

Content and language symbiosis in a maieutic, translanguaging pattern (CLSL): An exploratory practice in Italy¹

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ABSTRACT

This paper aims to introduce pre-CLIL through the CLSL (content & languages [L1/L2] shared learning) model, which operates as a bridge for a full CLIL immersion. It analyses the characteristics of this new learning model that springs up from immanent needs of Italian educational reality by reporting results on the way content and language develop in a translanguaging pattern. It further discusses the impact it may have on a national and international level by observing that the gradual nuances of pre-CLIL tend to soothe and mainly vivify the learning experience. At the same time the stakeholders' voices extend the role of the CLSL model by giving life to a democratic and diversified learning that can perceive the alternative CLIL practice in a tripartite mode. CLSL emerges as a dynamic phase that enhances inter-content and linguistic competences by rendering language and content learning through code-switching dialogic and participatory instigating a new inter-learning experience.

Keywords:

CLSL model; translanguaging; language brokering; learning framework; inter-learning; pedagogical alertness.

RESUMEN

Este artículo tiene como objetivo introducir pre-AICLE a través del modelo CLSL (contenido y lenguas [L1/L2] aprendizaje compartido), que funciona como un puente para una inmersión AICLE completa. Se analizan las características de este nuevo modelo de aprendizaje que surge de las necesidades inmanentes de la realidad educativa italiana informando sobre los resultados en cuanto a la forma en que el contenido y el lenguaje se desarrollan en un patrón de translingüismo. Discute a mayor profundidad el impacto que pueda tener en el ámbito nacional e internacional mediante la observación en la que los matices graduales del pre-AICLE tienden a calmar y vivificar la experiencia de aprendizaje. Al mismo tiempo, las voces de los actores amplían el papel del modelo CLSL dando vida a un aprendizaje democrático y diversificado que puede percibir la práctica alternativa de AICLE en un modo tripartito. CLSL surge como una fase dinámica que mejora inter-contenido y competencias lingüísticas a través de la interpretación de aprendizaje de lenguaje y contenido a través de código de conmutación dialógica y participativa originando una nueva experiencia de inter-aprendizaje..

Palabras Claves:

modelo CLSL; translingüismo; intermediación lingüística; marco de aprendizaje; inter-aprendizaje; alerta pedagógica.

INTRODUCTION

Content and language integrated learning (CLIL) is a booming pedagogical innovation that pervades many educational settings throughout the world bringing in a kind of fresh air in the educational status quo. It meshes content and language in a way that can offer fruitful learning results as to both areas. Its overarching objective is the contribution to cosmopolitanism and multilingualism by being encapsulated in the language policy of the involved countries as part of a citizenship strategy (Hodgson, 2009). This seems to be the case in Italy where CLIL becomes a compulsory curricular component, according to the recent school reform, by arousing expectations but being also a bone of contention for future CLIL stakeholders (Di Martino & Di Sabato, 2012). It is well known that reforms provoke a recurring reaction of learning communities by bringing up issues of teachers' perceptions, learners' expectations, and parents' attitudes.

The aim of this paper is to present a case study intermingled with action research traits, woven into a locally-oriented CLIL practice in Rome, Italy. The project is funded by Italian Ministry of Education as part of intercultural and integrative education, but goes though beyond its initial scope. In fact, it was the local educational reality that led the author/practitioner into attempting to grasp CLIL in as much as possible realistic terms through a personalized trajectory being distended by the stakeholders' involvement. This paper therefore does not represent an official line of CLIL implementation, but is fruit of a personal reflection. The scrutiny of

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CLIL methodological background and framework that have led to realizing its colourful identity through locally oriented practices is pivotal at this point. Moreover, the analytical progressive route of CLIL conduces to a profound conceptualization of its role in the local context by paving the way for a piloting curricular implementation in a two-phase process (that is, pre-CLIL/full CLIL). What follows is the conception and delineation of the CLSL model as to its structure and pragmatic learning acts. The research brings into focus the pre-CLIL component that can serve as a precursory phase for a full-CLIL immersion by holistically processing content knowledge in L2. The analysis of data sheds light on the utility of pre-CLIL in Italian mainstream education by hinging even on the broader value and effects of sharing content learning through L1 and L2.

