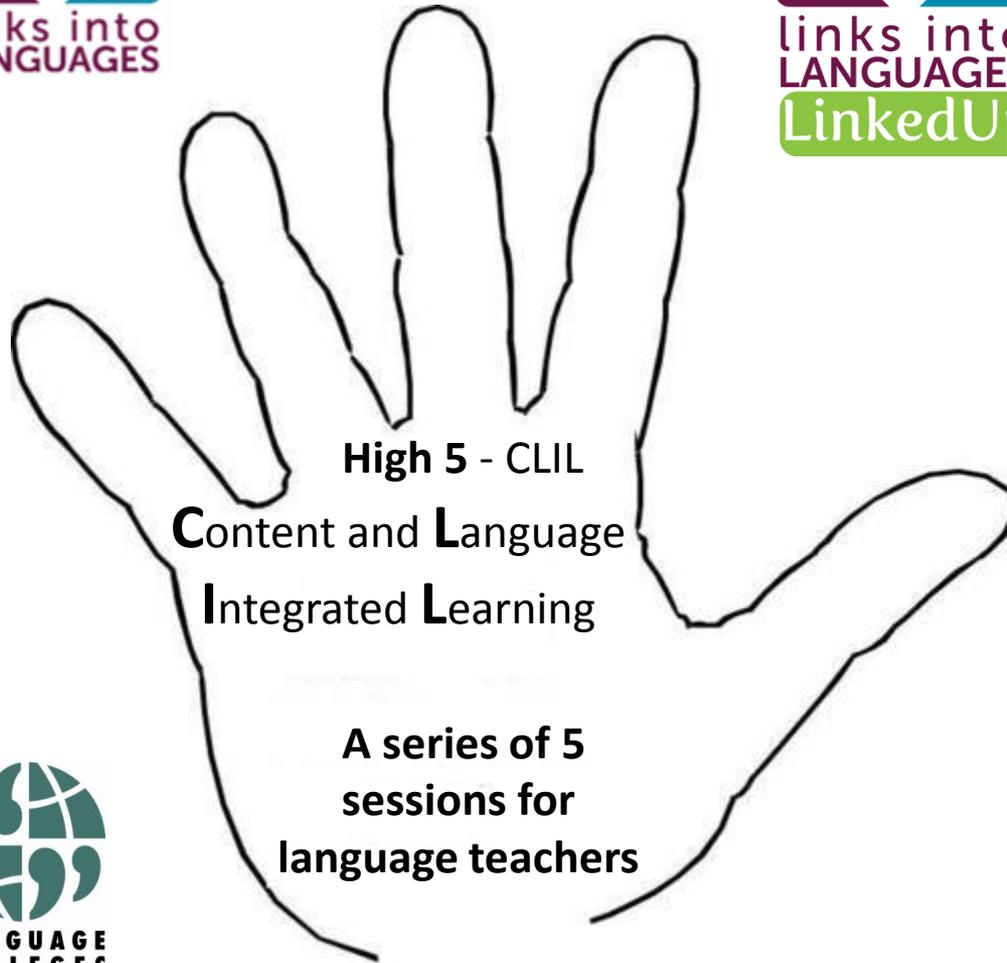


# High 5 CLIL Session 1:

## Wednesday 6 October

### Rachel Hawkes

## Comberton Village College



High 5 - CLIL  
Content and Language  
Integrated Learning

A series of 5  
sessions for  
language teachers



Joined Up

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# High 5 CLIL Session 1:



## Real Communication with Real Meaning: Creative and engaging contexts for learning

*“Harnessing interesting content and ways of working from other curriculum subjects such as art, music, geography and history, English, drama and ICT has enriched the Year 7 languages curriculum at Comberton and provides well for transition from KS2.”*



*This series is dedicated to Mike Ullmann, a true visionary and pioneer of CLIL in the UK*



