

Tile Hill Wood School & Language College

-A School in Applied Learning-

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Specialist Schools
and Academies Trust
EXCELLENCE AND DIVERSITY



INVESTORS IN PEOPLE



VOCATIONAL



Aims of our session

- To explore how to plan a CLIL lesson
- To reflect on setting effective objectives in content and language
- To consider the stages in planning a CLIL lesson
- To learn more about CLIL methodology

Langues
Sprachen
Lingue
 語学
 ごとく
ਭਾਸ਼ਾ ਵਿਗਿਆਨ
Idiomas
 زبانیں



What is CLIL?

- Content & Language Integrated Learning : a curriculum subject taught through the target language
- Geography taught through French or History taught through Spanish
- **A challenge?**
- **A risk?**
- **A valuable learning experience?**
- **An impact on transferable skills?**
- **A tool for raising attainment in Languages?**

Rationale for CLIL nationally

- to deliver Languages at KS2
- to build on the diversity of experience of Year 7 pupils in primary schools
- to motivate pupils through enriched content - “Meanings that matter”
- to meet the expectations of the new KS3 curriculum
- to combat decrease in up-take at KS4

A group of students in school uniforms walking through a wooded area. The students are wearing light blue shirts and dark trousers or skirts. One student in the center is wearing a dark sweater over a white collared shirt. The background is filled with green foliage and trees.

Tile Hill Wood School & Language College

CILT 14 -19 Learning Network

CILT : European Award for Languages winner 2006 & 2009

Our national role

- Initial teacher training delivered to secondary PGCE trainees
- Presentations & workshops around the country
- National Open Day here June '07
- Requests for visits & support
- Training Development Agency 'Integrated Language Learning' network
- Training model extended to primary PGCE trainees at Warwick University

**INTEGRATED
LANGUAGE
LEARNING
NETWORK –
TDA 2008-9**

HEI TEACHER TRAINING
University of Warwick
30 PGCE secondary trainees
15 PGCE primary trainees
University of Lancaster
CILT GTP's
ITT Conference Loughborough

ECLILT STAFF TRAINING
2008-9
10 hours CLIL training
delivered for 24 secondary
colleagues, both language
specialists and subject teachers
from Coventry & Warwickshire

PRIMARY PARTNERS

Coventry LA
Primary MFL consultant
& 14 primary schools

**TILE HILL WOOD
SCHOOL & LANGUAGE
COLLEGE**

**CONTENT & LANGUAGE
INTEGRATED LEARNING**
Curriculum provision: 8 tutor groups
in Science, PSHE, Maths & Music
with immersion day
70% to reach Level 5 in speaking,
Summer 2010 (Asset Languages)

SECONDARY VISITS TO THW
Sharing good practice
2008-9

Rugby High School
St Benedicts, Alcester
Finham Park
Bishop Vesey School
Bordesley Green
Kenilworth School
Hockerill
2009-10
Nottingham LA
Ladv Lumlev

NATIONAL PROFILE

Association for Language Learning
– Language World
CILT case study
CILT 14-19 learning network
CLIL National Guidelines
Nottingham LA conference
Annual SSAT Language College
Conference
ITALIC University of Aberdeen
Links Into Languages

**INTERNATIONAL
PROFILE**
2008-9

Tallinn, Estonia – CLIL
Fusion conference
Athens, Greece - ECLILT

Historical perspective

- 2001: Ana's TIPD course in New Brunswick, Canada
- A Geography-French module trialled in Year 10
- 2002/3 CLIP Project with CILT, DFES & Nottingham University. Geography in French with one Year 7 pilot group
- Extended to other subjects, leading to Year 7 entitlement
- Prizes & award winning programme
- CILT case studies
- CILT 14-19 network for immersion teaching
- DCSF working party – AHT Judith Woodfield
- SSAT 'Leading Language Colleges' DVD
- 'Association For Language Learning' annual conferences

Year 7 CLIL Programme in French

- **Geography** – the pioneers!
- **Science** – enthusiastic participants!
- A first-rate **PSHE** programme
- **Maths & Music** on board
- A genuine sharing of methodology for teaching and learning across departments
- Year 7 cross-curricular CLIL days in July 2008 & 2009

THW Current Model

- 7A Science
- 7B Science
- 7C Maths
- 7D Music
- 7E Music
- 7F PSHE
- 7G PSHE
- 7H PSHE

With the exception of PSHE, two subject specialists work in collaboration to plan and deliver lessons through French.

