

# STATE-OF-THE-ART ANALYSIS (ITALY)

## 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 Reform<sup>1</sup> is more detailed and binding.<sup>2</sup> 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 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.<sup>3</sup> 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)

## 2. The Region Trentino- South Tyrol: context and regulations

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<sup>1</sup> Decree 17.10.2003/ Law nr. 53-28.03.2003

<sup>2</sup> 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"

<sup>3</sup> Laws Nr. 87/88/89

## **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%<sup>4</sup>.

### ***ii. 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.<sup>5</sup> 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 Autonomy<sup>6</sup>.

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<sup>4</sup> Lucietto, S., Rasom, O., 2011

[http://www.sciencedirect.com/science?\\_ob=MiImageURL&\\_cid=277811&\\_user=10&\\_pii=S1877042811021045&\\_check=y&\\_origin=search&\\_zone=rslt\\_list\\_item&\\_coverDate=2011-12-31&wchp=dGLbVIS-zSkWA&md5=618ef81d03ca351ec2f1ded01f0e0586/1-s2.0-S1877042811021045-main.pdf](http://www.sciencedirect.com/science?_ob=MiImageURL&_cid=277811&_user=10&_pii=S1877042811021045&_check=y&_origin=search&_zone=rslt_list_item&_coverDate=2011-12-31&wchp=dGLbVIS-zSkWA&md5=618ef81d03ca351ec2f1ded01f0e0586/1-s2.0-S1877042811021045-main.pdf)

<sup>5</sup> Ibidem

<sup>6</sup> Art. 19 - 2. Autonomy Statute of South Tyrol (1972)

## **b. The Autonomous Province of Trento (APT)**

The Autonomous Province of Trento has a special statute from 1948 after the second World War and for this reason it can claim a great autonomy in many administrative and political sectors of social life like education. As a suitable example, in the field of foreign languages, the APT was able to be first, compared with the other Italian regions, in introducing in 1974 one foreign language (German as it is the language of neighbourhood) as a compulsory subject from the third year of primary school. At a first stage this was a project that soon became successful in almost all schools of the Province. The rest of Italy introduced the compulsory foreign language (FL) in primary schools only in 1991.

Starting from 1997, after the approval of the Provincial Law n.11 on Foreign Languages (LP 11/97), one foreign language (=FL) even in the first two years of primary school has been gradually introduced and in addition to that, a second compulsory FL (mostly English) has been introduced in lower secondary school (middle school). This important innovation has been inspired by some key-concepts declined in the White Paper Cresson<sup>7</sup> in 1995, only two years early. The practical application of the action started in the school year 1998-1999 and was completed in the school year 2000/2001 when the first lot of lower secondary students concluded their eight year having studied one compulsory FL in primary and two compulsory FLs in lower secondary school. We have to underline that the year 2001 was also the *European Year of Languages* which aim was to implement and support plurilingualism. This was a positive coincidence of European and Provincial intents towards the idea of a plurilingualism European citizenship.

In 2004 the LP 11/97 was modified for introducing two compulsory FLs even in primary school. This innovation gradually started as projects of single schools and became definitive in the school year 2007-2008. In 2006 the LP 11/97 was reorganized in the LP 5/2006 and the principle that in all the Provincial Education System two FLs must be studied has been established. In addition to that, many projects for the introduction of a FL in nursery schools were born even if nursery schools are ruled separately not being included in the compulsory Provincial Education System.

Where is CLIL in all this excursus? The LP 11/97 art. 4<sup>8</sup> gave schools the possibility of introducing portions of curriculum using a vehicular FL. This possibility has immediately been exploited by some “inspired” schools in order to reach a higher quality and a more complete educational offer. The years between 1997 and 2004 were very important and rich of initiatives in the field of plurilingualism and vehicular languages both in Europe and in the APT, in the research direction and in finding sustainable organizative models for schools. IPRASE<sup>9</sup> and its LIVE project played a fundamental role in implementing CLIL pedagogy and methodology in the APT. In the meantime the acronym CLIL (Content and Language Integrated Learning) invented in 1994 in Finland<sup>10</sup> took place in the APT Education System including in this term the use of vehicular language in all contexts even for language minorities present on the provincial territory like Ladin communities, in Fassa Valley, Mocheno communities, in Fersina Valley and Cimbri communities in Luserna.