The texture of CLIL as practice and methodology

CLIL is a new learning acronym, but a well ingrained teaching pedagogy that dates back in the Roman Empire, which by having conquered a large Greek territory delivered the educational curriculum in the target language (Coyle, Hood, & Marsh, 2010). It is not a novel application in its genre, as a plethora of bilingual models of education has preceded it with diverse priorities, aims and outcomes. CLIL is considered an episteme of bilingual education that evolved in Canada, but the immersion Canadian model is not directly transferable to other contexts due to idiosyncratic characteristics. The actual globalization process calls for a synthesis of pedagogical approaches that point to multilingual policies. CLIL under this prism is an initiative taken by the UNESCO and the Council of Europe to ennoble linguistic diversity by meeting the challenges of economic growth, employment and competitiveness in a context of economic globalization through educational means that set socio-economic, socio-cultural, linguistic and educational objectives (Commission of the European Communities, 2003). Moreover, given that multilingualism looms large even on the Web, CLIL comes to satisfy another social demand, that of merging real and web society by honing linguistic and digital competences, as well as content knowledge.²

CLIL does not have a well-established methodology, as part of it resorts mainly to SLA (Second Language Acquisition) theories, so a merged learning theory is imperative where both the SLA and subject matter pedagogy—for example, the CDC (Construction – Deconstruction – Connectionist) model, etymological approach, analogical thinking—can constitute the theoretical core, bringing out the binomial character of CLIL (Agolli, 2013). The CDC model is used in teaching science and is inspired by constructivism, supporting that the best learning occurs when learners become active agents processing content, assuming responsibility and exerting control over their own learning process (Pang & Ross, 2010). Moreover, the real-life dimension of learning can be better perceived by the incorporation of analogical thinking in the teaching of natural sciences, which refers to comparisons made between issues and systems (Jee *et al.*, 2010). Finally, an etymological approach favours content learning through simplifying esoteric language (for example, *iso-*, *para-*, *meta-*, *thermo-*, *mono-*) by thus palliating the learning process. In this framework setting both content and language objectives is vital for content learning (Lyster, 2007).

In addition, the 5Cs framework—that is, the 4Cs: *content*, *cognition*, *communication*, *culture* (Coyle, Hood, & Marsh, 2010); plus 1 additional C: *context* (Agolli, 2013)—is a perceptual umbrella model that constitutes the *modus operandi* of CLIL. The balanced encapsulation of each C can advance a comprehensive learning pedagogy by accosting content both cognitively and linguistically in L2. CLIL is a scaffolding procedure in which concepts are approached through a negotiation of meaning; thus, *content* and *cognition* are closely related and embedded in Vygotsky's Zone of Proximal Development (ZPD) (Lantolf, 2000). *Communication* in CLIL is conceptualised as a synthesis of Krashen's Input Hypothesis and Swain's Output Hypothesis where the learner is exposed to real input that is further elaborated through a personal initiative and autonomy in the learning process. Moreover, the

² Eurydice (2006, p. 23) stresses the need to prepare pupils for life in a more internationalised society by:

- offering them better job prospects on the labour market (socio-economic objectives).
- conveying to pupils values of tolerance and respect *vis-à-vis* other cultures through use of the CLIL target language (socio-cultural objectives).
- enabling pupils to develop language skills which emphasise effective communication; motivating pupils to learn languages by using them for real practical purposes (linguistic objectives).
- subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach (educational objectives).



concept of *culture* in CLIL is galvanised by social constructivism that views the social context and the interaction with others as seminal components (Byram & Feng, 2004). *Context* finally comes to play a vital role in the development of Cs framework, because it moulds the identity and flexibility of the constituents.

As a corollary, permuting creatively the above multifaceted aspects of learning methodology makes CLIL planning and implementation cohesive and essential. The overall CLIL functionality can be analysed in a trifold framework where the structure (that is, structural CLIL), the development of basic and generic competences (that is, deontic CLIL) as well as emanating affective factors (that is, epistemic CLIL) are outlaid (Agolli, 2013). A comprehensive vision and analysis of functional components can illuminate CLIL's perceived (that is, established) and acquired (that is, new and flexible) identity. Knowing CLIL methodology in depth opens wide the door to practitioners for effective and creative learning practices.

The status quo of CLIL in Italy

"CLIL e' una vera e propria "rivoluzione" ("CLIL is indeed a real "revolution") (Piscitelli, 2012, p. 11) and is deemed a prestigious kind of language learning in Italy: a sort of elite education. It has been extensively implemented for over 10 years, exhibiting a hybrid-like identity (Clegg, 2007) and is particularly vivid in the northern part of the country (for example, Alto Adige) where multilingualism prevails. Bilingualism is developed in the region of Valle d' Aosta and introduced in nursery and primary education where French and Italian are official languages according to the statute of 1948 (Lucietto, 2010). In the Region of Friuli-Venezia Giulia (Trieste, Gorizia), the language policy favours bilingualism as well (that is, Italian and Slovene) and promotes the Slovene language by providing monolingual schools with the whole curriculum in Slovene, whereas in the Province of Bolzano (Alto Adige, South Tyrol) there are three language groups, with the largest ones being German and Italian (Eurydice, 2006).

