

Development (DV) DV Workpackage 1. Enquiry

The first phase consists in a local enquiry of the CLIL activities carried out in the partners' specialized fields. As a result of the enquiry, an EXCEL chart summing up all the results of the different experiences will be drawn. It will comprehend everything which has been used: subjects dealt with, foreign languages, time, types of school, ways in which teachers have approached both subjects and students, teacher's role, how materials have been traced and selected, actual materials, monitoring, evaluation, new technologies. The enquiry will give useful directions as regards the choice of the two school subjects which the project will deal with.

The second objective consists in comparing the ways in which foreign schools lead CLIL activities, in order to single out the best approaches and use them when planning the subsequent phases.

The third objective consists in creating an on line portal with a view to achieving a certain degree of uniformity in the partners' use and approach to CLIL methodology.

Time: 4 months. From January 2010 to April 2010.

Achievements: Charting of CLIL activities. Selection of the fundamental criteria the CLIL activities have to meet.

Participants. All the partners belonging to high schools will work on the grid for gathering the data. The partners will then choose the school subjects on which CLIL activities will be focused.

DV Workpackage 2. Creating modules.

Once the school subjects to be dealt with in CLIL have been chosen and the tests to assess acquisition have been designed, each partner will involve teachers belonging to their own school and give them support in the creation of CLIL modules. _____ modules will be created for each kind of school (Technical School, Professional School...). The responsibility for the creation of the modules will be shared among the partners according to common criteria.

Likely criteria: subjects, types of school, reference school year, language. The modules will be collected and kept in a common archive, a data base accessible to all partners ? Ideas and collaboration among partners will take place through a CMC portal based on long distance cooperative learning will serve the purpose of circulating ideas and encouraging collaboration among partners.

All the same time, partners will put in place monitoring tools for: the evaluation of materials, of the learning , for self-evaluation and the didactic creativity/originality of materials.

Time: 8 months. From May 2010 to December 2010.

Achievements: archive of multilingual CLIL modules, monitoring instruments, final tests and evaluation.

Participants: all partners.

Who does what:

1. Schools: CLIL modules.
2. Universities: monitoring and evaluation instruments.

DV Workpackage 3 Administration and verification

Summary: Once developed, **the pathways offered to the students of the various schools of the partners involved in the project are administered** Using the monitoring tools developed in the previous phase, the partners collect the results of the pathways and tabulate them trying to highlight the following criteria: participation in the path, disciplinary knowledge and skills of students, the creative use of foreign languages, intercultural skills and creativity , relational and socio-affective?????. The results are tabulated and made available to universities that will verify the quality of both products and processes and will make the processed data available to all partners,

Duration: 10 months. From January 2011 to June 2011, the schools make the routes, monitor and collect the results. From July 2011 to October 2011 the X partner evaluates the path and the results

Expected products: archives of the results collected from schools; archive of the assessment given **by X**

Who is involved: All partners

Who does what:

1. Schools administer the tests and collect results
2. PARTNER X: evaluate the results and publish the data

DV Workpackage 4 Calibration, validation and second administration

The routes and tests are calibrated according to the assessments made in the previous phase and possibly reworked. The schools involved administer a sample so that they represent all types of school, school years, languages and subjects, collect the results again and pass them to the PARTNERS who make an assessment of the educational and teaching path, its originality, its effectiveness and the skills reached by students

Duration: from November 2011 to August 2012

1. From November 2011 to January 2012: calibration of paths and test;
- 2 From February 2012 to May 2012 second administration and data collection;
- 3 From June 2012 to August 2012: validation.

Expected products:

- a. DB of all the multilanguage paths tested and validated, published on the site arranged by subject, language and school year;
- b. archive of monitoring and evaluation tools tested and validated;
- c report on the validity of the whole project.

Who is involved: All partners

Who does what:

1. Schools administer the tests and collect results
- 2 **Partner X**: check the results for a second time and validate the path of the project.

PART E

E1

The teaching practices and the corresponding researches effected so far on CLIL methodology have mainly been based on four principles: contents, communication, cognitive aspects and culture. These researches have been limited to a restricted number of experiences that have usually been carried out in favourable situations.

It is time to start a wider research, together with European partners, who certainly witness different experiences, methodologies and practices, which are all part of the same CLIL methodology.

In fact, we think that starting a specific research is important; a research that takes into consideration a large number of experiences, different for culture, education and language used.