# Aims of this session

- Overview of the course
- What is CLIL? – taking a broad definition
- A few examples of CLIL resources
- Reviewing and revising SOW & curriculum provision at KS3 – one school's approach
- Collaborative group work – exploring ideas for own contexts



# Course overview & aims

- Explore the rationale for CLIL
- Re-examine language pedagogy critically
- Develop an understanding of different CLIL models (from 4 different schools)
- Collaborate to develop ideas for curriculum development and innovation in our own schools



# What is CLIL?

CLIL aims to introduce students to new ideas and concepts in traditional curriculum subjects (often the humanities), using the foreign language as the medium of communication - in other words, to enhance the pupils' learning experience by exploiting the synergies between the two subjects. This is often particularly rewarding where there is a direct overlap between the foreign language and the content subject — eg Vichy France, Nazi Germany, the Spanish Civil War.

[http://www.cilt.org.uk/secondary/14-19/intensive\\_and\\_immersion/clil.aspx](http://www.cilt.org.uk/secondary/14-19/intensive_and_immersion/clil.aspx)



# What is CLIL?

CLIL may be implemented in a variety of ways and in very different situations as it encompasses many different forms of teaching. CLIL can refer to the whole year instruction of one or more subjects – such as biology, history or maths – or the teaching of a module on a specific topic, or as part of a regular course (e.g. the French Revolution or air pollution).

***Teaching through a foreign language – TIECLIL 2001***



# What is CLIL?

There are many models of CLIL, and in England at the moment they seem to be:

a) 'Integrated' or 'embedded' learning: primary children practising/using elements of the TL in a number of different contexts during the school week

b) Meanings that matter: choosing engaging, age-appropriate topics as vehicles for language learning, drawing on content and/or activities used in other subjects, in some cases linking with work pupils are doing elsewhere

c) Bilingual or immersion learning: teaching a subject in a way that involves learning another language, in addition to pupils having 'normal' language lessons



# Support for CLIL from NSC

***“You should select contexts and topics that are likely to be of interest to pupils, that correspond to their level of maturity and that relate where possible to what they are learning in other subjects. You should provide opportunities for pupils to talk about things that matter to them.”***

Planning across the key stage in MFL QCA 2008

***“Teachers have the freedom to choose themes and topics that will be relevant and of interest to pupils, including current issues and debates, and to make links with other subjects. This could range from work relating to the geography or history of a country, for example, to more extensive cross-subject projects.”***



New opportunities in MFL QCA 2008

# What does the research say?

- CLIL teaching (primary and secondary) is beneficial in terms of language learning (listening comprehension in particular)
- CLIL teaching does not slow down progress in the other curriculum subjects (and may in fact speed it up)
- CLIL/language immersion promotes cognitive development and greater neural links
- Language learning at an early age is beneficial to performance in all curriculum subjects

***“CLIL is not only a powerful way to learn foreign languages, but that learning language and subject matter at the same time has important consequences for learning in general in the sense that the brain is fundamentally altered.”(Blakemore & Frith 2005)***



# Support for CLIL from the media!

## Teach English history 'in French'

**Pupils should learn subjects like history and geography in French to stem the decline of modern foreign languages, school leaders have said.**

The Specialist Schools and Academies Trust (SSAT) said pupils learned languages best in a bi-lingual setting.

It added that schools that teach aspects of mainstream subjects in foreign languages had good results.



Languages would no longer be confined to the language lab under this idea.

