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**CLIL: A ROUTE TO
MOTIVATION AND
AUTONOMY**

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CLIL:

A Route to Motivation and Autonomy

Introduction

The object of this study is to show the advantages of CLIL in terms of motivation and autonomy in learning for students, along with the opportunity for teachers' self-reflection on their professional skills and attitude, prior to linking the theory with practice by examining the results of an experimental module in a 2nd class of lower secondary school.

The reasons underlying this study are double, on the one hand it stems from a personal need of a professional development as a teacher and, on the other hand, a firm belief in the necessity to find an effective way to involve the students and commit them to a more participated and responsible attitude to language learning.

After reviewing the theory related to CLIL, on which I founded my research, I documented an Action Research applied to an experimental CLIL module that was carried out in a class 2 of lower secondary school. The practical application highlights the didactical problems arising from the practice and the outcomes related to the correct implementation of the method.

The dissertation is articulated in 5 chapters: The first chapter consists of a brief overview of the history of CLIL from the first experiments in Canada and the USA, its development in Europe and in Italy; the second chapter refers to the most relevant theories and principles on which CLIL is founded and the third chapter is focused on the expected outcomes of CLIL in terms of motivation and autonomy in learning foreign languages.

The second part of this work, which consists in Chapter four and five, refers to the Action Research project and results on the specific investigation about the efficacy of the method in terms of motivation and learning autonomy from the students in two classes of the second year of lower secondary school

CHAPTER ONE

AN OVERVIEW OF CONTENT AND LANGUAGE INTEGRATED LEARNING: ORIGINS, DEVELOPMENT AND FEATURES

This chapter will outline the development of CLIL from the experiments on Bilingual Education (BE) that evolved in Canada in the 1960s (Cummins, 1999; Lasagabaster and Sierra, 2010), and its most common adaptations to different needs and approaches in education in the USA, Europe and finally in Italy.

1.1-Content and Language Integrated Learning, the origins

The acronym CLIL was coined by David Marsh in 1994 when he was working as a member of a team in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä in 1994 (Marsh, 2001). He saw CLIL as: “language pedagogy focusing on meaning which contrasts to those which focus on form”¹(Marsh, 2002: 49) or, more specifically:

“CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content and the simultaneous learning of a foreign language.”²
(Marsh, D. 2002:15)

This quote is useful because it highlights a dual focused approach in which a non-linguistic subject is taught in a foreign language with the aim of gaining a higher language proficiency by using it as a means to learn non-linguistic subject contents.

The concept is linked to the experiments on Bilingual Education (BE) that evolved in Canada in the 1960s in order to respond to the need to teach the other official language (i.e. French) to the Canadian English-speaking majority population (Cummins, 1999; Lasagabaster, Sierra, 2010).

¹ Una pedagogia della lingua focalizzata sul contenuto in contrasto alle pedagogie focalizzate sulla forma (tutte le traduzioni da e in inglese sono nostre)

² CLIL riguarda situazioni in cui una o più discipline vengono insegnate in una lingua straniera con il duplice scopo di apprendere il contenuto e la lingua in modo integrato

Dalton Puffer (2007) underlines the fact that terms like *Content Based Instruction*, *Bilingual Teaching* and *Dual Language Programs* can be acknowledged as CLIL synonyms, just like *English as a Medium of Instruction* (EMI) and *Integrating Content and Language in Higher Education* (ICLHE), and that in consideration of

“.....contextual roots and accompanying slightly different philosophical implications”³
(Dalton Puffer, 2007: 1).

Alternatively, Content-Based Instruction (CBI) changed the focus from teaching language in isolation to its integration with disciplinary content in school contexts (Kaufman and Crandall, 2005) CBI evolved in the USA, where Content based teaching provided an alternative classroom practice for learners of immigrant communities (Genesee: 1987).

In the last decades of the 20th century in Europe, more and more importance was given to language teaching as a response to the need to provide European Citizens with the proper language competence in order to increase the and benefit the advantages of a common European market. Bilingual education was recommended by all state members to promote higher levels of language proficiency as well as a deeper cultural awareness, which was identified as key competence prior to build a solid European identity (Marsh 2012, p. 1),

“The arguments supporting ambitious education policies with regard to foreign languages are plentiful and have been laid down in various Commission policy documents. For individuals, learning languages creates personal and professional opportunities, especially as EU citizenship guarantees freedom of movement. For society, it fosters cultural awareness, mutual understanding and social cohesion. For companies, workers with language and intercultural competences are a vital resource for helping businesses succeed and grow in global markets. In short, developing competences in more than one language is essential to maintain open, diverse, democratic and prosperous societies in Europe. Lacking ambition in this area might prove very costly democratically and economically and endanger the core values and principles of the European Union.”

(Eurydice Brief-Key data on teaching languages at school in Europe. 2017 edition : 3)⁴

³ Radici comuni ma implicazioni filosofiche di riferimento leggermente diverse (traduzione mia)

⁴ Gli argomenti a sostegno di politiche ambiziose nell'ambito delle lingue straniere sono numerosi e sono stati sanciti da diversi documenti politici della Commissione Europea. Per i singoli cittadini, l'apprendimento delle lingue crea opportunità personali e professionali, soprattutto perché la cittadinanza all'interno della U.E. garantisce libertà di movimento. A livello di società, la competenza nelle lingue straniere promuove la consapevolezza culturale, la comprensione reciproca e la coesione sociale. Per le aziende, i dipendenti con competenze linguistiche e culturali sono una risorsa vitale per aiutare le imprese ad avere successo e crescere nei mercati globali. In sostanza la competenza plurilingue è sostanziale per sostenere società aperte, diversificate, democratiche e prospere in Europa. La mancanza di ambizione in questo settore potrebbe rivelarsi molto costosa dal punto di vista democratico ed economico e mettere in pericolo i valori e i principi fondamentali dell'Unione europea)

According to Marsh

“...the European launch of CLIL during 1994 was both political and educational. The political driver was based on a vision that mobility across the EU required higher levels of language competence in designated languages than was found to be the case at that time. The educational driver, influenced by other major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence.” (Marsh 2012, p. 1),⁵”

CLIL was initially introduced in the UE in order to implement projects which were intended to promote plurilingualism after acknowledging that the formal teaching of a foreign language was not sufficient to respond to the needs of the European citizen.

Students needed to gain more chances to use and be exposed to the foreign language in order to achieve the level of competence necessary to work and live in a globalized world. An incrementing demand for dual-language programs (i.e., bilingual programs), as compared to CLIL ones, has been recently evidenced as a path towards more promising careers (Crystal, 2012).

In the 90's the term CLIL emerged as an umbrella term and since then it had been adopted by European agencies to cover the various ways in which the method has been implemented at various levels of Education. CLIL (Content and Language Integrated Learning) was defined in Eurydice reports:

“A general term to designate different types of bilingual or immersion education. This umbrella term encompasses all provision where some or all non-language subjects are taught through a language designated as a foreign language in the curriculum; provision where some non-language subjects are taught through a regional and/or minority language or a non-territorial language or a state language (in countries with more than one state language). In this case, non-language subjects are always taught through two languages.”

(Eurydice Brief-Key data on teaching languages at school in Europe. 2017 edition p. 13)⁶

⁵ La promozione del CLIL nel 1994 ha costituito un evento sia politico che educativo. La spinta politica si basava sulla visione secondo la quale la mobilità all'interno della UE richiedeva livelli di competenza linguistica nelle lingue specifiche che fossero più elevati rispetto a quanto riscontrato in quel momento. Il motore educativo, influenzato da altre importanti iniziative bilingue come in Canada, è stato quello di progettare ed adattare gli approcci esistenti di insegnamento delle lingue in modo da formare diversi tipi di studenti con livelli di competenza più elevati.

⁶ Definizione di CLIL (Apprendimento integrato di lingua e contenuto) contenuta nei rapporti Eurydice: Termine generale utilizzato per indicare diversi tipi di insegnamento bilingue o immersivo. Tale termine ombrello include: • l'offerta in cui alcune o tutte le discipline non linguistiche vengono insegnate in una lingua indicata nel curriculum come lingua straniera; • l'offerta in cui

CLIL has been used as a synonym in different European countries, as umbrella term for context-bound varieties as shown in the list below:

- immersion (Språkbad, Sweden)
- bilingual education (Hungary)
- multilingual education (Latvia)
- integrated curriculum (Spain)
- Languages across the curriculum (Fremdsprache als Arbeitssprache, Austria)
- language-enriched instruction (Finland) (Eurydice 2006: 64-67)

As stated by Coyle:

‘There is no single blueprint that can be applied in the same way in different countries’.
Coyle (2007: 5),⁷

Indeed, CLIL emerged as a result of several factors such as :

- a. the historical, political, epistemological and societal influences of the 1980s,
- b. research on second language acquisition (SLA),
- c. current theories of learning, and
- d. educational philosophies on linguistic diversity and) approaches to language teaching that emerged in the 1980s. (Gabillon, 2020)

To better understand the current CLIL methodology, it is important to perceive it as a result of different historical factors which are typical for each region. According to Dale (2011, p. 19-21), it is a consequence of the influence of bilingualism, second language acquisition theories, cognitive learning theories, and constructivism.

(Coyle, Hood and Marsh 2010)

alcune discipline non linguistiche vengono insegnate in una lingua regionale e/o minoritaria, in una lingua non territoriale o in una lingua di Stato (nei paesi che hanno più di una lingua di Stato). In questo caso, le discipline non linguistiche vengono sempre insegnate in due lingue.

⁷ Non esiste un singolo modello che possa essere applicato allo stesso modo in paesi diversi (trad. mia)

1.2 CLIL initiatives in Europe

In the 1990s, when THE term CLIL was coined by European language experts and educators within the European educational setting (Coyle, 2008; Coyle, Hood, & Marsh, 2010;) multilingualism and language education were becoming a major issue in the European context (Pérez-Cañado, 2012)

The CLIL approach was known to a small group of European language experts and language teaching practitioners, who were involved in the bi-plurilingual education provision prompted by the European Commission (Coyle, 2007; Dalton-Puffer, 2011; Moore & Gajo, 2009; Pérez-Cañado, 2012).

The approach was proposed during the workshops that were organised within the 'language learning for European citizenship' scheme, which was carried out between 1983 and 1996 under the supervision of multinational policymakers, researchers, and with the participation of teachers and learners (Coyle, 2007; Coyle et al., 2010; Marsh, 2002). These workshops were followed by a large-scale exploratory project, which took place between 1993 and 2000 (Marsh, Maljers, & Hartiala, 2001). A group of language experts were assigned the task of profiling practices that integrated content and language teaching in European schools (Coyle, 2002; Coyle et al., 2010; Eurydice, 2006; Marsh, 2002, 2008; Marsh et al., 2001) (Gabillon 2020)

Originally, CLIL was seen as an innovative foreign language teaching method which could respond to changing demands and needs in language learning, promote plurilingualism and create synergy for the economic development of a plurilingual Europe, rather than as an integrated content and language teaching approach (Gabillon 2020)

However, starting from the mid-1980s, the Council of Europe and the European Commission organized a series of actions to promote the acquisition of at least two foreign or community languages from an early age, and the European Parliament brought forward the issues concerning promoting community languages and plurilingualism (Coyle, 2002; European Commission, 1989; Marsh, 2002;).

Three main resolutions were formulated at the end of the preliminary undertakings, namely:

1. increase opportunities for the teaching and learning of foreign languages;
2. encourage the teaching and learning of the less widely used languages of the Community;
3. promote innovation in foreign language pedagogies and training (Official Journal of the European Commission, 1989: 2).

This new European scheme required synergising intercultural communication and creating

“... opportunities to use language/s in a variety of settings and contexts in order to enable them [students] to operate successfully in a plurilingual and pluricultural Europe.” (Marsh, 2002: 52). (Gabillon, 2020).

The development of language related competencies, authentic language use and opportunities for active language use, were the objective in mind of the few language experts, who collaborated in the workshops organized by the Council of Europe and the European Commission; (Coyle, 2002; Marsh, 2002). Integrating Foreign Language learning with school subject was (among other advantages) a good compromise to meet the need of adding extra hours of Foreign Language classes to the school curriculum which would be aimed at achieving better linguistic and communicative competences, using authentic language situations, increasing learner motivation, providing more exposure to Foreign Language (Gabillon & Ailincăi, 2013; Marsh, 2002 ; Lasagabaster & Sierra, 2009b; Marsh, 2002) (Gabillon, 2020)

EU has been promoting CLIL for several years through a number of initiatives.

In 1995 the Council Resolution of 31st March on improving and diversifying language learning and teaching within the European Union promoted

‘the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching’⁸

and relevant quality teacher training was therefore encouraged.

The *White Paper on Education and Training* (Teaching and learning towards the learning society, Brussels, European Commission 1993) highlighted the importance of good

⁸ L’insegnamento in lingua straniera in alcune discipline diverse dalla lingua straniera in modo da fornire un’istruzione bilingue.

practices for foreign language teaching, and launched European Programs such as Socrates-Erasmus, which played a decisive role in the development of CLIL.

In the Comenius Action of Socrates, financial support is earmarked for mobility activities targeting

‘teaching staff of other disciplines required or wishing to teach in a foreign language’.⁹

Under the Erasmus Action too, financial support may be awarded for

‘...joint development and implementation of curricula, modules, intensive courses or other educational activities, including multidisciplinary activities and the teaching of subjects in other languages’¹⁰.

The year 2001 was entitled “the European Year of Languages” and this, undoubtedly, helped to draw attention to the need of innovative and effective methods for language teaching. CLIL was promoted again by the European Commission in the 2004/6 Action Plan for promoting language learning and linguistic diversity. In 2005, the Potential of Plurilingual Education Symposium on "The changing European classroom - the potential of plurilingual education" on 10 and 11 March 2005, proved the need to involve students in CLIL programs at various levels of education, along with proper teachers training.

The European Commission Staff Working Document Language Competences for Employability, Mobility and Growth (European Commission, 2012) depicts CLIL as a way to improve the quality of language education in order to prepare 21st-century professionals, as expressed in this excerpt: (Cinganotto, 2016)

Overall, the European Commission, through its Web page and its official documents, has been promoting the importance of plurilingual competences, bilingual education and, in particular, CLIL, as described in this quotation from European Commission (2016)

“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)”¹¹

⁹ Docenti di altre discipline che disposti o a cui venga richiesto un insegnamento bilingue.

¹⁰ Sviluppo e implementazione di curricula, moduli, corsi intensivi o altre attività educative, anche multidisciplinari, e l’insegnamento di contenuti in lingue diverse .

¹¹ La Comunità Europea è molto interessata all’apprendimento linguistico e alla diversità linguistica in Europa, con la finalità di migliorare le competenze linguistiche di base. Si sta operando con i governi nazionali per raggiungere l’ambizioso obiettivo di rendere i cittadini europei in grado di comunicare in due lingue diverse dalla lingua madre)

More recently, another Report prepared for the European Commission (Scott & Beadle, 2014) stressed the potential of CLIL with particular emphasis on the link between CLIL and technologies, in consideration of the necessity to keep up with the latest educational and technological trends in language learning and CLIL curricula. (Cinganotto, 2016) Moreover, a major support to the CLIL approach came from the European Label for innovation in language teaching and learning, not to mention the European Euro CLIL network.

The Council of the European Union 2009 concluded, among other issues, with the statement that transnational mobility for teachers should be the rule, other than the exception (Council of the European Union 2009) in order to meet the expected levels of competence foreign language competence set by education authorities (European Survey on Language Competences - European Commission, 2012).

A further issue linked to the increasing number of newly arrived immigrant students in the last decade calls now for emergency measures and education policy aiming at supporting inclusiveness and linguistic diversity.

1.3 Evolution of CLIL in Italian School Curricula

In Italy, the first experiments with CLIL methodology were carried out mainly in international or European schools in the early 1990s.

The first experience of Immersive Content and Language in the Italian curriculum started with the creation of new experimental high schools such as *Liceo Classico/Linguistico Europeo* (“European high school”), which were meant to provide students with high proficiency level of foreign language by means of innovative teaching methods along with immersive language learning programs.

As a matter of facts, CLIL found a particularly welcoming context in the country’s northern regions, where multilingualism had always been a traditional feature of the cultural background: for example, in Valle d’Aosta where French and Italian are both official languages (Lucietto, 2008); or in Friuli-Venezia Giulia where Slovene and Italian are both widely spoken; in the province of Bolzano where German is widespread and spoken by the vast majority of the people. In the 2000s, the number of projects increased

gradually in state secondary school thanks to the autonomy granted to schools in the *Regolamento recante norme in materia di autonomia delle istituzioni scolastiche (DPR 275/99)* which allowed for the creation of curricula in accordance with the interests of the students and their families ¹²

In 2003 a Reform of Italy's second cycle of education, implemented through Ministerial Decrees 87, 88 and 89 In 2010, the curricula in upper secondary schools were revised, and three different kinds of schools were identified, namely : licei, istituti tecnici, and istituti professionali. National Guidelines (MIUR, 2010a; 2010b; 2010c; 2010d) issued by the Ministry of Education described specific learning objectives for each type of upper secondary school, also including the students' educational, cultural and professional profiles (PECUP), representing what students should know and be able to do at the end of their studies. (Cinganotto, 2016)

One of the main aims of this Reform was to reduce the large number of specializations in upper secondary schools, however, a more important objective was to introduce the concept of competences, in accordance with the Eight Key Competences Framework (European Parliament, 2006). In line with this Framework, standards for language competence were also set, which had never been clearly defined before In 2010, DPR 89/2010 defined the procedures to implement CLIL programs in high schools, with reference to *Licei Linguistici*, other *Licei*, and a separate law (DPR 88/2010) for *Istituti Tecnici*: (as the Italian School system differentiates Licei or "High Schools"¹³providing Humanistic and theoretical education, and Istituti Tecnici or "Technical Institutes" whose curriculum includes technical and practical subjects)

As a part of Italian school policy, the Reform Law also introduced CLIL as mandatory in licei and istituti tecnici, according to the following instructions:

- the teaching of a subject in a foreign language is to be offered in the final (fifth) year at licei; any curricular subject can be chosen;
- the teaching of a subject in a foreign language is to be offered in the final (fifth) year at technical schools; the subject must belong to "specialization" area;

¹² art. 4.3 says: "Nell'ambito dell'autonomia didattica possono essere programmati, anche sulla base degli interessi manifestati dagli alunni, percorsi formativi che coinvolgono più discipline e attività nonché insegnamenti in lingua straniera in attuazione di intese e accordi internazionali-(Within teaching autonomy, some educational projects involving several subjects can be programmed, and taught in Foreign Language in consideration of the interests shown by students)

¹³ .. from the fifth year a compulsory non-linguistic subject must be taught in the foreign language

- the teaching of two subjects in two foreign languages is to be offered in the final three years at licei linguistici

Nel quinto anno è impartito l'insegnamento, in lingua straniera, di una disciplina non linguistica compresa nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse assegnati. (DPR 88/2010 art. 6.2)¹⁴

Con successivi decreti [...] sono definiti [...] i criteri generali per l'insegnamento, in lingua inglese, di una disciplina non linguistica compresa nell'area di indirizzo del quinto anno, da attivare in ogni caso nei limiti degli organici determinati a legislazione vigente. (DPR 89/2010 Art 8.2)¹⁵

The School year 2012-13 was the first year of implementation for licei linguistici, while in school year 2014-15, these innovations reached all licei and technical schools.

The introduction of CLIL confirmed the understanding of CLIL as a driving force for innovation and revolution that impacts all stakeholders in a school community (Mehisto et al., 2008).

The policy makers' decision to adopt CLIL in the last year of upper secondary schools was an effort to improve the quality of school curricula and better meet 21st-century challenges. (Cinganotto, 2016)

1.4 CLIL teacher profile

As regards the teachers, however, the regulation involves a very demanding teachers' training for the non-linguistic subject teachers, who must be highly competent in the foreign language and master the theories and practices of CLIL.

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

¹⁴ In the 5th year the teaching of a non linguistic content must be offered in any area of the school subjects in consideration of the availability of teachers

¹⁵ the teaching of a subject in a foreign language is to be offered in the final (fifth) year at technical schools; the subject must belong to "specialization" area, in consideration of the availability of teachers

specifying the different skills and competences a CLIL teacher must develop in order to be fully qualified. Three dimensions of competences must be interwoven in a CLIL teacher: language competences, subject competences, teaching competences. The profile is quite complex and demanding, if we consider the different specific skills to be developed (Cinganotto, 2016)].

‘...il docente CLIL ha bisogno di una formazione specifica che lo prepari per il nuovo ambiente di insegnamento [...]. Le aree di competenza coinvolte riguardano la lingua, la disciplina linguistica, la metodologia di insegnamento linguistico, la metodologia di insegnamento della disciplina [...] (Coonan, 2006: 42-3)¹⁶

In accordance with the Ministry of Education (*Decreto Direttoriale n. 6, 16 April 2012*) the qualified CLIL teacher must have a teaching qualification in the non-linguistic subject and possess either a certified C1 level of competence in the foreign language, or a B2 level, prior to being certified C1 after attending a course for certification.

The qualified CLIL teacher, after a specific training course at University will have to prove to:

- Be able to teach the subject in a FL (i.e. to master its micro-language, to be able to explain the concepts clearly and concisely, to carry out proper tasks and activities in order to create the conditions for learning for everybody and to appoint remedial work for students with learning disabilities);
- Be able to integrate the linguistic and non-linguistic contents;
- Employ proper teaching strategies to favor the learning of both;
- Work in team with the FL teacher to devise a curriculum;
- Find and adapt resources;
- Use evaluation methods which are coherent with the CLIL methodology;
- Choose the type of CLIL program to carry out, namely the balance of L1 and FL in the classroom and the importance to be appointed to FL learning, that is

¹⁶ The CLIL teacher must possess specific skills for the new teaching environment: the areas of competence regard the language, the contents and the teaching method of the non linguistic discipline

basically a choice between an intensive L2 environment or a transition course, according to the students' linguistic competence.

Il profilo del docente CLIL è caratterizzato da competenze linguistico-comunicative nella lingua straniera di livello C1 del Quadro Comune Europeo di riferimento per le lingue e da competenze metodologico-didattiche acquisite al termine di un corso di perfezionamento universitario del valore di 60 CFU per i docenti in formazione iniziale (Decreto Ministeriale del 30 settembre 2011) e di 20 CFU per i docenti in servizio (Decreto Direttoriale n. 6 del 16 aprile 2012 della Direzione Generale per il Personale Scolastico).¹⁷

Per la formazione del personale docente di disciplina non linguistica (DNL) in servizio, sono stati attivati percorsi formativi, sia per l'acquisizione delle competenze metodologico-didattiche, sia per l'acquisizione delle competenze linguistiche a partire dal livello B1 fino al raggiungimento del livello C1.¹⁸

CLIL teacher training is highly demanding, the two training pathways (one in the target language and the other on CLIL methodology) are both onerous and effortful; while they are studying, teachers also have to keep up with their existing work, as well as family commitments. So far, in comparison the number of classes throughout Italy in which CLIL is theoretically mandatory, only a small percentage of teachers have already been trained or are currently being trained (Cinganotto, 2016)

Another challenge faced by Italian CLIL teachers is the lack of material for their lessons: although the book market has been growing in the CLIL sector in recent years, it is still difficult to balance the content delivery with the relevant language level, because large part of the teaching materials available online for non-linguistic content-teaching is designed and intended mainly for native speakers. A further challenge is represented by approaches to assessment in CLIL; Italian content teachers are used to assessing the students on the subject they are specialized in, but in a CLIL curriculum both content and language must be assessed (Cinganotto, 2016)

¹⁷ The profile of the competent CLIL teacher comprises linguistic competence at C1 level of CEFR, along with teaching competence acquired in a University course of 60 formative credits for initial training teachers and 20 credits for senior teachers

¹⁸ the qualified CLIL teacher must have a teaching qualification in the non-linguistic subject and possess either a certified C1 level of competence in the foreign language, or a B2 level, prior to being certified C1 after attending a course for certification .

1.4 a. Transitory norms

In January 2013 and in July 2014, the Italian Ministry of Education issued documents identified as *Norme transitorie* (“Transitory norms”) (MIUR, 2014) for licei and technical schools, in order to provide hints and suggestions on how to implement CLIL in the classroom.

Among the suggestions, there was the creation of a ‘Team CLIL’ for given teaching contexts: a group involving different professionals working in cooperation with a content non language teacher.

Indeed, other forms of cooperation and team-teaching had already been trialed in the autonomous province of Trento, engaged in a very challenging policy of trilingualism. The TATEO (TALKing To Each Other) model involved teaching teams made up of a FL (Foreign Language) teacher, a subject teacher and an external consultant working together with the aim of cooperating on planning and implementing CLIL activities in the perspective of an effective professional dialogue (Lucietto, 2009).

Norme Transitorie also suggested that approximately 50% of a subject’s contact-hours should be taught through the foreign language. Other suggestions were for cooperation between different schools through networks and the use of multimedia and digital devices in order to enhance the potential of CLIL lessons, as well as webinars with experts or creating links with other schools abroad. (Cinganotto, 2016).

Team-teaching does not imply any investments for schools, yet it has turned out to be quite difficult to put into practice, since no additional costs can actually be considered and a school’s “Team CLIL” is supposed to work mainly on other matters, such as developing materials, planning lessons, and building CLIL syllabi. Such tasks are often perceived as time-consuming and too demanding for the teachers. Coonan (2008, 2011) notes that most of these kinds of problems stem from the fact that, until recently, there were no language target-level standards for teachers in general and for CLIL teachers in particular. Coonan’s proposal (2012) is to let students benefit from their language teachers by doing some activities with them that are closely related to the specific topic being taught through the CLIL approach, especially if the teacher is still undergoing his/her own CLIL training; this may serve as encouragement to deeper collaboration between the language teacher and the subject teacher, in line with the “Team CLIL” approach suggested by the Ministry of Education. (Cinganotto, 2016)

1.4. b The “Good School Reform” of 2015

In 2015, the Italian Parliament approved Law n.107, named “La Buona Scuola” (‘The Good School’) (MIUR, 2015), covering different areas of the school sector, including provisions aimed at strengthening language activities and the introduction of CLIL from the primary level and upward.

For both the school years 2015-16 and 2016-17, the General Directorate General for school curricula of the Italian Ministry of Education invited proposals for financing CLIL projects at any school level (primary, lower and upper secondary), based on innovative teaching strategies and learning environments. (Cinganotto, 2016)

1.5. CLIL in primary schools: the regional projects

CLIL programs are not expected on a national basis, but some projects have been carried out by regional administrations. One pioneering CLIL project in Italy, was Progetto Lingue Lombardia (‘Lombardy Languages Project’); which was carried out from 2001-2006, also in Lombardy, the IBI/BEI (Bilingual Education Italy) project was developed by the Directorate for School Curricula of the Ministry of Education in cooperation with the Regional Education Authority in Lombardy and the British Council. The IBI/BEI4 project involved 6 primary schools with teachers competent in the English language (minimum B2 level), offering at least 25% of the curriculum in English. Target subjects were generally Art, Geography, and Science. The project started in 2010, in the first classes of the primary schools and was monitored by the Ministry and by the British Council: a monitoring report was issued in 2014 (MIUR, 2014b). In this project, quantitative and qualitative methods, using surveys and interviews with different stakeholders, as well as classroom observation activities, reveal positive outcomes in terms of student and parental satisfaction, motivation, and enthusiasm. The pupils themselves were all aware of the privilege they were given through this project. Participating students were found to have attained better learning outcomes and a higher level of competence in English in comparison with non-IBI/BEI students as well as a wider mastery of the first language. Additionally, participating teachers had better

professional development both in the language and the content areas. (Letizia Cinganotto.2016: p391).