French-speaking tutors delivers PSHE.

Impact on learning & attainment in CLIL groups

- In French
- In the host subjects delivered through CLIL
- Pupils with special needs
- In transferable skills

Attainment in both subjects

In French: pupils achieve Level 5+ across the skills throughout the year.

In the immersion subjects pupils achievement is in line with their expected target at the end of Year 7. Pupils attainment is in some cases higher than in the other groups taught through English. SEN pupils are particularly successfully

The impact of transferable skills on attainment: independent learning, risk taking, problem solving, listening skills, thinking skills.

CLIL's impact on teaching

- Is a vehicle for sharing specialist subject expertise
- Encourages cross-curricular collaboration
- Impacts on teaching methodology across depts
- Requires thorough joint planning
- Leads to creation of first-class resources
- Leads to increased confidence, risk-taking and enthusiasm
- Refreshing & stimulating for staff

Teacher evaluations from the CLIL team

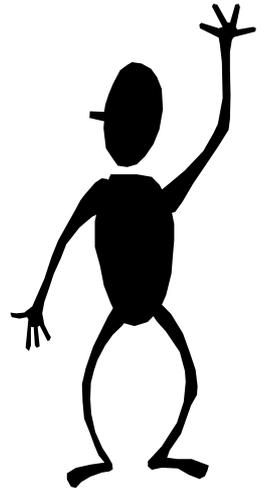
- I found an increased focus on **varying teaching style** and less focus on 'chalk & talk'
- I feel **more confident about the new KS3 curriculum**, having had this experience of cross-curricular working with a colleague
- This has inspired me to **focus more on skills and on relevant content**
- A **greater focus on very clear learning objectives** – actual language and concepts require much closer monitoring to avoid confusion amongst pupils
- Working with a teacher from another dept. has helped **break down barriers & has improved my confidence and risk-taking.**

Why CLIL?

- Revisits effective teaching/ learning
- Provides new challenges
- Raises our expectations
- Challenges our learners
- Motivates learners
- Develops different kind of language
- Makes us ask What? How? Why?
- Attainment

Finding our staff!

- Enthusiastic
- Risk taking
- Can enthuse and motivate pupils even when they say they want to do the lessons in English!
- Prepared to work hard
- Support from LG – planning time



In the beginning

- Started with a module
- Produced French materials but deliver the module in English if still nervous
- Gradually spoke French
- Visited each other's classrooms
- Team teaching
- Made language training available
- Developed true partnerships

Throughout our story.....

- Sustainability
- Staff development
- Clear leadership & direction
- Progression routes for students
- Change direction to accommodate change
- Use qualitative data. Student voice has helped us to refine our work

A close-up photograph of a woman with dark hair pulled back, wearing a black headset with a microphone. She is looking off-camera to her left with a neutral expression. The background is blurred, showing yellow and grey tones.

