

Master's Dissertation/
Trabajo Fin de Máster

CLIL IN ITALY. A THEORETICAL REVIEW

Student: Romero Romero Beatriz

Supervisor: Dr. Xabier San Isidro Agrelo

Department: English Philology

ABSTRACT

The CLIL approach was officially introduced in the Italian educational system around the year 2003 through the reform of the law which enabled institutions to approach CLIL autonomously, and around 2010 it established its compulsory initiation in upper secondary education schools. This dissertation describes the implementation and legal regulations of CLIL in Italy, as well as other pilot linguistic programs that have been or are being currently developed in some regions at different levels with the purpose of improving language competences. The first part is focused on the Italian socio-linguistic background, which is very rich in terms of local and regional languages and second languages in some parts of the country, its evolution and presence in the system. We have described the educational structure and reforms that have led to CLIL implementation, together with the requirements of the CLIL teacher profile and specific training. This dissertation also analyses some of the most important outcomes in CLIL application and will describe some weaknesses of the system and how they might be solved.

Key words: CLIL, Italy, language, linguistic competence, bilingual programmes

RESUMEN

El enfoque AICLE fue introducido en el sistema educativo italiano entorno al año 2003 con una reforma de ley que permitía a los centros educativos aplicarlo en autonomía, y en 2010 se hizo obligatorio en la educación secundaria superior. A través de este documento hemos descrito la implementación y regulaciones de AICLE en Italia, así como otros proyectos piloto que se han realizado o se están realizando en diferentes regiones y a diferentes niveles con el objetivo de mejorar las competencias lingüísticas. Se analizan, primero, algunos antecedentes lingüísticos, que son muy ricos debido a la variedad de lenguas regionales y extranjeras presentes en el país, como su evolución y presencia en el sistema. Hemos explicado la estructura y las reformas educativas que han llevado a la implementación AICLE, junto con los requisitos y el perfil docente CLIL, así como su formación. Además, se analizan algunos de los resultados más importantes de su aplicación y algunos de los aspectos que se han de mejorar en el futuro.

Palabras clave: AICLE, Italia, lenguas, competencia lingüística, programas bilingües

1. INTRODUCTION	3
2. CLIL DEFINITION AND THEORETICAL FRAMEWORK	4
3. BILINGUALISM IN ITALY. HISTORICAL BACKGROUND	10
4. EDUCATIONAL SYSTEM STRUCTURE AND BILINGUAL EDUCATION	
4.1 Italian scholar structure	14
4.2 CLIL application and legal framework	16
4.3 CLIL teacher profile. Requisites for bilingual teachers in Italy and training	19
4.4 Other bilingual projects in Italy	24
4.4.1 <i>E-CLIL per una didattica innovativa (E-CLIL for an innovative teaching)</i>	24
4.4.2 <i>CLIL in Action</i>	25
4.4.3 <i>Read on! For e-CLIL</i>	26
4.4.4 <i>Bilingual Education Italy -Insegnamento Bilingue Italia (BEI-IBI)</i>	27
4.4.5 <i>ALI-CLIL (Apprendimento Linguistico Integrato- Content and Language Integrated Learning)</i>	28
4.4.6 <i>Apprendo in lingua 2 in Veneto</i>	29
4.4.7 <i>SLIL (Science and Language Integrated Learning)</i>	29
4.4.8 <i>ALIS & TATEO</i>	30
4.4.9 <i>Rete CLIL Udine</i>	30
4.4.10 <i>CLIL – Per un dialogo interculturale in Europa</i>	30
5. OUTCOMES AND FUTURE CLIL PERSPECTIVES	31
6. CONCLUSIONS	33
7. BIBLIOGRAPHICAL REEFERENCES AND LEGISLATION	36

1. INTRODUCTION

Content and Language Integrated Learning (CLIL) is one of the most used terms in nowadays educational ambitus and related to language learning. This educational approach has spread through European countries in the last decades as a solution for the urgent need of improving and promoting foreign languages competence. In the case of Italy, it was introduced in the educational system around 2010 in upper Secondary schools, although in 2003 a Reform Law (Law n. 53) enabled schools to approach CLIL and to develop it in autonomy and in a voluntary way. Furthermore, previous educational practices regarding CLIL were carried out in international and European bilingual schools in the 90's.

Italy is a very rich country in terms of regional and foreign languages due to the belated formation of the country, which caused the emergence of lots of local and regional dialects that are still used nowadays, and also due to the immigration, that has introduced new languages into society. The regional autonomies and, even the Constitution, state the need of protecting minority languages, these are the main reasons why in the last decades some regions decided to develop bilingual education and pilot programmes started to be carried out before CLIL formal implementation (Eurydice, 2006). Since the end on the 90's, in Italy more than 100 bilingual pilot programmes have been launched. Those projects were and are developed at national, regional or even local levels, mainly in the north of the country, and funded by the Ministry of Education of regional education authorities, including research institutes, universities or foreign and cultural centers, among others.

The implementation of CLIL in Italy led to new normative and legal modifications, thus, establishing the new curricular competences for secondary education and the specific learning objectives. The new legislation also suggested the creation of a CLIL team and the promotion opinion exchanges and sharing of teaching practices through the use of ICTs, something practically new for the Italian model. New laws emerged aimed to enhance CLIL and provide resources for professionals at different educational levels, facilitating its approach, and financing also bilingual projects at every school level, including primary and low secondary education. The Ministry of Education, in 2012, established the characteristics of a CLIL teacher profile, setting the required competences, and in order to form and train professionals, the Ministry started delivering methodological and linguistic training courses

for their CLIL teachers. Since CLIL application, research has been done and positive results have been obtained, however, there are still aspects that should be analyzed and improved.

It is now more than evident that the main purpose of this paper is to develop a theoretical review about CLIL in Italy, focusing on its legal regulations and application, as well as analyzing the formal training that bilingual teachers are offered by the Ministry of Education in order to gain the necessary skills required by the legislation. Through the current document we will firstly describe the CLIL context in Europe and the conceptualization of this everyday-used term. The linguistic Italian roots and current situation will be briefly analyzed, learning about minority languages in the territory and how this linguistically diversity took educational institutions to implement bilingual education, until CLIL arrival.

2. CLIL DEFINITION AND THEORETICAL FRAMEWORK

Content and Language Integrated Learning (CLIL) is one of the main topics and concepts regarding language education in the present. It has spread in most of European countries in the last two decades (Rumlich, 2016). It may be defined as a dual-focused approach in which a vehicular language, usually foreign to students, is used as a means for the learning and teaching of both content of a subject and language itself, with the purpose of improving both of them at the same time (Maljers, Marsh, Wolff, Genesee, Frigols-Martín, Mehisto, 2010), so language is not only the means but it is also seen as an objective of the process. The CLIL term can be, however, defined in a variety of different ways and its conceptualization has become something more complex, as stated by Cenoz, Genesee, and Gorter (2014). It is often defined as an “umbrella” which includes a huge range of approaches (Hondris, Vlahavas & Demetriadis, 2007). For example, Ball, Kelly and Clegg (2015) define CLIL as an umbrella which includes diverse provisions that go from the emphasis on the subject content to language exploration and development.

The term CLIL was adopted in 1994 (Marsh, Maljers and Hartiala, 2001) within the European context in order to define and design educational practices in which teaching and learning processes are developed through an extra vehicular language. (Coyle, Hood & Marsh, 2010) and launched in 1996 by UNICOM, University of Jyväskylä and the European Platform for Dutch Education, to describe the educational methods where subjects are taught through a vehicular language. Through the CLIL method the mother tongue and the second

language are used within the lesson to foster and enhance both content and language learning (Eurydice, 2006).

CLIL emerged as a possible solution to the existent gap between the foreign language education and the real outcomes of students in terms of performance. The European authorities and governments questioned weaknesses in languages education, agreeing in the need to give more importance to teaching and learning of foreign languages (European Parliament, 1984). The difference of language teaching and the results, took the European Union put into practice some educational measures that sought the improvement on foreign languages and established the need for EU citizens to be proficient in three European languages (the mother tongue and two foreign languages), and stated that students should have the opportunity of their learning during compulsory education (Coyle, Hood & Marsh, 2010). In 1995, the resolution of the European Council asked the European state members to reform their educational systems, introducing new didactic approaches for the teaching of a non-linguistic discipline through a foreign language.

As stated by the European Commission through the official European Commission web site, it is essential the promotion of developing multilingual competences, bilingual education and, above all, CLIL in education: *“The European Commission is very keen to promote language learning and linguistic diversity across Europe so as to improve basic language skills. It is working with national governments to meet an ambitious goal: enabling citizens to communicate in 2 languages other than their mother tongue”* (European Commission, 2016).

According to Coyle, Hood & Marsh (2010), it is an innovative fusion of content and language which responds to one of the major problems in language education. Trying to define and characterize CLIL have generated discussion regarding its relation and similarities to other bilingual immersion programmes (Pérez Cañado 2012); which shares some elements of a range of educational practices with. The main difference between CLIL and other educational practices is that CLIL is content-driven and this approach is what makes CLIL unique and different from the rest of language-teaching approaches. Pavón and Ellison (2013), explain that another important aspect that differentiate them is the degree of collaboration between content and language teachers in CLIL, by which they set common didactic approaches and provide the necessary support to students in order to guarantee the

adequate understanding and assimilation of the academic contents. Moreover, regarding the amount of foreign language input, CLIL differs from other bilingual programs such as immersion, in which 50% to 100% of subjects are taught in the foreign language (Baker, 2006).

Dalton-Puffer (2007) affirms that one of the main advantages of CLIL in language learning is that it provides real communication opportunities, allowing for a natural use of the target language. This authentic use and exposure to the language increases motivation and engagement in students (Pinner, 2013), overcoming, thus, the classical motivation problems in learners when studying a foreign language through direct instruction. As noticed by Cinganotto (2016), Italian policymakers have been reflecting on the potential that CLIL may have in terms of motivation and interests towards the foreign language but also towards the content itself, after having analyzed the positive results in other European countries that had already put CLIL in practice. One of the main reasons of this increment of motivation is the result of a more practical involvement in the CLIL classroom of the students, becoming active participants.

