Ca' Foscari
University
of Venice

Master's Degree Programme
in Language Science

Final Thesis

CLIL Methodology and its Impact in a Professional Pathway: Theory, Practice and Data Analysis

Supervisor
Ch. Prof. Graziano Serragiotto

Assistant supervisor
Ch. Prof. Giuseppe Maugeri

Graduand
Marco Toffanin
Matriculation Number 841052

Academic Year
2021/2022

Index

Introduction

First Part

Chapter 1: CLIL (Content and Language Integrated Learning)

1.1 Definitions

1.2 European Legislation

1.3 CLIL in Italy

1.4 Teachers' Training in Italy

Chapter 2: CLIL Methodology

2.1 Methodological and Didactical Aspects

2.2 Why We Should Choose CLIL Methodology

2.3 Possible Problems in a CLIL Course

Second Part

Chapter 3: Case Study

3.1 Aims

3.2 Participants

3.3 Methodology

3.4 Instruments

3.5 Objectives

3.6 Expected Outcomes

Chapter 4: Analysis and Discussion of the Results of the Case Study

Chapter 5: Conclusions and Improvement Proposals

Bibliography

Appendix

Students' Questionnaire

Teachers' Questionnaire

Students' Logbook

CLIL Lessons

CLIL Activities - Students' Worksheet

Introduction

   The importance of CLIL methodology has been highlighted by many scholars, European institutions and countries during the last decades. It has been proved that this approach, if conducted successfully by teachers, can develop different skills in pupils. In such teachings, students will not only learn new contents but they will also improve their language competence in the foreign language selected for their CLIL experience. Moreover, CLIL allows the development of students' cognitive skills and the creation of an environment marked out by intercultural tolerance and understanding. These two last components, added to the knowledge of an European foreign language, promote social cohesion and are considered necessary to improve one's own possibilities in contemporary Europe, which is characterized by more and more frequent migration flows taking place within its countries.

   This experimental study deals with the impact of CLIL methodology applied in a professional pathway. The aim of our research is that of understanding if the students of such schools taking part in CLIL courses can benefit from this particular didactic approach. The first part of this analysis is about CLIL literature review. In *Chapter 1* we clarify how CLIL has been defined in previous literature, which is the European legislation regarding this particular teaching methodology, what the actual CLIL diffusion, legislation and usage in Italy are and how Italian CLIL teachers are trained. *Chapter 2* directly treats CLIL methodology. Here methodological and didactic aspects are presented with several models (such as Coyle's *4C Framework* or Meyer's *CLIL-Pyramid*) which support and explain the practice of such teachings. The chapter continues with further advantages of this didactic approach pointed out by previous literature and it ends with an investigation about the problems which could take place in CLIL courses. The second part of this paper is about our experimental study conduced in a 3rd class of a bartending course organized by a *scuola professionale* located in Venice. *Chapter 3* explains in details our case study initially defining the context of the research, our aims and the participants involved in the study, then clarifying research methodology, instruments, objectives and expected outcomes. *Chapter 4* represents the analyses and the discussion of the data

obtained through our instruments, which were filled in both by students and teachers of the class taken into analyses. In the last chapter, *Chapter 5*, we summarise our findings and we present some ideas for future researches on this particular topic with several proposals for improving CLIL experiences. The paper ends with the appendix. Here the activities carried out in class during our study, which are about *craft beer* (a subject which is part of the curricula of the pupils who participated in the study), and all our instruments are provided.

FIRST PART

1 CLIL (*Content and Language Integrated Learning*)

1.1 Definitions

The idea of the CLIL (*Content and Language Integrated Learning*) methodology was born at the beginning of the '90s as a strengthening of the linguistic policies carried out by the European Union in order to support its citizens' effective learning of one or more European languages different from their mother tongue (L1). In fact, one of the main aims of the Union since its birth has been that of promoting multilingualism, that is one's ability to use more languages in the most efficient way. This is a challenging objective which the European Commission is still trying to reach improving its initiatives and its projects (European Commission, 2016). Despite the fact that English is the most spoken language by the Europeans - substantially a *lingua franca* - the multilingual policy is reiterated all over the legislation of the European Union and the benefits assured by the languages spoken by the minorities are not forgotten: in fact, they are protected against the hegemony of the most spoken ones under the motto "united in diversities". The importance of linguistic studies and of their diffusion within the EU countries is a pivotal point of the concept of EU citizenship. As it is highlighted by the European Council: "In short, the ability to understand and communicate in other languages is a basic skill for all European citizens" (Consiglio d'Europa, 2003). There is an urgent need to create didactical projects which could bring to an higher level of foreign language competences compared to the ones achieved thanks to the traditional linguistic teachings (Coonan, 2014). Using and comprehending more languages means strengthening intercultural comprehension, safeguarding social cohesion, improving one's own future prospects (European Commission, 2016). The same concept is suggested and reiterated repeatedly in various official documents as in *White Paper on Education and Traning - Teaching and Learning - Towards the Learning Society* which underlines that "proficiency in languages helps to build up the feeling of being

European with all its cultural wealth and diversity of understanding between the citizens of Europe" (Commission of the European Communities, 1995). To obtain its predetermined objectives, the EU collaborates with the European Centre for Modern Languages of the European Council (*ECML*) and with the European Research Centre on Multilingualism and Language Learning (*Mercator*) to find original and efficient methodologies for language teaching and to promote the exchange of best practices between the countries (Katarzyna, 2021). It is exactly a proper linguistic competence which can better support EU citizens. By now, this is considered a basic skill which proves to be necessary to improve one's own opportunities, employability and mobility in the contemporary difficult scenario in which migrations among EU countries are more and more frequent (Katarzyna, 2021). Lucietto remembers that the idea of multilingualism, in an economically fragile moment like the 90s, was considered successful to foster migrations between EU countries and to allow workers to occupy working places in countries different from their own native land. It is natural to think that the adequate knowledge of the language of a country will allow you to reach a better social inclusion and a better employability (Lucietto, 2008). It is exactly the analysis of the data related to the amount of these exchange phenomena and to their continuous growth which let us understand the necessity of multilingualism and the resulting importance of the reinforcement of new ideas and methodologies which encourage, also at early ages, linguistic studies, as CLIL does. A recent research which deals with the Erasmus+ project which was developed in 2021 claims that the number of university staff members who took part in such project during the five-year period 2015-2019 is nearly doubled if compared to the previous period (the 53,474 transfers of the first phase increased so much as to reach the 92,659 transfers of the second phase) (Lam & Ferencz, 2021). Moreover, a study conducted by the Council of Europe stresses on the overall numbers of the migration flows taking place within the Union. In 2019 the mobility percent growth increased of 1,8% as compared to the previous year. This percentage corresponds to a number of 18 millions of people who decided to leave their native land to another EU country (Consiglio d'Europa, 2021). Considering the European population being around 513

millions (Eurostat, 2021), we can state that the 2019 migration flows which took place within the European Community affected a relevant part of the whole population of the area taken into examination.

However, teaching curriculum subject in a foreign language is a practice which is not that recent. In fact, in the 70s and in the 80s, the Canadian French-speaking districts of Quebec and Ontario offered innovative projects to pupils whose parents were English speakers. This experimentation, which was not always successful (Coonan, 2010), was based on the introduction of the French language as a vehicular language to teach some subjects or even the whole educational path (Coonan, 2012). The main aim of these students' parents was the achievement of an important linguistic competence which was necessary for the success of their children in a French-speaking environment. Coonan, reporting the informations collected in a study made by Swain and Lapkin in 1982, remembers how these projects were not always successful and highlights that the simple immersion is not enough to develop substantially the FL linguistic competence (Coonan, 2009). The exposure to the FL has to be supported by the use of methodological and didactical strategies to show effective results. Moreover, it has to rely on the creation of tasks which will spur the students to produce language and it will actively engage them in a role which is not only responsive. Undoubtedly, an immersion experimentation (in which the language used is a FL or L2) in a context of spread bilingualism like the Canadian one (Eurydice, 2006) has many differences from the CLIL methodology used in Europe. In both cases the students are learning a non-native language, however, in the Canadian immersion programme the target language is a second language (L2), as French, together with English, is an official language of the country, whereas the European CLIL project focuses on a foreign language (FL) (Dalton-Puffer, 2007), which is rarely used in social contexts outside school. The gap between a FL teaching and a L2 teaching can be affected by really important variables which can lead to the success or to the failure of the initiative. Certainly, the evaluation of the real linguistic competences of the teachers who are involved in such projects is essential, even if they do not necessarily need to have a C2 proficiency qualification (Consiglio

d'Europa, 2001), unlike the teachers of the Canadian experiment, who are certified native speakers.

Also the LAC (*Language Across the Curriculum*) approach suggested a type of learning in which contents and language were strictly interconnected. The LAC programme was introduced in 1975 by the Bullock Report (Bullock, 1975) in response to a significant increase of functional illiteracy in a large part of the UK adult population. This study collects information about experiences and activities already used within the United Kingdom during the previous years. Moreover, it suggested teachers not to focus only on the content-related dimension during their own curricular lessons but also on the linguistic dimension by criticizing the fact that language is often considered as a teaching separated from the others. The London Association for the Teaching of English fostered in those years many projects to involve teachers of all the subjects, especially the ones teaching scientific subjects, by creating conferences and working groups to pursue the Language Across the Curriculum project. Some considerations by Maths teachers like "it is not just that Language is used in mathematics: rather, it is that the Language that is used is the mathematics" (Bullock, 1975) demonstrate that the idea that language teaching should be considered as multi-disciplinary and shared by the whole teaching team. It seems obvious that the connection between LAC and CLIL is only partial, as in the first case the language taken into consideration is a mother tongue, while in the second case we are talking about a foreign language. Nevertheless, the fundamentals of these two approaches are the same: in fact, in both cases the idea is that the teaching of contents and language cannot be separated.

Many scholars devoted their attention to the study of CLIL methodology and coined many personal definitions over the years. Almost thirty years ago, the linguist Marsh presented a first definition (Marsh, 2002) which has been revisited in a later study he conducted with other linguists (Marsh, Mehisto, Wolff & Frigols, 2010).

> "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" (Marsh, 2002: 2).

It is important to highlight that the choice of words made by Marsh let us understand that language does not only play a mechanical role but rather a vehicular role. In fact, contents are not taught *in* a foreign language but *through* a foreign language (Coyle, Hood & Marsh, 2010). Also another further consideration by Marsh et al. is really interesting, since they did not take into consideration only the aspect of linguistic learning:

> "Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and the teaching of both content and language" (Coyle, Hood & Marsh, 2010).

This quotation suggests that the use of the CLIL methodology assures a shared educational path both for teachers and pupils. As a matter of fact, the learning process can be defined as a social phenomenon which derives from the interaction between two participants both involved in an active role and experiential activities (Dalton-Puffer, 2007). The same concept was reaffirmed by Dörnyei:

> "[…] learning an L2 is different in many ways from learning other school subject. While an L2 is a 'learnable' school subject in that discrete subject […] that […] can be taught explicitly, it is also socially and culturally bound, which makes language learning a deeply social event that requires the incorporation of a wide range of elements of the L2 culture" (Dörnyei, 2003: 4).

About ten years after the publication of Marsh's studies on CLIL methodology, the European Commission reassessed the idea of CLIL the same concept and promoted its use at every educational level:

> *"CLIL involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of*

education from primary through to adult and higher education" (Consiglio d'Europa, 2003).

The expression "foreign language" used by Marsh is here replaced by a more generic "language other than that normally used". Moreover, if on one hand Marsh specifies that this methodology integrates the study of curricular contents with the FL learning, on the other the European Commission states that its main aim is the study of contents of a non-linguistic subjects without specifying that also the competences in the selected language will improve. Each European country changed these recommendations in personal ways: some of them focused their attention on the linguistic value of this methodology, others concentrated on the vehicular contents. In fact, such projects have been called in different ways through Europe: Belgium chose to name this methodology *Enseignment en immersion*, Germany suggested a *Bilingualer Sachfachunterricht*, while Spain promoted the *Aprendizaje Integrade de Contenidos y Lengua* (*AICLE*) and Italy the *Apprendimento di Lingua Integrato nella Disciplina* (*ALID*), etc. (Eurydice, 2006). Also the researcher Coonan recalled the starting concept expressed by Marsh by describing CLIL as:

> "un tipo di percorso educativo, più o meno lungo, caratterizzato da scelte strategiche, strutturali-metodologiche, atte ad assicurare l'apprendimento integrato duale […] da parte di discenti che imparano attraverso una lingua non nativa" (Coonan, 2006: 23).

In this case, besides the double purpose of this methodology, it is highlighted that its positive effects are strictly linked to the methodological and didactical choices selected by the teacher to support the students' learning, to the planning of long-term courses, to the creation of activities which involve the pupils not only into linguistic reception but also into linguistic production, to the evaluation of the complexity of the proposed materials, to the richness of exercises and activities chosen to promote the whole learning process (Coonan, 2010).

The choice of the CLIL methodology made by the European Commission with the

aim to promote multilingualism is certainly motivated and strategic. Also in another European document dated 2007 this is considered as a successful experiment. Here, it is highlighted that CLIL is becoming always more and more used in European schools and it is considered an effective way to reinforce the students' communication skills (Consiglio d'Europa, 2007). The possibility to use diverse foreign languages, the involvement of a non-linguistic subject and the recognition of pupils of all ages makes CLIL a particularly flexible tool which can be easily used in every educational path. The differences still existing in the diverse European school systems or the different linguistic competences of human resource used do not invalidate its feasibility. On the contrary, its adaptability to the teacher's linguistic competences and the possibility to choose the length of such projects allow its customized and creative employment in every school environment while maintaining the same main purpose: a combined learning of foreign language and vehicular contents.

1.2 European Legislation

As already pointed out, the ideas of European Union and of European citizenship are strongly based on the concept of multilingualism. The Article 126 of the Maastricht Treaty, which was endorsed in 1992, assures the right to each European citizen to learn two foreign languages suggesting policies which support languages and multilingualism, a matter requested and recommended also in the following treaties.

The awareness of the multilingual challenge is becoming increasingly strong and lead to the birth of many more or less known projects over the years such as the *European Day of Languages* (which takes place the 26th of September), the *European Language Label* award, the Erasmus plans, the projects which aim for aligning curricula, tests and language exams, the Common European Framework of Reference for Languages (CEFR) and lead obviously to the introduction of new methodologies, like the CLIL (European Commission, 2016). The idea of the CLIL methodology was in some way anticipated also by the words of the Council

Resolution of 31 March 1995. The importance of the improvement of the quality of linguistic teaching and learning in the context of European education systems is the heart of this document. In fact, it suggests the teaching, through a foreign language, of non-linguistic subjects in those classes where bilingual teaching is carried out and it suggests also an improvement to methods of learning languages which fit the technical and professional teaching (European Commission, 1995). The reports collected by Eurydice turn out to be particularly useful for the analysis of the current development and employment of CLIL. This institutional network was born in 1980 after a request of the European Commission and it collects, organizes and studies data from all the European countries providing an objective, detailed and updated data processing. The publication edited in 2006 is entirely dedicated to the role of CLIL teaching in the education system, to its organization and assessment. The statistics regarding the school year 2004-2005 show that CLIL projects were already spread in many European countries during those years, as a regular part of the educational plan or as an experimental teaching involving both the primary and the secondary level (Eurydice, 2006).

Fonte: Eurydice.
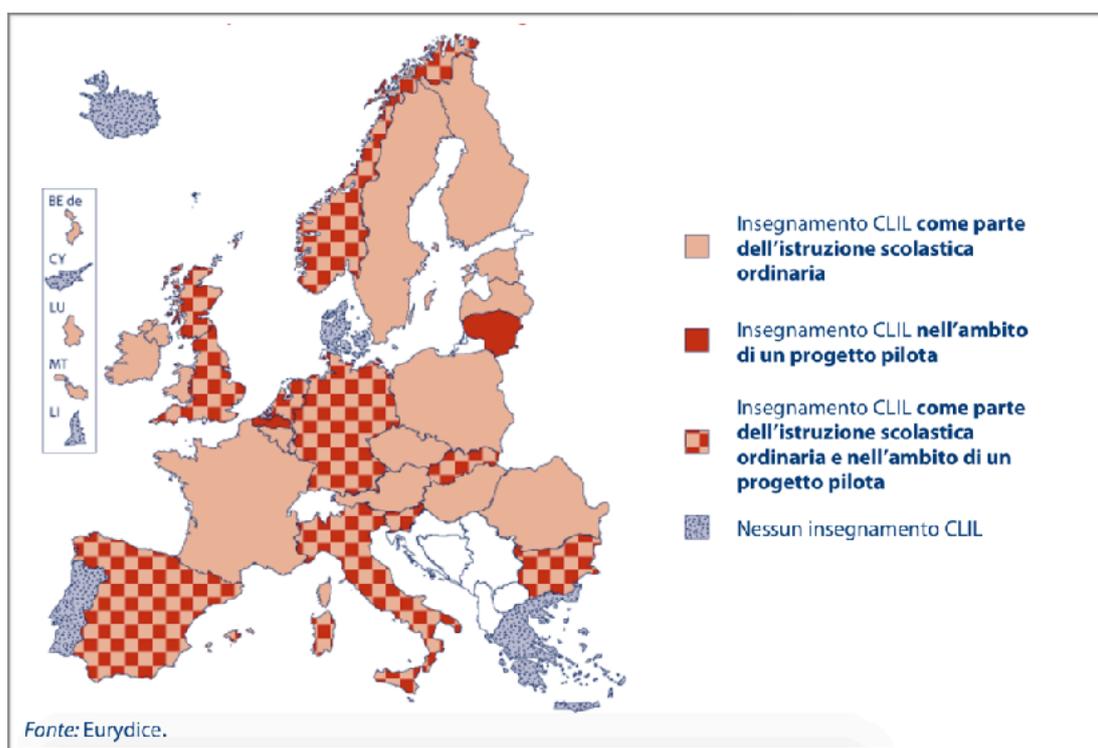
However, the same document defines this approach as a "new framework strategy" and wishes for its development and the resulting exchange of best practices. In fact, the presence of CLIL into the usual school planning does not necessary mean that it has reached a wide spread and institutionalization. On the contrary, the collected data show how this methodology is still essentially experimental. Moreover, this data suggest that it is adopted only by some European schools and it involves only a small number of pupils. Eurydice data are about very low percentages which are around the 3% and the 30% including in the count both students of primary and secondary schools and considering as CLIL projects also those projects which did not choose only a foreign language but also second, regional or minority languages (Eurydice, 2006). Not surprisingly, only the two small countries of Malta and Luxembourg can be considered virtuous as they did succeed in creating the perfect situation for the development of this methodological approach which was introduced in all the different school levels and institutes. CLIL, in these two countries, is considered so important that it has become the very foundation of their education system. The reason of this fast and simple development of CLIL in these particular regions is to be found into some important features such as the compresence of more than one official, regional and/or minority languages. In these countries the use of regional or minority languages for teachings similar to CLIL has been deeply rooted and institutionalized for many decades in periods preceding even the birth of EU. Therefore, experimentations and actions in the linguistic field which involved these areas can not be proposed somewhere else and the successes obtained in these unique situations can not be considered possible in the majority of the European territory.

However, since the 80's and 90's, many countries received the suggestions of the Commission and started to introduce the use of CLIL into their education system, even though in a pilot and personal way. France, since 1981, addressed it to the secondary level international educational departments and, since 1992, to the European departments, whereas Germany introduced experimentations initially only liked to the use of English, probably due to its status of *lingua franca* and to the fact that its study is easily motivating and usable in EU mobility. Moreover, the 2006 data

by Eurydice specify how all the European countries adopted personally and autonomously the CLIL. The Union supports its employment but it does not give precise and permanent standards to be followed. Each CLIL experience turns out to be unique due to the fact that there are many variables at stake. We have to say that it is not easy to obtain a clear overview of the European context by reading the Eurydice report. As already pointed out, every county decided autonomously to choose different languages, preferring only some of them (such as English, French and German) or limiting the experience to second, regional or minority languages, decision which can assure an easiest recruitment of linguistically competent staff. The majority of the European countries have introduced this methodology using only one FL, however experimentations of trilingual teachings are common. In these cases two foreign languages (like in Latvia and Spain) or one foreign language together with a minority language (like in Austria and Sweden) are added to the traditional teaching of the national language. Also the choice of the age of students is not very uniform since it ranges from the primary to the secondary level. Moreover, only a few countries established actual prerequisites which are necessary for students to take part into CLIL teachings. However, the types of admission test are different from country to country. Some of them decided to focus on the students' general knowledge (like in Czech Republic), some others based their selection on the assessment of the competences of the vehicular language used in the CLIL teaching. Furthermore, it is not possible to trace a fundamental disciplinary focal point in CLIL because the choice of the non-linguistic subjects is extremely wide and variable. In fact, the collected data show how CLIL could target sometimes the social sciences field, some other the artistic field but also the technical-scientific field or the one related to creative, sport or environmental activities. The wide autonomy guaranteed to schools explains also the non-uniformity of the hours spent on such projects and, usually, the European countries do not suggest a minimum of time to be dedicated to CLIL. These countries which supports CLIL can also certify the competences obtained by students in such projects through a specific certificate. Moreover, some countries established bilateral agreements which allow the students owners of such

certificates to continue their studies in another partner country.

The data collected by the 2012 Eurydice report follow the 2006 situation. Most of European countries provides for a type of curriculum on the basis of the non-linguistic subjects which are taught in one or two foreign, regional or minority languages. However, some countries (like Denmark, Greece, Iceland and Turkey) still do not provide for CLIL experiences. So, even 6 years from the previous Eurydice report, this data highlights that this didactical practice is not widespread and they show as problematic the fact that the pupils seem to be in difficulty when using the FL to learn other subjects since they tend to use only occasionally the target language during the lessons (Eurydice, 2012).

The latest data collected by the same institution in 2017 underline that the European situation seems to be unchanged. Some countries still do not explicitly support its use (again Greece, Iceland and Turkey). As in the previous period, English, French and German remain the most used target languages in CLIL projects but also Spanish and Italian were introduced into such projects, even if they are less used (Eurydice, 2017).

The non-uniformity already highlighted in the CLIL practical implementation can be found also in the matter of training of those teachers interested in such projects because it still does not exists a bilateral European legislation. Only in some countries (France and Germany) teachers can have a formal recognition of their CLIL competences, whereas in the majority of the EU countries this is not necessary and CLIL projects are carried out spontaneously and autonomously also by teachers who are qualified only in a non-linguistic teaching (Eurydice, 2007). In most cases, the competences pertained primarily to the teachers' linguistic knowledge: some countries requested a B1 linguistic level in the chosen target language, some others a C1 level or even a bilingual certificate (Rozgienė & Vilkancienė, 2017). However, generally speaking, in Europe it is not clear which professional figure should effectively carry out CLIL projects in class, since there is no clarity on the roles of both linguistic and non-linguistic teachers (Mehisto, Marsh & Frigols, 2008). In fact, we imagine that CLIL teachers should be very versatile and they should combine

their didactic-methodological competences together with the linguistic fluency and the knowledge of the non-linguistic subject to be taught. Only few European countries established tests which prove all these qualifications and, usually, teachers already have only the requisites related to the non-linguistic field and will obtain additional certificates which prove their linguistic competence. It is important to highlight that the academical studies related to CLIL increased and many networks of scholars interested in this subject were created while all these data were collected and analyzed. Some good examples could be *CLIL Consortium*, *CLILCOM*, *CLIL Matrix*, *CLIL Competdium* and *VocTalk*, all projects coordinated by Professor Marsh of the Finnish University of Jyvaskyla. Some of these studies were centered on the development of activities to be carried out in CLIL, some others were focused on the awareness and on the development of mandatory competences for CLIL teachers, some other on the analyses of the basic principles of this methodological approach or on the adaptation of these experimentations to vocational schools (Lucietto, 2008).

During the last years, many scholars focused their studies on analyzing which the competences should be mastered by teachers when carrying out a CLIL project successfully. Mellion (Mellion, 2008) centers her studies, which is confined to an academic environment and to the use of English as FL, on the *3C* model: *"conditions, commitment and competencies"*. These elements are fundamental for the success of a CLIL project. The concept of *conditions* refers to the analysis of the European socio-political situation where each country gives more or less importance to the idea of internationalization of the education of its own citizens. This interest can not remain only on a theoretical level and it has to be actualized by allocating funds which are necessary for the universities to organize researches on CLIL and an adequate teachers' training involved in such projects. The success of this course is strictly linked to *"competences"*, wether they be linguistic, didactical or multi-cultural competences of organizers, teachers and students. The model by Mellion considers *"commitment"*, the personal involvement, as third element necessary to carry out CLIL. The teacher has to be strongly motivated and has to be certain of the validity of these projects. Moreover, the teacher's helpfulness to "make sacrifices, to

invest extra time and energy if necessary" (Mellion, 2008) is taken for granted.

In 2010 the *European Framework for CLIL Teacher Education: A Framework for the Professional Development of CLIL Teachers* (Marsh, Mehisto, Wolff & Frigols, 2010) was published. The authors respond to the request of the European Centre for Modern Languages which wants to plan the overcoming of the non-homogeneity of CLIL organization, contents and linguistic choices of the experimentations within the Union. The resulting image of the ideal CLIL teacher is extremely complex and diverse. The CLIL educator has to focus on three objectives: contents, language and ability to learn. Moreover, the teacher has to be competent in the CLIL didactic and methodological field, has to be aware of his own linguistic and disciplinary competences and of their interconnection, has to make the students aware of the linguistic learning processes, he knows how to choose activities and materials, can share his experiences with the colleagues and can manage the class by creating a positive environment together with the pupils stimulating their active participation.

In the same year Bertaux et al. presented in a detailed mind map all these competences which should be mastered by a teacher when carrying out a CLIL project (Bertaux, Coonan, Frigols-Martin, Mehisto, 2010). The scholars introduce in a first section the competences which result necessary for the creation and for the maintaining of a CLIL program and later integrates the classification with the competences which are necessary for its implementation. This map, being wide and complex, shows which are the areas and the competences the CLIL teacher should refer to. The image of the ideal CLIL teacher results substantially superimposable to that created in the European Framework for CLIL Teacher Education. Organizing a CLIL program means being able to interconnect theoretical, administrative, communicational, didactical, linguistic and relational competences but also means being creative and prepared to a continuous update.

1.3 CLIL in Italy

The first CLIL experimentations done by the Italian education system date back to the 90s. In Italy, like in other European districts, initially the first projects were started autonomously, especially in those regions characterized by phenomena of bilingualism. As a matter of fact, the use of a language different from Italian in the schools of these areas had already been tested for a long time. During the last years of the 20th century the educational institutions showed some important signals of interest in the promotion of multilingualism, which was considered as a fundamental nucleus of the idea of European Union and as a symbol of mutual respect and cultural enrichment. The article 4 of the Decree of the President of the Republic N. 275/1999 states that:

> "Nell'ambito dell'autonomia didattica possono essere programmati, anche sulla base degli interessi manifestati dagli alunni, precorsi formativi che coinvolgono più discipline e attività nonché insegnamenti in lingua straniera" (Decreto del Presidente della Repubblica 8 Marzo 1999, N.275).

Therefore, the law guarantees and suggests the possibility to undertake subject teachings into a foreign language adapting the offer to the different contexts and to the demand of the population and giving the possibility to minorities to learn and use their mother tongue also at school and not only within the family.

However, it is since the Reform Bill 53/2003 that the CLIL methodology was presented again and again as a distinctive element of the educational path. Italy became in this way the first European country which made CLIL mandatory in the upper secondary schools (Legge 28 Marzo 2003, N.53). This law and the corresponding 2010 implementing regulations introduce the teaching of a non-linguistic subject in a foreign language during the last year of *licei* and *istituti tecnici* and the teaching of two non-linguistic subjects in a foreign language in *licei linguistici* from the third and forth year. However, it is underlined that the experimentation will be activated within the limits of possibilities and competences of the staff allocated to the different schools. In this way it is implicitly identified a

non-favorable situation to the realization of this project due to teachers' lack of specific training.

