Introduction

• Employment of Web 2.0 tools in foreign language learning CLIL situations;
• Enhances the levels of student satisfaction, motivation, confidence;
• Web 2.0 technology has been successfully used as a supplement for communicative practice;
• Web 2.0 supporting collaborative learning activities that are ideal in stimulating reflection, critical thinking, self-directed and self-organized learning.
Today

- Essential Theoretical Background
- Collaborative learning
- Theory in practice
- Feedback from students
- Conclusion

Essential Theoretical Background

- Technological advances in communications have transformed the nature of social interaction processes
- The inclusion of these new technologies in school, in fact, compels us to rethink the process of building knowledge, development of intelligence and educational models.
- There arises the need to think of a new educational setting
• These new Web 2.0 applications take full advantage of the network nature of the Web: they encourage participation, are inherently social and open.
• It is necessary to understand the theoretical evolution, from Constructivism to Connectivism, which led to the educational and teaching definitions of Web 2.0.
• **Learners live and study in a social context**

• **Scaffolding**
• The learner creates his new cognitive tools which can later be used independently (Bruner, 1986).
• Learning is a constructive process.
• At school level, it is easier to manage processes of **peer education** and **cooperative learning**.
• Web 2.0 offers a wealth of interesting and unprecedented functionality at a very high level.
• Social software such as social networks, wikis, blogs have opened up new opportunities of interaction and collaboration between teachers and learners

Collaborative learning

• The term "collaborative learning" refers to a method of education through which students at various performance levels work together toward a common goal

• The Internet allows the free exchange of information, the circulation of ideas, interaction between agents and makes the written word ... become a means of interpersonal communication, discussion of ideas and experiences and, ultimately, a social tool.
• A broad definition of collaborative learning could be the 'acquisition by individuals of knowledge, skills or attitudes that are the result of a group action or said more clearly, individual learning as a result of a group process.' (A. Kaye 1994)

• Contact with the best students in cooperative situations overall makes the use of higher-order reasoning strategies more frequent

• Internet and communication technologies facilitate the implementation of this collaborative and constructive educational model ...

• “... technology has never been the main obstacle to educational innovation. The main problems stem mostly from understanding the role of human element in technology-based processes and how you can achieve a better understanding of the potential and limitations of the interaction mediated by the networks in favour of distance educational processes.” Trentin,G. (2003).
The figure above describes the organization of a Web 2.0 supported collaborative learning activity.

A case study: The Vertical Transversal CLIL

- Improve overall target language competence
- Diversify methods & forms of classroom practice
- Provide opportunities to study content from different perspectives
- Access subject-specific target language terminology
- Develop oral communication skills
- Develop social abilities to build up knowledge using the WEB 2.0 tools.
- Improve learning in a student familiar environment.
- Increase learner motivation
<table>
<thead>
<tr>
<th>Phase 1</th>
<th>Teachers from the different schools agree on the goals, topics, phases, time and methodology to follow using Google docs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phase 2</td>
<td>Middle School students, divided in groups, collaborate to prepare a presentation of the cell in English. After that present meiosis/mitosis in English to their peers.</td>
</tr>
<tr>
<td>Phase 3</td>
<td>Use the Internet to search for documents to share (Wikipedia, YouTube videos etc) MWS</td>
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<tr>
<td>Phase 4</td>
<td>Using Google tools, students in different groups, share docs and presentations to post on their Blog where each group make comments</td>
</tr>
<tr>
<td>Phase 5</td>
<td>Student tutoring. Using videoconferencing, students sum up their learning (cell meiosis and mitosis) and use IWBs to show the video lab experiment</td>
</tr>
<tr>
<td>Phase 6</td>
<td>Edit the final work on their Blog after having shared documents and presentations through Google docs.</td>
</tr>
<tr>
<td>Phase 7</td>
<td>Final assessment. Students fill in a questionnaire prepared by students about their experience</td>
</tr>
<tr>
<td>Phase 8</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

**Students’ point of view**

Q1. How do you rate your experience of learning through the CLIL models?

- 1. Very significant (75%-100%) 16 30%
- 2. Significant (50%-74%) 23 43%
- 3. Partially significant (25%-49%) 13 24%
- 4. Not significant (0%-24%) 2 4%

Fabrizio Maggi 2012
Q 6. Did this module help you improve your ability to express yourself in the foreign language you are learning?