<http://news.bbc.co.uk/1/hi/education/8380514.stm>

(November 2009)



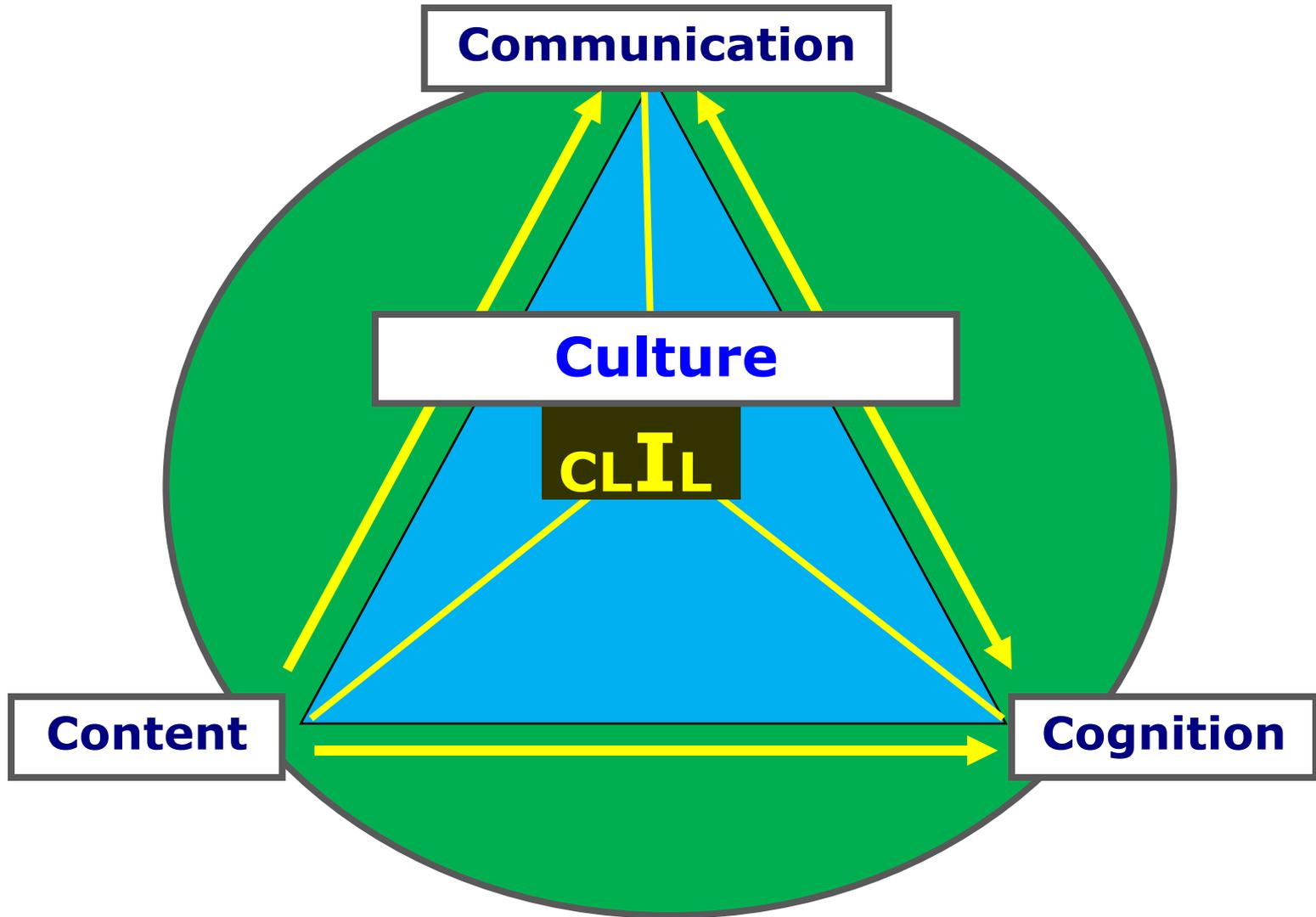
# Teacher beliefs about language learning and acquisition – short survey

