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Pubblicazioni ultimo triennio (2008 – 2010)

“Integrating Content and Language in Higher Education in Italy. Ongoing Research”, *International CLIL Research Journal*, vol. 1 (3), 2010, pp. 19-29 (in collaborazione con J. Coleman).

Abstract

This paper describes a current research study into Content and Language Integrated Learning (CLIL) at the tertiary level in Italy. Studies on CLIL in primary and secondary schools have continued to increase in number, but there is still a lack of research at the tertiary level, and no doctoral study has yet been conducted with particular reference to CLIL in Italian higher education. The design of the research described in this paper comprises two main parts, the first quantitative and the second qualitative, with a third aspect whose purpose is to validate the approach to analysis of the qualitative data. First, a questionnaire survey of all Italian universities seeks to discover how many courses are presently delivered using English as the vehicular language. A second, small-scale survey asks students their views of presentation techniques used in English-language lectures. The qualitative element takes the form of a case study involving three Italian universities, each presenting a different institutional profile. For each university, two professors will be recorded giving at least three hours of lectures, and their input presentation strategies will be analyzed. Triangulation of the data will be obtained by means of: the recording and transcription of the lectures, observations, and interviews with the lecturers. At the end of the study, the perceived effectiveness of a range of input presentation strategies will be discussed.

“Evaluation in A CLIL Experimental Programme. Language Assessment and Analysis of Teachers’ Code-Switching at Primary School Level”, *Studi Italiani di Linguistica Teorica e Applicata*, 3/2010, (in collaborazione con D. Infante, G. Benvenuto, E. Lastrucci).

Abstract

Sapienza University of Rome and the University of Basilicata have been carrying out a longitudinal experimental study on CLIL, as part of a PhD programme, for two years. Primary school experimental and control classes in the Lombardy region are involved in this research. In particular, the study focuses on the potential improvements of language learning at the quantitative and qualitative level and the effects of learning a subject in a CLIL environment. This paper aims to provide an insight into assessment in CLIL with reference to our project architecture in this specific field. A set of tests, both in Italian and in English, has been delivered to the pupils at the beginning and at the end of the first part of the programme. This however represents just one element of a wider process which has been continually monitored and assessed through face-to-face meetings, electronic correspondence, a virtual platform and a journal, kept by both teachers and pupils. As for the content, the choice of assessing the students through a bilingual test will be discussed starting from the hypothesis that the pupils are exposed to a continuous shift from one language to the other. Code-switching as a bilingual language skill will be investigated through the examples of materials collected in classes and from structured questionnaires to CLIL teachers.

“Code-switching in CLIL Contexts”, in atti del convegno *International Round Table on CLIL Programmes*, Barcellona 28-29 aprile 2010, (in corso di pubblicazione).

Abstract

This paper aims to analyze teachers’ code-switching from L1 (Italian) to L2 (English) in various CLIL contexts in Italy. In recent years there has been a recognition of the validity of code-switching which has been considered as a strategy adopted by all bilingual speakers (Baker 1996, Butzkamm 1998, Cook 2001, Franklin 2001, Gajo 2001, Ricci Garotti 2006). Three teachers (one from primary, middle and secondary school) performing CLIL have been observed, recorded and given a questionnaire in order to evaluate if code-switching occurs and in what instances in their lessons. The results show that there are not many differences in the teacher’s use of code-switching for primary, middle or secondary schools. Nevertheless, as expected, the primary school teacher makes an extensive use of code-switching. The middle school teacher also uses it a lot, and for non-didactic activities as well, such as reproaching. On the contrary, the high school teacher uses it very rarely and only for guiding or instructing the students.

All of the teachers observed used code-switching for eliciting the switch as a natural activity to be developed in bilinguals and also to explain the lexis.

“ICLHE/CLIL at the Tertiary Level of Education. State-of-the-Art”, *Studies about Languages*, 15, 2009, Kaunas, Technologija Kaunas, pp. 85-88.

Abstract

This paper aims at introducing a forthcoming Doctorate in Education (Open University) research and a state-of-the-art literature review on CLIL at the tertiary level. Studies on CLIL have continued to increase in terms of its outcomes in primary and secondary schools, but there is still a lack of research at the tertiary level. In this context it is often referred to as: Adjunct Model, CBI (Content-based Instruction), Internationalisation. CLIL at the tertiary level has some peculiarities, which involve the type of study itself. Academic subjects nowadays are changing very rapidly and knowledge of disciplines is in one sense constructed but in another sense unchallenged by the members of the community. Students are faced with many teachers and a lot of different sources of knowledge many of which are in English (Wilkinson, 2004, 2006, 2007). There has also been an emerging population of students who are opting to study abroad rather than at home (Crandall, Kaufman, 2002).

This forthcoming qualitative research aims at providing data on, 1. the state of the art of CLIL at the tertiary level in Italy by means of a survey and 2. input presentation strategies of lecturers of scientific faculties teaching through English.

“Evaluating The Acquisition of Content And Language in a Secondary School CLIL (Biology In English) Project”, in atti del convegno *The Best of Both Worlds? International Perspectives on CLIL*, Norwich 5-7 settembre 2008, Norwich Institute of Language Education, 2009.

“Analisi di testi CLIL di scienze in inglese”, *Rassegna Italiana di Linguistica Applicata*, n. 1-2, Bulzoni, Roma 2008, pp. 335-344.

Abstract

The paper analyses two CLIL textbooks of Science in English. One is published in Bulgaria and the other one in Spain. The evaluation of these textbooks takes into consideration two parameters: the Flesch readability index and the indexes stated by the Project 2061. The results of this analysis show that the Spanish textbook is more valid than the Bulgarian one. The Bulgarian has a low readability index and a low score at the Project 2061 index. The Spanish textbook, on the contrary, has a low readability index and a high score at the Project 2061 one.