A second project has been implemented in the autonomous Province of Trento in their *Piano Trentino Trilingue*, where German and English teaching with CLIL methodology was promoted in view of the suggestions of European Council for innovation of the processes of education. The province has implemented several opportunities of formation and development for foreign language teaching and CLIL, in consideration of the need for a shared reference model.

In conclusion, even though Italy has made very important steps forward in its educational system by pursuing the implementation of CLIL, indeed, situational context can differ radically from school to school, depending on different factors including administrators' attitudes toward CLIL, teachers' good will toward starting a challenging new adventure, a given school's technical equipment and the educational network in which the school may be involved (Cinganotto, 2016)

CHAPTER TWO

Background Pedagogy and Theoretical Underpinnings

In this chapter, some key theories to understand the framework of CLIL Methodology will be outlined. These theories regard the psychological, psycholinguistic and cognitive dimension of the learner, literature on CLIL approach suggests a link between CLIL and cognitive and sociocultural theories of learning. To this purpose, a brief introduction on of constructivism, bilingualism, and second language acquisition theory will be made.

2.1 Constructivism and Vygotsky's socio-cultural perspective.

The theory which is most cited among CLIL researchers is the sociocultural theory, where cognitive development and knowledge acquisition are considered as a social construction that is developed with social collaboration. This perspective views communication, reflection, and learning as related processes in the construction of knowledge and the development of languages (Bruner, 1978; Swain & Lapkin, 2013; Vygotsky, 1986; Bruner, 1976). Vygotsky (1978, 1986).

In addition, the philosophy of CLIL is grounded in constructivism, where learning is conceived as an active and individualized construction of knowledge representations, rather than as a passive and uncritical gathering of information from the teacher (Cummins, 2005). According to constructivists, learning is the process of 'constructing' new concepts on the base of previous experience by comparing the new information with what is already known; one key constructivist principle is 'Active learning', meaning that learners need to be actively involved in constructing their own knowledge, apply, test and reflect on new concepts, in order to be able to make decision about problems solving, as opposed to passive- transmission teaching of the past. Constructivism developed from cognitivist psychology in the effort to theorize on how knowledge is built and acquired. The psychological roots are to be found in the work of Jean Piaget (1896–1980) who studied the development of human intellect. In Piaget's (1936) theory of cognitive development and epistemological view, knowledge proceeds through subsequent stages of adaptation and organization. Adaptation is a process of assimilation and

accommodation Piaget described two processes used by the individual in its attempt to adapt: assimilation and accommodation. Both of these processes are used throughout life as the person increasingly adapts to the environment in a more complex manner.

2.1.a A Socio-cultural theory of learning: Vygotsky

Constructivism draws on the sociocultural theory of learning developed by Vygotsky (1978; 1986), where learning is viewed as the process whereby individuals build new knowledge or concepts, comparing new experience with prior experience.

In this view, the learner is at the center of the learning process in the effort to build his/her own competence, but he/she must be guided by the expert, who provides a temporary support to allow the reach of the upper level of competence. This support will be available until the learner is competent enough to do without it. This kind of special help, provided by the teacher in this process, is known as scaffolding. It implies that the teacher temporarily assists learners while performing different tasks so that they can gradually become autonomous and work on their own. There is a distance to be reached between what a learner can do with his/her own means and what he/she will be able to do after been guided by a more expert person, this area is called Zone of Proximal Development or ZPD which was defined by Vygotsky (1978) as

“...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance in collaboration with more capable peers” . (Vygotsky 1978 p. 86)

Vygotsky claimed that optimal cognitive development takes place in the ‘zone of proximal development’ (ZPD), where individuals construct the new knowledge through socially mediated interaction. Vygotsky’s theory stipulated that the skills which the individual acquires through collaboration with others exceed what the individual can attain alone

“The ZPD is the distance between the actual management of one’s own learning and the potential level of self-management of learning with (an) adult(s) or peer(s).” (Mehisto, 2008: 109).

According to Vygotsky, instruction must be placed within the child's ZPD, which means it is neither too easy nor too demanding, and learning is acquired if and when learners are provided with adequate scaffolding by interacting with peers and adults. Within ZPD new knowledge and meaning can be constructed and built upon the existing cognitive schemata (Vygotsky, 1962). In this collaborative social context, language is used to regulate the individual's cognitive activities and to respond to the demands of social interaction. During this social interaction language has a dual function: it is used as a "tool for thought" to regulate internal cognitive processes and "a tool for learning" to acquire information and skills (Lantolf & Pavlenko, 1995; Lantolf & Thorne, 2006; Vygotsky, 1986). In sociocultural theory, activity is described as a purposeful social interaction between actors and artefacts (the world and its objects). Participating in such cultural activities results in the restructuring of one's mental system, including one's self-concept. This viewpoint considers the activity as situated and relating to both the social world and the mind (Gabillon,2020). Fostering language development through scaffolding is one of the maxims of CLIL pedagogies. In sociocultural perspective 'mediation' (Vygotsky, 1978), 'scaffolding' (Wood et al., 1976), in other words, 'help' or 'guidance' is considered crucial. As the child develops (moves from one stage to another), s/he acquires more control over the mediational means available (e.g., language) in his/her environment for interpersonal (social interaction) and intrapersonal (cognitive) purposes (Lantolf, 2004). Learning through mediation, social artefacts, collaboration, and real-life tasks in naturalistic learning environments, which are fundamental features of sociocultural theories, are essential elements of CLIL.

2.1 b Jerome Bruner: Active learning

Bruner (1986) further developed Vygotsky socio-cultural theory and promoted the idea of 'discovery learning' drawing from Vygotsky's work. In Bruner's theory (1975), the learning process is the acquisition of new knowledge, and the checking of that new information against a new situation. Learning is therefore an active process, and it requires active learners who learn by doing. The underlying concept is that learning and thought development are the result of problem-solving activities.

As people solve problems, reflect on experience and discover the consequences of their actions they build up their own understanding. Learning is therefore an active process involving awareness and reflection from the learner (Bruner 1976)

According to Bruner and constructivists, the concept of scaffolding is extremely important within this process of active learning. Scaffolding is the support given to a learner to help them carry out activities and solve problems; it is gradually taken away so that learners can eventually work without it (1976). Some examples of scaffolding are: simplifying tasks by breaking them down into smaller steps, keeping pupils focused on completing the task by reminding them of what the goal is, and showing different ways of completing tasks.

2.1.c CLIL framework

Within a CLIL framework, authors (Mehisto et al., 2008; Llinares and Whittaker, 2009; Coyle et al., 2010) observe that scaffolding involves activating prior knowledge, creating a motivating context, encouraging participation and collaboration or adapting materials to respond to learners' needs, provide hints, give feedback to support language development and foster students' cognitive engagement.

The developmental distance must be achieved by means of a co-operational approach between the learner and the teacher, whose job is to set the environment to make learning possible and engaging.

ZPD can be related to Wolff (2003) whose idea of CLIL is that of a framework for the development of learner autonomy. Among other concepts, Wolff explores the concept of learning as social mediation, social construction and collaboration. In this view, group work must be encouraged, and learners must participate in the learning context by setting objects and taking responsible roles in the process.

2.2 Ladders of tasks: LOTS and HOTS - Bloom's taxonomy of Cognitive Domain

Another key principle of constructivism is that of Ladders of task, which is linked to scaffolding and ZPD

Learning, according to the Constructivist approach, moves from experience to knowledge and is developed through the performance of authentic tasks.

In this approach, abstract concepts are acquired and become meaningful when they are the result of a reflection on a concrete activity.

Pedagogical tasks, however, must be designed to make the learner move from lower demanding cognitive tasks to higher cognitively demanding ones.

Bloom was the first to develop a hierarchy of six thinking skills placed on a continuum from lower to higher order skills. Bloom's Taxonomy of Cognitive Domain was developed in the 50's and it is a pyramidal model where the Low Order Thinking Skills (LOTS) are at the base and the High Order Skills (HOTS) are at the top (Bloom, 1956). According to this system, *lower order* (LOTS) skills include remembering information to identify, define, name or describe things. These thinking skills involve only surface learning. *Higher order* (HOTS) skills, instead, are needed for deeper learning. If learners are challenged and encouraged to work harder on a task, then they are more likely to remember what they have learnt. High-Order Thinking skills include analysis and evaluation.

They are often used in the classroom to develop reasoning skills, encourage enquiry and discussion and to develop creative thinking. Tasks need to engage learners' interest in order to ensure there is as much cognitive involvement from learners as possible.

The HOTS are involved when learners use new information or a concept in a new situation, break information or concepts into parts to understand it more fully, or put ideas together to form something new. Bloom's structure was a useful starting point and triggered many applications to school activities and curricula.

The thinking skills needed to learn have different levels of complexity and, for this reason, teachers must program the learning tasks according to a sequence, in order to design the planning, the materials and assessment activities. (Bloom 1964).

Bloom's taxonomy was revised during the late 1980's and the 1990's by Anderson and Krathwohl, who revisited the cognitive domain and made some changes, the most prominent one being changing the names in the six categories from noun to verb forms, as per fig. 1 below.

Bloom's Taxonomy



Bloom's taxonomy encourages instructors to think of learning objectives in *behavioral* terms, that means to consider what the learner can *do* as a result of the instruction. A learning objective described by using action verbs will indicate the best method of assessing the skills and knowledge taught. Another advantage of the taxonomy is that considering learning goals in light of Bloom's hierarchy, it highlights the need for including learning objectives that require higher levels of cognitive skills that lead to deeper learning and transfer of knowledge and skills to a greater variety of tasks and contexts.¹⁹

Mohan taxonomy (Mohan B.1986) is a variation of Bloom's and it figures three levels of complexity in the framework of knowledge.

From the linguistic point of view, the first level corresponds to the description and the organization of knowledge into categories responding to referential or lower order questions (WH questions – requiring Lower Order Thinking Skills), the second level refers to the way information is connected as relation of causality and sequence.

The third level concerns the evaluation that is: judgment, opinions, autonomous, calculated choices and procedures (Higher Order Thinking Skills)

In this model, Mohan's taxonomy (1986) combines higher order thinking skills with their linguistic expressions.

In Mohan's taxonomy, for instance, the category of principles contains the thinking skills and the necessary language skills to explain, interpret and apply data to develop generalizations and draw conclusions and related language skills

¹⁹ Office for Institutional Assessment, Clemson University. The University [cited 25 Jan 2015] Clemson, SC: Bloom's taxonomy action < <http://www.clemson.edu/assessment/assessmentpractices/referencematerials/>

Knowledge structure	Thinking skills	Key visuals	Language
Classification	Classify Group Sort Define Part/whole	Tree Web Table	General reference Relational verbs (e.g., <i>be, have</i>) Additive conjunction (e.g., <i>and</i>) Taxonomic, part/whole lexis (e.g., nouns: <i>types, classes, kinds, categories, ways</i> ; verbs: <i>classify, sort, group, organize, categorize, divide, comprise</i>) Passives (e.g., <i>are classified, are grouped</i>)
Principles	Explain Predict Draw conclusions Apply rules, causes, effects, means, ends, Formulate, test, and establish hypotheses Interpret data	Cycles Line graphs Cause/effect chains	General reference Action verbs Consequential conjunction and adverbials (e.g., <i>since, due to, in order to, consequently, because, thus, if-clauses</i>) Cause-effect lexis (e.g., nouns: <i>cause, effect, result</i> ; verbs: <i>cause produce, bring about</i>) Passives + agency (e.g., <i>is cause by, are produced by</i>)
Evaluation	Evaluate Rank Judge Criticize	Grid Rating Chart	General reference Thinking verbs (e.g., <i>believe, think, value, consider, rank, judge</i>) Comparative conjunction (e.g., <i>likewise, however, while</i>) Evaluative lexis (e.g., nouns: <i>best, worst</i> ; adjectives: <i>good, bad, right, wrong, boring, acceptable</i> ; verbs: <i>rank, approve, value, like</i>)
Description	Identify Label Describe Compare Contrast Locate	Picture Map Diagram Drawing Venn Pie Chart	General or specific reference Relational verbs (e.g., <i>be, have</i>) Existential verbs (e.g., <i>there is/are</i>) Additive conjunction (e.g., <i>and</i>) Attributive lexis (e.g., adjectives of color and size) Language of comparison and contrast (e.g., <i>the same as, similar to, different from</i>)
Sequence	Arrange events in order Note changes over time Processes Follow directions	Time line Action strip Flowchart	Specific reference Action verbs Temporal conjunction and adverbials (e.g., <i>after, since, as, initially, firstly, finally, when-clauses, as-clauses</i>) Sequential lexis (e.g., nouns: <i>beginning, end</i> ; verbs: <i>start, conclude, continue, summarize</i>)
Choice	Select Make decisions Propose alternatives Solve problems Form opinions	Decision tree	Specific reference Sensing verbs (e.g., <i>like, want</i>) Alternative conjunction (e.g., <i>or</i>) Appositional choice lexis (e.g., nouns: <i>choice, option, which</i> + noun; verbs: <i>choose, opt, select, prefer</i>)

Table 1. The knowledge structures, thinking skills, key visuals, and language of Mohan's knowledge framework

Source: Early, 1990; Mohan, 1986

The cognitive involvement of learners in their own learning is fundamental to CLIL. Bloom's revised taxonomy (Krathwohl, 2002) provides a framework for the necessary cognitive skills that learners need to develop in order to master their own knowledge construction. Cummins's basic interpersonal communicative skills (BICS), which describes the development of conversational fluency in the additional language, and cognitive academic language proficiency (CALP), which describes the specific use of language in academic situations are also relevant to CLIL. (Gabillon, 2020)

2.3. The CLIL Matrix

Coyle et al. (2010: 43-45) took both Mohan's and Bloomfield's taxonomy into account, but they further developed their concerns about cognitive challenge sustained by language support.

In their Matrix, tasks should move from building students' confidence dealing with the content and language they know in groups or more interactive tasks, to individual tasks and further demands in terms of language and content. (Banegas, D 2017)

In the following table 3, the relationship between the contents (on the left) and language (on the right) across the central column of the thinking skills, we can see how the terms coincide with the linguistic functions, showing the relationship between the language function CALP and the thinking skills

From an educational point of view this table is useful as it combines contents and the expected results showing the necessary thinking skills and linguistic expressions connected to the development of thinking skills (Barbero, 2011, p. 19)

Framework of knowledge	Thinking skills	Linguistic functions (CALP)
classification / concepts	(Lower order thinking skills) Remember – classify, name, identify	DESCRIPTION- Observe and explore, recognize and classify item according to their features and find definition, describe the information .
Principles	(Higher order thinking skills) Understand ^{SEP} explain, hypnotize, analyze, compare, interpret and draw conclusions - apply ^{SEP} solve problems, summarize	SEQUENCE Foresee the result of an experiment, make hypothesis, analyze, identify relation, describe similarities and differences, apply rules to solve a problem, define and represent a problem, combine new information with previous one
Evaluation	(Higher order thinking skills) Evaluate, creative thinking, judge, find choice criteria	CHOICE- Verify the feasibility of ideas and decisions, justify choices and indicate priorities

Table 4 – Framework of knowledge: skills and language (our translation)

Strutture della conoscenza, abilità e lingua (Barbero 2011):

This framework shows that the learning of the language of study goes alongside with the development of the thinking skills involved in the study of different subjects (Barbero 2011).

The language functions necessary to develop the thinking skills can be expressed in terms of lexicon and grammar as in the table below (Table 4 Järvinen, 2009)

Cognitive Academic Language Proficiency

CALP

CONTENT	TASKS	FUNCTIONS	STRUCTURES	VOCABULARY
THE CONTENT:	Involves the tasks:	Which involve the following functions:	Which will be expressed with the structures:	And the vocabulary:

Table 4 Example of framework to design CLIL activities

Source: Järvinen, 2009:76

2.4 Bilingualism

Cummins (1981) developed a theoretical framework that relies on linguistic evidence and qualitative research and he made a distinction between language that is commonly used in conversational English (Basic Interpersonal Communicative Skills or BICS) and language that is used in written academic contexts (Cognitive/Academic Language Proficiency or CALP) (Cummins 1984)

Cummins supports the BICS/CALP distinction by citing a long history of related research: The conversational/academic language distinction addresses similar phenomena to distinctions made by theorists such as Vygotsky (1962) (spontaneous and scientific concepts), Bruner (1975) (communicative/analytic competence), Snow et al. (1991) (contextualized and decontextualized language) and Mohan (1986) (practical and theoretical discourse). (Cummins, 2000, 60)

The difference in this skill has important effects in education; even though students may be fluent in English and be able sustain a conversation on everyday topics, they may not have the language proficiency to understand and manipulate the language that is expected at school to deal with specific texts and specialized jargon.

Cummins (1984) developed both a linguistic and socio-political theory concerning the education of bilingual students.

Language plays a central role in children's educational development, Cummins recognized that multiple language proficiencies are required for various needs within various contexts, and that the educational system has requirements related to a literary form of language that is different from the language that is used in everyday conversation. The difference between BICS and CALP was further analyzed by Baker (1996) who stated that BICS is used in Face-to-face 'context embedded' situations where nonverbal support and contextual support provide props for reciprocal understanding. Eye contact and face expression, gestures and instant feedback, cues and clues support verbal language.

CALP, on the other hand, is involved in context reduced academic situations where specific jargon, more complex texts and vocabulary are used, along with a formal set of procedures. Where higher order thinking skills (e.g., analysis, synthesis, evaluation) are required in the curriculum, language is 'disembedded' from a meaningful, supportive context. Where language is 'disembedded', the situation is often referred to as 'context reduced'. (Baker C, 2001, 169-170)

The distinction between BICS and CALP is aided by an image of an iceberg (see Cummins, 1984b).

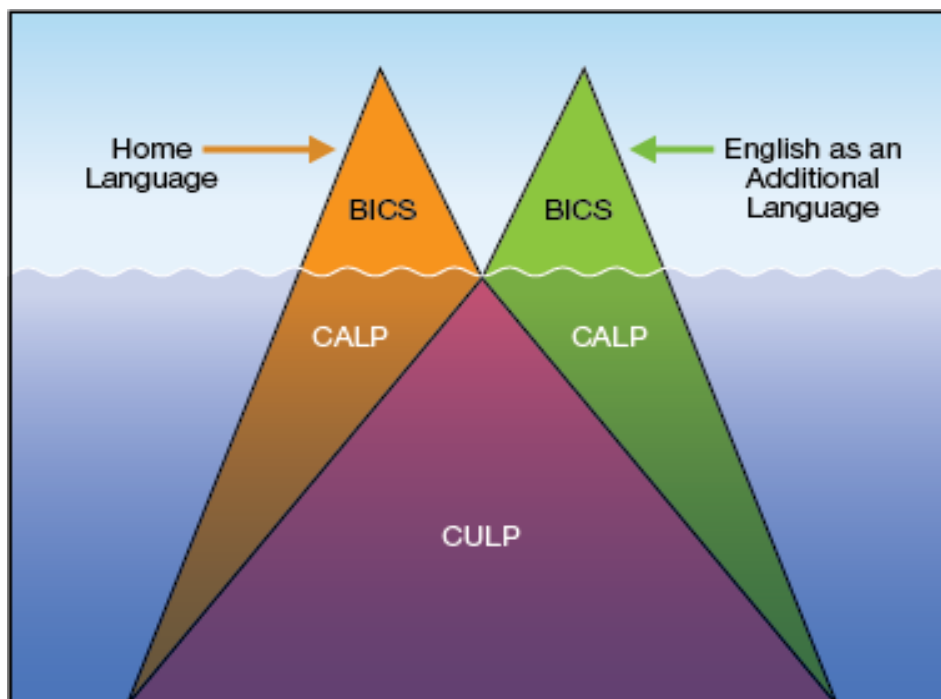


Fig.2 Iceberg image depicting Cummins' distinction between BICS and CALP (Baker, 2001, 170) Source: Cummins, 1981:

In this image, language skills such as comprehension and speaking the language skills of pronunciation, vocabulary and grammar are visible and therefore represented as laying above the surface. Underneath the surface are the skills of analysis and synthesis or the deeper, subtle language skills of meanings and creative composition. (Baker, 2001, 169-170, emphasis in original)

In order to further describe the differences in the language ability of students and to explain the fundamental components that would depict cognitive/academic language, Cummins (in Baker, 1996) developed a four-part diagram (see Table 3 below) that keeps the distinctions between BICS and CALP and incorporates the concepts of “context-embedded” communication versus “context reduced” communication (Baker 1996). The diagram is designed to represent a continuum along language proficiency that is determined by the communication situation and the amount of support that is provided. A second continuum extends from “cognitively undemanding communication” to “cognitively demanding communication” depending on the complexity of and the level of linguistic skill that is required in communicating (Cit in Baker p.156).

The distinction was visually elaborated into two intersecting quadrants (Cummins, 1981b) which highlighted the range of cognitive demands and contextual support involved in particular language tasks or activities (context-embedded/context reduced, cognitively undemanding/cognitively demanding) as shown in Table 3

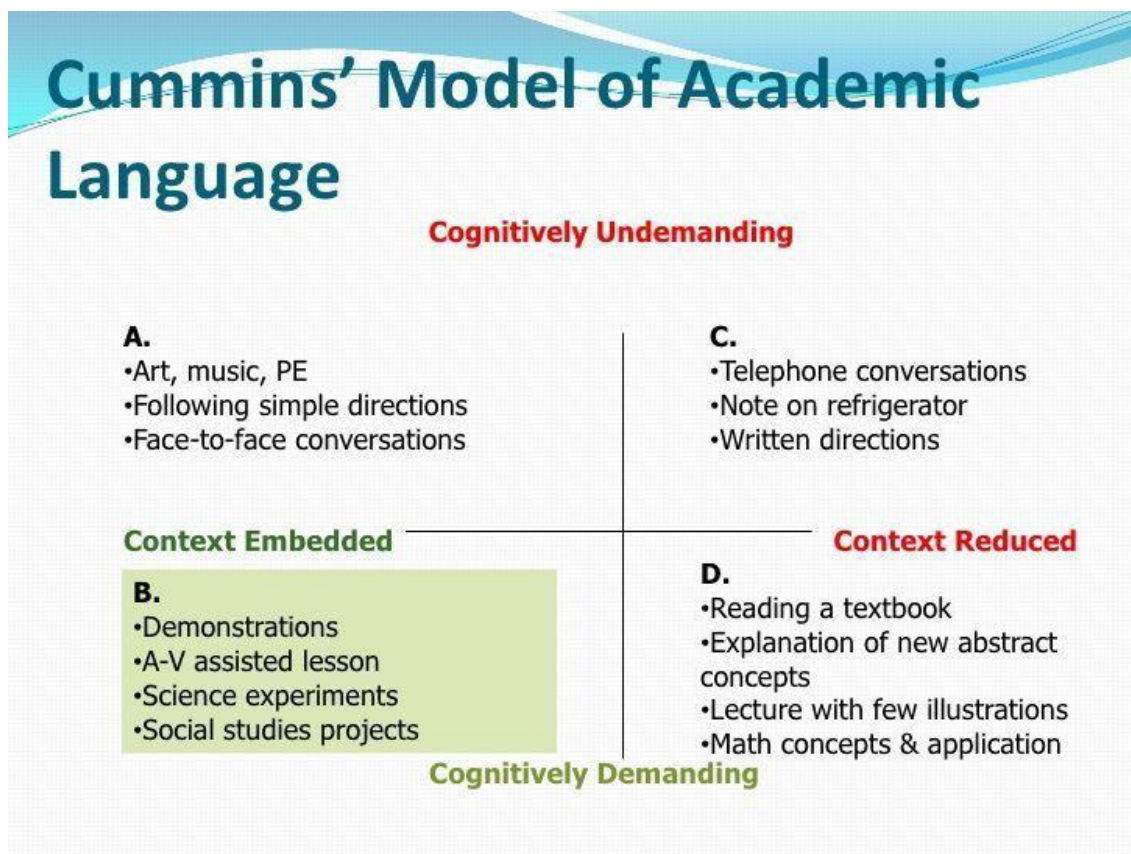


Table 3 Cummins Cognitive Continuum Chart ESOL - Applied Linguistics

The essential distinction refers to the extent to which the meaning being communicated is supported by contextual or interpersonal cues (such as gestures, facial expressions, and intonation present in face-to-face interaction) or dependent on linguistic cues that are largely independent of the immediate communicative context (Cummins, 2003).

Baker (1996) relates the concepts of BICS and CALP to Cummins' diagram: Cognitively Undemanding Communication 1st Quadrant 2nd Quadrant, Context Embedded Communication Context Reduced Communication 3rd. Quadrant 4th Quadrant Cognitively Demanding Communication.

2.4.a Interdependence Theory

Cummins assumed that, as people have already learned their native tongue, then they are readily equipped to learn a second. There is a common underlying language proficiency based on what Cummins defines as 'Central operating system' (Cummins 2000) which gives every learner the ability to learn new languages. The native tongue knowledge

serves to support their understanding of basic skills and concepts related to language and, thus, a second language should theoretically come easier to them, as would a third or even a fourth come even easier as they progress.

Cummins (1979) uses the image of an iceberg (see table 3) to describe the way bilinguals' brains work.

In table 3, the first and second language rise above water, but they are only the visible side of a 'common underlying proficiency' of language skills beneath the water. This proficiency consists of a combination of bilinguals' knowledge and experience of the world (Cummins 2000).

According to Cummins (2000),

“first language knowledge can be partially transferred during the process of second language acquisition because of shared common underlying proficiency”
(Cummins 2000)

This proficiency is a characteristic of bilingual people. It includes knowledge and experience of the word together with their understanding of how to express their thoughts regardless of which language they choose to express themselves in.

Shatz and Wilkinson (2013) have provided an overview of the recent research into bilingualism, by studying, among other issues, the time required by bilinguals to process language. Apparently, this processing time is longer for them than for monolinguals, even if it is evidently not a sign of lack of linguistic skills. Likewise, research into code switching by bilinguals (the moving between two or more languages, sometimes within a single sentence) is not a sign of language impairment.

The researchers have analyzed the advantages of bilingualism. First of all, bilingual children do better than monolinguals in theory of mind tasks (understanding the beliefs and attitudes of others), secondly, they outperform monolinguals on executive function tasks (for example abstract thinking and self-regulation tasks) (Shatz and Wilkinson 2013). Moreover, bilinguals have additional advantages over monolinguals because they are exposed from an early age to different ways in which language use can vary according to contexts. (Skeet, 2013)

However, as Shatz and Wilkinson (2013, pp. 33-34) point out, concepts underlying language expressions in different languages can vary, so that translation equivalents do not always exist. This makes the learning of new vocabulary more demanding than might

be recognized by teachers; drawing attention to these differences can also help learners to relate different concepts across languages.

