

PROGETTO E-CLIL. RICERCA-AZIONE

PRIMO CICLO:

“CLIL: Changing Learning Into Living”



ICS ALDO MORO - 28 ottobre 2017
Paola Martini – USR Lombardia

Bilingual Education

Focus on **literacy** = linguistic education in
L1 and FL



CLIL

Content and Language Integrated Learning

Focus gradually shifting from literacy to **content**



Tiny nuggets of... CLIL

Language is used **to learn** as well as to communicate.

The **subject matter** determines the language that students need to learn.

ICTs and new technologies are strongly advised.

It attempts to follow the 4Cs or 6 Cs curriculum:

**Content, Communication, Cognition, Culture
+ Creativity, Critical Thinking.**

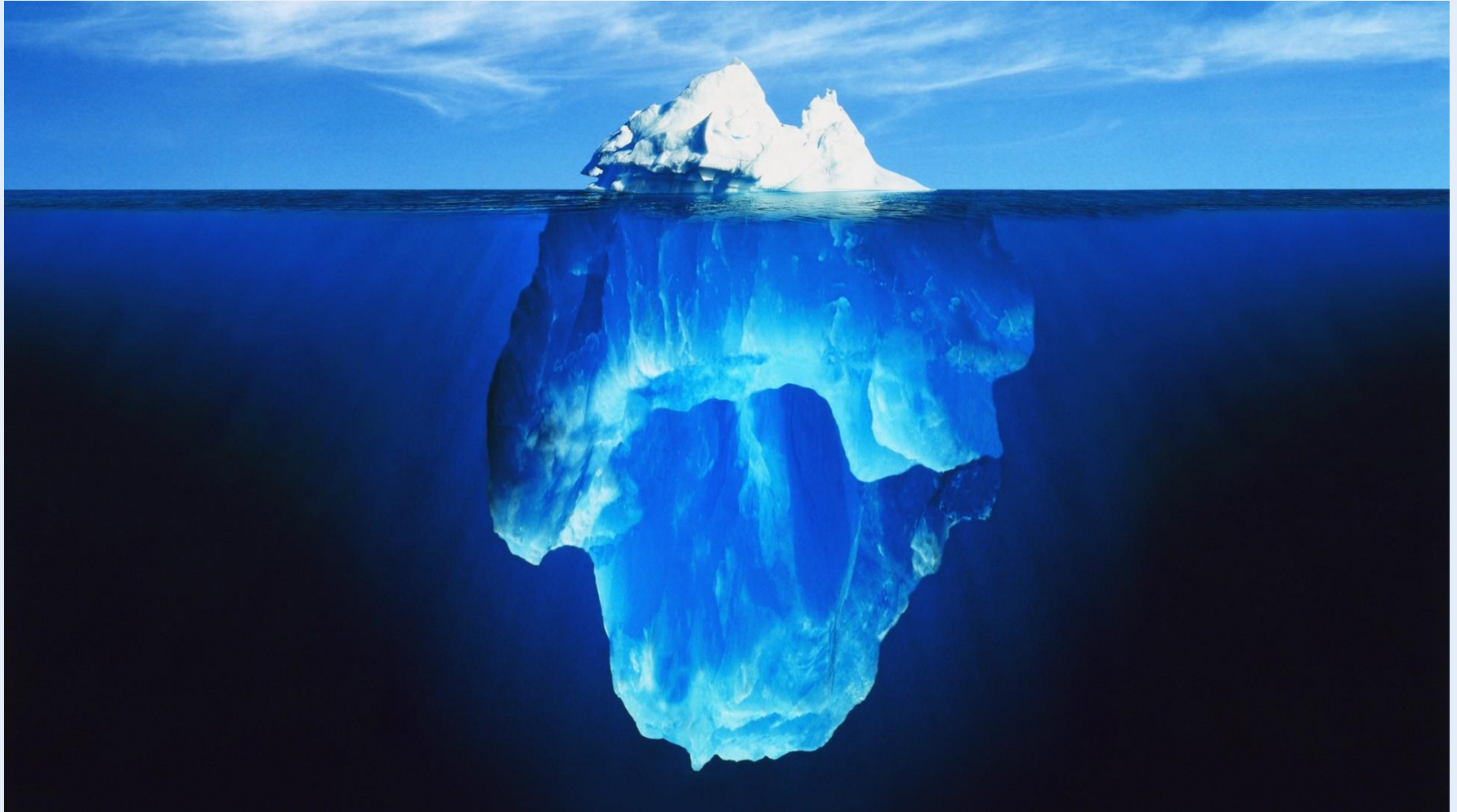
It includes elements of all **four language skills.**

There are **no**!
recipes!