**It can be
challenging but
it is a great
experience.**

**It really helps
boost your
confidence in
French.**

**I really enjoy
talking about
interesting topics
in French.**



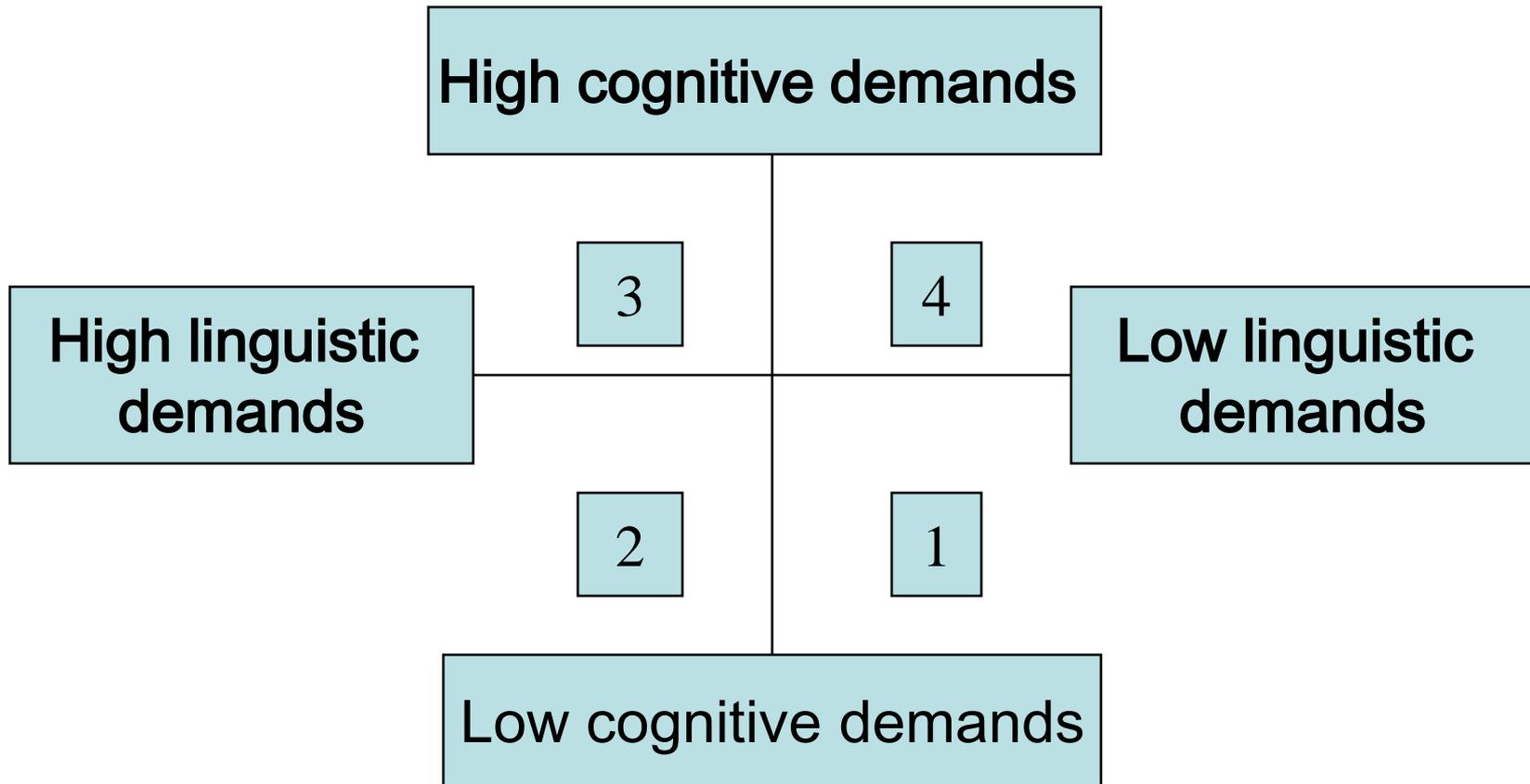
**It helps you
to improve
your French.**

**You improve more
than one subject.**

**It is
interesting.**

**Everyone should
have the
opportunity to
have a go.**

Consider



Challenge.....?