EFL has an important role in Italian reality, and many school reforms have catered to sustaining English learning in different ways. To start with, the 2008 school reform aspired to establish English as the prevalent language of the upper secondary school by incrementing the number of teaching hours from 3 to 5 per week. Such an action was regarded as "un provvedimento anti-europeo e anti buon senso *tout court*" ("an anti-European and incomprehensible decision *tout court*") that does not respect "il principio di pari dignità" ("the principle of equal dignity") as promoted by the European Commission on the value of all European Languages (Rossi Holden, 2008, p. 2). English, according to these dissenting voices, would acquire a hegemonic position menacing the status of other foreign languages. Some experts came up with the introduction of English CLIL (CEIL) in Italian upper schools as a refined mode for augmenting English language use in another form (Rossi Holden, 2008). The recent school reform though (2010) aims to reshape the CLIL setting by launching it as a compulsory curricular subject from 2012-2013 in the last three years of Licei Linguistici and from 2013-2014 in the final year in all other secondary schools (MIUR, 2012). Such an action therefore points to a homogeneous implementation of CLIL in an official level. The reform brings in overriding modifications as to the lesson delivery mode that moves on from team-teaching (*codocenza*) to independent learning (*monodocenza*) allocated to content teachers, who take on new responsibilities in an unsung area (Agolli, 2014), once the most seasoned CLIL practitioners in Italy are language teachers (Di Martino & Di Sabato, 2012). Anchoring CLIL to the three-part framework of an educational innovation as espoused by Fullan (2001) (that is, initiation-implementation-institutionalisation and as recently dictated by the school reform), there is a clear-cut tendency towards the institutionalization process, as it becomes an inbuilt component of the school curriculum. CLIL's successfulness depends on situated social and learning parameters, because the perfectness of any innovation planning is not always compatible with in situ implementation (Waters, 2009).

METHOD

Introduction of pre-CLIL through the maieutic CLSL model

"What matters beyond learning methods, taking tests, using data, and celebrating technocratic modes of rationality? What kind of education do we need for young people to become informed citizens capable of learning how to govern rather than simply be governed?" (Giroux, 2010, p. 375).



In lieu of the recent wind of change in Italian school reality, and inspired by Giroux's rhetorical questions as to the typology of effective education, this study seeks to render the implementation of CLIL realistic and seen from an insider's perspective. To this end, the encompassment of a prefatory stage (that is, pre-CLIL) is conceptualised as a way that could adapt the amalgamated texture of Italian CLIL. This is prompted by the fact that CLIL, as a novelty, should not be an elitist form of education, but point to a contextualized and integrative education that can face tangible language difficulties. This can be facilitated through a kind of high challenge high support pedagogy for facilitating learning whenever possible, as claimed by Gibson (2012). The introduction of pre-CLIL aims to come through national curricular CLIL integration in a soothing way, because an effective full CLIL immersion based on the independent learning formula, will take considerable time given the dearth of qualified CLIL practitioners.

CLSL (in this case CESL) is redolent of co-teaching models in American schools, but diverges from American and national co-teaching models, in that teachers hold diverse roles and do not correct each-other (as in the case of preceding CLIL team-teaching models in Italy). The Content Teacher (CT) provides the input in L1, whilst the EFL teacher sums up, or mediates the main content points and further extends the input through questioning and maieutic strategies that can trigger learning output in L2. The derived teaching model provides a platform for a simultaneous content approach and analysis that has a sequential character: Input-L1; Process-L2; and Output-L2 (see Table 1). It focuses on content-compatible language objectives, as the focal aim is to activate student communication and engagement in the content classroom (Pawan & Craig, 2011). It has roots in the process syllabus, which caters for interaction that is able to follow emergent directions and ideas. Pre-CLIL, or maieutic CLIL, through the CLSL model does not make use though of the translation technique, which is part and parcel of many code-switching models. Instead, it is developed on the premise of conceptualizing learners' proficiency in both content and language areas by simultaneously measuring content teachers' and learners' expectations and attitudes.

Table 1. The CL(E)SL lesson typology.

	Medium of delivery	Procedure	Time
Session 1	Content Teacher	L1 (Input)	Approx. 10 min
Session 2	(E)FL Teacher	L2 R-CQ/Process-Output	Approx. 10 min
Session 3	Content Teacher	L1 (Input)	Approx. 10 min
Session 4	(E)FL Teacher	L2 R-CQ/Process-Output	Approx. 10 min
Session 5	Content Teacher	L1 Input	Approx. 10 min
Session 6	(E)FL Teacher	L2 Round-off/HW (Process-Extension)	Approx. 10 min