One of the best-known CLIL conceptual frameworks is the 4Cs framework (culture, communication, content and cognition). According to Coyle, (2010), there are four main principles upon which a CLIL methodology should be built. Content is the subject theme; communication, involving language use and going beyond grammar structures, but conceiving it as the means for communication and learning; cognition as, in order for CLIL to be effective, there must be a challenge for students, for activating thinking and engaging in higher cognitive skills and processes constructing their own knowledge; and culture, since for plurilingual and pluricultural demands of our society, studying through a foreign language is essential to foster understanding.

Historically, education in foreign languages has always been a topic of interest and present in societies since old times. The implementation of an educational curriculum in an extra language already happened in the Roman Empire around two thousand years ago, as a consequence of its expansion and absorption the Greek territory, including its language and culture (Coyle, Hood & Marsh 2010). The purpose of this education in the additional language was providing more social and professional opportunities for their citizens. This educational approach which seeks the dominion in more than one language has been kept

through centuries until nowadays, when it has taken a huge importance, as a consequence of the social and educational demands of socio-economic changes and globalization.

In the last century, teaching foreign languages sought contributing to social cohesion in Europe and making their citizens feel more integrated, and at the same time giving more personal development, educational and professional development possibilities (Trim, 2011). Teaching and learning approaches that imply more than one language, such as immersion and bilingual programs or content-based language instruction, as we have seen, have been taken to a regional or national level in almost every European country, initially in private schools and, more recently, also in public ones financed by the own state.

CLIL has become a pedagogical approach with the objective of improving language skills and capacity and help students and young citizens from a career and working perspective, making them integrate labor markets within the European context (Marsh, 2002). From a cultural point of view, CLIL also seeks building intercultural knowledge and creating a feeling of social unity, thus developing communication skills that enable to do so. At the same time, CLIL raises awareness of the mother tongue, as well as the foreign language, increasing and enhancing the development of multilingual interests and attitudes (Darn, 2006).

In the case of bilingual communities or countries, where more than one official language is talked and taught in school, integrating languages to the curriculum and using them as a vehicular language for content teaching as in CLIL, might be an effective and real solution. However, minority language immersion programmes already existed in Europe before CLIL (San Isidro, 2019). As stated by San Isidro (2019), those minority language programmes differ from CLIL, since minority language immersion programs seek preserving and protecting the language through a language-focused approach, while CLIL is more complex, aimed to learning content through a vehicular language.

As stated by Coyle, Hood & Marsh (2010), human competence is fundamental for the social and economic development of a country, and in countries or communities where there are more than one first language, language policies and legislation, together with correct learning practices, must ensure the adequate implementation of linguistic formation, with the aim of improving the educational development of their citizens and not allowing a vehicular language to cause difficulties or weak the teaching-learning process. This can be

achieved through correct application of the CLIL methodology, giving importance to language use. In those cases, CLIL becomes a basic promoter for equal access to education, giving all students the opportunity to be provided with pragmatic responses towards the linguistic issues that allow them to continue their instruction. However, the social, political and economic situation in each country vary and, especially the regulations of educational policy, depend on each society, giving as a result individual and unique educational contexts across Europe (Marsh, Maljers & Hartiala, 2001), which makes CLIL flexible and adaptive regarding also curricular design and organization (Baetens Beardsmore, 2002).

In the last years CLIL has started to be implemented in some European schools in most of the countries, and even trilingual instruction in some of them, CLIL has spread across Europe in the last two decades and is steadily gaining popularity (Perez-Cañado, 2012). Most European countries have introduced legislation to establish CLIL provision since the beginning of the 1990s. The first experiments with CLIL application have been usually linked to political and administrative factors, such as the existence of more than one official state language, cooperation agreements with neighboring countries, geographical reasons demographic concerns like the existence of minorities, associated with each country (Eurydice, 2006). Some countries have applied CLIL just in some schools and at some educational levels, others have included it in all schools for a concrete educational level and a few countries provided CLIL in every schools and at every level (Eurydice, 2017).

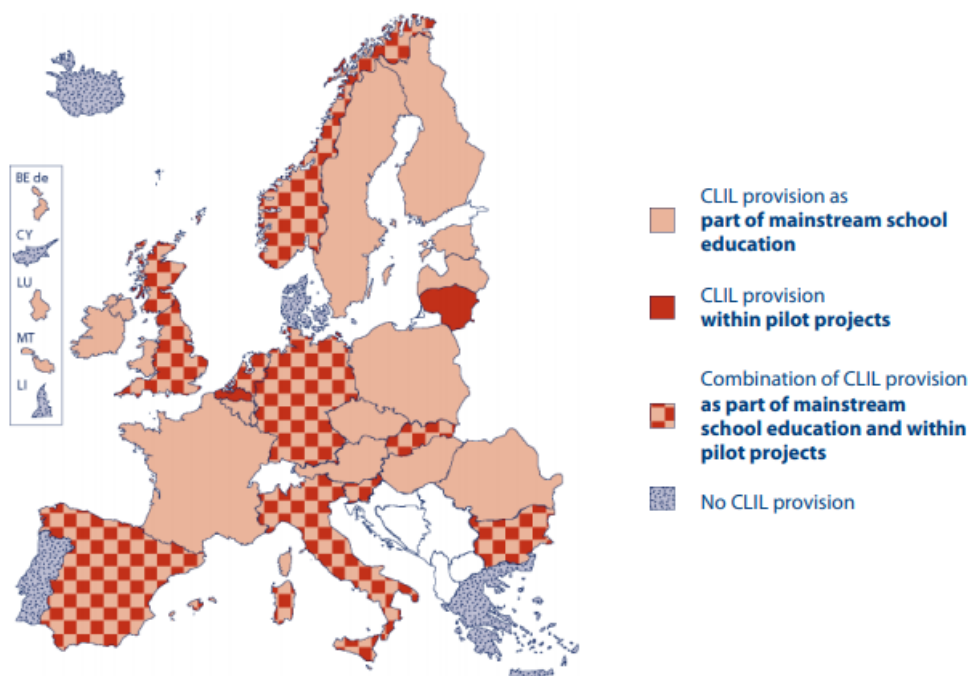
For example, Austria and Liechtenstein provide CLIL in all schools in the first grades of Primary Education, Cyprus in at least one grade of Primary Education, Luxembourg and Malta at Primary and Secondary levels, and Italy in the last grade of upper Secondary Education. While Belgium, Luxembourg, and Malta are the only European countries in which CLIL is implemented in all schools throughout the whole education system. On the contrary, others such as Turkey, Greece, Iceland and Bosnia and Herzegovina are not implementing CLIL yet in any way at any educational level (Eurydice, 2017). In most European countries, CLIL has been first trialed through pilot programs before later becoming mainstream.

As we can observe, many countries firstly combined CLIL in mainstreaming schools with pilot projects, like in Spain, Italy, Bulgaria, Slovenia, Slovakia, Germany and United Kingdom, or Lithuania which developed just a pilot program; until they became mainstream

some years after. At present, such educational practices have spread over Europe at primary and secondary levels.

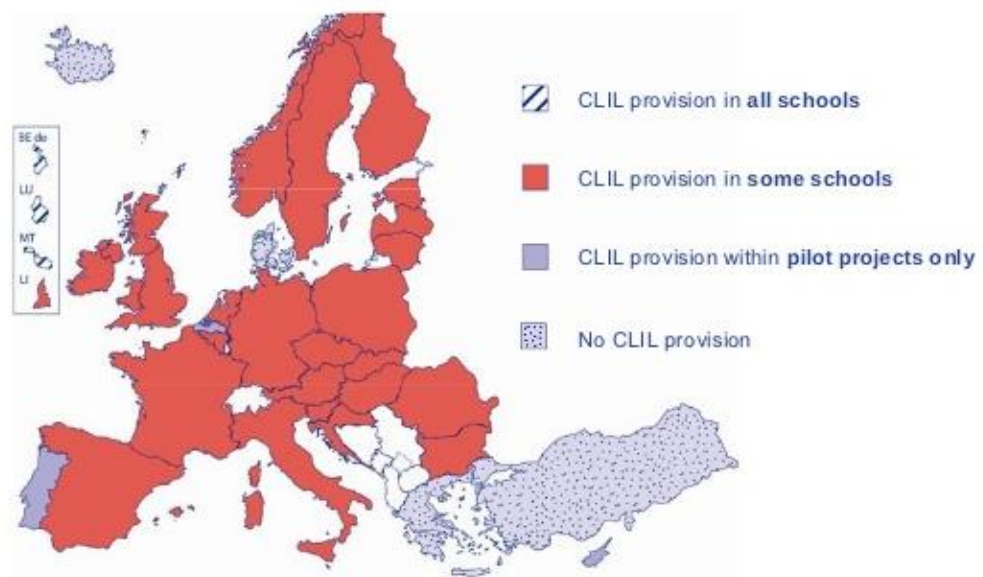
“In nearly all European countries, certain schools offer a form of education provision according to which non-language subjects are taught either through two different languages, or through a single language which is ‘foreign’ according to the curriculum. Only Denmark, Greece, Iceland and Turkey do not make this kind of provision”
(Eurydice, 2012).

Figure 1. Status of CLIL provision in 2004/2005



1. Source: Eurydice 2006

Figure 2. Status of CLIL provision in 2010/2011



2. Source: Eurydice 2012

In the case of Italy, a large number of pilot projects, which we will describe later, have been carried out by schools or school networks before CLIL became mainstream in the country at a local or national level, like the Lombardy project for primary education.

3. BILINGUALISM IN ITALY. HISTORICAL BACKGROUND

Although standard Italian has been the official language in the country for generations, Italy is a very linguistically diverse nation, with dozens of historical minority languages (Slovenian, Greek, German, French, etc.) and regional varieties. Moreover, it has become home to many migrants, embracing their languages too (Leone, 2015).

