



CLIL4LES

## A MEANINGFUL EXPERIENCE

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## THE NATIONAL QUALITY INQUIRY ABOUT THE HIGH SCHOOL REFORM: TOWARDS A MEANINGFUL EXPERIENCE



D.P.R. 15 marzo 2010 n. 89, art. 12, comma 1 “Lyceum curricula are to be constantly monitored and evaluated”

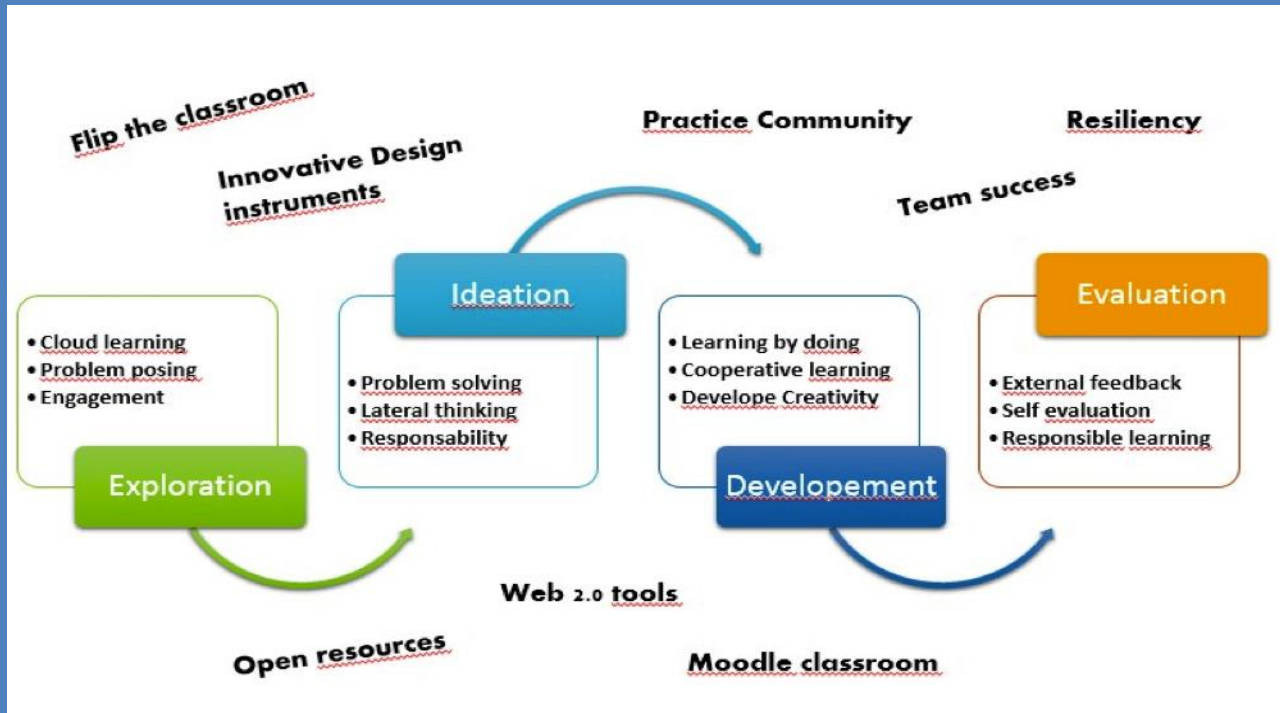
# A NATIONAL QUALITY INQUIRY ABOUT THE HIGH SCHOOL REFORM of 2010

## A SURVEY ON THE THREE LEVELS OF INNOVATION

1. CURRICULAR : organisation / structuring of the five year courses and learning contents
2. ORGANISATIONAL : introduction of Departments and Scientific Committee
3. DIDACTIC : mainly through planning and evaluating by “COMPETENCES”



# A NATIONAL QUALITY INQUIRY ABOUT THE NEW LEARNING ENVIRONMENT



A DETAILED QUALITY INQUIRY UPON THE THREE LEVELS OF INNOVATION

AN EXTENSIVE AND DETAILED SURVEY BASED ON A STRATIFIED AND MEANINGFUL SAMPLING CASUALLY CHOSEN ON THE BASIS OF THE FOLLOWING VARIABLES :