The promulgation of the Decree 89/2010, which dealt with the revision of curriculum, branches of studies, competences and teaching methods within high schools, brought to the activation of several CLIL paths which at the beginning, during the 2012-2013 school year, mostly affected the first year of the second cycle of *licei linguistici*. After these provisions, during the following years this methodology was gradually introduced also in the last years of the second cycle of these schools. A research by MIUR (Gruppo di Lavoro Monitoraggio Introduzione della Metodologia CLIL nei Licei, 2014) focused on the collection and analysis of data related to the organization of CLIL modules in the third year of such schools during the 2012-2013 school year. This research suggests that:

- the three non-linguistic subjects mostly used in Italian CLIL projects are history (32%), natural science (19%) and physics (13%);

DNL di attivazione moduli CLIL (%)

Materia	%
Altri insegnamenti di cui all'allegato H del D.P.R....	4,58
scienze motorie e sportive	4,79
storia dell'arte	7,41
matematica	8,28
filosofia	9,15
fisica	13,07
scienze naturali	18,74
storia	32,03
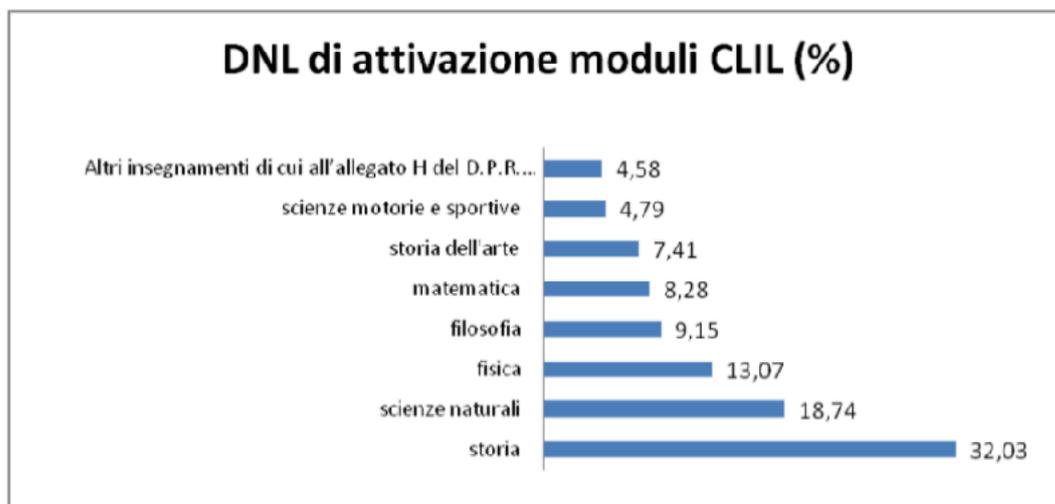
- the most used foreign language in Italian CLIL projects is English (70%) followed by French (21%);

Lingua straniera dell'insegnamento CLIL

- Inglese 70%
- Francese 21%
- Altro (specificare) 1%
- Tedesco 4%
- Spagnolo 4%
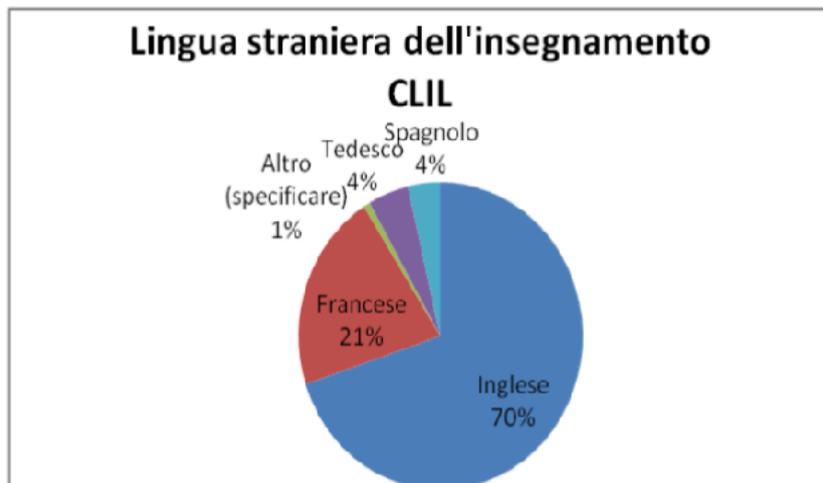
- most of the interviewed teachers in this study claim to have activated a CLIL project only in one of their third-grade classes (62%) even if the legislation does not forbid the teachers to teach trough the CLIL approach in more that one class at the same time;

- a large part of the interviewed teachers affirms they developed CLIL experiences also in classes different from third level class: namely, the 48% of the interviewees assert they used CLIL also in a fourth-grade class;

- the majority of these CLIL teachings was provided by a single teacher of a non-linguistic subjects, however a good percentage of CLIL teachings were planned by a team made up of both a non-linguistic subject teacher and a language teacher.

L'insegnamento CLIL è stato effettuato da

- esperti in compresenza: 3,8
- DNL+esperti: 1,9
- DNL+conversatore: 20,3
- DNL+LS: 25,8
- solo DNL: 48,2
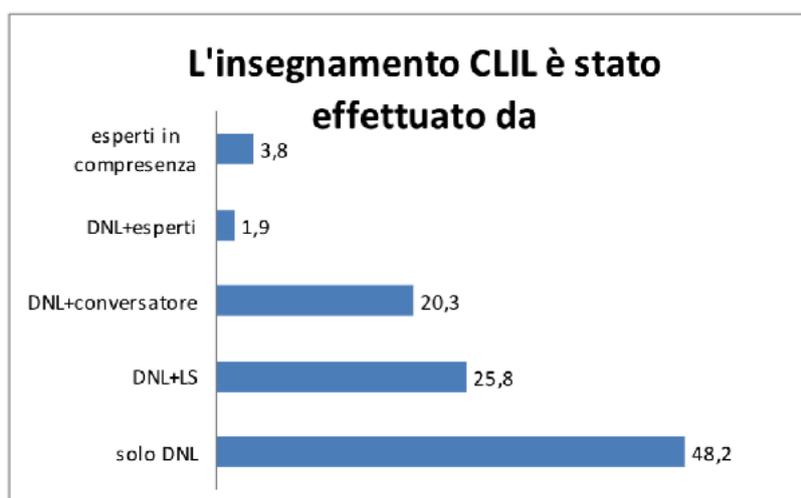
A more recent study conducted by Bier (Bier, 2018) provides us with slightly different data about the non-linguistic subjects and the foreign languages used in

CLIL Italian teachings. The most employed non-linguistic subjects seem to be mathematics and physics (21%), followed by a group of humanities (history, geography, philosophy and human science) (20%); while the most preferred foreign language in Italian CLIL projects is still English - with percentages which increased over the years and reached the 95% - followed by Spanish (3%), French and German (0,5%). This particular analysis highlights also the number of years of CLIL teaching the interviewees have carried out: the majority (30%) affirms that they have never tried the CLIL approach before, whereas a second significant group (27%) asserts that they have already experienced this kind of teaching only once.

The *Norme Transitorie* by MIUR (MIUR, 2014) reiterate the importance of the use of a foreign language in the teaching of non-linguistic subjects in high schools and in particular in *licei linguistici*. It will be up to school principals to find those teachers who are the most competent to start CLIL projects. They are obviously expected to be expert on their subject and to master a foreign language but also to be skilled in the use of CLIL methodology. Moreover, the legislation introduces advanced courses, which are worth 20 university educational credits, to train those teachers who will be chosen to teach non-linguistic subjects in a foreign language according to the CLIL methodology in *licei* and in *istituti tecnici*. The Ministry carries out these update initiatives to solve the problem related to the lack of trained staff. The law is apparently for the gradual introduction of the teaching of a non-linguistic subject in a foreign language and explains this graduality with the need of time for the modernization and renewal of the educational system and its tenured teachers. Moreover, the *Norme Transitorie* suggest the use of human resources already employed in each school present like foreign language teachers, mother tongue speakers or even those teachers who returned into the national educational system after a period spent working in Italian schools abroad. The law, by considering the experimental value of such projects, hopes for the establishment of or for the participation into school networks which could provide mutual support between schools, the exchange of best practices, initiatives of mobility for teachers and students in schools abroad, actions of *job shadowing* between teachers of the same

school, of other Italian or foreign schools to support the internationalization of the educational offer. The law also promotes the creation of actual CLIL *team-teaching* made up of different professional profiles - some of which do not belong to the school system - who can develop and manage successfully a CLIL pathway with the teacher of a non-linguistic subject. The idea of a team teaching based on the vital collaboration between subject and language teachers was already in use within the Italian area before the introduction of the *Norme Transitorie*. A good example could be found into TATEO (TAlking to Each Other), a model developed in the autonomous district of Trento, where a strong trilingual promotion policy has been existing for a long time. This model calls for the collaboration between professional profiles (subject and language teachers and external consultants where present) who are expected to work together and to support each other in the implementation of the project (Lucietto, 2008).

Also the Law 107/2015 (which was called *La Buona Scuola*) which aims at improving the quality of the state education, restates once more the following core:

> "La valorizzazione e il potenziamento delle competenze linguistiche con particolare riferimento all'italiano nonché alla lingua inglese e ad altre lingue dell'Unione Europea, anche mediante l'utilizzo della metodologia Content Language Integrated Learning" (Art.7, Legge 13 Luglio 2015, N.107).

Moreover, the Law 107 underlines that during the 2016-2017 school year the MIUR will work hard to allocate funds to the development and the improvement of CLIL projects at every school level and the enhancing of teachers' skills. The last data provided by MIUR itself ensure the training of about 10,000 teachers. The interest of the Italian government in the development of CLIL projects and experimentations seems obvious. However - as we will see in *Chapter 2* - there are still many problems related to the activation of CLIL projects: the diffusion of this methodology, the progress of its implementation is not in line with the national expectations yet.

1.4 Teachers' Training in Italy

The organization of CLIL training has been repeatedly object of accurate analysis by the Ministry of Education. The Decree published on 30th September 2011 establishes the criteria which are necessary for the teaching of a non-linguistic subject through a foreign language in accordance with Article 14 of the Decree of 10th September 2010, N.24. The Article 3 of the same law clearly identifies those specific academic profiles, who, on the basis of their competences, will cooperate to create and develop the teachers' training course. The supervisor of this course is required to have some specific competences: linguistic and metalinguistic competences, didactic knowledge with rooted experience in CLIL methodology. According to the law, the actual training must be organized by university teachers from the linguistic and language teaching field and by university teachers of the non-linguistic subjects who must also be expert in the target language and in the CLIL methodology. Therefore, the Ministry is aware of the complexity of the profile of the CLIL teachers as it designs for their training a team made up of great specialists. They will act jointly to get their trainees ready from a methodological point of view but they will also make them understand the importance of a real integration of language and subject. As Coyle et al. underline:

> "CLIL courses, especially when new and developing, ask much of those teachers, who may either have language or content expertise, but often do not have both" (Coyle, Hood & Marsh, 2010: 145).

If on the one hand, the training courses related to CLIL methodological aspects can be carried out only by universities, on the other hand, the linguistic training can be provided also by other institutions which deal with the development and the implementations of linguistic competences. The course must cover a range of different topics including methodology, language, Information and Communication Technologies. Through its activities, teachers must learn how to select and adapt materials and resources, how to plan their lessons, how to assess in a CLIL classroom. The program gives a crucial importance to practicum and co-teaching

activities that must be carried out in hosting schools. It is thanks to these laboratory activities that the participants will have the opportunity to test what they have learnt and observed in class. A complete attendance is compulsory to obtain the professional certificate of CLIL teacher. The Article 4 identifies the addressees of the courses by involving teachers of non-linguistic subjects working either in *scuole secondarie di primo grado* or *scuole secondarie di secondo grado* (lower secondary schools or upper secondary schools). The Decree N.16 of 16th April 2012 deals with the same subject and it further clarifies the complexity of the matter and sets out all the competences that should converge in the profile of the CLIL teacher. Once again, it is highlighted how the didactic-methodological competences, the knowledge of the contents of the non-linguistic subject at issue, the C1 level of competence in the target language chosen for the teaching and the language teaching competence converge and interconnect into this professional figure, who will have to accompany the students through an educational path which aims at the dual linguistic and cognitive learning. The teacher has to convey the contents of the subject in which he is an expert but he has also to be aware that he is expected to promote the use of the foreign language and the students' reflection on its linguistic structures (Bier, 2018). The following chart designed and translated by Cinganotto herself sums up the competences of a CLIL teacher (Cinganotto, 2016):

Language dimension:
The teacher   • has a C1 level of competence in the foreign language (CEFR)   • is able to manage, adapt and use subject materials in the foreign language   • has a mastery of the specific subject language (specific lexicon, discourse types, text genres and forms) and of the subject concepts in the foreign language.
Subject dimension: **The teacher**   • is able to use the subject knowledge according to the national curricula of the relevant school level   • is able to teach the subject content integrating language and content.
Methodological dimension: **The teacher**   • is able to plan CLIL paths in cooperation with language teachers and teachers of other subjects   • is able to find, choose, adapt, create materials and resources to enhance the CLIL lesson also using ICT   • is able to plan a CLIL path autonomously, using methodologies and strategies aimed at fostering the learning of content through the foreign language   • is able to identify, create and use assessment tools which are consistent with CLIL methodology.

The Ministry of Education deals with the same contents also in its Protocol N.240 published on 16th January 2013 - named *Norme Transitorie*. It states once more the importance of the organization of courses dedicated to the training of CLIL teachers. These projects are thought for the teachers who already have or are going to obtain a certified C1 level competence in the target language. Moreover, the same protocol N. 240 clearly establishes that the planning of a CLIL path should originate from the cooperation between a teacher of a non-linguistic subject and the foreign language teacher even if it is stated that the assessment will be in charge of the teacher of the non-linguistic subject. The protocol does not consider a real involvement of the language teachers in the class activities, anyway, their role has a fundamental importance. In fact, their suggestions and their knowledge of the students' language and communicative competences are the core of this shared planning. Only this synergic collaboration can perfectly comply with the educational needs of the whole class and provide effective activities created respecting the students' linguistic level. In some way, the role of the foreign language teachers could be compared to a sort of foreign language tutor and didactic trainer for their colleagues who are experimenting something new and might feel embarrassed or uncomfortable in their new educational role. The law speaks about the creation of an actual CLIL team in which the foreign language teachers and the teachers of the non-linguistic subjects can support each other and provide a mutual training thanks to their personal competences. Moreover, the foreign language teachers are asked to shape their teaching in order to adapt it to the syllabus of the non linguistic-subject. Working this way, they can have a positive role for their students by making their target language proficiency higher. The language of the whole class results of primary importance during a CLIL path because without it students could neither interpret nor process effectively the input received (Krashen, 1982) and a limited understanding of the teachers' utterance will largely invalidate the whole project.

Over the last years, CLIL courses have grown in number and the Ministry of Education provides information which are quite significant. Data speak about an offer of 513 language courses and 108 didactic courses. Notwithstanding this, there is

still a shortage of competent CLIL teachers and some of the subject teachers who are practicing this methodology have not received either language-focused or didactic-focused training. Actually, CLIL teaching is often provided by subject teachers who have a foreign language competence lower than C1 level, a case that the Ministry of Education had considered just for the period immediately following the introduction of this experimentation.

A survey made by Bier in 2018 (Bier, 2018) provides us updated data which demonstrate that around one third of CLIL teachings (32%) is actually carried out by subject teachers with a B2 linguistic competence. Moreover, CLIL activities are often planned and provided by a foreign language teacher, even if this was not the intention of the guidelines for CLIL implementation suggested by the Ministry of Education.

The three dimensions that must converge in the CLIL teachers, that is language, subject and teaching competences (Cinganotto, 2016) must be integrated with another important element: motivation. Bier in her study underlines that the motivation of CLIL teachers is necessary to obtain optimal results in such teaching (Bier, 2018). The importance of motivation and the acknowledgement of the demanding path that teachers must face to become real experts is reported also by other researchers. In fact, Dörnyei et al. state that:

> "Motivation is resposible for why people decide to do something, how long they are willing to sustain the activity, how hard they are going to pursue it" (Dörnyei & Ushioda, 2011: 4).

The motivation of CLIL teachers plays a key role not only if related to the quality of the teaching and to the relationship existing between teacher and student, by creating and maintaining the students' motivation alive (Coyle, 2006). Therefore, this methodology appears as a challenge both for students and for teachers. We will more accurately deal with the activities and the strategies which CLIL teachers can carry out to maintain the students' motivation in *Chapter 2*.

2 CLIL Methodology

2.1 Methodological and Didactic Aspects

    We have already hinted that CLIL paths differ from traditional lessons. As Langé says: "CLIL is proving to be a powerful changing agent - the best changing agent in our school system. There needs to be a cultural shift, so no more teacher-led lessons centered on content, but student-centered activities" (Langé, 2016). Teachers are expected to realize how their role is changing and to slowly transform the old-style teaching that is still usually applied in Italian schools. According to this new approach, contents should be presented in an indirect and implicit way, they should be introduced as necessary material useful to carry out the assigned activities. Students, as well, are asked to assume a new role, a more active role, and become the real focus of activities (Ricci Garotti, 2015). The benefits of the CLIL pathway are closely linked to the wise use of its methodology, that is all the teaching strategies and all the learning activities selected by teachers (Coonan, 2014). Different models of CLIL methodology and its basis have been elaborated in recent years.

    Coyle suggests the so called *4Cs Framework*, which explains how four elements co-operate and interweave in learning and language learning: content, communication, cognition and culture (Coyle, 2005). *Content* is the topic debated during the teaching but it is not only this, it is also how the students create their own knowledge and understanding. Content is the starting point of the whole planning process and with the acquisition of knowledge and skills it can be considered the core of the whole learning process. CLIL contents should create bridges across the whole curriculum by presenting new pieces of information relevant to the pupils' interests and needs. The second element of the model is *communication*, that is the use of the language to interact and learn in a given context. It is important to remember that communication in CLIL go beyond the simple grammar system and that this methodology leads students to use language in a way which is completely different from the use which can be found in traditional foreign language classes. CLIL creates a genuine communication and "offers direct opportunities to learn

through language and to make meanings that matter" (Coyle, Holmes & King, 2009). With the word *cognition* Coyle explains that CLIL is not simply a transfer of contents from the teacher to the pupils, but it involves learners in higher order thinking activities. In this way, CLIL is challenging for the students and, by improving language and thinking skills, it allows them to create their own knowledge, to develop an independent language use. *Culture* is the fourth component of Coyle's model. As we have already pointed out, studying contents through a foreign language is an essential element to promote intercultural tolerance and understanding, an ability considered fundamental in the contemporary European community. But this is not enough. To reach a successful intercultural communication we need something more as each culture has a different view of self, different perception of time, different verbal and non-verbal ways of communication and students must be helped to understand all these hidden elements of culture that go beyond language (Meyer, 2013). In particular, CLIL acquires a significant importance in the cultural field when learners bring several languages and cultural experiences inside classroom. In this way there will be a further development of students' understanding of their own and others' cultures. As Coyle et al. highlighted: "culture and intercultural understanding lie at the core of the conceptual framework, offering the key to deeper learning and promoting social cohesion" (Coyle et al., 2009). Coyle sums up his ideas in a further study stating that: "advancement in knowledge, skills and comprehension of contents, involvement in higher order cognitive processes, interaction in the communicative context, development of appropriate communication skills and acquisition of a intercultural awareness" (Coyle, Hood & Marsh, 2010). Moreover, scholars suggest that in CLIL paths there are three different perspectives when talking about language acquisition: language *of* learning (concept which could be compared to the development of Cognitive Academic Language Proficiency (CALP)), language *for* learning (the language taking place in spontaneous interactions) and language *through* learning (described by Coyle et al. as "a repertoire of speech acts which relate to the content […] essential for tasks to be carried out effectively) (Coyle, Hood & Marsh, 2010).

Language
of
learning

CLIL
linguistic
progression
*Language
learning
and language
using*

Language   Language
for   *through*
learning   learning
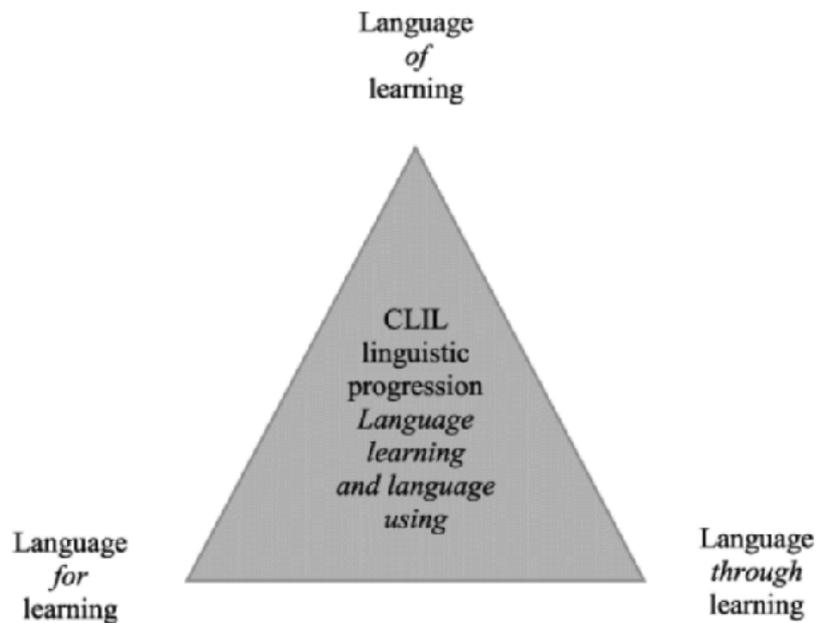
Also Mehisto et al. searched the same matter and identified criteria that a CLIL teacher should always keep in mind when planning a new project:

- a multiple focus which concentrates both on contents and language;

- a safe and rich learning environment which stimulates the students;

- the authenticity of inputs, materials and activities;

- an active learning in which pupils are directly taking part into the activities;

- the principle of scaffolding, which will be faced later in this subchapter;

- cooperative learning (Mehisto, Marsh & Frigols, 2008).

As a matter of fact researchers agree on the need of the creation of a new idea of learning in which teacher-centered lessons are replaced by a more interactive approach which allows the class, considered as a sort of community, to learn and build a shared knowledge through common effort. Casal points out that cooperative learning facilitates students' learning and acquisition, the development of social skills and considers it suitable for different learning styles. The scholar highlights also that in cooperative learning, thanks to teachers directives, students will be lead to develop and improve essential abilities such as trust-building, leadership, decision-making and negotiation (Casal, 2006). In CLIL, cooperative learning leads the students to work together, usually in couples or small groups, to learn information and conduct a series of activities with the aim to foster peer group support and to develop in

students the ability to work successfully in a team (Grabe & Stroller, 1997). It has been proved that cooperative learning creates greater cooperation between students, more positive attribution for learning results, better attitudes toward school and learning and, finally, increases learners' motivation and self-esteem (Slavin, 1995; Pistorio, 2010). It is necessary to highlight that cooperation often is mistakenly used as a synonym for collaboration. In fact, there is a main difference between these two concepts. In collaborative work students work together to obtain the same goal, while in cooperative work all individual student's goals are united to obtain a shared aim. This creates a sense of common commitment which improves everybody's learning (Kozar, 2010; Turrión & Ovejero, 2013). Johnson & Johnson point out five aspects necessary to develop successfully cooperative learning: positive interdependence, separate individual and group responsibility, an environment which stimulates interactions, the knowledge of some important interpersonal and group practices (such as leadership or decision-making) and a teachers' mindful group assessment (Johnson & Johnson, 1989). Other important features of cooperative learning are stressed by Bazán Quijada:

> "cooperative learning is not simply about making students work in groups. There are some fundamental aspects that must be taken into account when we want to put this methodology into practice. Among those aspects, we can highlight the choice of the components of the groups, the internal organization of the groups (role establishing) and the distribution of classroom space" (Bazán Quijada, 2020: 11).

The importance of specific methods for planning, implementing and assessing during a CLIL path has been pointed out by many researchers. According to Serragiotto, while planning it will be necessary (Serragiotto, 2015):
- to contextualize the role of the school and its location in the district;
- to analyse the school educational aims;
- to identify the human resources who will carry out the projects and the groups of students who will take part into such projects;

- to choose the length of the activity, the language subject and the content subject to be taught during the educational path.

During the first phase the focus of the whole planning should be on the students' need. It is through this analysis that contents, materials, instruments and teaching, implementing and assessment methods should be decided. The second phase must pursue the implementation of the project (Serragiotto, 2015). During this stage teachers have to create and organize all the activities that will be carried out in class. Also in this step, learners must be deeply and actively involved and teachers have to make them aware of the aims of the project and set outcomes with them. In order to do this, teachers can share the whole schedule of the lesson pointing out keywords and main topics, provide a redundant input to introduce the main concepts in different ways to facilitate the acquisition of contents, make them accessible to everybody and explain abstracts concepts with tangible examples. Pupils are expected to work in couples or groups following definite steps: first they will receive the input from the teacher, then they will be tested on the actual understanding of the input itself, finally they will be actively employed performing meaningful tasks. Serragiotto suggests that, during the activities, teachers should constantly monitor their students' utterances but they will correct them only if the mistakes compromise communication or learning. When correcting their pupils, teachers should always try to use a soft method in order not to stop the flow of the lesson, to reinforce the students' self-confidence and to keep the experience positive (Serragiotto, 2015). The last step in planning a CLIL project is represented by assessment. This is a crucial point because of the complexity of CLIL methodology itself. Teachers must simultaneously check content, language, learning skills achievements bearing in mind all the element concerning the students' personal sphere. While assessing, it should always be clear *who* is assessing (the foreign language teacher, the teacher of the content-subject, both of them working together or both of them separately?), *what* the object of the evaluation is (will the final mark be more influenced by students' language skills or by their knowledge of contents?) and the evaluation procedures (so how to organize tests and how to correct students' mistakes) and *why*

the assessment is taking place (Serragiotto, 2015). Short pointed out different skill categories to assess while developing a CLIL pathway (Short, 1993): problems solving, content-area skills, concept comprehension, appropriate language use, communication skills, individual behavior, group behavior and attitude toward the treated subject. Short's model is certainly interesting and useful while assessing because it analyses separately language and contents. Short identifies different measures that teachers should build to be supported in their evaluation role. Checklists or reading and writing inventories can be of great help in the systematic collection of data to understand pupils' learning growth or improvement of performances. Portfolio, as well, can be an important tool for students to reach self-assessment ability. By the use of checklists, rating scales, rubrics, they will become more and more aware of their achievement both in the language learning and in the performance-based tasks.

The activities chosen for the students have a great importance in the creation of a CLIL experience as they "influence learners by directing their attention to particular aspects of content and by specifying ways of precessing information" (Doyle, 1983). It is just through clear and effective instructions and input that they will really learn to do what they are expected to do. The development of cognitive operations such as memorizing, classifying, inferring or analysing in a foreign language gives to the foreign language an importance which is completely different from the one it usually has in traditional language teaching (Coonan, 2009). The CLIL approach is moreover cross-curricular as it aims at the development of several competences and skills. Task-based learning is focused on students' active involvement, they lead them not only to learn but also to assimilate contents. In tasks students do not only carry out those activities which are typical of traditional lessons - such as repetition or reproduction - but, for example, they have the opportunity to re-elaborate contents or to discover the logical connection between the elements provided in the input (Ricci Garotti, 2015) and create something new and enjoy a significant experience. According to Willis, "tasks are always activities where target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis,

1996). Tasks, due to their comprehensive nature, request students to work at the same time both on the linguistic and on the cognitive level. In CLIL activities tasks do not focus directly on language but on contents and cognition and this creates the ideal conditions for the improvement of the students' linguistic competence (Coonan, 2009). Moreover, tasks lead to the resolution of a communicative problem and should present assignments strictly connected to reality. All these features of tasks are pivotal because they increase pupils' motivation (Skehan, 1998). Another important feature of task-based teaching, which support its use, has been pointed out by Meyer. In his opinion: "languages are acquired most successfully when they are learned for communicative purposes in meaningful and significant social situations" (Meyer, 2013). These, as we have already highlighted, are characteristics typical of a CLIL tasks. A task should develop in a cycle structure made up of three moments: task, planning, report and it should be made up of a three part framework (Willis, 1996):

- in a previous phase, objectives and the topics and purposes of the activity are defined and the new vocabulary is introduced and pointed out to the students. In this step, the teacher makes sure that the students clearly understand what they are asked to do during the task;

- after this introduction, students start doing the task working in couples or in groups. The teacher checks their activities and encourages them but does not correct them in order to let them feel free to experiment. Soon afterwards students prepare the presentation of their outcome. The teacher can help them giving language advice. Their presentation must be clear and accurate to be effective so language must be correct. Finally the group shows the result of their work to the class. Students and teacher analyze together and comment on the result. While carrying out a task, students assume different 20 roles (they ask and answer questions, for example), use different verbal codes and try to use language for effective communication purposes. So, tasks perfectly fit for a complete learning which does not involve only the comprehension of texts or discourses (Coonan, 2014);

- when the task cycle has been completed, the teacher and the learners focus on the language used in their work, analysing, asking, explaining specific words or phrases. During this stage, teacher guides the activities and gives examples of proper or incorrect use of forms, gives explanations, explicit corrections, gives a clear feedback making them understand that both communication and grammar are important to reach a good competence (de Graf, Koopman, Anikina & Westhoff, 2007).

