

STATE-OF-THE-ART ANALYSIS

(ITALY_P4_ Bassa Atesina)

Introduction

ITALIAN GOVERNMENT POLICY ON CLIL

The development of Content and Language Integrated learning (CLIL) since the year 2000 takes place in a relatively favorable setting. First, the School Autonomy Law in 1999 (L.440/97) opens the possibility of teaching contents through the foreign language (*Article 4, paragraph 3*). The legislator does not put constraints others than those relating to the agreements and international relationships that can be understood in a very broad sense. There are also no constraints about the order and the degree of schools where these types of teaching may be established, nor does the legislator put any constraints on the need to teach a whole subject or part of it. The indications are very general and they allow the schools to implement CLIL courses in the more suitable forms, inside the curriculum or outside it, relating them with the conditions in which the school operates. The Moratti Reform¹ is more detailed and binding.² At the same time Italy has been able to draw on the experiences collected during the projects under way since the early '90 supported by the Ministry of Education: the European high school and the International Lyceum. CLIL developments that took place from early 2000 until 2010, with the Laws Nr. 87/88/89 which institutionalized teaching a subject in a foreign language, is characterized by the feature of being a *bottom-up* movement.

With the National Reform Law in 2010 (Nr. 87/2010, n. 88/2010, n. 89/2010) a subject will be taught in a foreign language in the last year (5th class - students age 18) of Lyceum, High Schools and Technical Institutions and in the last three years of Language Lyceum. In the fifth year the subject will be entirely taught in English in the Technical Institutions, whereas in the other schools the language and the subjects can be chosen by the school itself. There are no other official national regulations concerning teaching a subject in a foreign language in compulsory education, primary and lower secondary school (6-14 years).

The Ministry of Education has delegated Universities to organise teacher training programs/courses for initial teacher training and every Faculty is preparing its own offer to start

¹ Decree 17.10.2003/ Law nr. 53-28.03.2003

² Art 3 "In the fifth year (...) it is foreseen that (...) the teaching of a subject - in the English language - that is part of the compulsory curriculum or part of the subjects chosen by the student"

with academic year 2012/2013. Meanwhile the Ministry of Education has offered in-service training courses for teachers of NON-linguistic subjects (DNL), such as Physics, Maths, Economy etc. January 21, 2012 was the deadline for subject teachers to join the national project "CLIL in-service training course". The project is an integral part of the Reform of secondary education.³ In order to put "Italy in line with other European countries," the Ministry has prepared a "package" of language and methodology courses with different lengths according to the teachers' entrance language skills level:

- From 260 hours (two years) to 520 (four years) of blended language courses (in presence or partly online) to reach CEFR C1 level (corresponds to an advanced level);
- An undefined number of hours in order to attend training courses from University faculties, quantified in a generic total of 20 CFU (University Credits)

The Region Trentino- South Tyrol: context and regulations

1.1. The Autonomous Province of Bolzano/Bozen (Südtirol)

The historical context and its influence

The province of Bolzano/Bozen, in the north of Italy (South-Tyrol), was a German-speaking area in the Austrian-Hungarian Empire until the end of World War I, after which it became part of Italy (1919). Between the two World Wars, Italian speakers from the rest of Italy were encouraged to settle in South-Tyrol, where the government established new industries and the newly-arrived Italian speakers brought with them their dialects and regional cultures to the biggest town, Bolzano-Bozen. The German speakers, who had lived in a monolingual and mono-cultural society for centuries (apart from the two valleys in the Dolomites where the Ladin autochthonous population spoke their own Ladin historical language and the lower part of the Adige valley from Bolzano southwards), were distressed by the new arrivals.

During Mussolini's Fascist regime the native German-speaking people lost some of their rights (e.g. the education system in German was suppressed and German was forbidden in schools and public offices). After World War II a long process of negotiations, involving international Authorities, enabled the three language groups (German, Italian and Ladin) to adopt legislation whereby each could develop their own policies in many fields, including education. A minority language in Italy, German is still the native language of the majority of the population in the province (70%). Italian is spoken by about 26%, and Ladin is spoken in two valleys (Gherdëina and Badia) by about 4%⁴.

³ Laws Nr. 87/88/89

⁴ Lucietto, S. , Rasom, O., 2011

http://www.sciencedirect.com/science?_ob=MiamiImageURL&_cid=277811&_user=10&_pii=S1877042811021045&_check=y&_origin=s

The Multilingual Territory and The School Systems

Italian and German native speakers have separate school systems, where either Italian or German is the main language of schooling. Italian and German are respectively taught as second language from 1st grade onwards as a compulsory subject with different number of lessons throughout the school years (from 1st to 13th grade). English is the third language taught. In the Ladin system the languages of instruction are equally divided between Italian and German, two hours of English from the 4th grade plus two hours of Ladin per week. In addition to these three main languages (German, Italian and Ladin), the languages of the new or recent immigrants from inside and outside the European Union are also to be considered as adding to the complexity of the system. As a matter of fact, the “classroom mother tongue” in the schools in the main centres of South-Tyrol is heterogeneous for several reasons: the presence of immigrants, bilingual families, and parents who prefer schooling for their children in the language that is not spoken in the family.⁵ From the early '90 schools started to find new ways of teaching the language through the Second Language (German), but no official regulation supported these projects. In the last ten years, thanks to local management of school legislation introduced in Italy in the year 2000, schools in the Province have been able to use the second language (L2) as language of instruction (up to 50% of the whole curriculum) or the foreign language (no more than 20%). Before 2000, this flexibility was not allowed by the provincial Statute of Autonomy⁶.

