The TESOL Italy Val d'Adige-Etschtal Local Group

cordially invites you to

The Seventh Symposium on CLIL in the Adige Valley "Teacher Language Awareness"

co-organized by the

Language Centre of the Free University of Bozen-Bolzano

hosted by **Museion, Bozen-Bolzano**

sponsored by **ELI Publishing Group**

on **Saturday 14th May 2022 from 9:00 - 13:00 at Museion, Bozen-Bolzano**

Presentations
"Different Shades of Language Awareness for CLIL Teachers"
Professor Gisella Langé

"Learning technologies for CLIL and language awareness in the post-covid era"
Letizia Cinganotto, PhD

Parallel workshops
"Raising Language Awareness in CLIL (and) Subject Teachers"
Rosmarie de Monte Frick

"Linguistic and nonlinguistic codes. The power of a CLIL teacher." (primary school)
Manuela Perini

"Strategies to adjust classroom language and engage mixed-ability classes"
Giulia d'Amaro Valle

Afternoon didactic tour by Museion (14.00 - 15.00)

Welcome: Jennifer Hill (TESOL Italy), Graham Burton, PhD (University of Bolzano, TESOL Italy) and Brita Köhler (Museion)

Please **REGISTER** by Monday 9th May 2022: **https://forms.gle/qZB291UvQMTkKChi7**

Steering committee: Graham Burton (Free University of Bolzano), Michael Ennis (Free University of Bolzano), Rosemarie de Monte Frick (Free University of Bolzano/German Education Department, South Tyrol), Jennifer Hill (TESOL Italy)

For FURTHER INFORMATION, please contact Jennifer Hill, Local Group Coordinator, at tesol.valdadige.etschtal@gmail.com.

This event is open to TESOL Italy members. For non-members, a free, **one-time** provisional membership is available. The conditions are explained on the sign-up form. Certificates of attendance are available upon request and after the completion of an online feedback survey.

Schedule

8.30 - 9.00	Registration
9.00 - 9.15	Welcome
9.15 - 10.15	Presentation: "Different Shades of Language Awareness for CLIL Teachers" - Professor Gisella Langé
10.15 - 10.30	Break
10.30 - 11.30	Presentation: "Learning technologies for CLIL and language awareness in the post-covid era" - Letizia Cinganotto, PhD
11.30 - 11.50	Break
11.50 - 12.50	Parallel workshops
	"Raising Language Awareness in CLIL (and) Subject Teachers" - Rosmarie de Monte Frick
	"Strategies to adjust classroom language and engage mixed-ability classes" - Giulia d'Amaro Valle
	"Linguistic and nonlinguistic codes. The power of a CLIL teacher." (primary) - Manuela Perini
12.50 - 13.00	Farewell
14.00 - 15.00	Didactic tour by Museion

Abstracts and speaker biographies

Presentation: "Different Shades of Language Awareness for CLIL Teachers"
Professor Gisella Langé

A wide range of definitions are offered for language awareness, a broad topic that can include developing a good knowledge about language, understanding how languages work and how people learn and use them.

In the 1960's Eric Hawkins, "the father of language awareness", invited explicit reflection on both native and foreign languages as an integral part of the school curriculum. In 2007 Agneta M-L Svalberg identified five LA domains: affective, social, power, cognitive, and performance. In the same year David Marsh argued that the predominant reason for implementing CLIL was not "Language per se": Culture, Content, Learning and Environmental dimensions should also be included, thus focusing on five LA issues to be implemented in CLIL classrooms. In 2013 Merril Swain and Sharon Lapkin highlighted the benefits of involving learners on both a cognitive and an affective level making students consciously aware of how linguistic systems work.

In 2019 the EU Council Recommendation on a comprehensive approach to the teaching and learning of languages focused on actions to promote language-aware policies and practices in schools through the adoption of inclusive and 'whole school' teaching and learning practices. Several frameworks for professional development of CLIL teachers offer guidelines and suggestions to encourage particularly content subject teachers to reflect on "language teaching" in CLIL and change their classroom practice.

My presentation will focus on the different shades of language awareness in the fields of research and practice focusing on the advantages CLIL teachers, either language or subject teachers, can achieve when focusing on examples of LA pedagogy such as constructing language practices for deeper understanding and promoting learning skills.

Biodata

Gisella Langé specializes in curriculum development, intercultural education, language learning solutions, and web-based teacher training. Alongside acting as Foreign Languages Inspector with the Italian Ministry of Education, she has extensive experience of working as an expert on European Commission and Council of Europe assignments. Most recently this has involved advising on the 2025 OECD/PISA Foreign Language Assessment Framework design, and Eurydice Key Data on Teaching Languages at School in Europe. As a member of the international CertiLingua Steering Committee and the President of the Italian CertiLingua Evaluation Committee, she is particularly focusing on quality education programmes. She has also been instrumental in the realization of innovative language learning practices through international project development of early language learning, the European Language Portfolio, CEFR Companion Volume and Content and Language Integrated Learning. Different CLIL projects she has worked for include SUBJECT PROJECTS, TIE-CLIL, CLILCOM, CLIL Consortium, CLIL Cascade Network, LICI, LACE, PROMICE, CLIL@INDIA.