**REFLECTIVE
TEACHING !!**

(Marzano:2009)

How can this image be connected to my activity as a teacher?



Teaching is not just what happens in the classroom!

**THINK ABOUT THINKING
ABOUT THINKING**

=

METACOGNITION

PISA rankings have pointed out that Italian teachers need time to think!

LET'S THINK OF ...

- 1. My ideal classroom activity**
- 2. If I could do 1 activity, which one would it be?**
- 3. If I had to skip 1 activity, which one would it be?**
- 4. How could a teacher accommodate me (as a weak/strong student)?**

THINK OUT OF THE BOX! DO THE OPPOSITE!

Think of alternatives to what has always been done around!



ACTION RESEARCH

REFLECTION AND LEARNING (Kolb,1984)

Data gathering and problem **diagnosis**

Planning: making a hypothesis of a solution

Doing: actual experience, trying out solutions

Observation: hypothesis testing – what happened?

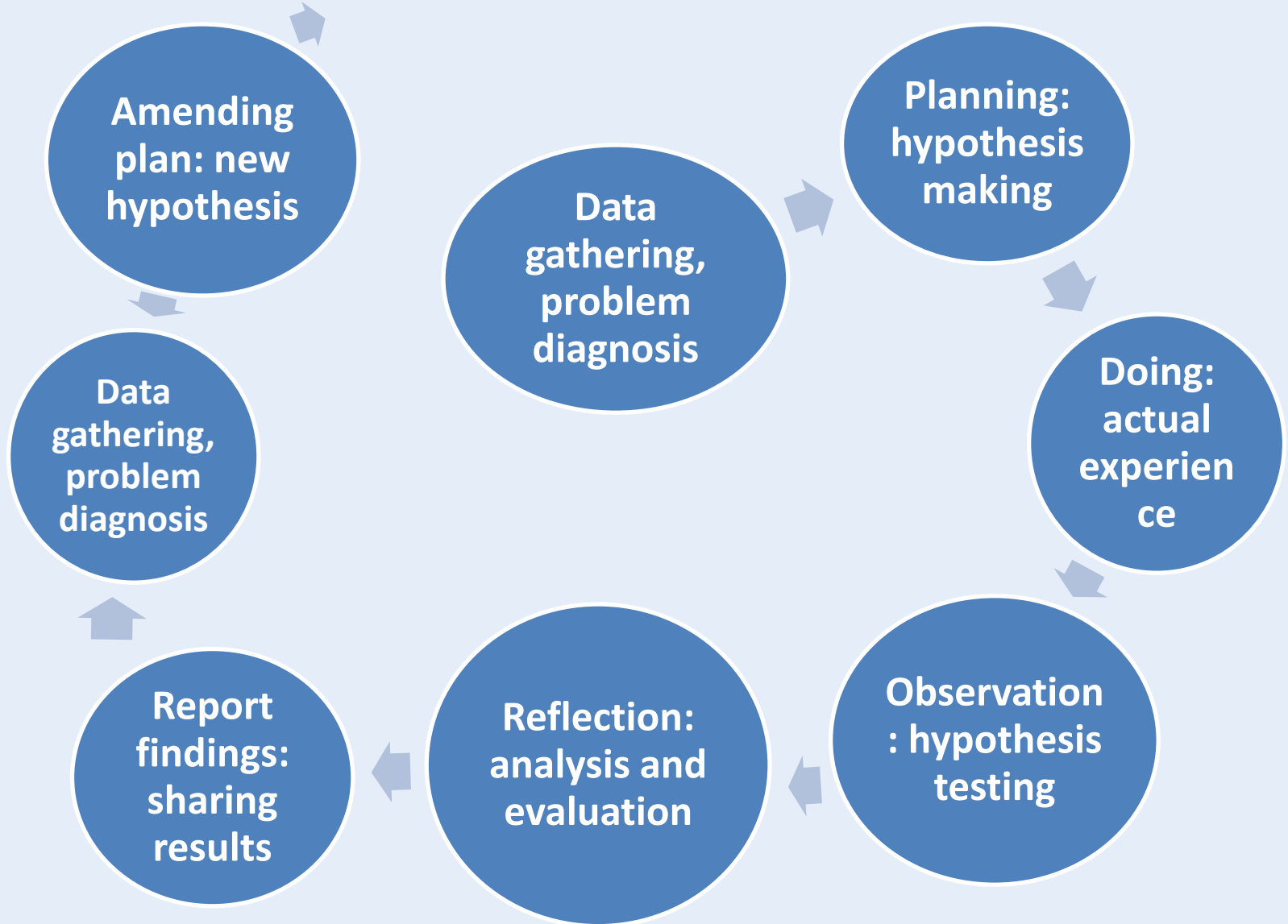
Reflection: analysis and evaluation –did it work?