➤ FIELD S OF STUDY

➤ GEOGRAGHC AREAS : NORTH, MIDDLE, SOUTH, ISLANDS

➤ NUMBER OF STUDENTS ENROLLED: LARGE, MEDIUM , SMALL

➤ LOCAL AREAS: URBAN AND RURAL



## A DETAILED QUALITY INQUIRY ON THE THREE LEVELS OF INNOVATION

✓ FIRST CHOICE : 690 INSTITUTES

✓ SECOND CHOICE : 276 INSTITUTES AS A CONVENIENCE SAMPLING

✓ FINAL SAMPLING: about 200 Schools , of which 58 Lyceums, willing to take part in a focus group (2 people from each institute: the Headteacher and a Teacher)

Seats for the Focus Groups  
Torino, Lucca, Roma, Napoli

Items Considered  
Innovative activities realized

Opinions by Headteachers and Teachers of the 58 Lyceums Involved



## A DETAILED QUALITY INQUIRY ON THE THREE LEVELS OF INNOVATION

CLIL

SET IN THE THIRD LEVEL OF INNOVATION

“TEACHING INNOVATION, INTERDISCIPLINARITY, LABORATORIES”

CLIL

A METHODOLOGICAL CHALLENGE FOR ITS IMPLICIT INTERDISCIPLINARITY  
AND POSITIVE RESULTS IN VARIOUS LEARNING FIELDS WHICH  
STRENGTHEN RECIPROCALLY



# CLIL AS A STIMULUS FOR THE RENEWAL AND BETTERING OF SCHOOL CURRICULA







## Common Belief

CLIL methodology allows students to acquire

- Real expertise in the chosen discipline and the use of new technologies
- Better mastery of l2
- Better mastery of L1 through contrastive procedures
- Transversal skills
- 
- Socio-Cultural awareness/skills





## Common Belief

CLIL methodology allows students to acquire

CRITICAL  
THINKING

CREATIVITY

INITIATIVE

PROBLEM  
SOLVING

RISK  
ASSESSMENT

DECISION  
MAKING

CONSTRUCTIVE  
MANAGEMENT OF  
FEELINGS





## THE DETAILED ANALYSIS OF THE RESULTS

### POSITIVE ISSUES

#### THE SURVEY

a) ALLOWED US TO HAVE A FRAMEWORK AND A MAPPING OF THE THREE LEVELS OF INNOVATION

b) GAVE US USEFUL INFORMATION FOR THE BETTERING OF THE SYSTEM AND OF THIS INNOVATIVE APPROACH TO LEARNING





## THE DETAILED ANALYSIS OF THE RESULTS

### CRITICAL ISSUES THE SURVEY

- a) LACK OF CLIL TEACHERS
- b) LACK OF CLIL TEACHER-TRAINING PROGRAMMES
- c) STRONG RESISTENCE TO TEAM WORK IN A  
“PROFESSIONAL COMMUNITY” ( TEACHING AS AN ACTIVITY MAINLY





## THE DETAILED ANALYSIS OF THE RESULTS

### CRITICAL ISSUES

- d) MAJORITY OF TEACHERS WORKING ON BILINGUAL /CLIL PROGRAMMES DON'T FEEL PREPARED TO DO THE JOB ADEQUATELY
- e) SUBJECT TEACHERS ARE UNWILLING TO TAKE ON THE RESPONSIBILITY TO TEACH IN L2





## THE DETAILED ANALYSIS OF THE RESULTS

### CRITICAL ISSUES

f) OPPOSITION TO TEACHING IN L2 BY SUBJECT TEACHERS  
MAY COME FROM LANGUAGE TEACHERS THEMSELVES

g) STUDENTS HAVE A BETTER MASTERY OF THE LANGUAGE THAN  
SUBJECT TEACHERS



# TOWARDS A MEANINGFUL CLIL EXPERIENCE

## OUR EXPERIENCE

- A MEANINGFUL EXPERIENCE CARRIED ON BY THE REGIONAL LES CLIL GROUP IN THE DIRECTION OF INNOVATION AND FLEXIBILITY
- A LEARNING APPROACH BASED ON A BALANCED INTEGRATION BETWEEN LANGUAGE AND SUBJECT LEARNING/TEACHING
- THE FOSTERING OF COMPUTER SKILLS: CONSTANT USE OF ICT IN DIFFERENT PHASES OF THE WORK OF STUDENTS AND TEACHERS

## TOWARDS A MEANINGFUL EXPERIENCE

### EXAMPLES OF GOOD PRACTICE

#### PLANNING CRITERIA

- SCAFFOLDING LANGUAGE, CONTENT AND LEARNING SKILLS
- DEVELOPMENT
- LEARNER'S AUTONOMY
- FOSTERING CRITICAL AND CREATIVE THINKING
- PROMOTE COOPERATIVE LEARNING
- LINKING LEARNING FROM VARIOUS SUBJECTS IN THE CURRICULUM