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<sup>7</sup> White Paper, Cresson: [http://europa.eu/documents/comm/white\\_papers/pdf/com95\\_590\\_en.pdf](http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf)

<sup>8</sup> [http://www.vivoscuola.it/c/document\\_library/get\\_file?uuid=20789bfb-3c70-4ebb-94b8-530a50d1e45e&groupId=10137](http://www.vivoscuola.it/c/document_library/get_file?uuid=20789bfb-3c70-4ebb-94b8-530a50d1e45e&groupId=10137)

<sup>9</sup> IPRASE, Provincial Teacher Training Institute. See paragraph 3.c

<sup>10</sup> <http://www.clilconsortium.jyu.fi/>

A great help in the introduction of CLIL in the Provincial Education System came from the Chair of Education and Youth Politics of the Province, Tiziano Salvaterra who has promoted a *sabbatic* period for omogeneous groups of in-service teachers of different subjects. In the school year 2004 – 2005 this opportunity was offered to FL teachers (English and German). About 60 teachers subscribed the offer and as a result of their *sabbatic period* the final projects realized focused on the introduction of CLIL modules in the same schools where the teachers were working. Another innovation was introduced in the same school year by the Provincial Government when one public school in Trento had the permission to implement German as a vehicular language in a bilingual teaching project (Italian/German – German/Italian) together with another equivalent school in Innsbruck thanks to a specific Protocol of Intentions between Land Tirol (Austria) and the APT (Italy). After this success the Provincial Government has decided to extend this model of *high percentage of vehicular language in the curriculum* in other schools, mostly of primary level.

In 2009 the APT promoted the New Provincial Curriculum for primary and secondary schools. These dispositions<sup>11</sup> contain some special pedagogical principles and organizational previsions for FLs teaching in primary and secondary level connected with CLIL pedagogy. After a quantitative inquiry<sup>12</sup> CLIL implementation in the APT results as following:

- in nursery school the FL teaching with CLIL modules depends from the single organization of schools. Out of the 6000 enroled children, 4000 are experiencing CLIL modules. English is taught in 26 nursery schools, German is taught in 31 nursery schools and both languages in 12 nursery schools.
- in primary education there are 7 schools out of 70 (primary and lower secondary schools are part of the same institutions - Istituto Comprensivo) with *temporary CLIL modules* (less than 6 hours per week) in 194 classes. There are 19 schools with *structured CLIL modules* (6 or more hours per week) in 501 classes.
- in lower secondary schools there are 17 schools out of 70 with CLIL modules in 224 classes. The
- in high secondary school there are 13 institutes out of 65 (35 high secondary schools and 30 vocational) with CLIL experiences in 182 classes<sup>13</sup>.

The CLIL modules in schools are increasing year after year and for this reason we can assume an increasing demand of legislative objectives for the future.

According to the last guidelines of the province expressed in the press conference on 27th February 2012 by the Chair of Education and Youth Politics of the Province, Marta Dalmaso the future programs for the internationalization and foreign languages are as follow:

- revision of the way of recruitment of new CLIL teachers
- continuing with teacher training programs also through exchange projects supported by European funds for internationalization of educational institutions
- promoting a teacher training course for high school levels
- extention of the bilingual teaching project with the protocol between Land Tirol (Austria) and APT (Italy) to high schools, for a weekly and annual teachers exchange.

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<sup>11</sup> DPP 17/06/10 n. 16-48 Leg. "Regolamento stralcio per la definizione dei piani di studio provinciali relativi al percorso del primo ciclo di istruzione (art. 55 of the LP 07/10/06 n. 5)"

<sup>12</sup>

[http://www.vivoscuola.it/clil?p\\_p\\_id=WebContentListTags\\_INSTANCE\\_nfS3&p\\_p\\_lifecycle=0&p\\_p\\_s\\_tate=normal&p\\_p\\_mode=view&p\\_p\\_col\\_id=column-2&p\\_p\\_col\\_count=1&\\_WebContentListTags\\_INSTANCE\\_nfS3\\_struts\\_a](http://www.vivoscuola.it/clil?p_p_id=WebContentListTags_INSTANCE_nfS3&p_p_lifecycle=0&p_p_s_tate=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1&_WebContentListTags_INSTANCE_nfS3_struts_a)

<sup>13</sup> Delibera Provinciale (Provincial Decree) 30th July, 2010, n. 1753

### 3. Training Programs (Teacher Training Centers and Universities)

#### 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)<sup>14</sup>.

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-tongue<sup>15</sup>, 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 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.