Presentation: "Learning technologies for CLIL and language awareness in the post-covid era"
Letizia Cinganotto, PhD

Starting from recent reports and research about possible future educational scenarios in the post-covid era published at a national and international level, the presentation will provide input and suggestions for ELT, CLIL and language awareness in face-to-face, remote, hybrid or "hyflex" mode, enhanced by the use of learning technologies. The main results of a survey addressed to Italian language and CLIL teachers launched during the pandemic will also be highlighted during the presentation.

Biodata

Letizia Cinganotto is a Senior Researcher at INDIRE (National Institute for Documentation, Innovation and Educational Research). She holds a PhD in synchronic, diachronic and applied Linguistics. She is a member of different working groups and scientific committees on CLIL and language learning and teaching both at national and international level. She has presented papers at national and international conferences and published articles and chapters in peer-reviewed journals and five volumes on CLIL. She is a member of the consultancy team of the "Pluriliteracies Teaching for Deeper Learning" project promoted by the European Centre of Modern Languages in Graz.

Workshop: "Raising Language Awareness in CLIL (and) Subject Teachers"
Rosmarie de Monte Frick

What is the relationship between content and language? How can content and language be integrated from a teaching/learning perspective? CLIL teachers and subject teachers teaching in L1 need to identify the key academic language (CALP) when they present content and make key language salient so that they can, in turn, support their learners to move from BICS to CALP. Learners need to be helped to develop subject-specific terminology (to learn language), to acquire conceptual knowledge through language, to learn functional language (language for learning) and language structures prevalent in a specific subject (to learn about language in subjects). Language awareness needs to be raised both in teachers and learners.

The aim of this workshop is to investigate how these principles can be applied in learning-centred CLIL environments (and subject-teaching in L1).

Keywords: Language-sensitive teaching

Biodata

Rosmarie de Monte Frick is a teacher, CLIL specialist and teacher trainer. As a teacher trainer for the South-Tyrolean Education Authority, PHT Innsbruck and as a contract professor at FUB, she has trained teachers especially in CLIL and EFL methodology. She currently works at the South-Tyrolean Education Authority and FUB. He current interest is in blended learning and language-sensitive subject teaching.

Workshop: "Linguistic and nonlinguistic codes. The power of a CLIL teacher."
Manuela Perini

Language can only be learnt within a powerful communicative environment. Nonetheless learning a language requires motivating content through which language makes sense. How can we encourage a language learning environment in a classroom? A CLIL context provides the opportunity to create a lesson that offers students both content and meaning to promote communication. The criteria for effective teaching and successful learning are based on well-known theories and models, pedagogical principles and shared experiences.

The focus of the workshop is to share practical activities and designed materials which emphasise the teacher's role and language. Nonlinguistic codes support the comprehension of the learning topic through the subject-specific characteristics. The foreign language follows the cognitive processes and leads the interaction for effective communication.

Biodata
Manuela Perini is a teacher who has studied Educational Psychology and taught in U.K. primary schools. She has been fascinated by the potential of CLIL to bring real innovation and a significant change into our education system. The CLIL approach embraces all the aspects for creating inclusive, learning-friendly environments. Together with a highly motivated group of colleagues she continues to share her teaching experiences.

Workshop: "Strategies to adjust classroom language and engage mixed-ability classes"
Giulia d'Amaro Valle

We've all been there: we have to start a CLIL module in a class where some students are more advanced than others and a few struggle greatly. But how can we teach effective Content and Language to a group of students that have different levels of English? Is it possible to teach multiple levels at the same time? As teachers, we can indeed adjust our language to cater to all learners, to challenge advanced students on one hand and on the other make struggling students feel supported as they develop confidence in the target language. From how we communicate with students to how we give instructions in our learning materials, from our choice of words when designing and presenting tasks both in written and spoken language to how we present subject-related content, language adjustments and Teacher Language Awareness are key elements of the CLIL teacher professionalism.

The aim of this workshop is to investigate different strategies to teach different levels of ESL students in the same class, within CLIL environments.

Keywords: CLIL Teaching in mixed-ability classes

Biodata
Giulia d'Amaro Valle is a CLIL teacher and CELTA qualified ESL specialist. She's been teaching English as a Second Language since 2003. For schools such as Benedict School Genoa, British Institutes Padua and Trento, she's taught in pre-school, primary school and secondary school; she collaborated with the Università degli Studi di Trento and taught University staff. She's been teaching Art History in secondary schools using the CLIL approach since 2014, was appointed CLIL coordinator at IIS Martino Martini in Mezzolombardo in 2017 and now works as mother tongue English teacher and CLIL teacher at Liceo Scientifico Leonardo Da Vinci Trento.