1. A lot (75%-100%) 15 28%
2. Enough (50%-74%) 27 50%
3. A little (25%-49%) 0 0%
4. None (0%-24%) 4 7%

Q 7. How would you evaluate your learning of the subject studied in this foreign language?

1. Very positive (75%-100%) 14 28%
2. Positive (50%-74%) 22 41%
3. Partially positive (25%-49%) 17 31%
4. Negative (0%-24%) 1 2%
Q 10a. Do you think this CLIL experience will be useful for you in the future?

- Very useful (75%-100%) 20 37%
- Useful (50%-74%) 10 36%
- Partially useful (25%-49%) 10 19%
- Not useful (0%-24%) 5 9%

Q 11a. Did you like the experience?

- YES 45 83%
- NO 9 17%
Conclusions

- The services and applications of Web 2.0 can help teachers exploit their resources in class as well as help students improve their English level.
- We think web 2.0 is a tool that can help us to teach English and achieve these objectives, although it may not always be easy.

We can say that these are the skills acquired by our students through this project:
• Use second language to pass on information;
• Improve searching skills: broad and narrow
• Develop thinking skills: analyse, evaluate, justify, deduce, hypothesise, compare and contrast;
• Use on-line resources to share documents and exchange information also by means of chats and videoconferences;
• Use Web 2.0 tools to communicate effectively;
• Develop relational skills;
• Implement peer teaching/tutoring and peer assessment.
The European AECLIL Project

Assessment and Evaluation in CLIL
(www.aeclil.eu)

• Consortium:
  – Rete CLIL della Provincia di Pavia
  – Lend
  – Centro Linguistico University of Pavia
  – External partner: USR Lombardia

Promoter

The "Rete CLIL della Provincia di Pavia" (CLIL Network of the Province of Pavia) aims to foster the acquisition of foreign languages by students through activities focused on content.

Organising short teacher training sessions
monitoring and evaluating the process
organizing a teacher training seminar
coordinating the schools
collecting information for comparative analysis and participating in the dissemination of project results.
This project is meant to test whether CLIL methodology can:

- Raise **cultural** and **cognitive** prerequisites
- **Stimulate** teachers and students towards **change**
- Help students acquire good knowledge of the school subjects
- Develop new learning **strategies**
- Encourage the **integration** of learning and new technologies
- Develop cultural competences
- Contribute to the achievement of the competences stated in the Lisbon guidelines.
Assessment in CLIL

Who?
Peer assessment

Why?
Verify the objectives
Determine expertise levels
Measure final results
Monitor the learning process
Improve instruction
Guide the learning
Create positive washback

What?
CONTENT
LANGUAGE

How?
Authentic Assessment

Establishing varied and comprehensive evaluation criteria, covering all aspects of CLIL communication

Enhancing students' self-confidence about what they can do through the foreign language rather than focus on the negative aspects, the "mistakes".
What?

<table>
<thead>
<tr>
<th>Language course</th>
<th>CLIL approach</th>
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</table>
| • learning **language**  
• focus on forms and skills  
• language as a set of grammar rules, communicative skills | • learning **content** through language  
• focus on meaning  
• language as a resource for making meaning in an school context |

“What is the student’s ability to use linguistic skills? Are forms grammatically correct?”  
Focus on mistakes

“Does s/he use the appropriate forms to highlight the meaning in a certain context?”  
Mistakes are viewed in a broader context

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**Authentic Assessment**

A form of assessment in which students are asked to perform real-world tasks

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the right answer</td>
<td>Perform a task</td>
</tr>
<tr>
<td>Artificial context</td>
<td>Real context</td>
</tr>
<tr>
<td>Memorize/recall</td>
<td>Apply / Create</td>
</tr>
<tr>
<td>Teacher structured</td>
<td>Student structured</td>
</tr>
</tbody>
</table>
Assessment questions in CLIL

- At what level of complexity is **content** learnt?
- What **thinking skills** are involved?
- What **language resources** are used?
- Is the student autonomous in his/her performance? To what extent is **support** needed?

### How?
Steps in an authentic assessment process:

- design **authentic tasks**
- define the **standards**
- identify **criteria**
- give a **score**
- find **descriptors** of competences
- create a “**rubric**” of **descriptors**
Scaffolding

• the contribution to learning of scaffolding and its gradual removal;
• scaffolding and peer evaluation can become a form of self-evaluation;
• scaffolding is no longer needed in CLIL;
• hybrid form of self and peer assessment
"How can I trust your information when you're using such outdated technology?"

ICT – the Next Generation
Thank you

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