The CLSL pattern seems to have a linear texture, but forwards circular learning through touching upon content aspects in two different languages that entails an *ad hoc* cognitive processing and output learning production. This model is flexible in that the intervention on the part of participants is never prescribed and gives space to a natural learning flow. It may be subsumed to the notion of language brokering, but as an academic process of mediating interaction even between culturally and linguistically different people given the colourful synthesis of the classroom milieu (Hall & Sham, 2007). The collaboration between language and content teachers is embedded in the philosophy of teacher partnerships as a way of sharing experiences (Davison, 2006) and seeks to efface forms of conflicts that usually characterize team-teaching (Kong, 2014). The role of EFL teacher as a broker does not marginalize that of content teacher, because input and mediation are closely concerted. A vital aspect is that of teacher talk as well, which is conceptualised as semiotic mediation by Hardman and affects variably learners' cognitive functions (2010). The dominant types of talk developed are those of *expert talk* (CT),³ *exploratory talk* (EFL Teacher),⁴ and *metatalk* (EFL Teacher/Learners) (Moate, 2011).⁵ Teacher and learner talk are respectively reminiscent of Krashen's Input Hypothesis and Swain's Output Hypothesis (Moate, 2011). Teacher talk is split in two directions bearing divergent nuances (expert/exploratory talk) relating to aspects such as: content, language

³ Talk that concerns exposure to the content.

⁴ Talk relevant to *why* and *how come* questions.

⁵ Talk that contributes to instantiation of knowledge.



and approach, whilst learner talk (*metatalk*) seems to have more convergent nuances in areas such as: content, language, and focus.

Research milieu

The pre-CLIL experience involves 146 learners among whom there are second-generation learners from countries such as India, Russia, China, and Bangladesh, as well as students from exchange school programmes from Denmark and Greece. The CLIL experience concerns the first and second grade of an upper secondary school in Rome, Italy. They are exposed to CLIL lessons such as Earth Science and Biology in English. The learners' age ranges from 13-17 years old and their L2 level reaches B1. Males outnumber females by around 80%, which is a tangible evidence of non-emancipation in the upper secondary school where science subjects prevail and seem to be predilected mainly by males. The gender ratio is closely connected to the age range, as the age span implies practices correlated to prospective University studies. The age along with the gender is a tacit source of information concerning the attitudes developed, as some researchers hold that males are less predisposed towards CLIL lessons. During the focus group interview, learners manifested a high degree of interest towards diverse subjects and their best performance, as declared, is attained in English and Science. The selection of the subject is made well before, whilst this coincidental high performance in both CLIL counterparts (Science-English) is an optimistic sign. Additionally, learners do unanimously support that this is their first CLIL experience, apart from the Greek learner, who said to have experienced some CLIL sessions in History in Corfu.

Research tools and ethics

The actual paradigm is an empirical inquiry that delves into a contemporary phenomenon (that is, CLIL) within a real -life (that is, school-based) context by providing a chronological narrative of events. This process instigates alteration, shifting and implementation, which are germane to action research philosophy (O'Leary, 2010). The research resorts to a triangulation of data that involve an initial and post-meant structured learner's questionnaire, a classroom observation as well as a semi-structured interview with three content teachers.

The compilation of the learner's questionnaire consists of close and open-ended questions, so as to retrieve quantitative and qualitative data. They undergo a piloting process to secure that the rubrics and the content are lucid and cohesive. The initial questionnaire is distributed in March 2012 and the post meant one in mid-January 2013. Moreover, around April (2013) there is a round table discussion with pre-CLIL learners, so as to add a stronger qualitative dimension to the research, once it involves the implementation of an innovative phase, so amassing qualitative data is an immediate feedback for reflection and change. In addition, a semi-structured interview is planned around May (2013) with three content teachers, who appeared to be representative of three alternative and diversified learning approaches. It must be made clear though that a post interview phase educed fresh data especially as to the practicality of the school reform and the CESL model endorsing that off-the record opinions are more direct and less diplomatic. The research is enriched with data springing from the observation of the CESL model by dint of a diary and some pertinent checklists.

Last, but not least the CLIL practitioner guarantees the informed consent, as part of the research ethics (O'Leary, 2010) where all stakeholders—that is, the school director, content and English teachers, as well as parents—are kept abreast of the CLIL scenario and research. The presentation of data focuses solely on the CESL model in an attempt to realize its role and function in a procedural CLIL implementation through the subsequent research questions:

1. How do skills and competences develop in relation to content learning through translanguaging (that is, the CESL model)?
2. How do skills and competences develop in relation to language learning through translanguaging (that is, the CESL model)?
3. What is the impact of content and language symbiosis on their between interactivity?



RESULTS

How do skills and competences develop in relation to content learning through translanguaging (that is, the CESL model)?