Report findings: sharing results

Data gathering and **new problem diagnosis**

Amending plan: new hypothesis being made

ACTION RESEARCH



How can I become an effective teacher?



Paola Martini, October 28th 2017

TEACHERS NEED

- Clear rules, professional guidance;
- Platforms, repositories available to teacher communities and school networks;
- Ready-made materials (texts, worksheets, tasks, audio-visual)
- To pick and choose from
- To tailor on class and sts' specific needs:
- Special sts (smart > disrupt) (slow > fall behind)



What is eTwinning...?

the community for schools in
Europe

eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe!

www.etwinning.it (Italian platform)

www.etwinning.net (European platform)

Joining a learning platform

CONS

- Time taking: planning beyond school time
- Changes: mobilities abroad
- Personal involvement: self-study for training and certifications
- More work for school staff

PROS

- Arouse students' and teachers' motivation
- Improve students' and teachers' competences
- Pave the way to teachers' career development
- Change the school ecosystem

Bilingual Education and CLIL

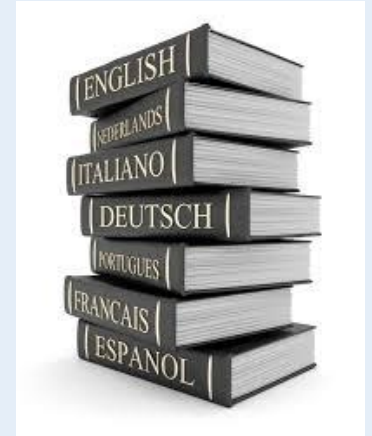
- + WHAT? Any DNL or non-linguistic subject
- + HOW MUCH? From 20% to 50% of the syllabus or ministerial programme
- + Threshold level (referred to 'obiettivi minimi')
- + WHY? To accomplish activities people do outside the classroom, in the real world
- + ASSESSMENT: both discretely and altogether
- + ADVANTAGE: European Key Competences or 21° Century Skills for lifelong learning



✚ WHY in a FL?
MULTILINGUALISM +
PLURILINGUALISM
is the answer!

- ✚ The more languages the better.
- ✚ WHAT LEVEL OF COMPETENCE?
The teacher's level of language mastery must be at least one step ahead of the students' level in the TL.
- ✚ The students' awareness of their language acquisition progress is secondary to their content involvement.

Won't students lose ground in content mastery and language proficiency?



- Jim Cummins advances the theory that there is a common underlying proficiency (CUP) between two languages.
- Skills, ideas and concepts students learn in their first language will be transferred to the second language.

WHEN can we start doing CLIL?