Content

- Enriched content- learning language for a purpose – no long lists of vocabulary!
- Challenging
- Discursive
- Encourages thinking
- Encourages opinion giving and justification



Objectives in CLIL lessons

- Objectives relate to CONTENT rather than language
- Wording needs to be clear and accessible for students
- The content needs to be broken down into manageable chunks so that the foreign language is accessible

Determining the language in CLIL lessons

- Look at the language needed to meet the objectives
- Categorise language into terminology (conceptual words) vital for content and peripheral language needed to achieve tasks (e.g. I agree/I don't agree/what do you think? etc.)
- Categorise words into cognates and near cognates and more difficult words
- Consider whether a glossary in FL and MT is needed

Planning a lesson

- plan **what** exactly you wish your learners to know, understand and apply (objectives)
- plan **how** you will enable them to do this (for example, the manageable steps you will guide them through to achieve their aim)

Steps in planning (1)

- Coyle (2005) recommends using the **3As** planning tool: analyse, add, apply.
- **Analyse**
- **Add**
- **Apply**

Steps in planning (2)

- **Analyse:** define the **content** first and analyse what language might be needed for the conceptual understanding, that is, **what is the language of learning?**
- **Add:** focus on the learner, think about how you can scaffold the content so that the students have the **language for learning**, e.g. students may need strategies for accessing a text or writing. The activity for the lesson will be to understand the content.
- **Apply:** students must think about the content. You may want to teach the students some **thinking skills** and you may need to provide them with a frame containing, for example, examples of points for or against an issue.

Planning content

- What will I teach?
- What will they learn?
- What are my aims & objectives?
- What are the learning outcomes?

Planning language

- What language do they need to work with the content?
- Specialised vocabulary/phrases?
- What kind of talk will they engage in?
- What about the language of tasks and classroom activities?
- What about discussion & debate?
- What kind of questions do you need to ask to ensure pupils have understood the concepts?

Bloom's Taxonomy

High (create/synthesise)

Create	Compose	Invent
Predict	Design	Be original
Combine	What if?	Construct

High (judge/evaluate)

Opinion?	Judge	Rate
Choose	Recommend	What next?
Validity	Reliability	Evidence?

High (analysis/relationship)

Categorise	Compare/Contrast	Alike/Different
Cause/Effect	Relevant/Irrelevant	Find mistakes/fallacies
Fact/Opinion	Use a model...	Link/make connections

Medium (use/application)

