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Scaffolding continuity in language education. From CLIL to EMI: a way and ways

When we talk about continuity between and across school levels, we usually conceive it in terms of contents, approaches, teaching styles, evaluation practices or classroom discourse; we are also aware that in transitions from one type of school to another, continuity is often threatened by different traditions. School-university transitions are special fields where continuity is particularly at stake since the two educational systems very seldom share experiences and approaches and they lack a common discourse. A recent example of the drawbacks of this type of transition is represented in Italy by the current compulsory introduction of CLIL in the high school curriculum and the growing diffusion of EMI courses at university level. There are learners who, at school, are taught a subject (science, maths, chemistry, history etc.) in English and, at university, will most probably attend an EMI course on a similar subject. Emerging communities of content teachers within different education systems, are thus exploring together the implications of using another language widening their subject matter borders while rediscovering the central role of language in and for learning. There is thus a need - in the content courses offered at school and at university as well as in the training courses for both CLIL and EMI teachers - to devise ways to scaffold learners' transition from upper secondary to higher education and to reinforce the elements of continuity. This implies a 'reconceptualisation' of language from language learning *per se* towards an integrated model which actively involves the learner in using and developing language of/for/through learning. This presentation is meant to illustrate a study on how this type of transition has been carried out at Roma Tre University within recently held training courses for CLIL teachers and EMI instructors, and to discuss emerging challenges and implications for language and content learning.