With this project we mean to test whether the CLIL methodology can:

- Raise cultural and cognitive prerequisites that could lead to a learning approach open to innovation and flexibility;
- Stimulate teachers and students towards change, creativity and problem solving, which are competences favourable to innovation and useful in various professional and cultural contexts.
- Help students to acquire a good knowledge of the school subjects and to reach a good general culture;
- Develop new learning strategies that can be applied in other contexts such as: mediation skills, the ability of using different languages, the ability to switch from the language to the subject, the ability to compare L1 and L2;
- Encourage the integration of learning and new technologies
- Develop cultural competences and favour an opening to Europe;
- Contribute to the achievement of the competences stated in the Lisbon guidelines.

E2

The programme seems to be simple and complex at the same time. It is based on the idea that in order to introduce a new, changing element in one or more educational systems and, above all, an innovation characterised by the European dimension capable of encouraging the students' development of complex and crosswise competences, it is necessary:

- To arrange experiments involving all the actors of the learning process (researchers, teachers, trainers, teaching materials, writers)
- To highlight the good practices carried out in the various countries, to compare and to spread them by linking the teachers training to the research effected in schools, according to a research and action programme.
- This requires many levels and steps and a very detailed work- plan along with a powerful instrument for the follow-up of the various phases of the project; an evaluation instrument able to explain the results and their transfer to other fields.
- The project is addressed not only to secondary schools, but also to professions and adults attending the evening courses in the various cultural fields. That is the reason why it is a crosswise project.

E3

The innovative character of this project is to be considered on two different levels:

1. First of all on the fundamental focus of the project itself: the observation of the spin-off of the several applications of the CLIL methodology on different levels: in the acquisition of general competence, knowledge and subject skills; in the acquisition of creative and intercultural competence in particular; in the development of multilingual abilities; in the spin-off on the professional field in terms of competence strengthening.
2. Furthermore, this innovative character can be found in the articulation of the project, which is meant to provide a link between the initial training of the teachers involved, the positive pre-existing experiences in classroom work, the creation of new materials and, above all, the validation of a CLIL teaching model with a view to improving the quality of foreign language teaching. Local results, coming from experienced practices, will be spread and disseminated as widely as possible. A data bank will be activated and published on the project site, to the benefit of all schools. The project team will provide active counselling for all the colleagues showing interest in the project itself.

E4

The consortium includes subjects/institutions on different levels and competence. The Italian partners, having all worked together before under the direction of the Local Education Authority-USR of Lombardy and in close partnership with Pavia University, are: the CLIL network of the Province of Pavia, the Local Education Authority- USR of Lombardy, Pavia University and LEND. LEND is a well known and important association for teachers' training, research and didactic elaboration linked to the teaching/learning of languages. It is important for its commitment to the diffusion of CLIL methodology and its defence of multilingual experiences.

As far as international partners are concerned, the consortium includes: the STPKC in Sweden with relevant competence on pedagogic development in the field of adult and regular education; an affiliate of the International Reading Association specialized in professional organization in Rumania ; a Teacher Training Institute (IUFM) from Montpellier University; the Universities of Ankara (Turkey) and Madrid (Spain), where CLIL experiences have already been implemented; two High School Institutions of Bulgaria and Germany; the Latvian Centre for Curriculum Development and Examination, specialized in in-service training and professional development of school teachers and heads.

E5

The project is based on the full acknowledgement of the directions of the Committee and its experts have worked on foreign language acquisition in the last few years,: the Common European Framework, the documents "education and training 2010", Lisbon directions... The project objectives are the comparison of didactic experiences already taking place in some European countries in order to create a feasible model, validating it together with its various products; finally, the assumption and spread of some of its structured applications.

E6

The project is based on a strong backing: about the 30% of the entire budget in terms of human resources. University professors and researchers, foreign language and curricular teachers are ready to make their teaching and training (both in presence and at long distance) experiences available and come into action with them within the remit of the project.

E7

The core of the project will have a very important impact through the carrying out, experimenting, monitoring, redefining, and spreading of learning units. Besides, the team is very complex as

regards its composition and its competences. Each body/agency (University or Training) can rely on a number of schools and their support. The people involved in the project will be experts who have been working with didactics and teacher training. They have also been writing in specialized reviews as well as designing school texts and teaching materials. All this constitutes transversality, which has to be considered an added value to the project. Finally, the project positiveness proves itself through the useful dissemination of products at all school levels thanks to a Data Base, a web site, blogs, forums and mailing lists.