2.5 Second Language Acquisition Theory

For two decades, in the period between 1940 and 1960, foreign language learning was interpreted in Bloomsfield and Skinner's behaviourist terms (Coonan 2010), which means that learners were trained to acquire language by means of exercises developed around a stimulus-key stem whereby they would repeat or adapt language patterns by analogy or imitation. This theory viewed the learner as a *tabula rasa*, and language learning as a result of a stimulus-response practice. This was what was called the 'audio-oral method' which was overcome in the 1970's-80's by the so called 'communicative approach', resulting from several different theoretical sources, such as psycholinguistics and sociolinguistics.

An overview of four areas of Second Language Acquisition (SLA) theory that are relevant to CLIL is provided by Dale, van der Es, and Tanner (2010²⁰, pp. 20-21) it refers to the study of individuals and groups who are learning a second or additional language to their first language (referred to as the L1). This second language is referred to in SLA theory as the L2 or target language. These areas of study are generally defined as: input theory, intake theory, output theory, and social models of second language acquisition (Dale 2010).

Corder (1967) is one of the pioneers among SLA researchers who underscored the importance of language input for SLA by drawing a distinction between input and intake. According to Corder, language input refers to what is available to be utilized by language learners for SLA which should be differentiated from intake which is that part of the input which is comprehended by the language learners.

Language input theories of SLA emphasize the notion that the input given to learners, the language they read and hear, needs to be meaningful, relevant and realistic. It should also be at a slightly higher level than the current level of the learner ($i+1$, with i representing

²⁰ Authors: Liz Dale, Wibo van der Es, Rosie Tanner: / total communication First published 2010 Expertisecentrum mvt

the current language level). Input theory also recognizes that learners will be able to understand more language than they are able to produce in the target language.

Intake theory also focuses on the input learners receive but places more focus on the need for learners to encounter the L2 frequently, as well as the time needed to process this language.

Output theory emphasizes the need for learners to be creative and make mistakes with the second language. Experimenting with language production is key to learning the L2 according to output theories of SLA.

In recent years there has been a shift in SLA research from focusing on individual processes of language acquisition to a wider social and cultural perspective on language development. According to this view, learning a second language is not a process taking place within the individual mind of a learner, but it happens as a result of the social interactions between learners and “the kinds of identities these activities make possible” (Llinares, Morton, Whittaker, 2012: 12)²¹.

2.5.a Language input theories

The review of the literature on language input and SLA reveals that much work in this area of research has been concerned with the importance, the role, and the processing of linguistic input (Ellis, 1994; Ellis, 1997; Gass & Selinker, 1994; Gass, 1997). The idea stemming from this research is that SLA simply cannot take place in a vacuum without considering exposure to some sort of language input (Gass, 1997).

By input, we mean language that is heard and read, and that must be meaningful, relevant and authentic. What is relevant to learning is the way the input is processed before it is stored in memory and used, considering that learners understand much more language input than they are able to produce. Exposure to target language must be extensive in terms of quantity and length of time (Swain 1985).

²¹ Il tipo di identità che sono rese possibili da queste attività

2.5.b Krashen's Input Hypothesis

Krashen's Input Hypothesis suggests that learners, in order to progress, need to be exposed to input which contains structures which are a little beyond their current level of competence. This is $i+1$ (Krashen, 1980), where 'i' is the input that learners can understand and '+1' is the new structures present in the input provided, in other words, it must be just slightly above the interlanguage level of the learner ($i+L$, where 'i' stands for learner's interlanguage level). (Krashen, 1980). The transformation of language into teachable units (Widdowson, 2002) is crucial because learners will access curricular content through it. Therefore, Krashen's comprehensible input hypothesis can be seen under the light of didactic transposition. According to Ellis (1994;) input, apart from being comprehensible with room for an additional element, should be meaningful and authentic within a content-and-language integrated-learning approach, which, in turn, will be possible if input covers the use and functions of language of general communication. Similar to Vygotsky's "Zone of Proximal Development" (1962) Krashen's (1985, 1994) scaffolding theory has been playing a predominant role in second language teaching practice. It's referred to as ' $i+L$ '. Stephen Krashen's Second language acquisition Theory (1988) is one of the most widely known and best accepted worldwide theory with an important impact in all areas of second language research and teaching. His theory of second language acquisition (1988) consists of five main hypotheses:

- a. the Acquisition-Learning hypothesis.
- b. the Monitor hypothesis.
- c. the Input hypothesis.
- d. the Affective Filter hypothesis.
- e. the Natural Order hypothesis.

The **Acquisition-Learning** distinction is widely shared among linguists and language teachers (Schutz 1998,).

According to Krashen (1987) there are two independent systems of foreign language performance: "the acquired system" and "the learned system". An inductive approach in a student-centered setting leads to "**acquisition**", which is the result of a subconscious process and can be compared to the process of acquiring the mother tongue by children. Acquisition is made possible by meaningful interaction in the target language where

speakers are concentrated in effective communication rather than accuracy. In terms of fluency, acquisition is more effective than learning.

On the other hand, "**Learning**" is the result of formal instruction with a deductive approach in a teacher-centered setting. and it involves a conscious process which results in conscious knowledge 'about' the language, for example knowledge of grammar rules.

The relationship between Acquisition and Learning is explained by the second of Krashen's hypothesis: The Monitor hypothesis (1988).

The monitoring function is the result of the learned rules of grammar .The Monitor is activated when the speaker needs planning and editing his speech to make it correct, in this situation the learner must have time for reflecting, knowing the rules and focusing on form (Krashen 1988).

Krashen (1988) also suggests that there is an individual variation among language learners with regard to "monitor" use. The Input hypothesis is Krashen's attempt to explain how second language acquisition takes place.

The Input hypothesis is only concerned with "acquisition", not with "learning" (Krashen 1988). According to this hypothesis, the learner improves and progresses along the "natural order" when he/she receives second language input that is one step beyond his/her current stage of linguistic competence (Krashen 1988).

For example, if a learner is at a stage "i", then the acquisition takes place when he/she is exposed to a comprehensible input that belongs to level "i + 1". Since not all of the learners can be at the same level of linguistic competence at the same time, Krashen (1988) suggests that the *natural communicative input* is the key to design a syllabus and to ensure that each learner will receive some "i + 1" input that is appropriate for his/her current stage of linguistic competence.

In addition, Krashen's approach takes into account several psychological aspects. His **Affective Filter** hypothesis combines a number of "affective variables" which play an important role in second language acquisition (Krashen 1988). These variables include motivation, self-confidence, anxiety and personality traits.

Krashen (1988) claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition.

Low motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a “mental block” that prevents comprehensible input from being used for acquisition. When the filter is “up”, language acquisition becomes difficult, but even if a positive attitude is essential for acquisition to take place, it’s not enough.

The **Natural Order** hypothesis is based on wide research (Dulay, Burt, 1974; Fathman, 1975; Makino, 1980) and it postulates that the acquisition of grammatical structures follows a “natural order” which is predictable and independent on the learner’s age, but dependent on the language background, conditions of exposure and educational relationship (Krashen, 1988).

These theories refer to the innatism view that sees second language acquisition as unconscious (like first language acquisition) provided that the messages are easily understandable. The role of the teacher is that of providing comprehensible language input, or make it comprehensible by means of proper strategies, such as visual or graphic organizers or language simplification (Krashen 1988,). The scaffolding will be ensured until the learner has reached sufficient autonomy.

If the teacher talk meets the requirements for comprehensible input and the students' participation, the classroom becomes an environment suitable for acquisition; the filter is low in regard to the language of explanation, as the students' conscious efforts are usually on the subject matter, on *what* is being talked about, and not the medium

2.5.c The Interactionists

While Krashen focuses on one-way comprehensible input, interactionists apply Vygotsky's socio-cultural theory of human mental processing and focus on the role of two-way communication to investigate the conditions that facilitate interaction in foreign language acquisition (Lightbrown and Spada, 1999). Again, they show that second language fluency improves when learners interact with more advanced speakers (Lightbrown and Spada 1999). When the meaning is negotiated and communication is supported, the exchange of comprehensible input and output results in an effective learning. What supports learners is the use of scaffolding structures such as modeling, repetition, linguistic simplification, confirmation checks. These are strategies to reach communication goals.

According to Lightbrown and Spada (1999: 122).

“...When learners are given the opportunity to engage in meaningful activities they are compelled to ‘negotiate for meaning,’ that is, to express and clarify their intentions, thoughts, opinions, etc., in a way which permits them to arrive at a mutual understanding. This is especially true when the learners are working together to accomplish a particular goal [...].²²

Pica (1994: 495) provides a definition for negotiation which is

“modification and restructuring that occurs when learners and their interlocutors anticipate, perceive, or experience difficulties in message comprehensibility”²³.

Long and Robinson (as cited in Blake, 2000) suggest that when meaning is negotiated, and input is made comprehensible, learners are able to focus on linguistic forms and structure and make them explicit.

Interactionists consider both input and output, but it seems that the latter is somehow viewed as secondary, instead, a serious consideration on the output must be made (Long and Robinson 2000).

Three theoretical hypotheses seem compatible with this concept: the *noticing hypothesis*, the *comprehensible output hypothesis*, and the *meaning negotiation*.

In his *noticing hypothesis*, Schmidt (1990) hypothesizes that the learner must notice some language aspects before they become part of his/her intake, while in Krashen’s *comprehensible input theory* (1987), the input can be made comprehensible by lexical aspects and previous knowledge, bypassing the grammar system.

The implications for CLIL concern the teaching strategies to focus the learner’s attention on the input, as, in CLIL, formal teaching of grammar expected as in traditional language teaching (Swain, Lapkin, 2001).

²² Quando agli studenti viene data l’opportunità di svolgere attività coinvolgenti e significative, sono costretti a impegnarsi a negoziare significati, ovvero ad esprimere e spiegare le loro intenzioni, pensieri opinioni etc.. in modo da arrivare ad una comprensione reciproca. Questo avviene specialmente quando gli studenti lavorano insieme per raggiungere un risultato specifico

²³ Modificazione e ristrutturazione che avviene quando l’apprendente e i suoi interlocutori anticipano, percepiscono o fanno l’esperienza di difficoltà nella comprensione di messaggi

2.5. d Output theory

As Merrill Swain (1985) suggested, the input is not sufficient for language acquisition. According to her *Output Hypothesis*. The learner needs to be *pushed* to produce correct and appropriate language. One argument in favor of pushing students to produce comprehensible messages is that the learners will notice the ‘gaps’ in their language knowledge, and consequently feel the urge to improve their existing interlanguage system.

Thornbury (2010) further developed this hypothesis suggesting that, when the learners are pushed to produce language in real time, they are forced to automate low-level operations by incorporating them into higher-level routines. This may contribute to the development of fluency and automaticity in speech.

Swain comprehensible output hypothesis underlines the importance of oral and written output for language competence development. The output creates the conditions for noticing, because it's impossible to produce language without reverting to formal knowledge of language rules. The aim is to study aspects related to language used for speaking and writing. It's with the output that the learner is able to experiment, make errors, self-correct them and use the language in a creative and personal way (Swain 1985).

Swain (1985) in her “*comprehensible output hypothesis*” asserts that output is critical and hypothesizes that it serves four primary functions in Second language Acquisition, namely output:

- a. enhances fluency.
- b. creates awareness of language knowledge gaps.
- c. provides opportunities to experiment with language forms and structures; and
- d. obtains feedback from others about language use.

Comprehensible output assists learners in conveying meaning while providing linguistic challenges that is,

[...] in producing the L2 (the second, or target language), a learner will on occasion become aware of (i.e., notice) a linguistic problem (brought to his/her attention either by external feedback or internal feedback). Noticing a

problem ‘pushes’ the learner to modify his/ her output. In doing so, the learner may sometimes be forced into a more syntactic processing mode than might occur in comprehension” (Swain and Lapkin, 1997: 2).²⁴

Swain (1985, 1995, 2000) postulates that the linguistic output in L2 interactional settings may be functional to language learning in three different aspects: (Guazzieri 2007:86)

The first function of output is the noticing/triggering effect; learners may notice that there is a gap between what they want to say and the linguistic means they possess when attempting to produce the target language. Presumably, the awareness of a linguistic problem may trigger off a cognitive process of ‘rediscovery’ of something they already knew but needed to be consolidated, or it may direct their attention to relevant input, the second function is the hypothesis testing function. The hypothesis is that learners sometimes produce output as a ‘trial run’ and are ready to modify it in response to requests for clarification or a comprehension check which are typical of a conversational mode; the third function is the metalinguistic function of output, it means that learners acquire language productive skills from talking and listening to other learners, as in the collaborative dialogue of group discussions. In these cases, they process language in order to reach meaning and are consequently pushed to reflect on their own and others’ linguistic data. Swain includes (2000) in the term ‘output’ a series of different linguistic acts such as speaking, writing, collaborative dialogue and private speech. (Guazzieri 2007: 86)

The implications for CLIL concern not only the exposition to input, but also the actual use of the language in context. The use of language allows the testing of hypotheses and reflects on the language system, in short, we learn to speak only by speaking (Coyle, 2005).

The *Negotiation of Meaning* is very important in interaction, because it facilitates the acquisition when input is comprehensible and it allows the speaker to notice the gap between what is expected to say and what is actually said (Pica,1989). In CLIL, task-based learning situations are designed to get the student to communicate in a meaningful

²⁴ La produzione in L2 o lingua target l'apprendente diventerà consapevole o noterà la difficoltà linguistica grazie al feedback dell'interlocutore, o alla propria percezione; l'evidenza del problema lo porterà a migliorare la sua produzione. L'apprendente potrà in qualche modo essere forzato a processare la sua sintassi in modo più approfondito di quanto succeda nella fase di comprensione

authentic effort to communicate (Coyle 2005). In the late 80', the communicative syllabus was becoming a must in foreign language teaching. As Allwright put it,

.. I hope to go well beyond 'get them communicating' to consider interaction in the classroom not just as an aspect of 'modern' language teaching methods, but as *the* fundamental fact of classroom pedagogy - the fact that everything that happens in the classroom happens through a process of live person-to-person interaction." (Allwright 1984: 156).²⁵

The idea was that solving communication problems implies practice, but so does the command of the language and the interaction rules.

In a classroom situation this means to transfer the role of the teacher to that of a manager and facilitator. (Biggs, 2011). We are no longer talking of teachers teaching and learners learning, but of everyone contributing to the management of everyone's learning (including their own and including the teacher's). (Allwright 1984).

As concerns the CLIL environment, CLIL implies some change in the class management, where frontal teaching is still prominent as well as the teacher talking time, while the student reads and listens and repeats for most of the lesson.

This style favors the receptive skills, but hurdles the development of communicative skills (Gajo,2001).

CLIL overcomes this problem by introducing strategies and learning situations that help the student focus on forms and allow interaction with peers (Gajo, 2001).

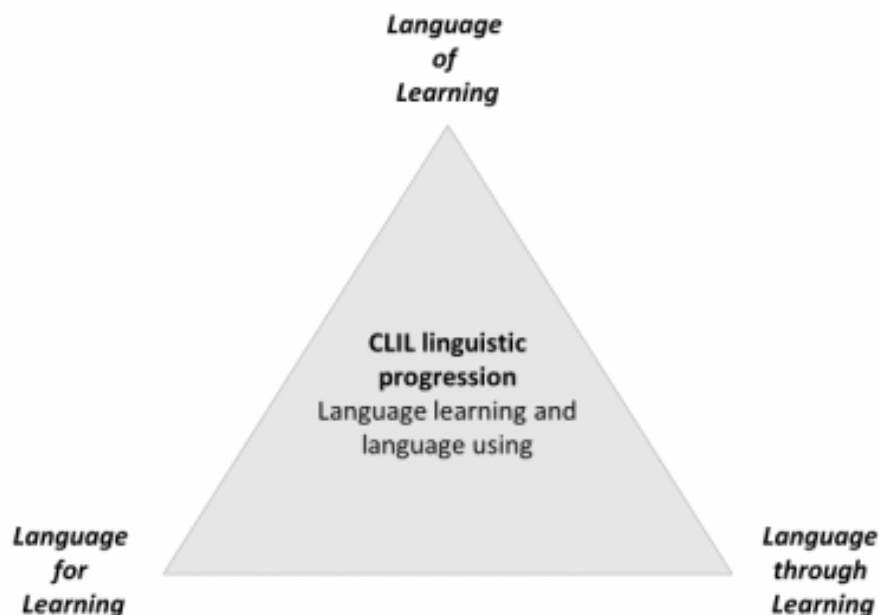
2.6 The Language Triptych

In CLIL *language* and its *functions* play a critical role. CLIL approach holds that knowledge and culture are embedded in language and accessing knowledge is not possible without using the language (Coyle et al., 2010).

²⁵ Spero di andare oltre a semplicemente 'farli comunicare' e considerare la comunicazione in classe non soltanto un metodo moderno di insegnamento ma l'atto fondamentale della pedagogia in classe, il fatto che qualsiasi cosa succeda all'interno della classe, accade tramite un processo di interazione tra persone

The role of language in CLIL was visualized in Coyle's 'language triptych' concept

(see Figure 6)



[Zoom Original \(png, 25k\)](#)

Figure.6: Coyle's language triptych (Coyle et al., 2010: 36)

CLIL requires learners to use language for different purposes,

a to learn the language itself,

b to learn the content,

c to operate successfully in tasks and other classroom activities,

d to connect thinking skills with the language, content and language learning (Coyle, 2007)

The idea that language is 'a tool for learning' and 'an object of learning' stems from Vygotsky's ideas. The 'language triptych' concept was explained by Coyle as follows:

- *Language of learning*: learners need to reflect on and analyse the language specific to the subject and thematic content they are learning [i.e. building awareness of different genres and variations in language use – language as an object of learning (Vygotsky, 1978, 1986)];
- *Language for learning*: learners need the language to operate in the classroom setting effectively and they need to understand and do classroom tasks using the language [e.g., peer-scaffolding, asking

questions, giving explanations – language as a tool for learning (Vygotsky, 1978, 1986)];

- *Language through learning*: Learners learn the language and content through active involvement and simultaneous use and reflection (Coyle et al., 2010) [i.e., the synergistic use of language (as an object of learning and a tool for learning) and content to build new knowledge through reflection (Vygotsky, 1978, 1986)].
- “Language through learning is predicated on the sociocultural tenet that learning cannot take place without the active involvement of language and thinking...” (Coyle, 2007: 553).

The integrated nature of cognition, social interaction and language use is the core idea in CLIL. (Gabillon 2020)

In CLIL, Language activities are organized in a Language Triptych so that materials should expose learners to:

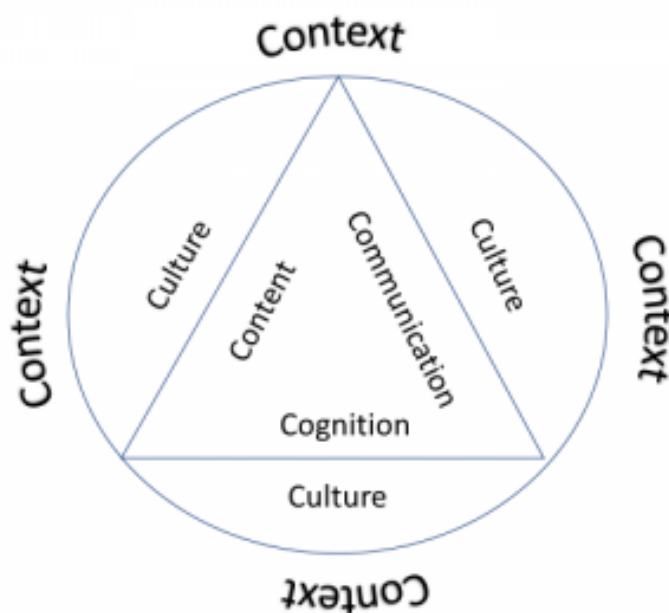
- a language *of* learning, that is, the learning of key words and phrases to access content,
- b language *for* learning focusing on the language students will need to carry out classroom tasks such as explaining, and
- c language *through* learning to make room for unpredictable language learning that may arise as the lesson unfolds.,²⁶

2.7 The 4cs Framework: culture, communication, cognition and context

The ideas expressed through the concept of Coyle's language triptych and the 4Cs curriculum (Coyle et al., 2010) and by the most commonly used maxims such as “language of learning, language for learning, and language through learning”, “content, communication, cognition, and culture”, which provide guidance to CLIL teachers, are originated from epistemological constructs based on sociocultural and cognitivist theories.

²⁶ (Three frameworks for developing CLIL materials in infant and primary education Soraya García Encuentro 22, 2013, ISSN 1989-0796, pp. 49-53)

Coyle's (2005) '4Cs Framework' contains four guiding principles that teachers can use as a basis for developing their CLIL curriculum. The 4Cs framework integrates content, communication, cognition, culture, and context in CLIL. This framework emphasizes the importance of the development of cognitive skills, creative learning, and collaborative social interaction (see Figure 7).



[Zoom Original \(png, 40k\)](#)

Figure 7: The 4Cs Framework (adapted from Coyle et al., 2010: 41)

Content: Content provides a means of reflection and interpretation which triggers the development of cognitive skills. In this sense, disciplinary content knowledge implies the active and creative building of knowledge through generation, planning and production of ideas. The study of the subject content fosters the use and development of lower-order (i.e., remembering, understanding, applying) and higher-order skills (i.e., analysing, evaluating, creating) proposed by a revised version of Bloom's taxonomy (Krathwohl, 2002).

The acquisition of content knowledge enhances the development of metacognitive skills and individualized learning. Linguistic forms and meaning are analyzed and noticed while language content is integrated with content knowledge, translanguaging and plural

language approach to meaning allows reflection on language forms and the way meaning is conveyed.

Communication: Language use is viewed as a social, cultural and personal activity, for example, when interpersonal interaction uses scaffolding, mediation, and negotiation of meaning and form, or when intrapersonal interaction activates cognitive processing skills.

Cognition: Learning of both language and content is conceptualized as the development of lower-order processing skills such as remembering, understanding, applying and higher-order processing skills such as analyzing, evaluating, creating by means of tasks that could enable learners to reflect, analyze, and create.

Culture: Cultural features and the integration of content and language are mutually engaged. CLIL aims to develop cultural awareness of the conventions that are embedded in the language of the subject content.

Context: Context is conceptualized as encompassing the other three components: content, communication, and cognition. The framework acknowledges the complex relationship existing among these four components, each of which has a role to play in learning. (Gabillon, 2020)

CLIL provides learning contexts which are consistent with the learner's needs and it is linked to literacy as it sets linguistic awareness involving both first and foreign language. As far as Language is concerned, it must be comprehensible and relevant to the learner's level of competence, being the vehicle by which the content is transmitted

Communication relates to interaction and context, meaning that the setting and interaction are the conditions for building knowledge and competence. Language in this sense is used to build new knowledge and skills.

As regards Cognition: the language needs can be expected only after the cognition processes are clear. The progression in language skills and knowledge construction is promoted along with metacognition on thinking process and skills application on task completion.

As far as Culture is concerned: Intercultural sensitivity is gradually built by observing behavior and different reactions and approaches. Language and culture share grammars

and rules for communication. Foreign language in use provides the tool to explore the links between language and culture. CLIL promotes global citizenship by enriching the learner' cultural relativity.

In CLIL learners' active participation, cognitive skills development such as critical thinking and problem solving, content acquisition, inter- and transcultural competences and language skills development are all considered equally important (Coyle et al., 2010). In CLIL's conceptualization intercultural awareness is fundamental and culture, language, context, and content are viewed as inseparable and influencing one another. (Gabillon, 2020)

CHAPTER THREE

On Motivation, Authenticity and Autonomy

The purpose of this chapter is providing a definition of autonomy and motivation and to show how both forces combine in successful language learning.

With reference to CLIL, the assumption is that students get motivated to learn by the authenticity of material and purpose of the language in use.

Stated that better motivated students are able to take responsibility for their learning and therefore ready to develop an autonomous attitude, it is reasonable to assume that CLIL provides the perfect environment for motivated and autonomous learners.

3 ON MOTIVATION

3.1 On Motivation and L2 /Foreign Language learning

“Given motivation, anyone can learn a language” (Corder, 1967)

In the last decades, a large number of studies have been interested in learners’ motivation in the field of foreign language and acquisition. Several studies have reported that motivation plays a major role in foreign language learning. (e.g., Gardner, 1985; Scarcella & Oxford, 1992) Different interpretations of the definition of motivation depend on various psychological perspectives of human behavior. It’s associated with commitment, persistence, interest, effort and self-esteem.

In relation to second or foreign language learning, different motivation models have been developed (Ushioda, 2011) covering fields of linguistics and sociolinguistics

Without motivation there is neither acquisition nor learning. It gives the initial drive and then “the driving force to sustain the long and often tedious learning process”. Dörnyei (1998:117)

Motivation has been said to be more powerful than cognitive skills

“...the affective components contribute at least as much as, as often even more, to language learning than the cognitive skills” Stern (1983: 386)²⁷

²⁷ ... i fattori affettivi contribuiscono quantomeno altrettanto, se non in forma maggiore delle abilità cognitive all’apprendimento linguistico

The research carried out by Gardner in the bilingual context of Canada from the 1960s has social psychological perspective on L2 learning motivation, it highlights the role of social contexts and interaction

Gardner (1985) elaborated his “socio-educational model of second language acquisition” where two main orientations for learning an L2 interplay, the integrative, that means having positive attitudes towards the L2 group and the wish to interact with them; and the instrumental which is seeing practical benefits in the L2, such as passing exams and enhancing one’s career potential.

The two motives combine with other important factors, such as aptitude for language study and the appreciation of the learning situation, the sum of all these factors affect learner’s success. Gardner examined his concept, and he distinguished three elements: effort+ aim+ attitudes, which are still linked to emotional and affective individual traits. Anxiety, low self- esteem and sense of efficacy can affect the effort, as well as ethnocentrism and closure to foreign cultures.

The integrative factor, which is typical in foreign language learning, consists in the wish to get integrated and participate in the target language speakers’ environment

The instrumental motivation is the drive to be competent in the target language in order to get advantages, which can be professional or educational.

Gardner and Lambert (1972; cfr McLaughlin 1987) compared the results of students learning French in Montreal – Canada and found that the best results in French were among the students who showed integrative motivation. This feature is in fact deeply rooted in students’ personality and therefore less subject to external influencing factors. Gardner argued that studying a foreign language is different from learning other subjects on a school’s curriculum because ‘the learning of a second language involves taking on features of another cultural community’ (Gardner, 2010: 2), and it involves considering the students’ attitude to that community as a motivation to learn the language

In Schumann's Acculturation Theory *The Pidginization Process: A Model for Second Language Acquisition* (1978) high levels of motivation, both integrative and instrumental contribute positively to second language acquisition.

In his view acculturation is ".....:the social and psychological integration of the learner with the target language group."²⁸ (Schumann 1986: 379)

and the degree of a learner's success in second language acquisition depends upon the learner's degree of acculturation.

Both Social and psychological factors influence the acculturation process and the second language learning.

Schumann claims that acculturation is one of the elements that combine in second language acquisition. He proposes that

".....acculturation as a remote cause brings the learner into contact with TL-speakers and verbal interaction with those speakers as a proximate cause brings about the negotiation of appropriate input which then operates as the immediate cause of language acquisition" (Schumann 1978:385)²⁹

The distinction consists in a different attitude toward the target language, which can be the result of a feeling of closeness to the target group.

