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FLAME Newsletter

May 2013

Welcome to the May edition of the FLAME newsletter

We have four FANTASTIC events coming up in the second half of this term, each of them an opportunity to see great examples of CLIL in practice, together with professional advice, friendly discussion and resources to take away.

The events are not for profit and excellent value. Attend a full training day for £70 and bring a colleague for half price! Booking is easy by phoning ALL at 0116 229 7600.

Find out more...

PRIMARY CLIL AT PIPPA JACOB'S SCHOOL

EASY CLIL WITH A HUGE IMPACT AT DALLAM SCHOOL

RAISING ATTAINMENT ACROSS THE CURRICULUM WITH CLIL AT CHENDERIT SCHOOL

and *REIGNITE THEIR LOVE OF MFL*, led by Suzi Bewell. See below...

Please spread the word !

Two new FLAME events

FLAME: reignite their love of MFL. Creative, cross curricular target language teaching and learning in MFL

University of York , 1.00 – 5.00 pm, Tuesday 25 June

Suzi Bewell, PGCE Course Leader for MFL at York University, and her trainee languages student teachers will showcase a wide range of innovative projects aimed at KS3 which do not follow the traditional text book topics. The students will talk about how they have spent the summer term working on such motivational cross curricular languages projects with the aim of making MFL come alive.

Cross curricular links between MFL and the following subjects will be shared:
- Science
- Art (famous French, German and Spanish artists)

- Drama (working with a local theatre group)
- Food technology (The Great MFL Bake-Off)
- History (featuring a local museum)
- Music (rhythm, rhyme and the sound-spelling link)
- Sport (Wake and Shake)
- Citizenship (the wider French, German and Spanish speaking world)

Delegates will automatically become members of the Flame community and will get additional links to a password protected website which will allow them free access to the many French, German and Spanish FLAME resources showcased on the day.

Cost: £10 for ALL individual members and FLAME members. £20 for non-members, including a 12 month subscription to FLAME and a £10 discount on ALL membership on the day. To book a place contact Suzi at suzi.bewell@york.ac.uk

A FLAME primary open day led by Andrea Price

Leighton Primary School, Crewe
Wednesday 9th October 2013

Andrea is hosting a FLAME open day focusing on the school's award-winning teaching of subjects through German and French. The school is judged outstanding by Ofsted who have said "The curriculum is outstanding, providing pupils with exciting experiences and opportunities to learn about the world." Put it in your diary!

News

A new bilingual school for Mandarin

The DFE has approved an application to set up the UK's first immersion Mandarin-English bilingual primary free school. The school will be in a deprived area of Barnet where there is also a severe shortage of school places. The school is not targeted at Chinese heritage children but the local Barnet community, and is due to open in Sept 2014.
http://www.themarcopoloacademy.co.uk

And a reminder!

Many thanks to those of you who have completed our **online questionnaire**, which is helping us to find out about CLIL initiatives and what kind of support teachers would like. It is short and easy, so if you haven't yet replied to it, please do! http://tinyurl.com/fl-quest

A focus on…

What is it like to learn through CLIL for the Abitur or Baccalaureate?

Sarah Schechter asked students from Finland and Germany

Here are extracts from the students' replies:

1. <u>What prompted you to make this choice?</u>

- It was a great way to widen my vocabulary in areas that language courses don't cover, and it presented a multi-level challenge on subjects that might not have interested me so much otherwise. Sometimes, the same information in a different language makes much more sense.

- I completed the International Baccalaureate in English in Finland ... It seemed interesting, global, and challenging enough for me. I was also fascinated by the fact that the curriculum is internationally unified and involves, for example, voluntary work (CAS - Creativity, Action, Service), which is meant to help the students become "responsible world citizens".

2. <u>In your view, did the use of a different language have a positive or negative impact on your progress in the subject(s) being taught? If so, what were the reasons for this?</u>

- At first studying in English meant much more work than what I was used to, especially with sciences because there is so much new terminology in upper secondary level. When I "got the hang of it", though, I think it ultimately provided me with a more thorough understanding of the subjects. It took approximately half a year for studying in English to become comfortable for me. That said, my grades never fell even when I struggled but that happened to some of my peers - I think this is when the teachers and guidance counsellors should be most alert and offer their support.

- It was mostly positive, because having to concentrate on the meaning of words or phrases made me pay more attention to what was being said. The only negative aspect was sometimes I forgot terminology in my own language.

- I think it had a very positive impact, but is very dependent on the teacher. ... But not taking the teacher into account, having to learn about something in a foreign language is a great experience, helps improve your learning skills and your ability to pick something up as you go and also helps improve fluency hugely.

3. <u>How did learning a language through a subject compare with normal language lessons?</u>

- It was much more demanding but also much more rewarding. I had to work in class and at home with a dictionary to make sure that I understood even the smallest details of the text - otherwise I might have misunderstood a key principle in genetics, for example. But then when I did learn the content, the grammar basically just came as a bonus. Academic text hardly has any slang in it so in learning grammar it was very effective.