When giving students a task, teachers must remember some useful devices to take completely advantage of its language acquisition potential (Coonan, 2009):

- information gap activities, based on a non-uniform distribution of information, are a perfect occasion for interaction and meaningful language practice. Thanks to this technique, students need to experiment their language competence, negotiate and share pieces of information to reach a common goal. Their work must be convergent and synergic, they have to cooperate asking for clarifications or repetitions, confirmation and approval or refutations;

- the *closed/opened* characteristic of the activities to be carried out. Closed activities, in which participants already know that there do exist only one possible result, task students to a greater interaction and negotiation of the pieces of information to reach their goals. On the contrary, opened activities, in which a predetermined correct answer does not exist, bring the students to produce longer and more complex sentences. Through these activities students have the possibility to be active and use language in a meaningful communication but also to elaborate inputs given in the vehicular language respecting the twofold nature of CLIL methodology (Coonan, 2009).

It seems obvious that carrying out tasks in a foreign language is a demanding activity which could lead students to a challenging cognitive load. Because of that, many researchers have tried to identify precise strategies teachers should use to help their students to achieve the objectives expected in such projects. Coonan determines four types of activities the teachers could implement to assist their students (Coonan, 2007b):

- the first group is that of activities which support student's autonomy. They lead learners to check the correctness of their work or to compare it with other people's outcome, to reflect on the procedures and sequences of actions they have carried out to reach their goals;

- a second category gathers activities which support students' cognitive engagement, such as encouraging them to compare their work with their classmates, providing examples, using worksheets or classifying the concepts presented during the lesson according to precise criteria, instead of introducing them all together;

- a third cluster includes activities which support the development of students' subject competence, such as providing images and charts, carrying out experiments with detailed instructions, letting the students use ITCs, activating the students' background knowledge or linking explicitly what pupils are learning to their personal experience;

- the last group involves activities who facilitate language contents, such as the use of visual items (tables, photographies), the presentation of lists of words and expressions or the introduction of recreational activities and pantomime.

As we have just pointed out, CLIL students may have difficulties in elaborating and storing the provided informations. That is why they often use learning materials at the same level as L1 students even if their target language competence is not that of mother-tongue speakers. Their language deficits must be necessarily counterbalanced with a precise teacher's elaboration of appropriate inputs. Many scholars state that scaffolding is a successful way to help students attending CLIL paths. "Builders use temporary scaffolds to support. A building can stand alone, the scaffolding is removed. Learners in the classroom can be helped with teacher scaffolding in the same way" (Dale, van Der Es & Tanner, 2011). Pawan highlighted that the employment of scaffolding strategies by teachers is the best way to integrate language learning together with contents, to support students' language learning and to allow them to negotiate meanings (Pawan, 2008). The term *scaffolding* was introduced into the educational field in the 70s and it can be identified as "a type of teacher assistance that helps students learn new skills, concepts, or levels of

understanding […] that leads to the student successfully completing a task" (Maybin et al., 1992). Mehisto et al., when referring to scaffolding, add that:

> "it helps students to better understand the learning process, to build momentum, to save time and to enjoy short-term wins. It lowers frustration and build success. In short, scaffolding is a sheltered learning technique that helps students to be emotionally secure, motivates them and provides the building blocks - such as language or background knowledge - needed to do complex work (Mehisto, Marsh & Frigols, 2008: 139).

Teachers main aim in scaffolding is increasing students' autonomy through the support given both by teachers or by more competent peers (Lin, Hsu, Changlai, Yang & Lai, 2012). At first, teachers give support to their pupils and, when they gain confidence, they can gradually decrease their scaffolding (Pistorio, 2010). Also Meyer states that scaffolding is really useful because it allows students to process the received inputs into *intakes*. In fact, scaffolding:

> "reduces the cognitive and linguistic load of the input, […] enables students to accomplish a given task through appropriate, supportive structuring […] supports language production […] by providing phrases, subject-specific vocabulary and collocations needed to complete assignments" (Meyer, 2013: 299).

Meyer adds that teachers should teach students how to learn competently, by describing them learning strategies and skills which will improve their language and cognitive skills (Meyer, 2013). A research conducted by Mahan highlights the most effective scaffolding strategies used by CLIL teachers. This study shows that CLIL teachers mostly focus on helping students to comprehend materials by making connections between the new information and the students' background knowledge. They provide further materials and support students to "use, define, and prompt subject-specific terminology" (Mahan, 2020).

In *Chapter 1* we have already said how the lack of already organized and effective

materials can be a serious hurdle for the implementation of a CLIL path. The creation of original resources and the adaptation of existing materials are a tough task. As Tomlinson states, teachers' work is very complex as they must investigate "principles and procedures of the design, writing, implementation, evaluation and analysis of materials" (Tomlinson, 2012). Moreover, Meyer points out that the input provided to students during CLIL classes should be "meaningful, challenging, and authentic" (Meyer, 2013). He also suggests that in CLIL, inputs should be *multi-modal*, that is, they should be presented in diverse ways to support "students' different learning styles and their multiple intelligences" (Meyer, 2013). The scholar explains that contents should be linked both to global problems and to students' everyday life and interests. In this way, contents result meaningful and relevant for students (Meyer, 2013). Teachers, must not ignore that the use of materials found in ordinary subject textbooks might be a wrong choice as learners cannot be asked to cope with a too demanding language and cultural challenge (Kelly, 2014). Materials specifically thought for students with a certain cultural background could be hardly effective and understandable to CLIL students coming from another context. Moreover, some textbooks may not be suitable to the national curricula (Palatella & Palatella, 2016), so their use should be avoided. When teachers are not using any textbooks during their CLIL teaching, Serragiotto proposes that they should create their own materials in order to answer as much as possible their teachers' needs using their creativity and skills (Serragiotto, 2015). Also Moore et al. suggest different paths CLIL teachers can follow to acquire CLIL materials: they could "produce their own original materials from scratch", "employ undiluted authentic materials" or "adapt authentic materials in line with their teaching goals" (Moore & Lorenzo, 2007). The idea of a modification of the input to the students' needs and language level is recommended also by other researchers like Mehisto et al. (Mehisto, Marsh & Frigols, 2008) and Tomlinson. The latter suggests the idea of "making changes to materials in order to improve them or to make them more suitable for a particular type of learner" (Tomlinson, 1998). Serragiotto, moreover, states that this work of conformation must be followed by an effort of organizing of the materials according

to topics and the key concepts (Serragiotto, 2015). Meyer elaborated a model known as *CLIL Pyramid*, a tool specifically designed to support planning and material development in CLIL paths. His idea is a perfect guide for the creation of a multifocal lesson in which cognition, content, communication and culture are connected and taught together. The base of the pyramid represents the first step teachers must take when organizing a CLIL experience, that is the selection of materials to respond to learners' needs. Its second level refers to the provision of multimodal inputs that are necessary to involve effectively all students' learning styles and language skills. The presentation of materials in different ways will promote a deeper understanding by clarifying complex FL contents (Meyer, 2013). The further step alludes to the definition of tasks that must bring to authentic and communication and interaction and to the production of a designed output. The apex of the pyramid finally determines the workout, the review of key concepts and language elements. Throughout the path, teachers must always be ready to support learners according the idea of scaffolding. Meyer's chief aim in developing this model is that of changing "the way we think about curriculum planning and the way we structure classroom learning" (Meyer, 2010).
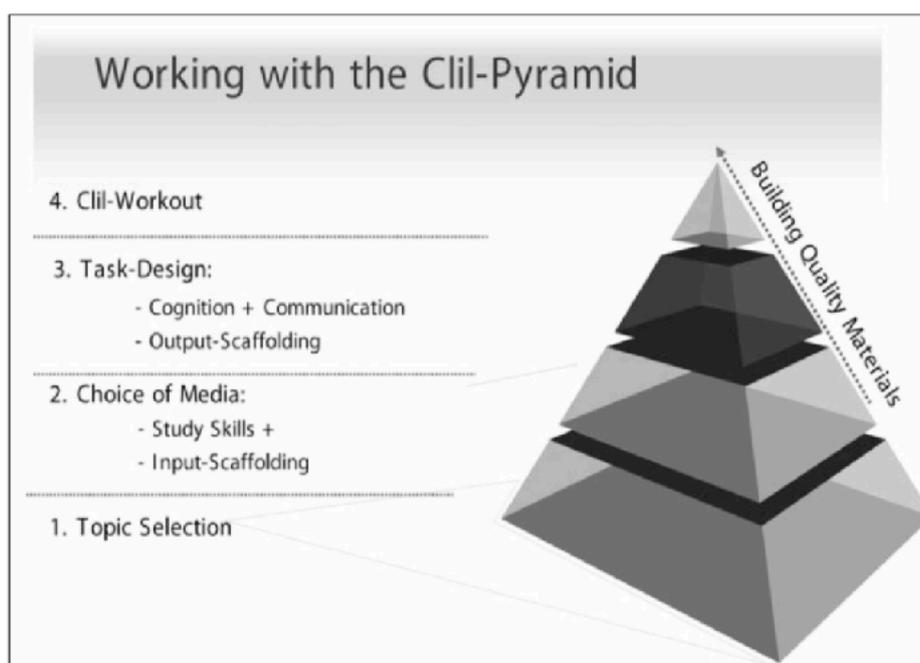
2.2 Why We Should Choose CLIL Methodology

As pointed out in *Chapter I*, CLIL methodology has always been supported by the European Community and by the majority of the European countries because of its innovative and challenging features and its mighty idea of cultural and linguistic integration. If well implemented, CLIL can represent a successful and motivating didactic approach. It has been underlined how CLIL provides the basis for people's personal development and trains the individual to become effectively a global citizen (Coyle, Holmes & King, 2009). So, it provides really good foundations for people's personal development and trains the individual to become effectively a global citizen (Coyle, Holmes & King, 2009), a competence which results necessary by the Union in an community atmosphere characterized by continuous exchanges.

A first crucial positive element is that students who are taking part in a CLIL project are exposed to extra foreign language lessons without the overloading of their school curricula. CLIL students are provided with a higher amount of *comprehensible* input and they are spurred to produce a higher quantity of *comprehensible* output, which take them to the development of language fluency and accuracy according to both Krashen's and Swain's theories (Krashen, 1985a, 1985b; Swain, 1985, 2000). Krashen states that students can acquire a language when they understand what they hear or read, that is, the input must be comprehensible and just slightly above their present level of competence. Krashen sums up this idea in the formula *i+1* in which *i* stands for the current knowledge of language and *+1* for the extra added information. The *+1* must be precisely programmed on the basis of the students' knowledge and their individual needs. Only a small progress to the next immediate step of the learning process can be effectively processed. On the contrary, Swain states that learners can acquire a new language competence when they realize a lack in their L2 knowledge. It is when they work on their output and their productive abilities that they can realize the gap existing between what they can say and what they would like to say. That is the moment when they are motivated to enhance and develop their target language level. Several studies confirm that CLIL students have obtained better performances in listening, written comprehension, and

fluency if compared to their schoolmates who are attending a more traditional learning path (Dalton-Puffer, 2007, 2008; Lasagabaster, 2008). Furthermore, it has been highlighted how CLIL facilitates the acquisition of new vocabulary if compared to traditional language teachings because this methodology creates the ideal condition for a learning which is simultaneously implicit and explicit (Merikivi & Pietilä, 2014), pivotal conditions for the acquisition of second language words (Ellis, 1994).

A second benefit of CLIL lies in the specific competences it develops in students. In the CLIL approach students are not only exposed to contents, but they are also spurred to use higher cognitive abilities - such as problem solving or effective communication through different tools and cultural environments - in order to actually process received information (Anderson, 2011). In fact, Menegazzo highlighted how:

> "L'uso veicolare della LS risulta funzionale al miglioramento delle capacità cognitive elevate che sono necessarie per affrontare lo studio di una disciplina. Nello stesso tempo, la disciplina veicolata, stimolando processi cognitivi trasversali, sostiene il passaggio dalla semplice competenza comunicativa dell'interazione quotidiana in LS (BICS) all'acquisizione di strumenti linguistici più sofisticati per l'elaborazione di concetti complessi (CALP)" (Menegazzo, 2006: 202).

Language in CLIL paths is not used simply to speak in a communicative everyday dimension as in traditional teaching (*Basic Interpersonal Communicative Skills*). It is cognitively demanding, it is used to understand and express relevant and specific ideas and concepts of the academic field (*Cognitive Academic Language Proficiency*). The competences can be gathered in the concept of CALP (*Cognitive Academic Language Proficiency*).

In addition, CLIL fosters the creation of a context of respect and knowledge of other cultures. Certainly, the cultural element remains an important part in each modern language teaching but in CLIL it receives a completely different attention. In

fact, in CLIL a key role is played by context and by the fact that the foreign language is used as a tool to explore and create meanings. Therefore, students will be involved in a deeper study on themselves and on the others. Moreover, they will be spurred to see this same process from their classmates (Coffey, 2005). All this leads to the creation of an environment characterized by intercultural communication and intercultural awareness, which can be hardly obtained in a content-based or language-based lesson (Coyle, Hood & Marsh, 2010; Harrop, 2012). It is exactly the combination of cognition, context and language which creates the perfect conditions for reflection and self-awareness. Moreover, it gives the possibility for the students to effectively use a language as a tool for learning (Broady, 2004).

Moreover, several studies suggest that in CLIL paths a higher level in students' motivation is often recorded. Coonan states that learners express positive views on these projects not only because of the novelty of their methodology but also because of the different attitude teachers have. Teachers are aware of the challenging work they ask their learners and are more willing to scaffold their work and plan carefully activities in order to make lessons more accessible to all participants (Coonan, 2007a). Also the use of original and captivating materials is considered an impulse for students' motivation and for the increase of their language competence (Lasagabaster, 2008). A survey conducted by Alonso et al. shows how students participating into plurilingual teachings actually are more motivated in their work because they are fostered by the awareness of the benefits which derive from more intense language learning. The idea that what they are doing will be useful both in the professional field and in their personal sphere make them more willing to work hard and cope with demanding tasks. Moreover, they demonstrate their willingness to make further efforts within this learning field as they believe that learning languages will be useful both on the professional field and in their personal sphere (Alonso, Campo & Grisaleña, 2008; Doiz, Lasagabaster & Sierra, 2014).

The intrinsic flexibility of CLIL strategies makes them an excellent tool to be used to reach inclusion (Maurizio, 2016). It gives the possibility to plan and personalize teaching paths fit to different *learning styles* (Felder & Spurling, 2005) and *multiple*

intelligences (Gardner, 1983, 1999), activating the students' background knowledge and promoting the use of multimedia materials and computer technologies (Beaudoin, 2013).

Also Grabe & Stroller agree on the positive elements of CLIL methodology. They consider the exposure to an incidental language in subject lessons a successful tool. Language is not taught in isolated fragments as in artificial language exercises but it becomes the vehicle of natural and meaningful interactions. The use of challenging activities, well-organized materials fit to the students' needs, the activation of complex cognitive strategies lead to the increase of intrinsic motivation. They confirm as well the active role of learners who are expected to acquire a decision making power in the choice of topics and activities. The typical flexibility of CLIL, moreover, allows modification of the learning path *in itinere* to make it more and more fit to the context for which it has been planned (Grabe & Stroller, 1997).

2.3 Possible Problems in a CLIL Course

We have highlighted how CLIL has been officially endorsed by the European institutions and how its accomplishment has been carried out in the majority of the European states and in all levels of education. However, it can't be ignored that the planning, the development and the actual implementation of such projects are strongly harder and more complex than a traditional language teaching. In fact, CLIL needs teachers specialized in methodology, subject and language and their recruiting has always been a challenging task. The necessary training paths organized for teachers have brought to an additional financial outlay that not all countries have been ready to accept. Even if schools introduce CLIL as part of the curriculum for secondary education, they are not entitled to extra financial support. This is partially true also for Italy where the institutions have kept a contradictory attitude up to now. CLIL is fostered as a successful methodology and several training courses have been organized for teachers but the employment of dedicated teachers is not covered by the law; "gli insegnamenti previsti dal presente comma sono attivati nei limiti degli organici determinati a legislazione vigente" (Decreto del Presidente della Repubblica

15 Marzo 2010, N.89). CLIL asks for suitable materials that are not so easily found or organized and this increases teachers' preparation time and effort. A research by Gierlinger et al. reveals that the search for papers that help learners both to gain language competence and master content is one of the biggest concerns of CLIL teachers (Gierlinger, Hainschink & Spann, 2007). This situation is difficult to overcome as publishing houses avoided such printings because they would have been to expensive and addressed to an excessively niche market. We need only to think of the fact that each EU country would need personalized materials which are in line with specific curricula created by the laws of the country at issue (Ball, Kelly & Clegg, 2015). So, CLIL teachers often have to deal with adaptation or creation of learning materials specifically designed for CLIL classes, activity which demands an high founds which are not always available.

The Eurydice network has always been aware of the difficult aspects of CLIL implementation and has stated since the first experimentations that its success necessarily depends on the existence of a favorable national legislative framework. If it is true that the spread and the intensive teaching of a language different from the national one can bring a number of positive changes in education, several countries have expressed doubts regarding a pervasive use of foreign language in their schools.

> "In the Flemish Community of Belgium, Lithuania and the Netherlands (in primary education), the relevant legislation firmly states that there is one - and only one - language of instruction so that use of any other may be considered 'illegal'" (Eurydice, 2006: 35).

Because of this, some EU countries created several laws to safeguard and preserve their first language and limit the use of others (Eurydice, 2006). The use of a foreign language for the teaching of scientific subjects has been sometimes felt as a risk for the national and cultural identity of countries and it is thought that it might have both didactic and linguistic negative effects. Learning a scientific subject through a foreign language is hard and it implicitly calls for a reduction of contents. Gasps in the language competence of the subject teachers in charge of the project and their

lack of fluency make it difficult for students to receive and save new pieces of information. Teachers may experience embarrassing situations in which they have "true difficulties in handling communicative situations, ending up in many cases in a situation for which their students may have a level of language proficiency superior to their own" (Serragiotto, 2017). This crucial problem is also confirmed by Martucci who demonstrates that a considerable part of subject teachers work with CLIL do not have a target language competence which fits the demand (Martucci, 2016). Moreover, this didactic choice might lead to a limited enrichment of a technical vocabulary in the mother tongue and make in not sufficiently fit for academic and cultural environment (Chierichetti & Pisani, 2016). Also a survey carried out in several schools in the autonomous district of Trento, shows how students themselves have sometimes expressed doubts about the effectiveness of CLIL mainly due to teachers' inadequate language competence and consequent oversimplification of contents (Zanoni, 2021).

With regards to the financial field, many EU countries (like Czech Republic, Spain and Austria) already noticed in 2006 excessively high costs in the planning and in the realization of CLIL paths. CLIL, as already highlighted, firstly needs a specific training which will allow teachers to carry out such teachings. Other additional costs derive from the need of appropriate and specific learning materials and from the requests of official documents which prove the attendance and the level of competences obtained by students in such projects (Eurydice, 2006).

As we have already stated, CLIL supports the development of several language competences, such as the implementation of the technical vocabulary with is linked to the micro-language, the development of receptive abilities and an increase of fluency in the target language. However, other abilities - like syntax knowledge, writing, pronunciation, pragmatics and the mastery of a non-technical language - do not result reinforced by such didactic paths (Dalton-Puffer, 2008). This could be caused by the fact that CLIL teachers tend to focus mostly on the importance of the lexical sphere, while they leave behind those corrections and feedbacks, which

students receive in a traditional language lesson (Harrop, 2012; Lasagabaster & Doiz, 2016).

Also the confusion between the teaching of a micro-language and the CLIL teaching may represent a problem in the creation of lessons and materials and may bring to a wrong implementation of projects. It is crucial to remember that the focus of CLIL classes must be the explanation of new contents through a foreign language, not the mere repetition of already known information translated in foreign language. Students will increase their competence by considering language as a learning tool and not as the goal of activities (Serragiotto, 2017). If lessons become simple revisions in a foreign language of previously treated topics, students might not feel any longer the challenging essence of CLIL and loose motivation and interest.

One of the core ideas of CLIL is that of involving students in meaningful tasks. They must have the opportunity to participate actively in the lesson improving the language competence by interacting with their teacher and their colleagues. Notwithstanding this innovative and shareable idea, quite recent studies show that in CLIL classes teachers mostly provide inputs and interact with students individually, while all the other learners do not participate actively (Coonan, 2009). Moreover, in most cases, CLIL classes follow the model of traditional lessons in which students are usually asked to work more on their reading, writing and listening skills and only in some occasions they really focus on their speaking skill or effective oral interaction. If language active use is inadequate also its elaboration and learning will be equally inadequate (Coonan, 2007b, 2009).

While working in CLIL projects, teachers are not always aware of their students' real language competence and consider impossible their commitment and their cognitive development if contents are introduced only in the target language. Consequently they often consider necessary the switch to the mother tongue wasting this way the effort done for the planning of the CLIL lesson. Teachers should not be something like a class manager as it happens in traditional frontal lessons but they should only support them according the idea of 'scaffolding', one of the distinctive traits of CLIL methodology (Ricci-Garotti, 2015).

Further didactic problems have been raised by Serragiotto. The scholar states how the assessment within a CLIL project represents a critical point. CLIL is based on the idea of dual-focus on subject content and language, so if the two coexisting elements are not equally assessed, something of this dual focus will be lost. Moreover, it is not always clear who should carry out the assessment itself. Will the assessment be up to the teacher of the non-linguistic subject, to the foreign language teacher or to both of them? Will cooperate or act separately? Also the kinds of tests to be implemented and the methods of collection of data about learners' progress must be carefully produced. What should be assessed? Will the assessment be based on contents or on language? How will the assessment be carried out? (Serragiotto, 2014a). The complexity of CLIL methodology comes up also in a recent study carried out in Kazakistan that states that the method of evaluation learning outcomes represent a weakness in CLIL programmes as the majority of teachers are not sufficiently trained to work on it effectively. The researchers explain that also an unsatisfactory cooperation of subject teachers with target language teachers can have a negative issue (Kitibayeva, Zhetpisbayeva, Kazimova, Akabayeva & Zatyneiko, 2018).

SECOND PART

3. Case Study

3.1 Aims

As we have already pointed out in *Chapter 1* and in *Chapter 2*, it is clear that CLIL methodology and its application in the Italian school system are interesting and debated topics and many scholars have dealt with them. Different Italian governments have demonstrated the same interest and have developed guidelines and have enacted laws to regulate the use of this methodology. *Norme Transitorie* (MIUR, 2014) and *La Buona Scuola* (Legge 13 Luglio 2015, N.107) are good examples. In fact this approach has been widely experimented at different levels and in different types of educational environment since the 90s but it has finally become mandatory just for some specific kinds of schools. Only *licei linguistici*, at first, and then other *licei* and *istituti tecnici*, later, have been involved in the use of CLIL as structural and compulsory. On the contrary it hasn't been considered a priority for *scuole professionali*. The lack of consideration for this section of higher education has brought us to consider challenging the study of the impact of this methodology on this wide audience.

The main aim of this research is trying to understand if the implementation of a CLIL experience in a professional pathway can lead to benefits for the students. Will they really increase their content knowledge and their cognitive and linguistic skills by attending such courses, as suggested by previous literature for other educational environment or not? Will they be more motivated than usual in their school work thanks to the use of new and engaging activities and tasks? These students are not part of what could be considered an academic elite, CLIL programmes are not usually implemented in junior vocational secondary streams in which teachers may find a difficult context with at-risk learners with low socioeconomic background or students with a home language other than Italian or a different ethnic background. It might be easy to think that the implementation of a CLIL programme in this setting

can not be successful but existing studies give different results. Denman, Tanner and de Graaf, reporting findings published in the ITALIC report by Coyle, explain that in similar contexts, researchers states that:

> "learners reported feeling of achievement through being stimulated by challenging work; they further disagreed with the statement that CLIL is only for the most able learners, which indicates that the students themselves seem to consider CLIL appropriate and accessible to learners of varying abilities. Perhaps the most revealing motivational pronouncement from the learners themselves in this report is the simple declaration that learning through CLIL is 'more fun' " (Denman, Tanner & de Graaff, 2013: 289)

So analysis could give interesting data and draw more attention to this educational setting.

This paper has a second aim, as it tries to outline the profile of teachers working in Italian *scuole professionali* and to consider their interests in CLIL methodology. It is important to remember that if on the one hand, students attending *scuole professionali* are often considered as low achievers, on the other hand teachers are expected to have the same qualifications and degrees of colleagues of the other educational context like licei and *istituti tecnici*. Their competences and their skills in activating students and stimulating participation are therefore certainly adequate for the implementation of a CLIL path. It is however interesting to collect data about their willingness to experiment this methodology, their confidence in the achievement of language, content, motivation gains for their students, their enthusiasm for team work. We will also focus on the subject teachers' language proficiency in English, a thing that has always been acknowledged as a crucial factor for successful CLIL programs.

3.2 Participants

In this research we decided to select a convenience sample following the example of previous literature as it is considered as the easiest and quickest way to know about people's interests and points of view. Some scholars have highlighted how this kind of technique may have disadvantages and may lead to biases and errors. It is difficult to control the representativeness of the sample and findings may not be generalized to the whole population of students taken into account. Notwithstanding this, collected data can still be useful and this study should be considered as a pilot research that can be revisited and completed in the future. A larger randomized sample will be more easily taken into consideration when schools have won the challenge of the pandemic and researchers and experts are allowed to visit and work with classes without restrictions of time, without the necessity of physical distancing and with the certainty of in-person learning.

The present study has involved two groups of participants. The first group is represented by 30 teachers of the *scuola professionale* taken into analysis for our research. We first asked all of them to fill in a questionnaire designed to obtain data regarding the implementation of CLIL in *scuole professionali* and to outline a general profile of teachers teaching in such schools. Then, a smaller group of teachers, namely those who took part into the study, were asked some questions about their experience in the short didactic course designed for this survey in order to record their final impressions and thoughts concerning CLIL.

The second group of participants of the study is represented by 20 students of a third class of a bartending course organized by the school taken into analysis in this research. We have chosen this group of students because we think that CLIL methodology could really be useful for pupils attending a food-service course since many of them, at the end of their specialization, will work in close contact with foreign customers. This is certainly true for Veneto which is one of the favourite destinations of European tourists. Moreover, many Italian cooks and bartenders may start in the future a successful career abroad and undoubtedly a good competence in a foreign language can make them well-trained and better geared to an international

professional context. In fact the ability to work in multilingual and multicultural teams and good communication skills have always been one of the great challenges and targets of the European Union. The students of the class taken into consideration were asked to fill in a logbook which was created to collect their thoughts, feelings and personal attitude towards CLIL while attending a short CLIL course related to the *craft beer* topic, a subject which is part of their curricula. These students have been following a time-table strongly focused on vocational subjects and languages (both Italian and English) have just 2 lessons per week each. According to the CEFR (*Piano Formazione Triennale*) of the school, they should reach the A2 CEFR level in English language at the end of their third class. This means that they are expected to master the basics of English both in personal and professional environment. Moreover they should develop skills such as being able to identify the key points in oral and written texts, to write down different types of simple texts, to chat formally and informally, to comprehend main contents in standard language and to think about their own culture related to other cultural contexts. It has to be highlighted that at this CEFR level students are expected to know how to use the target foreign language when referring to current news, their professional area or their personal interests. The students' curriculum specifies also the areas of linguistic knowledge they should deal with during this school year: structures and fundamental phonological, morphological, syntax and lexical elements of the target language, main types of oral interaction; basic aspects of pragmatics, basic vocabulary but also micro-linguistic lexis related to their professional area and cultural elements of the countries whose mother tongue is the target language. The features of the curriculum and the students' skills in foreign languages must be a guide-line in the search and creation of CLIL materials. It is essential to keep in mind that all activities, tasks and input have to respect their basic knowledge of English. Only if the tasks are appropriate, learners are be able to complete, even if with the teachers' assistance, the given tasks and feel motivated and self-satisfied.