According to Gardner and Lambert's research, the integrative drive is a stronger source of motivation compared to the instrumental drive, but the studies carried out in Canada by Gardner and Lambert find a strong counterpart with studies carried out in other part of the world, in India, for example, where the competence in the foreign language is vital for survival, instrumental motivation becomes therefore stronger than integrative motivation.

In some cases, instrumental motivation can become intrinsic, there are therefore different levels of involvement.

Gardner (2010) continues to assert that motivation is "...supported by a willingness and ability to take on the features of another cultural community"³⁰ (p. 175)

If we consider English, however, some consideration must be made on the age of globalization and the role of English as a global language. English has become an international language and its demand for a medium of communication is enormous.

²⁸ L'integrazione sociale e psicologica dell'apprendente con il gruppo target

²⁹ L'acculturazione come causa remota conduce l'apprendente in contatto con la lingua target dei parlanti, mentre l'interazione verbale con i parlanti stessi costituisce la causa più prossima la negoziazione di un input appropriato che si traduce nella fonte immediata di acquisizione della lingua

³⁰ .. sostenuta dalla volontà e dalla capacità di appropriarsi delle caratteristiche culturali di una diversa comunità

Globalization has brought with it quite radical changes to how political and other communities' function (Held and McGrew, 2001, cited in Seidlhofer, 2011, p. 82) Globalization has made communication relations, transactions, and networks to become more extensive and cut across conventional boundaries (Seidlhofer, 2011). English has been used as a medium of communication in several international institutions worldwide and it is studied worldwide in school curricula. Gardner and Lambert's motivational theory needs to be reconceptualized in light of these kinds of "international English" communication settings; it is more difficult to define which native speaker's culture students want to integrate into.

We are no longer talking of English as associated with Anglophone cultures, but rather of different varieties of English as spoken by different groups for different reasons. It gets difficult to see how individuals' attitude to Anglophone culture might be relevant to their motivation to use English. It is difficult to distinguish integrative from instrumental motives.

On school curricula, English is nowadays considered as a literacy skill, a prerequisite for reaching higher levels of knowledge in different subjects (Graddol, 2006), and fundamental for professional careers, rather than a foreign language as Ushioda has asked,

“[s]ince we are referring to a global community of English language users, does it make sense to conceptualize it as an ‘external’ reference group, or should we think of it more as part of one’s internal representation of oneself as a de facto [or potential] member of this global community?” (Ushioda,2013:3) ³¹

Both Gardner model and Shumann's acculturation theory provide a socio psychological framework and they regard L2 situations. They cannot fully apply to other foreign language learning contexts.

Moreover, they draw on a dual concept of culture which is no longer relevant to the global multicultural context. The drastic spread of English as lingua Franca has made people currently interconnected with non-native and native speakers of English around the globe. The motivation to learn or use English lies in the contexts of learning and using English

³¹ Dal momento che ci riferiamo a una comunità globale di utenti di lingua inglese, ha senso concettualizzare come ‘ gruppo esterno’? oppure dovremmo considerarlo piuttosto come un’ interna rappresentazione di se stessi come potenziale o effettivo membro di questa comunità globale? 13) (PDF) *Motivation*. Available from: https://www.researchgate.net/publication/317371123_Motivation

in the globalized world (Ushioda, 2013). Motivational study should be focused on individuals and their own unique feelings, history and background. Ushioda's (2009) person in context relational view sees individual identity as the result of the cultural and relational context, and this is a fundamental aspect to take into account when talking about motivation and autonomy.

Ushioda underlines "...the notion of engaging our students' identities is something many experienced language teachers have intuitively recognised as important" (2011, p. 17)³²

3.1.a The Cognitive-Situated Period.

During the late 1980's 1990's, the research on language motivation moved towards cognitive models and micro perspective emerged. Cognitive psychologist studies on motivation researched mental processes and psychological factors boosting or inhibiting motivation relating to the learning process, external pressures and disposition

In the Italian context, Balboni (2000) elaborated a three-part module of motivation-based cognitivism. In this view, Duty, Need and Pleasure are identified as motivational factors.

- Duty. Being extrinsic motivation and not involving interest in the subject or method, doesn't lead to acquisition. Information remains in medio term memory
- Need. represents a stable motivation until need is exhausted, it doesn't result in deep learning and lasting acquisition
- Pleasure. Intended as positive emotions, gratification and enjoyment in cooperative work or in a novelty situation. Pleasure enables a stable and lasting acquisition because it regenerates motivation and limits negative effects of external factors

Oxford e Shearing (1994) have identified 6 basic factors that can work on motivation in foreign language learning

- Attitudes: (i.e., towards the target language and culture) Among the psychological affect motivation there is a sense of unrelatedness, especially if a strong psychological distance is felt between native and target culture
- Self- perception (what is expected in terms of results, self- efficacy, anxiety)
- Goals (relevance of learning objects as motivation for studying)
- Involvement (to what extent the student is active and aware of his learning process)

³² La consapevolezza di coinvolgere le diverse identità dei nostri studenti è qualcosa che molti insegnanti esperti hanno riconosciuto come fondamentale

- Supporting environment (the support of teachers and peer along with a stimulating learning experience)
- Personal traits (Gender, attitude, age, previous learning experience)

Their research proved that learners tend to develop more instrumental motivation rather than integrative, which is due to the perception of learning a foreign language. The implication is that teachers must work on a positive and strategic learner environment to trigger students' both integrative and instrumental interests, engage them more effectively in the learning process of the language and be aware of the motivating and motivating factors for foreign language learning

Learners' attitudes towards the learning situation could be influenced by many variables such as the teacher, the textbook, the classroom activities, lesson plans and a positive learning environment in their classroom. Teachers can bring authentic materials into the classroom and they can encourage their learners to interact and be more open with foreigners in their community or make use of technology and social media to interact.

Dörnyei proposes a more situated model, which is less focused on language itself and more concerned on the learner and the learning environment.

Motivation is seen as a dynamic process, with different traits depending on the learner's interlanguage and autonomy. The learners find continuous support in the learning situation

Dörnyei combines the traditional psychological theories with the theories of psycholinguistics, with an eye on multicultural and globalization aspects that are part of the learning needs of the students.

Dörnyei's L2 motivational self-system (2009) takes these conditions into account and devises a three-dimensional model of motivation based on language, learner and learning situation.

As regards the learner, Dörnyei refers to concepts of self-determination and autonomy.

In his model, the learning of a foreign language is set against a life project where the learner's ideal ego sees himself as competent in the foreign language

The Ideal Ego consists of three components:

- The ideal L2 self – this is how students see themselves as future L2 users, for example a professional athlete competing internationally or a businessperson engaged in international transaction, or a student abroad and international traveler. The effort to learn is proportional to the depth of the vision. Dörnyei (2009) claims that integrative motivation combines with instrumental motivation concerning the aspirations to be looked forward to in the future.
- The ought-to L2 self – is the profile that significant others apply to a person, what they would like the person to become. It engenders instrumental extrinsic motivation along with a feeling of duty and obligation, which forth effortful learning but may hinder acquisition
- The L2 learning experience – this relates the experience of success or failure in the learning process, to the teaching method, materials, teacher personality, the attitude of peers.

Self-determination theory applies to education in its main precept of intrinsic and extrinsic motivation (e.g., Harmer, 2007). Deci e Ryan have studied the importance of motivation in relation to autonomy. Their Self Determination Theory assumes that autonomy, competence and sense belonging constitute essential motivational factors for foreign language learning.

Students are more likely to learn and succeed in school when they are intrinsically motivated by their need for competence than when they are extrinsically motivated by teachers, parents, or the grading system.

Intrinsically motivated learners are involved in studying a language because they enjoy it, they appreciate challenging tasks or feel satisfied by their increasing competence.

Extrinsically motivated learners expect some kind of benefit which is separate from the process of learning, like good marks or getting a qualification.

This theory distinguishes different types of motivations on the degree of internalization. There is a continuum in the attempt to transform and extrinsic motivation into a person's own set of values and adapt behavioral regulations accordingly. If goals are externally imposed, people feel forced to achieve them, if they are self-determined and internalized, people willingly invest time and energy in the expected goal.

On the educational level, motivation can become internalized when the human need for autonomy, competence and relatedness are met in the learning process (Deci Ryan 2000)

“...with increasing internalization (and its associated sense of personal commitment) come greater persistence, more positive self-perceptions, and better quality of engagement” (Ryan and Deci, 2000: 60–61)³³

Learners need to be given the choice of what and how to learn, they must be challenged and get helpful feed-back in order to gain a sense of competence and persist in the learning effort over the long term.

3.2 A Route from Motivation to Autonomy

3.2.a. On Autonomy

“Does autonomy precede motivation, or does motivation precede autonomy, or does the relationship work in both directions?” (Spratt Gillian Humphreys,³⁴ Chan,200:245)

Traditional school education with frontal lessons is gradually evolving towards more participative approaches to teaching, where learning is activated by means of discovery rather than transmission. In the last decades we have seen a number of student-centered approaches, focused on students’ needs and on the development of competence and autonomy.

Talking about autonomy, however, necessarily means talking about motivation.

In Little’s definition of autonomy

“Essentially, autonomy is a capacity for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. In common usage the word “autonomy” denotes a significant measure of independence from the control of others” (Little 1991: 14)³⁵

³³ con maggiore internalizzazione (e il conseguente sentimento di impegno personale), si raggiunge maggiore perseveranza, un’auto-percezione più positiva e un coinvolgimento di migliore qualità

³⁴ E’ l’autonomia che produce la motivazione oppure la motivazione che produce l’autonomia, oppure la relazione è biunivoca?

³⁵ Essenzialmente l’autonomia è la capacità di prendere le distanze, riflessione critica e decisione, nonché azione indipendente. Presuppone e sottintende che l’apprendente sviluppi un tipo particolare di relazione psicologica con il processo e il contenuto del proprio apprendimento. La capacità di autonomia sarà evidente sia nel modo in cui l’apprendente impara, sia nel modo in cui trasferisce quello che ha appreso in contesti più ampi. Nell’uso comune la parola “autonomia” denota un significativo grado di indipendenza dal controllo altrui

Little uses the term “*capacity*” in the sense of competence, that is the result of a long process in which the learner gets awareness of his learning style and makes his motivation gradually more intrinsic. The role of the teacher is that of a facilitator, encouraging the student to reflect on his identity and his goals in order to proceed into a self-regulated learning path.

3.2.b Self-Realization-Autonomy- Competence-Relevance

“An action is authentic when it realizes a free choice and is an expression of what a person genuinely feels and believes. An authentic action is intrinsically motivated”³⁶. (Van Lier 199: 6)

The quote from Van Lier is meant to show how the concepts of autonomy and authenticity are strictly related.

While Authenticity refers to the individual freedom of choice, which stems from logical and emotional basis, on self-awareness regarding one’s goals and emotions; autonomy refers to control and coherent action to personal ethic.

In other words, authenticity concerns self-awareness and self-belief; while autonomy concerns the ability to behave in accordance with one’s beliefs and values.

Autonomy is affected by external elements, like the teacher or the schooling system, time availability or performing ability.

Motivation, instead, regards the psychological frame of mind when an authentic action is performed.

When talking about the education environment, autonomy is the feeling of being able to choose among proposals. The autonomous student is able to organize his time and his activities.

The need for competence refers to a sense of self efficacy on the learning tasks and challenges.

Relevance concerns the setting and the relationships with teacher and peers, class environment, where cooperation and mutual trust create the perfect conditions for learning.

“.... motivation is my view that autonomy is necessary to understand the relationship because the three are essential components in a triadic co-dependent relationship. As a result of this rather complicated set of factors, empirical studies

³⁶ Un’azione è autentica quando realizza una libera scelta ed è espressione di quanto una persona realmente crede e sente.
Un’azione autentica è intrinsecamente motivata

that look at the relationship between authenticity and motivation will need to put learners at the center of any inquiry and view them as people, each with very different needs and values. I believe that learners achieve their best when they are viewed in this way and allowed to achieve their educational goals in a scaffolded learning environment; an environment which allows them to authenticate the learning taking place by engaging all three elements of the triad with their own personal identities.” ..(Pinner 2013)³⁷

(Holec 1981) assumes that

“There is broad agreement that autonomous learners understand the purpose of their learning program, explicitly accept responsibility for their learning, share in the setting of learning goals, take initiatives in planning and executing learning activities, and regularly review their learning and evaluate its effectiveness” (cf. Holec 1981, Little 1991).³⁸

Practicing learner autonomy implies, among other abilities and a positive attitude, a disposition to be proactive in self managing and facing the challenge. This working definition captures the challenge of learner autonomy: a holistic view of the learner that requires us to engage with the cognitive, metacognitive, affective and social dimensions of language learning and to worry about how they interact with one another” (cfr Holec 1981)

The arguments in favor of promoting learner autonomy regard the fact that they are engaged in their learning and therefore necessarily more focused and efficient, they are ready to face setback by activating reflective resources and find chances to develop their communication skills by means of social autonomy in their learning environment.

3.2.c Autonomy in CLIL

Cross-curricular language education and autonomy are the goal of education, both need to be promoted by means of tasks involving cognitive and meta-cognitive strategies, self-evaluation and reinforcement aimed at nourishing students' self- efficacy and self-esteem.

³⁷ Motivazione è, a mio avviso, quella autonomia necessaria a capire la relazione in quanto i tre elementi triadici hanno una relazione di interdipendenza reciproca. Come risultato di una serie complicata di diversi fattori, studi empirici che studiano il rapporto tra motivazione ed autenticità, dovranno porre l'apprendente al centro della loro indagine e guardarlo dal punto di vista della sua persona, con i suoi valori e i suoi bisogni. Credo che gli apprendenti raggiungano il loro apice quando vengono visti in questo modo e quando sono messi nelle condizioni di raggiungere i loro obiettivi educativi in un ambiente che li sostiene, un ambiente che consente di identificare l'apprendimento coinvolgendo tutti i tre elementi della triade nelle loro identità individuali

³⁸ C'è intendimento comune che l'apprendente autonomo comprende lo scopo del programma educativo, accetta in modo esplicito la responsabilità del proprio apprendimento, condivide la posizione degli obiettivi di apprendimento, si assume l'iniziativa di pianificare ed attuare le attività di apprendimento, lo rivede regolarmente e ne valuta l'efficacia

CLIL is definitely in line with this kind of approach, task-based learning, cooperative learning, authentic tasks, self -assessment and evaluation play a major role in CLIL.

Interaction is real and frequent among students and teachers in order to negotiate meanings.

Only a participating learning environment allows this, here the student is challenged on the language level and actively co-operates with the teacher and the peers.

The result of the tasks depends on the correct attitude, perseverance on trials and failure.³⁹

CLIL provides an active form of learning, where metacognition and self- evaluation are highly promoted, along with motivation and autonomy.

The students acquire a competence that goes beyond the school results and the school tasks. It's knowledge about the self, how to solve problems and overcome their limits.

In conclusion, CLIL is not, or not only a new method to teach and learn a foreign language nor limited to a number of languages or disciplines.

The approach has been proved effective at all school levels, from primary to University and it is not linked to any specific approach to content or foreign language teaching.

CLIL combines the teaching of the non- language subject with the foreign language. The contents can be selected, modified and didactized, but still remain the object of learning. Language is the vehicle by which teaching is carried out. Research has proved that the learning of a subject in a foreign language can improve motivation, which results in better involvement, sustained effort and real learning.

If the students feel the contents relevant and interesting, they won't be less involved if they are proposed in a foreign language, provided the material and the language is used in an authentic way.

CLIL creates the conditions to shift the focus from language learning to learning through language, which means that foreign language learning is secondary, and it happens because the attitude of the learner to the foreign language is instrumental.

Lagabaster and Sierra (2009:13) carried out a study in the Basque Province in Spain⁴⁰ which proved that students of secondary school students trained in CLIL showed a much

³⁹ ¹ much like the three As -awareness, autonomy and authenticity- of van Lier's (1996) Interactive Language Curriculum

⁴⁰ University Students' Perceptions of Native and Non-native Speaker Teachers of English March 2010 Language Awareness October 1(2):132-142 DOI: [10.1080/09658410208667051](https://doi.org/10.1080/09658410208667051)

steadier motivation, stronger interest and sense of efficacy than students learning with traditional methods, thus gaining a better proficiency level.

Wolff (2003; 2010) states that CLIL provides the best setting to create an autonomy supportive learning, and he gives three examples

The first instance: CLIL guides the student to re-organize his knowledge and idea of learning and foreign language learning, because this new formula is a combination of 2 separate areas of study. This re-thinking is a metacognition skill leading to autonomy.

Secondly, both CLIL and autonomy share the common concept of authenticity. When the content and the purpose are authentic, the context and the communication are stimulating and challenging. At the same time, autonomy promoting teaching means providing material that can relate to the students' needs and previous knowledge of the real world outside the classroom.

Finally, authentic purpose and use promote an authentic and spontaneous interaction, just like autonomous learning is based on exchange of knowledge and mutual building of knowledge for building language competence.

Both CLIL and autonomous learning insist on the activation of complex processes of language learning that lead to language awareness both in L1 and in Foreign language (Wolff 2003; Ricci Garotti 2006:43).

Whether CLIL is part of the curriculum or not, each teacher's effort is meant to promote the linguistic development of the student, meaning that learning the micro-language of each subject is based on learning how to express concepts and rules that pertain to each subject and characterize it.

One of the main specific features in CLIL is the authenticity of the material and of the tasks involved. In this sense it's the real example of communicative language teaching and task-based learning. The content, being the object of learning, involves a real communication in the target language, which must be effective and aimed at actual completion of tasks linked to the content to be learned

3-3 Authenticity

Widdowson (1990 p. 44) provides a definition of authenticity in relation to the scopes and the results of learning, which he calls *means/ends equation*.

His definition of authenticity is '*natural language behavior*' (----).

Students need to learn the real language that they will use in real situations outside the classroom.

Gilmore (2007) identifies 8 definitions of authenticity in the specific literature

- 1.the language produced by native speakers for native speakers in a particular language community
- 2.the language produced by a real speaker/writer for a real audience, conveying a real message
3. the qualities bestowed on a text by the receiver, in that it is not seen as something already in a text itself, but is how the reader/listener perceives it)
- 4.the interaction between students and teachers and is a 'personal process of engagement'
- 5.the types of task chosen
- 6.the social situation of the classroom
- 7.the relevance something has to assessment
8. culture, and the ability to behave or think like a target language group in order to be validated by them

Adapted from Gilmore (2007, p. 98)

Pinner (2013) combined all the above definitions into a visual frame which will be later used as a tool to express the concept of a continuum of authenticity in language learning.

3.3.a Eight inter-related definitions of authenticity

Talking about *Native Speaker*, that is the first definition of authenticity, we must make some further consideration.

In the past, this concept was given for granted, a native speaker was a guarantee for authentic language and culture. During the last decade, however, English has been reconsidered in terms of international lingua franca used for communication and transaction among speakers of different languages. We can no longer discuss of British English or American English, but rather of *Englishes*, each with its own right to be acknowledged as having the necessary features of a language, in terms of structures,

vocabulary, grammar and culture. More than half of the population in the world today is bilingual or multilingual.

English has the status of *lingua Franca*, not to mention the predominance of English in media communication and the internet.

What defined culture and language in the past is no longer applied to standard categories of the last century. We must therefore provide a different theoretical model for integrative motivation in foreign language learning.

Competence in English has become a 'must have' even though there may not be a target community in which the students wish to integrate.

There are no geographical boundaries within cyberspace and virtual communities in the network. We must therefore find a way to reinterpret the identification and self-representation processes in the light of the new and indistinct space of global communities.

Modern theories on motivation highlight the psychological relationship between the present identity and a visualization of the self in the future, being it imagined or hoped for.

Motivation for learning a foreign language arises from its nature of being the main vehicle for communication and expression.

By means of using a language we can relate to other people and to the world outside.

Mastering a foreign language is not an additional skill to what we can do, like being able to play golf or tennis, it's a way to widen our perspective, participate at a higher level in different contexts and communities and get access to various sources of information.

From a didactic point of view, the mission is to encourage our students to perceive the language as a means for self-realization.

We can do this by involving them in tasks that are consistent with what they live and see outside the classroom, with what they are now and their projects for their future selves.

We are not meant to motivate the foreign language student, we are called to motivate the person, by taking on other subjects, if needed.

The choice of the material and contents must be coherent with the process of personal involvement and encouragement to visualize and trace the students' identity.

This is one of the reasons why CLIL provides an effective approach to increase motivation.

Gilmore provides a definition of authenticity referring to the CLIL situation, taking from Morrow:

‘authenticity is real language produced by a real speaker or writer for a real audience and designed to convey a real message’ (1977, p. 13).

So, what do we mean for *real language*? Gilmore draws on the definition provided by Tomlinson e Masuhara, who state that authentic material is:

“...designed not to transmit declarative knowledge about the target language but rather to provide an experience of the language in use” (2010, p. 400).⁴¹

What is distinctive, is the concept of *experience*, being the language in use, rather than the different aspects of communication rules.

This type of declarative knowledge is however very different from what is languages’ nature.

Tomlinson e Masuhara’s (Tomlinson B, 2017) definition of authentic language is set against a socio-cultural context where language is used in a functional way in order to achieve a specific goal.

In didactic terms, the teaching of grammar in order to form correct sentences is not authentic, while an exchange of opinions and reasoning on a topic is.

In CLIL, materials are authentic because they are used for an authentic scope

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⁴¹ ...progettato non per trasmettere conoscenze dichiarative sulla lingua target, ma piuttosto per fornire un’esperienza della lingua in uso

⁴² This definition also forms a strong conceptual link with Ushioda’s (2009) *person-in-context* view of motivation.



(Coyle, Hood & Marsh, 2010, Lasagabaster, 2011).

3.3.b. Three areas of authenticity

As we have seen, authenticity does not concern the materials alone, but also the tasks and the use of language in class. The three aspects intertwine.

What teachers have to do is work on authentic material, make it relevant to the students, carry out authentic tasks and use authentic language in an authentic way.

The latter concerns class interaction between the class and the teacher and among peers. There will be a lot of code-switching, translation and alternation of native and foreign language, all these actions will provide strategies to achieve the expected goal in a cooperative and effective way, just as it happens in a real working or life situation among bilingual speakers (Pinner, 2013)

3.3.c The Authenticity Continuum

What is needed, is an operational definition of authenticity and awareness of language interactions in class.

It is challenging for language teachers to achieve appropriate levels of authenticity in classroom.

For example, even if

“...authentic’ texts are used, and the subject matter is highly relevant to the lives of the learners, the predominant reasons for these texts being in the lesson remains language learning. “(Coyle et al. (2010: 11)⁴³.

When material is relevant for the students, the tasks are challenging, and the level of language is just a little beyond the average competence, the result is a better involvement and a stronger motivation.

Gilmore provides a visual position of authenticity within a graphic design where the ordinate axis shows the relevance for the target language user, and the x axis shows the context in which the language is used (TLU Target Language Use) (Bachman & Palmer, 1996).

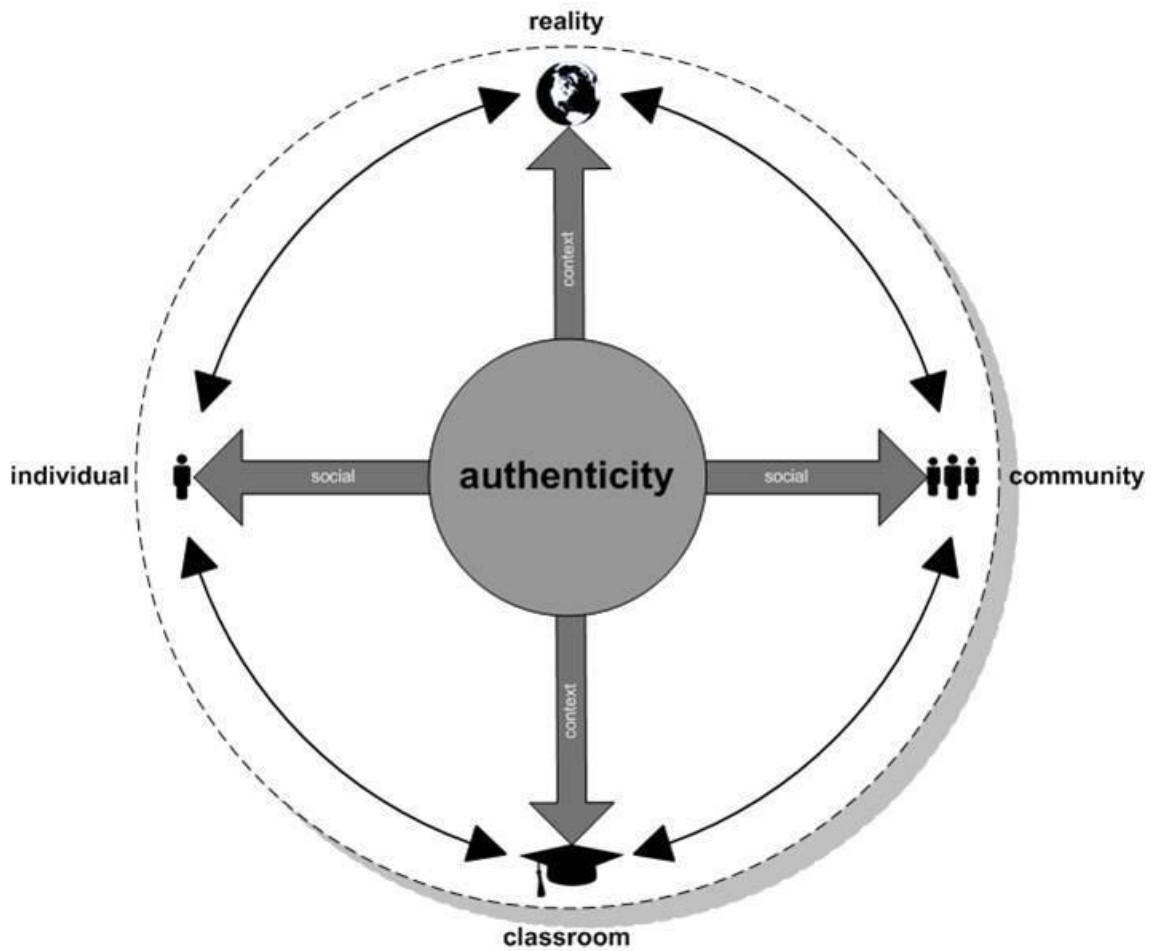
The graphic is convenient for evaluation of the material, the tasks and the language in relation to the relevance and use context, reducing the risk to fall into a stereotyped notion of culture or inadequate approaches

Authenticity might best be considered not as a binary set of absolutes, or even as a grey area with two extremes on either side, but as a continuum with both social and contextual dimensions, as represented in Fig 8

⁴³ Testi autentici vengono utilizzati e il contenuto è molto vicino a alle esperienze degli allievi, la principale ragione dell'utilizzo di questi testi rimane l'apprendimento linguistico

Fig-8

2



Pinner- the authenticity continuum – 2014

The advantage of this visual scheme is that the representation stands for a kind of environment where one point on one of the axes is not reciprocally excluding a second point on the other axis.

The horizontal x axis represents the social dimension of authenticity, where the learner stands with his needs, skills and motivation at one end, and on the other end is the community of speakers of the target language

The y vertical axis represents the context of language in use.

In didactic terms, this diagram shows the two contexts where learning takes place: the class and the world where real communication occurs.