- Learning (or more appropriately, perfecting) a language through a subject is much more dynamic and natural, as it is necessity and not a textbook that sets the pace and

programme. Vocabulary and grammar questions are answered as they arise, and are better learned, since they can be applied immediately. The more specific aspects of a language, such as particular grammar and spelling cases are better learned in a language course.

- The vocabulary used is way more specific and sometimes you have to think hard to actually get what the teacher was trying to tell you. The science classes are the hardest ones, but the specific terms make it even more interesting, at least for me.

4. What would you say are the key elements that helped you to become fluent in the language being used?

- It was a great way to widen my vocabulary in areas that language courses don't cover, and it presented a multi-level challenge on subjects that might not have interested me so much otherwise. Sometimes, the same information in a different language makes much more sense.

- There is only one key element if you ask me, and that is practice. The more you practice the more fluent you get and if you have to speak the language and no one is around who speaks your native language then that is even better.

- The key element was definitely the work that I did on my free time regarding the language, i.e. translating challenging texts with a dictionary, listening, reading, writing etc. Also, the fact that I communicated mostly in English with my classmates (some of them spoke either none or very little Finnish) outside of class was very helpful: it lowered the threshold of speaking English.

With thanks to Sarah for arranging the questionnaire

Flame events – book now!

Using languages to learn in other areas of the curriculum: a training day led by Pippa Jacobs

Hagbourne C of E Primary School, Oxfordshire
Tuesday 18th June 2013, 9.15am – 4.00pm

An opportunity to see CLIL/bilingual lessons in French, to learn how the school has developed this approach and how and why it works, gain practical advice and share ideas. A minibus will meet delegates travelling from London on the 8.15am train from Paddington to Didcot Parkway. Tea, coffee and cake are promised for break time and a buffet lunch will be provided at the pub over the road. This event is appropriate for subject leaders, classroom teachers, school leaders, trainers and trainees. Documentation and examples of classroom resources will be provided.

Delegate fees: £70 for ALL members, £90 for non-members*
*With a discount of £20 on membership

To book a place call us on 0116 229 7600 or email info@all-languages.org.uk

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"CLIL isn't difficult!" Manageable steps to bilingual learning

Dallam School, Cumbria
Friday 28th June 2013

An opportunity to see at first hand Dallam's bilingual initiative which won a British Academy Schools Language Award in 2012. The school's bilingual learning programmes have had a very significant impact on learning outcomes and have doubled students' enthusiasm for language learning. Bilingual groups in Key Stage 3 learn PSHE entirely in another language, and daily tutorials in target language raise confidence and fluency in speaking. The programme for the day will include seeing teaching in action, discussing approaches to learning, sharing ideas, and advice about manageable ways of setting up a similar initiative.

Delegate fees: £70 for ALL members, £90 for non-members*
**With a discount of £20 on membership*
HALF PRICE for a colleague that comes with you

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Improving results in Key Stage 4 through CLIL: a training day led by Judith Woodfield

Chenderit School, Northamptonshire
Friday 5th July 2013

The open day at Chenderit school will be an opportunity to see CLIL in action , learn about the pedagogy and identify how to successfully establish a sustainable model for CLIL in your school. Chenderit has recently carried out research which identifies a strong link between CLIL and improvement across all subjects at Key Stage 4. Our current year 11 students who did CLIL in Year 7 and 8 have over a grade higher of value added when compared to the rest of the cohort . This is not an isolated pattern but one which has also been observed at other schools . We will share with you how we have achieved this and will have resources to support the introduction of CLIL at your school.

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CLIL online - a selection of links

This month's recommendations....

Water water everywhere

This Led by Linda Owen, this LinkedUp project has produced high quality lesson plans and resources to enrich French teaching in the primary classroom. The materials include Muse, D&T, PSHE, Geography, RE, Literacy, Maths and Science and include a wonderfully well produced picture story of Jonas and the Whale in three versions – simple text, no text and fuller text.

http://www.linksintolanguages.ac.uk/resources/2515

A beautifully presented and accessible page from TV5

This web page is about a Roma community that created an encampment in the southern edge of the Paris suburbs which was dismantled by the council a year later. It has pop-up windows with short videos, photos and articles that explain in a few words who Roma are, the nature of their community and the thoughts of the camp's inhabitants. An authentic resource that could be used in KS4 or 5 as a starting point for an interesting debate.

http://focus.tv5monde.com/uneviederoms/

Children in Milwaukee learn through Spanish immersion

The children come from English-speaking backgrounds and learn to function in Spanish throughout the school day. A great film with comments from the teachers and children which reflect similar comments made by teachers and pupils involved in CLIL/immersion initiatives in the UK.

http://www.youtube.com/watch?v=29v_bhScTNs