2. Training Programs in South Tyrol (Teacher Training Centers and Universities)

2.1. The Free University of Bozen/Bolzano (LUB/FUB)

The University of Bolzano/Bozen⁷, founded in 1997, has several Faculties (Computer Science, Economics and Management, Design and Art, Education and Science and Technology) where subjects are taught in three different languages (German, Italian, English). The Faculty of Education offers the following degree courses, specialization courses and training and master courses:

earch&_zone=rslt_list_item&_coverDate=2011-12-31&wchp=dGLbVIS-zSkWA&md5=618ef81d03ca351ec2f1ded01f0e0586/1-s2.0-S1877042811021045-main.pdf

⁵ Ibidem

⁶ Art. 19 - 2. Autonomy Statute of South Tyrol (1972)

⁷ <http://www.unibz.it/en/education/progs/default.html>

- Degree course in Primary Education (expiring degree program)
- Master in Primary Education
- BA in Social Work
- BA for Social Education
- Master in Innovation and research for social work and social education
- BSc in Multilingual Communication
- Training course for the Teaching of English in Primary Schools
- Training course for Teachers at Musical Institutions
- PhD Program in General Pedagogy, Social Pedagogy and General Education

Only for the Master in Primary Education there are three different sections, according to the three different schools systems (German, Italian and Ladin). Therefore teachers qualify for the specific school system they are supposed to enrol for. With the National Law a new study plan, which started last academic year (2011 - 2012) has been implemented and will qualify teachers for primary school, after 5 years, with a degree that qualifies for teaching at primary school (either in the German, Italian or Ladin System) and for the Second or Third Language (English) as well.

2.2. The Provincial Teacher Training Centers in South Tyrol

The three educational systems (German, Italian and Ladin) are supported by their own educational institutions and Teacher Training Centers (respectively: Pädagogisches Institut, Area pedagogica, Istitut Pedagogich Ladin)⁸.

Future teachers for primary school attend their Master in Primary Education (either in Italian or German Language at the University of Bolzano, or in any other European University) and are allowed to teach, depending on school system they choose, either the subjects in the mother-tongue of the pupils or Italian/German as a Second Language (SL) in the other school system. Teachers of lower and high secondary school attend their Master in the subject/s (Maths, Science, History, etc.) plus qualify for teaching at lower and high school. According to their mother-tongue⁹, teachers enrol either to the German, Italian or Ladin School system and are allowed to teach only the subjects they qualified for. If they choose the other educational system, they can teach only the Second Language (if they are qualified for).

No official training courses for teaching a subject through a second or a foreign language are offered by the systems apart from the in-service training course/workshops as part of the annual normal educational offer. In the Provincial Law (LP. 11/2010, Part A, *General objectives and provisions common to high schools in the province*) “*Learning situations and language use will be constructed, in particular in regard to the second language and the community languages. This will be under the forms of workshops/labs and using interactive teaching method. Educational*

⁸ See PI <http://www.schule.suedtirol.it/pi/> AP <http://www.ipbz.it/> and http://www.pedagogich.it/index_en.html

⁹ With an official declaration (See Second Statute of Autonomy for South Tyrol 1972, Art. 19)

projects will be promoted to convey non-linguistic disciplines in an European Language and exchange initiatives like mobility of students and teachers. Such different projects will be undertaken to enhance learning authentic language, the use of the same in different situations depending on the context, the interlocutors and communicative intentions and the elimination of prejudices through direct knowledge of other cultures and opportunities learning offered by the peculiarities of the territory. Without interfering with the autonomy of the educational institutions, within one year after the approval of the Guidelines, the Provincial Government will ensure the adoption of a regulation that establishes guidelines to promote and implement such innovative ways."

The Teacher Training Centers are dealing with this regulation at the moment and are preparing in-service courses with the collaboration of different institutions.

3. Parents' Associations in South Tyrol

The parents association "Genitori per il bilinguismo- Eltern für Zweisprachigkeit " (**Parents for bilingual education**) was active for about 20 years until 2005. It was a non profit, non governmental organization of parents who wanted their children to acquire a good knowledge of both official languages spoken in South Tyrol: German and Italian. They supported the introduction at pre-school level (kindergarden) of German as L2 and the first use of German (later on also English) as language *through which a subject is learned (immersion)*¹⁰, while organizing several meetings, publishing materials and supporting all important initiatives for the promotion of language learning. From 2008 another association, *Mixling (Eltern für una cultura plurilingue)* is dealing with the topic bilingualism and organizing initiatives in order to support the "South Tyrolean Language Lab".