3.3 Methodology

To be in line with the aims and the instruments designed for this study, a mixed research method was preferred. In fact, both quantitative and qualitative data were provided during data collecting (Cohen, Manion & Morrison, 2005; Creswell, 2009). Quantitative data obtained thanks to several structured and standardized questionnaire items allowed the acquisition of numerical values. Qualitative data, instead, were achieved through a logbook, which was filled-in by students themselves, and open questionnaire items. In this way we tried to obtain objective information about the general profile of teachers working in Italian *scuole professionali* and to understand students' and teachers' thoughts and feelings regarding CLIL methodology (Clemente, Tschimmel & Viera, 2017; Menegale, 2018). The presence of a participant observer who was trained to collect and analyse data in such didactic researches allowed the collection of further qualitative data about difficulties noticed during the case study (Cole, 1991).

To better organize our work, we decided to create a timeline which specifies all the activities carried out during this research and when they were started.

Activities	Planning of the research	Literature review	Planning of the case study	Teachers' questionnaire administering	Case study	Students' questionnaire administering	Data collection, tabulation and analyses	Discussing on the results of the case study
Beginning of activities	July 2021	August 2021	October 2021	December 2021	January 2022	January 2022	February 2022	February 2022

As we already stated in *Chapter 2*, there are several aspects which have to be taken into consideration when planning a CLIL project, such as: general organization, contents, target language, assessment, feedback given while carrying out the activities, etc. During the designing of our CLIL lessons we decided to focus on some questions, which can guide the project team and help them pay attention to all these CLIL features as suggested by Dale et al.:

> "Which subjects and teachers are involved? […] How can you interest and
> motivate the learners? […] What do you want the learners to learn during the

project? […] What new knowledge or skills do learners learn or practice during the project? […] How do you divide learners into groups or pairs? […] When are learner assessed?   What are the assessment criteria? […] Which aspects of the project will be evaluated?" (Dale, van Der Es & Tanner, 2011: 228-229)

Our CLIL lessons lasted 8 hours in class and were conducted by a CLIL team made up by an English teacher, who is not part of the school staff, the English language teacher and the bartender laboratory teacher who usually teach the group of students who were involved in this CLIL path. The external expert has a C1+/C2 CEFR level in English language and is trained to teach in CLIL projects. Moreover, he is a certified brewer specialized in the craft beer field.

While planning this CLIL project five areas of the craft beer field, which is part of the students' curricula, were selected: *1) beer ingredients*, *2) brewing process*, *3) history of beer*, *4) beer styles* and *5) how to serve beer*. Topics *1*, *2* and *3* were chosen to let the students get some general cultural information about *beer*, while topics *4* and *5* are strictly related to the bartender laboratories students regularly attend at school. In these lessons students have also had the opportunity to reinforce their English language competence by practicing in both receptive and productive activities, grammar structures already studied in their previous school career, namely the simple past (active and passive forms). Students have had the possibility to connect prior knowledge with new concepts and to be exposed to extra English lessons without and overloading of their curriculum time-table. They have used the foreign language in a meaningful context and they have also expanded and learn new vocabulary related to the topic beer.

During the planning of the lessons particular attention was given to the selection of the activities students had to carry out. Multi-modal inputs were selected to support different students' intelligences and develop different abilities (Meyer, 2013). For the same reasons, the activities proposed to students were various. We selected tasks which are not directly language-centered but which focus on contents and cognition like matching and information gap activities, closed and opened questions, role plays and productive activities. In this way students had the opportunity to practice both

written, oral, receptive and productive skills in English language (Coonan, 2009, 2014). We would like to underline that the choice of the role play and of a card game as a matching activity was made to motivate and interest students thanks to playful tasks which move away from usual school activities (Greipl, Moeller & Ninaus, 2020). Moreover, the role play represents for students an authentic activity since it gives them the possibility to practice English in a context which is close to their future working field (Kumaran, 2017). The last assignment given for these lessons led students to create a short presentation on one of the topics debated during their CLIL experience implementing it also with a visual part (a poster, a powerpoint presentation, etc.). In this way, at the end of the project, students re-elaborated many contents of these lessons to create a product which proved them what they have actually learnt during this path (Dale, van Der Es & Tanner, 2011). The activities were presented to students in a physical worksheet (see *Appendix*) designed also to visually stimulate students (Coonan, 2007b). We chose both individual and group tasks for these lessons. In individual activities students were always spurred to check their work with their classmates. By doing so, students are cognitively involved in what they are doing in class thanks to the feedback obtained by their peers and also thanks to the negotiation of meanings deriving from cooperative work (Johnson & Johnson, 1989; Casal, 2006). Moreover, it has to be pointed out that the materials chosen for these lesson are all authentic and not created for didactical purpose. Most of them were slightly adapted to the students' English level, to let them work on inputs comprehensible for them. During the material simplification phase attention was payed not to make materials too different from the original source in order to safeguard their authenticity (Tomlinson, 1998; Moore & Lorenzo, 2007; Mehisto, Marsh & Frigols, 2008).

Assessment modalities were decided by the three teachers members of the CLIL team. Assessment in this CLIL project focuses mainly on contents; however, also students' language and their attitude in class influenced the final evaluation. The chart below explains how all these factors contributed to the final evaluation. The chart was designed by the whole CLIL team taking into consideration hints provided

by previous literature (Cuenca, Alarcón, Boza, Fernánderz-Diego, Ruiz, Gordo, Poler & Alemany, 2016; Da Re, 2013; Dale, van Der Es & Tanner 2011; Guazzieri, 2009; Park, Leonard, Delano, Tang & Grzybowski, 2020; Quartapelle, 2012; Serragiotto, 2006; Serragiotto 2014b). The evaluation of the performance in English language was also inspired by the assessment scales developed by Cambridge English Language Assessment.

Indicators	Score	Descriptors	Evaluation
Contents	5	Identifies, classifies and connects concepts. Has acquired an excellent knowledge of the treated topics.	10-9
	4	The descriptors for this level share features of bands above and below.	8-7
	3	Usually identifies, classifies and connects related concepts. Has a good knowledge of the treated topics.	6
	2	The descriptors for this level share features of bands above and below.	5
	1	Has difficulties in identifying, classifying and connecting related concepts. Knows very little information on the treated topics.	4
Language	2,5	Speaks fluently and pronunciation and intonation are generally intelligible and appropriate. Shows a good degree of control of studied grammatical forms. Uses a range of appropriate vocabulary when talking about his work and treated topics.	10-9
	2	The descriptors for this level share features of bands above and below.	8-7
	1,5	Speaks quite fluently and pronunciation is mostly intelligible with an acceptable control of phonological features. Shows a sufficient control of studied grammatical forms. Usually uses a range of appropriate vocabulary when taking about his work and treated topics.	6
	1	The descriptors for this level share features of bands above and below.	5
	0,5	Has problems in fluency. Shows only limited control of a few grammatical forms. Uses a restricted vocabulary.	4
Entrepreneurship	1,25	Suggests and uses new methods to do things. Is independent and do not need any teachers' help when carrying out tasks.	10-9
	1	The descriptors for this level share features of bands above and below.	8-7
	0,75	Often suggests and uses new methods to do things. Normally is independent but sometimes needs teachers' help when carrying out tasks.	6
	0,5	The descriptors for this level share features of bands above and below.	5
	0,25	Rarely suggests and uses new methods to do things. Mostly needs teachers' help when carrying out tasks.	4
Co-operation	1,25	Demonstrates really good team-work abilities. Has really good capacities of problem solving.	10-9
	1	The descriptors for this level share features of bands above and below.	8-7
	0,75	Mostly works properly when cooperating with classmates. Has good capacities of problem solving.	6
	0,5	The descriptors for this level share features of bands above and below.	5
	0,25	Finds difficulties both in team-working and in problem solving.	4
Mark			

3.4 Instruments

We used questionnaires to collect data both from teachers and students is the questionnaire. This choice is due to several factors. Firstly, questionnaires are particularly suitable to ask for judgements, values, opinions and cultural aspects which could be difficult to analyze through other instruments (Cohen & Crabtree, 2006). Secondly, questionnaires result adequate for our research as they allow to gather directly thoughts and points of view also in case of large numbers of participants without investing enormous time and resources in data collecting (Zammuner, 1996). It has to be highlighted that we chose to administer this questionnaire online. This choice was firstly influenced by the present complex health situation which does not allow a filling-in *in situ*. However, we would have equally selected this fill-in method due to the large number of participants taking part into this inquiry and because we think that in this way interviewees can fulfill this task more freely since they do not feel any pressure originating from the presence of an observant researcher. Moreover, the remote compilation allows all the teachers of the institute taken into consideration to take part into this research and guarantees the participants' anonymity and its hypothetical immediate submission is in line with the timetable of this study. Both questionnaires present an introductory section which explains to interviewees motivations, aims, fill-in procedures and privacy policies of the questionnaire itself. Additional fill-in instructions are provided for selected items. The items were designed on the basis of previous literature regarding the planning and the implementation of questionnaires. During the creation of this instrument particular attention was paid to the formulation of items with a simple and non-ambiguous language in order to give always detailed and clear instructions to answer each question and to prevent any type of intrusiveness deriving from its sensitive queries (in both questionnaires, for example, we decided not to ask for the interviewees' genre). It has to be pointed out that these questionnaires were written in Italian to make their compilation easier to all the participants. Moreover, great importance was given to the length of the questionnaire. Very long questionnaires do not necessarily correspond to a larger amount of reliable answers and quality data.

Participants might get bored before the end of the survey and stop giving answers because of the great amount of questions. Respondents' attention and interest in long burdensome questionnaires might decrease and cause an incorrect understanding of the items and the possibility of slapdash responses. Our questionnaire is sufficiently short to be answered in a reasonable timeframe but it can still provide the responses we are looking for. The items of this questionnaire are heterogeneous since we selected multiple choices, yes/no queries and open questions which require short answers. It has to be pointed out that in this questionnaire we decided to mix up items and scales to create a sense of variety. Items regarding more general questions are presented at the beginning of the questionnaires, while more specific questions are placed at the end of the form. Open questions were selected because they allow participants to express personal experience and opinions. They provide qualitative answers through which participants have the possibility to elaborate on their feelings. However we have minimized the use of this tool for several reasons. Firstly, open questions are more time-consuming for the respondent. Secondly, it is more difficult to analyze free texts, to draw firm conclusions and to compare findings. Yes/no queries and multiple choices have been more widely used as closed questions collect quantitative data and they are particularly advantageous as they can easily be turned into percentages, charts, or graphs. For multiple choices we used a 5 response-options scale, like in the *likert scale*, in order to prevent visual biases from respondents. Before its administering, which took place before our case study, the teachers' questionnaire was piloted twice using a small sample of participants similar to the target groups. On the contrary, we did not pilot the students' questionnaire since we did not find any participants similar to the target group available for the testing of this instrument. The students' questionnaire was administered at the end of the case study, when students have become fully aware of the meaning and the process of CLIL tasks.

Moreover, a logbook was used to obtain data from students. They were asked to fill it in individually while carrying out the activities of the short CLIL path which was designed for them. We decided to hand out a personal paper logbook because in this

way they were effectively able to fill it in class. The use of a logbook allowed the collection of students' general thoughts and attitudes towards CLIL. Furthermore, thanks to some questions designed to promote their metacognitive awareness, students had the possibility to become conscious of their personal development and to realize their learning achievements. In fact, logbooks lead students to identify their strengths and weaknesses in the target language, to discover effective language learning strategies, to understand which learning contexts fits and works the best for each of them (McNamara & Deane, 1995). We want to point out that before giving students the logbooks they were given explanations about how to fill them in correctly. They were also reassured that, in case of problems during the compilation, they could count on the help of the participant observer of the case study. We decided to provide some images in this logbook to make it more captivating for students. The items of the logbook can be divided in two different categories. The first group is represented by the first three questions which can be found in the first page of the instrument. These items should be filled-in by students during the case study. The first and the third questions are designed to let the student note down what they are doing in class. In this way they can be aware of what they have done during the case study. We decided also to give them the possibility to fill these items separating all the activities carried out and the words learnt day by day. The second question of this category is not strictly related to our research, however it has relevance because it can make the students understand that they can and do learn also outside school. The second category of items is represented by all the remaining questions, which are about the students' personal experience in the short CLIL project carried out to collect data for this research. The first item of this second category was designed to understand which type of activity is preferred by most of the students. Item 2, 3, 4 and 5 of this section will lead students to think about how they worked, which problems they faced and how they overcame them.

3.5 Objectives

As already mentioned, we decided to carry out a short CLIL project in a bartender course organized by a *scuola professionale* in order to collect data useful to answer our research questions. Before the actual implementation of these lessons the teachers of the school taken into analysis were asked to fill-in a questionnaire which allowed us to achieve data regarding their professional profile and their thoughts, attitudes and concerns about CLIL. At the beginning of this CLIL experience students were given a logbook, which, on the one hand, led student to be more conscious about what they have done in class and, on the other, allowed us to understand if the carried out activities were appreciated, how students worked and if they faced particular issues during the lessons. We would like to underline that during the whole CLIL path a participant observer was present in class in order to analyse the class environment and potential occurring problems. The pondered assessment done at the end of these CLIL activities permitted us to understand if students effectively improved their content and language knowledge. Moreover, after the conclusion of the whole project a second questionnaire was handled to students in order to collect students' thoughts related to language learning, generally speaking, and to CLIL methodology after having participated into such lessons.

3.6 Expected Outcomes

As suggested by previous literature, we imagine that this CLIL project, if planned and implemented correctly, will lead to benefits for students in their content knowledge (Coyle, 2005; Coyle et al., 2010), in the mastering of English language (Ellis, 1994; Dalton-Puffer, 2007, 2008; Lasagabaster, 2008; Merikivi et al., 2014) and in higher cognitive abilities (Anderson, 2011). Moreover, an increase in students' awareness, which derives especially from the use of the logbook (Menegale, 2018), and in students' motivation, which can grow thanks to the novelty of this methodology and due its captivating materials and activities (Coonan, 2007a; Alonso et al., 2008; Lasagabaster, 2008; Doiz, Lasagabaster & Sierra, 2014), is expected. Lastly we imagine that students will find activities based on authentic materials,

multimodal inputs and creative tasks more captivating than the predictable materials they find in text books. However, we think that the length of this CLIL path, which is restricted only to some lessons in class, could limit the advantages deriving by the use of this methodology. Furthermore, it has to be highlighted that following lessons completely taught in English could be very demanding for students' considering their level in this foreign language (A2), even if the whole project has been designed to be comprehensible and enjoyable for them.

Talking about teachers' thoughts regarding CLIL, we think that most of them already know at least some elements of this methodology, since it has been repeatedly supported and promoted by both Italian governments and the European Union for a long time. We also expect that the majority of these teachers will be positively interested in this approach due to its originality and to the benefits it could give to students. However, we suppose that only a narrow group of teachers have already carried out CLIL projects and that only a few of them will be effectively ready to develop such projects. Firstly, this might due to the fact that there is the need for a specialized training to plan and implement such educational paths. Moreover, we presume that only a small number of teachers have a C1 CEFR level in a foreign language, skill which is considered compulsory by the Italian government to carry out CLIL pathways. Lastly, we imagine that some teachers may not be ready to approach this methodology as it demands much effort, unpaid extra work, team working.

4. Analysis and Discussion of the Results of the Case Study

As already mentioned in *Chapter 3* we used three different instruments to achieve data useful to answer our research questions: two questionnaires, which are respectively dedicated to teachers and to students, and a logbook designed for pupils. We have managed to make our data collection more complete by asking the teachers who actually participated in this CLIL experience some questions to to know further feelings and thoughts on this didactic approach.

The analysis of the teachers' questionnaire firstly depicts a general profile of the teacher working in the *scuola professionale* taken into consideration. We have to underline that the small number of respondents makes it hard to generalize these data. Question 1 illustrates that the average age of the participants is between 25 and 54.

1. Age

25< · 25-39 · 40-54 · 55-70 · >70
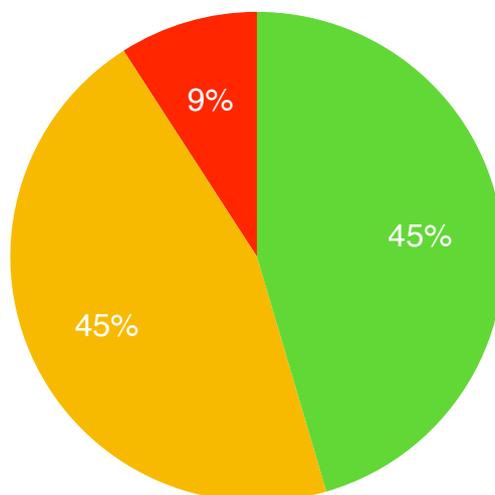
Question 2 and 3 show that the majority of teachers have respectively a high school diploma obtained in an *istituto tecnico* (46%) and a degree in foreign languages (27%). It is interesting to highlight that 46% of the respondents affirm that they did not have pursued any university degree. Thanks to question 4 we found out that many interviewees have a basic knowledge in English language.

4. Languages and CEFR level of the known FL

Legend: English, French, Spanish, German, Other FL
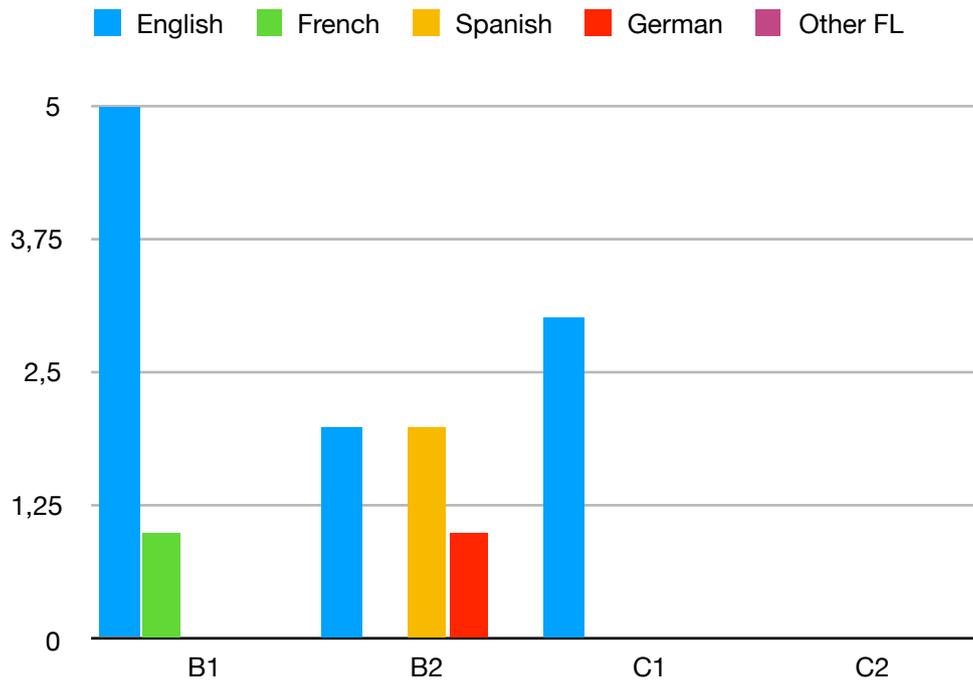
This information, if combined with the answers given to question 6, is particularly important because it proves that most of the subject teachers who took part into this survey do not have the language skills requested to use CLIL. Question 5 underlines that the largest section of the teachers have a good IT competence.

5. IT Competence

Legend: None, Basic, Sufficient, Good, Really Good


9% 9% 36% 45%
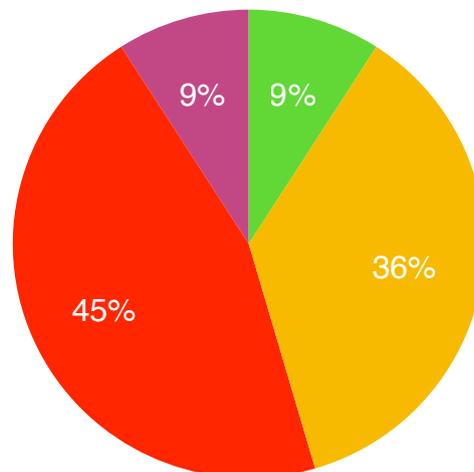
This is another useful evidence because a good IT competence is somehow necessary to plan and implement a CLIL path and to organize, adapt and create dedicated didactic materials. Furthermore, question 7 suggests that the majority of the participants do not teach in another school.

**7. Do you teach also in other schools?**

● Yes   ● No

9%

91%
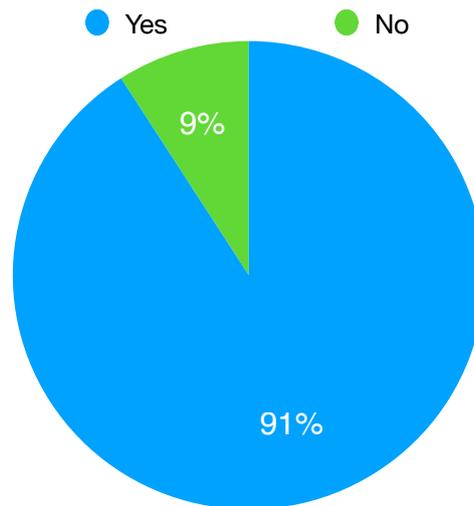
This inquiry collects data about teachers' thoughts and impressions regarding CLIL. It has to be highlighted that the items to be considered directly in this examination are item 7, 8, 9, 10, 11, 12, 13 and 14. Question 8 reveals that the majority of the interviewees state they have already heard about this didactic methodology.

8. Have you ever heard talking about CLIL methodology?

● Yes   ● No

46%

55%
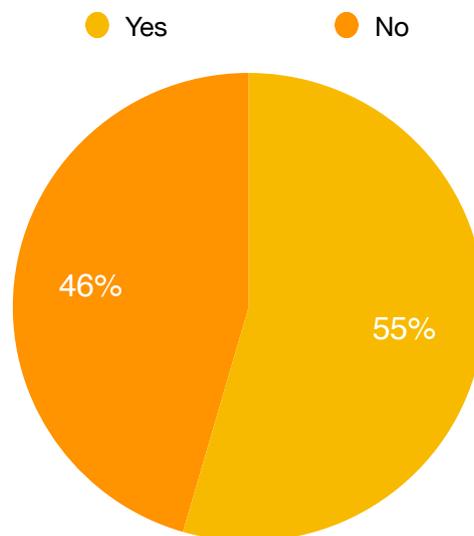
Despite this, question 9 proves that CLIL is not used at all in the *scuola professionale* taken into analysis but just in another school where one of the participants is employed.

9. Is CLIL methodology used in the school where you are employed?
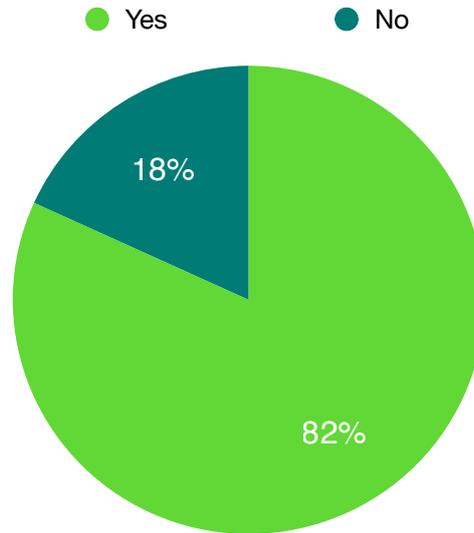
Question 10 highlights that only one of the involved teachers has effectively carried out a CLIL path before our case study even if question 11 suggests that most of them think that this approach could give benefits to students.

8. Have you ever planned and carried out a CLIL project?
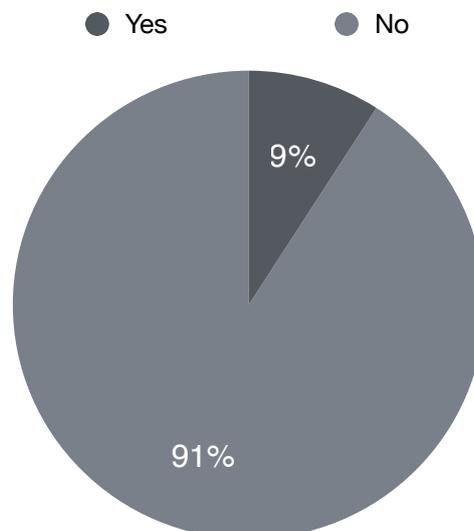
Here are the some teachers' words about CLIL: "un'ottima metodologia in quanto permette all'allievo di poter mettere in atto le proprie competenze linguistiche e integrarle con nuovi termini da poter utilizzare praticamente durante l'attività di laboratorio e in un futuro per uno stage o un lavoro", "estremamente benefico per qualsiasi studente, a maggior ragione per colore che seguono un percorso di formazione atto ad inserirli subito dopo la qualifica nel mondo del lavoro" and "una metodologia che aiuta comprensione globale e contestuale, oltre a quella della lingua stessa". The last reported consideration continues saying that CLIL "potrebbe essere utile soprattutto nelle classi più avanzate, in cui gli studenti non vivono la lingua straniera come un ostacolo. Spesso gli studenti partono scoraggiati a causa della convinzione di non conoscere la lingua straniera e ciò potrebbe influire negativamente, creando un rifiuto per materia e lingua". To conclude the analysis of the teachers' questionnaire we have to look at question 12, 13 and 14. The first 2 items make us know that, even if a large part of the interviewed teachers (55%) consider CLIL a high demanding didactic approach, a considerable section of the participants (73%) seem not discouraged by the difficulties they could face in planning and carrying out a CLIL project. Moreover, question 14 depicts that all the respondents would like to undertake a didactic path in collaboration with their colleagues, that is one of the main feature in CLIL planning and implementation.

**14. Would you like to undertake a didactic project with other teachers?**

● Yes   ● No

100%
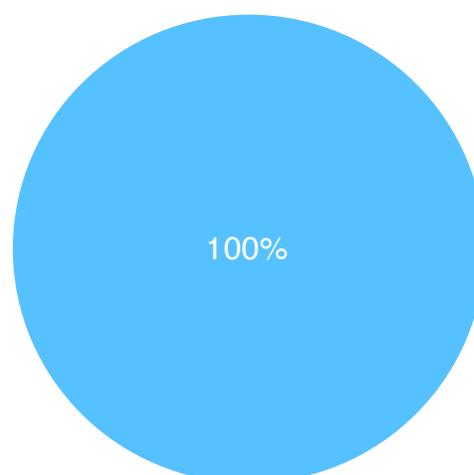
To sum up, from this questionnaire we have seen that CLIL is not used at all in the considered school. Despite this, it is actually used in another school where one of these teachers works (item 7, 9 and 10). The last 4 items (11, 12, 13 and 14) of the teachers' questionnaire show us that there is a real interest in this methodology and that most of the interviewees appear motivated to actually project and perform a CLIL experience.

As declared in *Chapter* 3, we also asked some questions to the two teachers who actually took part in the planning and in the development of our path to conclude the data collection of teachers' thoughts and impressions concerning CLIL. Both teachers considered positively CLIL by agreeing on the fact that this approach creates real opportunities for students to learn and practice actively and continuously a FL in class in a safe and authentic environment. This was the first CLIL experience for both of them and, after concluding it, they affirmed that, even if the planning and the implementation of the whole path and its materials were time-consuming, they would like to propose and to take part into projects similar to the one undertaken during this case study in the future. In their conclusive considerations on this topic, they underlined that in their opinion there is the need to organize longer CLIL pathways than the one we have developed - which lasted 8 hours in class - to make them really effective for students.