Each region and, sometimes, even some cities have a particular dialect which is talked or, at least, understood by most of its population, even though the national language is Italian. Current Italian evolved from the old fiorentino dialect, talked in Florence and Tuscany. A dialect may be precisely defined as a regional or social variety of a language distinguished by its pronunciation, grammar, and/or vocabulary (Hodson, 2014). They might vary a lot among them, actually, the structural distance between the national language, Italian, and the dialects is huge, and each dialect has its own history and even a rich literary

tradition. However, nowadays, the dialects in Italy, especially in the northern regions, has decreased a lot and they are less and less used, unlike decades ago.

Many classifications of dialects have been made in the past centuries attending to different characteristics. According to its formation and evolution due to its location in the territory we can find three dialectal group classification: (a) Gallo-Italic dialects, which include Piedmontese, Ligurian, Lombard, Emilian-Romagnol, Venetian and Friulian; (b) Central dialects, where we can find Tuscan and Umbrian, and (c) Southern dialects, among which we include Roman, Abruzzese, Marchigian, Neapolitan, Calabrian, Pugliese, Lucanian, Sicilian and Sardinian.

Figure 3. Dialects in Italy



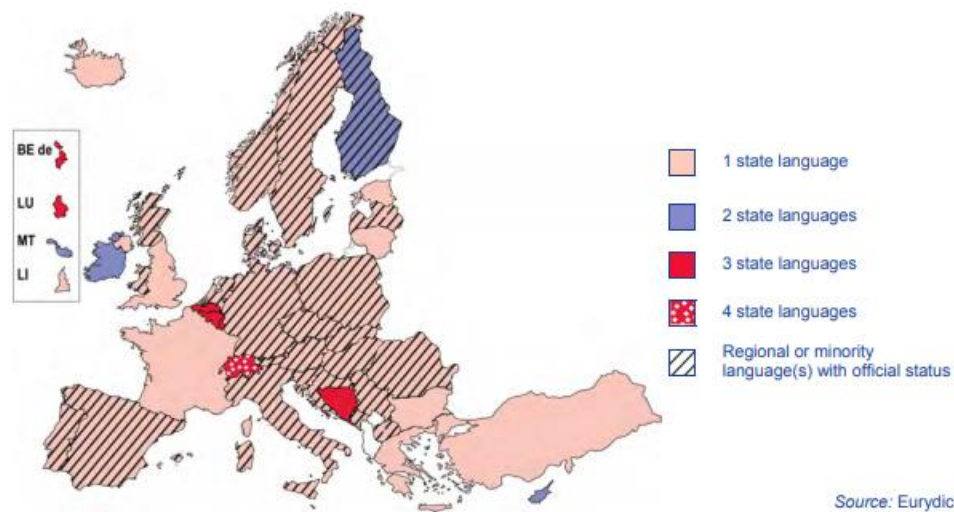
3.. Source: Soncino

The origin of all the Italian dialects is the result of the many invasions occurred along the history and the political fragmentation which led to the existence of many small independent states in the territory until the unity and formation of Italy as a state happened in 1861.

Historically, after the fall of the Roman Empire and as a consequence of the invasion of the barbarians, regions started to isolate from each other, and language started to segregate. Most of the languages of Italy developed in parallel to Italian out of Latin, (as French, Spanish or Portuguese also did) and not from Italian. However, during the expansion of the Roman Empire in the fifth century BC, some people came in contact with other languages spoken in the ancient territories, such as Indo-European Oscan (Umbrian, Messapic in the south, Gaulish in the north) or non-Indo-European (like Ligurian in the north-west, Rhaetic in the north-east, Etruscan in some parts of Tuscany and Lazio, and Sardinian). The influence of these languages gradually left some modifications in pronunciation and lexicon in Latin. After the Germanic and Arabic invasions once the Roman Empire fell, languages got influenced and changed a little bit more (Haller, 1999).

Once that the unification of Italy occurred, in the 1860's, society deeply changed from a dialectophonus to a bilingual and monolingual Italian speaking society. Few decades later, in the 1880's and due to the industrialization processes, many mass immigrations took place from the southern areas to the Rome, and thanks to schooling and education, illiteracy rates rapidly decreased, and people became fluent in Tuscan dialect, and with the expansion of mass media and television, people started being exposed to the standard Italian and dialects began to be less used. Through these processes, new forms of language developed and set the current Italian. By the middle of 1970, most of the population accessed to education through the standard Italian language (Tosi, 2001), which influenced in the decrease in the use of dialects.

Figure 4. State languages and regional, minority or non-territorial languages with official status, 2015/16



4. Source: Eurydice 2017

But, beside Italian dialects, some Italian regions use other languages and are bilingual from an administrative and legal point of view, regulated by special statutes, like in Valle d'Aosta where, in addition to Italian, French is spoken. In Trentino-Alto Adige languages like German and Ladino (language with Latin origins but different to Italian) are spoken, in Friuli-Venezia Giulia it is talked Slovenian and German, although it is not a bilingual region. In fact, on the article 6 of the Italian Constitution, it is recognized the protection of minority languages present in the national territory, and special enforcement is provided by the statutes of the concrete regions. We might find too the Law n° 482 from 15th December 1999 called "Norms regarding protection of the linguistic historic minorities" (Norme in materia di tutela delle minoranze linguistiche storiche), which states in its first article that Italian is the official language of the Republic and provides other articles with the specific measures in order to enhance languages and culture of Albanese, Catalan, Germanic, Greek, Slovenian and Croat people, as well as French, Franco-Provencal, Friuliano, Ladino, Occitano and Sardinian ones. It allows the use of the minoritarian language in kindergarten, primary and secondary schools, together with Italian; and also, in local, provincial and regional organs and in public administrations (excluding police and military), in radio and television public services, among others. In 2001, it was emitted the Decree (DPR) n° 345 from 2nd May 2001, which regulated the previously mentioned law regarding the protection of minoritarian

languages and regulates its use also in university. Many regions have, besides, delivered special laws to enhance local languages.

Moreover, as a consequence of immigration and the maintenance of foreign communities in some areas, we can find around the territory, lots of *alloglotti* communities, that is to say, Italian people who speak other foreign languages, like, for example, in the Julian Alps where Slovenian is spoken; in Calabria and in Sicily Greek and Albanese are spoken by a part of their population who moved around 500-600 years ago from the Balkan peninsula, while in the city of Alger, in Sardinia, Catalan is spoken.

Thanks to this rich and varied linguistic characteristics among the country, we can find schools with different levels of bilingualism, such as those in the mentioned territories where German, French and Ladino are spoken, in the Alto Adige- Südtirol region, Friuli-Venezia Giulia or Trentino.

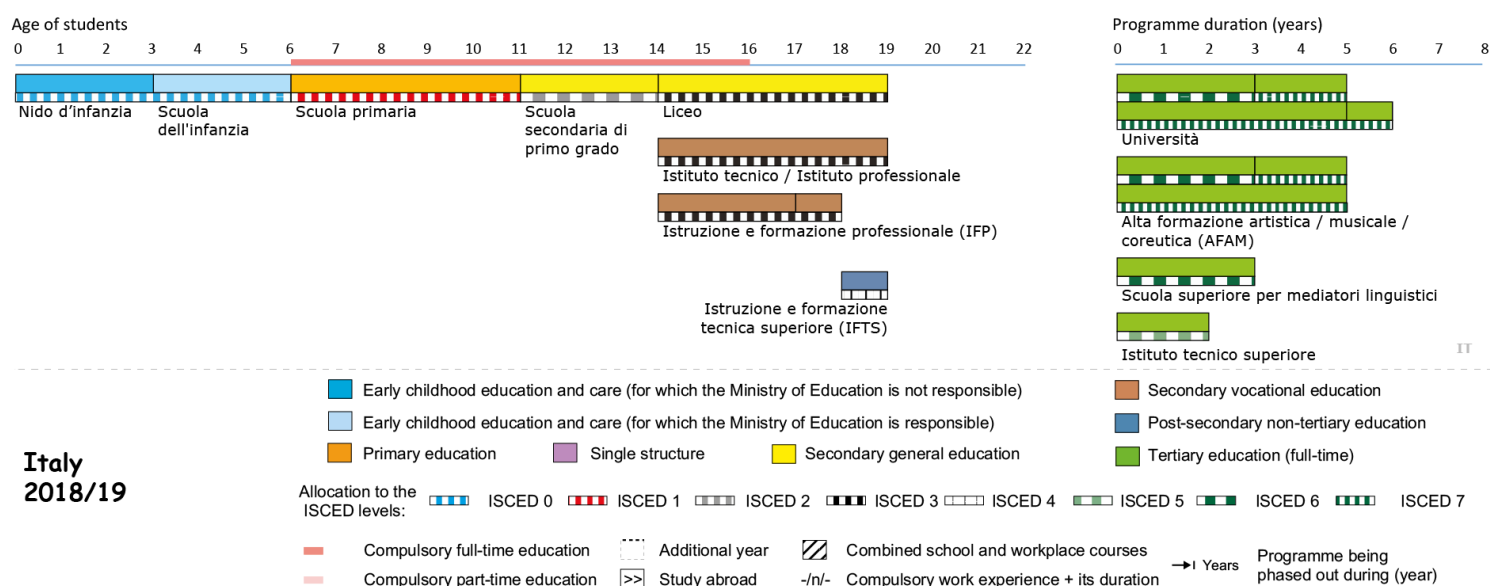
“The language patterns associated with CLIL type provision in Europe are varied, given that several combinations involving foreign, regional and/or minority languages and other official state languages are possible. However, in the great majority of countries, the target languages used are foreign languages and regional and/or minority languages”
(Eurydice, 2006).