#### The Free University of Bozen/Bolzano (LUB/FUB)

The University of Bolzano/Bozen<sup>16</sup>, 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, specialisation courses and training and master courses:

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<sup>14</sup> See PI <http://www.schule.suedtirol.it/pi/> AP <http://www.ipbz.it/> and [http://www.pedagogich.it/index\\_en.html](http://www.pedagogich.it/index_en.html)

<sup>15</sup> With an official declaration (See Second Statute of Autonomy for South Tyrol 1972, Art. 19)

<sup>16</sup> <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.

Meanwhile society is moving<sup>17</sup>

## The Provincial Teacher Training Institute, IPRASE

IPRASE (Istituto Provinciale per La Ricerca, l'Aggiornamento e la Sperimentazione Educativi) is the institution that has supported schools in the innovative process of FL teaching. This support has been active in many ways like:

- open-enrolment, traditional in-service training courses,
- free continuous professional development CLIL consultancy in individual schools<sup>18</sup>,
- monitoring the CLIL state of the art on the territory with quantitative inquires in 2001 and in 2011<sup>19</sup>,
- coordinating the research project named LI.VE<sup>20</sup> (vehicular languages) together with universities and pedagogical institutes of other regions of the North of Italy as partners.

The aim of this project was the definition of qualitative criteria for the real learning-teaching practice of CLIL methodology in class and the observation of these criteria in action.

Another important project of the IPRASE in the FL field has been ALIS<sup>21</sup> (FLs competences acquisition). It started in 2002 and it had been supported by the European Social Funds since November 2005. The project was concluded in 2008 with a successful conference in Rovereto (Trento) about FLs learning and FL teacher training. The offer of several actions for different groups of teachers was the aim of the ALIS project:

<sup>17</sup> See Slide 1 attached at the end of the document

<sup>18</sup> Sandra Lucietto, CLIL practice: perspectives from the fiels art. 15, Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL ,Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

<sup>19</sup> [http://www.vivoscuola.it/c/document\\_library/get\\_file?uuid=8d280ec3-ba54-4f8f-9e0b-7323fd2bc58d&groupId=10137](http://www.vivoscuola.it/c/document_library/get_file?uuid=8d280ec3-ba54-4f8f-9e0b-7323fd2bc58d&groupId=10137)

<sup>20</sup> LI.VE project: Federica Ricci Garotti, Il Futuro si Chiama CLIL: una ricerca interregionalesull'insegnamento veicolare, IPRASE, Trentino, 2006

<sup>21</sup> <http://www.iprase.tn.it/alfresco/d/d/workspace/SpacesStore/e8d39f9e-e499-47be-b3d6-bb6ce3764520/Alis.pdf>

- actions for professional development (methodology modules for FL in-service teachers of all levels of education);
- actions for the consolidation of language competences (for FL in-service teachers of all levels of education);
- actions for the development of language competences (for in-service nursery school teachers);
- actions for the development of language competences (for in-service subject teachers of all levels of education).

Many teachers received professional development from these actions and started CLIL projects in their schools.

### **a. The Teacher Training Centre in Rovereto**

Beside IPRASE another institution that has recently dealt with CLIL is the new born Teacher Training Centre in Rovereto<sup>22</sup> (Centro Formazione Insegnanti), which in February 2011 organized an important international CLIL conference with the aim of underlining the quality CLIL projects, modules, practices and legislation in Italy and in the APT. Many important names appeared as experts like Carmel Mary Coonan, Peeter Mehisto, Dieter Wolff and David Marsh.