The second instrument used in the data analysis is the students' questionnaire. As mentioned in *Chapter 3* the class is made up of 20 students but due to the current health situation only 17 students could take part into our activities. Question 1 shows that students consider the study of a FL very important for them as we can see from the diagram below.

1. How much important do you consider studying a FL? To answer choose a number between "1" (Not Important) and "5" ("Very Important")
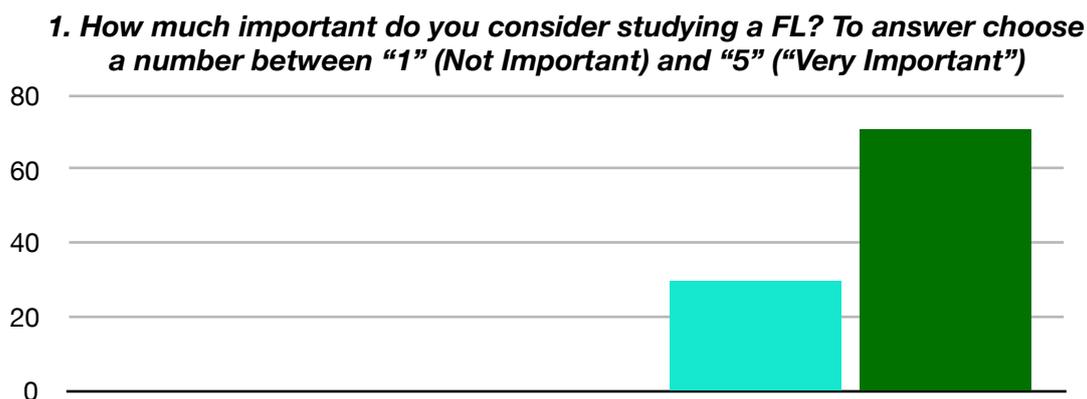
In fact they answered question 2 stating that "nel settore della ristorazione è molto importante sapere le lingue per trovare un buon posto di lavoro. La lingua inglese potrebbe servire anche nella vita quotidiana" or "è importante sapere la lingua straniera visto che lavorando avrò contatti con clienti stranieri e dovrò sapermi relazionare con questi". Question 3 makes us understand that students are not really interested in their linguistic studies since most of them assert they rarely talk about what they have done during their FL lessons outside school.

3. Do you talk about what you have done and learned during your FL lessons outside school?

- Never
- Few times
- Sometimes
- Often
- Always
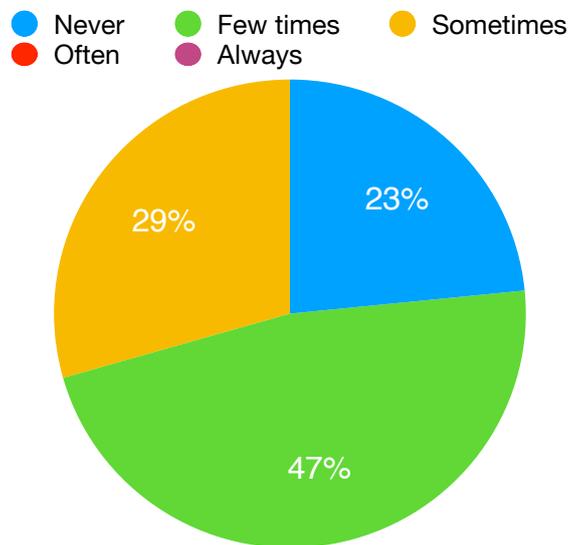
Questions 4 and 5 prove that the participants enjoyed the activities about craft beer which were carried out during our case study.

4. Did you enjoy these activities about craft beer?

- Yes
- No
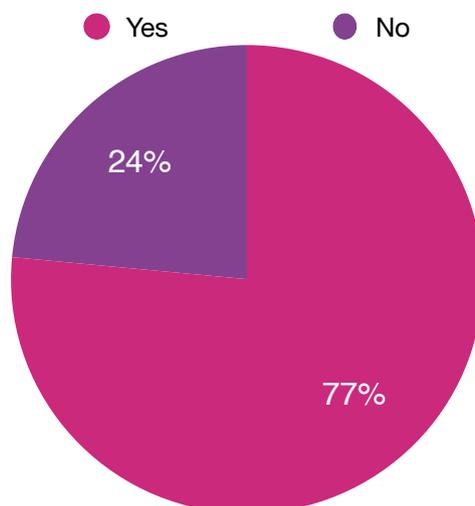
As a matter of fact they explained that "è stato molto bello e interessante perché è un argomento del mio settore che ho approfondito in lingua inglese", "approfondire questo argomento in lingua inglese può servire per sapere nuovi termini" and "è stata un'attività che ci ha fatto imparare cose nuove e ha anche avvicinato i compagni". Questions 6 and 7 explain that these topics studied through a FL were highly appreciated by students.

6. Did you liked the fact that these lessons where taught in English?
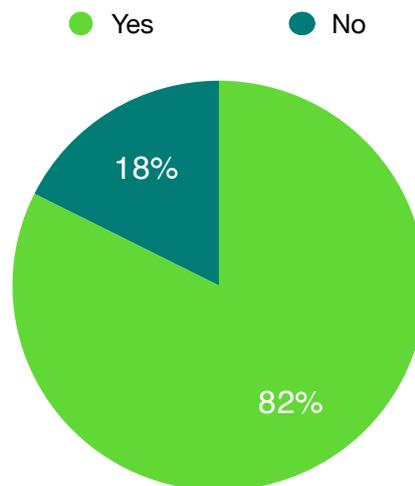
They asserted that "in questo modo possiamo imparare a dialogare e spiegare le nostre conoscenze anche in inglese", "ho imparato parole nuove" and "ho collaborato con la mia compagna". Despite this, their answers to question 8 clarify that 53% of them would not like to take part into other content lessons taught in a foreign language.

8. Would you like that other content subject were taught in FL?
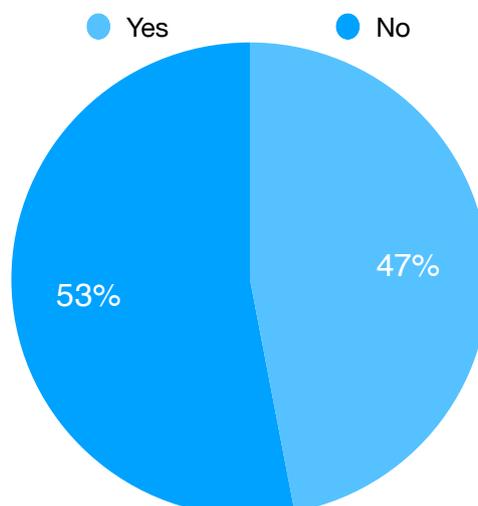
In fact students answered question 9 saying that they found it difficult to attend this short path taught in English.

1. How much difficult was it for you to attend these activities in English? To answer choose a number between "1" (Not difficult at all) and "5" ("Very difficult")
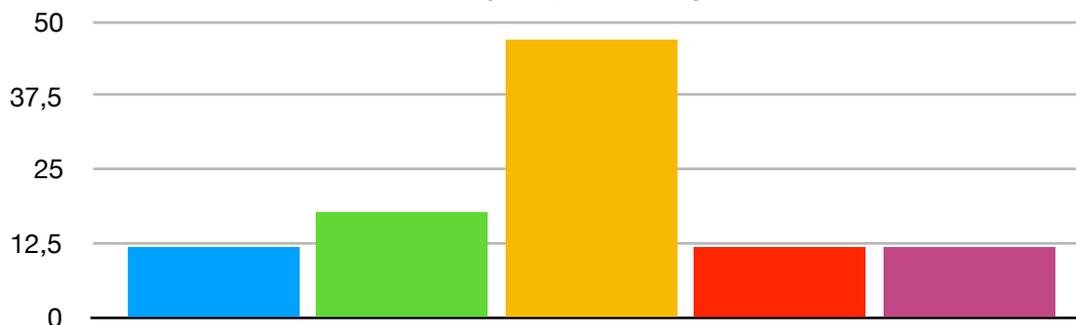
Question 10 suggests that difficulties and problems were mostly found in word usage and general comprehension and carrying out of activities: "ho avuto difficoltà nella comprensione del testo", "ho riscontrato maggiori problemi durante le letture perché non conoscevo alcune parole", "non conoscendo bene la lingua inglese ho avuto molti problemi di comprensione". Questions 11 and 12 underline that 71% of the respondents did enjoy working with their class mates.

11. Did you liked working in groups with you class mates?
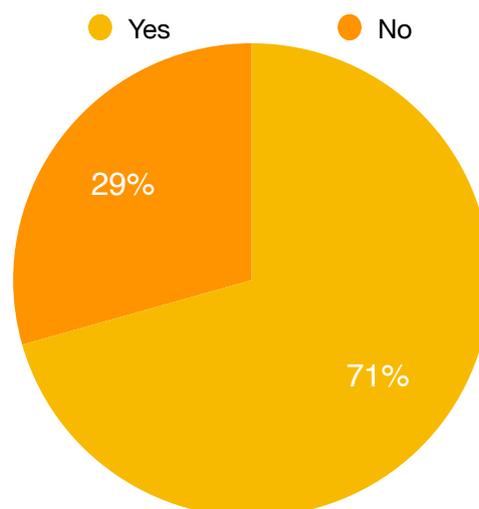
They explained this feeling affirming that "ha reso più facile e divertente eseguire le

attività", "c'è sempre stato un confronto di idee" and "ho potuto conoscere meglio il mio compagno". Question 13 highlights that the majority of the participants think that activities like those that were carried out during the case study can be helpful to learn better a foreign language.

13. Do you think that such activities could help you to learn better a FL?
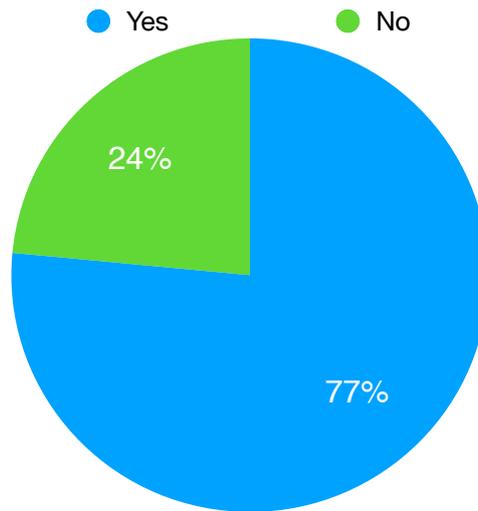
Moreover, 59% of the students answered positively to question 14 proving that they consider that the study of content subjects through a FL could be very useful in their life outside school.

14. Do you think that learning content subject through a FL could be useful for you life outside school? To answer choose a number between "1" (Not useful at all) and "5" ("Very useful")
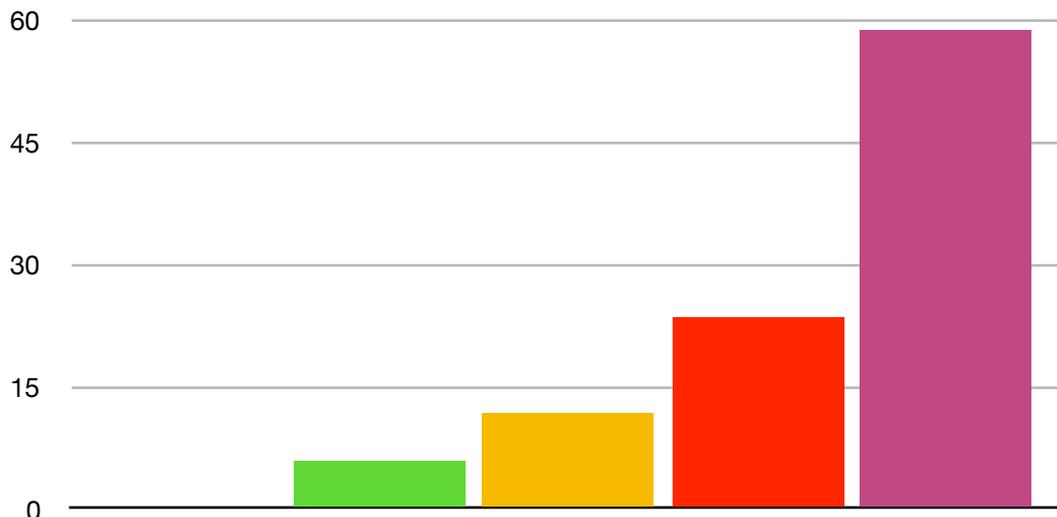
We achieved other details about how students perceived and carried out the proposed CLIL path and its activities through items 1 to 5 of the students' logbook. Question 1 makes us understand that the students liked best the activity concerning the different beer styles because "it led" them "to learn a lot of new words and information related to this interesting topic". Question 2 shows that the majority of the students respected the timetables of the project. Question 3 highlights that 62% of the participants of our CLIL experience had language problems while attending this project. The majority of them explain that they had difficulties especially in understanding the meaning of new words and concepts. Question 4 demonstrates that a large section of the students felt that they had worked well with their class mates. As a matter of fact, they clarify that there was an actual feeling of cooperation between the members of the groups and that they felt comfortable while working with their group partners. The last item of the students' logbook, question 5, reveals that almost all the students assert that they did not need any teacher's help while attending the whole project.

Apparently, from the data obtained thanks to the students' logbook (items 2, 3, 5) we can understand that the majority of the students had difficulties related to the use of an FL during the lessons. This thought confirms what they have already stated during the filling in of items 9 and 10 of the students' questionnaire. Secondly, pupils enjoyed and performed well in cooperative works, as they stated in both the questionnaire (item 11 and 12) and in the logbook (item 4). This feeling, along with of the items 4, 5, 6, 7, 8 of the questionnaire and 1 of the logbook, shows that students were motivated thanks to the captivating and original activities we proposed.

Moreover, the evaluation of the students' output allows us to say that notwithstanding their doubts and their initial fears students have reached the fixed aims. If compared to the image of the class provided by teachers, their work has demonstrated a progress both in the knowledge of contents and in language competence. They had good performances also in oral interaction in foreign language even overcoming their teachers' and their own expectations. According to the

students' words gathered from their logbooks and from our direct observation in class, also their levels of entrepreneurship and co-operation were really satisfactory.

5. Conclusions and Improvement Proposals

This study, as mentioned in *Chapter 3*, had several goals. Firstly we wanted to outline the profile of teachers working in Italian *scuole professionali* and to analyze their opinions and thoughts about CLIL. It is important to highlight that, due to the scant number of respondents (only 11 out of 30 interviewed), this profile cannot be generalized neither to the whole population, nor to the teaching staff of the school taken into consideration during our research. The general profile we obtained through our analysis is that of a 40-year-old teacher who has no university degree, a basic knowledge of English language (B1) and a good IT competence. These data tell us that this professional figure has not all the skills and knowledge considered necessary to plan, implement and carry out a CLIL project. In fact, the Italian legislation suggests that CLIL teachers should have at least a C1 level in the target language and a specific didactic training in this methodology. This explains why CLIL has not been used at all in this school until our case study. However, on the other hand, the majority of the interviewees expressed a positive point of view on this approach. They have expressed appreciation for the CLIL materials and have demonstrated willingness to work in team. This methodology is regarded as highly demanding and time-consuming but the overall impression is positive and motivating in particular for the development of students' FL skills, skills which appear very important in the students' future professional field. Their positive attitude has made things work and they have proposed a solution to overcome the problems that every day have been faced because of the difficult situation due to the pandemic.

Secondly, this inquiry wanted to understand if the practice of CLIL in professional pathways can bring to real benefits to students and to an increase of their motivation. From the result pupils obtained during the activities and from the moves they made while attending our lessons we can deduce that they have achieved an improvement both in their content knowledge, in their foreign language skills and in other outstanding abilities such as entrepreneurship and co-operation. Furthermore, in the answers they gave the questionnaire and the logbook, students demonstrated their

enthusiasm and curiosity about this methodology. Their answers, however, are somehow contradictory. On the one hand, they express their interest, appreciation and enjoyment for the proposed activities and they confirm the awareness of the importance of the knowledge of foreign languages for their future. However, on the other hand they say that they would not like to undertake another similar path in other occasions. This negative feeling may be originated by a lack of training and of self-confidence. The change of perspectives, the idea of being not a recipient of contents but an active part of the learning process itself, can be attractive but also somehow frightening for a student, as it implies harder work and more responsibility. In fact, most of them reported they had several problems in comprehending the language used by the teacher. We assume that students' motivation could increase if their perception of their learning outcomes could be clearer to them, that is if they were really aware of the good results they obtained during this project. Their willingness to experience another CLIL project might increase if they had to possibility to get used to this approach by attending longer CLIL pathways.

We would like to highlight that we consider this research just as a pilot study because the small number of participants and the restricted time available for the data collection did not allow a generalization of the achieved results. The implementation of our project to a larger audience of students, also of different ages, class levels and FL competences and to a larger number of teachers could give us a more precise idea fo the reliability of our study. A further step for the research could be the organization of different CLIL materials focused on other hospitality subjects also taught through other FLs; this could give new elements and data for an interesting comparison with the ones here gathered. We think that also families could become an active part of the project. Their opinions about the implementation of CLIL projects in the school attended by their sons and daughters, their ideas about their effectiveness and the advantages in their children's future might be a new target of great appeal for the research. We expect that, as suggested by one of the teachers interviewed in our case study, pupils with a higher FL knowledge would benefit more from CLIL projects, since their FL skills should allow them to have less comprehension problems and to

be more confident in an effective use of a FL. To conclude, we point out that our study could be seen as a starting point for further researches on this topic since CLIL, notwithstanding its long history, is still a topic of interest for scholars and because of the positive impact it had on almost all the participants of the inquiry. The importance of the implementation of this methodology in particular in bartender courses, as well as in other vocational paths related to the food service and to tourism, is apparent. A higher FL proficiency gives students a higher possibility in better future working positions and opportunities and gives them a wider international mobility. This is certainly true for English language, since its current status of *lingua franca* makes it the best language to choose to communicate worldwide with foreign customers, suppliers, employees and employers. In our opinion, the introduction of a routine practice of CLIL projects in *istituti professionali* could be a challenging but rewarding experience both for teachers and students and it could give researchers new elements and data about this population of learners that have not often been taken into consideration in previous literature.

BIBLIOGRAPHY

Alonso, E., Campo, A. & Grisaleña, J. 2008. Plurilingual Education in Secondary Schools: Analysis and Results. In *International CLIL Research Journal*, 1, N.1, pp. 36-49. http://www.icrj.eu/11/article3.html

American Educational Research Association - AERA. 2006. Standards for Reporting on Empirical Social Science Research. In *Educational Researcher,* 36 (6), pp. 33-40. AERA Publications.

Anderson, C.E. CLIL for CALP in the Multilingual, Pluricultural, Globalized Knowledge Society: Experiences and Backgrounds to L2 English Usage Among Latin American L1 Spanish-users. In *Latin American Journal of Content and Language Integrated Learning*, October 2011, pp. 51-66.

Bailini, S., Bosisio, C., Gilardoni, S. & Pasquariello, M. 2017. CLIL: Il Punto di Vista degli Studenti. Il caso Lombardia. In Ballarin, E., Bier, A. & Coonan, C.M., *La Didattica delle Lingue nel Nuovo Millennio: Le Sfide dell'Internazionalizzazione*, pp. 467-482. Venezia: Edizioni Ca' Foscari.

Balboni, P.E. 2014a. Introduzione. Il Progetto Materiali Integrativi Loescher per l'Educazione Linguistica - MILEL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 7-12. Torino: Loescher Editore.

Balboni, P.E. 2014b. Lo Studente di Fronte a un Testo per CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 37-51. Torino: Loescher Editore.

Balboni, P.E., 2015. Il Progetto MILEL. In Balboni, P.E., *Storia: Guida al CLIL. CLIL in Inglese per la Scuola Secondaria di Primo Grado*, pp. 5-10. Torino: Loescher Editore.

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

Banegas, D.L. 2012. CLIL Teacher Development: Challenges and Experiences. In *Latin American Journal of Content & Language Integrated Learning,* 5 (1), pp. 46-56.

Barbero, T. 2006. Insegnare in Lingua Straniera: Quali Sfide? Quali Difficoltà? In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 105-117. Venezia: Libreria Editrice Cafoscarina.

Barbero, T. 2012. *Assessment Tools and Practices in CLIL*. In Quartapelle, F., *Assessment and Evaluation in CLIL*, pp.38-56. Pavia: Ibis Edizioni.

Bazán Quijada, A. 2020. *Cooperative Learning in CLIL Biology Classroom*. Ciudad delMexico: Centro de Estudios de Posgrado.

Beaudoin, J.P. 2013. *Introduction aux Pratiques d'Enseignement Inclusives*. Ottawa: Centre de Pedagogie Universitaire.
https://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibilite-guide-inclusion-fr-2013-10-30.pdf

Bertaux, P. 2008. An Example of Mainstream CLIL in France: Sections Européennes et de Langue Orientale. In *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*, pp.233-238. Venezia: Libreria Editrice Cafoscarina.

Bertaux, P., Coonan, C.M., Frigols-Martin, M.J. & Mehisto, P. 2010. *The CLIL Teacher's Competences Grid*.
http://tplusm.net/CLIL_Competences_Grid_31.12.09.pdf

Berton, G. 2008. Task, Learning Activities and Oral Production Skills in CLIL Classrooms. In *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 143-152. Venezia: Libreria Editrice Cafoscarina.

Bettencourt, M. 2011. *Languages across the Curriculum: A Response to Internationalization in Foreign Language Education*, pp. 55-58. Multicultural Education Magazine.
https://files.eric.ed.gov/fulltext/EJ986898.pdf

Bier, A. 2018. *La Motivazione nell'Insegnamento in CLIL*. Venezia: Edizioni Ca' Foscari.

Broady, E. 2004. Sameness and Difference: The Challenge of Culture in Language Teaching. In *Language Learning Journal*, N.29, pp. 68-72.

Bullock, A. 1975. *A Language for Life: Report of the Committee of Enquiry appointed by the*

Secretary of State for Education and Science under the Chairmanship of Sir Alan Bullock F.B.A. London: Her Majesty's Stationery Office.
http://www.educationengland.org.uk/documents/bullock/bullock1975.html

Cambridge. 2019. *A2 Key for Schools. Handbook for Teachers for Exams from 2020.* Cambridge: Cambridge Assessment English.

Cardona, M. 2008. Lo Sviluppo della Competenza Lessicale in Ambiente CLIL. Riflessioni Linguistiche e Umanistico-affettive. In *CLIL e l'Apprendimento delle Lingue*. *Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 177-192. Venezia: Libreria Editrice Cafoscarina.

Casal, M.S. 2006. Cooperative Learning. Essential Glossary for the Teacher. In *GRETA Journal*, 14, pp. 80-84.

Chierichetti, B. & Pisani, B. 2016. *Breve Storia del Progetto CLIL: Per un Dibattito Critico e Costruttivo*. Milano: Emmeciquadro.

Cinganotto, L. 2016. CLIL in Italy: A General Overview. In *Latin American Journal of Content and Language Integrated Learning*, pp. 374-400.
https://laclil.unisabana.edu.co/index.php/LACLIL/article/view/7177

Cinganotto, L. 2018. *Docente di Lingua Straniera e Docente di Disciplina in Ambiente CLIL. Prospettive a Confronto*. Salerno: Università del Salento.

Cinganotto, L. & Cuccurullo, D. 2019. *Techno-CLIL: Fare CLIL in Digitale*. Torino: Loescher Editore.

Clemente, V., Tschimmel, K. & Viera, R. 2017. Why a Logbook? A Backpack Journey as a Metaphor for Product Design Education. In *The Design Journal*, 20, 1530-1542. Taylor & Frances Online.
https://www.tandfonline.com/doi/abs/10.1080/14606925.2017.1352677

Cohen, L., Manion, L. & Morrison, K. 2005. *Research Methods in Education*. Taylor & Francis e-Library.

Cohen, D. & Crabtree B. 2006. *Qualitative Research Guidelines Project*. New Jersey: Robert Wood Johnson Foundation.

http://www.qualres.org/index.html

Cole, R.E. 1991. Participant Observer Research: An Activist Role. In Whyte, W.F., *Participatory Action Research*, 159-168. London: Sage.

Commission of the European Communities. 1995. *White Paper on Education and Traning - Teaching and Learning - Towards the Learning Society*. Luxembourg: Office for Official Publications of the European Communities.

Consiglio d'Europa. 2001. *Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR)*. Cambridge: Cambridge University Press. *https://europa.eu/europass/system/files/2020-05/CEFR%20self-assessment%20grid%20IT.pdf*

Consiglio d'Europa. 2003. *Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-2006*. Bruxelles: EU Publication.

Consiglio d'Europa. 2007. Report on the Implementation of the Action Plan "Promoting Language Learning and Linguistic Diversity". https://eur-lex.europa.eu/legal-content/HR/TXT/?uri=LEGISSUM:c11068

Consiglio d'Europa. 2021. *Annual Report on Intra-EU Labour Mobility 2020*. Luxembourg: Publications Office of the European Union. https://ec.europa.eu/social/main.jsp?langId=en&catId=849&furtherNews=yes&newsId=9877

Coonan, C.M. 2006. Focus su CLIL. In Ricci Garotti, F., *Il Futuro Si Chiama CLIL: Una Ricerca Interregionale sull'Insegnamento Veicolare*, pp.23-34. Trento: Istituto Provinciale per la Ricerca e la Sperimentazione Educativa.

Coonan, C.M. 2007a. Insider Views of the CLIL Classroom Through Teacher Self-Observation-Intropsection. In *International Journal of Bilingual Education and Bilingualism*, N.10, pp. 625-646.

Coonan, C.M. 2007b. How Are Students Engaged in Subject Learning Through the LS? The Case of Secondary Schools in Italy. In Dieter W. & Marsh, D., *Diverse Contexts, Converging Goals: Content and Language Integrated Learning in Europe, Mehrsprachigkeit in Schule*

und Unterritch, Volume 4, pp. 153-169. Frankfurt: Peter Lang.

Coonan, C.M. 2008. The Foreign Language in the CLIL Lesson. Problems and Implications. In *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*, pp8. 117-12. Venezia: Libreria Editrice Cafoscarina.

Coonan, C.M. 2009. Opportunità di Usare la LS nelle Lezione CLIL: Importanza, Problemi, Soluzioni. In *Studi di Glottodidattica*, 2, 2009, 20-34.

Coonan, C.M. 2010. CLIL e la Facilitazione dell'Apprendimento delle Lingue Straniere. In Caon, F., *Facilitare l'Apprendimento dell'Italiano L2 e delle Lingue Straniere*, pp. 129-141. Torino: UTET.
https://core.ac.uk/download/pdf/53162206.pdf

Coonan, C.M. 2012a. *La Lingua Straniera Veicolare.* Torino, UTET.

Coonan, C.M. 2012b. The Foreign Language Curriculum and CLIL. In *Synergies Italie*, N.8, pp. 117-128. Sylvains-lès-Moulins: Groupe d'Etudes et de Recherches pour le Français Langue Internationale.
http://www.gerflint.fr/Base/Italie8/carmel_mary%202.pdf

Coonan, C.M. 2014. I Principi di Base del CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 17-34. Torino: Loescher Editore.

Costa, F. 2016. *CLIL (Content and Language Integrated Learning) through English in Italian Higher Education*. Milano: LED.
https://www.ledonline.it/Lingue-e-culture/allegati/785-CLIL-through-English.pdf

Coyle, D. 2005. *CLIL: Planning Tools for Teachers*. Nottingham: University of Nottingham.

Coyle, D. 2006. *Content and Language Integrated Learning: Motivating Learners and Tearchers*.
https://blocs.xtec.cat/clilpractiques1/files/2008/11/slrcoyle.pdf

Coyle, D., Holmes, B. & King, L. 2009. *Towards an Integrated Curriculum: CLIL National*

Statement and Guidelines. London: The Language Company.

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

Creswell, J.V. 2009. *Research Design. Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage.