4. EDUCATIONAL SYSTEM STRUCTURE AND BILINGUAL EDUCATION

4.1 Italian scholar system structure

In order to better understand the implementation of CLIL in the educative system and the instruction of languages or content subjects through a vehicular language, let's first analyze the scholar system in Italy and its characteristics. The Italian educative system guarantees a free education available to all students' who legally reside in the country. Education in Italy is compulsory from 6 to 16 years old and it is divided in five stages: kindergarten (*scuola dell'infanzia*), primary school (*scuola elementare*), lower secondary school (*scuola secondaria di primo grado* or *scuola media inferior*), upper secondary school (*scuola secondaria di secondo grado* or *scuola media superiore*) and university (*università*).

Figure 5. Educational system in Italy



5. Eurydice 2018/2019

Kindergarden education, (scuola dell'infanzia) is not compulsory and it may last from 3 to 6 years old. The primary school lasts five years, from 6 to 11 years of age, despite the fact that students who are born between January and March and are still 5 years old can access primary school early; this is called *Primina*. It is divided into three cycles and the curriculum is common for all students.

Secondary education lasts 8 years and is divided in two different stages: lower and upper secondary education. The first one, lower secondary education, lasts 3 years, it is to say, from 11 to 14 years old, and it is a general formation in common subjects, while the upper one, last 5 years, from 14 to 19 years old and students have to decide and choose the option they prefer depending on the type of instruction and formation they want to receive and they want to specialize in. In upper secondary education we can find three types of institutes: liceo, which offers theoretical formation in a concrete area of specialization and it is aimed to create a basic of knowledge in order to access superior education, we can find the liceo linguistico (linguistic highschool), which specializes in languages and cultural formation; istituto tecnico, that combines practice and theoretical formation in technical areas or economy, where the first two years subjects are common for all students depending

on the area of specialization, while the last three years focus on more concrete subjects and it allows access to university. It usually includes a period of training from three to six months during the last year in the ambit of formation. The last type of institute for upper secondary is called *istituto professionale* (vocational), and it offers a very specialized practical instruction that lasts three years oriented to access the labor market.

Once finished the secondary education (*liceo* or *istituto tecnico*), students that want to access further upper education and university, are required to pass an exam at the end of the year, called *esame di maturità*. In relation to upper education, we can find the *laurea*, which is a degree that lasts three years (180 University credits) and *laurea magistrale a ciclo unico*, which lasts five years and implies the obtaining of a degree and a master. On the other side, for students who get graduated with a *laurea* and want to continue their studies, there is the *laurea magistrale* (master's degree), which lasts two years (120 University credits) and, as said before, requires a degree to access to it. Finally, the highest educative level that university offers is the *doctorado* (PhD), that lasts from three to five years and consists of a specialized investigation.

4.2 CLIL application and legal framework

CLIL was first introduced in the Italian educational system in 2003 owing to the Reform Law (Law n. 53), which enabled CLIL approach to be developed in autonomy and in a voluntary way by the scholar institutions themselves and, in 2010, the *Regolamenti Attuativi* (Decreto del Presidente della Repubblica n. 89 and n. 89 from the March 15th 2010), made it mandatory for upper secondary schools. The “CLIL” models offered in Italy in the last years could be classified according three types of organization: individual schools (organizing their own resources in an autonomous way), school networks (working at a local or regional level that, schools cooperate and organize training activities), and regions (where it proposed by regional Board of education (Langé, 2014).

However, in the 90's some CLIL practices were already carried out in international and linguistic European schools or through pilot programs. In the 00's, thanks to the *Regolamento recante norme in materia di autonomia delle istituzioni scolastiche* (D.P.R. n. 275 from March 8th 1999), in the article n. 4, of the DPR 275/1999, a decree which gives autonomy to the scholar institutions to carry out formative paths involving other disciplines

as well as teaching in foreign languages, many teachers started collaborating among them and implementing a learning approach integrating content and language.

The initial experiments using CLIL approach had a particular success in the country's northern regions, where multilingualism has been a traditional part of the cultural background: for example, as it has been mentioned, in Valle d'Aosta, French and Italian are both official languages (Lucietto, 2010); in Friuli-Venezia Giulia, Slovene is another spoken language; or in the province of Bolzano, German is widespread.

Through the Reform Law of Italy's second cycle of education in 2003, implemented through Decrees n. 88 and 89 in 2010, were established the curricula and competences in upper secondary schools and the National Guidelines, issued by the Ministry of Education, that described the specific learning objectives for each type of upper secondary school, and also included the students' educational, cultural and professional characteristics that they should have acquired and dominate at the end of their studies.

One of the main purposes of this reform of the law of 2003 was to reduce the high number of specialization areas in upper secondary schools, as well as introducing at the same time the concept of competences, consonantly with the Eight Key Competences Framework (European Parliament, 2006), setting also standards for language competence. These eight key competences describe the essential knowledge, skills and attitudes to promote lifelong learning. They all seek to enhance critical thinking, creativity, initiative, problem solving, risk assessment, decision taking, and constructive management of feelings. The eight key competences are: communication in the mother tongue; communication in foreign languages; mathematical competence and basic competences in science and technology; digital competence; learning to learn; social and civic competences; sense of initiative and entrepreneurship; cultural awareness and expression (European Parliament and the Council, 2006).

With this reform of 2010, CLIL was introduced as mandatory in licei and istituti tecnici (upper secondary schools). At liceo, the teaching of any subject in a foreign language is compulsory in the last (fifth) year, while in the case of linguistic high schools (liceo linguistico), two subjects have to be taught in two different foreign languages during the last three years. On the other side, in technical high schools, the teaching of a subject in the foreign language, also during the fifth and final year, has to belong to the "specialization"

area. This implementation and put into practice were done in the year 2012-2013 for linguistic schools, and 2014-2015 for licei and technical schools.

The licei linguistici were the first Italian secondary schools to start approaching CLIL methodology, starting from the third level groups in 2012. The selection of subjects from the curriculum to be taught in the foreign language may vary from one school or region to another, however, the preferred subjects to do so are history, the most popular one, natural sciences, physics, philosophy, mathematics, history of art, and sports; while the most used foreign language for CLIL in Italy is English (70%), but we may find also CLIL in French (21%), Spanish (4%) or German (4%), even though the percentage is very low (Monitoring Report MIUR, 2014).

The Italian Ministry of Education provided some documents named *Norme transitorie* (“Transitory norms”) from January 16th 2013 and from July 25th 2014, aimed for linguistic licei and for licei and technical schools respectively. These norms gave suggestions on how to gradually implement CLIL inside the classroom and specified that approximately 50% of a subject content should be taught through the foreign language. They also suggested the creation of a CLIL team in order to collaborate with language teachers or conversation language assistants and work through an agreed programming cooperatively, and even the participation in interdisciplinary projects with other schools. The norms also promote sharing opinions and reflections about best teaching practices and the use of ICT for enhancing the potential of CLIL lessons and, moreover, it proposes meetings and webinars with other schools or school networks experts at a national and international level in order to share experiences. Another relevant aspect was included, some clarifications about the *Esame di Stato* (Statal Test), where it is specified that, whenever the non-linguistic subject is taught in the vehicular language and it is included in a written exam, it would not be developed in the foreign language (Langé, 2014).

In July 2015, the Italian Parliament approved the Law n.107, called *La Buona Scuola* (‘The Good School’) (MIUR, 2015), which included provisions and resources in order to promote language activities and the introduction of CLIL from the primary education levels. Thanks to his new law, for the academic years 2015-16 and 2016-17, the Directorate General for school curricula of the Italian Ministry of Education, set some proposals to finance CLIL

projects at every school level (primary and secondary, both lower and upper) through innovative teaching strategies (Cinganotto, 2016).

CLIL provision is usually an integral part of mainstream education, accessible to all students. Some European countries have, however, established concrete conditions and selection measures in order to access to CLIL, considering both language skills and knowledge of the specific subject, as well as general attitude in some countries, or just language competences in others. Some criteria are just applied for Secondary Education (Eurydice, 2017). In the case of Italy, none of those measures have been set and there are not admission criteria, however, schools may adopt their own access measures.

“The introduction of CLIL was a real revolution for Italian upper secondary schools, confirming the understanding of CLIL as a driving force for innovation and revolution that impacts all stakeholders in a school community” (Mehisto, Marsh & Frigols-Martín, 2008).

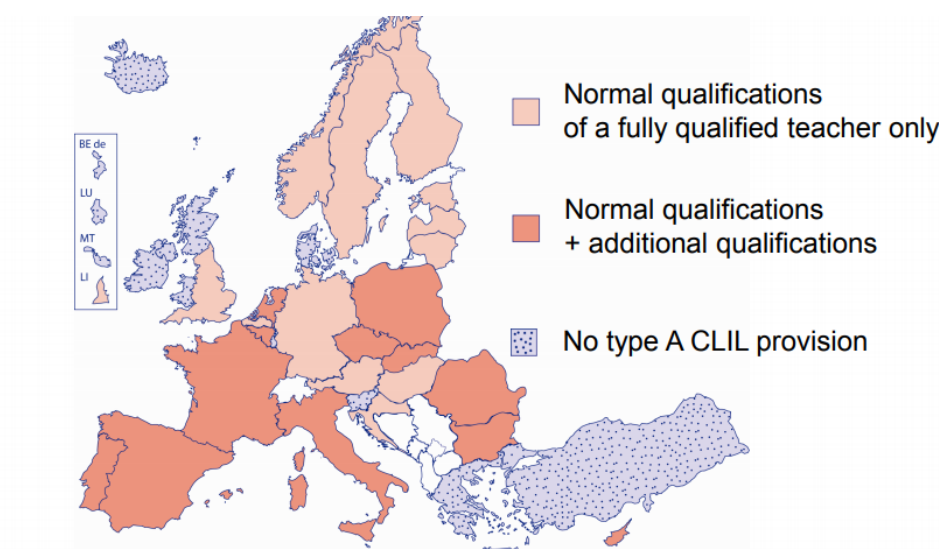
4.3 CLIL teacher profile, requisites for bilingual teachers and training in Italy

Good CLIL practices require scaffolding techniques among other supportive systems, specific learning resources, as well as other skills and methodology and assessment methods in order to guarantee a good application of pedagogy and to create supportive learning environments for students (Marsh, Mehisto, Wolff & Frigols Martin, 2011). Language support methodologies can be introduced for the teaching of content subjects across the curriculum, where teachers will be responsible for the language development through a dual focus (Coyle, Hood & Marsh, 2010).

