

Analysis on the Italian English Education Policy Under the Trend of Globalization

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ABSTRACT

This paper investigates the development of English learning and education in Italy for a long time through the research on Italian education policy. The influence of globalization makes the exchanges and cooperation between countries gradually increase. As a member of developed countries, Italy has the obligation and responsibility to promote the education of other developing countries. Language is the most basic communication bridge, English as the most widely used language. Hence, Italy's education policy and foreign policy over the years need to be studied. Content and language integrated learning (CLIL) has made great contributions to the development of English language in Italy. This policy not only makes the English education in Italy get the development space, but also makes the students improve from the overall English education teachers. Extra credit pop quizzes let the students participate in the classroom more actively, which stimulates the children's interest in learning. Then English is divided into reading, grammar, vocabulary and writing modules, so that students can apply what they have learned. Both of them have their own advantages and have promoted the English education in Italy. After combining with the actual national conditions, China can also learn some experience from it and realize the goal of globalization.

Keywords: *English learning policy, CLIL, Italy, China, Extra credit pop quizzes*

1. INTRODUCTION

Under the trend of globalization, the politics, economy and culture of various countries influence and interact with each other in different regions. Most Italian students also learn English as their first foreign language[1]. In the past, there was no special English learning policy in Italy. Therefore, the first point to be discussed is why Italian learn English. Secondly, what policies has Italy adopted for English education? Thirdly, what are the effects of these policies on Italy? From the perspective of China to explore the above issues. The common use of language has a certain role in promoting the process of globalization. China is also paying more and more attention to English learning and education. What are the advantages and disadvantages of Italian education policy if China adopts it? The further exploration of these problems is both a contribution to education and a response to the call of globalization. By comparing the two kinds of English education policies under China's conditions, it further confirms the importance of English education in the context of globalization.

2. BACKGROUND OF ITALY ENGLISH LEARNING

In 2003, Italy's Ministry of education, University and scientific research minister Moratti presided over the formulation of the "Education Reform Law", which stipulates that the compulsory education period will be gradually transited to 12 years, and all citizens must receive education before the age of 18.

The first stage of the compulsory education in Italy is the primary education. In the new teaching plan of 1990, the new teaching and organization mode of primary school was stipulated, and the primary education should adapt to the complexity of culture and meet the needs of society. And its curriculum setting includes Italian, foreign language and mathematics courses. It is committed to lay a preliminary cultural foundation for students' future social life and civic education.

Moratti's "Education Reform Law" also stipulates that English and computer courses will be offered in the first grade of primary school. In addition, the primary

and secondary schools should set up 10 basic subjects in compulsory education stage (5-16 years old), namely mathematics, English, science, history, geography, technology (including design), music, art, physical education and modern foreign languages (limited to middle schools). Among them, mathematics, English and science are the core subjects. Religious education is still a compulsory course. There is also English course for undergraduate students in Italy as a compulsory course, which is equivalent to a basic skill requirement for students.

3. ENGLISH LEARNING POLICIES IN ITALY

3.1. Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) is regarded as a “dual focused educational approach in which an additional language is used for the learning and teaching of both content and language”[2].

The purpose of this teaching method is to build the knowledge and understanding between different cultures, cultivate the communication skills between different cultures, improve the language ability and oral communication ability. Also, cultivating learners' interest and attitude of multi language, providing learning opportunities through different perspectives and opportunities to contact with the target language without extra teaching time are important. It is not so much a competition for learning time with other courses as an effective supplement to other courses, which provides a variety of methods and forms of classroom time.

It is also a good combination of mother tongue and second foreign language, which is a bilingual education mode. Such bilingual education programs are divided into two different models. One is the common education of Italian and regional minority languages, the other is the common education of Italian and European foreign languages. Due to the diversity of languages and regional differences, CLIL's actual citation also faces great challenges. This policy was first introduced into the Italian school system as a high school reform. The system greatly enhanced the importance of foreign language, and the reform even embodied the time arrangement and foreign language ability requirements of professional teachers. No matter speaking, writing, or reading, professors and students have made a qualitative leap to a certain extent. English, as the most widely used language in the world, is also the hidden promotion goal of CLIL project.

3.2. Implementation of CLIL

3.2.1. For high school.

Policy makers have decided to use foreign languages to teach non-verbal subjects in the last year of high school, shifting the way of learning from teacher centered to learner centered. In the initial stage, Italian schools used transliteration of their mother tongue to carry out conceptual learning rather than translation. Italy regards English as a second foreign language, which also emphasizes the interaction between mother tongue and foreign language[3].

3.2.2. Training courses for teachers and university graduate programs

In the form of 60 credit system, it is about 1500 class hours. Start with B1, C1 as the learning goal.

The school has set up a credit system of 20 points and 500 class hours

3.3. Practical application and progress of CLIL

CLIL projects have been implemented in many places and schools, among which the IBI / BEI (Italian Bilingual Education) project (jointly developed by the school curriculum administration of the Ministry of education, the Lombardy Regional Education Bureau and the British Cultural Association) is a successful one. This project has matched six primary schools in Lombardy with English teachers of grade B2 as the minimum standard, and each primary school is required to have at least 25% English curriculum. Compared with non IBI / BEI students, the experimental results show that both teachers and students have more obvious progress and more room for development in English proficiency[4].