Cucciarelli, L. 2006. CLIL: Una Strategia di Integrazione Interculturale. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 143-148. Venezia: Libreria Editrice Cafoscarina.

Cuenca, L., Alarcón, F., Boza, A., Fernánderz-Diego, M., Ruiz, L., Gordo, M., Poler, R. & Alemany, M.M.E. 2016. Rubric to Assess the Competence of Innovation, Creativity and Entrepreneurship in Bachelor Degree. In *Brazilian Journal of Operations & Production Management,* 13, 2016, pp. 118-123.

Cummins, J. 1979. Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. In *Working Papers on Bilingualism*, N. 19, pp. 197-205.

Cummins, J. 1983. Bilingualism and Special Education: Program and Pedagogical Issues. In *Learning Disability Quarterly*, Vol.6, N.4, Cultural Pluralism (Autumn, 1983), pp. 373-386. London: Sage Publication.
https://www.jstor.org/stable/1510525?seq=1#metadata_info_tab_contents

D'Alessio, A., Petolicchio, A. & Tammaro, R. CLIL, Una Metodologia Vincente nell'Ottica del Lifelong Learning. In *Giornale Italiano della Ricerca Educativa,* N.21, pp. 83-101. Pensa MultiMedia Editore.

Da Re, F. 2013. *La Didattica Per Competenze*. Milano-Torino: Pearson Italia.

Dale, L., van Der Es, W. & Tanner, R. 2011. *CLIL Skills*. European Platform - Internationalising Education.

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

Dalton-Puffer, C. 2008. Outcomes and Process in CLIL: Current Research from Europe. In Delanoy, W. & Volkman, L., *Future Perspectives for English Language Teaching*, pp. 139-157. Heidelberg: Carl Winter.

Dalton-Puffer, C., Nikula, T. & Smit, U. 2011. *Language Use and Language Learning in CLIL Classroom*. Amsterdam: John Benjamins Publishing Company.

de Graf, R., Koopman, G.J., Anikina, Y. & Westhoff, G. 2007. Observation Tool for Effective L2 Pedagogy in Content and Language Integrated Learning (CLIL). In *International Journal of Bilingual Education and Bilingualism,* 10, 5, pp. 603-624.

Decreto del Presidente della Repubblica 8 Marzo 1999, N.275. *Regolamento Recante Norme in Materia di Autonomia delle Istituzioni Scolastiche, ai Sensi dell'Art.21 della Legge 15 Marzo 1997, N.59*. Roma: Gazzetta Ufficiale della Repubblica Italiana.
https://www.gazzettaufficiale.it/eli/id/1999/08/10/099G0339/sg

Decreto del Presidente della Repubblica 15 Marzo 2010, N.89. *Regolamento Recante Revisione dell'Assetto Ordinamentale, Organizzativo e Didattico dei Licei a Norma dell'Art. 64, Comma 4, del Decreto-Legge 25 Giugno 2008, N.112, Convertito, con Modificazioni, dalla Legge 6 Agosto 2008, N.133*. Roma: Gazzetta Ufficiale della Repubblica Italiana.
https://www.gazzettaufficiale.it/eli/id/2010/06/15/010G0111/sg

Denman, J., Tanner, R.L. & de Graaff, R. 2013. CLIL in Junior Vocational Secondary Education: Challenges and Opportunities for Teaching and Learning. In *International Journal of Bilingual Education and Bilingualism*, 16 (3), pp. 285-300.

Doiz, A. Lasagabaster, D. & Sierra, J.M. 2014. CLIL and Motivation: The Effect of Individual and Contexztual Variables. In *Language Learning Journal*, N.42, pp. 209-224.

Dörnyei, Z. 2003. *Attitudes, Orientations, and Motivations in Language Learning: Advances in Theory, Research, and Applications*. Nottingham: University of Nottingham.

Dörnyei, Z. & Ushioda, E. 2011. *Teaching and Researching Motivation*. Edinburgh: Pearson Education Limited.

Doyle, W. 1983. Academic Work. In *Review of Educational Research*, 53, pp. 159-199.

Doyle, L. 2016. An Overview of Mixed Methods Research (Revisited). In *Journal of*

Research In Nursing, 21 (8), pp. 623-635. Sage Journals.

Ellis, N. 1994. Vocabulary Acquisition: The Implicit Ins and Outs of Explicit Cognitive Mediation. In Robinson, P., *Implicit and Explicit Learning of Languages*, pp. 211-282. London: Academic Press.
https://sites.lsa.umich.edu/nickellis/wp-content/uploads/sites/933/2021/07/ImpExpChap07.pdf

European Commission. 1995. *Council Resolution of 31 March 1995 on Improving and Diversifying Language Learning and Teaching Within the Education Systems of the European Union*.
https://eur-lex.europa.eu/legal-content/EN-IT/TXT/?fromTab=ALL&from=IT&uri=CELEX%3A31995Y0812(01)

European Commission. 2016. *About Multilingualism Policy*.
https://ec.europa.eu/education/policies/multilingualism/about-multilingualism-policy_en

European Commission. 2015. *Erasmus: Facts, Figures & Trends. The European Union Support for Student and Staff Exchanges and University Cooperation in 2013-2014.* Luxembourg: Publications Office of the European Union

Eurostat. 2021. *Population change - Demographic balance and crude rates at national level*. Luxembourg: Statistical Office of the European Union.
https://ec.europa.eu/eurostat/databrowser/view/DEMO_GIND/default/table?lang=en

Eurydice. 2006. *Apprendimento Integrato di Lingua e Contenuto (Content and Language Integrated Learning - CLIL) nella Scuola In Europa*. Bruxelles: Eurydice.

Eurydice. 2012. *Le Cifre Chiave dell'Istruzione in Europa 2012*. Bruxelles: Eurydice.
https://eurydice.indire.it/wp-content/uploads/2017/06/Cifre_chiave_istruzione_2012.pdf

Eurydice. 2017. *Eurydice in Breve: L'Educazione alla Cittadinanza a Scuola in Europa 2017*. Bruxelles: Eurydice.
https://eurydice.indire.it/wp-content/uploads/2018/02/Eurydice_in_breve_educazione_cittadinanza_2017.pdf

Federici, M. 2006. Proposte di Strumenti e Questionari di Valutazione e Autovalutazione

degli Apprendimenti in Percorsi CLIL. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 285-298. Venezia: Libreria Editrice Cafoscarina.

Felder, R.M. & Surling, J.E. 2005. Applications, Reliability and Validity of the Index of Learning Styles. In *Journal of Continuing Engineering Education and Life-Long Learning*, January 2005, pp. 103-112.

Fronza, R.I. 2006. Dimensione Culturale e Insegnamento Modulare Promuovere, per Dirla con le Parole di C. Magris, una Fase "Plurale" dell'Identità, Condizione per la Cittadinanza Europea. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 165-176. Venezia: Libreria Editrice Cafoscarina.

Gall, M.D.; Borg, W.R. & Gall, J.P. 1996. *Educational Research: An Introduction*. White Plains, NY: Longman.

Gardner, H. 1983. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.

Gardner, H. 1999. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.

Gierlinger, E., Hainschink, V. & Spann, H. 2007. *Content and Language Integrated Learning (CLIL) auf Der Sekundarstufe I: Entwicklung, Forschung und Praxis*. Linz: Trauner.

Grabe, W & Stroller, F.L. 1997. Content-Based Instruction: Research Foundations. In Snow, M.A. & Brinton, D.M., *The Content-Based Classrooms. Perspectives on Integrating Language and Content*, pp. 5-21. New York: Longman.

Greipl, S., Moeller, K. & Ninaus, M. 2020. Potential and Limits of Game-Based Learning. In *International Journal of Technology Enhanced Learning*, Vol. 12, N.4, pp. 363-389.

Gruppo di Lavoro Monitoraggio Introduzione della Metodologia CLIL nei Licei. 2014. *L'Introduzione della Metodologia CLIL nei Licei Linguistici: Rapporto di Monitoraggio nelle Classi Terze dell'A.S. 2012/2013*. Roma: MIUR - DG Ordinamenti Scolastici e per l'Autonomia Scolastica.

Guazzieri, A. 2009. CLIL e Apprendimento Cooperativo. In *Studi di Glottodidattica*, 2009, 2, pp. 48-72.

Harrop, E. 2012. Content and Language Integrated Learning (CLIL): Limitations and Possibilities. In *Encuentro*, N.21, 2012, pp. 57-70.
https://files.eric.ed.gov/fulltext/ED539731.pdf

Indire. 2021. *Eurydice: Sistemi Educativi e Politiche in Europa.* Firenze: Istituto Nazionale Documentazione Innovazione Ricerca Educativa.
https://eurydice.indire.it

Lam Q.K.H. & Ferencz, I. 2021. *Erasmus+ Staff Mobility Comparative Data Analysis: An Exploratory Study of the Participants' Motivation, Perceived Impact, Recognition and Satisfaction*. Bruxelles: Academic Cooperation Association.
http://www.erasmusplus.it/wp-content/uploads/2021/04/TCA-Report-12-March-2021_FINAL.pdf

Langé, G. 2016. *Evaluating All the Evidence*. Digital ELgazette, May 2016.

Langé, G. 2020. *Indagine Conoscitiva in Materia di Innovazione Didattica*.
https://www.camera.it/application/xmanager/projects/leg18/attachments/upload_file_doc_acquisiti/pdfs/000/003/067/Memoria_Langè.pdf

Lasagabaster, D. 2008. Foreign Language Competence in Content and Language Integrated Courses. In *The Open Applied Linguistics Journal*, June 2008, pp. 30-41.

Lasagabaster, D. & Doiz, A. 2016. CLIL Student's Perceptions of their Language Learning Process: Delving into Self-Percieved Improvement and Instructional Preferences. Taylor & Francis Online.
https://www.tandfonline.com/doi/abs/10.1080/09658416.2015.1122019

Legge 28 Marzo 2003, N.53. *Delega al Governo per la Definizione delle Norme Generali sull'Istruzione e dei Livelli Essenziali delle Prestazioni in Materia di Istruzione e Formazione Professionale*. Roma: Gazzetta Ufficiale della Repubblica Italiana.
https://www.gazzettaufficiale.it/eli/id/2003/04/02/003G0065/sg

Legge 13 Luglio 2015, N.107. R*iforma del Sistema Nazionale di Istruzione e Formazione e Delega per il Riordino delle Disposizioni Legislative Vigenti*. Roma: Gazzetta Ufficiale della

Repubblica Italiana.
https://www.gazzettaufficiale.it/eli/id/2015/07/15/15G00122/sg

Lin, T., Hsu, Y., Lin, S., Changlai, M., Yang, K. & Lai, T. A Review of Empirical Evidence on Scaffolding for Science Education. In *International Hournal of Science and Mathematics Education,* 10, pp. 437-455.

Lucatorto, A. 2008. CLIL e Sviluppo della Competenza Lessicale. Valutazione delle Metodologie e delle Strategie Adottate dagli Insegnanti di Lingua nelle Scuole Pugliesi. In *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 205-218. Venezia: Libreria Editrice Cafoscarina.

Lucietto, S. 2008. *...e allora ...CLIL! L'Apprendimento Integrato delle Lingue Straniere nella Scuola. Dieci Anni di Buone Prassi in Trentino e in Europa.* Trento: Istituto Provinciale per la Ricerca e la Sperimentazione Educativa.

Ludbrook, G. 2008. Developing a Performance Test for Italian CLIL Teacher Certification: Examining CLIL Teacher Language. In *CLIL e l'Apprendimento delle Lingue. Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 150-169. Venezia: Libreria Editrice Cafoscarina.

Ludbrook, G. 2014a. Challenges Teaching Content through English: Language Abilities and Strategic Competences. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 91-95. Torino: Loescher Editore.

Ludbrook, G. 2014b. Le Competenze Linguistiche di un Docente CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 105-.115. Torino: Loescher Editore.

Luise, M.C. 2006. Due Contesti Particolare di Educazione Bilingue: la Metodologia CLIL e l'Insegnamento dell'Italiano come Lingua Seconda nella Scuola. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/ Straniera*, pp. 69-78. Venezia: Libreria Editrice Cafoscarina.

Jager, J., Putnick, D.L. & Bornstein, M.H. 2017. More than Just Conveniente: The Scientific Merits of Homogeneous Convenience Samples. In *Monogr. Soc. Res. Child. Dev.* 2017 June,

82 (2), pp. 13-30. Department of Health & Human Services - USA.

Johnson, D. & Johnson, R. 1989. *Cooperation and Competition: Theory and Research*. Edina: Interaction Book Co.

Katarzyna, A.I. 2021. La Politica Linguistica. Bruxelles: Parlamento Europeo
https://www.europarl.europa.eu/ftu/pdf/it/FTU_3.6.6.pdf

Kelly, K. 2014. *Ingredients for Successful CLIL*.
https://www.teachingenglish.org.uk/article/keith-kelly-ingredients-successful-clil-0

Kimmons, R. 2022. Sampling: How Should I Choose a Sample for My Study? In *Education Research*. EdTech Books.
https://edtechbooks.org/education_research/sampling

Kitibayeva, A.K., Zhetpisbayeva, B.A., Kazimova, D.A., Akabayeva, G.N. & Zatyneiko, M.A. 2018. Assessment Issues in Content and Language Integrated Learning (CLIL). In *Journal of Advanced Pharmacy Education & Research*, pp. 32-38. SPER Publication.

Korbek, G. & Wolf, J. 2020. Teaching Perspectives on CLIL in Different Educational Contexts: Italy, Spain and Turkey.
https://www.researchgate.net/publication/350383159_Teaching_Perspectives_On_Clil_In_Different_Educational_Contexts_Italy_Spain_And_Turkey

Kozar, O. 2010. Towards Better Group Work: Seeing the Difference between Cooperation and Collaboration. In *English Teaching Forum,* 2, pp. 16-23.

Krashen, S. 1982. *Principles and Practices of Second Language Acquisition*. Los Angeles: Pergamon.

Krashen, S. 1985a. *Second Language Acquisition and Second Language Learning*. Oxford: Pegamon.

Krashen, S. 1985b. *The Input Hypothesis Issues and Implications*. Lincolnwood: Laredo Publishing.

Kumaran, S.R. 2017. Benefits and Shorcomings of Role-Play as a Speaking Activity in

English Language Classrooms. In *The Egnlish Teacher*, Vol. XXXIX, pp. 404-416. Seri Kembangan: Melta Journals.

Macherelli, E. 2006. Il Ruolo dell'INDIRE nella Valorizzazione delle Esperienze CLIL. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 29-36. Venezia: Libreria Editrice Cafoscarina.

Maggi, F. 2012. Evaluation in CLIL. In Quartapelle, F., *Assessment and Evaluation in CLIL*, pp. 57-74. Pavia: Ibis Edizioni.

Mahan, K.R. 2020. The Comprehending Teacher: Scaffolding in Content and Language Integrated Learning (CLIL). In *The Language Learning Journal*, pp. 74-88. https://www.tandfonline.com/doi/full/10.1080/09571736.2019.1705879

Mariotti, C. 2006. Attenzione alla Forma e Attenzione al Contenuto nel Feedback Correttivo degli Insegnanti CLIL. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 143-159. Venezia: Libreria Editrice Cafoscarina.

Marsh, C., & Rossman, G.B. 1994. *Designing Qualitative Research*. London: Sage.

Marsh, D. & Langé, G. 2000. *Using Languages to Learn and Learning to Use Languages. An Introduction to Content and Language Integrated Learning for Parents and Young People.* Jyväskylä: University of Jyväskylä.

Marsh, D. 2002. *CLIL/EMILE - The European Dimension: Actions, Trends and Foresight Potential*. Strasbourg: European Commission.

Marsh, D., Mehisto, P., Wolff, D., & Frigols, M.J. 2010. *European Framework for CLIL Teacher Education: A Framework For the Professional Development of CLIL Teachers*. Graz: European Centre for Modern Languages.

Martucci, L. 2016. La Metodologia CLIL nella Scuola Secondaria di II° Grado: Evidenze, Problemi, Prospettive: Il Caso del Salento. In *Rivista Internazionale di Scienze dell'Educazione e della Formazione: Formazione e Insegnamento XIV*, pp. 401-410. Lecce: Edipress Lecce.

Maugeri, G. & Serragiotto, G. 2014. La Qualità del Corso di Lingua Straniera: Modello e Tecniche di Analisi Strategica. In *LEA,* Vol.3, pp. 441-441. https://oajournals.fupress.net/index.php/bsfm-lea/article/view/7620/7618

Maurizio, C. 2016. Inclusive Aspects of the CLIL Approach. In *Bulgarian English Teachers' Association E-Newsletter*, N.24, Year 5, September-October 2016, pp. 43-48. Sofia: BETA. https://www.researchgate.net/publication/ 311652914_Inclusive_aspects_of_the_CLIL_approach

Maybin, J., Mercer, N. & Stierer, B. 1992. Scaffolding: Learning in the Classroom. In Norman, K., *Thinking Voices. The Work of the National Oracy Project*, pp. 186-196. London: Hodder & Stoughton.

Mazzotta, P. 2009. L'Approccio CLIL nell'Insegnamento delle Lingue agli Adulti. In *Studi di Glottodidattica 2009,* 2, pp. 125-141.

Mellion M. 2008. The Challenge of Changing Tongues in Business University Education. In Wilkinson, R., & Zegers, V., *Realizing Content and Language Integration in Higher Education*, pp. 212-227. Maastricht: University of Maastricht.

Mehisto, P., Marsh, D., & Frigols, M.J. 2008. *Uncovering CLIL*. Oxford: Macmillan.

Menegale, M. 2008. Expanding Teacher-Student Interaction through more Effective Classroom Questions: from Traditional Teacher-fronted Lessons to Student-centered Lessons in CLIL. In *CLIL e l'Apprendimento delle Lingue*. *Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 105-127. Venezia: Libreria Editrice Cafoscarina.

Menegale, M. 2014. L'Autonomia dello Studente nei Moduli CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 97-101. Torino: Loescher Editore.

Menegale, M. 2018. Logbook o Diario di Bordo: Uno Strumento per l'Apprendimento Dentro e Fuori la Classe di Lingua. In *EL.LE,* Vol.7, N.1, Marzo 2018, pp.51-73.

Menegale, M. 2020. Using Logbooks with Second and Foreign Language Learners in Higher Education: Learner Autonomy in Progress. In *Philologia Hispalensis*, 34/1, pp. 99-119.

Menegazzo, E. 2006. Attività a Confronto dal Miglioramento della Competenza Comunicativa allo Sviluppo di Competenza CALP. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/ Straniera*, 201-212. Venezia: Libreria Editrice Cafoscarina.

Merikivi, R. & Pietilä, P. 2014. Vocabulary in CLIL and in Mainstream Education. In *Journal of Language Teaching and Research*, Vol.5, N.3, May 2014, pp. 28-36.
http://www.academypublication.com/issues/past/jltr/vol05/03/02.pdf

Meyer, O. 2010. Towards Quality CLIL: Successful Planning and Teaching Strategies. In *Pulso: Revista de Educación,* 33, pp. 11-29.

Meyer, O. 2013. Introducing the CLIL-Pyramid: Key Strategies and Principles for CLIL Planning and Teaching. In Eisenmann, M. & Summer T., *Basic Issues in EFL Teaching*, pp. 296-313. Heidelberg: Universitätsverlag Winter GmbH.

Mezzadri, M. 2014. Il CLIL e le Tecnologie dell'Informazione e della Comunicazione. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 77-89. Torino: Loescher Editore.

MIUR. *DPR 15 Marzo 1999, N.59: Delega al Governo per il Conferimento di Funzioni e Compiti alle Regioni ed Enti Locali, per la Riforma della Pubblica Amministrazione e per la Semplificazione Amministrativa.* Roma: Ministero dell'Istruzione, dell'Università e della Ricerca.
https://archivio.pubblica.istruzione.it/argomenti/autonomia/documenti/legge59.htm

MIUR. *Decreto Direttoriale N.6 del 16 Aprile 2012: Direzione Generale per il Personale Scolastico*. Roma: MIUR.
https://www.miur.gov.it/documents/20182/0/Decreto+del+direttore+generale+n. +6+del+16+aprile+2012/222ce6bb-98be-4818-b266-aa20c196c803?version=1.1

MIUR. *Protocollo N.240/2013: Insegnamento di Discipline Non Linguistiche (DNL) in Lingua Straniera Secondo la Metodologia CLIL nei Licei Linguistici - Norme Transitorie.* Roma: Ministero dell'Istruzione, dell'Università e della Ricerca.

MIUR. *Protocollo N.4969/2014: Avvio in Ordinamento dell'Insegnamento di Discipline Non Linguistiche (DNL) in Lingua Straniera Secondo la Metodologia CLIL nel Terzo, Quarto,*

Quinto Anno dei Licei Linguistici e nel Quinti Anno dei Licei e degli Istituti Tecnici - Norma Transitorie A.S.2014/2015. Roma: Ministero dell'Istruzione, dell'Università e della Ricerca. https://miur.gov.it/documents/20182/0/Norme+transitorie+CLIL+per+licei+e+istituti+tecnici+MIURAOODGOS+prot.+n.+4969+Roma%2C+25+luglio+2014/7b34f640-cc22-4b12-8512-596414b87287?version=1.1

MIUR. 2016. *Il Sistema Operativo per la Formazione e le Iniziative di Aggiornamento dei Docenti*. Roma: MIUR.
https://sofia.istruzione.it

MIUR. *Decreto del 19 Ottobre 2016: Piano per la Formazione dei Docenti 2016-2019*. Roma: MIUR.
https://www.istruzione.it/piano_docenti/

Moore, P. & Lorenzo, F. 2007. Adapting Authentic Materials for CLIL Classrooms: An Empirical Study. In *VIEWS: Vienna English Working Papers,* 16 (3), pp. 28-35.

Nalesso Diana, M. 2006. Metacognizione in CLIL. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/ Straniera*, pp. 177-190. Venezia: Libreria Editrice Cafoscarina.

Navés, T. 2009. Effective CLIL Programmes. In Ruiz de Zarobe, Y. & Jimenez Catalan, R.M., *CLIL: Evidence from Research in Europe*, pp. 22-40. Bristol: Multilingual Matters.

Newby, P. 2014. *Research Methods for Education*. New York: Routledge.

Nikula, T., Dafouz, E., Moore, P. & Smit, U. 2016. *Conceptualising Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters.

Park, E., Leonard, A., Delano, J.S., Tang, X. & Grzybowski, D.M. 2020. Rubric-Based Assessment of Entrepreneurial Minded Learning in Engineering Education: A Review. In *International Journal of Engineering Education,* Vol.36, N.6, 2020, pp. 2015-2029.

Pistorio, M.I. 2010. A Blend of CLIL and Cooperative Learning Creates a Socially Constructed Learning Environment. In *Latin American Journal of Content & Language Integrated Learning,* 3, pp. 1-10.

Palatella, P. & Palatella, R. 2016. *CLIL Materials and ICT Learning Aids*.

Pawan, F. 2008. Content-area Teachers and Scaffolded Instruction for English Language Leaners. In *Teaching and Teacher Education,* 24, N.6, pp. 1450-1462.

Perez, M. 2019. Meeting CLIL Teachers' Training and Professional Development Needs. In *NABE, Journal of Research and Practice*, pp. 1-9.

Perniola, O. & Serragiotto, G. 2014. *Esperienze CLIL Molise. Uso Veicolare della Lingua Straniera*. Termoli: B&C Advertising Edizioni.

Piccioli, M. 2019. *Educational Research and Mixed Methods. Research Designs, Application Perspectives, and Food for Thought*. Firenze: Firenze University Press.

Ricci Garotti, F. 2004. Insegnamento Veicolare in Provincia di Trento: un Modello Possibile. Trento: Istituto Provinciale per la Ricerca e la Sperimentazione Educativa.

Ricci Garotti, F. 2006. Il Testo Disciplinare in CLIL. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/ Straniera*, 53-68. Venezia: Libreria Editrice Cafoscarina.

Ricci Garotti, F. 2015. Verso un Modello Italiano per CLIL. In *Scienze e Lingue: Percorsi di Apprendimento Integrato nelle Scuole Italiane, Francesi e Tedesche*, pp. 19-56. MIUR. https://cache.media.eduscol.education.fr/file/Formation_continue_enseignants/30/5/brochure-_Scienze-e-Lingue_218305.pdf

Rozgienė, I. & Vilkancienė, L. 2017. CLIL Teacher Competences and Attitudes. In Daugiakalbystė, D., *Sustainable Multilingualism*, pp. 196-218. Kaunas: Vytautas Magnus University.

Rumlich, D. 2017. Evaluating Bilingual Education in Germany: CLIL Students' General English Proficiency, EFL Self-Concept and Interest. Bristol: Peter Lang.

Saccardo, D. 2014. Il CLIL nelle Diverse Aree Disciplinari. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 147-153. Torino: Loescher Editore.

Serragiotto, G. 2006. La valutazione nel CLIL: Format e Griglie. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 213-220. Venezia: Libreria Editrice Cafoscarina.

Serragiotto, G. 2008. La Certificazione Metodologica dell'Insegnante CLIL. In *CLIL e l'Apprendimento delle Lingue*. *Le Sfide del Nuovo Ambiente di Apprendimento*, pp. 183-197. Venezia: Libreria Editrice Cafoscarina.

Serragiotto, G. 2012. L'Apprendimento Integrato della Lingua Italiana e di Contenuti Non Linguistici (CLIL) in Brasile. In *Revista de Italianística,* XXIV, pp. 42-68.

Serragiotto, G. 2014a. L'Organizzazione Operativa di un Modulo CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 53-61. Torino: Loescher Editore.

Serragiotto, G. 2014b. Valutazione e CLIL. In Balboni, P.E. & Coonan, C.M., *Fare CLIL: Strumenti per l'Insegnamento Integrato di Lingua e Disciplina nella Scuola Secondaria*, pp. 71-75. Torino: Loescher Editore.

Serragiotto, G. 2015. Pianificare e Implementare l'Esperienza CLIL. In Balboni, P.E., *Storia: Guida al CLIL. CLIL in Inglese per la Scuola Secondaria di Primo Grado*, pp. 11-18. Torino: Loescher Editore.

Serragiotto, G. 2017. The Problems of Implementing CLIL in Italy. In *Journal of Linguistics*, September 2017, pp. 82-96.
https://www.researchgate.net/publication/319961521_The_Problems_of_Implementing_CLIL_in_Italy

Short, D.J. 1993. Assessing Integrated Language and Content Instruction. In *TESOL Quarterly,* Vol.27, N.4, pp. 627-656.

Skehan, P. 1998. *A Cognitive Approach to Language Learning*. Oxford: Oxford University Press. San Francisco: Jossey-Bass Inc.

Slavin, R.E. 1995. Cooperative Learning and Intergroup Relations. In Banks, J.A. & McGee Banks, C.A., *Handbook of Research on Multicultural Education*, pp. 628-634.

Smala, Simone. 2011. *Introducing: Content and Language Integrated Learning (CLIL)*. Australia: University of Queensland. https://www.researchgate.net/publication/237222904_Introducing_Content_and_Language_Integrated_Learning_CLIL

Speciani, M.C. 2018.*"Fare scienza" in Lingua Inglese alla Scuola Primaria: Ombre e Luci*. Milano: Emmeciquadro.

Swain, M. & Lapkin, S. 1982. *Evaluating Bilingual Education: A Canadian Case Study*. Clevedon: Multilingual Matters.

Swain, M. 1985. Communicative Competence: Some Roles of Comprehensible Input and Comprehensible Output in its Development. In Gass, S.M. & Madden, C.G., *Input in Second Language Acquisition*, pp. 235-253. Rowley: Newbury House.

Swain, M. 2000. The Output Hypothesis and Beyond: Mediating Acquisition through Collaborative Dialogue. In Lantolf, J.P., *Sociocultural Theory and Second Language Learning*, pp. 97-114. Oxford: Oxford University Press.

Tomlinson, B. 1998. *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. 2012. Materials Development for Language Learning and Teaching. In *Language Teaching,* 45 (2), pp. 143-179.