The analysis of the first question is based mainly on the statistical analysis of the learners' questionnaire (see Figure 1). The CESL model seems to help significantly (46%) the comprehension level through a simultaneous learning of the content area by thus highlighting the role of perceptual skills and competences. Moreover, learners develop a knack of the content terminology in L2 (29%) being though latently influenced by L1 (Italian) given the acoustic affinity with L2 (English). The improvement therefore of lexical skills and semantic competences through learning root lexis, new lexis, or collocations (for example, *Pangea, staminal cells*) becomes evident (CEFR, 2001). As well, cognitive skills and competences appear as relatively high, once the cognitive processing of content is enhanced (45%) given the dual exposure to the input. Moreover, content assimilation (34%) shows signs of progress through questioning strategies by thus boosting the perceptual, analytical and analogical skills and competences that in their whole constitute a development of heuristic skills and competences (CEFR, 2001).

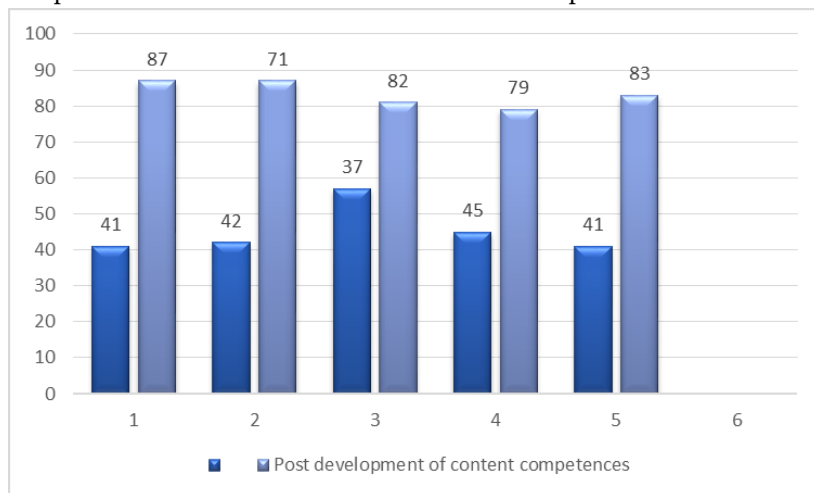


Figure 1. Development of content skills/competences through the CLSL model.

Finally, there was a notable improvement of metacognitive skills and competences (42%) as learners after the content consolidation need to build constantly new knowledge on the translanguaging pattern in their ZPD. The prominence of competences that develop through the CESL model gives way to a simultaneous and critical meta-learning experience that renders learners critical thinkers (see Figure 2).

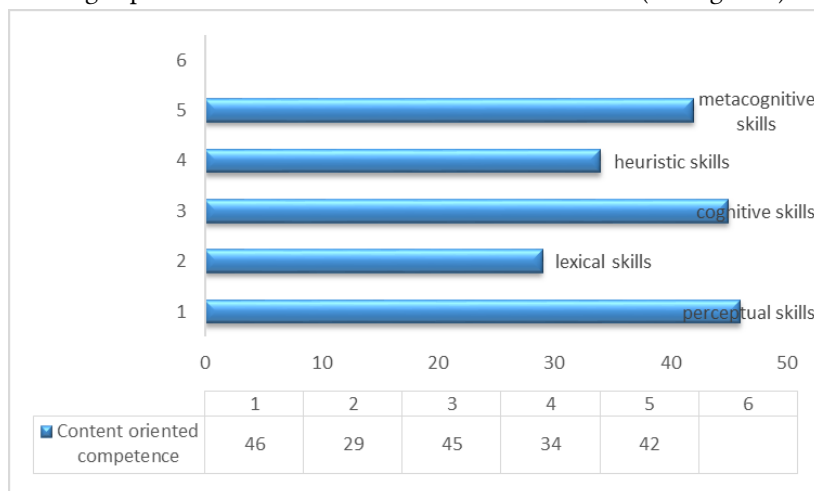


Figure 2. Prominence of skills in relation to content learning (CLSL model).



The intercognitive processing of the content area becomes a guide for a better comprehension and assimilation. Apart from two different languages, they have to filter two content approaches by two different teachers: a deep structure by the content teacher, which reflects the content's narrative and a surface /synthetic structure by the EFL/CLIL practitioner that delves into the content decomposing and elaboration by distilling content learning via L1 and L2.

How do skills and competences develop in relation to language learning through translanguaging (that is, the CESL model)?

The second question is permeated as well through a statistical analysis of the learners' questionnaire as well as a reflection on the observation process (see Figure 3). To start with, there is significant vocabulary retention (36%) and hence an enhancement of lexical skills. Language assimilation through an etymological approach (39%) contributes to overcoming language difficulties by securing the content comprehension even through the disentangling of the esoteric language of science subjects by honing on semantic skills and competences.