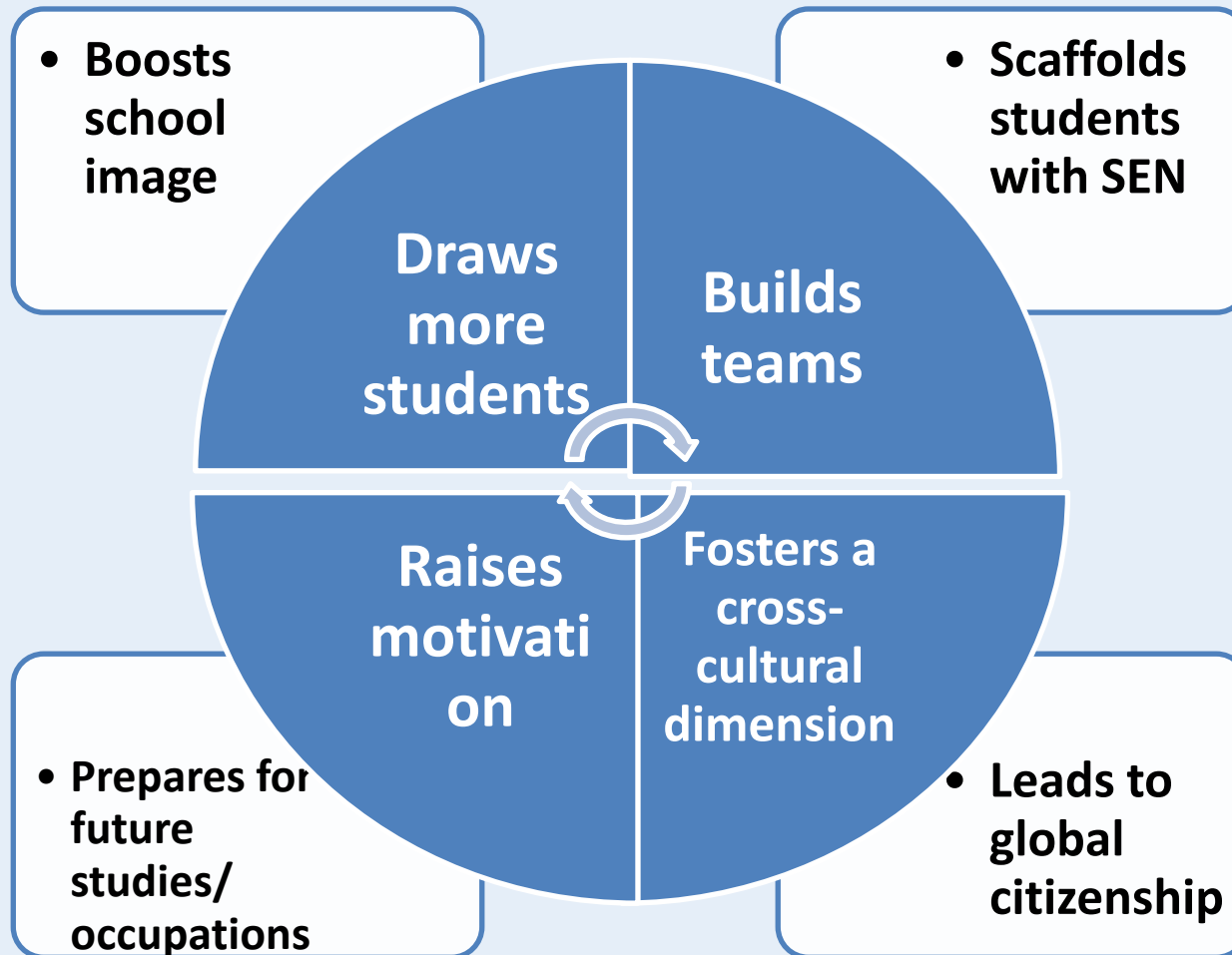
Any age will do!



It is suitable to any learner because

- ✚ It uses a hands-on approach and **task-based**, manipulative activities.
- ✚ It has an **inclusive** aim and privileges ‘**cooperative learning**’.
- ✚ It relies on **scaffolding** strategies.

WHY CLIL?