The traditional teaching method requires teachers to output and students to accept. Besides, the teaching language is Italian. Under the CLIL teaching policy, the requirements for teachers' foreign language proficiency have been improved, which makes students and teachers form a common learning mode. The foreign language course is divided into two parts: the training of teachers and students in different stages.

3.4. Extra Credit Pop Quizzes

Extra credit pop quizzes is a kind of incentive learning for students in Higher Education (mainly English Language Education). Its purpose is to test students without informing them of the form, time and scope of

the examination. But for increasing class attendance in English classes.

Most university degree courses in Italy have two requirements for the language of graduates: achieving CEFR level and passing degree related language courses. However, in the traditional language teaching, Italy does not emphasize the role of teaching. In other words, in the middle of the semester, there are few tests or other forms of feedback on students' learning. All the teaching results are only shown in the final exam. This makes the students' learning enthusiasm and effort efficiency very low. The surprise test method is to promote students' attendance rate in the way of extra credits, so as to reduce the failure rate when the learning objectives and semester evaluation criteria remain unchanged. It is different from the usual mid-term and final exam. There is no fixed time and question type for the surprise test, which can make students review English course more diligently and fully. In addition, the surprise test allows students' learning situation and teachers' teaching situation to get periodic feedback. In order to make timely adjustments, so that the purpose of language courses for practical purposes to achieve the desired effect. The English for tourism studies conducted an experiment, in which 30 students were divided into two parts: the participating in the surprise test and the non participating in the surprise test. The results show that the students who take the extra credit surprise test are more active in learning[5]. The learning atmosphere has changed from lax to rigorous. Students will go to the classroom early to memorize English vocabulary and review their notes. Therefore, the impact of extra credits on Italian English teaching is positive and effective.

In addition, Italy has a phased testing policy for language education. The schools divide reading, grammar and vocabulary modules into the first stage of English learning. Only after passing the qualification test can they enter the writing part, and then the students are required to pass the writing part to enter the oral examination. For this kind of policy, students who are not confident will have a certain psychological resistance. This negative situation can be improved through extra credit pop quizzes.

4. THE ADVANTAGES OF THESE POLICIES IN ITALY

For any subject learning, learners' subjective initiative is the first key factor. English needs to be practiced, and Italy's extra credit pop quizzes has promoted the development of this aspect.

From the perspective of supranational level, the discourse power of former professors is limited. However, due to the proposal of the second foreign language or English policy, it is necessary to test teach the professors, which makes the primary education in Italy more flexible and autonomous. In terms of curriculum, it gives students and teachers space to

create and develop. In the surprise test, teachers have more choices for the setting of questions. In foreign language learning, students have reached a more strict and professional standard; in foreign negotiations, it has opened up a wider world.IV Whether or not Italian education policy can be applied to Chinese education

4.1. Educational system

Education in China and Italy is basically divided into four parts: preschool education, primary education, secondary education and higher education.

4.2. CLIL for China

CLIL requires Italian teachers to reach at least B2 level in order to teach students. B2 is equivalent to IELTS 5 to 6.5, or CET-6 510-550[6]. As for the requirements of Italian teachers' qualification, China's education mechanism is not fully applicable. China is a country with a large population. According to the latest data in 2019, the total population of China is 14000.5 billion. According to the latest data in 2018, the total population of Italy is 60431283. From this comparison, it can be found that the number of Chinese teachers applying for and the number of demand will be far greater than that of Italy.

Due to the dispersion of population, the local differences of regional economic and cultural level in China. For English Teaching in different parts of the country, developed areas may start from kindergarten. Most of them start from the first grade of primary school, and some of them start from the third grade of primary school. The English education in the less developed regions begins even later. The schools with better conditions generally begin to formally study English from the first grade of primary school, and as the examination subjects. The standard of B2 foreign language level should be adjusted reasonably in the application of education plan in China. Facing the examination oriented education in China, in relatively developed cities such as Beijing, Shanghai, Guangzhou, etc., China should set B2 foreign language level in the requirements of primary education teachers. However, for the third and fourth tier cities which have no ability to carry out foreign language tutorial in advance, the core of foreign language learning in primary education is basic learning. B2 foreign language level can be set in the requirements of secondary education teachers. This kind of distribution can not only control the brain drain to a certain extent, but also make the educational resources more equal.

4.3. Extra Credit Pop Quizzes for China

China has been working on extra credit pop quizzes. Because of the population, it is difficult to change the

direction of exam oriented education. From primary school to university, Chinese students are basically in a normal state when facing examinations[1]. However, in terms of English education, Italy's phased advanced examination is worth learning. The specific differentiation of vocabulary, grammar, writing and reading can make students get more detailed teaching. Each stage of assessment, students can get a more solid grasp of knowledge. Oral English is a very important part, but in the compulsory education stage, there is no special curriculum for oral English. The students can pass the English exam, but they can not use the language in daily life. In fact, the real purpose of language education is not achieved.

The main purpose of learning a language is for communication. Therefore, if people start learning English from written examination to oral English, it will be a great improvement to English education.

5. CONCLUSION

Globalization, multiculturalism and international cooperation are the current development trends. Education is the core foundation of the development of each country, and the strong and diversified development of the people can promote the development of a country. As a developed country, Italy's advantages in education are worth exploring and learning for China.

For non-native English speaking countries, English is a subject that needs long-term learning and practical application. It is not only the teacher's responsibility and obligation to mobilize the students' enthusiasm for English learning, but also the responsibility of today's society. Countries all over the world share good policies to promote the development of education, as well as unite the people of the world to create a better home.

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