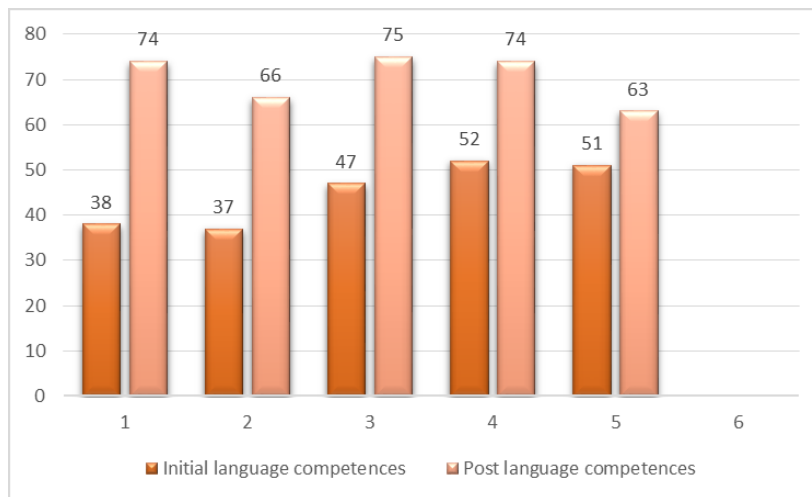


Figure 3. Development of language skills/competences through the CLSL model.

Moreover, there is an increase of phonological competences (28%) where the right pronunciation of new words (that is, prosody) is practised on the spot with a parallel comparison of acoustically equivalent L1 terms. Additionally, pragmatic competences are improved (22%) and this is evident in the extension process (that is, homework, projects, research) where they approach knowledge and language holistically. The area that seems to be less developed is that of grammatical competences (12%) where the morphological structure of the spoken and written corpora cannot be tackled directly through this model. Finally, observation seems to reiterate the above findings by emphasising that their linguistic competences (that is, lexical, semantic, phonological skills) have been meliorated, but are sometimes ensnared in the lack of time to further develop them. The prominence of communicative competences (that is, linguistic, pragmatic, grammatical) in a distinct trajectory gives food for thought as to the areas that stand out throughout sharing content learning (see Figure 4).



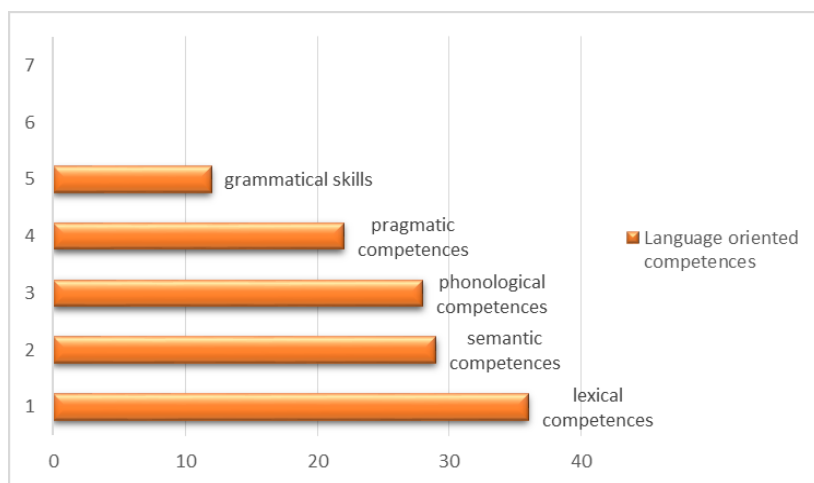


Figure 4. Prominence of skills/ competences in relation to language learning (CLSL model).

What is the impact of content and language symbiosis on their between interactivity?

A cross-analysis of language and content oriented skills and competences highlights the nature of symbiosis between content and language (see Figure 5). The comparison between skills and competences is random, but the prevalence of cognitive and metacognitive skills and competences is evident. This implies that translanguaging affects the cognitive functions of the content processing which dominates the learning practise, whilst L1 and mostly L2 operate as a conduit for content input and assimilation. The linguistic area (that is, lexical, semantic, phonological skills) seems to lag behind the cognitive area (that is, perceptual, cognitive, metacognitive skills), but in essence is the supportive basis for an effective content delivery. An interesting point is the evolution of heuristic and pragmatic skills denoting that a holistic content approach facilitates the practicality of the learning procedure. Finally, an a posteriori evaluation with pre-CLIL learners demonstrated that learners consider this phase as a way to refine lexis and prosody (for example, “I learn new words and the right pronunciation.”) through being exposed directly to a new terminology, which helps them into building their cognitive competency through code switching (CEFR, 2001; Seedhouse, 2010). The dynamics of language brokering and content circularity (for example, “I like pre-CLIL because it makes me think twice.”) boosts the learning experience, intercognitivity, and interlanguage. It is interesting though that content teachers are more obsessed with pre-CLIL implying a wish for a continuous and long-term implementation, whilst learners would like to experiment with full CLIL in the short run.