The distinction is only visually linear, in real situations the two contexts combine and intertwine (Pinner, 2014;)

Of course, one can readily appreciate the motivational benefits of engaging students of English with subject matter content that has real learning value and curriculum relevance (e.g., Huang, 2011; Lasagabaster, 2011). At the same time, it is clear that integrating content and language presents pedagogical and motivational challenges for teachers who may not be subject specialists or language specialists or who may need to engage in collaborative teaching with language or subject specialist colleagues. Integrating language and content may also present motivational challenges for linguistically weaker students who lack the English skills needed to deal with cognitively demanding subject matter and learning materials (Ushioda, 2013a, p. 7)

3.4 On Motivation and CLIL

Two fundamental sorts of motivation are active in language learning: integrative motivation (the wish to be integrated in the target language culture) and instrumental motivation (the willingness to learn languages for individual development) (Gardner 1985, Greenfell 2002). The psychology of motivation defines the behavior which drives people to reach specific goals. Among different definitions of motivation, we found that motivation implies: “activating orientation of current life pursuits towards a positively evaluated goal state” (Rheinberg , Vollmeyer, 2018) This definition is appropriate because it focuses on the goal-oriented awareness and the active role of avoiding negative factors that may hinder successful effort.

CLIL, providing a true reliable context for language use, raises motivation for converting the language as a means rather than the goal for learning, reducing anxiety and negative behaviors (Lasagabaster, 2009).

According to Lasagabaster (2009) Motivation increases in CLIL contexts. As regards target language acquisition, it occurs along and as a consequence of content learning, in a dual focused learning environment. The target language is acquired by means of a complex automatic process cognitive mechanism and it is also learnt by means of formal teaching, which is focused on the noticing of the morpho syntactic standard of the subject and on the lexicon of the micro-language, used to report on the tasks and laboratory experience related to subject teaching.

Students live the opportunity as a challenge and put much more effort in their studies. They welcome the opportunity of working autonomously, of making choices in their learning activities; authentic and challenging tasks increase the feeling of competence while positive feedback, coming to the environment in class, which is supportive and inclusive both from teachers and peers, boosts self confidence in one's skills and leads to improved performances. Several studies (CLIP p 2000; Johnson , Swain, 1997; Wesche, 2001) have confirmed that engagement is best triggered in CLIL settings. There is a secure connection between CLIL experiences and the rise of self-confidence, self-esteem and self-efficacy.

This method has proved effective in increasing linguistic proficiency, which is related to better learning strategies.

The approach is innovative, in the sense that it meets the needs and expectations of Education in the XXIst century. (Marsh 2007)

These tasks are fundamental for creating authentic communicative opportunities to negotiate meaning among peers, providing comprehensible input, attention to formal aspects and engagement in processing and memorizing content. Research has shown a strong correlation between L2/FL learning and increase in cognitive skills and academic achievement

As stated by Wolff (2013), what is learnt is the result of a gradual building of knowledge by instruction and personal experience, and this is what is expected in all areas or teaching, as well as in that of foreign language.

In a CLIL environment, the communicative skills are developed along with the content learning. The learning objects are integrated, not separate, in the cognitive task.

This kind of learning involves reorganization of mental schemata in a creative thinking mode, where self- awareness and self- regulation guide the learning process.

CLIL programs have another interesting side: they can awake intercultural communication skills by allowing comparison of different cultural points of view from authors and experiences of different countries

PART TWO- THE STUDY

CHAPTER FOUR

THE RESEARCH PROJECT

4.1 Research presentation

The purpose of the study was two-fold: testing the outcomes of CLIL in terms of students' motivation and autonomy in learning on the one hand, and, on the other hand, reflecting on teachers' practice in order to better meet the needs and the expectations of students in relation to foreign language learning.

The research is developed in three phases:

The First phase describes the setting and the hypothesis for the research, along with the initial consideration and the choice of the method.

The second phase is Action Research, in 2 cycles, with a detail of the instruments for the data collection and the results, a reflection about the results and the consistency of the initial hypothesis with what emerged during the study.

The third part is focused on the reflection for further development of teachers' practice and the outlining of potential future new approaches to teaching foreign languages.

4.2 Research hypothesis and questions:

As exposed in the theoretical framework of the previous part of the work, CLIL has been proved a valid teaching method to trigger motivation and improve foreign language skills. The goal of the research is to investigate the best practice for conducting CLIL in order to gain motivation and autonomy in students.

Research Question:

What are the best conditions to make students get better involved and more autonomous in learning when foreign language is used as a medium of education?

How can teachers create a proper teaching and learning environment for integrating content and language learning?

4.3 The school environment

When I embarked on this study, I was working as an English teacher in both lower secondary school and upper secondary school in a Catholic School, an Istituto Paritario located in a small town in the province of Belluno (hereafter referred to as I.C.) Istituto Paritario is basically in line with state school as far as curriculum, working hours and holidays are concerned, but they have a different way of recruiting their teachers and staff on the basis of their CV and external/internal references.

Being settled in a small town and in a low populated area, the school has overcome the pressure of competition with state school by investing in top quality teaching standards and an educational design which is consistent with the Canossian mission throughout all grades, from nursery to High School.

A CLIL project had already been part of the primary school curriculum for several years with good outcomes in terms of Foreign Language proficiency, Certificate grades level and students' appreciation.

A pedagogical framework needed to be defined that could integrate CLIL methodology within foreign language curriculum. In this perspective the project was thoroughly discussed and evaluated before being implemented.

Action Research was chosen as a good opportunity to test initial hypotheses and sustain the professional development of the teachers' involved. The work group was appointed on a solid basis of cooperating attitude and mutual esteem.

According to Burns.

...to summarize the essential features of AR First, it involves teachers in evaluating and reflecting on their teaching with the aim of bringing about continuing changes and improvements in practice. Second, it is small-scale, contextualized, and local in character, as the participants identify and investigate teaching-learning issues within a specific social situation, the school or classroom. Third, it is participatory and inclusive, as it gives communities of participants the opportunity to investigate issues of immediate concern collaboratively within their own social situation. Fourth, it is different from the 'intuitive' thinking that occurs as a normal part of teaching, as changes in practice will be based on collecting and analyzing data systematically. Finally, we can say that AR is based on democratic principles; it invests the ownership for changes in curriculum practice in the teachers and learners who conduct the research and is therefore empowering.

Burns: 2010 p.14

4.4 Subjects of the study

4.4.1 Participating teachers

Twelve of the twenty teachers at the school staff had been trained, on a voluntary basis, with a 40-hour course on CLIL methodology and 2 of them were spontaneously attending a post lauream specialization course at Ca' Foscari University, which means that the staff climate was ready and prepared for the experiment.

After the training had been completed, an experimental implementation of CLIL in class 2 of lower secondary school was considered, in order to test the conditions and the advantages of the methodology with 12- to 13-year-old students.

As stated before, my colleagues were enthusiastic, engaged, motivated and willing to collaborate, within contextual factors of time and availability.

The study was carried out by 3 teachers: The Science teacher, two English Teachers, that were my colleague, Prof. G and myself.

The Science teacher, being fluent in English, with a C1 certification of English was eager to face the challenge and willing to experiment a new teaching environment. Her classes were always very exciting for the students, with a lot of laboratory tasks and out of school activities. She was teaching in both classes 2A and 2B.

The two English teachers' styles were very different.

Prof. G used a teacher's centered transmission approach. This way of teaching ensures class order and discipline, full control of classroom activities, focused attention at all times. Her grammar and vocabulary lessons followed the three phases of Presentation, Practice Production, (Harmer 2009:64) moving from tight teacher control towards gradually larger learner freedom.

My approach was Learner-centered. This approach "tends to view language acquisition as a process of acquiring skills rather than a body of language," in Nunan's words (1990:21), and it is associated with some specific techniques or classroom activities, such as pair or group working, engaging the students in meaningful activities involving authentic communication tasks, promote inductive learning of grammar.

Both approaches had proved effective but with some down-sides; Prof. G's class tended to be passive and showing little autonomy. My class management, on the other hand, tended to get a bit critical at times, as not all the students were tolerant toward a noisy environment or adequately responsible.

Working on the students' involvement and commitment by means of a more participated teaching, based on tasks accomplishment, was considered a proper way to get over this issue

4.4.2 Participating students

Most of the students of I.C. belonged to middle class families. In many cases, informal English learning was encouraged by holidays or experiences abroad, by the internet resources, videos, films, music and on-line games. The majority of the students had attended the I.C. since primary school and perceived a sense of belonging to a family-like school environment. The staff worked within a very collaborative and trustful environment where parents were involved in each phase of our experiment and were considered part of our study.

As far as the class profiles were concerned, Class 2A was very lively. There were ten girls and eight boys; two of the students were dyslexics and one girl had minor learning limitations.

Class 2B was a bit more problematic, there were twelve girls and nine boys, among whom, one student had been diagnosed with behavioral problems and three were low achievers, showing occasional oppositional attitudes to the teacher.

4.5 The Action Research

One of the strong points of the school management was the sense of belonging and co-operation among all staff members, who were involved and co-responsible for all the projects in line with institute development and standards improving. Any project proposal from the staff members was thoroughly discussed during a couple of formal meetings before being approved or rejected. Once approved and tested, institutional support and freedom was guaranteed by the heads. This research project proposal was the result of a

feedback meeting after a course for teachers' development on CLIL. It was welcomed by the stakeholders and sustained by the school management.

The Action Research was meant to be collaborative, fitting in with the institution foundations. Everybody in the school staff was intended to be co-responsible for the project, according to each role, in view of professional development and institutional innovation.

According to Cohen:

'Action research is participatory and collaborative: participants work towards improving their own practices, but also reflect on them as a group (Cohen, Manion and Morrison 2000, 229).⁴⁴

As regards the research project, Kemmis and McTaggart's model (1988) was adopted. The model consists of four pivotal moments: planning, acting, observing, and reflecting and they are moments of a spiral development whereby participants:

- a. develop a plan of critically informed action aimed at improving an existing situation.
- b. Act for the implementation of the plan.
- c. Observe the effects of the critically informed action in the context in which it occurs.
- d. Reflect on these effects as the basis for further planning, subsequent critically informed action and so forth along successive steps.

My role in this project was that of a teacher and researcher, in an actual teaching environment. I was involved as a FL teacher, in developing materials, in documenting peer observation and in analyzing data, in the effort to meet theory with practice through the subsequent stages of Action Research.

4.6 Data collection and analysis

Classroom action research involves mainly classroom observation as a data gathering tool.

⁴⁴ La ricerca Azione è partecipativa e collaborativa: i partecipanti lavorano in vista di un miglioramento delle loro pratiche, ma riflettono anche su se stessi come gruppo

Classroom observation, in this case was systematic and carried out by means of peer observation, check list, field notes, teacher's journal

According to Dorney:

‘Classroom observation can be used to provide information about the lesson procedure with the implementation of new techniques directly observing the learners’ reaction and involvement in the lesson (Dörnyei, 2007, pp.178-179).⁴⁵

4.6.1 Peer observation

The Science teacher was observed by the English teacher in each class in order to document what actually happened in her class and to compare it with the science teacher's subjective perceptions. A specifically designed checklist was used (see Appendix 1) to focus on the activities and on the reactions of the students, as well as to verify the congruity of the chosen material and activities with the CLIL framework.

Peer observation proved very effective, because it is a real time direct observation, it's non-intrusive, very flexible and it provides a tool for direct observation which is otherwise much more time taking.

Each peer observation was followed by a fruitful discussion.

Researchers also took reflective fieldnotes and kept a journal reflective fieldnotes and the journal reported a personal account of the observation. As field notes have the advantage of allowing a prompt registration during the lesson that can be further analyzed, they were taken during and after the observation, in order to report assessment, doubts or considerations of the possible meaning of what was noted,

The teacher's journals recorded the reflective aspects of observation, along with some descriptive narration regarding the CLIL lesson, in order to keep analysis and interpretation focused.

(see Burns 1999, 90).

4.6.2-Students' tests and class documents

Students' test results and artifacts, along with written texts were used to support our research. According to Burns (1999: 140), “[...] documents accumulated during the

⁴⁵ L'osservazione in classe può essere usata per fornire informazioni sulle procedure didattiche con l'implementazione di nuove tecniche, tramite la diretta osservazione delle reazioni degli allievi e del loro coinvolgimento nella lezione

course of an enquiry can illuminate numerous aspects of practice [...] by building a richer profile of the classroom or institutional context for the research”

4-6-3 Interviews: focus group interviews

This kind of group interview, unlike individual interviews, allows students to talk freely about their class experience. The focus group interview was considered an appropriate research tool for data collection with adolescents because they are open to self-disclose spontaneously (Krueger & Casey 2000:8). Focus groups were conceived as an account of progression and self- reflection on the teaching and learning experience.

4.6.4 Students’ Questionnaires

Students’ questionnaires provided a backdrop to the understanding of students’ attitudes and learning outcomes. They were administered at different stages of the research, in anonymous paper format. The items were multiple choice, closed and open questions. (see Appendix 2)

The choice of the items was intended to make them as essential and student-friendly as possible in order to get standardized answers.

4.6.5 Teachers’ questionnaire

Another type of questionnaire was devised to explore teachers’ expectations towards the CLIL project, their perceptions regarding students’ attitudes and perceived learning outcomes. The questionnaire was in a paper format and consisted of both open and closed questions A (see Appendix 3).

4.6.6 Teachers’ guided interviews and focus group

Semi-structured interviews and focus groups provided the necessary information about the occurrence of changes in classroom management and encouraged the generation of ideas and insight.

Guided interviews during the focus group reduced the need for irrelevant discussions and kept the participant focused, resulting time and resource intensive.

4.7 Limitations.

As far as research limitations are concerned, the study is certainly limited to a very small group of students and only covered 8 weeks of observation. The research method had to be tested and reviewed several times, to adjust the means to the specific aim of our research. Teachers' availability for formal interviews and meetings was rather limited, but the good cooperation, commitment and comfortable climate made us overcome the difficulties by means of frequent informal confrontation and opinion sharing.

4.8 Ethical issues

Confidentiality, informed consent, disclosure of interests and research procedures

The research project at I.C. was first discussed during an informal meeting with the teaching staff and the Headmaster. It was later proposed during a formal staff and stakeholders' meeting, where it was approved. Information sheet and consent forms in Italian were printed and handed out for students and their parents, with a description of the purpose of the study, research instruments and data use. Students were referred to by number codes to ensure confidentiality and anonymity. The school administration was open to allow me to use the school's name, so were my colleagues, but I reckoned it pointless to the final purpose of this dissertation.

As regards data transcriptions and data analyses, they were shared with the participating teachers, the Headmaster and the parents' representatives. The final considerations were communicated during the final year's formal meeting when the CLIL was proposed prior to being included in the following PTOF.

4.9 ACTION RESEARCH

4.9.1.Planning

According to Burns, (2010), this is the first phase of the 4 main phases of a cycle research. In this phase the background against the actual study would be taking place was analyzed

in order to outline the potential of improvement within the frame of the educational environment where it had been conceived.

1. Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible. (Burns: 2010 p. 19)

In particular, teachers' and students' attitude were examined, along with their expectations and previous ideas on CLIL.

4.9.2 Teachers' attitude

Once the teachers had attended the course about CLIL methodology and the first proposal had been made, the headmaster and the foreign language department decided to test the attitude of the teachers' team. A first questionnaire was administered (cfr. Annex.3) to test the disposition of the teachers towards the CLIL experiment. A first selection was elicited on the SWOT model categorization in order to identify the perception of strengths and weak points, opportunities and threats of CLIL.

The results of the first investigation are summarized in the swat model below.

STRENGTHS	WEAK POINTS	OPPORTUNITIES	THREATS
Better motivation for learning	difficulty and lack of linguistic skills.	Enhance foreign language skills.	It might provoke anxiety
the use of digital and multimedia resources linked to CLIL	Time consuming lesson plans and authoring material	enhance the school profile	It might have unbalanced skills as regards the subject content and language skills
the cooperation of the teachers	Difficult evaluation means	Develop multilingual attitudes	It might have a bad effect on the class management
Improve learner responsibility and foster autonomy		Innovative methods and forms of classroom teaching and learning	

The positive sides concerning learner motivation and autonomy were perceived as a consequence of innovative teaching and team working, along with the enhancement of students' skills in English and the development of a multilingual attitude.

Not all the teachers were so keen on being involved in the experiment and, despite the initial apparent enthusiasm, only few of them proved actually ready to face the challenge. At the end of the course and after several sessions of mutual confrontation, we agreed to try a module and carry out a study in the form of Action Research in order to identify the best conditions under which the experiment could be carried out in order to reach the expected aim.

The science teacher, who felt confident enough with her C1 level of English and her skills of class management in innovative environments such as collaborative learning and TIC, accepted to take part in the project with two English teachers, my colleague, Prof. G and myself.

4.9.3 Students' attitude initial investigation

The initial investigation was mainly concerned in assessing the actual attitude, motivation and perceived autonomy of the students. Considering that no systematic enquiry had been made in advance, the students' attitude was viewed as a mirror of self-awareness regarding the approach to learning.

The definition of autonomy was based on Holec's, who defines the autonomous learner as one who has

'the ability to take charge of [his or her] learning' (1981: 3).

Therefore, an autonomous learner is the student who is able to take charge of his learning and deliberately uses strategies to increase his/her own skills in and out of the school context.

It was essential to consider the affective dimension of learning and get some information regarding the aspect of self-perception of students as learners in relation to the attribution of success to the teacher and her method or style.

Three macro-areas linked to the concept of autonomy were investigated, namely:

The affective dimension, declined in terms of individual responsibility, self-perception; metacognition, in terms of self-monitoring and evaluation; communications skills, in terms of foreign language uses in different contexts.

A questionnaire (see annex 2) was administered to students with the object of assessing their attitude towards foreign language learning, their perceived autonomy from the teacher, their attributional system and awareness of learning styles.

The second part of the questionnaire was focused on the expectations about the CLIL project. In the third and final part of the questionnaire a further analysis was made to evaluate the quality of communication in promoting the experiment, as it was considered determinant in making the students feel involved and responsible throughout the whole study.

4. 10. Stage 1: Issue Identification

A teachers' semi structured focus group interview on the Issue Identification stage was initiated on the basis of the following questions:

- a. What is the actual attitude of students to foreign language studying?
- b. Are they aware of their learning style?
- c. What classroom activities within CLIL are best suitable to promote language learning motivation and autonomy?
- d. How can we train students to develop learning autonomy?

A discussion on the concerns behind the incorporation of a content-and-language-integrated-learning approach highlighted the most prominent issues: students' uneven interest, our aims as teachers, disparity between language and content complexity, language proficiency, need of students' involvement, inclusion of students with learning difficulties.

4.11 Conclusion of 'Issue Identification' Stage

The result of our first survey provided some basic information which was evaluated on the level of students and teacher's development:

Talking about students, some consideration was made on the need to work on meta cognitive skills and developing learning strategies. Even though about half of the students were properly motivated and aware of their learning styles and strategies, the rest of the students seemed to be lacking the tools for developing an autonomous learning attitude.

As far as teacher's development was concerned, the teachers seemed to be called on improving their skills in managing the class with new approaches based on tasks and

collaborative activities specifically designed to foster students' motivation and self-awareness.

The importance of team-working and reciprocal confrontation emerged as a solution to the problem of choosing the appropriate materials and activities in the new learning environment.

4.12 ACTION-INTERVENTION- CYCLE ONE

A focus group interview was arranged after working at the scheduled plan for a couple of lessons, using the Unit Plans, the selected materials and tasks. As agreed, the Science teacher would do the activities while the English teacher would observe the class reaction and take notes, according to a grid format that would include data regarding: (Annex 1) the amount of visual support and speaking time, the types and frequency of Teacher's feedback, the types of activities, the academic language use, the Bloom's pyramid level achieved, the content deepening, the students' work presentation, the type of students' feedback.

The English teacher was expected to be active teaching in the lesson, especially in the part which implied working on FL, in order not to be perceived as intrusive nor anxiety raising when observing.

A post-action students' (QS2- annex 2) questionnaire was administered after the first couple of lessons, the questionnaire consisted of multiple choice items and it was processed in excel file in order to get a visual representation of the percentages in each answer.

The items were designed to verify if and which aspects of the CLIL practice were perceived as demotivating, along with the affective factor of anxiety, which is one of the downsides of CLIL (as seen in chapter 2).

The Questionnaire was followed by a class interview in order to further investigate the reasons for the controversial aspects of the experimental module.

4.13 OBSERVATION

4.13.1. The Science teacher

The report of the Science teacher after the first couple of lessons regarded the choice of the material and the activity, which were found appropriate.

The main problem to be highlighted was a sort of uneasiness in her use of English and a reluctant attitude of students to speak English.

The receptive skills were reckoned to be consistent with the tasks, but output seemed to hinder the usual flow of her lessons where students should be active in frequent interaction with the teacher and their peers.

Only a few students were confident enough to speak English in front of the class, on the whole they tended to speak Italian when talking to each other. The new method seemed to leave the weaker students behind, which was not to be allowed.

The third lesson involved a highly participated class activity and a long reading text. The students seemed better disposed to use English, make mistakes and re-formulate their speech by taking advantage of the teacher's feedback and support.

The reading part was more controversial as it was found too long and difficult, especially for dyslexic students

4.13.2 English teacher G as an observer

The English teacher's comments on the material and activities were enthusiastic, but she agreed with the Science teacher on the fact that some strategy had to be found to increase confidence and risk taking to improve students' output.

Her suggestion was a reconsidering of error treating, allow more code-switching in view to lower monitor effect and provide adequate scaffolding with oral output

During the third lesson, the English teacher observed some improvement in the students' effort to speak English. She pointed out the need to support the reading activity with a comprehension grid and a task; the appointed task was to design a mind-map poster based on the reading text.

4.13.3 My notes: English Teacher - observer

The observation in Class 2A was consistent with what was observed in the other class.

The suggestion about the output was to provide adequate vocabulary support by means of purposely designed activities for fixation, allow time to review utterance and provide constant feedback

The third lesson's long reading was divided in different sections, with different fonts and colors to highlight the main concepts. The class was divided in groups for jigsaw reading and a glossary was designed for vocabulary fixation

4.14 Students' feedback

Students were interviewed following a multiple-choice questionnaire regarding the use of the target language during the lesson (annex 2). This questionnaire had not been originally planned and it was meant at investigating the attitude to the use of Italian during the CLIL lesson.

A class interview followed by a questionnaire was chosen in order to get a more structured view of the problem. (annex 2)

The result of the questionnaire and interviews, highlighted the sense of low self- efficacy in the spoken output, basically due to inadequate strategies and lack of vocabulary

4.15 Reflection- Teachers' focus group

The planning, timing, materials and task were consistent with the expectations. They proved inclusive for students with learning disorders, so, at various degrees, all the students managed to carry out the activities.

The reading material was viewed as a critical point, reading activities must be student friendly with highlighted parts, different fonts, pictures and sketches supporting the text. Scientific readings must be challenging, but not difficult. Reading strategies must be taught and sustained.

A question arose as to make the reading essential for autonomous work and revision or to provide some alternative source of support, like mind maps or charts.

Mind mapping was chosen as an alternative, provided it was created by students on their own according to their own personal logic.

This is essential for self-reflection and meta-cognition. A shared common map is a different task with a purpose of visual recap and common knowledge

The use of English in work groups and pair groups must include negotiation of meaning and use of communication strategies.

A challenging and playful atmosphere must be created, where the translation of single words or chunks can be allowed, but the use of Italian must be discouraged.

The effort must be directed at sustaining communication strategies, avoiding overcorrection and privilege fluency above accuracy.

As far as anxiety is concerned, it can be lowered by working on self-efficacy and peer cooperation to create a supporting environment for weaker students.

4.16 Evaluation:

The focus of this research was to check the conditions under which CLIL is effective in promoting autonomy and motivation in the foreign language learning, which was apparent during the first observation.

The conclusions of phase1 can be summarized as follows:

- task-based activities must be planned, with pair or group work focusing on meaning, fluency and getting communication going, along with a more formal presentation using language support handouts
- FL Teachers will make sure to pose referential questions (Coonan 2002) in order to foster personal reworking and trigger speaking skills.
- FL Teacher will limit error correction in order to allow fluency of speaking and lower the monitor filter.
- Meta cognition will be re-enforced by means of a specially designed form to be filled after each activity for self-reflection on the learning process and monitor their personal progress.(annex 4)
- The students will be encouraged to get better involved in the ratio of each activity
- Strategies for students will be promoted and explicitly taught.

4.17 ACTION RESEARCH – CYCLE TWO -TASK BASED ACTIVITY

In this part of the research, the focus is on the feedback of a task-based activity in terms of engagement and spoken output.

The tools for this part of research involved two different grids and a questionnaire, with a final focus group to draw the conclusion (annex 2 and 3)

4.18 Task design

Content learning assessment had originally been planned by means of a video listening comprehension activity, a gap filling activity and a guided production text.

However, in view of the last focus group, a planned open task-based activity was implemented in order to improve speaking and interaction skills.

The choice of a task was taken on account of Willis (1996:23) definition of task, which has gained a wide consensus among teachers and educators Ellis (2000: 195)

“Tasks are always activities where the target language is used by learners for a communicative purpose (goal) in order to achieve an outcome”.

A planned open task is, according to Willis (1996), a task assigned to students with time to get organized to plan their speech. This would allow a more complex language and self-correction, leading to interlanguage development.

The designed task involved group work to report on various phases of the laboratory lesson, of the visit to the natural science museum and of the school trip. The reports had to be exposed in class with support of pictures and slides. This would meet the object of promoting both fluency and correctness in speech. This task was meant to be in line with the aim of promoting authentic communication in a real context. Successful outcome was expected to be the result of two fundamental skills: the linguistic and the strategic competence (Dam 2017)

As regards metacognitive competence, a template was designed to allow students to reflect on what they had learnt, what difficulties were encountered and what they liked best about the activities. (annexe nr.4)

4.18 1 Evaluation of Group task- reporting on school trip and laboratory:

The task was designed as highly demanding, involving creativity, communication and organizational skills. Grouping and selection of material was left to choose in order to allow maximum autonomy and responsibility.

The process of task completion was let to be evaluated in order to raise awareness and self-reflection on the group work and final performance A specific rubric was designed to this purpose. (Annex 5)

4.19 Class Observation

In the following phase, all the above-mentioned points above were checked against specially designed forms (scheda C and D see annex 6) in order to note the type of questions, the students' answers and the task involved, such as 'describe, infer, generalize, comment, summarize and others. Each teacher would also take notes in journals, and field notes.