The biggest challenge in the development and implementation of CLIL might be its integration, it is to say, the integration of language and content in just one subject, as the purpose of CLIL is to teach two subjects in one. Teachers usually are just trained to teach one subject, especially in the case of secondary and vocational teachers. Sometimes, even when teachers are trained for both a content subject and a language, instruction in the integration of language and content is not widespread (Marsh, Mehisto, Wolff & Frigols Martin, 2011).

Teachers that apply CLIL are required to be qualified in, at least, one non-language subject and have a high competence of the foreign language used as the language of instruction. However, Italian teachers' language competence does not always achieve the minimum required. Most Italian teachers in the public system are over forty years old and have never studied a foreign language (Di Martino & Di Sabato, 2012). Besides, it is fundamental to have specific methodological skills to teach a non-language subject through the medium of a foreign language, that is the reason why, in fact, in 15 educational systems in Europe, teachers are required to have additional qualifications to teach in CLIL type of provision (Eurydice, 2017).

Figure 6. Qualifications required to work in schools using the CLIL model in primary and/or general secondary education, 2010/2011



6. Source: Eurydice 2012

As we can observe, Italy is among the countries that requires a specific qualification that enables to teach a subject in the foreign language. The decree D.D. n. 89 from 22 November 2013, indicates the language competence at a B2 level in the vehicular language as fundamental for the teaching activity through the CLIL approach, aiming for a C1 level of competence.

As established in the specific Decree D.D. n.6 dated April 16th 2012 (MIUR, 2012), the Italian Ministry of Education set the characteristics of a competent CLIL teacher profile,

mentioning the different skills and competences that he or she must develop in order to become fully qualified professional able to approach CLIL teaching.

We could differentiate three main dimensions of competences that are fundamental in a CLIL teacher in order to guarantee success according to the MIUR: language competences, content-subject competences, and methodological competences. To find a professional with all these competences is not always easy, especially when considering the linguistic competences in the foreign language and in the way to approach teaching through this vehicular language. In relation to language dimension, the main requisites are to have a C1 level of competence in the foreign language following the CEFR (Common European Framework of reference), together with the cognizance of the specific lexicon of the subject they teach and how to manage notions and concepts in the foreign language; in the subject ambitus, the main competence is, of course, the dominance of the subject according to the national curricula and the correct integration of both language and content, and considering the teaching or methodological competences, they are important the adequate planning of CLIL in collaboration with other teachers, the creation and adaptation of materials and assessment tools in coherence with the CLIL methodology and the teaching strategies carried out, or the use of promotion of ICT and its integration with CLIL.

Since it might be very challenging for teachers to dominate fully every above-mentioned dimension of competences, the Italian government offers training courses for their in-service teachers. During the first year, the participation was priority for in-service teachers in linguistic high schools.

According to the CLIL report about the Italian CLIL experience and the training of their teachers elaborated by Martinelli, in collaboration with Indire, the and the University, a large number of teachers manifested a great interest in attending training courses regarding CLIL methodology proposed by the MIUR through the Regional Education Office in 2010-2011. Around 16000 teachers applied for these courses, from which 10000 worked with an open-ended contract, while 6000 had a fixed-term contract (Martinelli, 2016). As a consequence of this great number of applications, the Italian Ministry of Education created a research group in charge of the programming and intervention of the linguistic and methodological instruction courses aimed for teachers. Among their main functions there was the establishment of the criteria for the organization of the courses, identification of the

profile for CLIL approach, and elaboration of the instruction and training project from a linguistic and didactic-methodological point of view. The working group was coordinated by the inspector Langè, and formed by 17 experts from different sectors: Indire researchers, teachers working for MIUR and for public schools, university teachers, school principals, etc.

Through the mentioned Decree (D.D. n.6 from April 16th 2012) (MIUR, 2012), the Italian Ministry of Education established besides the CLIL teacher profile characteristics already described, the criteria for CLIL methodology courses with the purpose of offering in-service teachers the needed training in the basic competences required to teach a subject through another language. The courses are aimed for non-linguistic subject teachers that are already working and they may include language courses and CLIL methodological courses. In the case of language courses, they require a minimum level B1 of the CEFR to access and it pretends to achieve a C1 level, while the CLIL methodological courses are post-graduate courses that last 500 hours (20 University Credits) and focus on methodological-didactic aspects) (Martinelli, 2016).

Martinelli (2016) affirms in the CLIL monitoring report that between the years 2012 and 2013, 29 methodological courses were delivered all over the territory, regarding areas like philosophy, history, art history, physics, math, natural science, sport and motor science among other disciplines. Moreover, Indire gave the possibility of attending a training course abroad and from 2011 to 2013 more than 900 scholarships were assigned to teachers who had participated in the CLIL methodology training. Courses were delivered mainly English and French, since courses in German and Spanish were not launched due to the low number of teachers aimed to those languages. 1018 teachers took part in the training, from which 876 concluded it with a final test. The main reasons of the language courses drop-out, according to Martinelli (2016), is the distance from the headquarters where courses were delivered. After the exam the universities released a certification depending on if they were in possess of the C1 level accreditation (they received a final certification with the recognition of 20 ECTS) and teachers who did not have yet a language accreditation (they received a certificate of attendance), encouraging them to continue until reaching a C1 level.

In relation to language training, in order to give the teachers who are not in possess of a C1 level the opportunity to access the methodological courses, the Ministry provided

language training. Between 2013 and 2015, 42 linguistic courses were delivered in collaboration with 24 universities. However, the launched courses were less than the initially expected as a consequence of the final number of participating teachers, especially in German and Spanish. The last of the training depend on the level competence, for example, for teachers with a B2 level, the courses last two years, while for those with a B1 its duration is four years. The courses were mainly in English and French and involved 1004 teachers from which 822 finished the training (Martinelli, 2016).

There is also the possibility to attend a training course for initial teachers, which seek the improvement of the teaching of a non-linguistic discipline through the vehicular language. In this case, the Ministerial Decree of 10 September 2010, n. 249 (DM 249/2010) describes CLIL training courses for initial teacher training (ITT), which imply a longer methodological course that requires a minimum C1 level competence of the foreign language and lasts 1500 hours of formation (an equivalent to 60 University Credits). They are organized by the university and include an internship of a minimum of 300 hours (12 Credits) out of the 1500 (Cinganotto, 2016).

The mentioned methodological courses are delivered by the universities and they started to be carried out in 2013 and since then different courses were launched depending on the dimension they focused on. Language courses might be organized by universities too but also by other centers and training institutes, with the purpose of instructing teachers and offering opportunities to develop and enhance linguistic competences and reaching the higher language levels required.

In 2014, due to funding, new linguistic and methodological-didactic training courses were activated aimed for 10000 teachers from licei and istituti tecnici (high schools and technical schools), establishing some new bases: 1) teachers with a B2 level competence of the foreign language can teach through CLIL approach, as well as attending the same time university courses of 20 ECTS; 2) linguistic courses may belong to two different categories: standard or integration courses, which require a minimum A2 level to access. The standard courses last 130 hours (90 hours are presential and 40 online), while the integration courses last less than 130 hours, depending on the teachers' linguistic level of competence; 3) the funding are provided to projects presented to the Regional Education Offices; 4) the training might be received by teachers from school networks, universities, private institutions,

associations of professionals and native teachers in possess of the required documentation (Langé, 2014).

Within the framework of *La Buona Scuola*, the National Teacher Training Plan (MIUR, October 2016) that has been recently approved, has the purpose of helping teachers' professional development, by improving language competences through a large number of training programs aimed for both foreign language teachers and subject teachers at all school levels for the years 2016-2019.

4.4 Other bilingual projects in Italy

As we have seen, CLIL was first implemented in Italy in 2003 thanks to the Reform Law that allowed scholar institutions to approach CLIL in an autonomous way in accordance with their students' needs and interests. However, other bilingual projects have been carried out at national, regional or local levels, mainly in the northern areas. The projects carried out were aimed at orienting the scholar system in Italy and the different stakeholders to approach CLIL in the most effective way. They also received important feedback on the implementation of the programs, the processes and its impact on the results.

In most cases, pilot projects last from one to three years and are evaluated on their completion. The responsible organizations for funding and managing those projects is generally the Ministry of Education or a regional education authority, even though other education institutions, research institutes, foreign education authorities and cultural centers may participate too (Eurydice, 2006). Usually, the number of pilot projects offered is limited to no more than three, although Italy has launched over 100 projects since the end of the 1990s. The Italian pilot projects have been funded by regional education authorities, university faculties, and regional institutions for research, in partnership or on a closely coordinated basis (Eurydice, 2006).

4.4.1 *E-CLIL per una didattica innovativa (E-CLIL for an innovative teaching)*

One of the most important projects was *E-CLIL* for an innovative teaching (*E-CLIL per una didattica innovativa*), activated in the academic year 2010-2011. Its main objective was helping teachers applying CLIL in upper secondary schools (third and fourth year), which are already approaching it, through the use of new technologies and multimedia

resources, the use of Web tools and digital devices, it was aimed for content-subject teachers and language teachers (English or French). The *E-CLIL* project sought the application of didactic paths integrating contents and a foreign language, together with the improvement of informatics and technological competences, through motivating and high-quality approaches. It was developed by the Directorate for School Curricula of the Italian Ministry of Education, involving a network of around 30 schools all over Italy (Cinganotto, 2014).

The adoption of digital and multimedia instruments, together with the integration of content-subjects with the foreign languages, gives students the opportunity to support relationships inside the classroom context and the teaching and learning processes, which might revolutionize the Italian school, making students protagonists of their own formation and learning process (Biondi, 2007). Some digital instruments were available for teachers and students, such as the Moodle platform (provided by the University of Viterbo), which were also used to interact through forums or to record the processes (drafts, diaries, reports, etc.), or edulab (provided by Indire), that was used for group meetings, and webinars with national and international CLIL and digital didactics experts. Webinars turned out to be really useful as experts could exchange and share their ideas and experiences. In relation to the approach through CLIL methodology in the classroom, teachers were provided with guidelines and instruments to experience and evaluate it. (Cinganotto, 2014).