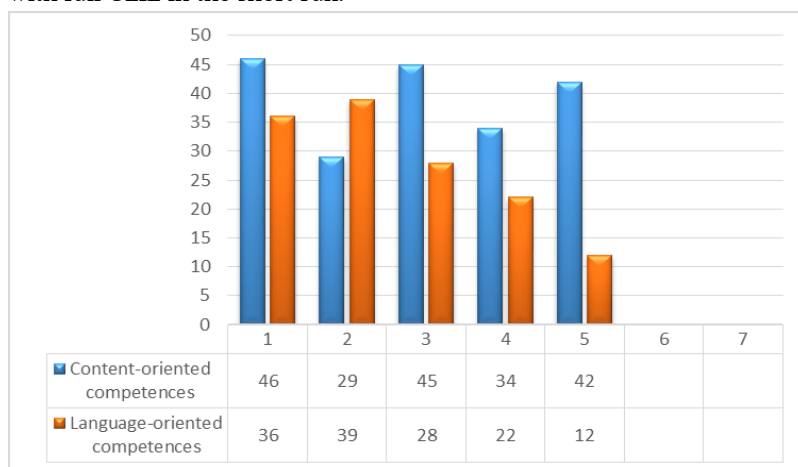


Figure 5. Development of content and language competences through the CLSL model.



On the other hand, the interview with three content teachers (CTs) brings forth an adroit and personal perception of the CESL model, because they evaluate its integration in the curriculum from a different point of view (see A, below). It must be underlined that the collaboration with Italian content teachers was productive showing openness to team-teaching and willingness to implement innovations. The CT 1 perceives it as an introductory CLIL model. She deems it as a preparatory phase and her approach dovetails with the initial conceptualisation of this model as a pre-CLIL stage. The CT 2 on the other hand views the CESL model as a concurrent model where the EFL and content teachers may opt to integrate selectively the model as part of the curriculum. Last, but not least the CT 3 handles the model as an interlingual evaluative model where the EFL and content teachers may use it for extra evaluating the content and language performance as part of a flexible curriculum. The manifold approaches of content teachers accentuate the personalised dimensions of the learning process that transcend the initial scope of the model as a simply introductory step to CLIL. According to them the CESL model can be part of the curriculum, but the role is diversified depending on the synergy developed. The different stances entail that the insider's perspective is of a paramount importance when implementing innovations. The post-interview comments reveal that content teachers do consider a gradual CLIL implementation as momentous (see B, below).

A:

CT 1: E' servita a prendere confidenza con il nuovo progetto.

[*It helped into getting to know the new project.*]

CT 2: Ritengo che svolgere gli argomenti di scienze anche utilizzando una seconda lingua sia un vantaggio non solo per l'acquisizione dell'inglese, ma anche per la comprensione degli argomenti, che si evidenzia nella rielaborazione personale esposta in una lingua diversa rispetto dell'italiano.

[*I think that dealing with Science topics by using the target language constitutes an advantage not solely for the acquisition of English, but also for the comprehension of topics, that is evident as a personal elaboration in a different language other than Italian.*]

CT 3: E' la fase di lavoro in cui si può valutare ancora meglio la preparazione dell'alunno e le sue capacità di analisi e rielaborazione in entrambi le lingue.

[*It is a process of work where you can better evaluate the learner's preparation and their capacity of analysis and synthesis in both languages*]

B:

CT 1: Ogni progetto penso sia efficace, se svolto in tempi non troppo brevi, perché l'acquisizione è necessario che sia graduale e continuativa per dare buoni risultati.

[*Every project I think is effective if developed not in a short-term period, because it is important that the acquisition be gradual and continuous for attaining good results.*]

CT 2: Gli alunni hanno bisogno di sentirsi coinvolti e questo richiede tempo, soprattutto per evidenziare i risultati ed esercitare la loro mente a pensare ed esprimere le idee direttamente nella lingua richiesta.

[*The students need to feel involved and this takes time, especially for receiving feedback and exercising their mind into thinking and expressing their ideas directly into the target language.*]

The three content teachers deem it important embracing a gradual CLIL phase to render full-CLIL initiation more realistic and less threatening given that some future CT-CLIL practitioners do not seem ready for the drastic change of independent learning, as put forward by the school reform (ibid). The coexistence of EFLs and CTs corroborates collaboration and assists knowledge sharing in a democratic way, as teachers approach content learning through the first and target language with distinct personal methodologies and in a spontaneous way. A prerequisite though for this model is a rudimentary knowledge of the content area and a possibility to synthesise learning facts, whilst a weak aspect is the teacher-oriented input where content learning is not always progressive, as compared to language practice. The role of CT though marginal may seem, is not circumscribed to the input area, because whenever the CT has a good knowledge of L2 can intervene by granting learning a more participatory status where along with the EFL teacher acquire the role of brokers. The collaboration between teachers that is, team teaching/*codocenza* can become a healthy and leadership model for learners when used *comme il faut*.