As far as the performance was concerned, which consisted in a PowerPoint class presentation with the aid of visuals, the task was evaluated against a grid (Serragiotto 2009 p.188) with 6 indicators of: organization, content knowledge, use of extra-linguistic support, correct language, eye contact, fluency and effective communication. Each indicator was evaluated against 4 descriptors of performance

	1	2	3	4	Totale
Organizzazione	Il pubblico ha difficoltà nel seguire la presentazione perché lo studente salta di palo in frasca	Il pubblico non riesce a capire la presentazione perché non c'è una sequenza di informazioni	LO studente presenta le informazioni in una sequenza logica che il pubblico riesce a seguire	Lo studente presenta le informazioni in una sequenza logica e in modo accattivante per il pubblico	
Conoscenza del contenuto	Lo studente non collega le informazioni e non riesce a rispondere alle domande riferite al contenuto	Lo studente non è a suo agio con le informazioni ed è in grado di rispondere solo a domande rudimentali	Lo studente sa rispondere alle domande attese ma non c'è elaborazione personale	Lo studente dimostra una completa conoscenza e risponde alle varie domande dando spiegazioni e rielaborando	
Uso di elementi extralinguistici di supporto (grafici, diagrammi, ecc.)	Lo studente non usa o usa in modo non appropriato elementi extralinguistici di supporto	Lo studente usa raramente degli elementi extralinguistici di supporto alla presentazione	Lo studente usa alcuni elementi extralinguistici che supportano la presentazione	Lo studente usa gli elementi linguistici appropriati che supportano e rinforzano la presentazione	
Correttezza linguistica	La presentazione ha diversi errori linguistici che compromettono la comunicazione e la comprensione	La presentazione ha alcuni errori linguistici che in parte compromettono la comprensione	La presentazione ha alcune imperfezioni linguistiche che non compromettono né la comunicazione né la comprensione	La presentazione non ha alcuna imperfezione linguistica	
Contatto visivo	Lo studente legge la presentazione con nessun contatto visivo con il pubblico	Lo studente usa il contatto visivo solo raramente, legge la maggior parte della presentazione	Lo studente mantiene il contatto visivo con il pubblico per la maggior parte del tempo, a volte ritorna alle note	Lo studente mantiene il contatto visivo il pubblico, solo raramente guarda le note	
Fluenza ed efficacia comunicativa	Lo studente pronuncia dei termini anche di base in modo non corretto, non ha alcuna fluenza né efficacia comunicativa	Lo studente pronuncia alcuni termini in modo non corretto, scarse la fluenza e l'efficacia comunicativa	Lo studente pronuncia la maggior parte dei termini in modo corretto, la fluenza e l'efficacia comunicativa sono adeguate	Lo studente usa una voce chiara e corretta, i termini sono pronunciati in modo corretto, c'è un'ottima fluenza ed efficacia comunicativa	

Table 10 Oral Presentation Grid
Serragiotto (2009: 188)

4.20 Reflection:

A sense of change that the type of teaching had imposed to the usual dynamics between the teacher and the class as well as those among the teachers was acknowledged and discussed.

As regards the Content subject, the Science teacher noted that the character of the Science class was different compared to that of the English class. Generally speaking, the students who are good at Science, are not necessarily those who are good at English, and vice-versa. So, in non-CLIL science lessons, the students who start the discussion are those who are good at science. In a CLIL class, instead, they have to use English to participate, and they need to use communication strategies. As a consequence, the students who perform better are those who are better equipped with strategies and more autonomous in their learning.

As regards Language learning, the Science class takes place in the laboratory and out of class, with practical activities, appealing to kinesthetic learners. This implies that Language learning is set within an authentic environment of authentic use and materials, therefore appealing those students who don't normally feel involved in pseudo-realistic communication activities as it happens in traditional English lessons

As regards English activities, in non CLIL English classes, the best students are those who have abstraction and logical skills or linguistic intelligence. They emerge and tend to manipulate the lower achievers during co-operative work, while it is hard to sustain the motivation in the latter group.

It is not infrequent to see weak students bored and not cooperative when doing didactic communication tasks. On the contrary they seem to relax with reception activities like reading and listening when they are close to their area of interest

The CLIL environment is authentic, it makes the tasks more challenging and involving. English is used for real communication, so communication efficacy is the focus of the effort rather than accuracy.

Fluency skills are enhanced and maybe to the detriment of accuracy, but this encourages the speaker to take risks without being held back by the monitor effect of correction. This leads to a more holistic approach to foreign language learning, with better sense of self efficacy, because speakers feel they can reach communication goals, even if they make errors and mistakes. That's the case where the role correction feedback must be taken into

account. The error must not be overlooked but mistakes are allowed, and self-correction must be encouraged.

As regards CLIL teaching, the challenge is a hard but rewarding one. In traditional classes interaction and spontaneous participation are rather un-questionable. In CLIL classes the teacher must take into account the limited skills of the students and select the tasks and the materials, accordingly, making larger use of TIC for multisensorial language experience.

The class management must be re-considered with more collaborative learning, flipped classroom and peer tutoring.

For the novice CLIL teacher, lesson planning gets very time demanding.

The marketed material in textbooks is often too straight-forward and often bi-lingual, which makes things only apparently easier.

Authentic material must be searched for and adapted for classroom use. Students need a bit of training before they adjust to the new environment, anxiety and difficult class management are risks that one must take into account.

The CLIL teacher must be highly competent in order to evaluate and monitor the efficacy of the chosen tasks and materials, activate participated and learner centered lessons, ration the level of attainable challenge at both cognitive and linguistic level, and co-operate with the ELT colleague.

As far as Materials are concerned, choosing the marketed material of the textbook is an option, but it can be somewhat hasty. Far too often the course materials are not adequate for the teaching context, meaning that quite frequently materials need adaptation in order to make them suitable for learners.

Reading and managing exhaustive authentic written texts is one of the expected skills to be reached at the end of the course. The texts must be made attractive and usable, with co-textual references, maps and maybe a glossary with visual hints, but the authenticity of a scientific text must be maintained even at lower education levels. The difficulty can be lowered by providing scaffolding and strategies, but the challenge must not be skipped

As far as Team Teaching is concerned, it is the core of CLIL. The outcome in terms of student skills is the result of the combined efforts of content and language teachers. One of the most critical points is coming to terms with different teaching and class management styles, methods and approaches that are behind the lesson, and the teacher's

role. Effective team teaching involves a strong compatibility other than shared strategies and approaches. Each teacher will have to acknowledge different organizational schemes and planning for the content and the language teacher, in order to work out a synergy that the students might appreciate. As in a sort of home sharing, the two teachers will have to adjust at various levels and make explicit rules for discipline, humor, noise tolerance and displacement of students in the classroom.

CHAPTER FIVE

THE RESULTS

This chapter will be concerned with the discussion students' questionnaires, with the primary objective of answering the research questions. Furthermore, reflections will be raised on the salient issues that will emerge from the findings. Such speculations are made on the basis of the theoretical premises set out in the previous chapters.

5.1-Stage 1 Results:

In order to investigate the relation between learning autonomy and the development of foreign language competence, the questionnaire was designed to collect data regarding the students' perceived level of autonomy, affective and cognitive factors, the role of the teacher and the teaching style.

In this section, the answers to the first questionnaire were analyzed.

The results were processed by means of Microsoft excel program that calculated the results in terms of percentages and produced 12 bar-charts for a clear visualization

5.1.1 Questionnaires: 1- Student's questionnaires 1 (cft annexe 2)

5.1.1.a QUESTION 1-‘Studio la LS con’

Question 1 is designed to investigate the students' attitude to LS studying.

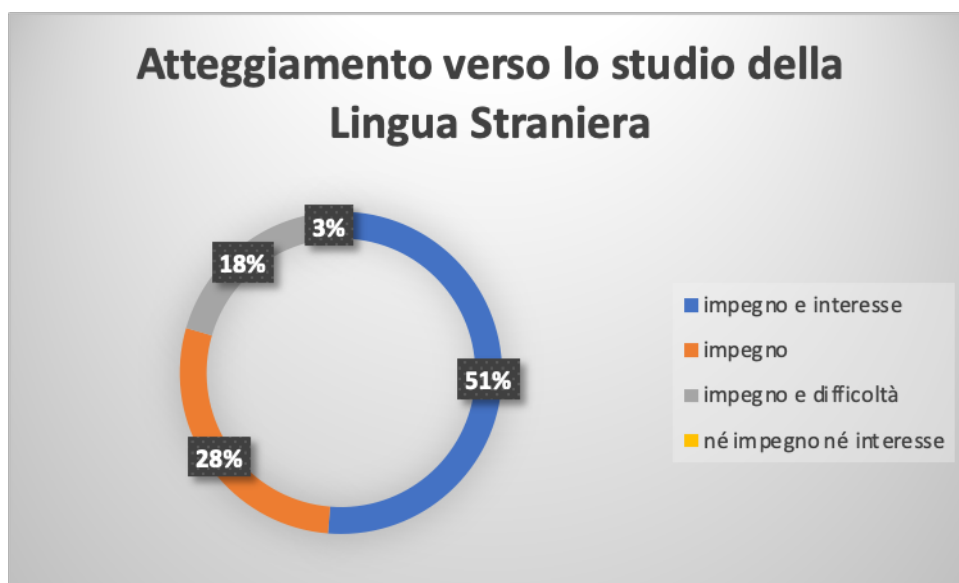


CHART 1 a– Attitude to the study of the Foreign Language

As the chart makes evident, about half of the students (51%) engage in their task with personal commitment and interest (impegno ed interesse), and 28% of the student stated that they study with commitment (Impegno). 18% of the students stated that they have difficulty in studying English despite of their effort (impegno e difficoltà) and one student in each class (3%) showed neither commitment nor engagement (nè impegno nè interesse)

5.1.1.b Question 2: “Studio la lingua straniera perché”

Question 2 is designed to investigate the motivation to learn a foreign language.

Only answer 1 is aimed at investigating intrinsic motivation (pleasure and challenge) the other answers reflect instrumental or extrinsic motivation.

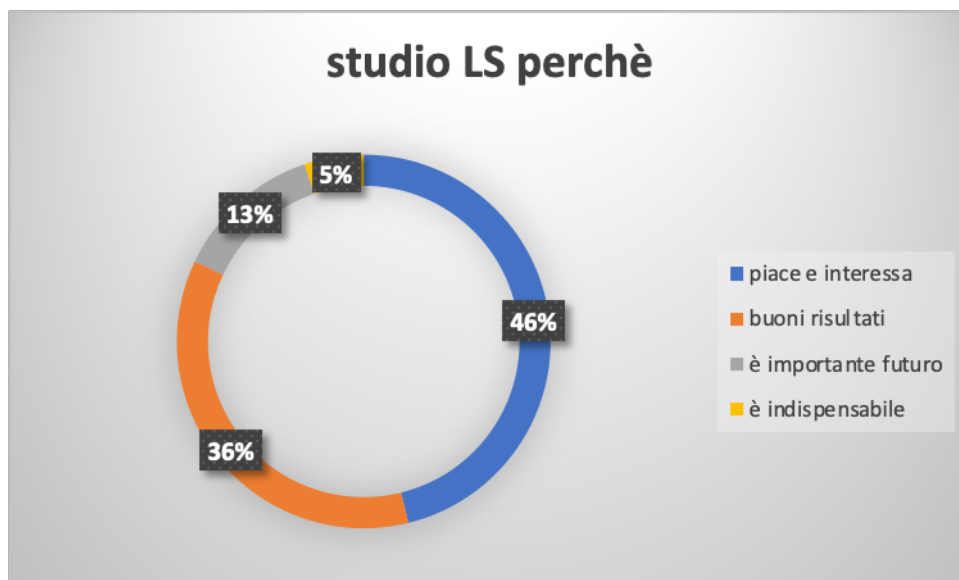


CHART 2- I study English because...”

The chart shows that a little less than a half of the students enjoy and are interested in studying English (mi piace e mi interessa- 46%) which detects intrinsic motivation.

36% of the students stated that they study in view of good grades (devo raggiungere buoni risultati scolastici) 13% state that the skill is important for their future (è importante per il mio futuro) and 5% answered that English is an essential skill today (è indispensabile nella società attuale)

5.1.1.c Question 3: “Le lezioni di Inglese a scuola.....”

Question 3 investigates emotional /affective attitude to school activities

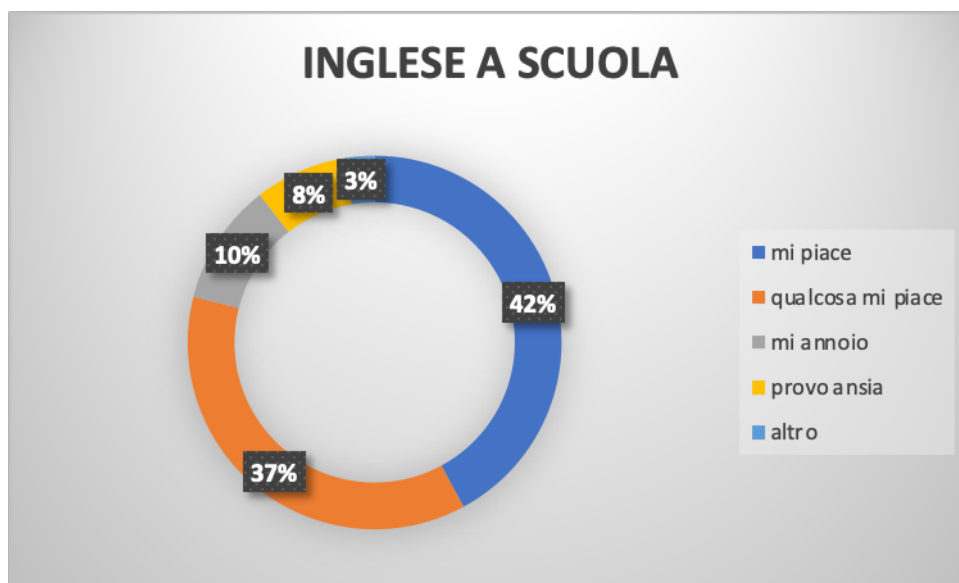


CHART 3- English classes

The chart shows that 42% of the students enjoy the school activities (mi piacciono sempre) 37% of them enjoy some activities (alcune attività mi piacciono, altre no), 10% of students get bored (mi annoiano), the 8% of students perceive anxiety (mi mettono ansia) and on person (3%) states that he/she doesn't like English.

5.1.1.d Question 4 ‘Secondo te, l’insegnante è il principale responsabile del mio apprendimento della lingua straniera?’

Question 4 investigates the perceived responsibility of the teacher, that is a mirror of attribution analysis causes and dependence on the teacher for learning

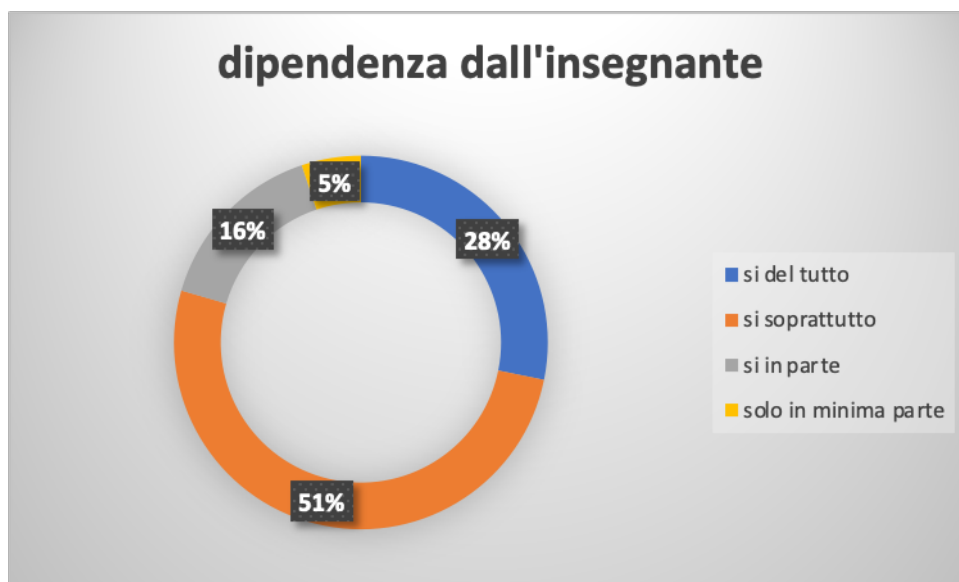


Chart 4- Dependence on the teacher

The results shows that 28% of students attribute their success completely to the teacher (“si assolutamente”) and 51 % ascribes their learning mainly to the teacher (“si prevalentemente”), 16 % assumes that their learning is only partially owed to the teacher (“si in parte”) and 5% attributes a minimal responsibility to the teacher (“solo in minima parte”)

5.1.1.e Question 5 “Quanto determinanti sono il metodo e lo stile dell’insegnante?”

Question 5 regards the method and the teacher’s style, it aims at reflecting on the results of the school activities on the learning outcome, which is a further investigation on question 4; The responsibility is not perceived to be ascribed personally on the teacher, but rather on his/her style and method.

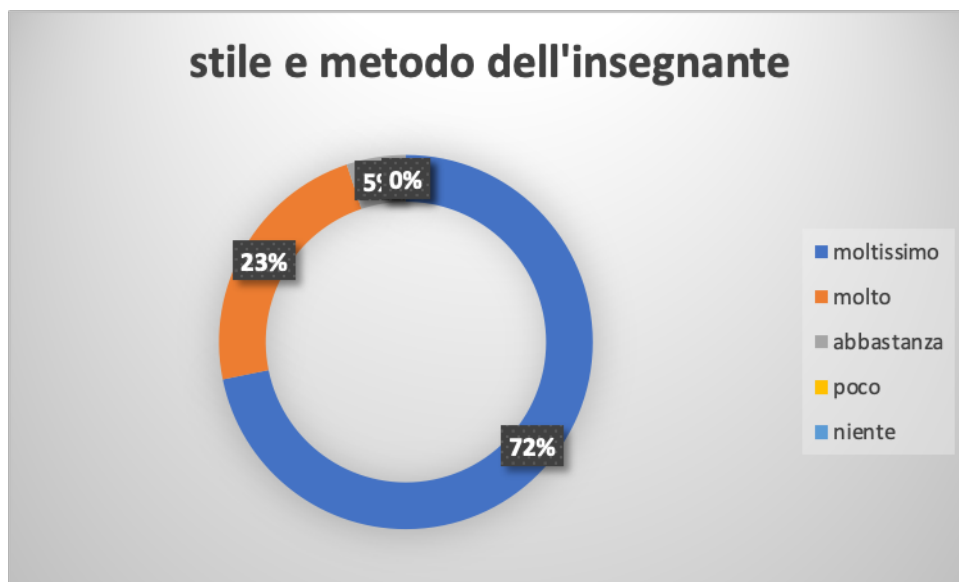


Chart 5- Teacher’s style and method

The results show that 72 % of the students evaluate the effectiveness of the teaching style and method as the main reason of their learning (moltissimo), and 23% evaluate the effect of teaching style and method as a very important cause(moltissimo), 23% gives large relevance to method and style (molto), 5% define the style and method as fairly important (abbastanza)

5.1.1.f Question 6 'Sei consapevole del tuo stile prevalente di apprendimento?'

Question 6 investigates the awareness of students' own learning style

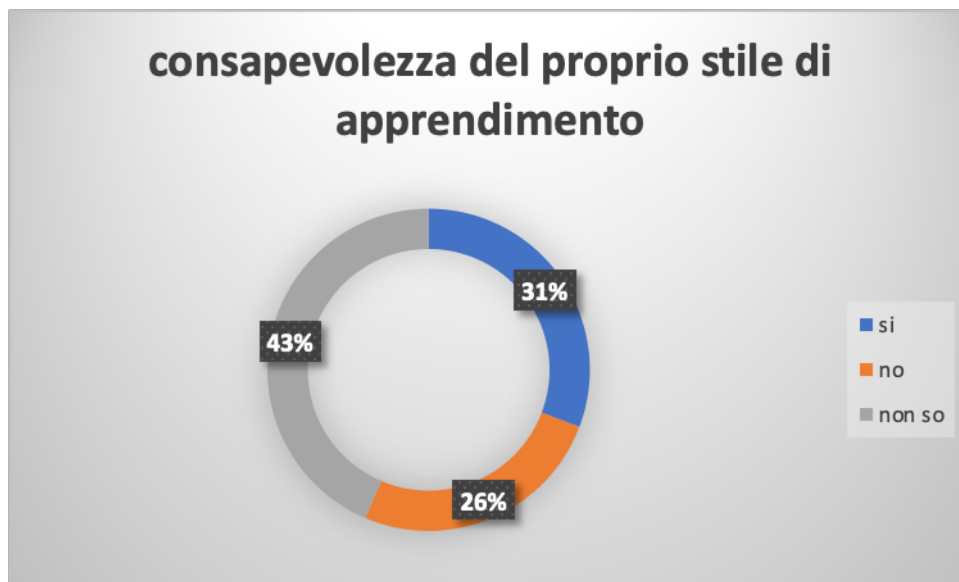


CHART 6- Learning style awareness

The chart shows that 31% of students are fully aware of their learning style (si), 26% of students is totally unaware and 43% of students are partially aware (a volte)

5.1.1.g Question 7 “sai trovare autonomamente strategie per migliorare?”

Question 7 investigates the perceived students' autonomy in using learning strategies



CHART 7 - Use of learning strategies

The chart shows that 46% of the students perceive themselves as always capable of using learning strategies (si), 26% of students perceive a partial competence (a volte), and 28% perceive themselves as totally incompetent (no)

5.1.1.h Question 8 ‘ritieni importante sfruttare gli stimoli linguistici esterni (film; canzoni, serie tv- video)’per imparare la lingua?’

Question 8 examines the perceived importance of exploiting external stimulus for informal acquisition



CHART 8 – Use of external stimulus

The chart shows that 54% of students believe that informal learning considerably contributes (moltissimo) to their learning. 28% of students believe that it contributes a lot (molto), 8% states that external informal stimulus is fairly important (abbastanza), 10% think that it has little effect of their learning (poco) and 2% believe it has no effect (niente)

The second part of the questionnaire is specifically designed to investigate the perception of the students to the CLIL module proposal.

5.1.1.i . QUESTION 1a- ‘ Pensi che studiare scienze in inglese:

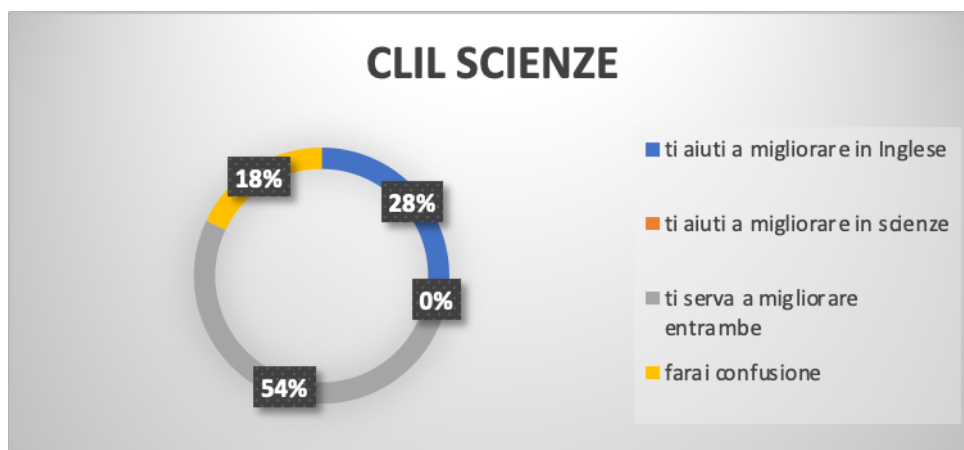


CHART 1.A effects of studying Science in English

The results of this question show that 54% of the students have the idea that CLIL actually helps to improve both the subject and also the language, (Ti serve a migliorare entrambe le discipline) whilst none of the students believes that it may help to improve science (Ti aiuti a migliorare le tue competenze di scienze) 28% of student trusts that this method will help to improve their English skills (Ti aiuti a migliorare la tua competenza in inglese) and 18% believes they will get utterly confused (Farai una tremenda confusione)

5.1.1.1- QUESTION 2° ‘Quanto sei interessato ad imparare scienze in inglese?’

Question 10 examines the level of students' interest in learning Science in English

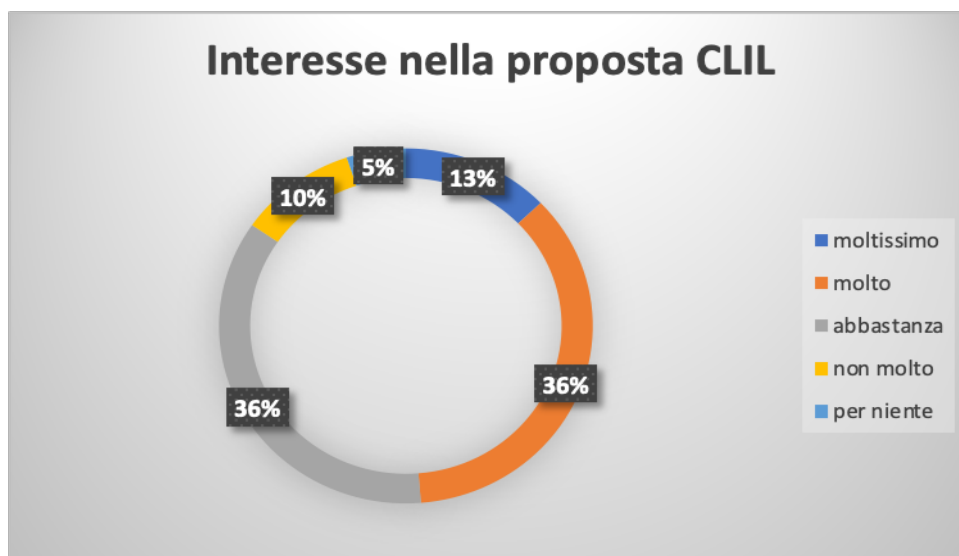


CHART 2a -Initial interest in CLIL

The chart shows that 13% of the students are extremely interested in the experiment (moltissimo), 36% is either very interested (molto) or fairly interested (36% abbastanza), 10% is not very interested and 5% is not interested at all.

5.1.1.m QUESTION 3a La proposta del modulo e le relative delucidazioni sui metodi e gli obiettivi sono stati presentati in modo:.....’