In order to assess the diverse phases of the project, a work group was created with the objective of providing support to teachers, giving suggestions and monitoring the whole process. It was formed by some MIUR representatives, teachers and CLIL experts. The results revealed that the level of complexity of the ICT instruments and uses varied a lot from one school to another, however, in general, the approach to CLIL through new technologies was very productive and motivating for students (Barbero, Graziano, 2014).

4.4.2 *CLIL in Action*

CLIL in Action is a project aimed to upper secondary schools, which was activated in 2013, as the result of an agreement between ENI (Ente Nazionale Idrocarburi, National Hydrocarbons Authority) and the MIUR to fulfil the requirements of the digital school of nowadays and approaching CLIL. Its main objectives are to introduce CLIL gradually to students and to ensure the linguistic level of competence of the teachers. The project provide teachers with some useful resources that facilitate CLIL application and evaluation, those

are: operative guidelines that give indications about how to implement CLIL in the most effective way and how to give linguistic and methodological support through didactic strategies and integrative resources; assessment grids that facilitate the evaluation of both content and language; and monitoring sheets, which allow to map effectively the teaching and learning processes (Rossi Holden, 2014).

4.4.3 *Read on! For e-CLIL*

The project “Read on! For e-CLIL” developed by the Directorate for School Curricula together with the British Council and the British Embassy, was carried out during the academic years 2012-13, 2013-14 and 2014-15 over the Italian territory, involving 51 scholar institutions. Its main objective was the promotion of language literacy and the development of extensive reading, integrating the use of technology and CLIL, for improving the foreign language competences as well as the digital ones (MIUR). It seeks to get students reading for pleasure, which helps them to develop their language competence, literacy, and technological skills, promoting student-centered methodologies and learning (Aiello, 2016).

Teachers taking part in the project received a mobile class library with a selection of Oxford graded readers with audios CDs that belonged to the class for the whole academic year. Moreover, teachers were also provided with diverse training courses, presential and online, that were delivered for language and content-subject teachers during the three years that lasted the program (MIUR ...). The training sought to instruct and support them to build communicative classroom environments using attractive Oxford graded readers and CLIL approaches, as well as how to use the library in the most effective way and how to get students reading (Aiello, 2016).

The idea of the programme is supporting teachers to transform their classroom into relaxed learning environments where students can explore language through reading while enjoying.

Students were challenged to read as many graded readers as possible, so they could manage the library and select the readers they prefer to in an autonomous way, and produced, individually or in groups, creative works (posters, blogs, theater, videos, etc.) about the readings they had finished. They read independently and were not tested after the reading.

Some guidelines were designed for this project by a scientific committee and outputs were presented in a volume (Langè & Cinganotto, 2014) collecting all the relevant information, documents, and reports. Besides, during the last year of the project implementation, 2014-2015, Oxford University Press carried out a study in order to evaluate the outcomes of the programme in secondary schools in Italy. The results showed that students had improved their reading skills (reading competence, reading comprehension, vocabulary, reading speed and fluency) and English proficiency, together with their motivation and a change in their attitudes towards English reading and English lessons in general (Prentice, 2016).

4.4.4 *Bilingual Education Italy – Insegnam ento Bilingue Italia (BEI-IBI)*

Regarding regional projects, one of the most known one is *BEI-IBI* project (Bilingual Education Italy – Insegnamento Bilingue Italia), a pilot program carried out by the Italian Ministry of Education, the British Council Italy and the Regional Education Office of the region of Lombardy (Langé, 2014). The program was first implemented in the academic year 2010-2011 and lasted 5 scholastic years between 2010 and 2015 in order to guarantee a continuity and obtain more reliable results. It involved 6 primary schools of the region of Lombardy, starting during the first levels of the primary education to ensure students' continuity for five years (111 groups of 2479 students and 60 teachers), out of 42 schools that applied for their participation, in the region of Lombardy (British Council Italia, MIUR & Ufficio Scolastico Regionale per la Lombardia, 2014).

The teachers who participated were competent in the English language, having a minimum B2 level (a 38% of them possessed a B2 certification, a 12% a C1 and a 12% a C2) and were experienced professionals. Most of them were also in possession of a master's degree, of which a fourth part were specialized in Foreign Languages. An introductory course for teachers was delivered by the USR Lombardia, in collaboration with the British Council Italy, at the beginning of the program, focusing overall, on practical methodological approaches inside the class, linguistic competence and collaboration with national and foreign schools.

The project contemplated at least a 25% of the curriculum was taught in English, being the most common subjects to be delivered were Art, Geography, and Science, in addition to English Language Literacy. The teaching of the subjects in the second language took from 6 to 7 hours a week in contact with English, thus creating an immersive bilingual learning environment (Cavalieri, Stermieri, 2016).

The project was supervised by a representative member of the Ministry and another one from the British Council (MIUR, 2014b), together with a team formed by two professors of English from the University of Modena and Reggio Emilia (UNIMORE) and two university researchers who monitored the implementation of the program, collected the most important data through quantitative and qualitative methods (interviews, surveys, classroom observation, etc.) and elaborated a final report. Among the most remarkable aspects analyzed during the monitoring project, we find students', families' and teachers' motivation and behavior towards CLIL, good practices in the class and competences acquired by the students (British Council Italia, MIUR & Ufficio Scolastico Regionale per la Lombardia, 2014).

The results revealed a high motivation among families and teachers, who felt a personal and professional growth during the development of the programme, despite the initial worries about language level competences and methodological approaches in the class (British Council Italia, MIUR & Ufficio Scolastico Regionale per la Lombardia, 2014).

4.4.5 ALI-CLIL (Apprendimento Linguistico Integrato- Content and Language Integrated Learning)

However, before the BEI-IBI project was developed, another CLIL pilot project was carried out in Lombardy: ALI-CLIL.

The programme ALI-CLIL (Apprendimento Linguistico Integrato- Content and Language Integrated Learning) (Linguistic Integrated Learning), emerged after the implementation of the European project TIE-CLIL, funded by Socrates-Lingua Action A, in the region of Lombardy. TIE-CLIL (Translanguage in Europe – Content and Language Integrated Learning) was developed in 1998 by the Regional Education Office of Lombardy

and lasted until 2002 involving partners from 7 different countries, with the purpose of producing and creating materials for the professional development of both content and language initial and in-service teachers approaching CLIL (Marsh & Langé, 1999).

In 2001, the ALI-CLIL project was applied by the same institution, involving schools at every level and different areas and subjects (Infante, Benvenuto & Lastrucci, 2008). In 1999 it programmed and organized the training courses for the professionals that delivered the courses, and in 2000 they started offering the training for teachers, both linguistic and focused on other disciplines with the possibility of attending on-site or doing it virtually through an e-learning platform.

Moreover, in 2006 another CLIL project was applied by the Regional Education Office of Lombardy, in collaboration with the Centre Culturel and the Goethe Institut in Milan, seeking to train language teachers of French and German and creating combined learning environments integrated also the content (Langé, 2007).

4.4.6 *Apprendo in lingua 2*

Another regional pilot project in this case in Veneto was the *Apprendo in lingua 2* (I learn in a second language), promoted by the Regional Education Office of Veneto in collaboration with the University Ca' Foscari in Venice and the Institute of Educative Research in Veneto and with the support of MIUR. It lasted two years, from 2002 to 2004 and it was focused on the initial training of teachers and a second phase of application and experimentation in the CLIL classroom. The programme involved 14 scholar institutions of the region (4 low secondary education schools and 10 upper secondary schools, and 33 teachers) (Corniviera, Marangon & Miola, 2004).

4.4.7 *SLIL (Science and Language Integrated Learning)*

In 2001, the IRRSAE (Regional Institute of Education Research and Experimentation) of Piedmont and the Regional Education Office issued a pilot project called SLIL (Science and Language Integrated Learning), aimed at producing teaching modules implying the use of the vehicular language to learn science and related content-subjects. The project involved 45 classes from diverse scholar levels in all the region of Piedmont (Barbero, Boella, 2003).

4.4.8 ALIS (*Progetto Apprendimento delle Lingue Straniere*) & TATEO programme (*Talking to Each Other*)

In the province of Trento, the project ALIS (*Progetto Apprendimento delle Lingue Straniere* – Foreign Languages Learning Project) was commissioned to IPRASE (Provincial Institute of Educational Research and Experimentation) by the Provincial Administration in 2002, and in 2003 it was elaborated through the participation of representatives from different stakeholders in the educative ambitus. It was aimed at enhancing motivation and linguistic competences approaching CLIL environments and involved several groups and school levels (Lucietto, 2008).

Another local project in Trento is the *TATEO program* (*Talking to Each Other*) aimed for teachers, which sought to develop a policy of trilinguagism. It involved teachers' teams formed by foreign language teachers, content-subject teachers and an external consultant, who collaborated and planned CLIL implementation activities through effective dialogue (Lucietto, 2009).

4.4.9 Rete CLIL Udine

This CLIL network was created in 2000 in the province of Udine and became an association in 2001-2002, in which ten secondary schools took part, together with IRRE Friuli Venezia Giulia and the Regional Education Authority of the region. This network seeks sharing good CLIL practices (Infante, Benvenuto & Lastrucci, 2008).

4.4.10 CLIL – *Per un dialogo interculturale in Europa*

The Goethe Institut in Italy adopted the mentioned project CLIL- *Per un dialogo interculturale in Europa* (CLIL – For an intercultural dialogue in Europe), involving German Language and History teachers from different schools from all Italy and teachers from the Deutsche Schule in Rome. It focuses on important events that happened in the 19th and 20th Centuries which might represent significant turning points for the development of the contemporary society in Europe (Infante, Benvenuto & Lastrucci, 2008).