Question/Statement	Response
1. Languages are acquired mainly through imitation.	
2. The easier the grammatical concept the quicker and earlier it is acquired.	
3. Most of the errors which foreign language learners make are due to interference / influence of their first language.	
4. An increase in the number of foreign language errors can be an indicator of progress.	
5. Learners talking to their peers are very likely to pick up each other's errors.	
6. The way (path and rate) each person acquires a second / foreign language (a) is completely different (b) is extremely similar (c) depends mostly on their learning styles, their attitude, their intelligence, motivation, their age, how motivated they are, etc. (d) depends on the language s/he is learning	
7. Learners' knowledge about the language (i.e. knowing a grammar rule) (a) always results in (b) usually results in (c) does not necessarily result in being able to apply it and use it in more open and free spontaneous contexts.	
8. In learning a foreign language <b>most</b> of the errors students from different L1 backgrounds (e.g. English / Chinese / Italian / Russian / French) will be making are: (a) quite different from one another. (b) extremely similar to one another.	

<b>C</b> ontent	integrating content from across the curriculum through high quality language interaction
<b>C</b> ognition	engaging learners through higher order thinking and knowledge processing
<b>C</b> ommunication	using language to learn and mediate ideas, thoughts and values
<b>C</b> ulture	interpreting and understanding the significance of content and language and their contribution to identity and citizenship



# A 4Cs Approach to Integrated Curriculum Planning



Teaching and Learning through a foreign language

Frequent use of higher order thinking skills.

Detailed and thoughtful planning

Frequent use of new technologies

Written and spoken input contains language beyond the current productive capability of the learners

Authentic FL texts will often be source material

The teacher speaks less and the students speak more – learners make frequent mistakes though (as L1 learners do during acquisition)

The learning aims are content-driven



Lots of collaborative group work

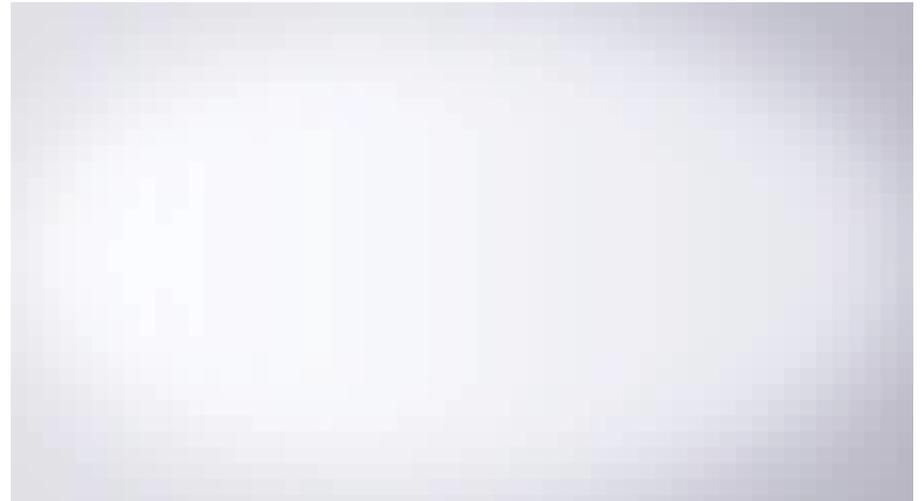
Lots of teacher questioning to elicit student contributions

Language is simplified but content is not

**CLIL**

**methodology**





L'Égypte et le Nil

Présentation Powerpoint





# The CVC model...

- is taught in language lesson time by language teachers
- overlaps and develops or complements curriculum content from other subject areas
- is driven by language structure and skills development
- gives linguistic progression engaging contexts and opportunities for meaningful communication

# Year 7 Spanish Scheme of Work Overview

Autumn Term	
Week 1	<a href="#">Phonics</a> , Pronunciation practice, <a href="#">Cognates</a> , Spanglovision
Week 2	Pronouns, Classroom Talk, <a href="#">Sentence-building</a> , Spanglovision - Filming Friday 17 September (4 & 6)
Week 3	Alphabet, Introduction to Spelling Bee, Pronouns revision, Memory (1)
Week 4	Countries, SER, <a href="#">Odd One Out (1)</a> , <a href="#">Group Talk (1)</a>
Week 5	<a href="#">Nationalities</a> , <a href="#">Adjective endings (inductive)</a> , <a href="#">My world project</a> , SER, Revision Personal ID, Spelling practice
Week 6	Alphabet revision, Nationalities, HABLAR, Languages, Focus on booklet
Week 7	Memory (2), Where you live, VIVIR, Revision Personal ID
Half Term	