Question 3° regards the appreciation about the way the project had been communicated

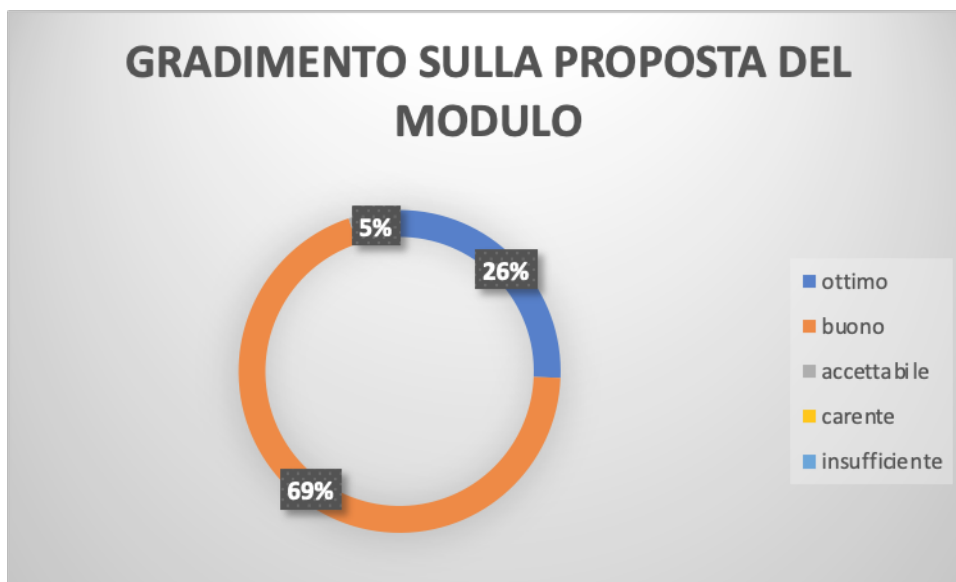


CHART 3A- How was the CLIL Module proposed

The chart shows that 26% of students were totally satisfied with the way the CLIL module had been proposed (Ottimo), 69% of students were satisfied with the presentation (buono), 5 % of students defined the presentation as acceptable (accettabile) and none of the students thought the presentation had been insufficient (insufficiente)

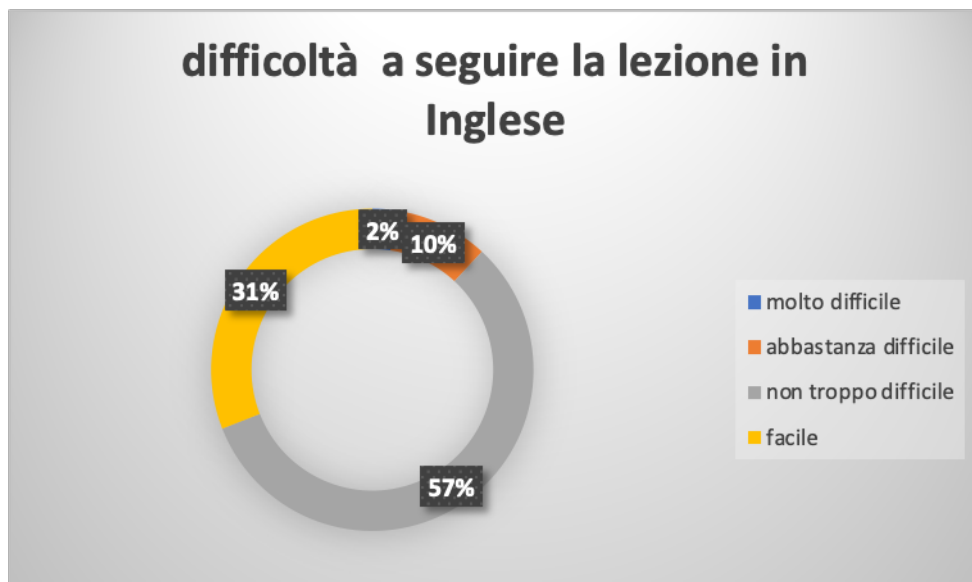
Our research showed that, even though a large percentage of students were intrinsically or instrumentally motivated (questions 1.2.3) they still acknowledged the teacher as responsible for their success (questions 4.5), they were not fully aware of their learning style (question 6 and 7) and needed to develop strategies for autonomous learning (question 8)

As concerns the degree to which the figure of the teacher affects the students' level of English (question 4.5), it is interesting to note that the vast majority of the students attribute to the teacher the merit (or blame) of their level of knowledge in the school subject, while a very limited nr of students believe that their level of English depends both on the teacher and on themselves. It follows that the participants consider the teacher's personality, and style to be fundamental to do well in English. In general, the

ability to trigger personal motivation to learn plays a major role in teaching effectiveness. As stated in Chapter 3 motivation depends on the learning experience of success or failure in the learning process, on the teaching method, materials, teacher personality, the attitude of peers.

5.2 ACTION INTERVENTION 1 QS2

5.2 .1. Question 1 ‘ La lezione in inglese è:..... da seguire’

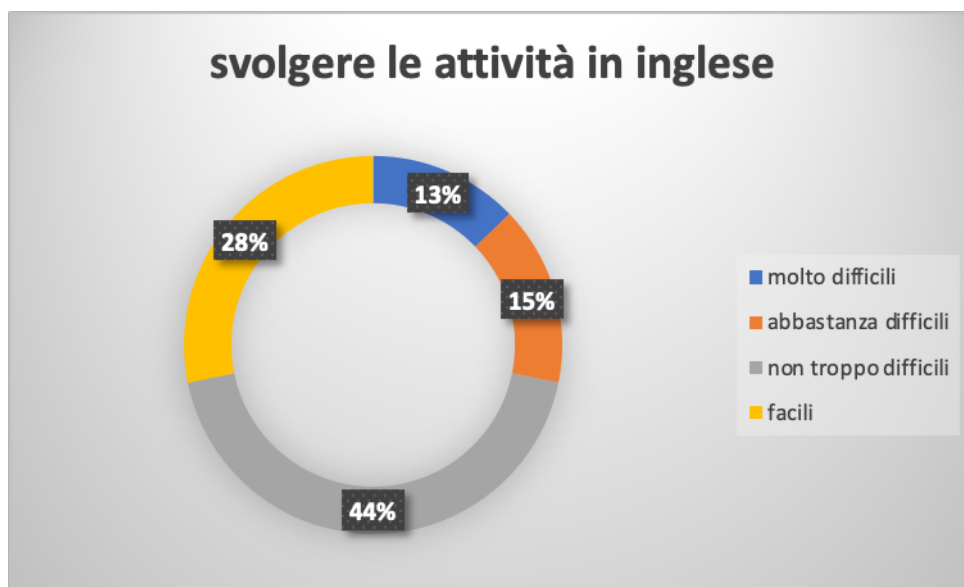


Q1- Following the lesson in English is:

The question regards the perceived difficulty in following the lesson. A and B were considered as negative responses, but only 12% of the students stated that following the lesson had been difficult (A -Molto difficile da seguire, 2% B- Abbastanza difficile da seguire 10%) whilst 88% stated that the lesson was either not too difficult (C Non troppo difficile da seguire 57%) or easy (D- E' facile da seguire 31%).

5.2.2. -Question 2 ‘ Le attività in inglese sono:

A -Molto difficili B- Abbastanza difficili C- Non troppo difficili D- Facili.



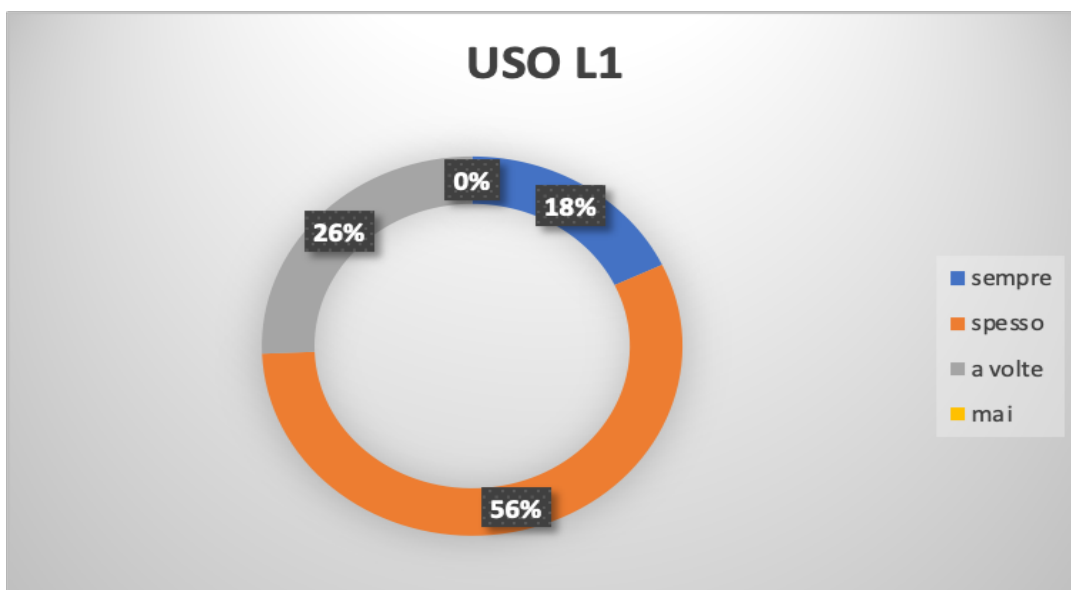
Question 2: class activities in English are:

Again, A and B were considered as a negative response, whilst C and D were considered as positive responses.

The result shows a little decrease in the positive answers (facili 28% , non troppo difficili 44%) and a slight increase in the negative answers (molto difficili 13%, abbastanza difficili 15%).

The second part of the questionnaire was focused on the use of Italian, which had initially been totally discouraged

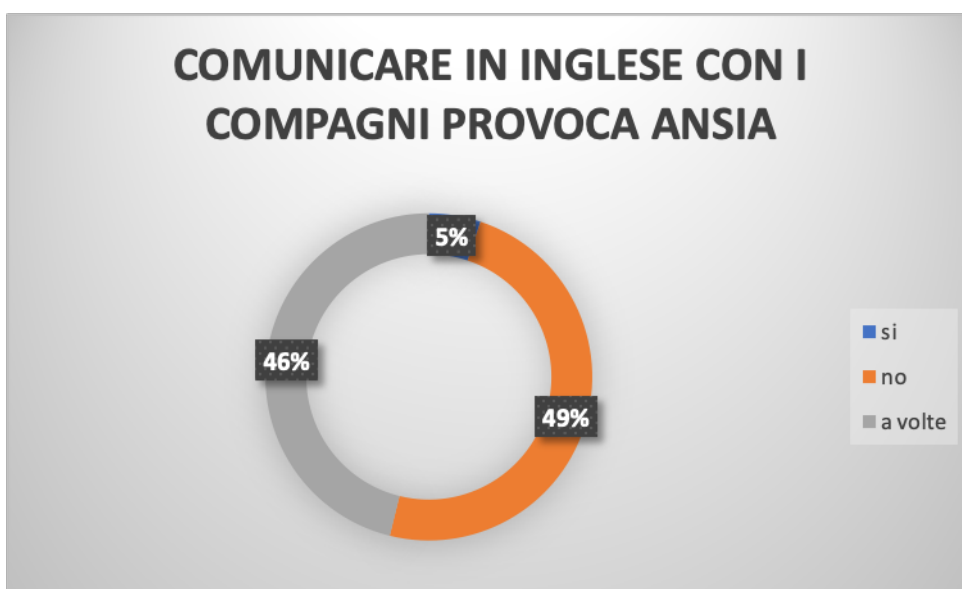
5.2.3 Question 3- Devi ricorrere all'Italiano per capire e farti capire:.....'



Question 3- I have to resort to Italian in order to understand and be understood

This question is designed to investigate the perceived self-efficacy in use of English for communication in the academic language. We considered A-always (sempre;18%) and B-often (spesso; 56%) as negative responses (total 74%). The 26% of students stated they occasionally needed to use L1 (a volte) and none of the students stated that they never needed to resort to Italian.

5.2.4.Q Question 4- 'Ti imbarazza parlare in inglese con i compagni?'



Question 4. Do you feel embarrassed when you speak English with your schoolmates?

Question 4 investigates the perceived anxiety when interacting in FL with peers. Only the 5% (Si) of the students stated they perceived this embarrassment whilst almost equal percentage (No- 46%) stated they didn't feel embarrassed (a volte 49%) or sometimes perceived this kind of emotion with peers.

5.2.5 Question 5 –Ti imbarazza parlare in inglese di fronte alla classe?



Question 5- Do you feel embarrassed when speaking English in front of the class?

Question 5 is different from question 4 insofar as its enquiries about the anxiety related to the use of English in front of the whole class for reports or work presentation performance, requiring a higher level of formality and accuracy. In this case, there was a higher percentage of positive answers (no 59% –a volte 36%) than in the previous question.

5.3-Questionnaire considerations:

Question 1-The perceived difficulty was due to the fact that strategies had not been adequate, as confirmed in the following interview, whilst the positive answers regarded the choice of the material and the activities which had made the content adequate to the average class language level.

Question 2 -This was read as congruous evidence that CLIL had activated the higher order skills (as stated in Chapter 2) The difference between this question and the previous one

is the fact that in this case, we questioned the difficulty in carrying out the tasks assigned, or task out-put, involving HOT skills such as applying analyzing, evaluating and creating. Question 3-This data had not been expected, so a further reflection had to be made after the interviews and the focus group on the discrete use of Italian during le lesson. A doubt arose about the inevitability of using L1 in some circumstances.

Q4-The following interview was designed to further identify this emotion, the definition converged in a sort of funny and entertaining sort of play-role the students were already used to, but in a more authentic context in CLIL

Question 5 -This data was checked in subsequent interviews and the reason was explained in the feeling of support when utterance had been previously prepared and the monitor effect evidently playing an important role in interaction when speech is impromptu.

With reference to the first question posed when starting the Action research:

What are the best conditions to make students get better involved and more autonomous in learning when foreign language is used as a medium of education?

As stated in Chapter 2, the first condition to exploit the advantages of CLIL is to provide comprehensible input, make it relevant to students' needs and provide the scaffolding to allow content knowledge to be integrated into the necessary skills to carry out complex tasks. The expected result from CLIL is to challenge learners to build new knowledge on what they already know and develop new skills through reflection and engagement in higher-order as well as lower-order thinking.

The response of the students to questions 1 and 2 proved that the choice of input and the activities had been consistent with the need and interlanguage level.

As discussed in Chapter 2, a useful taxonomy to guide planning for cognitive challenge is that of Anderson and Krathwohl (2001), since it explores the relationship between cognitive processing (learning) and knowledge acquisition (of content) particularly relevant to CLIL. Bloom's taxonomy for significant learning (1956) provides a framework for CLIL activities planning, discussion and evaluation of CLIL teaching practice.

Communication in L2 however, still appeared the most challenging step, as stated in questions 3,4.and 5.

The idea was linking the content and cognitive demands with communication, using the language triptych of language of, for and through language as described in chapter 2 .

The base of the triptych is the language of the content and language competence grows along the conceptual understanding of the content. In this sense, the content teacher will promote language progression along with content demands using a pragmatic approach of developing language when using for learning.

Language progression goes beyond form and function, to include creative use of language, language practice and language use, not to mention CALP language necessary to participate in the content learning environment. The language of Science involves language needed to operate successfully within the specific domain, such as in reporting or carrying out experiments.

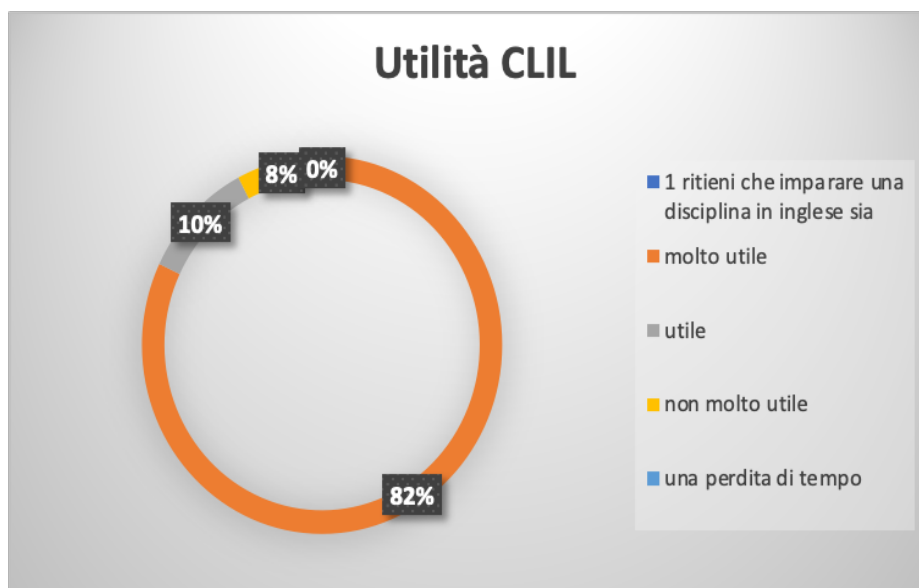
Despite the effort to sustain the process of language progression, the affective factor appeared to be playing an important role. As seen in Chapter 2, the monitor effect is raised when speaking in public and focus is on form.

5.3 Final questionnaire and report

At the end of the module a 3rd questionnaire was administered to test the students' appreciation of CLIL.

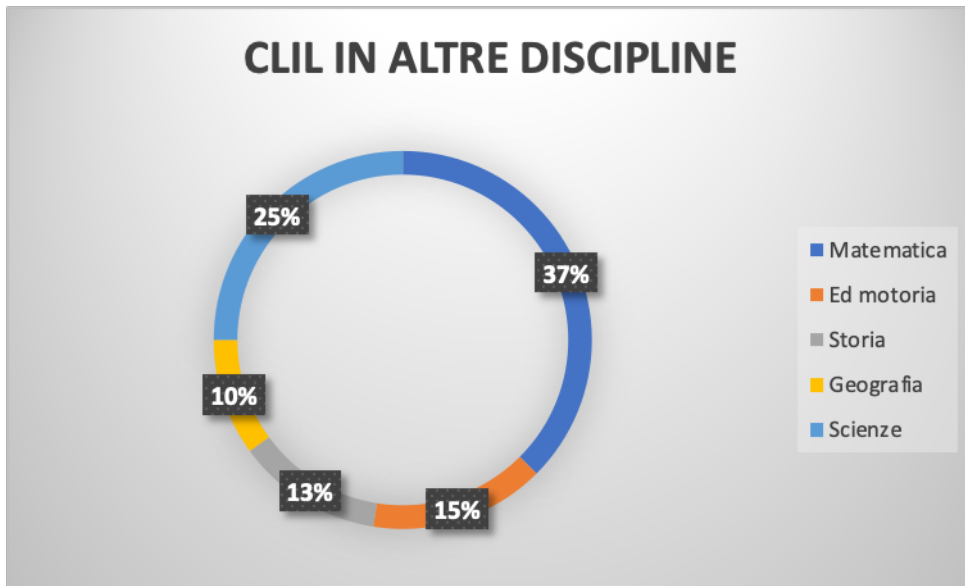
The questionnaire consisted of 6 multiple choice graded questions.

5.3.1 Question 1: ' Ritieni che imparare una disciplina in inglese sia –



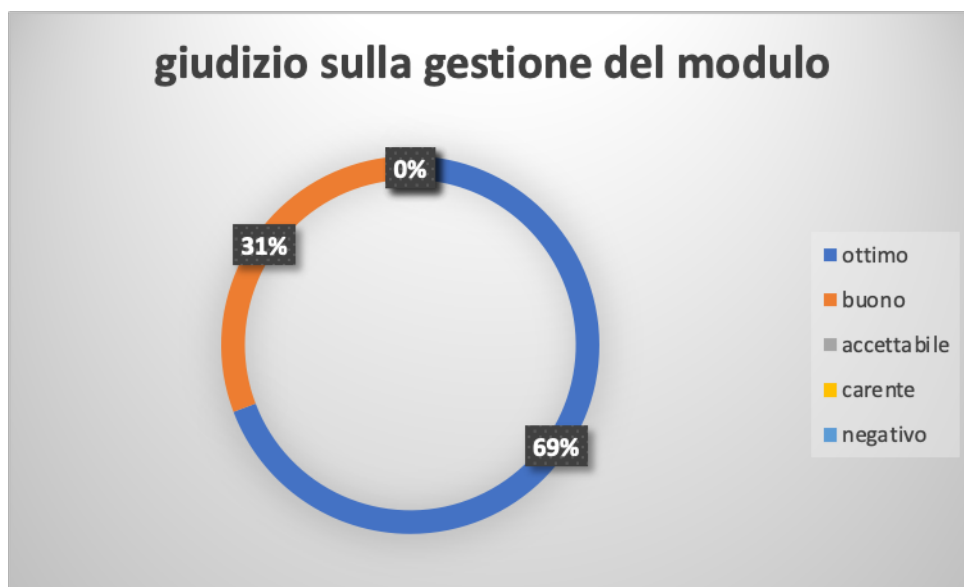
Q1- Do you think that learning a subject in English is:

The perception of effectiveness was definitely positive (Molto utile 82%- utile 10%), only the 8% of students stated that the experiment was not very effective (non molto utile)

5.3.2 QUESTION 2 --Quali discipline ti piacerebbe imparare in inglese?**Q-2- Which other subjects would you like to learn in English?**

37% of students stated that they would like to learn Maths in English, 25% replied that they would like to learn Science, 13% preferred History, 10% Geography, 15% Physical Education.

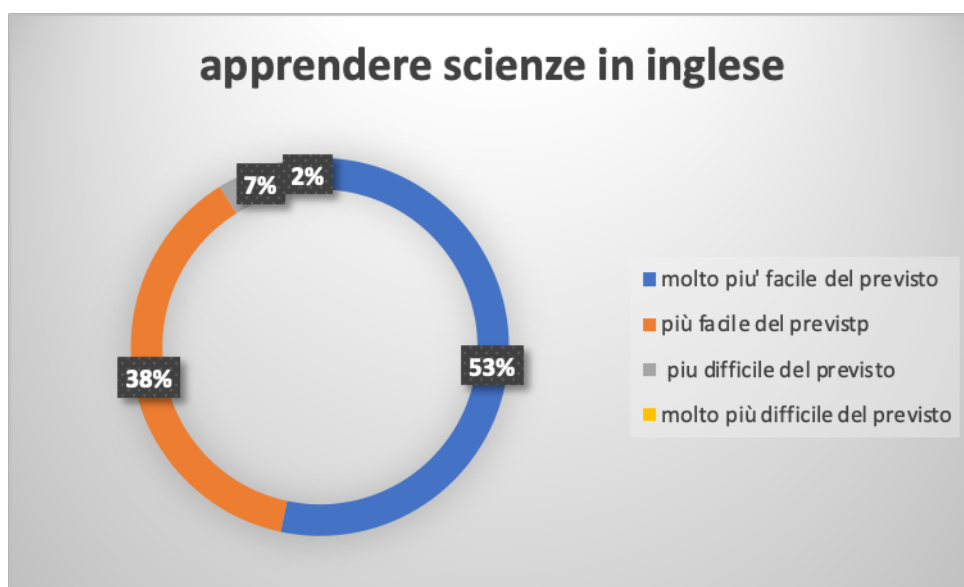
5.3.3 Question 3 – ‘Esprimi un giudizio sulla gestione del modulo da parte degli insegnanti:



Q3- Rate the teachers' management of the module

The item investigates students' appreciation of the teachers' job and the response was highly encouraging (ottimo 69%- Buono 31%), no negative nor neutral responses were given.

5.3.4 Question 4 : 'Complessivamente, apprendere i contenuti di scienze in inglese è stato:.....'



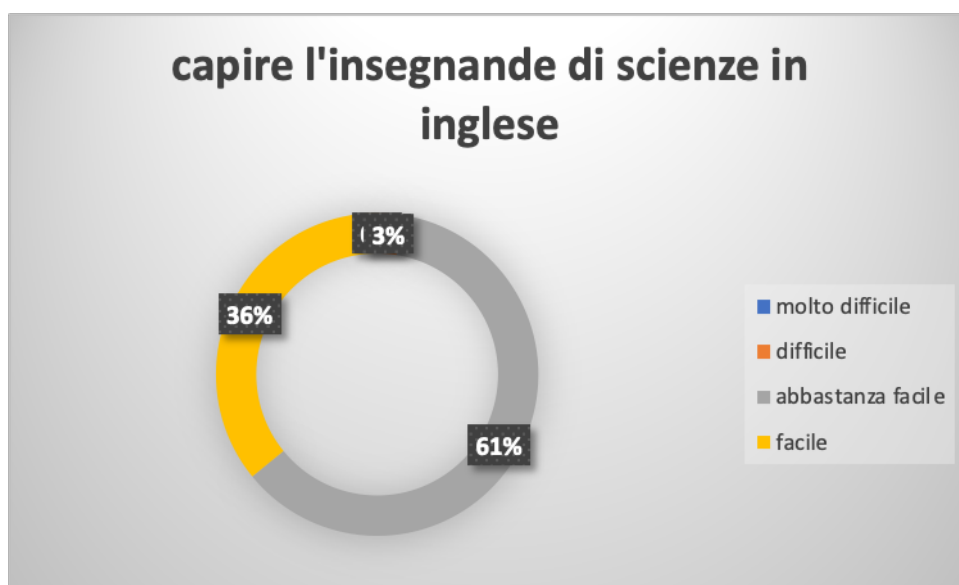
Q-4 . Learning Science in English has been generally...'

Only the 7% of students stated that learning Science in English had been more difficult than expected. the 2% stated that it had been much more difficult than expected, but 38% stated that the experience had been either easier than expected or, for 53%, much easier than expected.

