



STATE-OF-THE-ART ANALYSIS (ITALY - P8)

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

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"

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.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).

1. 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

³ Laws Nr. 87/88/89

important innovation has been inspired by some key-concepts declined in the White Paper Cresson⁴ 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. 4⁵ 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. IPRASE⁶ 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 Finland⁷ 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.

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

⁴ White Paper, Cresson: http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf

⁵ http://www.vivoscuola.it/c/document_library/get_file?uuid=20789bfb-3c70-4ebb-94b8-530a50d1e45e&groupId=10137

⁶ IPRASE, Provincial Teacher Training Institute. See paragraph 3.c

⁷ <http://www.clilconsortium.jyu.fi/>

(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 dispositions⁸ contain some special pedagogical principles and organizational provisions for FLs teaching in primary and secondary level connected with CLIL pedagogy. After a quantitative inquiry⁹ 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 enrolled 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.
- in high secondary school there are 13 institutes out of 65 (35 high secondary schools and 30 vocational) with CLIL experiences in 182 classes¹⁰.

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

⁸ 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)"

⁹ http://www.vivoscuola.it/clil?p_p_id=WebContentListTags_INSTANCE_nfS3&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-2&p_p_col_count=1&WebContentListTags_INSTANCE_nfS3_struts_a

¹⁰ Delibera Provinciale (Provincial Decree) 30th July, 2010, n. 1753

- 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
- extension 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.

1. 1. 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 schools¹¹,
- monitoring the CLIL state of the art on the territory with quantitative inquires in 2001 and in 2011¹²,
- coordinating the research project named LI.VE¹³ (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 ALIS¹⁴ (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:

- 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);

¹¹ 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.icpi.eu/?id=15>

¹² http://www.vivoscuola.it/c/document_library/get_file?uuid=8d280ec3-ba54-4f8f-9e0b-7323fd2bc58d&groupId=10137

¹³ LI.VE project: Federica Ricci Garotti, Il Futuro si Chiama CLIL: una ricerca interregionalesull'insegnamento veicolare, IPRASE, Trentino, 2006

¹⁴ <http://www.iprase.tn.it/alfresco/d/d/workspace/SpacesStore/e8d39f9e-e499-47be-b3d6-bb6ce3764520/Alis.pdf>

- 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.

1.2. The Teacher Training Centre in Rovereto

Beside IPRASE another institution that has recently dealt with CLIL is the new born Teacher Training Centre in Rovereto¹⁵ (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 relevant 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. The Teacher Training Centre in Rovereto cooperates with IPRASE for training in-service teacher and for promoting and organizing courses for who wants to become teachers.

1.3. The role of the AGEBI association

The AGEBI¹⁶ (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 bi-lingual 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

¹⁵ <http://www.formazione.scuolatrentina.it>

¹⁶ AGEBI association web site: www.agebi.it

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).

2. CLIL in IC Predazzo, Tesero, Panchià, Ziano (IC-PTPZ)

In 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 consultancy¹⁷ which went on for two school years. In 2008/2009 the project continued without any external help and the Institute gave its contribution to the redaction of the book “...e allora...CLIL!”¹⁸ 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 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

¹⁷ Lucietto, S., 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>

¹⁸ 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

To Each Other: TATEO)¹⁹. 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 IC-PTPZ is to implement CLIL among both subject and language teachers in order to fulfil parents and APT request of internationalization and innovation.

¹⁹ 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>