The conference was organized within the actions of the LIDI project (Lingua e Didattica). This project is addressed to all the in-service teachers in order to provide support both for language education and for methodology development.

### **e. The role of the AGEBI association**

The AGEBI<sup>23</sup> (Associazione Genitori per un'Educazione Bilingue) is an association of parents that promotes bilingual and plurilingual education in the APT. It was founded in 2007 by parents from the bilingual school in Cognola - Trento. The aim of the association can be summarized as follow:

- give parents' point of view on bilingualism or plurilingualism.
- give help and support School
- interact with the APT
- create meeting and exchange occasions between families and partner schools
- promote language courses for parents
- promote and disseminate good practice and experiences
- promote actions that use foreign languages as communicative vehicles

AGEBI organized an important conference in October 2010 on CLIL with the title Growing up with Languages to Be World Citizens: vehicular teaching experiences in primary and secondary education. Some of the main experts were Carmel Mary Coonan (Ca' Foscari Venice University) and Martin Dodman (Bolzano Free University).

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

<sup>22</sup> <http://www.formazione.scuolatrentina.it>

<sup>23</sup> AGEBI association web site: [www.agebi.it](http://www.agebi.it)

From 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 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."*

*a. 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 hrs 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 schoolyear 2010-2011 with monthly meetings and two experts (university of Bolzano) following the group. A case study by the Univeristy of Bolzano has been recently undertaken in the 5th classes.

*b. 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.

### *c) 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.

## **5. CLIL in the IC Predazzo, Tesero, Panchià, Ziano (IC-PTPZ)**

In the IC-PTPZ the aims of the CLIL project, which include primary and lower secondary schools are:

- content learning of some subjects in FLs (English and German)
- improving the FL communicative and linguistic competences
- using the FLs as tools for learning knowledge (developing CALP language: Cognitive Academic Language Proficiency) through a higher exposure to the FL in a controlled and scaffolded environment
- developing cross-curricular competences
- promoting student – student, student – teacher and teacher – teacher motivation, cooperation and professional development.

The project started in the school year 2005-2006 with English and German as vehicular languages and Geography, Science, Maths and Art as content subjects. The Institute asked for the IPRASE free continuous professional development CLIL consultancy<sup>24</sup> which went on for two school years. In 2008/2009

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<sup>24</sup> Lucietto, S. , [CLIL practice: perspectives from the fiels art. 15](http://www.icpj.eu/?id=15), Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

the project continued without any external help and the Institute gave its contribution to the redaction of the book "...e allora...CLIL!"<sup>25</sup> In 2011/2012 the project included three lower secondary classes with Geography in English, two lower secondary classes with Science in English, three primary classes with Art in German.

After several years of CLIL in the IC-PTPZ, the model used in the lower secondary classes, where in Italy FL teachers can only teach FLs, was still the one proposed by the IPRASE *expertise* in 2005. The model "involves teaching teams (*T-Teams*) comprising of a FL teacher and a subject teacher (...) working together with a dual aim: planning and implementing quality CLIL modules; establishing effective professional dialogue (Talking To Each Other: TATEO)"<sup>26</sup>. The FL teacher delivers the lesson in class with the help of the subject teacher (who rarely has a sufficient level of FL knowledge) and together they plan the CLIL lesson. In primary school, the CLIL model is easier because the FL teacher is also a subject teacher and so it is possible to teach CLIL alone. The methodology used in class in most CLIL modules are:

- short frontal lessons for input
- group work or cooperative learning in small or big groups
- computer activities like web quests, graphs, power point presentations
- use of e-learning platform and multimedia interactive board
- use of video
- feedback phases for evaluation

The effort of the IC-PTPZ is to implement CLIL among both subject and language teachers in order to fulfil parents and APT request of internationalization and innovation.

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<sup>25</sup> Lucietto, S., *...e allora... CLIL*, IPRASE - L'apprendimento integrato delle lingue straniere nella scuola. Dieci anni di buone prassi in Trentino e in Europa, Trento 2008

<sup>26</sup> Sandra Lucietto, *CLIL practice: perspectives from the fiels art. 15*, Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL Dipartimento Istruzione Trento; Università di Bolzano (Italy), <http://www.icpj.eu/?id=15>