## Half Term

Week 8	Memory (3), Role Play presentations, Peer-assessed Speaking Assessment, Writing revision, Reading assessment
Week 9 (8 November)	Writing assessment, Spelling Bee practice, Spelling Bee class competition
Week 10	Dictionary (1), <a href="#">Odd One Out (2)</a> Describing places 1
Week 11	Describing places 2, <a href="#">Describing a photo 1 &amp; 2</a>
Week 12	Dictionary (2), Telepathy speaking (1), Find someone who (1) Writing a pen friend letter
Week 13	Christmas

## Spring Term

Week 1

Classroom Talk (2), [Animals](#), Definitions (Text – report genre), Odd One Out (3), Group Talk (2)

Week 2

Animals, TENER, adjective endings, colours

Week 3

[Family](#)

Week 4

Family

Week 5

[Describing a picture \(Miro\)](#), Group Talk (3)

Week 6

Physical description, Adjective endings, Odd One Out (4)

Week 7

Revision & consolidation week

## Half Term

## Half Term

Week 8	CREATE – Active sessions
Week 9	School subjects, GUSTAR, Odd One Out (5)
Week 10	Opinions, adjective endings, reading skills, consolidation, Odd One Out (6)
Week 11	Radical-changing verbs (PREFERIR), Telling the time
Week 12	Time, Timetables
Week 13	Food & Drink

## Summer Term

Week 1

Describing school

Week 2

Travelling to school, Transport, [Logic puzzles \(revision of time\)](#), [Future Plans \(IR + infinitive\)](#) – talking about Beaumanor

Week 3

[Music Rap Module](#), Group Talk (4)

Week 4

[Music Rap Module](#)

Week 5

Revision – Telepathy (2), Telepathy (3) Revision Booklet

## Half Term

## Half Term

Week 6  
(6 June)

Assessments

Week 7

Sports & Free time, GUSTAR + infinitive

Week 8

[Sports & Free time](#)

Week 9

Sports & Free time

Week 10

Sports & Free time

Week 11

Activities Week

Week 12

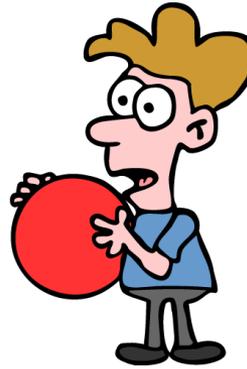
Weather

End of Summer Term

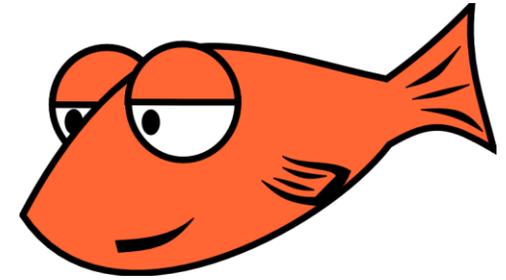
## More examples of CLIL



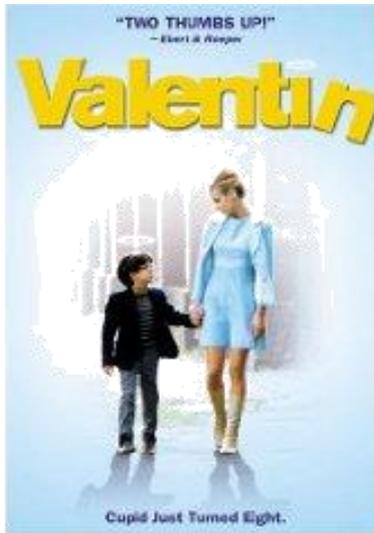
**La Guerra Civil**



**El balonmano**



**El misterio del pez**



**Valentin**



**El espía Axel Bond**



**Juan y las judías  
mágicas**



In pairs, small groups or working on your own, brainstorm all the possible ways in which you could approach the teaching of one of the following themes. Think where you could meet the learning aims of other subjects. Predict the language that would come up in the teaching of this theme and think through the sorts of learning tasks that you would include. Do it in the language most appropriate to your context.