CLIL

Institutional CLIL: second cycle



CLIL TEACHER 2° CYCLE

Subject
Requisite

- Non-Language teacher, with specific teaching qualification

Language
Requisite

- C1 certified Level - communicative competence

Methodology
Requisite

- University Master Course in CLIL methodology (20 CFU or 60 CFU)

CLIL

Experimental CLIL:
first cycle



CLIL TEACHER 1° CYCLE

Subject
Requisite

- Kindergarten or primary school teacher
- Non-Language teacher, with specific teaching qualification

Language
Requisite

- B1, B2 or above certified Level - communicative competence

Methodol
ogy
Requisite

- Master Course in CLIL methodology (to be defined)

Teacher Training National Plan 2016-19

In-service training becomes

❖ **mandatory**

❖ **permanent**

❖ **structural**

All permanent Italian teachers, about **750.000** people, are being involved and **130.000 teachers** are involved in **language training for all foreign languages and CLIL.**

Professional Development



- Newly Qualified Teacher
- Permanent Teacher



- Vice Principal
- Principal/Headteacher
- Teaching Inspector

- **Teacher-Trainer**
- Text-author
- Researcher/Scholar

THE TEACHER'S PORTFOLIO

Each teacher will have a **digital portfolio** collecting his/her PERSONAL CURRICULUM :

- **Professional registry**: qualifications, certifications, publications , further professional experience
- **Training history**: paths and results
- **Teaching activity**: planning , implementation, links to online resources
- **Individual personal development plan** : proposals in professional individual development

The Portfolio will be partly public, partly personal.

TEACHER TRAINERS

- ✚ **Recognition of the best trainers:**
people are the foundation of the training
- ✚ **1500 trainers** in every school order and grade
- ✚ **Strengthen** international collaboration and **training abroad**
(beyond Erasmus+) 4 milion euros per year will be allocated on teacher trainer training abroad.

Future CLIL courses

- MIUR has not yet officially declared when more CLIL language and methodology courses will be funded (cfr. DD n. - 6 16/04/2012).
- Seven months after the launch of the Training Plan, CLIL language and methodology courses started being implemented by training school networks (poli formativi), operating as per MIUR prot. n. AOODGPER.1522 - 13/01/2017.
- CLIL courses offer a few training hours (15-30 hrs vs 20 CFU)

DESTINATARI TARGET	Azioni formative	docenti coinvolti	Periodo della formazione
Formatori	Formazione linguistica e metodologica	1500	2016-18
Docenti scuola infanzia A0>B1	Formazione linguistica a livello B1 con elementi di metodologia didattica innovativa	10.000	2016-19
Docenti scuola primaria A1>B1 e B1>B2	Formazione linguistica a livello B1 Formazione linguistica a livello B2 con elementi di metodologia didattica innovativa Docenti a livello B2: metodologia CLIL	10.000 25.000 10.000	2016-19
Docenti LS secondaria I grado	Potenziamento linguistico e elementi di metodologia didattica innovativa	10.000	2016-18
Docenti DNL secondaria I grado A1>B2	Formazione linguistica livello B2 propedeutico al CLIL	10.000	2016-19
Docenti LS e DNL secondaria I grado	Formazione metodologica CLIL in team <small>Paola Martini, October 28th 2017</small>	15.000	2017-18

DESTINATARI TARGET	Azioni formative	docenti coinvolti	Periodo della formazione
Docenti LS scuola secondaria di II grado	Potenziamento linguistico con elementi di metodologia didattica innovativa	10.000	2016-19
Docenti LS scuola secondaria di II grado	Formazione metodologica CLIL	10.000	2017-18
Docenti DNL secondaria II grado B1>C1	Formazione linguistica livello B2 > C1 propedeutico al CLIL	20.000	2016-18
Docenti DNL secondaria II grado Docenti DNL CLIL	Formazione metodologica CLIL	10.000	2017-18