Trentin, E. 2006. Problematiche Disciplinari in Ambiente CLIL: Trasposizione Didattica e Vigilanza Epistemologica. In Coonan, C.M., *CLIL: Un Nuovo Ambiente di Apprendimento. Sviluppi e Riflessioni sull'Uso di una Lingua Seconda/Straniera*, pp. 101-200. Venezia: Libreria Editrice Cafoscarina.

Trichero, R. 2014. Five Research Principles to Overcome the Dualism Quantitative-Qualitative. In *Education Science and Society,* 5 (2014), pp. 45-65.

Trichero, R. & Robasato, D. 2019. *I Mixed Methods nella Ricerca Educativa*. Milano: Mondadori Università.

Trybus, J. 2015. *Game-Based Learning: What It Is, Why It Works, and Where It Is Going*. New Media Institute.

Tukur, M.C. 2008. *The Relevance and Implications of Vtgostky's Sociocultural Theory in the Second Language Classroom*. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.454.8972&rep=rep1&type=pdf

Turrión, P. & Ovejero, A. 2013. Is It Effective the Cooperative Learning for the Improvement of Academic Results in English Teaching? Experimental Study in Primary Students. In *Tabanque,* 26, pp. 249-266.

Università Ca' Foscari. 2021. *Certificazione CLIL Università di Venezia (CeCLIL)*. https://www.unive.it/pag/fileadmin/user_upload/dipartimenti/DSLCC/documenti/laboratori/ladils/1Certificazione_CLIL_settembre_ottobre_2021_VENEZIA_.pdf)

Vega, M. & Moscoso, M.L. 2019. Challenges in the Implementation of CLIL in Higher Education: From ESP to CLIL in the Tourism Classroom. In *Latin American Journal of Content & Language Integrated Learning,* 12 (1), pp. 144-176.

Voltan, E. 2012. CLIL Modules. In Quartapelle, F., *Assessment and Evaluation in CLIL*, pp. 75-86. Pavia: Ibis Edizioni.

Vygotsky, L.S. 1978. *Mind In Society: The Development of Higher Psychological Processes*. London: Harvard University Press.

Willis, J. 1996. *A Framework for Task-Based Learning*. London: Longman.

Wolff, D. 2012. The European Framework for CLIL Teacher Education. In *Synergies Italie*, N.8, pp. 105-116. Sylvains-lès-Moulins: Groupe d'Etudes et de Recherches pour le Français Langue Internationale. https://gerflint.fr/Base/Italie8/dieter_wolff.pdf

Zammuner, V.L. 1996. *Interviste e Questionari*. Roma: Borla Edizioni.

Zanoni, F. 2016. Code-Switching in CLIL Classes: A Case Study. In *EL.LE*, Vol.5, N.2, Luglio 2016, pp. 279-295. Venezia: Edizioni Ca' Foscari. https://edizionicafoscari.unive.it/media/pdf/article/elle/2016/2/art-10.14277-2280-6792-ELLE-5-2-6.pdf

Zanoni, F. 2021. Students' View on CLIL: Perceived Benefits and Limitations. In *EL.LE*, Vol.10, N.2, Luglio 2021, pp. 261-278. Venezia: Edizioni Ca' Foscari. https://edizionicafoscari.unive.it/media/pdf/article/elle/2021/2/art-10.14277-10.30687-ELLE-2280-6792-2021-02-005.pdf

Students' Questionnaire

Questionario Per Studenti

Ciao,
Ti preghiamo ti compilare questo breve questionario che servirà per capire se questo piccolo progetto didattico svolto nella tua classe è stato apprezzato dagli studenti o no.

Ci teniamo a sottolineare che i dati raccolti tramite questo questionario, che verrà consegnato in forma completamente anonima, verranno utilizzati per uno studio sulla didattica delle lingue presso l'Università Ca' Foscari di Venezia.

Ti ringraziamo per la tua partecipazione.

*Campo obbligatorio

1. 1. Quanto consideri importante studiare una lingua straniera? Per rispondere scegli un numero tra "1" ("Poco importante") e "5" ("Molto importante") *

   Contrassegna solo un ovale.

	1	2	3	4	5	
Poco importante	◯	◯	◯	◯	◯	Molto importante

2. 2. Puoi motivare brevemente la tua risposta alla domanda "1"? *

   _____

3. 3. Al di fuori del mondo scolastico parli mai di quello che hai fatto ed imparato durante le lezioni di lingua straniera? *

   Contrassegna solo un ovale.

   ◯ Mai
   ◯ Poche Volte
   ◯ Qualche Volta
   ◯ Spesso
   ◯ Sempre

4. 4. Ti sono piaciute queste attività sulla birra artigianale? *

   Contrassegna solo un ovale.

   ◯ Sì
   ◯ No

5. 5. Puoi motivare brevemente la tua risposta alla domanda "4"? *

   _____

6. 6. Ti è piaciuto il fatto che queste attività fossero insegnate in inglese? *

   Contrassegna solo un ovale.

   ◯ Sì
   ◯ No

7. 7. Puoi motivare brevemente la tua risposta alla domanda "6"? *

   _____
   _____
   _____
   _____

8. 8. Ti piacerebbe che altre materie fossero insegnate in lingua straniera? *

   Contrassegna solo un ovale.

   ◯ Sì
   ◯ No

9.   9. Quanto hai trovato difficile seguire queste attività in inglese? Per rispondere scegli un numero compreso tra "1" ("Per niente difficile") e "5" ("Molto difficile"). *

Contrassegna solo un ovale.

	1	2	3	4	5	
Per niente difficile	◯	◯	◯	◯	◯	Molto difficile

10.   10. In caso ti fossi trovato in difficoltà durante queste attività, spiega brevemente dove hai riscontrato maggiori problemi.

_____

11.   11. Ti è piaciuto lavorare in gruppo con i tuoi compagni di classe? *

Contrassegna solo un ovale.

◯ Sì
◯ No

12.   12. Puoi motivare brevemente la tua risposta alla domanda "11"? *

_____

13.   13. Pensi che attività di questo tipo ti possano aiutare ad imparare meglio una lingua straniera? *

Contrassegna solo un ovale.

◯ Sì
◯ No

14.   14. Pensi che studiare materie di indirizzo in lingua straniera ti possa tornare utile nella tua vita fuori dalla scuola? Per rispondere scegli un numero compreso tra "1" ("Per niente utili") e "5" ("Molto utili"). *

Contrassegna solo un ovale.

	1	2	3	4	5	
Per niente utili	◯	◯	◯	◯	◯	Molto utili

Teachers' questionnaire

Questionario Per Docenti

Gentile Docente,
Lo scopo di questo questionario è quello di ottenere delle informazioni sul profilo dei docenti occupati negli istituti professionali italiani. La preghiamo di dedicare qualche minuto per rispondere alle seguenti domande.

I dati raccolti tramite il questionario, che verrà consegnato in forma completamente anonima, verranno utilizzati per uno studio sulla metodologia CLIL presso l'Università Ca' Foscari di Venezia.

Grazie per la Sua partecipazione.

*Campo obbligatorio

1. 1. Età *

   Contrassegna solo un ovale.

   ( ) 25<
   ( ) 25-39
   ( ) 40-54
   ( ) 55-70
   ( ) >70

2. 2. Diploma *

   _____

3. 3. Laurea *

   _____

4. 4. Lingue e livello QCER delle Lingue Straniere (LS) conosciute

   Contrassegna solo un ovale per riga.

	B1	B2	C1	C2
Inglese	◯	◯	◯	◯
Francese	◯	◯	◯	◯
Spagnolo	◯	◯	◯	◯
Tedesco	◯	◯	◯	◯
Altra LS	◯	◯	◯	◯

5. 5. Competenza informatica *

   Contrassegna solo un ovale.

   ( ) Nessuna
   ( ) Basilare
   ( ) Sufficiente
   ( ) Buona
   ( ) Ottima

6. 6. Materia insegnata *

   _____

7. 7. Insegna anche presso altri istituti scolastici? *

   Contrassegna solo un ovale.

   ( ) Sì
   ( ) No

8. 8. Ha mai sentito parlare della metodologia CLIL? *

   Contrassegna solo un ovale.

   ( ) Sì
   ( ) No

9. 9. La metodologia CLIL è praticata nell'istituto dove insegna? *

   Contrassegna solo un ovale.

   ( ) Sì
   ( ) No

10. 10. Ha mai messo progettato e messo in pratica un percorso CLIL? *

Contrassegna solo un ovale.

( ) Sì
( ) No

11. 11. Pensa che un percorso CLIL possa essere benefico per gli studenti che ne prendono parte? Motivi brevemente la Sua risposta. *

_____

12. 12. Secondo Lei, quanto impegnativa potrebbe essere la conduzione di un progetto CLIL per un docente in una scala da 1 a 5 dove "1" rappresenta un impegno basso e "5" rappresenta un impegno elevato? *

Contrassegna solo un ovale.

	1	2	3	4	5
	( )	( )	( )	( )	( )

13. 13. Quanto sarebbe motivato/a ad intraprendere un percorso CLIL in una scala da 1 a 5 dove "1" rappresenta una bassa motivazione e "5" rappresenta un'elevata motivazione? *

Contrassegna solo un ovale.

	1	2	3	4	5
	( )	( )	( )	( )	( )

14. 14. Le piacerebbe intraprendere un progetto didattico in collaborazione con altri docenti? *

Contrassegna solo un ovale.

( ) Sì
( ) No

Students' logbook

MY LOGBOOK: (*Student's name*)   2022

CLASS:

What did I learn at school today during this project?

Day 1: _____
_____
_____

Day 2: _____
_____
_____

Day 3: _____
_____
_____

Did I learn anything new about English language outside school during last week?

_____
_____
_____
_____

Which new English words did I learn during this project?

	Nouns	**Verbs**	**Expressions**
Day 1			
Day 2			
Day 3			

1. Which activity did I enjoy the most? And why?
_____
_____
_____
_____
_____
_____
_____
_____
_____

2. Did I respect the timetables of the project? (If no, please explain briefly why you did not respect the timetables of the project).
Yes.
No, because _____
_____
_____
_____
_____

3. Did I find any linguistic problems during this project? (If yes, please explain briefly which linguistic problems you found today during this project).
Yes, _____
_____
_____
_____
_____

No.

4. Did I work well with my class mates? (Please explain briefly your answer).
Yes, because _____
_____
_____
_____
_____

No, because _____
_____
_____
_____
_____

5. Did I need any teacher's help during this project?
Yes.
No.

CRAFT BEER
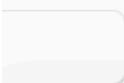
HOW BEER IS MADE

HTTPS://WWW.YOUTUBE.COM/WATCH?V=CKZ6UZTJPXC

1. BEER INGREDIENTS

WATER

MAYBE YOU HAVE NEVER THOUGHT ABOUT THAT, BUT THE MAIN INGREDIENT IN BEER IS WATER!

THERE ARE SOME COMPONENTS OF WATER WHICH ARE REALLY IMPORTANT IN THE BREWING PROCESS AND INFLUENCE THE BEER YOU ARE BREWING.
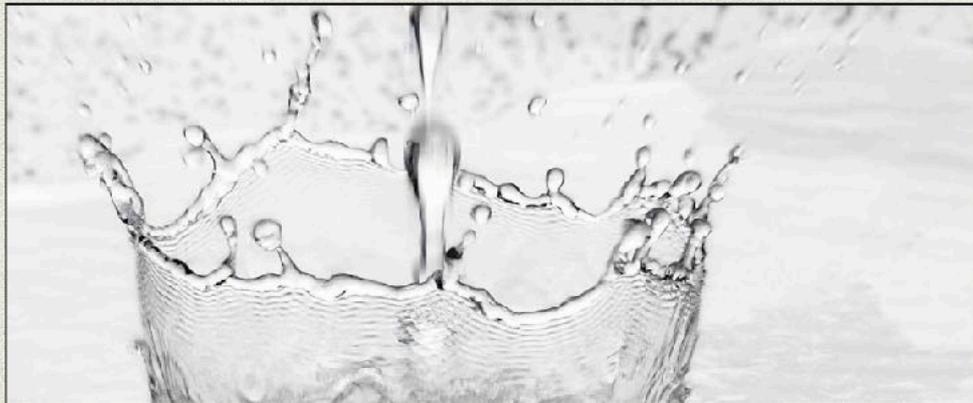
FOR EXAMPLE, BIG QUANTITIES OF CALCIUM, MAGNESIUM OR WATER SALTS IN THE WATER WILL GIVE YOUR BEER A PERSISTENT AND HIGHER BITTERNESS.

THE PRESENCE OF CALCIUM AND MAGNESIUM IN THE WATER DETERMINE ALSO THE HARDNESS OF WATER. THE MORE CALCIUM AND MAGNESIUM THERE ARE IN THE WATER, THE HARDER THE WATER IS.

Tendency of the taste
with hardness of water

Harder   Softer

Dry   Sweet
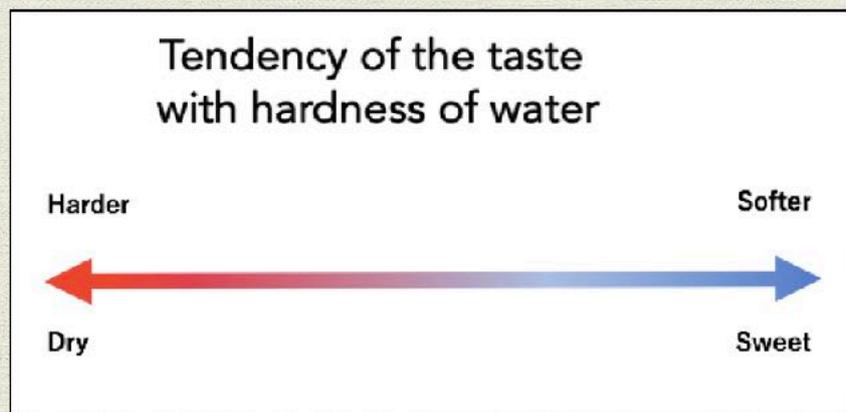
PAY ATTENTION BECAUSE THE HARDNESS OF WATER INFLUENCES THE TASTE OF YOU BEER!

MALT & CEREALS

MALT IS THE GRAIN OF CEREALS AFTER IS WAS GERMINATED. GERMINATION ALLOW THE UTILIZATION OF THE SUGAR WHICH IS INSIDE THE GRAIN. SUGAR IS NECESSARY WHEN BREWING BECAUSE WITHOUT IT THERE WILL BE NO FERMENTATION.

WHEN WE SPEAK ABOUT MALT WE USUALLY REFER TO BARLEY MALT, HOWEVER THERE ARE OTHER CEREALS (LIKE OAT OR WHEAT) WHICH ARE TRANSFORMED INTO MALT AND USED TO BREW BEER.

PAY ATTENTION WHEN SELECTING THE MALTS FOR YOUR BEER BECAUSE SOME MALT TYPES DO NOT HAVE ANY SUGAR IN THEM.

NB: REMEMBER THAT YOU CAN USE ALSO NON MALTED CEREALS, LIKE FLAKED CEREALS

DIFFERENT MALT TYPES GIVE YOUR BEER DIFFERENT COLOUR AND DIFFERENT TASTE!
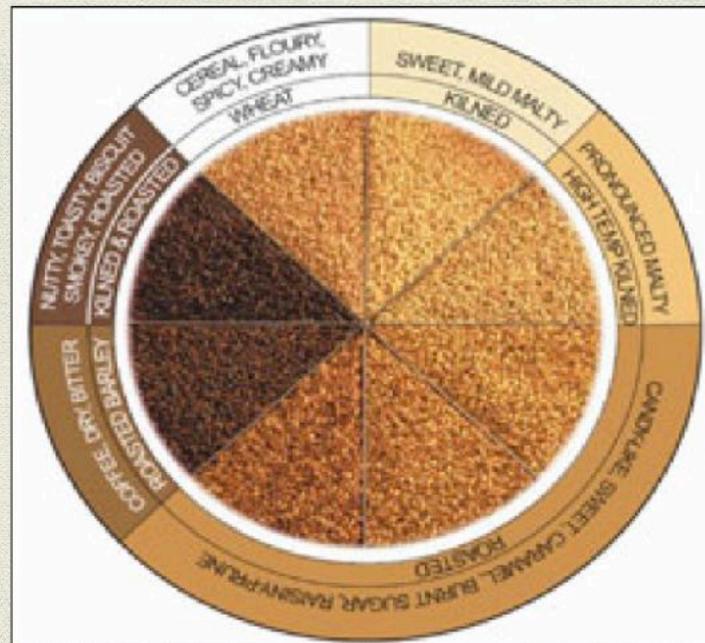
NB: IF YOU ARE INTERESTED, HERE IS A VIDEO ABOUT THE MALTING PROCESS:
HTTPS://WWW.YOUTUBE.COM/WATCH?V=NZOV375PNSM

HOPS – HUMULUS LUPULUS

ORIGINS: - ASIA - NORTH AMERICA - EUROPE

HOPS ARE HERBACEOUS CLIMBING PLANTS. THEY LIVE ALL THE YEAR LONG BUT THEY BLOOM ONLY IN SPRING. ONLY THE FEMALE PLANTS ARE USED IN THE BREWING PROCESS.

HOPS ARE USED FOR DIFFERENT REASONS:
- THEY PROTECT YOUR BEER FROM BACTERIA;
- THEY GIVE BITTERNESS, AROMA AND FLAVOR TO YOUR BEER
  DEPENDING ON WHEN YOU ARE PUTTING THEM IN YOUR BEER:
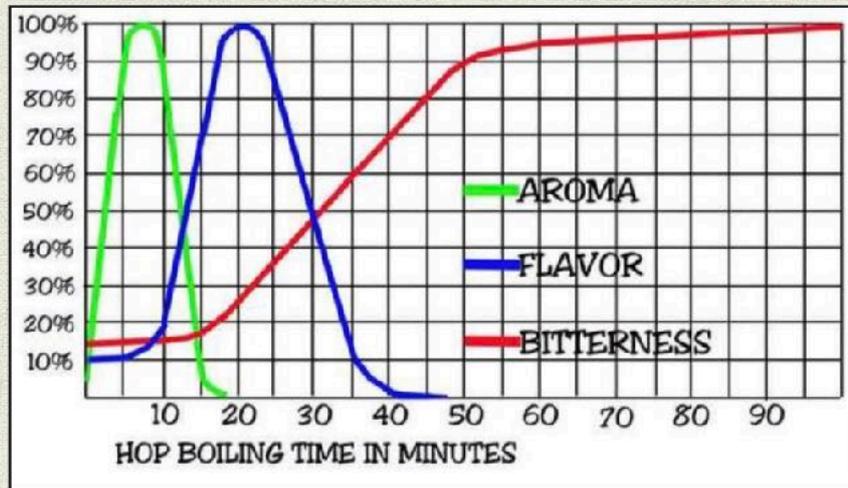
NB: YOU CAN ALSO USE THEM AT THE END OF THE BREWING PROCESS,
IN THIS WAY HOPS WILL GIVE ONLY AROMA AND FLAVOR

IN THIS IMAGE YOU CAN FIND THE MOST FAMOUS TYPES OF HOPS AND THEIR MAIN FLAVOR:
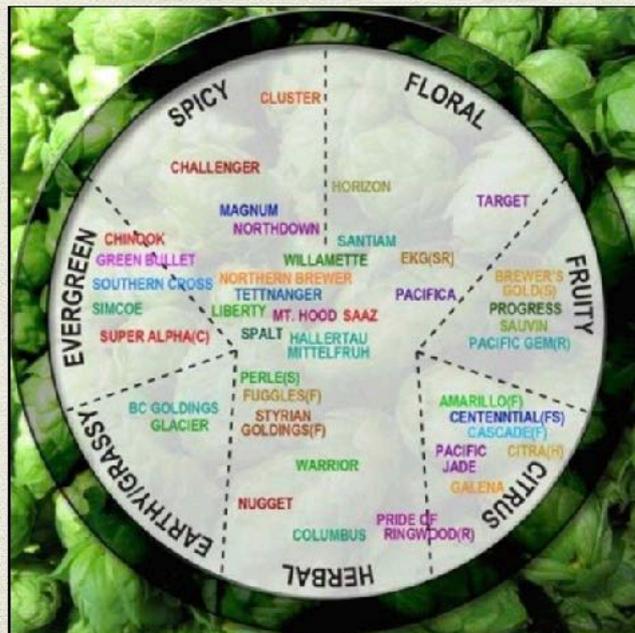
NB: IF YOU ARE INTERESTED YOU CAN FIND
MORE INFO ABOUT HOPS IN THIS YOUTUBE VIDEO:
HTTPS://WWW.YOUTUBE.COM/WATCH?V=E7G705L-RDI

YEAST

YEASTS ARE A PARTICULAR TYPE OF FUNGI. THEY ARE REALLY SMALL, SO SMALL THAT YOU CANNOT SEE THEM WITHOUT A MICROSCOPE. THERE ARE MORE THAN 500,000 DIFFERENT TYPES OF YEASTS. HOWEVER THE ONE USED IN THE BREWING PROCESS IS CALLED SACCHAROMYCES.

NB: YEAST IS OFTEN SOLD DRIED AS YOU CAN SEE FROM THE IMAGE!

YEAST IS FUNDAMENTAL IN THE BREWING PROCESS BECAUSE IT TRANSFORMS THE SUGAR RELEASED BY CEREALS IN THE WATER INTO ALCOHOL AND CO_2.
PAY ATTENTION WHEN SELECTING THE YEAST FOR YOUR BEER BECAUSE IT INFLUENCES ALSO THE TASTE OF THE BEER!

yeast converts sugar

FERMENTATION

carbon dioxide

alcohol
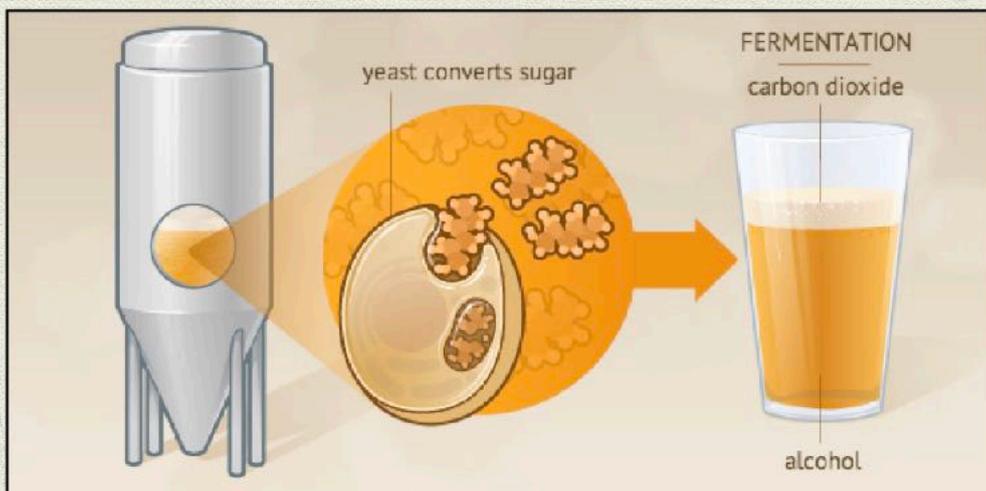
THERE ARE TWO BIG FAMILIES OF YEAST USED TO BREW:

– SACCHAROMYCES PASTORIANUS:

- . FERMENTS AT LOW TEMPERATURES (8-15 DEGREES);
- . BOTTOM FERMENTATION;
- . FERMENTS IN 5-14 DAYS;
- . USED TO FERMENT LAGERS;

– SACCHAROMYCES CEREVISIAE:

- . FERMENTS AT HIGHER TEMPERATURES (18-25 DEGREES);
- . TOP FERMENTATION;
- . FERMENTS IN 2-3 DAYS;
- . USED TO FERMENT ALES.

LAGERS
COLD
YEAST
BOTTOM FERMENTING

ALES
YEAST
WARM
TOP FERMENTING

DO YOU HAVE ANY QUESTIONS ABOUT BEER INGREDIENTS?

WATER
YEAST
HOPS
MALT

2. THE BREWING PROCESS

HOW TO MAKE BEER

HTTPS://WWW.YOUTUBE.COM/WATCH?V=WX09PHC3JNW
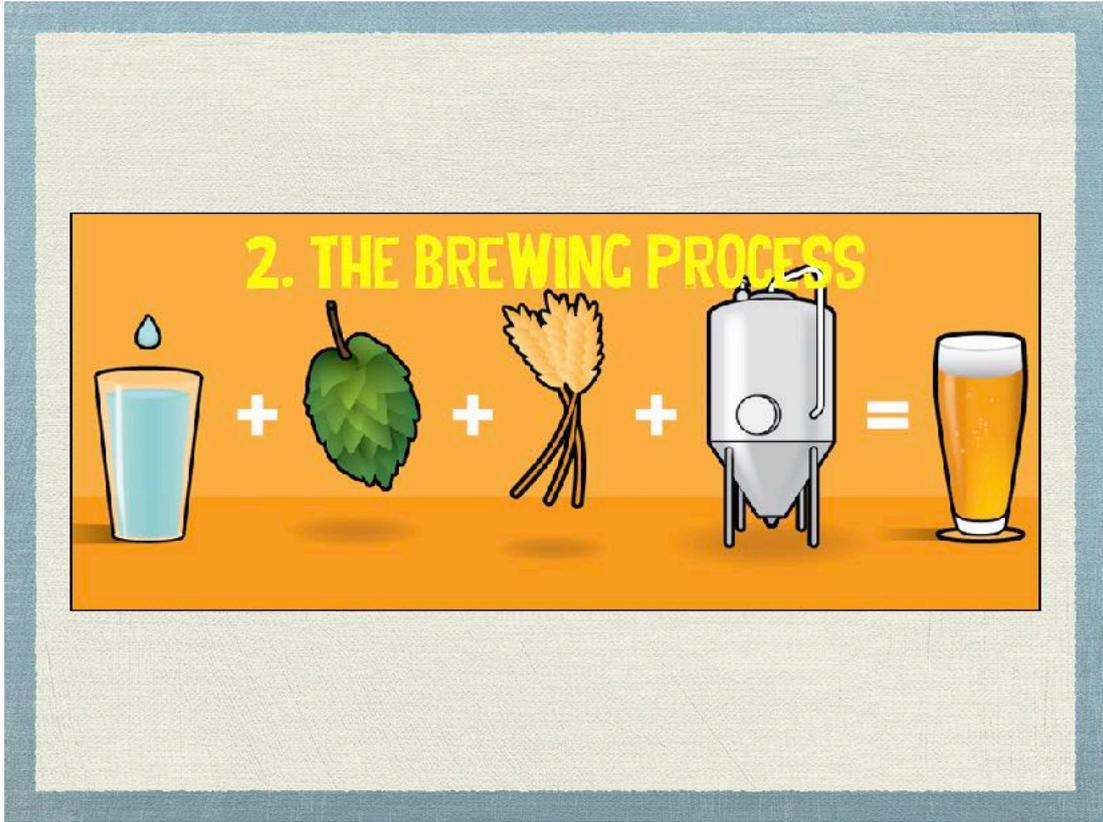
IF YOU DID NOT CATCH ALL THE WORDS PROVIDED IN THE VIDEO YOU CAN TAKE A LOOK AT THE SCHEME BELOW!
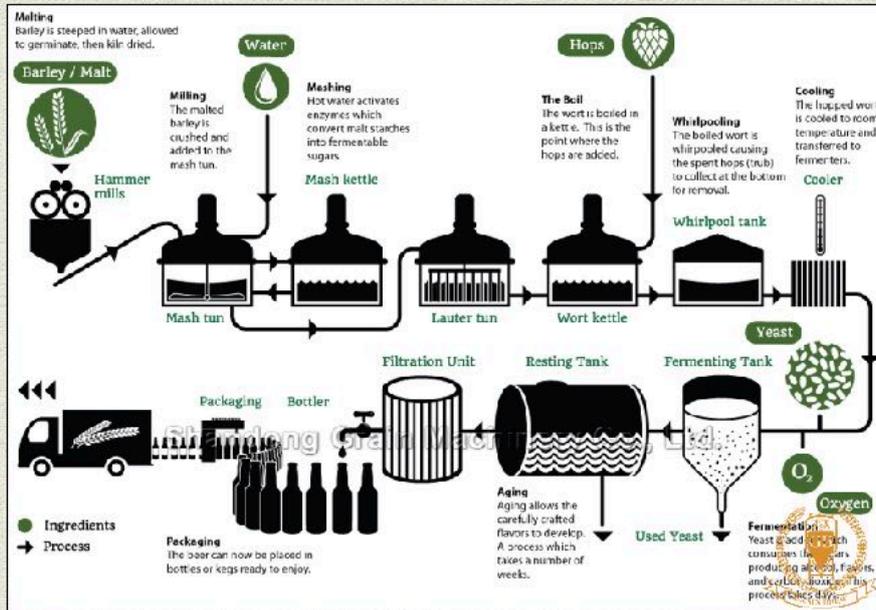
IS EVERYTHING CLEAR?
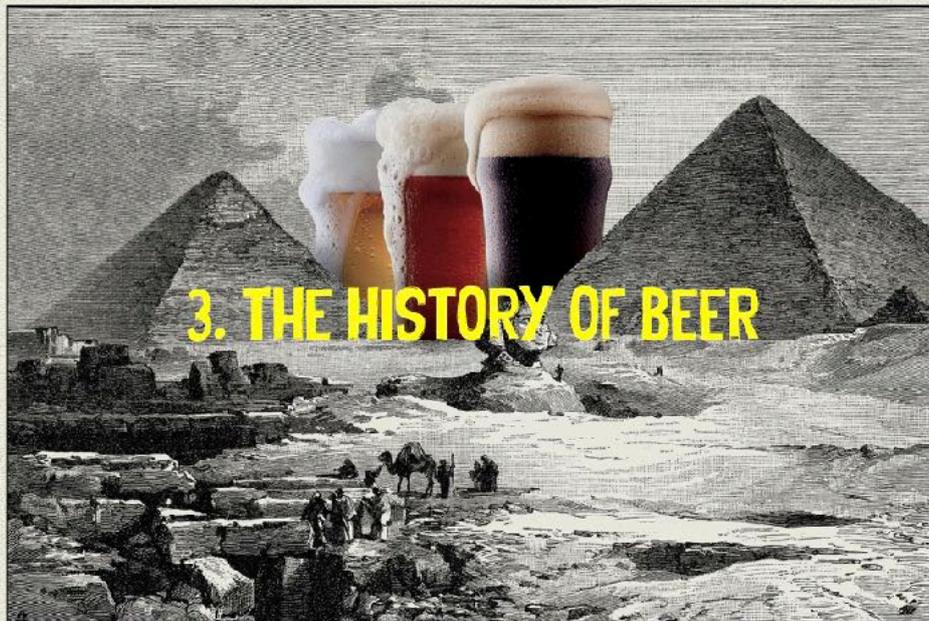
3. THE HISTORY OF BEER

BEER WAS BORN IN MESOPOTAMIA 5000 YEARS AGO. IN FACT, HISTORIANS FOUND A SUMERIAN PAINTING WHICH DESCRIBES THE RECIPE OF A BEER.