**El tiempo y el clima**  
*(Weather and climate)*



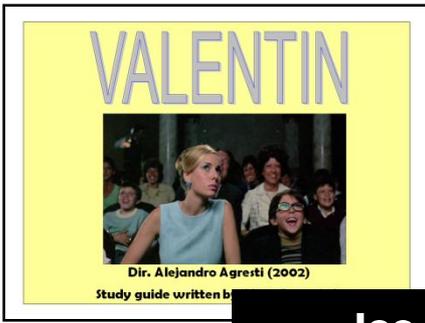
**El calentamiento global**  
*(Global warming)*

**Pan y agua**  
*(Bread and water)*

**Chocolate**  
*(Chocolate)*

**Los juegos olímpicos**  
*(The Olympics)*

**Guerra y Paz**  
*(War and peace)*



**Nous allons regarder un film!**

Nom: \_\_\_\_\_ Classe: \_\_\_\_\_ Nom du film/clip: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Quel type de film est-ce?
  - dessin animé
  - film d'action
  - film d'aventure
  - film de science-fiction
  - comédie
  - film d'honneur
  - film d'amour
2. C'est pour qui?
  - adultes
  - enfants
  - tous
3. Qui est la vedette?
  - Brad Pitt
  - Robert Pattinson
  - Angelina Jolie
  - Autre \_\_\_\_\_
4. Comment est le film?
  - amusant
  - comique
  - triste
  - informatif
  - sérieux
  - intéressant
  - violent
  - barbant
5. Ajoute ton opinion!
  - j'aime le film!
  - je n'aime pas le film!
6. Tu es apprécié de nouveaux mots? Écris-les! \_\_\_\_\_



## les films

**Making your own film**

- Regional project
- Stages – pre-production, production, post-production
- Language and media skills
- Profile-raising
- Awards ceremony – film screening event

<http://www.pubstv.com/>



## la publicité

<http://www.apple.com/fr/iphone/gallery/ads/>

<http://www.routesintolanguages.ac.uk/east/resources.html>

<http://rilanguageonfilm.wikispaces.com/>

erfolgreich	optimistisch	echt	launisch
Wie sieht der Film aus?	großartig	emotional	traurig
ernst	unterhaltsam	interessant	spannend

[http://www.1001feuilles.com/p\\_fle\\_film.htm](http://www.1001feuilles.com/p_fle_film.htm)

[http://wps.prenhall.com/wl\\_krueger\\_mise\\_1/43/11083/2837350.cw/index.html](http://wps.prenhall.com/wl_krueger_mise_1/43/11083/2837350.cw/index.html)

<http://www.allocine.fr/>

<http://les-gosses-du-mercredi.blogspot.com/>

<http://www.espacefranco-phone.org/en/audiovisuel/telechargement.htm>

[www.youtube.com](http://www.youtube.com)

## les chansons



<http://www.lachansondudimanche.com/>

<http://www.lepointdufle.net/chansons.htm>

<http://www.tv5.org/TV5Site/musique/recherche.php?domaine=paroles>

# les médias

# l'histoire



## La révolution française

<http://clil4teachers.pbworks.com/History>

### La géographie humaine et physique

la ville le désert le port l'industrie la route la forêt la capitale

le lac la plage l'agriculture la montagne le fleuve la mer la vallée

La géographie physique La géographie humaine

Section B

Quelle que t'es en français

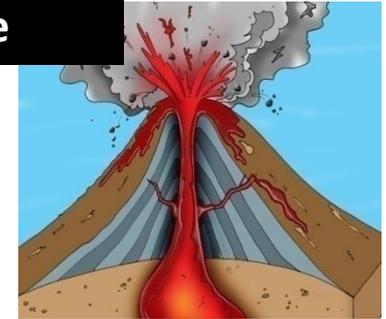
(1)  la ville  
(2)  le désert  
(3)  le port  
(4)  l'industrie  
(5)  la route  
(6)  la forêt  
(7)  la capitale