MIUR	Cabina di regia nazionale della formazione	stabilisce le priorità, ripartisce le risorse: Piani Nazionali	elabora gli standard di qualità e monitoraggio dei risultati delle attività	sviluppa accordi nazionali con partner della formazione
USR	Task force regionale	Accompagna, promuove e supporta le reti di scuole, stipula accordi e valorizza le risorse accademiche e professionali	Struttura banche dati di repertori di progetti positivamente realizzati	Monitora la formazione per tutelare e uniformare i livelli dei percorsi formativi
SCUOLE	progettano in rete di ambito e di scopo all'interno degli ambiti territoriali	Si coordinano con altri poli formativi : i 1321 ambiti ricevono 25 milioni di euro ogni anno, per tre anni	organizzano la formazione: redigono il Piano di Formazione di Istituto	sulle esigenze formative espresse dai singoli docenti attraverso i Piani individuali di formazione



New School Regional Network of 1° cycle schools in Lombardy «Eccellenza CLIL»

AIMS of the network «Eccellenza CLIL»

- ✚ Gradual broadening of the network to schools with requisites
- ✚ Spreading internationalization in the curriculum all over the regional area
- ✚ Sharing good practice among active schools
- ✚ USR doc. 23895 - 13/12/2016 (launch)
<http://usr.istruzione.lombardia.gov.it/20161213prot23895/>
- ✚ USR doc. 13045 – 08/06/2017 (results)
<http://usr.istruzione.lombardia.gov.it/20170608prot13045/>

6 REQUISITES

- ✚ **1. Three year time span continuity** (kindergarten and lower secondary) and **five year continuity** (primary);
- ✚ **2. To rely on in- service certified and qualified staff;**
- ✚ **3. Involvement of at least 50% of the school classes** in bilingual education or CLIL tuition;

- #4. Bilingual education implementation for at least **5 hrs per week - primary school**;
- #5. CLIL methodology implementation for min **20 hrs per year - lower secondary**;
- #6. Bilingual education or CLIL in at least **three subjects, verticalizing min one subject** from primary to secondary.

There is no elevator to
success: you have to take the
stairs!



Paola Martini, October 28th 2017

Language Exam Boards recognised by MIUR



AOODPIT 10889/2012 and **118 Feb/2017**, its **latest integration**

<http://hubmiur.pubblica.istruzione.it/web/istruzione/dg-personale-scolastico/enti-certificatori-lingue-straniere>

Language Exam - Italian Legislation



- DM 07/03/2012 defines the requisites for recognised certifications in foreign language communicative competences for school staff
- DD AOODGAI n. 3889/2012 presents the first list of the exam boards recognised by MIUR for the certifications in foreign language communicative competences for school staff
- AOODPIT prot. n.118/2017 is its latest integration

ENGLISH LANGUAGE

CambridgeESOL,

City and Guilds (Pitman)

Edexcel/Pearson Ltd

Educational Testing Service(ETS)

English Speaking Board(ESB)

International English Language Testing System (IELTS)

Pearson - LCCI;

Pearson – EDI;

Trinity College London

Department of English, Faculty of Arts - University of Malta

National Qualifications Authority of Ireland - (NQAI - ACELS)

Ascentis

AIM Awards

Learning Resource Network (LRN)

British Institutes

Gatehouse Awards Ltd

AODPIT 118/2017

Article 2 -

- Those who are involved are supposed to check that certifications, achieved or to achieve, point out the candidate's **communicative competence level both in the receptive and in the productive skills (Listening, Speaking/Interaction, Reading, Writing)**, specifying the detailed **evaluation referred to each skill** (art. 3 in DD 12, July 2012).

Free reference CLIL modules

1° cycle

- <http://www.clil.istruzione.varese.it/> CLIL modules validated by MIUR
- <http://www.onestopenglish.com/children/> early learning materials
- <https://www.teachingenglish.org.uk/teaching-kids/resources?WT.ac=navigation> British Council site for kids, including CLIL materials
- <http://www.clilexcellence.education/> platform of BEI schools in Lombardy

Free reference CLIL materials

1° cycle

- <http://www.teacherplanet.com/lessonplans4teachers> supporto alla progettazione e implementazione di CLIL units (livello A 2)
- www.teach-nology.com teacher time savers, worksheets and templates
- <https://app.sproutenglish.com/> materiali per progettazione e implementazione di attività di educazione bilingue (livello A 1) Free Sign Up for a few lessons.