5. OUTCOMES AND FUTURE CLIL PERSPECTIVES

CLIL has enormously spread in the last two decades and will continue doing so and, as we have analyzed, thus, many changes have been made in these last years in relation to measures and training, especially regarding teachers' language competence, for a more adequate and fruitful CLIL approach. As affirmed in the Monitoring Report about CLIL methodology in linguistic high schools (2012/2013) developed by the MIUR (2014), the CLIL experience has result to be very positive, leading to new and innovative teaching methods and didactic practices, as well as providing a more varied use of didactic materials. CLIL students have shown, in general, a higher motivation towards the foreign language and an improvement in the linguistic competences in Italy in this last years. Agolli (2013) affirms that students in general agree with their increase in linguistic competence and have shown an implication in CLIL, considering this approach essential for intercultural relationships and understanding. However, there are still some particulars that need to be updated and improved.

One of the most demanding aspects in the CLIL ambitus in Italy is the CLIL training itself, which may result very exigent in terms of time and implication. Teachers' training is oriented towards two different paths: the target language competence and CLIL methodology, however teachers are required to connect both. Teachers have shown a high commitment and motivation in trainings; however, it may be time-consuming since most of them are working at the same time and the balancing of training, working requirements and private life is not always easy, especially due to the distances to the areas where the training was done (Cinganotto, 2016).

Cinganotto (2016) affirms that, among the most challenging aspects regarding the implementation of CLIL in Italy, we might also consider the teaching team since, as established in the Norme Transitorie ("Transitory norms") (2013, 2014), content teachers are expected to work in collaboration with language teachers as well as with other experts. However, this does not always occur, furthermore, as explains Menegale (2018), often teachers do not work together for the planning of the lessons and sometimes they do not even update each other about the working progress.

Working in a CLIL team is a new feature for the Italian scholar system as, traditionally, teachers' working modalities have been individual (Miur, 2014). Every stakeholder involved in the teaching process has to collaborate in order to guarantee the harmonic application of the didactic approaches (D'Alessio, Petolicchio, Tammaro, 2018). The CLIL team creation calls for a new re-definition of the teacher role, who becomes more a facilitator in the learning process (MIUR, 2014). This change in the conception of roles requires cooperation with the rest of professionals for the planning of the lessons and syllabus, developing of didactic materials and establishment of assessment criteria. In relation to evaluation, it may be another important issue to consider, as, with CLIL approaches, content is not the only aspect to evaluate, but also language competence.

According to Cinganotto (2016), some of the main issues that make difficult this necessary and required cooperation among teachers and professionals is the perception of it as a high time-consuming and demanding task, which makes them prefer to work individually.

Another critical issue emerged in the Monitoring Report in linguistic high schools is the difficulty to find adequate materials adapted to the students' formative exigencies. Cinganotto (2016) explains that the book editorials and markets have grown in the last years, however it is still hard to find materials that foster a correct balance between the linguistic level and the contents requirements. Books often implies an adaptation, adjusting them to our didactic objectives, removing the more complex and unnecessary parts, amplifying basic contents, etc. (Di Martino & Di Sabato, 2012).

For example, the data obtained in the monitoring report after the IBI-BEI project implementation, in this case in Primary schools, revealed that a 25% of the used materials were completely new, elaborated by teachers individually, and 23% of them were adapted from pre-existent ones. Schools and teacher teams also created materials (a 18% of them) or adapted them from already prepared ones (18%) in collaboration. While materials produced by regional projects (7%) or adapted (7%) were much inferior. A minimum percentage of 2% indicates material exchanges among schools (British Council Italia, MIUR & Ufficio Scolastico Regionale per la Lombardia, 2014).

As a possible solution, it is proposed the increased use of ICTs, sharing materials through didactic platforms and applications with other professionals (Miur, 2014), although many online materials are aimed for native speakers and might not be the most adequate ones. Italian teachers consider fundamental the creation of national or international virtual spaces to collaborate, exchanging ideas and materials (Infate, Benvenuto & Lastrucci, 2009), that is why the National Digital School Plan (PNSD) seeks helping Italian teachers with a better planning and creation of materials and contents through the use of ICTs (Cinganotto, 2016).

A critical aspect that worries professionals working with students in Primary schools through pilot projects is the lack of continuity in the use of the foreign language in class once finished the Primary Education, since lower Secondary schools do not usually offer mainstream bilingual education yet. This might imply a regression in students' learning and their linguistic competence (British Council Italia, MIUR & Ufficio Scolastico Regionale per la Lombardia, 2014). It is, therefore, necessary the establishment and opportunity of a continuity of bilingual approaches throughout all the educational stages.

6. CONCLUSIONS

As we have observed, CLIL emerged in Europe after the Education Council noticed in the 80's the low level of foreign language competence among its citizens, agreeing in the urgent need of promoting European languages learning. When the European Commission established the need for EU citizens to be proficient in three foreign languages, the European Council recommended the implementation of CLIL throughout all the European Union in education.

After its application into the Italian educational system through a law reform in 2003, where schools started implementing it voluntarily and in an autonomous way, and in 2010 with its compulsory initiation in upper secondary education, the way to approach languages has changed and evolved a lot, especially in the last levels of secondary school.

As we have seen, CLIL is predominantly widespread at the last years of secondary education levels, while in the rest of educational levels it is just approached through, mainly,

regional or local programmes and, in some cases, also national pilot projects that usually last from one to three years.

One of the most notorious changes with the *Regolamento emanato* with the DPR n. 89 from 2010, was the mandatory course two subjects in two different foreign languages in linguistic liceo, which was applied for the first time in the academic year 2012-2013. While for licei, and technical high schools, the compulsory course of one subject in a foreign language in the last year of the liceo (lyceum) and o a subject of the specialization area in the final year in technical high schools, started to be implemented in 2014-2015. Many new legislation followed the implementation of CLIL, such as the Transitory Norms from 2013 and 2014 aimed for high schools and licei, in order to facilitate and help he CLIL application inside the classroom and providing teachers with support strategies, like the creation of a cooperation CLIL team and the increase in the use of ICT, both for sharing ideas with professionals, and for getting didactic materials and resources.

After this fist normative about CLIL application, another important novelty was the establishment of the requirements and skills of a CLIL teacher profile, through the Decree D.D. n. 6 from 2012, which was followed by the instauration of methodological and language courses for their CLIL teachers. Methodological courses started being delivered in 2010-2011 and supervised by a research team responsible for the programming and intervention of the training, giving priority to in-service teachers working in linguistic schools. Language training was also provided, with the requisite of a minimum B1 level of competence to access, and Indire even gave the opportunity of attending courses abroad. Initial teachers also received the opportunity in 2013 of taking part in training methodological courses, requiring a minimum C1 language competence level.

With CLIL arrival, together with the development of the mentioned pilot programmes, especially in the northern areas of the country, languages have stated to be approached in a diverse way. It has brought further improvements in language competence as well as in students' motivation and interest towards the vehicular languages and the content subject itself, and, little by little, intercultural awareness too. However, as we have described above, there is still much improvement to do, especially in the case of professionals' support, as teachers often feel overload with work and find it difficult to

conciliate private and professional life, especially, when attending training courses and working at the same time. Thus, it often implies teachers' avoiding working in teams since they consider it time-consuming but is an essential aspect teachers should get used to, as it brings numerous benefits for both students and teachers. In the case of adequate and adapted didactic materials' obtaining, working in CLIL teams and cooperating among professionals may facilitate it, however, external support should be provided, and new resources and materials should be elaborated and available for them.

7. BIBLIOGRAPHICAL REFERENCES AND LEGISLATION

PUBLICATIONS

Agolli, R. (2013). A penetrating Content and Language Integrated Learning (CLIL) praxis in Italian mainstream education: Stemming novelties and visions. *Research Papers in Language Teaching and Learning*, 4 (1), 138-157

Aiello, J. (2016). Read On! for E-CLIL whitepaper. An independent analysed impact study. *Oxford University Press*

Baetens Beardsmore, H. (2002). The significance of CLIL/EMILE. In D. Marsh (Eds.) *CLIL/EMILE the European Dimension* (pp 24–6). University of Jyväskylä

Baker, C. (2006). *Foundations of bilingual education and bilingualism*. Clevedon: Multilingual Matters.

Ball, P., Kelly, K. & Clegg, J. (2015) *Putting CLIL into practice*. Oxford: Oxford University Press

Barbero, T. & Graziano, A. (2014). Progettare percorsi CLIL usando le tecnologie. In G. Langé G. & L. Cinganotto (Eds), *E-CLIL per una didattica innovativa* (pp 49-61). Loescher, Torino

Barbero, T. & Boella T. (2003). L'uso veicolare della lingua straniera in apprendimenti non linguistici: Quaderno 6, Ufficio Scolastico Regionale per il Piemonte, Torino

Biondi, G. (2007). *La scuola dopo le nuove tecnologie*. Apogeo, Milano.

Cavalieri, S. & Stermieri, A. (2016). The BEI-IBI project: A study on the Best Practices in Integrating and Content Learning in Primary Schools. In G. Garzone, D. Heaney & G. Riboni. *Focus on LSP Teaching: Development and Issues*. Led, Milano

Cenoz, J. Genesee, F., & Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics*, 35, 243–262

Cinganotto, L. (2016). Le caratteristiche del progetto “E-CLIL per una didattica innovativa”. In G. Langé G. & L. Cinganotto (Eds.), *E-CLIL per una didattica innovativa* (pp 25-29). Loescher, Torino

Cinganotto, L. (2016). CLIL in Italy: A general overview. *Latin American Journal of Content and Language Integrated Learning*, 9(2), 374-400

Corniviera, D., Marangon, C. & Miola, G. (eds.): 2004, *Apprendo in Lingua 2. La formazione: Quaderno 1*, Ufficio Scolastico per il Veneto, Venezia

Coyle, D., Hood, P. & Marsh, D. (2010). *CLIL Content and Language Integrated Learning*. Cambridge: Cambridge University Press

D'Alessio, A., Petolicchio, A. & Tammara, R. (2018). CLIL, a winning methodology from the perspective of lifelong learning. *Giornale Italiano Delle Ricerca Educativa*, 21, 83-99

Dalton-Puffer, C. (2007). *Discourse in Content-and-Language-Integrated Learning (CLIL) classrooms*. Amsterdam: John Benjamins

Darn, S. (2006). *Content and Language Integrated Learning (CLIL): A European Overview*. ERIC Education Resources Information Center.