<http://clil4teachers.pbworks.com/Geography>



## la géographie

<http://pedagogie2.ac-reunion.fr/cotamarp/>



## Logic puzzles – Year 7 Spanish

1. El tren sale a las dos. Pero hoy lleva diez minutos de retraso. El viaje dura treinta y cinco minutos. ¿Cuándo llega el tren?

Answer: a las tres menos cuarto (Ruby Dickinson)

2. Daniel llega a su escuela con diez minutos de retraso. El viaje de su casa a la escuela tarda veintitrés minutos. La escuela empieza a las ocho y veinticinco. ¿A qué hora salió de su casa?

Answer: 8:12 (Daniel Jarvis)

3. Humphrey va a casa en autobús. Su casa está a unos ciento noventa kilómetros de la casa de su tía. Si conduce a tres kilómetros por hora, ¿cuánto tiempo dura el viaje?

Answer = 63 horas y 20 minutos (Roman Jezek)

## les maths

### World cup in Africa

Comparing lifestyles And daily routine	Songs and chants	
Sports/hobbies Fitness /healthy lifestyles	Advertising	
Life in TL countries	The language of football	Presentation
Travel and tourism	Identity/ nationalities, Flags and countries	Skills development
Climate and geography	Role plays and functional language	Intercultural understanding
Inspirational figures Eg Nelson Mandela	Likes and dislikes and opinions	Sentence building
Africa - wildlife	Verb tenses: past, present and future	Imperatives

Material on CD thanks to Liz Fotheringham (RSA)

## le sport

### MAX ERNST

Der Vogel Elefant:

Es ist ver-  
Wirrend.

Es ist sehr schön.

Es ist sehr bunt.

Es hat einen Kreis.

Es gibt einen kleinen Kreis.

Es hat einen kleinen Kreis.

Es gibt viele kleine Kreise.

Es hat einen ~~großen~~ Elefant.

Es ist ziemlich ~~normal~~ ungewöhnlich.

## le dessin

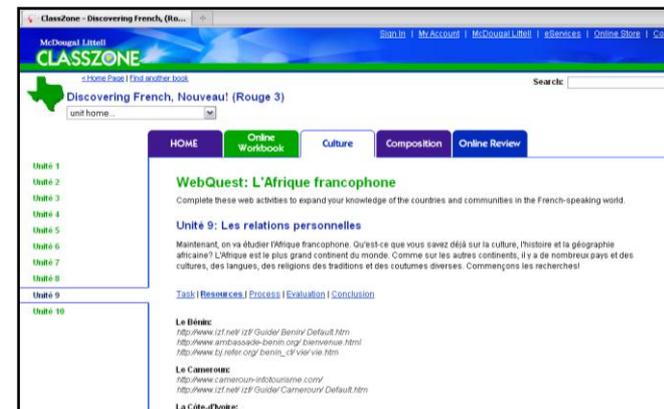
# d' autres matières



<http://www.in-terre-actif.com/fr/index.php>



<http://www.oup.com/uk/i-cafe/main/index/fr/francelive/>



<http://www.classzone.com>



Material on CD thanks to Sara Vaughan (RSA)

[http://www.sciafyouth.org.uk/youth/fun\\_stuff/la\\_vie\\_en\\_rdc/new\\_video\\_wall](http://www.sciafyouth.org.uk/youth/fun_stuff/la_vie_en_rdc/new_video_wall)



