

## CLIL UNIT by Prof.essa Maria Borzi

### INTRODUCTION

This work has many aims:

Firstly, to open a debate about a commonly held opinion that philosophy in a CLIL context, is not the most suitable of subjects, because it is far too academic and therefore too complex to be integrated in the teaching of a language.

We are therefore going to propose an alternative way to teach this subject through the English language by means of a mini play.

Secondly, because we think that a serious study of philosophy should include the historical approach as well as a topic based one, therefore in the first part of this CLIL unit, we are going to utilize an introduction to the topic based philosophy.

In this sense, the dual approach promoted by CLIL teaching will also become a dual approach to the subject itself. Incidentally, this will show how different the two approaches to philosophy are in two different countries. The traditional Italian approach to philosophy is historical and chronological and mainly based on individual philosophical thought. The English approach on the other hand in line with its traditional customs of investigating metaphysical statements in depth is geared more towards looking into reality with the object of clarity and approachability. Therefore the two different approaches not only respond to a didactic need but also are characterized by the differences in the two cultures. Moreover the second part of this unit tends to suggest that by the introduction of later philosophers that western thought is not necessarily making progress in rational thought however they raise pertinent questions and sometimes they shared the same destiny.

The second part of this unit as already stated, involves the study of the subject through role playing, which also mentions parts of Shakespearian drama, suggesting the idea of a philosophical theatre in a multi-disciplinary context.

Finally, we think that CLIL teaching is an ideal tool to promote pair and group work as an alternative to individual study. Nowadays students tend to study in isolation due to the fact that we live in an age of technology. This has been evident since the end of the age of oral communication and now has reached a stage of almost total isolation. Introducing an alternative teaching method should be warmly embraced.

All the world's a stage,  
And all the men and women merely players:  
They have their exits and their entrances;  
And one man in his time plays many parts

*William Shakespeare*

You don't act to make a living, you act to lie, you act to be what you cannot be, and because you're tired of what you really are.

*J.P. Sartre*