Free on-line teacher training British Council Modules

- <https://teachingenglish.english.britishcouncil.org/ContentPage.aspx?PageID=14757eeb-d55e-44c6-de84-d1b200227f8e>
self-assessment
- <https://teachingenglish.english.britishcouncil.org/student/Catalogue/CatalogueCategory.aspx?id=9036fb1b-8690-4c76-a8c0-bf0dfe8bcb37>

Get Started +Special Educational Needs (SEN)

On-line educational games

- www.english-4kids.com/videos.html

EFL activities for Kids, Pre-school and Primary English Learners

- www.kizphonics.com/materials/worksheets

Printables, games, to teach young learners to read and spell English words

- www.eslgamesworld.com

Fun games and templates, different levels

eTwinning

- <http://etwinning.indire.it/esperienze/>

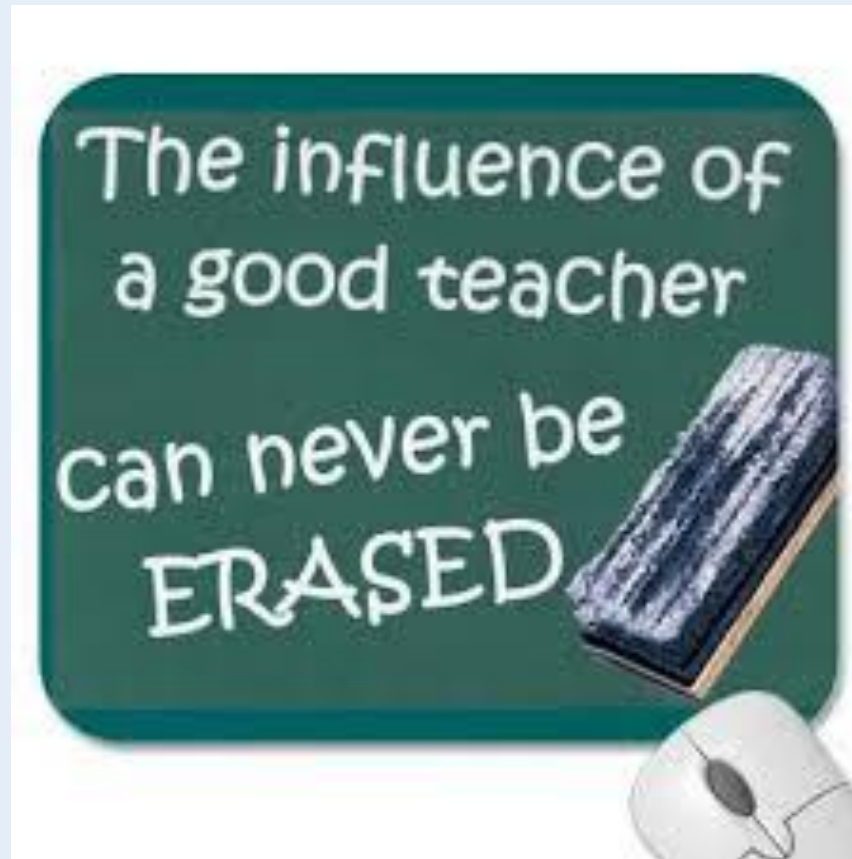
Materie-CLIL-esperienze di progetto

- <https://www.etwinning.net/en/pub/collaborate/modules.htm>

Brevi moduli di attività hands-on da incorporare in progetti eTwinning e lezioni di qualunque materia, anche in didattica CLIL

Free reference teacher support

- <http://learnenglish.britishcouncil.org/en>
- www.teacherplanet.com
- www.Lessonplans4teachers.com
- <http://blog.sproutenglish.com>
- www.islcollective.com
- <http://www.listenaminute.com>
- <http://www.teachingenglish.org.uk/activities/using-songs-classroom>
- <http://www.britishcouncil.org/voices-magazine?utm>



**PAOLA MARTINI –USR Lombardia –
Milano, 28.10.2017**

paola.martini4@istruzione.it