<http://www.partage.org/index.php>



Material on CD thanks to Neil Jones (SSAT LP)

la culture

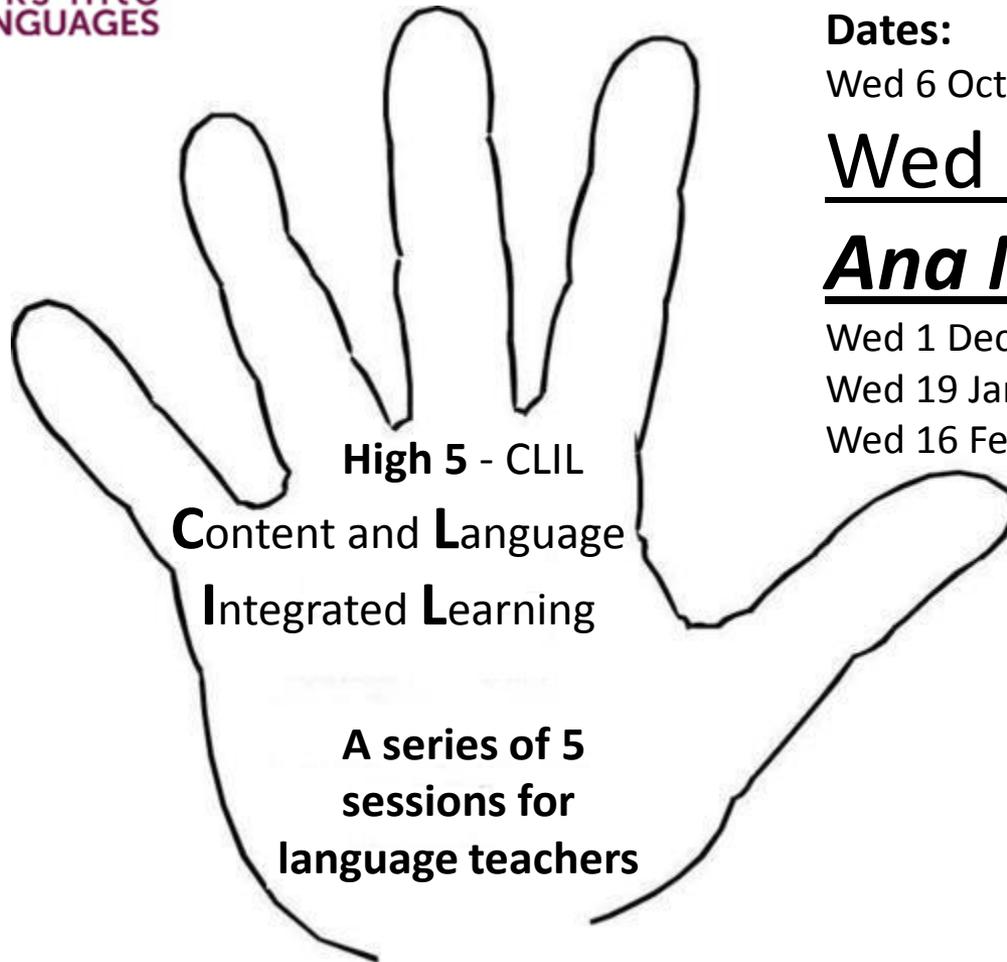


# What are your next steps?

## What do you want to do before the next session?



- Talk to a colleague who teaches another subject
- Select a suitable theme
- Plan a sequence of lessons
- Resource the lessons
- Teach and evaluate with students



**Dates:**

Wed 6 October 2010 – *Rachel Hawkes*

**Wed 10 November 2010 -**

**Ana Neofitou**

Wed 1 December 2010 – *Eva Lamb*

Wed 19 January 2011 – *Neil Jones*

Wed 16 February 2011 – *Bernadette Holmes*



Joined Up

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**Venue:** Comberton Village College

**Time:** 5.30 p.m. – 7.30p.m.