5.3.5 Question 5 -Cosa è stato più difficile fare in una lezione CLIL?

This item is in fact a list of different questions regarding different cognitive aspects of foreign language learning:

5.3.5.aQ-5. a: ' Capire l'insegnante di scienze che spiega in inglese'



Q.5a Understanding the Science teacher speaking in English

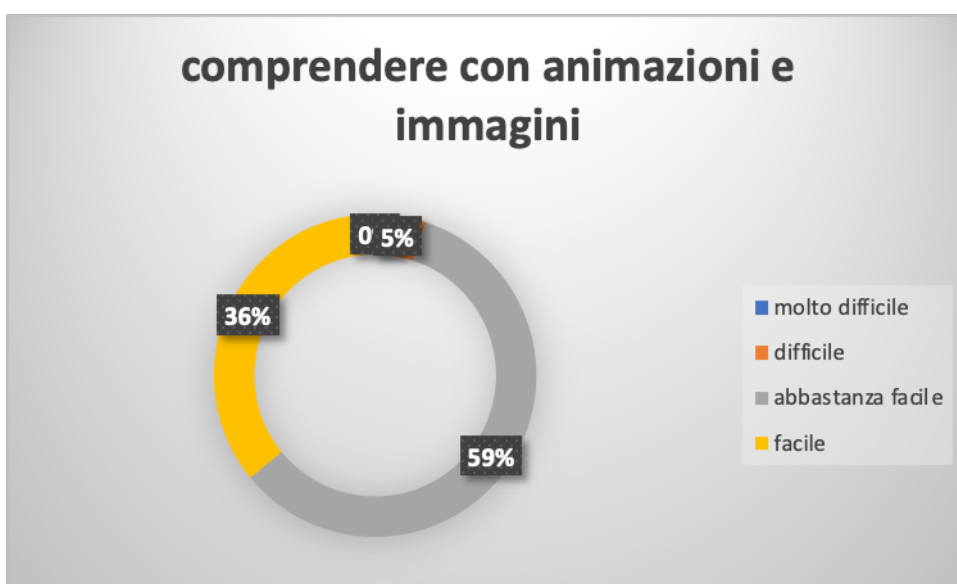
61% of the students stated that understanding the Science teacher had been easy enough (abbastanza facile) and 36 % stated that it had been easy (facile). One student percentage of students stated that understanding the science teacher had been difficult (difficile 3%) but none of the students stated it had been very difficult (molto difficile 0)



5.3.5 b.Q5b-Understanding the concept by reading

The question examines the reading comprehension skills needed to understand a scientific text. The 15% of the students stated that learning by means of reading text had been very difficult (*molto difficile*) and the 18% stated that reading had been difficult (*difficile*). The total percentage of students who showed difficulty in reading was 33%, the majority of students found this part either easy enough (*abbastanza facile* 41%) or easy (*facile* 26%)

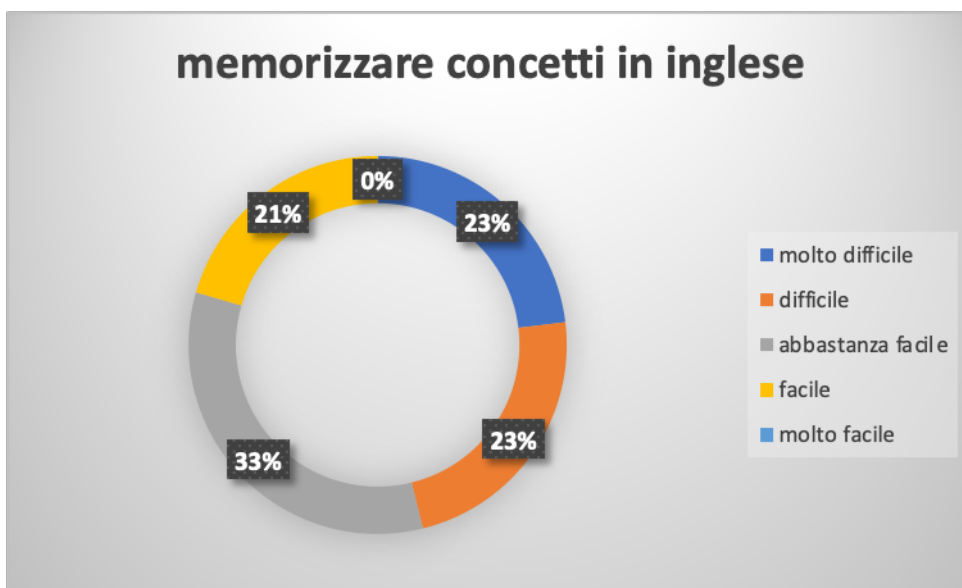
5.3.5c Q5C Comprendere i concetti attraverso animazioni e immagini con audio e didascalie in inglese



Q5C-understanding the concepts by means of video and pictures

None of the students stated that this kind of learning method had been very difficult, 5% stated that it had been difficult, 59% stated that it had been easy enough (abbastanza facile) 36% thought it had been easy (facile)

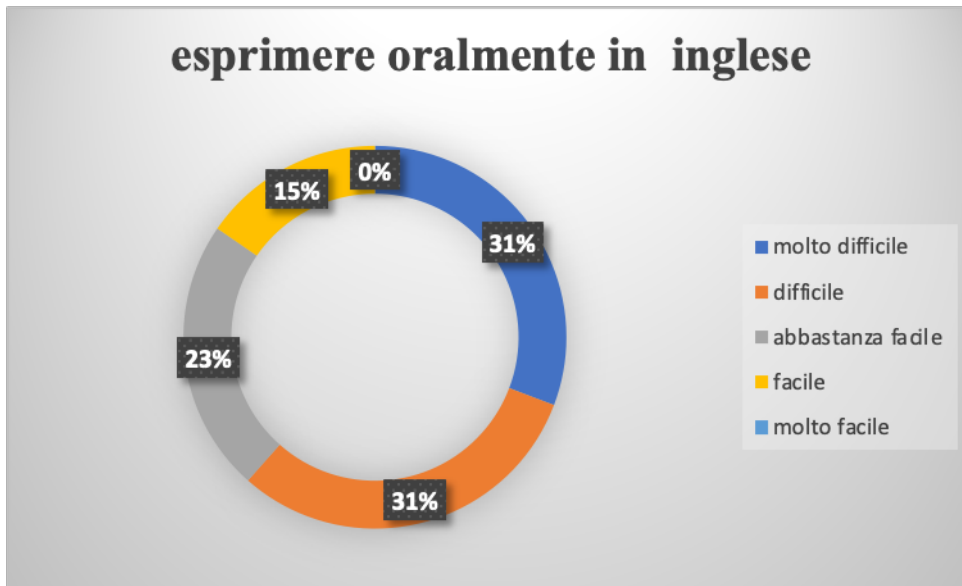
5.3. 5.d Q5d Memorizzare i concetti in inglese



Q5d- Memorizing concepts in English

As shown on the chart, 23% of students stated that memorizing had been very difficult, while 23% stated that it had been difficult. 33% stated that memorizing had been easy enough, and 21% stated that it had been easy, but none of the student stated that it had been very easy.

5.3.5e Q5 e ‘Esprimere oralmente in inglese quanto appreso’



The chart shows that 31% of the students found this aspect very difficult and 31% found it difficult, 23% found oral output easy enough and, 15% found it easy, but none of the students found it ‘very easy’.

5.3.5f Q5f. Eseguire i test di verifica



Q5f- Doing the traditional tests

The response to this item was that the traditional testing proved either easy 49% or easy enough 51%,

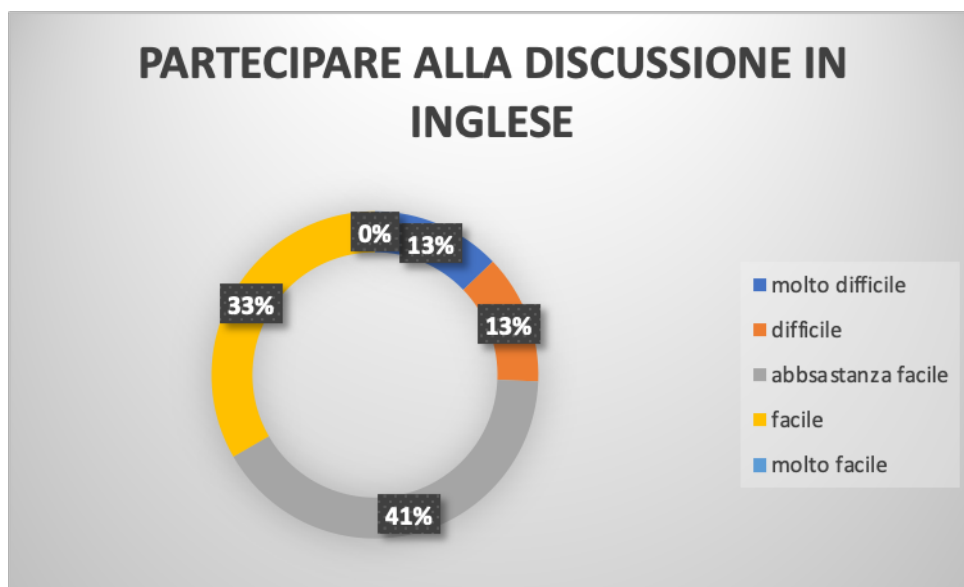
5.3.5g Q5G -Svolgere il compito di gruppo



Q5g- carrying out the group task

The graph shows that the largest percentage of students perceived the task as 'easy' (facile 97%) or easy enough (3%)

5.3.5h Q5h-Partecipare alla discussione in inglese



Q5h- Participating to class discussion in English

As shown on the chart, 13% of the students found this very difficult, or difficult (13% difficile), positive answer were encouraging as 41% stated that participating had been easy enough (abbastanza facile) or easy (facile 33%)

Q1- The largest percentage of the students appreciated the efficacy of the method

Q2 - This question was intended to ascertain the attitude to extend the method to other subjects. The hypothesis being that students would be aware that some subjects better than others would be taught using more authentic material, multimedia and students' personal involvement.

The fact that the largest percentage was focused on Maths and Science reveals a positive attitude to learning different highly structured communication systems (the language of Maths/Science being specific with extensive use of symbols and jargon related language)

Q3-The way the experiment had been done and presented was appreciated by a large percentage of the students.

Q4 Learning Science in English has been easier than expected and generally easy. This data was read as a positive feedback on the choice of material and activities and that it had been well received .

Q5 a the question regards the receptive skills of spoken language.

The hypothesis being that students must be ready to understand different accents and speech. The expectation was that a large percentage of students would be able to understand the science teacher better than the English teacher, as it usually happens between non-native speakers of a Latin language.

The response was consistent with the hypothesis.

Q5b the hypothesis being that students gradually improve and activate reading strategies, along with content related vocabulary This data proved that reading strategies must be reinforced and that a proper adaptation of text must be appointed

Q5c the question investigates the cognitive aspect of learning using different input adjusting to different learning styles. As expected, visual support proved essential for understanding concepts

The total percentage of the positive response was 91%, which is consistent with the idea that CLIL involves a lot of multimedia support which promotes learning as appealing to different learning styles

Q5d-This question investigates if learning strategies of memorization and output had been activated. The hypothesis was that students would gradually develop learning strategies and adjust their learning to the new context. Altogether, more than a half of the

students stated that they were rather comfortable with the new environment, showing that learning strategies had been properly developed, even though more effort must be invested on this aspect

Q5e-The item investigates output performance. The initial hypothesis being that CLIL promotes language production. The response was consistent with what had been noted during the experiment: the perceived difficulty meant that this aspect of language use must be properly trained. The Oral output is the most controversial part in traditional ESL, and it gets boosted with CLIL method

Q6f -The result proves that CLIL does not affect the routine performance of students on traditional testing.

Q6g-The response shows that even though the task is actually more demanding than traditional tests, it is not perceived as difficult thanks to the cooperation among peers and the involvement of each single student according to his/her own ability

Q5h This item investigates further the question of oral output, showing that interaction among peers is perceived as easier than simply exposing the learning of content.

Participation in a discussion involves getting the meaning across, exploiting communication strategies

5.4 Results

After the analysis of each separate question, in order to understand the results' value, a synthesis had to be made by intersecting the single answers. The first hallmarks to be analyzed were the set of items in question 5. They were crossed with question number 1 and 2 in order to evaluate the relation between the perceived self-efficacy and the idea of the validity of a CLIL program in terms of motivation.

The percentage of answers shows that the project was accounted successful in promoting self-confidence.

The ideas of the efficacy in CLIL are clearly shown in the results of question 1 and 2, where the students showed interest in extending the CLIL method to other subjects.

The questionnaire confirmed that all the strengths and advantages depicted in the first SWAT survey, proved essential for the success of the CLIL module

The teachers most significant uneasiness was that the students might not meet the specific language requirement of content tasks. The experience showed that the use of English did not represent a real impediment, at least in terms of receptive skills. The idea is, in fact, that the different tasks should be accomplished using English, with limited use of Italian, especially at the beginning. Scaffolding language, beginning with low linguistic demands, occasional use of the mother tongue and suitable teaching material help students feel capable of carrying out tasks, boosting self-confidence and motivation to face challenging tasks. As seen in chapter 2, scaffolding language must be used extensively for making new language available to learners. Moreover, it is essential that students are equipped with useful vocabulary so that input is made more comprehensible for promoting language learning (Krashen, 1981).

As seen in chapter 2, developing language skills goes alongside with motivation and self-esteem. Progression in linguistic and cognitive demand is a priority to be taken into account when planning tasks. Teaching material must be gradually adjusted to meet students' needs and level of competence. Final tasks will be both cognitively and linguistically demanding, (Cummins, 1991), which is the real goal of CLIL (Coonan, 2014). In order to ensure learning to take place, the teacher has to begin from low cognitive demand assignments with low linguistic demands. Once the basics of knowledge and skills are acquired, the teacher will display tasks that are more cognitively demanding, making sure that linguistic demand is not excessive and therefore demotivating. The teacher must sustain motivation at all times by promoting practical and authentic activities which represent the most engaging possibility for students to boost their motivation level. Lower students' limited participation might represent a risk, which can be overcome with proper strategies.

Bloom suggests a hierarchical order of cognitive skills that helps teachers' education and students' learning, in consideration of the fact that deep learning occurs when theory is conveyed into practice in meaningful activities. The cognitive skills in the progression are remembering, understanding, applying, analyzing, evaluating and creating. The system can easily be applied in the CLIL .

With reference to our second research question:

How can teachers actually create a proper teaching and learning environment for integrating content and language learning?

The concept of "autonomy" is seen as:

"the learner's readiness and ability to take control of his/her own learning" (Holec 1981:19).

This goal implies a new role for the teacher and a new attitude to the learning process. The traditional relationship between the teacher and the learner is modified as the learner gradually gets awareness of his/her own progression. The role of the teacher is that of an intermediary who prepares the students to choose their own proper method and strategies to meet their own styles. In order to move towards autonomy, it is necessary to develop metacognitive skills and reflect on the learning process. As seen in Chapter 3, CLIL provides an active form of learning, where metacognition and self-evaluation are highly promoted. As Cross-curricular language education and autonomy are the goal of education, they both need to be promoted be through task involving cognitive and meta-cognitive strategies, self-evaluation, students' self-efficacy and self-esteem, knowledge about the self, on how to solve problems and overcome limits

A route from motivation to autonomy was outlined in in chapter 3 where motivation seen as a result of students' involvement in the choice of materials and activities, that is to say that the learning environment is created in cooperation between students and teachers who create a sort of learning laboratory where they both learn the content and reflect on their learning.

In our research project, we faced the difficulty of adjusting the content learning with the language of learning and we saw first-hand that only by exerting from students' engagement and will to experiment with the language we could get the most from the CLIL environment.

As seen in Chapter 3, authenticity is what makes experimentation and research realistic, motivating and involving for the students.

Practical research and hand-on experimentation are highly motivating and involving activities, they can be carried out in a foreign language, which, in turn, becomes a subject of investigation.

Chapter 1 reported the demanding training required for qualified CLIL teachers.

CLIL teacher training is however not always one of the main concerns when implementing CLIL. One aspect to be considered is teacher language awareness, which is a much wider construct than simply declarative knowledge about grammar or meta -

linguistic descriptions. It involves more complex competences (for example, the selection and adaptation of learning materials, the design of learning tasks) One example is the language triptych and the distinction between BICS (Basic Interpersonal and Communication skills) and CALP (Cognitive Academic Language Proficiency). These models provide tools to reflect on the types of language converging in any CLIL event.

As we have seen, many aspects of learning have to be taken in consideration. One basic question is in what way learners grasp complex content although learning takes place in a foreign language. This question concerns psychological aspects of the learning process. A specialized teacher will consider how to optimally organize the learning environment in CLIL classrooms, how to find a specific way of transfer of language and transfer of content from a teacher to a learner or creating good conditions for transfer of language and transfer of content.

Conclusion

The aim of this research project was to identify the effect learning English through CLIL had on students' motivation and autonomy.

The key point was to draw on the responses of the students as well as of the teachers themselves, who found in this research a good opportunity for reconsidering their teaching practice and their role within the educational environment. The teaching of one curricular subject in a foreign language represents an element of innovation and improvement in the quality of education, thanks to the professional growth of teachers.

As concerns the enrichment of the training profile of students, the research project aimed to develop an understanding of how learning content can determine the language required to communicate and how this may affect motivation to learn a foreign language. The findings suggest that CLIL had a strong impact on building a sense of self-efficacy and therefore on the motivation to learn the foreign language. The students found the lessons much more engaging and enjoyable, thanks to the use of more authentic material and activities, thus they were more likely to participate and get responsible to their learning process.

In addition, CLIL created more opportunities for students to communicate in the target language with real communicative purpose, which is essential for progression. The use of CLIL appeared to have a positive effect on students' self-awareness as learners. It is important to create a learning context centered on the learners to support their autonomous and conscious growth

The educational process must involve the student as a whole as an individual as well as a member of society. Metacognitive awareness represents a 'crucial' element to lead him to autonomy of choice and management of his own learning, but also of his own path of learning life. The concept of learning to learn, closely linked to the autonomy of the students and allows them to transfer the use of appropriate strategies between the various disciplines as well as to extra-curricular situations.

Another aspect to be taken into account is the European citizenship as expected from students today; multilingualism is one of the crucial points of European identity, and foreign language education demands to be fostered in order to provide students with the tools required today in modern society. CLIL represents a practical option for a significant

integration of the foreign language in the curricula. The philosophy of CLIL is European oriented and aimed at promoting four skills relevant to the European priorities: critical thinking, collaboration, creativity and communication. while overcoming judgements such as xenophobia and racism. Globalization requires rethinking the role of learning and education, which necessarily needs flexibility and adaptation to new challenges, our responsibility as teachers is to equip the students with the skills necessary to make them autonomous and in charge of their own life-long learning.

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Attachments:

¹ From International Conference. Innovation in Language Learning Florence 2019

INPUT		
VISUAL TIME total length:		
MT:	FL:	GESTURES: yes no
SPEAKING TIME total length:		
MT:	FL:	CODESWITCHING: yes no
ADDRESSED TO:		
Class:	Groups/Peers:	Individual students:
AIM:		
Introducing:	Clarifying:	Scaffolding:
TEACHER'S FEEDBACKS		
Length:	Positive:	Negative:
<input type="text"/>	<input type="text"/>	<input type="text"/>
FL:	MT:	Gestures:
<input type="text"/>	<input type="text"/>	<input type="text"/>
ADDRESSED TO:		
Class:	Groups/Peers:	Individual students:
<input type="text"/>	<input type="text"/>	<input type="text"/>
ICTs		
BYOD: yes no		SHARED DEVICES: yes no
DEVICES:		
TOOLS CHOSEN BY TEACHER:		
TOOLS CHOSEN BY STUDENTS:		
TOOLS FOR FL ACQUISITION:		
COOPERATION THROUGH ICTs: yes no partially		
WORKING TIME THROUGH ICTs:		
TASK		
BLOOM'S PYRAMID LEVEL ACHIEVED:		
Planned Duration:		Actual Duration:
ACADEMIC LANGUAGE USE:		
Reduced:	Medium:	Large:
CONTENT DEEPENING:		
Reduced:	Medium:	Large:
WORKS PRESENTATION:		
Oral:	Written:	Online:
STUDENTS' GENERAL FEEDBACK:		
Positive		Negative
STUDENTS		
Number:		General CEFR level of FL:
PARTITION PER TASK:		
Peers:	Homogeneous groups:	Inhomogeneous groups:
GENERAL UNDERSTANDING OF INPUTS IN FL:		
Low:	Medium:	High:
GENERAL UNDERSTANDING OF INPUTS IN MT:		
Low:	Medium:	High:
COOPERATION:		
Reduced:	Medium:	Large:

This checklist is adapted from Coyle, D., Hood, P. and Marsh, D. CLIL (2010)
CLIL

CLIL Unit Checklist CLIL Theme.....

Date.....

Unit of work.....

Clarifying global goals, teaching aims and learning outcomes

- Are the global goals (vision) embedded in the unit planning?
- Are the teaching aims clear?
- Are the learning outcomes defined? Which ones can be measured? How?

Content

- Have I considered how to scaffold content learning?
- Are my presentations of new content clear?
- Is the content accessible?

Language/Communication

- Are the students involved in using language?
- Are students involved in learning language? Are there adequate opportunities for them to practise the new language structures?
- Are my instructions clear?
- Are the questions I ask at the appropriate level? Do the questions relate to the cognitive demands?
- Have the students got adequate vocabulary/language to answer my questions?
- Are my presentations of new concepts clear?
- Have I planned language *of* learning?
- Have I planned language *for* learning?

Cognition/Thinking

- Are the questions/problems to be solved at the appropriate cognitive level?
- Have I considered how I can ensure that the learners progress cognitively, and how I can measure this progress?
- Are there ways to assist learners in developing a range of strategies through the CLIL language?

Culture

- Have I thought about the contribution that this unit makes to changing classroom culture (e.g. from arguing or not taking account of other's views to listening and managing differences of opinions)?
- Have I considered how the theme of this unit can promote awareness of cultural difference/global citizenship?
- Have I identified opportunities that are now available for me to develop a pluricultural perspective on what I am teaching because I am using the medium of another language?
- Have I identified opportunities in this unit which encourage curriculum links? Can we communicate with and work alongside learners from other countries?

Activities

- Do the tasks designed relate to the global goals, aims and outcomes in terms of the 4Cs?
- Is progression built into language and content tasks?
- Do the activities help to develop talk for learning?
- Have I considered which language is needed to carry out each activity?
- Is this an initial/progress ongoing/assessment/activity

ANNEX 2

QS 1-QUESTIONARIO STUDENTE 1*MOTIVAZIONE ALLO STUDIO LINGUA STRANIERA*

(ATTEGGIAMENTO RISPETTO ALLO STUDIO DELLA LINGUA STRANIERA)

1-STUDIO LA LINGUA STRANIERA

- a-Con impegno ed interesse
- b-Con impegno
- c-Con impegno e molte difficoltà
- d-Con poco impegno
- e-Con nessun impegno né interesse

2 – (MOTIVAZIONE)

STUDIO LA LINGUA STRANIERA PERCHÉ

- a-Mi piace e mi interessa
- b-Devo raggiungere buoni risultati scolastici
- c-E' importante per il mio futuro
- d-E' indispensabile nella società attuale

3 (ASPETTO AFFETTIVO)

LE LEZIONI DI INGLESE A SCUOLA

- a-Mi piacciono sempre
- b-Alcune attività mi piacciono, altre no
- c-Mi annoiano
- d-Mi mettono ansia
- e Altro

AUTONOMIA

(Dimensione-metacognitiva)

4--Secondo te, l'insegnante è il principale responsabile del mio apprendimento della lingua

- a-Sì, assolutamente
- b-Sì, prevalentemente
- c- Sì, parzialmente
- d- solo in minima parte

5-Quanto determinanti sono il metodo e lo stile dell'insegnante?

- a-Moltissimo
- b-Molto
- c-Abbastanza
- d-Poco
- e-Niente

**6 -Sei consapevole del tuo stile prevalente di apprendimento ? (Visivo- acustico-
cinetico)**

Si

No

A volte

**7--Sai trovare autonomamente delle strategie per migliorare le tue competenze in
Inglese?’**

-si

-no

- a volte

**8-E' importante sfruttare gli stimoli linguistici esterni (film, canzoni, serie tv-
video) per imparare la lingua?**

Moltissimo

Molto

Abbastanza

Poco

No

ANNEX 2

OS2 -Questionario studente 2

MODULO CLIL – QUESTIONARIO STUDENTE 2

Fase di preparazione del modulo

1Pensi che studiare Scienze in Inglese

- ti aiuti a migliorare la tua competenza in Inglese
- ti aiuti a migliorare le tue conoscenze della materia (scienze)
- ti serva ai migliorato entrambe le discipline
- farai una tremenda confusione

2. Quanto sei interessato a imparare la materia attraverso la L2?

- Moltissimo
- Molto
- Abbastanza
- Non molto
- Per niente

•3 La proposta del progetto di modulo e relative delucidazioni su metodi e obiettivi

sono state presentate alla classe in modo:

- Ottimo
- Buono
- Accettabile
- Carente
- Insufficiente

Annex 2**QS 3 Questionario Studente 3 (Anxiety)****1-LA LEZIONE IN INGLESE E'**

- A -Molto difficile da seguire
- B- Abbastanza difficile da seguire
- C Non troppo difficile da seguire
- D- E' facile da seguire

2-LE ATTIVITA 'IN INGLESE SONO

- A -Molto difficili
- B- Abbastanza difficili
- C- Non troppo difficili
- D- Facili.

3- DEVI RICORRERE ALL'ITALIANO PER FARTI CAPIRE E PER CAPIRE

- A- Sempre
- B- Spesso
- C- A volte
- D- Mai

4- TI IMBARAZZA PARLARE INGLESE CON I COMPAGNI?

- A-Si
- B-No
- C-A volte

5 – TI IMBARAZZA PARLARE INGLESE DI FRONTE ALLA CLASSE?

- a- Si
- b- No
- c- A volte

ANNEX 2**QS4-Fase di valutazione del modulo****MODULO CLIL – QUESTIONARIO STUDENTE 4****1 • Ritieni che imparare una materia in LS sia:**

- Molto utile
- Utile
- Non molto utile
- Una perdita di tempo

2• Quale o quali altre discipline o quali argomenti ti piacerebbe imparare in LS?

- Esprimi un giudizio sulla gestione del modulo da parte degli insegnanti

- Ottimo
- Buono
- Accettabile
- Carente
- Negativo

3• Complessivamente apprendere i contenuti della materia in LS è stato: ◦ Molto più facile del previsto

- Più facile del previsto
- Più difficile del previsto
- Molto più difficile del previsto

•4 Cosa è stato più difficile fare in una lezione materia-LS? (3) –




	Molto difficile	difficile	Abbastanza facile	facile
Capire l'insegnante di Scienze che spiega in Inglese				
Comprendere i concetti attraverso la lettura di testi in Inglese				




Comprendere i concetti attraverso animazioni e immagini con audio e didascalie in Inglese				
Memorizzare concetti in Inglese				




Eseguire gli esercizi	Molto difficile	difficile	Abbastanza facile	facile	Molto facile
Esprimere oralmente in LS quanto appreso					
Eseguire i test di verifica					
Lavorare in gruppo					
Partecipare alla discussione					

ANNEX 1

Nome e Cognome STUDENTE	
Classe	

Data	Step 1
Cosa ho imparato e quali attività ho svolto	
Quali difficoltà ho incontrato	
Cosa mi ha coinvolto ed interessato di più	
Giudizio finale	  

Data	Step 2
Cosa ho imparato e quali attività ho svolto	
Quali difficoltà ho incontrato	
Cosa mi ha coinvolto ed interessato di più	
Giudizio finale	  

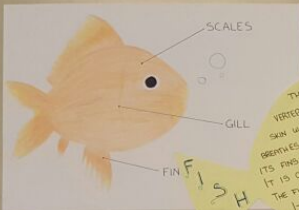
Data	Step 3
Cosa ho imparato e quali attività ho svolto	
Quali difficoltà ho incontrato	
Cosa mi ha coinvolto ed interessato di più	
Giudizio finale	  

Annex 5

GROUP SELF EVALUATION SHEET

Complete a self-evaluation sheet during a group-task.	
Name _____ Date _____	
Who worked the hardest in your group this lesson? Or did you all contribute equally?	
What did you do well in the presentation?	
What were you not so pleased about this lesson? What do you want to improve in the next lesson?	
Did you share tasks to prepare for the presentation? Who did what?	
How did you contribute to the task?	
What did/ didn't you like about this activity and why?	

VERTEBRATES

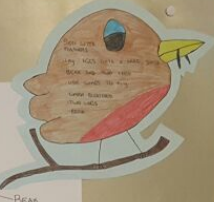


FISH

THE FISH IS A VERTEBRATE. IT HAS OBTAIN SKIN WITH SCALES AND IT BREATHES THROUGH HIS GILLS AND USES ITS FINS AND TAIL TO SWIM. IT IS COLD-BLOODED. THE FISH LIVES IN THE WATER. IT IS BORN FROM EGGS.



BIRDS

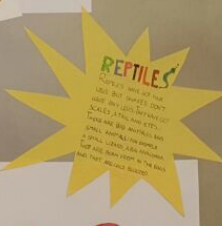


AMPHIBIANS

THE AMPHIBIANS LIVE IN WATER WHEN THEY ARE YOUNG BUT THEY LIVE IN LAND WHEN ARE ADULTS. THEY BORN FROM EGGS. THEY DON'T MAINTAIN A CONSTANT BODY TEMPERATURE (COLD-BLOODED) THEY HAVE GOT SMOOTH SKIN WITHOUT SCALES.

THEY'RE VERTEBRATES. SOME HAVE GOT SKIN WITH FUR OR HAIR, THEY FEEDS THEIR YOUNG MILK. THEY MAINTAIN A CONSTANT BODY TEMPERATURE (WARM BLOODED) AND LIVE IN DIFFERENT PLACES. THEY'RE BORN FROM THEIR MOTHERS.

MAMMALS



REPTILES

REPTILES HAVE GOT SMOOTH SKIN WITHOUT SCALES. THEY BORN FROM EGGS. THEY DON'T MAINTAIN A CONSTANT BODY TEMPERATURE (COLD-BLOODED) THEY HAVE GOT SMOOTH SKIN WITHOUT SCALES.

