

CLIL: renovating science-education - even in a sub-optimally bilingual context

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This study responds to the Italian Ministry of Education mandate that, starting the 2013-2014 academic year, CLIL be implemented in the final year of high school, during Content-time, by Content-teachers with C1-level competence in English. This decision raises numerous concerns, at least in Calabria: most content-teachers have at best B1-level English-competence and consider CLIL the final straw in an overburdened scholastic curriculum. Secondly, EFL-teachers without sufficient content-competence to undertake meaningful classroom discourse on content are reluctant to contribute to CLIL initiatives which often reduces them into "walking (technical) dictionaries".

Content-driven CLIL-Science modules were therefore developed to enable both the EFL-teacher (Grandinetti) to deal with science but nonetheless work within her comfort-zone and an experienced science-teacher (Langellotti), with "only" B1-level English-competence, to comfortably fulfil the L1-science curriculum through CLIL. In fact, such "professional limitations" prompted the development of CLIL-activities which necessarily scaffolded between comprehensible language and accessible content, automatically transforming teacher-centred lecturing into learner-centred learning whereby content-learning was achieved through (inter)active task-based peer-with-peer knowledge-construction. Evaluation carried out two months following two 90-min CLIL-Science lessons illustrated that not only had all students acquired and retained content knowledge, even the most disaffected showed increased awareness of academic discourse. Analyses of the methodology will be discussed within the belief that the sub-optimally bilingual reality in

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Calabria may reflect many international contexts where Oxbridge content-graduates are scarce. In addition, we will discuss how this classroom research carried out at the University of Calabria CLA CLIL/ICLHE Division will become digitally integrated into the trans-European project "Literacies Through Content and Language Integrated Learning: Effective learning Across Subjects and Languages" which has been funded by the European Centre for Modern Languages. To ensure that CLIL will be welcomed into international mainstream education, it is essential to delineate how content and language teachers can CLIL within their comfort zones.