



## **Web 2.0-CLIL Activities: towards a New Way of Teaching and Learning English Vocabulary**

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### **Abstract**

21st century education must inevitably assume a multimedia-mediated transdisciplinary approach which cultivates content competence, digital expertise and foreign language fluency.

To address these concerns, this study joined together the two educational elements now emerging on the landscape of education: the methodology of CLIL (Content and Language Integrated Learning), in which learners use a foreign language to learn school subjects, and the Web 2.0 tools, increasingly recognized as medium for promoting cooperative learning and more authentic interactions.

Guided by these considerations, new Web 2.0-CLIL activities were developed and implemented, trying to optimize the benefits of digital without sacrificing traditional learning objectives. In our attempt to improve the quality of language learning through technology, our attention was mainly focused on what type of lexical knowledge is required in order to learn a content in another language. Emphasis, therefore, was also placed on the pedagogical application of corpora in order to facilitate and strengthen authentication in the language settings. Different school levels and university courses have been investigated.

The research proved the positive stimulus of new technologies as value-added to CLIL to increase vocabulary learning and lexical competence other than contents. Our findings also recognized the key role of the teachers in such a double-focus approach.