Di Martino, E. & Di Sabato, B. (2012). CLIL implementation in Italian schools: Can long-serving teachers be retrained effectively? The Italian protagonists' voice. *Latin American Journal of Content and Language Integrated Learning*, Vol. 5(2), 73-105

Eurydice, European Union Directorate-General for Education and Culture (2006), *Content and language integrated learning (CLIL) at school in Europe*. Bruxelles

Eurydice, Eurostat (2012), *Key data on teaching languages at school in Europe – 2012*. Bruxelles

Eurydice, European Union Directorate-General for Education and Culture (2017), *Key Data on Teaching Languages at School in Europe – 2017*. Bruxelles

Haller, H. (1999). *The other Italy. The literacy canon in dialect*. University of Toronto Press

Hodson, J. (2014). *Dialect in Film and Literature*, London: Palgrave Macmillan

Hondris, G., Vlahavas, I. & Demetriadis, S. (2007). Negotiation of meaning and digital textbooks in the CLIL classroom. In D. Marsh and D. Wolff (Eds.): *Diverse Contexts-Converging Goals: CLIL in Europe* (pp. 319–30). Peter Lang.

Infante D., Benvenuto G. & Lastrucci E. (2008). Integrating Content and Language at Primary School Level: Ongoing Experimental Research. *The International CLIL Research Journal*, 1 (1), 75-85

Infante, D., Benvenuto, G. & Lastrucci, E. (2009). The effects of CLIL from the perspective of experienced teachers. In D. Marsh, P. Mehisto, D. Wolff, R. Aliaga, T. Asikainen, M.J. Frigols Martín, S. Hughes & Langé, G. (Eds.). *CLIL Perspectives from the Field* (pp. 156-163). Jyväskylä: University of Jyväskylä.

Langé, G. (ed) (2007). *Le esperienze di CLIL negli Istituti Scolastici della Lombardia 2001-2006. Rapporto di monitoraggio: Ministero della Pubblica Istruzione- Ufficio Scolastico per la Lombardia*, Milano

Langé G. (2014), CLIL: le scelte italiane. In G. Langé G. & L. Cinganotto (Eds.), *E-CLIL per una didattica innovativa* (pp 13-23). Loescher, Torino

- Leone, A. R. (2015). Outlooks in Italy: CLIL as Language Education Policy. *Working Papers in Educational Linguistics* 30 (1), 43-63
- Lucietto, S. (2008). ...e allora CLIL! L'apprendimento integrato delle lingue straniere nella scuola. Dieci anni di buone prassi in Trentino e in Europa: Provincia Autonoma di Trento-IPRASE Trentino, Trento
- Lucietto, S. (2009). Tateo: A School- and Action Research-Based Continuous Professional Development Model for Experienced/Senior Secondary Teachers New to CLIL
- Lucietto, S. (2010). Studio documentale e raccolta dati utili alla valutazione del Programma di Sperimentazione "Scuole Plurilingui", Provincia Autonoma di Trento. Doctoral Dissertation: Bolzano: Free University of Bolzano
- Maljers, A., Marsh, D., Wolff, D., Genesee, F., Frigols-Martín, M. & Mehisto, P. (2010). *Diverse Contexts – Converging Goals: CLIL in Europe*. Peter Lang: Frankfurt.
- Martinelli, S. (2016). CLIL: esperienza nazionale di formazione docenti. Indire, Collaborazione tra Indire, Uffici Scolastici Regionali e Università
- Marsh, D., Mehisto, P., Wolff, D. & Frigols Martín, M. J. (2011). European Framework for CLIL Teacher Education. A Framework for the Professional Development of CLIL Teachers
- Marsh, D. (2002). Content and Language Integrated Learning: The European Dimension-Actions, Trends and Foresight Potential. DG Education & Culture, European Commission
- Marsh, D. & Langé, G. (1999). *Implementing Content and Language Integrated Learning. A Research- driven TIE-CLIL Foundation Course Reader*. University of Jyväskylä, Continuing Education Centre, Jyväskylä
- Marsh, D., Maljers, A. & Hartiala, A-K. (2001) *Profiling European CLIL Classrooms*. Jyväskylä: University of Jyväskylä.
- Mehisto, P., Marsh, D., & Frigols Martín, J. (2008). *Uncovering CLIL: Content and language integrated learning in bilingual and multilingual education*. Oxford: Macmillan Education
- Menegale, M. (2018). La rivisitazione del curricolo in ottica CLIL. *La didattica delle lingue nel nuovo millennio*, 13, 539-560
- Pavón, V. & Ellison, M. (2013). Examining teacher roles and competences in Content and Language Integrated Learning (CLIL). *Linguarum Arena* 4, 65-78
- Pérez Cañado, M.L. (2012). CLIL research in Europe: Past, present and future. *International Journal of Bilingual Education and Bilingualism* 15(3), 315-341
- Pinner, R.S. (2013). Authenticity of Purpose: CLIL as a way to bring meaning and motivation into EFL contexts. *Asian EFL Journal* 15(4), 138 - 159

Prentice, N. (2015). A class library project in Italy. In *Bringing Extensive Reading Into the Classroom*. Oxford, UK: Oxford University Press

Rossi Holden, L. (2014). ClilInAction. Guidelines. Note metodologiche. Eniscuola, MIUR

Rossi Holden, L. (2014). Il framework del progetto E-CLIL. In G. Langé & L. Cinganotto (Eds.): *E-CLIL per una didattica innovativa* (pp. 39-47). Loescher, Torino

Rumlich, D. (2016). *Evaluating bilingual education in Germany: CLIL students' general English proficiency, EFL self-concept and interest*. Peter Lang, Frankfurt

San Isidro Agrelo, F. X. (2019). The multi-faceted effects of CLIL: a literature review. *NEXUS (AEDEAN)*, 2019 (1), 33-49

Tosi, A. (2001). *Language and society in a changing Italy*. Clevedon, England: Multilingual Matters.

Trim, R. (2011). *Metaphor and the Historical Evolution of Conceptual Mapping*. New York, NY: Palgrave Macmillan

LEGAL FRAMEWORK

Articolo n. 6 della Costituzione Italiana. Gazzetta Ufficiale della Repubblica Italiana n. 298, edizione straordinaria, 27 dicembre 1947

Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union. In: *Official Journal of the European Communities*, N. C 207, 12-08-1995 p. 1-5

Decreto Presidente della Repubblica dell'8 marzo 1999 n. 275. Regolamento della legge 15 dicembre 1999, n. 59, recante norme in materia di autonomia delle istituzioni scolastiche

Decreto del Presidente Della Repubblica 2 maggio 2001, n. 345. Regolamento di attuazione della legge 15 dicembre 1999, n.482, recante norme di tutela delle minoranze linguistiche storiche

Decreto del Presidente Della Repubblica 15 marzo 2010, n. 88. Regolamento recante norme per il riordino degli istituti tecnici a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133

Decreto del Presidente Della Repubblica 15 marzo 2010, n. 89. Regolamento recante revisione dell'assetto ordinamentale, organizzativo e didattico dei licei a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133

Decreto 10 settembre 2010 , n. 249. Regolamento concernente: Definizione della disciplina dei requisiti e delle modalita' della formazione iniziale degli insegnanti della scuola dell'infanzia, della scuola primaria e della scuola secondaria di primo e secondo grado, ai sensi dell'articolo 2, comma 416, della legge 24 dicembre 2007, n. 244n

Decreto Direttoriale 20 novembre 2013, n. 89. Ministero dell'Istruzione, dell'Università e della Ricerca. Dipartimento per l'Istruzione. Direzione Generale per il Personale Scolastico

Decreto Direttoriale 16 aprile 2012, n. 6. Ministero dell'Istruzione, dell'Università e della Ricerca. Dipartimento per l'Istruzione. Direzione Generale per il Personale Scolastico

EP (1984) European Parliament, Resolution April, Brussels: EP

European Parliament and Council (2006), Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning

Legge 15 dicembre 1999, n. 482. Norme in materia di tutela delle minoranze linguistiche storiche. Gazzetta Ufficiale della Repubblica Italiana n. 297 del 20 dicembre 1999

Legge 28 marzo 2003, n. 53. Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e di formazione professionale. Gazzetta Ufficiale della Repubblica Italiana n. 77 del 2 aprile 2003

Legge del 13 luglio 2015 n. 107. Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti. Gazzetta Ufficiale della Repubblica Italiana n. 175 del 30 luglio 2015

MIUR (2011). 'E CLIL per una didattica innovativa' Seminario nazionale, 26th October, Rome, Italy.

MIUR (2012). 'La metodologia CLIL nei Licei Linguistici.' Seminario di studio, 28th November, Rome, Italy.

MIUR, Ministero dell'Istruzione, dell'Università e della Ricerca (2012). Il profilo del docente.

MIUR (2014a). L'introduzione della metodologia CLIL nei Licei Linguistici. Rapporto di monitoraggio nelle classi terze dell'a.s. 2012/2013

Nota n. 240 del 16 gennaio 2013. «CLIL norme transitorie 2012-2013», Ministero dell'Istruzione, dell'Università e della Ricerca. Dipartimento per l'Istruzione. Direzione Generale per gli Ordinamenti Scolastici e per l'Autonomia Scolastica

Nota n. 4969 del 25 luglio 2014. «CLIL norme transitorie 2014-2015», Ministero dell'Istruzione, dell'Università e della Ricerca. Dipartimento per l'Istruzione. Direzione Generale per gli Ordinamenti Scolastici e per l'Autonomia Scolastica