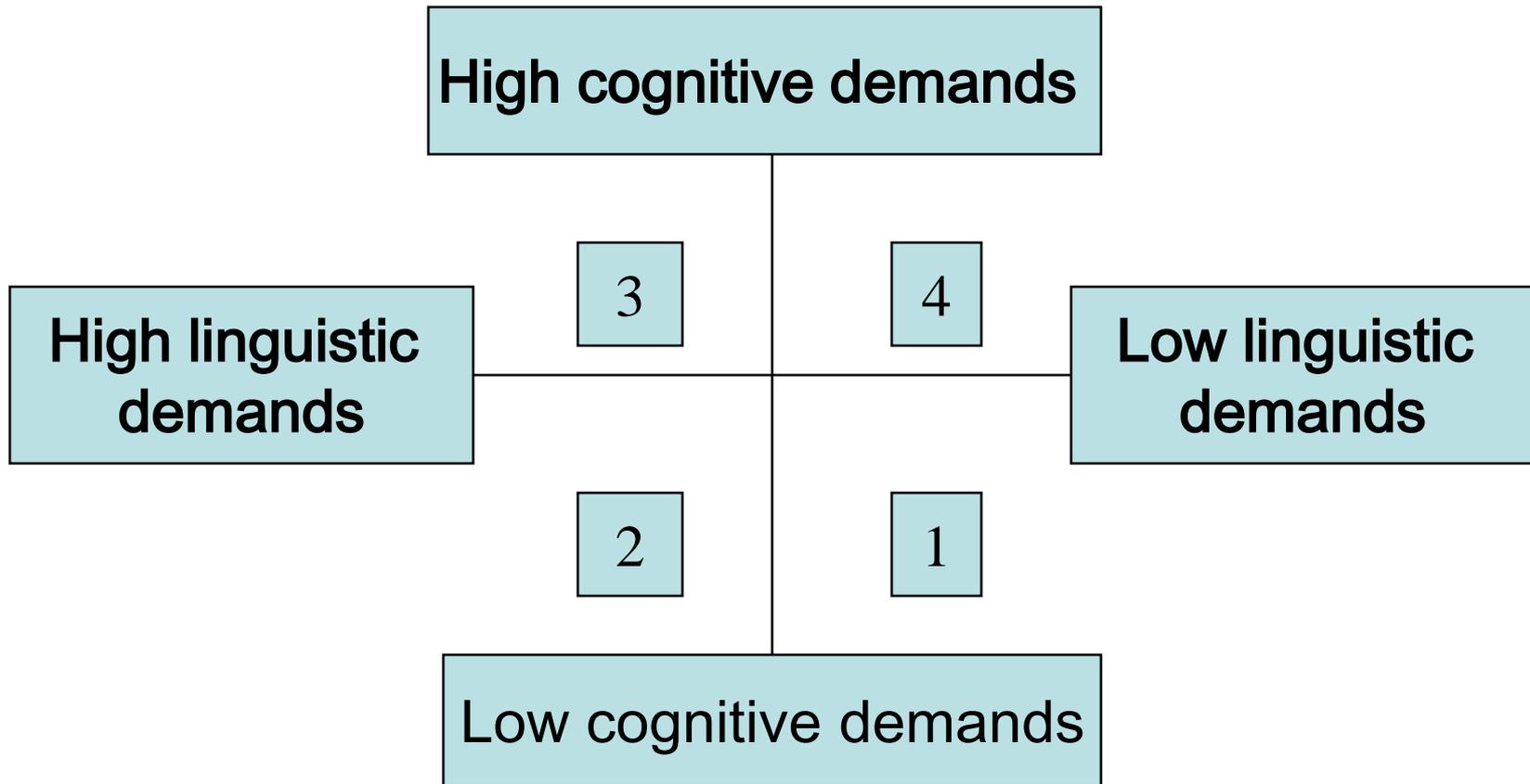
Use	Decide	Group
Match	Calculate	Draw
Interpret	Explain	Solve

Low (knowledge/comprehension)

Tell	List	Describe
Find	Name	Locate
Sort	Select	Label



Consider



Challenge.....?

The '4Cs'

- **The 4Cs framework seeks to assure quality in terms of guidance for:**
- **Content** ~ progression in knowledge, skills
- **Communication** ~ interaction, using language to learn
- **Cognition** ~ engagement: thinking & understanding
- **Culture** ~ self and other awareness/citizenship

Developing reading skills

- Simplifying authentic material
- Recognising cognates, words they know, words they can guess
- Skimming and scanning, reading for gist
- Using images, titles, diagrams, graphs
- Different types of reading activities; true/false, classifying, cause and effect



Developing writing

- Make sure the aim of the activity is clear
– remember it is communicating the content that is important
- Begin with labelling, bullet points
- Introduce writing frames and gradually withdraw their use
- Class links to improve writing skills
- Using peer and self assessment



Quarry Ridge

WILF



A talk in French which says:

- What has been planned?
- Why is it planned? Who will use the different places?
- Where are the things? Why are they there?

Écrivez une présentation (au brouillon).

J'ai choisi la forêt pour les respecter l'environnement. Il y a la forêt près du supermarché. C'est bien pour tout le monde. J'ai choisi un supermarché pour tout le monde. Il y a un supermarché près de la banque. C'est bien pour les familles et les retraités. J'ai choisi un banque pour les tout le monde. Il ya un banque près du tabac. C'est bien pour les jeunes hommes et les jeunes femmes. J'ai choisi une boucherie pour les familles. Il y a une boucherie près du dentiste. C'est bien pour tout le monde. J'ai choisi des maisons pour les familles. Il y a des maisons près des boutiques. C'est bien pour les familles. J'ai choisi des boutiques pour tout le monde. Il ya des boutiques près des appartements. C'est bien pour les jeunes hommes et les jeunes femmes.