Research limitations

Given that EFL teachers were not actively involved in this project, their detailed opinions on the role of pre-CLIL even on the language development as evidenced in the language classroom could have been of a vital importance. Their documented stance could have incontestably expanded the focus of the second research question. But for the time limitation and learners' eagerness to proceed with full CLIL, a more detailed pre-CLIL research could have yielded bountiful data. Finally, the experimental character of pre-CLIL indicates the flexibility of the model in question.

DISCUSSION

The CLSL model seems to reinforce cognition and intercultural understanding replicating research findings that switching between languages is a rich linguistic resource, which can be used for interactional purposes (Jørgensen, Karrebæk, Madsen, & Møller, 2011). The model through translanguaging mingles aspects of team-teaching and interactive learning that are essential for modern classroom pedagogies. Its mosaic mixes elements from two different templates (including languages, cognitive perceptions, cultural backgrounds, content areas and modes of communication). CLSL entails some interrelated steps, whilst its structure gives us an insight on pedagogical issues such as: the code switching pattern (CSP), skills, competences and the overall procedural learning framework (see Table 2). In a way, the 5Cs framework operates in a dual, contemporaneous and synthetic manner. Such an immediate coinage and usage of elements from diverse sectors of L1 and L2 enhances comparative learning, as the cognitive processing of same genres in different languages augments the critical processing of knowledge.

The approach of content through a deep and surface structure conveys that the content comprehension outweighs the language consolidation, because the content is exposed twice, whereas the language practice in L2 occupies less space. The learning experience becomes rich, because the twofold content exposure has an immediate impact on the final learning product. The development of cognitive, metacognitive, phonological and communicative competences add up to the practical aspects of the learning procedure. One of the drawbacks pinpointed is the absence of dynamic circular learning, as the CESL model has an ancillary role.

Table 2. The CL(E)SL procedural learning framework.

CSP	Lesson Procedure	Competences/skills
L1 (Input) (Deep Structure)	Content exposure	Listening for comprehension
	Comprehension	Micro-listening skills
	Elaboration	Perceptual, cognitive skills & competences
	Retention of Knowledge	Phonological competences Comparative linguistic and content competences
L2 (Process) (Surface Structure)	Content decomposing	Listening for gist
	Elaboration	Macro-listening skills
	Synthesis	Processing, analogical, critical skills
	Interaction	Cognitive/metacognitive skills/competences
L2 (Output)	Use of prior knowledge	Reading, writing, speaking skills
	Production	Meta-critical, heuristic skills
	Implicit evaluation	Supra-content competences Linguistic and metalinguistic competences Cognitive and metacognitive competences

The philosophy of the CLSL model may as well boost the concept of poly-languaging that considers the coexistence of languages as socio-cultural constructions that promote multilingualism and multiculturalism where there is observed increased cognition and productive learning (Jørgensen *et al.*, 2011). The multicultural synthesis of European and global educational reality urges the use of a code-switching pattern, as a pedagogical choice, that can dynamically contribute to a new type of integrative education by identifying CLIL as part of citizenship strategy (*ibid.*). Moreover, a sort of learning alertness becomes crystal-clear, as students take in their stride concepts in different languages. Such a learning motif may entice their interest, as they come up to knowledge in



a non-traditional way, which gives them a new incentive. Learners from diverse backgrounds (for example learners participating in exchange programs, or immigrants) can touch upon the content area through English, or other medium languages, by mitigating the effects caused by the ignorance of L1 on the school integration.

The CLSL model in its trifold identity (that is, introductory, concurrent and evaluative process) dwells on the symbiotic relationship between content and language. The development of language, content-oriented competences and skills are a door to inter and meta-learning practice. It is conceived as an ad interim educational process that can remodel the learning panorama, in that team-teaching as a leadership model stimulates learners who become more engrossed. Team teaching is important, because the polymorphic voices give vent to the practical benefits of the learning innovation in the specific context. The introduction of pre-CLIL, or otherwise maieutic CLIL does not aim to supersede other subjects learning, but render CLIL experience in Italy, or elsewhere piecemeal, flexible and versatile in consonance with apropos educational needs. The contextualised practices fuel differentiated approaches that mirror national, or international educational needs. Sharing content learning by using L1 and L2 can involve more stakeholders and set the ground for a full CLIL implementation that exacts ripe educational conditions. The introduction of CLIL in Italian school reality could be more constructive, if gradual, because educators and learners can more easily learn the ropes of CLIL philosophy. A gradual phase can weave a rich learning context and lead stakeholders to reap the benefits of CLIL by coming up with new syllogisms inherent to pedagogical alertness. All the above elements may prove to be substantial for renovating the CLIL perception by churning out new, critical and imaginative learning practices that facilitate the in situ implementation of innovative pedagogies.

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BIODATA

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