Planning, Implementing and Evaluating a CLIL Online Course

Luisanna Paggiaro
Lend - Lingua e Nuova Didattica (Italy)
luis.paggiaro@libero.it

Abstract

Questions and needs

What will the future profile of the CLIL teacher be in Italian schools? What are the present needs of subject teachers to plan CLIL units and modules in their upper secondary classes, according to the requests of "Riforma Gelmini"? Starting from these questions and wishing to contribute as a foreign language teacher association (lend - lingua e nuova didattica) to the professional development of CLIL teachers a team of lend trainers have planned and implemented an online course, *Percorsi per insegnare e apprendere CLIL (CLIL paths for learning and teaching*), which has had up to now two editions: the 1st in 2012 (Feb. – Jun.); the 2nd in 2012- 2013 (Nov. - Apr.) on the lend Moodle platform. The course consists of an online training of 100 hours, it is divided into 6 modules and it is aimed specifically at secondary school teachers of French, English, Spanish, German and at teachers of both humanities and scientific subjects, who have got, according to the CEFR, at least a B2 level in the foreign language. The course won the 2012 "Label europeo delle lingue".

Strengths and weaknesses

As a planner and an online teacher of *Percorsi* I would like to focus on the main characteristics of the course (its objectives, structure, resources, tasks, forums, work in pairs, exchange and cooperation) and propose a paper which wants to explore and debate the following questions:

- how a language and a subject teacher can cooperate to create CLIL materials and plan units according to this methodology;
- how getting to know online resources (articles, videos, games, presentations, etc.) and useful software can greatly contribute to developing teachers' professional attitudes and skills;
- how communicating online (using forums and exchanging activities) can be valuable and enriching;
- how the online work can be evaluated in terms of process and product.

The "lights and darks" of the whole experience will lead to more general issues which concern: e-learning, project work, the use of technologies and social networks, teacher training and future professional profiles. These issues constitute the backdrop of the new forms of learning and teaching today and have to be taken into consideration so that through CLIL not only the quality of teachers' work will improve but also the standards of education at a local and national level.