Vocabulaire Utile J'ai choisi des appartements pour les jeunes hommes et les jeunes femmes. Il y a des appartements près de médecin. C'est bien pour les jeunes hommes et les jeunes femmes. J'ai choisi le bureau de poste pour tout le monde. Il ya un bureau de poste près le médecin. C'est bien pour les familles. J'ai choisi le médecin pour tout le monde. Il y

J'ai choisi

un supermarché
un tabac
un bureau de poste
un arrêt de bus
...

une école primaire
une cours de récréation
une église
...

des bungalows
des maisons
des appartements
des arbres
...

pour

les familles,
les enfants,
les jeunes hommes et les
jeunes femmes,
les retraités.

respecter
l'environnement

Il y a

un supermarché
...

une école primaire
...

des bungalows
...

près

du supermarché
...

de la banque
de l'école primaire
...

des bungalows
...

C'est bien pour

les familles,
les enfants,
les jeunes hommes et les
jeunes femmes,
les retraités.

respecter l'environnement

to learn about impact of cars on environment.

Les voitures et l'environnement

Chère madam!

Je suis un
fermier biologique. J'ai choisi
une ferme biologique parce
que c'est bien pour l'environnement.
Il y a moins d'hais, il y a moins
d'oiseux. Le porc c'est délicieux.
Il y a ~~moins~~ algues vertes et
je n'aime pas beaucoup de
pollution. Il y a ^{pas} n'aime le problème
de mais les nitrates et les
phosphates peuvent faire
pousser les algues vertes.
Je déteste les pesticides!
La viande a bon goût. Il y a
avait plus ^{maint} de porcs en 1940
le densité de porc est plus
importante en 2004 et
il y avait de hais en 1940.

Au revoir!

Able to produce arguments for and against, explain
and express values and attitudes

Chère Madam!

Je suis un fermier
~~Biologique~~ ^{Intensive} J'ai choisi une ferme
~~Biologique~~ ^{Intensive} farm parce que
c'est bien ^{parce} pour que les fermiers
peuvent produire plus. Il y a plus
d'engrais pour la terre. Les fermiers
ont plus d'argent. Les fermiers
peuvent faire pousser les produits
plus vite. Il y a beaucoup les
travailleurs et il y a beaucoup
de porc, aussi il y a beaucoup
les machines agricoles. Les
machines remplacent le travail
de plusieurs personnes. J'aime
la pêche et l'élevage du bétail.

Au revoir!

~~J. M.~~

Excellent. Tu as beaucoup de
raisons. Niveau 5/6.

Madam

Solving a mystery :Who killed the orang-utans?

A la fin des années 80 leur nombre total était autour de 180 000 individus.

Les graves incendies de forêt qui se sont produits en Indonésie à la fin des années 90 ont touché le sud, le sud-ouest et le center de Kalimantan habitats essentiels des orang-outans.

Les orang-outans ont été brûlés.



Sauver Des Orang-outans

La chaîne alimentaire a disparu.

Les orang-outans habitaient au centre de la forêt, mais après l'incendie ils étaient près de la périphérie.

Les chasseurs pouvaient tuer les adultes.

Les jeunes étaient vendus pour \$100.



L'incendie de la Forêt était causé par le El Nino.

El Nino se Passe quand les vents changent.

L'air est froid près de L'Indonésie et l'air est chaud près du Chili.

Quand l'air est froid il n'y a pas de pluie et la forêt est sèche.



