the EC Communication COM (2012) 669

Rethinking Education 2012

Language competences for employability, mobility and growth.


Gisella Langé 2015
Quality: teaching should be improved with the help of innovative methods, including Content and Language Integrated Learning (CLIL) where non-language subjects are taught through the medium of a foreign language, initial and in-service training of language teachers, increased opportunities for using language skills and the development of ICT-based language learning resources.
CLIL can be extremely useful for intensifying language exposure and improving motivation, linking language acquisition to themes that have a concrete relevance for the learners.

As is the case for early language learning, *introduction of this methodology should be adequately prepared through training of the teachers involved and development of adequate materials. CLIL teachers need to be proficient in the language used in the classroom.*
Improving the effectiveness of language learning: CLIL and Computer Assisted Language Learning

2. Implementing bilingual/CLIL policies
The Education Reform in Italy (Law n. 53/2003) has reshaped curricula on the basis of new concepts such as 'student-centredness', 'key competences' and 'learning outcomes'.
Italian choices for Curricula design

• competence based approach

• CLIL methodology
Primary teachers’ profile 2007

Quale profilo e quali competenze per l’inglese del docente di scuola primaria
un’esperienza di ricerca

Gisella Langé 2015
Requisiti per l’insegnamento di una disciplina non linguistica in lingua straniera
Il Decreto Direttoriale n. 6 del 16 aprile 2012 della Direzione Generale per il Personale scolastico

Competenza linguistica C1

Corso di perfezionamento metodologico

Gisella Langé 2015
Il profilo del docente CLIL

**Ambito linguistico:**
- ha una competenza di Livello C1 nella lingua straniera
- ha competenze linguistiche adeguate alla gestione di materiali disciplinari in lingua straniera
- ha una padronanza della microlingua disciplinare (lessico specifico, tipologie di discorso, generi e forme testuali, ...) e sa trattare nozioni e concetti disciplinari in lingua straniera.

**Ambito disciplinare:**
- è in grado di utilizzare i saperi disciplinari in coerenza con la dimensione formativa proposta dai curricula delle materie relative al proprio ordine di scuola
- è in grado di trasporre in chiave didattica i saperi disciplinari integrando lingua e contenuti.

**Ambito metodologico-didattico:**
- è in grado di progettare percorsi CLIL in sinergia con i docenti di lingua straniera e/o di altre discipline
- è in grado di reperire, scegliere, adattare, creare materiali e risorse didattiche per ottimizzare la lezione CLIL, utilizzando anche le risorse tecnologiche e informatiche
- è in grado di realizzare autonomamente un percorso CLIL, impiegando metodologie e strategie finalizzate a favorire l’apprendimento attraverso la lingua straniera
- è in grado di elaborare e utilizzare sistemi e strumenti di valutazione condivisi e integrati, coerenti con la metodologia CLIL.
STUDENTS’ PROFILES

Gisella Langé 2015
NATIONAL GUIDELINES
from Pre school to Lower Secondary School
pupils aged 3 / 14

www.indicazioninazionali.it
National Guidelines for Upper Secondary Schools

Students aged 14 /19

Gisella Langé 2015
SETTING STANDARDS: LANGUAGE LEVELS

Common European Framework of Reference

- **A1**: Primary (6-11) for FL1 and for FL2 in Lower Secondary
- **B1**: Lower Secondary (11-14) for FL1
- **B2**: Upper secondary (14-16)
- **C1**: End of Upper Sec (16-19)
- **C2**: UNIVERSITY

Gisella Langé 2015
CLIL is having an important role in our curriculum guidelines...
BILINGUAL EDUCATION ITALY

ISTRUZIONE BILINGUE ITALIA

for Primary schools since 2010

Gisella Langé 2015
The project set up

• Feasibility study in 2009
• MOU signed in February 2010 by British Council Italy, DG Ordinamenti e Autonomia Scolastica e Ufficio Scolastico per la Lombardia
• Project for Primary: 2010 – 2015
• Project for Lower Secondary School: 2015 - 2018
BEI/IBI – Getting started

Call for candidate schools Jan. 2010:

Requirements:

• whole school project
• at least 50% of the incoming 1st classes
• development **plan** required over 3 **years**
• teacher’s proficiency at least **B2 CEFR**
The main features

- Learning **Science, Art, Geography**, through English using content-specific lexis
- Developing literacy in L2 without detriment to the learning of subject-matter or the command of L1.
- Writing in L2 introduced from the very beginning
- Widening exposure to English to 25% of school time (i.e. 7-9 hrs a week)
- Learning to use English to learn
- Learning cooperatively
In-service training

Two seminars arranged for BEI teachers yearly in June and September

Gisella Langé 2015
Ever since BEI started, in-service seminars have been aimed at the BEI teachers at large, both the ones teaching on the project and the will-be ones.
EXPO MILAN
MAY 1 - OCTOBER 31 2015
Food groups are rockin’ tonight.