AT THE TIME, BEER WAS NOT ONLY DRUNK BY SUMERIANS BUT IT WAS ALSO OFFERED TO GODS. BEER WAS ALSO PRODUCED BY BABYLONIANS, WHO CREATED MORE THAN 20 BEER STYLES, BY EGYPTIANS, WHO CALLED THIS BEVERAGE BARLEY WINE, AND BY ETRUSCANS, WHO BREWED THEIR BEER FIRST WITH RYE AND SPELT, THEN WITH WHEAT AND HONEY.

ROMANS ARE FAMOUS FOR DRINKING WINE, HOWEVER, THEY LIKED BEER SO MUCH THAT THE EMPEROR GNEO GIULIO AGRICOLA CAME BACK FROM BRITAIN WITH THREE BREWERS AND FOUNDED THE FIRST MICRO-BREWERY IN ITALY.

NORDIC PEOPLE, ON THE CONTRARY, ARE FAMOUS BEER DRINKERS. THEY HAVE MANY LEGENDS RELATED TO BEER. FOR EXAMPLE, IT IS SAID THAT IRELAND WAS BORN THANKS TO THE HERO MAG MELL, WHO BECAME STRONG AS A GOD AND IMMORTAL AFTER STEALING THE SECRET RECIPE OF BEER FROM A GROUP OF MONSTERS.

THE FIRST ARCHEOLOGICAL DISCOVERY WHICH PROVES THE EXISTENCE OF BEER IN GERMANY IS AN AMPHORA WHICH WAS USED TO STORE BEER IN THE 800 A.C.

IF YOU ARE INTERESTED, HERE IS A SHORT VIDEO ABOUT THE HISTORY OF BEER:
HTTPS://WWW.YOUTUBE.COM/WATCH?V=WRULBOLGTB4

ANY DOUBTS?

4. BEER STYLES
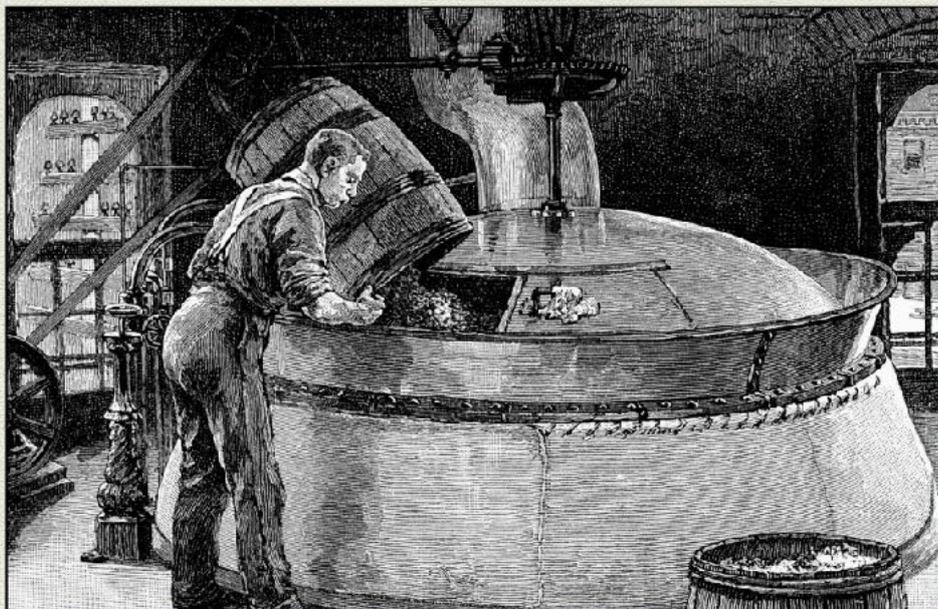
GENERALLY SPEAKING WE HAVE TWO DIFFERENT FAMILIES OF BEER:

- LAGERS, BEERS FERMENTED BY SACCHAROMYCES PASTORIANUS YEASTS AT TEMPERATURES BETWEEN 8-15 DEGREES.

- ALES, BEERS FERMENTED BY SACCHAROMYCES CEREVISIAE YEASTS AT TEMPERATURES BETWEEN 18-25 DEGREES;

Lager yeast chills down here

48-58° F
9-14° C

60-78° F
16-26° C

Ale yeast hangs out up here

LAGERS   ALES
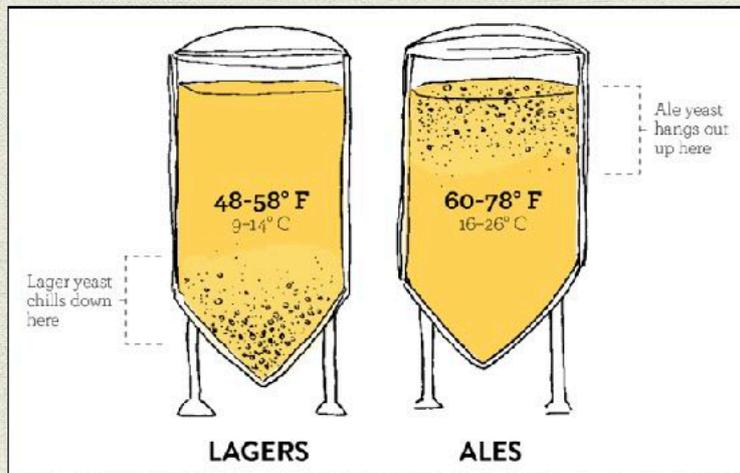
BEER STYLE	COLOUR	ALCOHOL	FERMENTATION & REGION OF ORIGINS	DOMINANT FLAVOR
- ALTBIER	AMBER	4-5%	ALE, GERMANY (DUSSELDORF)	BITTER, MALTY
- AMERICAN PALE ALE (APA)	PALE	4-6%	ALE, USA	HOPPY, BITTER
- BARLEY WINE	AMBER BROWN	8-12%	ALE, UK & USA	ROASTY, CARAMEL, MALTY
- BELGIAN DARK STRONG ALE	DARK	8-12%	ALE, BELGIUM	ROASTY, CARAMEL, MALTY
- BERLINER WEISSE	PALE	3%	ALE, GERMANY (BERLIN)	SOUR, MALTY
- BITTER	AMBER	3-6%	ALE, UK	BITTER, MALTY
- BOCK	PALE AMBER BROWN	6-7%	LAGER, GERMANY	CARAMEL, MALTY

BEER STYLE	COLOUR	ALCOHOL	FERMENTATION & REGION OF ORIGINS	DOMINANT FLAVOR
- BROWN ALE	BROWN	4-5%	ALE, UK & USA	CARAMEL, MALTY
- DOPPELBOCK	PALE AMBER BROWN	8-9%	LAGER, GERMANY	CARAMEL, MALTY
- DUBBEL	AMBER	6-7%	ALE, BELGIUM	CARAMEL, MALTY
- DUNKEL	AMBER BROWN	4-5%	LAGER, GERMANY	CARAMEL, MALTY
- GOLDEN ALE	PALE	4-5%	ALE, UK & USA	HOPPY, BALANCED
- GOSE	PALE	4-5%	ALE, GERMANY (LEPZIG)	SOUR, SALT, MALTY
- IMPERIAL PORTER & STOUT	DARK	8-12%	ALE, UK & USA	ROASTY, MALTY

BEER STYLE	COLOUR	ALCOHOL	FERMENTATION & REGION OF ORIGINS	DOMINANT FLAVOR
- INDIA PALE ALE (IPA)	PALE AMBER	5-8%	ALE, UK & USA	HOPPY, BITTER
- KELLERBIER	PALE	4-5%	LAGER, GERMANY	MALTY, BALANCED
- KÖLSCH	PALE	4-5%	ALE, GERMANY (KÖLN)	MALTY, BALANCED
- LAGER	PALE	4-5%	LAGER, GERMANY	MALTY, BALANCED
- MILD	BROWN	3%	UK	MALTY, BALANCED
- OLD ALE	AMBER BROWN	6-9%	ALE, UK	CARAMEL, MALTY
- OUD BRUIN	AMBER BROWN	4-6%	ALE, BELGIUM	SOUR, WOOD, CARAMEL

BEER STYLE	COLOUR	ALCOHOL	FERMENTATION & REGION OF ORIGINS	DOMINANT FLAVOR
- PALE ALE	PALE	4-6%	ALE, UK & USA	HOPPY, MALTY
- PILS	PALE	4-5%	LAGER, GERMANY	BITTER, MALTY
- PORTER	DARK	4-7%	ALE, UK & USA	ROASTY, MALTY
- RAUCHBIER	AMBER	4-5%	LAGER, GERMANY	SMOKED, MALTY
- RED ALE	AMBER	4-6%	ALE, UK & USA	CARAMEL, MALTY
- SAISON	PALE	4-10%	ALE, BELGIUM	SPICY
- STOUT	DARK	4-7%	ALE, UK & USA	ROASTY, MALTY

BEER STYLE	COLOUR	ALCOHOL	FERMENTATION & REGION OF ORIGINS	DOMINANT FLAVOR
– STRONG ALE	PALE AMBER	4-7%	ALE, UK & USA	CARAMEL, MALTY, BITTER
– TRIPEL	PALE	7-10%	ALE, BELGIUM	SPICY, MALTY, BITTER
– WEIZEN & WEIZENBOCK	PALE AMBER BROWN	4-9%	ALE, GERMANY	BANANA, SPICY
– WITBIER	PALE	4-5%	ALE, BELGIUM	SPICE

THERE ARE SOME PARTICULAR BEERS, CALLED LAMBICS. LAMBICS ARE NOT ALES NOR LAGERS BECAUSE THEY ARE NOT FERMENTED WITH THESE TRADITIONAL YEASTS. THEY ARE FERMENTED BY THE YEASTS AND BACTERIA LIVING IN THE ENVIRONMENT WHERE THE BEER IS BREWED.

THE FERMENTATION PROCESS IN LAMBICS CAN LAST MONTHS OR AGES AND IT IS DONE IN WOODEN BARRELS. LAMBICS ARE SOUR MEDIUM ALCOHOLIC (5-7%) PALE BEERS TYPICAL OF THE BRUXELLES AREA (BELGIUM). SOME LAMBICS ARE BREWED WITH FRUITS LIKE CHERRIES OR RASPBERRIES.

DID YOU ALREADY KNOW THAT THERE ARE SO MANY BEER STYLES?
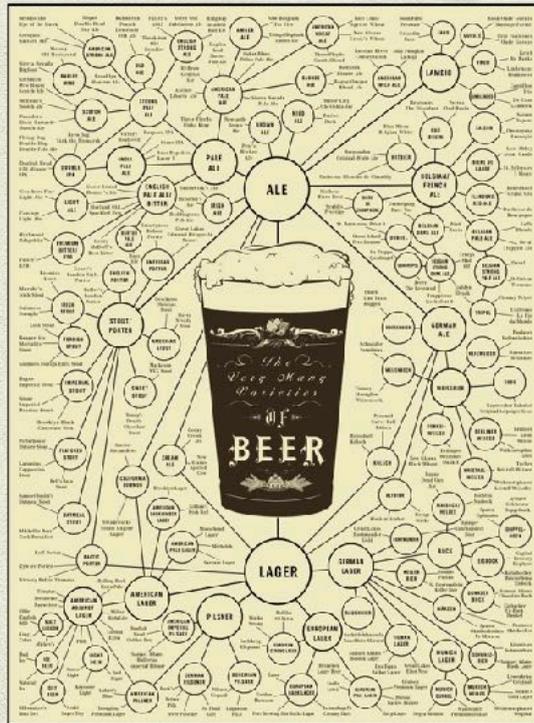
5. HOW TO SERVE BEER

DO YOU KNOW HOW TO POUR A BEER?

HTTPS://WWW.YOUTUBE.COM/WATCH?V=STMMA8UR2-0

BEER GLASSES

stein · mug · tankard · spiegelau · nonic pint · tumbler · tumbler · stange

tulip · thistle · pilsner · craft master one · goblet · chalice · weizen · shaker

teku · flute · snifter · aviero goblet · alsace · craft master bowl · tulip pint · willi becher

GLASS TYPE	BEER STYLES
– STEIN, MUG & TANKHARD	LAGERS, ALTBIER
– SPIEGLAU & CRAFT MASTER ONE	UK & USA ALES
– NONIC PINT, SHAKER, TULIP PINT & WILLI BECHER	ALES
– TUMBLER	LAMBICS
– STANGE	KÖLSCH
– TULIP & THISTLE	IMPERIAL STOUT/PORTER, BELGIAN ALES, BARLEY WINE
– PILSNER	PILSNER
– SNIFTER	BELGIAN ALES
– GOBLET & CHALICE	BELGIAN ALES & BOCKS
– WEIZEN	WEIZEN

..AND NOW SOME EXAMPLES OF BEER-FOOD PAIRING!

FOOD	BEER STYLES
SALAMI	DUNKEL, BOCK
FAT SALAMI	QUADRUPEL, IMPERIAL STOUT, ..
CHEESE	LAMBICS, GOSE, SAISON, ..
FAT CHEESE	BERLINER WEISSE, LAMBICS, BOCK, ..
FISH	BERLINER WEISSE, WITBIER, WEIZEN, ..
GREEN VEGETABLES	PILS
WHITE MEAT	LAGER, PILS, ..
RED MEAT	BROWN ALE, PORTER, ..

FOOD	BEER STYLES
BUSHMEAT	OLD ALES, BARLEY WINE, ..
OYSTERS	STOUT, PORTER, ..
SHELLFISH	LAGER, BERLINER WEISSE, ..
LEGUMES	STOUT, DUNKEL, LAGER, ..
PASTA WITH TOMATO SAUCE	LAGER
VEGETABLE-BASED SOUPS	LAGER
FRUIT CAKES	LAMBIC
CHOCOLATE CAKES	IMPERIAL STOUT/PORTER
FRIEDS	IPA, PALE ALE, STOUT

BUT WHAT ABOUT PIZZA?

VEGGIE PIZZAS

REFRESH THE PALATE WITH
BEERS THAT BRIGHTEN UP
VEGGIES:
- PALE ALE
- BOCK
- GOLDEN ALE
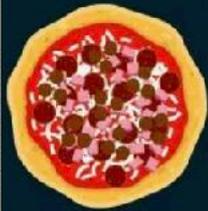
MEAT PIZZAS

MATCH THE SALT AND SMOKE OF
MEATS WITH BEERS LIKE:
- BROWN ALE
- STOUT
- RED ALE

SEAFOOD PIZZAS

SELECT A BEER WHICH CAN FIT
TO THE SEA WATER TASTE:
- SAISON
- BERLINER WEISSE
- PALE ALE

WHITE SAUCE PIZZAS

WITH RICH WHITE SAUCE PIZZAS
AVOID DARKER BEERS AND
CHOOSE BLOND ALES LIKE:
- GOSE
- LAGER
- TRIPEL

DO YOU HAVE ANY IDEAS ABOUT A GOOD BEER-FOOD PAIRING?
WHY DO YOU THINK THAT THIS CAN BE A GOOD BEER-FOOD PAIRING?

THANK YOU FOR YOUR ATTENTION, CHEERS!

CLIL Activities - Students' Worksheet

Activity 1: Beer Ingredients (Individual Activity)
Fill in the empty spaces of the text below selecting the correct word from the chart. When you have finished check your answers with the members of your group.

Bitterness	Flavor	Hardness	Yeast	Fruity
Germination	Fermentation	Ales	Brew	Ingredients
Water	Malt	Barley	Lagers	Hops

Beer is one of the most famous drinks all over the world. But what is a beer? Italian law says that a "beer" is an alcoholic beverage made with four basic ………. and allows further additions.

………. is beer's main ingredient. Its chemical composition is really important because influences the chemical reactions between other ingredients. Moreover, some of its chemical elements can change the taste of beer: the ………. of water for example influences the dryness and the sweetness of a beer.

………. is the product obtained from the process of malting a cereal, the process that first activates the ………. of the grains. In most cases ………. malt is used, but also other cereals, like wheat or oat, are used to ………. beers.

………. are herbaceous plants used in the brewing process for various reasons. They are responsible for the ………. of beer, but depending on when they are used, they can also give different ………. to beer: citrus, spicy, ………. , etc.

………. , a particular type of fungi, is fundamental in the brewing process since its ………. transforms the sugar released by cereals in the worth into alcohol and CO2. Generally, there are two different types of yeast: *saccharomyces pastorianus*, used to brew ………. (also called *bottom fermenting beers*, because at the end of these fermentations the yeast stays at the bottom of the fermenter), and *saccharomyces cerevisiae*, used to brew ………. (also called *top fermenting beers*, because at the end of these fermentation the yeast stays at the top of the fermenter).

Activity 2.1: The Brewing Process (Group Activity)
Watch again the video about how to brew beers. Then discuss with the members of your group about the meaning of each these verbs and match them with their correct meaning.

Verbs	Meanings
1. Pitching yeast	A. Separating the liquid from the grain.
2. Sparging	B. Adding yeast to start the fermentation.
3. Mashing	C. Mixing crushed malt with hot water.
4. Boiling	D. Making the liquid less hot.
5. Bottling	E. Adding sugar to a fermented beer to carbonate it.
6. Milling malt	F. Transforming the fermentable sugars into alcohol and CO_2.
7. Priming sugar	G. Putting the beer into bottles.
8. Fermenting	H. Crushing the malts.
9. Cooling	I. Letting the beer rest before it is ready.
10. Aging	L. Bringing the liquid to the temperature of 100°C ca.

Verbs	1	2	3	4	5	6	7	8	9	10
Meanings										

Activity 2.2: The Brewing Process (Individual Activity)

Now put in the right order the 10 different steps of the brewing process. When you have finished check your answers with the members of your group.
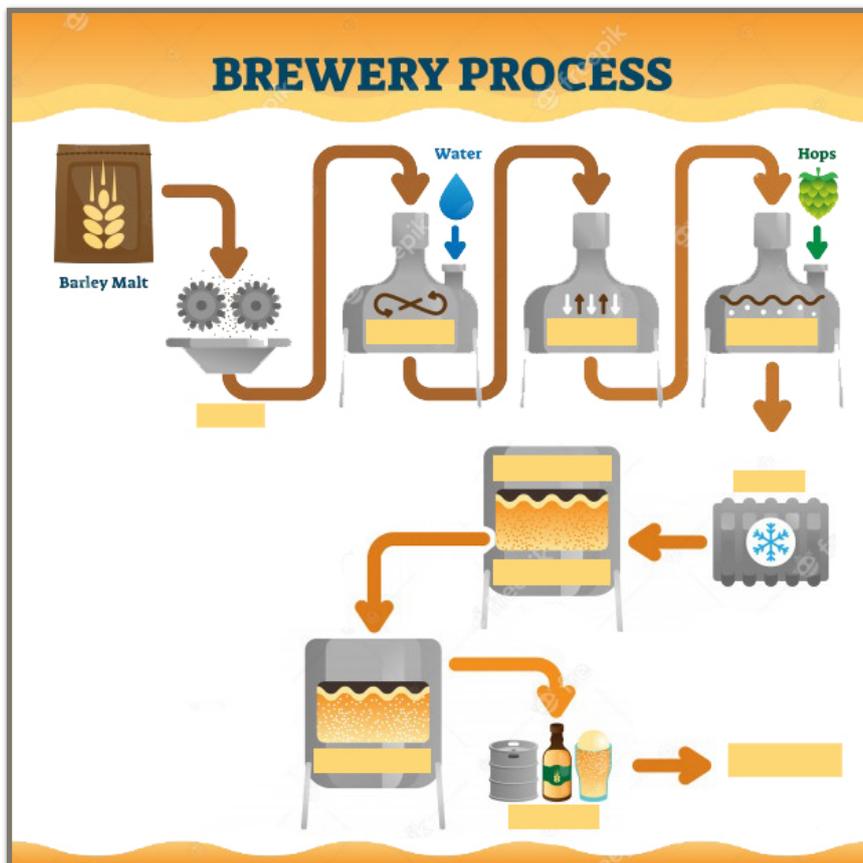
Activity 3: The History Of Beer (Group Activity)
Read the text below and than answer the questions with the members of your group. Please tick the right answer. In "True / False Questions" please briefly motivate your answer.

A Brief History of Beer

The brewing seems to be one of the oldest processes known to man. Barley grain has been cultivated since 6000BC by the ancient Egyptians and Babylonians. Initially brewing occurred by accident as barley fermented after it was left out in the rain. First beers were flavored with dates and honey and were even used as a currency in ancient Egypt.

In Europe today the principal producer of beer is Germany, but beer was not brewed in this part of the continent until 800BC. The Romans, who knew the process of fermentation in the production of wine, defeated many of the Germanic tribes around 100BC and took them the beer brewing knowledge and spread it to the rest of the continent.

Beer was brought to Britain principally by the Danes and the Saxons. During the middle ages beer was brewed in monasteries. During the *black death* beer proved a valuable and safe source of liquid to the population, due to the fact that its alcoholic content killed all bacterias and viruses present in the liquid.

In 1516 the Bavarian Dukes Wilhelm IV and Ludwig X created the German Purity Law, which stated that only barley, hops, yeast and water could be used to brew beer. Also today some German breweries comply with the purity law.

TRUE / FALSE QUESTIONS

1. *Brewing is a process discovered recently.* True / False
   _____
2. *The Germans defeated the Romans and spread the beer in Europe.* True / False
   _____
3. *Beer alcoholic component kills bacterias and viruses.* True / False
   _____
4. *Nowadays no breweries comply with the purity law.* True / False
   _____
5. *The invention of microscope allowed the discovery of yeast.* True / False

MULTIPLE CHOICES

1. *Which type of cereal has been cultivated since 6000BC?* Maize / Oat / Wheat / Barley
2. *Which is the beer biggest producer in Europe nowadays?* Germany / Britain / Egypt / Denmark
3. *Where was beer brewed in the Middle Ages?* Castles / Monasteries / Industries / Churches
4. *Which ingredient is not allowed by the German Purity Law?* Yeast / Water / Wheat / Hops
5. *Where were big breweries built during the industrial revolution?* USA / Germany / Belgium / UK

Activity 4.1: Beer Styles (Group Activity)
You will be provided 20 "beer cards" representing 20 different beer styles and 4 "country cards" representing the areas of origin of these beers. Please match each "beer card" with its right "country card" with the members of your group.
NB: Cards can be found at the end of this worksheet.

Activity 4.2: Beer Styles (Individual Activity)
Fill in the chart below with 10 different beer styles you remember and their colour, alcohol, type of fermentation, region of origin and dominant flavor.

Beer Style	Colour	Alcohol	Fermentation	Origins	Dominant Flavor
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Activity 5: How To Serve Beer (Class Activity)

In turn, your group will act as:

- a group of foreign customers, who want to order a
   beer in a brewpub which has recently opened in
   Venice;

- the pub bartenders, who have to explain to
   customers the features of the beers they are
   serving. Bartenders also have to suggest each
   customer a dish that pairs to the ordered beer
   and to explain its ingredients.

You can find the brewpub menu here on your right.

BREWPUB MENU

AUTUMN WINTER 2021 2022

APPETIZERS
- FRIED SEASONAL VEGETABLES
- FRENCH FRIES
- MOZZARELLA IN CARROZZA WITH ANCHOVY/HAM/PESTO
- TRADITIONAL SALAMI/CHEESE/ FISH CICHETI

(NB: WE DO NOT ALWAYS HAVE THE SAME CICHETI AVAILABLE, SO PLEASE ASK OUR STAFF TO KNOW WHICH CICHETI ARE READY!)

FIRST DISHES
- RISOTTO WITH RADICCHIO, BLUE CHEESE AND WALNUTS
- SPAGHETTI WITH BROCCOLI CREAM, ANCHOVY AND GRANA
- PUMPKIN SOUP WITH FRIED BACON AND SMOKED RICOTTA SERVED WITH GRILLED BREAD

PIZZAS
- FOCACCIA
- MARGHERITA
- WHITE PIZZA WITH SHRIMPS, FRIED ZUCCHINI AND ASIAGO
- PIZZA WITH SPECK & PORCINI
- PIZZA WITH SEASONAL VEGETABLES AND SCAMORZA
- PIZZA WITH PORCHETTA, MONTASIO AND PUMKPIN SEEDS

BEERS ON TAP
- BERLINER WEISSE 3%
- PALE ALE 4.3 %
- PILS 4.7%
- RAUCHBIER 5%
- STOUT 5.4%

BOTTLED BEERS
- DUBBEL 7.7%
- IMPERIAL STOUT 9%
- SAISON 8%
- WEIZENBOCK 8.6%

MAIN DISHES
- FISH & CHIPS
- HAMBURGER
- CHICKPEA BURGER

DESSERTS
- TIRAMISU
- APPLE STRUDEL
- APPLE PIE

Have you ever heard the word *brewpub*?
A brewpub is a type of restaurant which serves its own beer, which is produced close to the restaurant itself.

BREWPUB

If you are interested take a look at the brewpub of Cierzo, a Spanish brewey:
https://cierzobrewing.com/en/what-is-a-brewpub/

AMERICAN PALE ALE

BERLINER WEISSE

GOLDEN ALE

LAGER

PILS

TRIPEL

SAISON

ALTBIER

BITTER

DUBBEL

BOCK

RED ALE

RAUCHBIER

BARLEY WINE

BROWN ALE

DUNKEL

OUD BRUIN

BELGIAN DARK STRONG ALE

STOUT

IMPERIAL PORTER

UNITED KINGDOM

GERMANY

UNITED STATES