Sauver Des Orang-outans,
23, London Road,
London,
LN2 W12

Phone: 02476542269

Fax: 655-777-446

Email: orang-outans@sauver.Pr

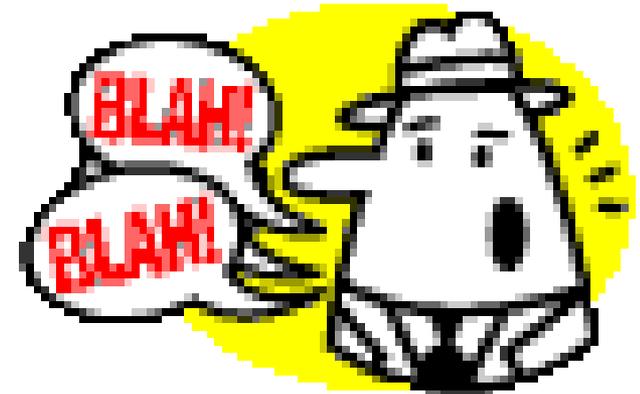
Developing listening skills

- Encourage pupils to listen for key words and gist
- Encourage pupils to predict what they might hear
- Listen and do
- Use a range of activities linked to listening; non verbal response e.g. thumbs up/down, put cards into order, classify information



Developing speaking

- Encouraging spontaneous language in the classroom through routines
- Reward systems
- Support
- Using key structures
- Speaking frames
- Peer assessment



We use a point scoring system to encourage spontaneous language. 10 points gain a commendation!!

UK

	1 point	1P	Tertiary	91%	78
	1 point	1P	Secan	84%	20
	1 point	1P	Prim	0%	2
	1 point	1P	25	1P	1P 1P
5 points	1 point	-5 1P-5	1P	1P	1P 1P
	1 point	1P	1P	1P 50	1P 1P
	1 point	1P	1P	1P	1P 1P
	1 point	1P	1P	1P	1P 1P-75
	1 point	1P	30-1P	1P	1P 1P
10 points	1 point	-5 1P-10	1P	1P	1P 1P
	1 point	1P	1P	1P 55	1P
	1 point	1P	1P	1P	1P
	1 point	1P-13	1P	1P	1P 1P-80
	1 point	1P 35-1P	1P	1P	1P 1P
15 points	1 point	-5 1P-15	1P	1P	1P 1P
	1 point	1P	1P	1P 60	1P
	1 point	1P	1P	1P	1P 1P
	1 point	1P	1P	1P	1P 1P-85
	1 point	1P 42-1P	1P	1P	1P
20 points	1 point	-5 1P-20	1P	1P 65	1P
	1P	-5 1P	1P	1P	1P
	1P	1P	1P	1P	1P
	1P	1P	1P	1P	1P
	1P	1P-23	1P	1P	1P
25 points	1P	-5 1P	1P	1P	1P 70

Techniques for conceptual delivery

- Cater for different learning styles. Emphasis on the **visual** e.g. through PowerPoint, photos, mime, drama, video, use of ICT
- Design units on scheme of work with a grand finale, a large piece of work at the end for assessment. e.g. display, poster, plan for a shopping centre
- Include links to a particular country or place
- Make context realistic with cultural links
- Simplify the language not the concept
- Build up key vocabulary by using repeatedly in difference contexts

Visual techniques

- Powerpoint
- Photographs
- Mime
- Drama
- Role play
- Video
- ICT
- Picture text

Auditory

- CLIL..getting the gist
- Listening skills and responding
- Mini-translators ..high level debate accessed through a language.
- Teacher delivery but student response in English...closed questions encouraging French.
- Open questions to be answered in English.
- Code switching

Kinaesthetic activities

- Cause and effect cards
- Classifying
- Interviewing all in French; class surveys , parental interviews
- Non verbal responses
- Group work with a purpose which encourages talk and thinking at same time
- Interactive whiteboard
- Building a display
- Tracking hurricanes
- Simulations e.g travel agency
- Creating designs e.g plan a shopping centre
- Respond to oral presentations with a kinaesthetic response eg mini white boards, thumbs up thumbs down, votes, filling in classification tables

In subject matter learning we overlook the role of language as a medium of learning, and in language learning we overlook the fact that content is being communicated,

Mohan, 1986