Everybody’s feeling all right.

Food groups are rockin’ tonight.
Rapporto di Monitoraggio del Progetto IBI/BEI

Dipartimento di Studi Linguistici e Culturali
Università degli Studi di Modena e Reggio Emilia

Aprile 2014

http://hubmiur.pubblica.istruzione.it/web/istruzione/sintesi_rapporto_ibi
... widening access and scope

... broadening of CLIL practice
CLIL/EMILE is a change agent in education since it enables integration in the curriculum and benefits cross-section and cross-curricular dialogue, thus offering an example of innovative teaching.
The mainstreaming of CLIL (Content and Language Integrated Learning), the teaching of a subject in a foreign language
One subject taught in a foreign language is mandatory in the final year of upper secondary schools (students aged 18)
Implementation challenges for upper secondary schools:

- Teacher training
- School organization
- Curriculum organization
- Activating CLIL classes
- Mainstreaming delivery of competences

Gisella Langé 2015
Dirigenti e Docenti di fronte al CLIL

Lo Scettico
(Quadro di Ezio Tambini)

Il Nemico

La Volenterosa

L’Entusiasta

Slide di Fabio DAGATI – docente CLIL di Storia e Filosofia di Palermo
CLIL methodology is offering the opportunity of strengthening cross-curricular approaches, transversal skills, collaborative work.
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...
CLIL TEAMS

Foreign language teachers

Subject teachers

Language assistants

Gisella Langé 2015
New ways of planning, implementing and evaluating

FOCUS on competences and skills: the student is at the centre of the learning process

Total change of the traditional model (content/programmes/explanation/face to face lessons/assessment based on what has been taught)

Gisella Langé 2015
Communities of practice (schools, universities, teachers, students...) are working collaboratively on how skills can be integrated in learning/teaching materials, teacher training, pedagogy and assessment and how they can be transferred to other contexts.

Gisella Langé 2015
NEXT
Bill of Law with CLIL at all school levels

La Buona Scuola government document
Estendere CLIL a primaria e medie

In corso di definizione...

• DECRETO LEGGE

• LEGGE DELEGA

Lingue straniere pp 94 e 95
3. Key areas to be faced by different actors in implementing CLIL
a) identification of needs and resources

b) training and qualifications for teachers

c) development of classroom applications for effective CLIL teaching/learning ex. Computer Assisted Language Learning

d) providing guidance and monitoring developments & experiences

e) certifications for students and teachers
a) identification of needs and resources
b) training and qualifications for teachers

see National Plan
c) development of classroom applications for effective CLIL teaching/learning
ex. Computer Assisted Language Learning
PROVIDE GUIDANCE
MONITOR EXPERIENCES and DEVELOPMENT REPORTS on

• Licei Linguistici
• IBI/BEI

Gisella Langé 2015
Language or subject certificates and double and joint diplomas
Language or subject certificates and double and joint diplomas
UPPER SECONDARY School Subjects

- History
- Art & Design
- Mathematics
- Physics
- Chemistry
- Natural Sciences
- Technical subjects ...
DOUBLE / JOINT DIPLOMAS

ESABAC

(Italian “Esame di Stato / State Exam + French Baccalaureate)

INTERNATIONAL BACCALAUREATE

Gisella Langé 2015
Guiding criteria for "managing the change": convergence, flexibility, sustainability.
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
- International cooperation
Improvement of intercultural competences in international cooperation

... school exchange, educational stays, international projects, internships

Gisella Langé 2015
etwinning

http://www.etwinning.net/en/pub/index.htm

Gisella Langé 2015
2014 – 20120
European Union Programme for Education, Training, Youth and Sport

CHANGE LIVES, OPEN MINDS

Gisella Langé 2015
Head teachers, teachers and students are networking thanks to different projects...

School partnerships are strengthening across Europe and the world...

A change of mind-set is evident...
http://www.youtube.com/watch?v=EAfZdLctkDk#t=290
Final messages

Policy: adapt national language policies to the European Context.

Practice: Implement a competence based approach and innovative methodologies.
Reality:  
a) Improve foreign language learning by starting at an early age, by setting standards and by fostering quality teaching

b) CLIL/EMILE and/or bilingual courses as quality change agent at all school levels

c) International networking and mobility, international language certificates both for students and CLIL teachers.