4. CLIL in Istituto Comprensivo Bassa Atesina (IC BAA - South Tyrol)

From year 2000 onwards, with the autonomy of schools (Provincial Law Nr. 12 29/06/2000, Art. 22) schools can manage 15% of their curriculum independent, according to the needs of pupils, their families and the peculiarities of the territory in which they operate. The percentage increases to 20% in 2006 (L2 German up to 50% of the total number of lessons). This regulatory framework has found indications LP 5/2008 for strengthening the mode of teaching L2 and L3, for which *"Effective teaching of languages takes into account the rapidly changing conditions in which language learning is currently taking place. The various approaches and methodologies in*

¹⁰ <http://www.gebi.bz.it/bilinguismo/>

language teaching must still provide pupils with the opportunity of development in a multilingual environment and the future of a culturally diverse global society. Learning a language is always a very individual process and can only really be promoted with open forms of teaching. "

4.1. In the primary school (age 6 - 10)

In primary schools there have been many projects to strengthen language implemented over the past few years. From school year 2010/2011 nine (9) hours per week German L2 were established: 5 hours of German Language, 1 hour Music, 2 hours Maths and 1 hour Science for the first classes of Egna, Salorno, Ora, Bronzolo, Laghetti, S.Lugano. For the other classes the experiments that are taking place (12-13 hours in German for instance) will continue until the end of the path.

The planning requires considerable human and economic resources which include:

- The instrumental use of language that conveys thematically issues in terms of interdisciplinarity;
- Constant planning and joint reflection between teachers of the class, comparing the pedagogical, methodological and terminological aspects
- Cooperation in identifying content and preparation of materials;
- The training of teachers;
- The external monitoring for continuous feedback and improvement.

An in-service training course for primary teachers (Maths for German and Italian speaking teachers) has been implemented at school level from school year 2010-2011 with monthly meetings and two experts (University of Bolzano) following the group. A case study by the University of Bolzano has been recently undertaken in the 5th classes.

4.2. In the lower secondary school (age 11-14)

From school year 1994/95 in Egna/Neumarkt a project with CLIL features was in German L2: to the 6 (six) hours other 2 (two) hours were added, in which the teacher used L2 to explore the geographical territory, the environment and cultures of the world. Over the years teachers have been followed by various experts (Prof. Dodman), have attended numerous training courses and are teaching geography through the second language.

Since school year 2011/2012, according to the new implementation of the Curriculum (see Article 19 Autonomy Statute and Law 5/2008), the School Committee established for each class of secondary school 7 hours in German, with 5 hours of language and 2 hours of CLIL: Geography (1 hour) and Citizenship and Constitution (1 hour). The approach is based on CLIL teaching centered on the acquisition of subject content through the use of language, with the dual objective of

enhancing the curriculum of disciplines and linguistic compet and on the enlargement of the language lexical acquisition.

The planning is carried out not only during the hours of curricular disciplines involved, but also in concrete examples of implementation of various forms of open teaching "in a future context of a multilingual and culturally diverse global society." These can be translated - based on availability staffing and resources both human and financial to which the Institute Lowlands annually draws - among other things, in exchange projects between school classes from the two school systems (German and Italian) with the development of a core theme; in projects that involve the exchange of subject teachers, drama projects, environmental education etc. The varied range on the territory of sports, musical, cultural and recreational organizations allows more contact between the groups also outside the school context for the realization of interdisciplinary projects.

4.3. L3 learning English in primary and secondary levels (age 6 - 14)

The teaching of English as L3 in the first grade secondary school started in the late nineties when the first module was carried out in the first grade secondary school in Salorno for two (later three) hours per week. In primary school English teaching has been offered as an additional laboratory forms taught at some schools.

From school year 2003/2004, a project "*Trilingual School*" has been introduced with CLIL modules in L3 in the areas of computer science, art, music and physical education in some primary schools and in some subjects (history, science, technical education, etc..) in secondary schools Salorno and Egna/Neumarkt.

Since school year 2006/2007 (DGP 1193) English has been introduced in all primary schools. In our institute from first to fifth with 2 hours per week: one lesson English Language and one CLIL (art, gym, music, computer science). Since school year 2011/12 (DGP 1928) a number of 357 units in 5 years of primary school, are compulsory teaching in English, while for the secondary school the total hours in the three years is 255 units.

In Primary school, 2 hours per week are taught in English, while at secondary school level 3 lesson per week (50 min lessons) are taught in English. There is officialy no CLIL regulation, but lots of projects, modules and cross-curricular lessons take place with English as the medium through which topics, themes, parts of subject topics are taught.