

## **CLIL Teaching: an Opportunity to Teach Chemistry.**

**Cristina Isabel Pavisic**

ITAS Galileo Galilei

[Cristina\\_pavisic@hotmail.com](mailto:Cristina_pavisic@hotmail.com)

### **Abstract**

This paper presents a classroom experience in a technical secondary school in Jesi (AN), Italy. As research in L2 has shown that students are motivated when they use it as a tool for communication, and when they see the purpose for mastering a language (Vlachos, 2005 and 2006)., the school decide to apply for a project called English 4 U funded by the Marche Region. Under this project our school was able to develop a Chemistry course in English using the CLIL approach. The students, in groups of 15, had their lessons during the afternoon once a week with 2 teachers in the Chemistry Laboratory. During the lessons the students have been trained to 'think' in different languages (the mother tongue Italian and the L2 English), these promoted the development of their mental processes and conceptualization. During the lessons a lot of activities with different tools have been done to enhance levels of motivation, students' active participation and self expression. The benefits for the students using CLIL for Chemistry learning was that they used the target language in meaningful situations, they increased their participation, collaboration and socialization developing language and intercultural awarness.

Language is a means not an end, and when learners are interested in a topic, they are motivated to acquire language to communicate. CLIL bridges existing curricular and disciplinary boundaries, creating a more integrated learning environment and energizing the disciplines in new ways.

The lessons with CLIL builds intercultural knowledge and understanding and develops intercultural communication skills and mainly increases learners' motivation and confidence in both the language and the subject been taught.