



Teaching other subjects through a language: can we transform language learning in our schools?

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Language World 2013



The heart of FLAME

We hope that the initiative will increase the number of primary and secondary schools that combine subject and language teaching, and that in this way we can help to transform the quality of language learning in schools.



**Why should we combine
subject and language
learning?**

Pupils can have

- Twice as much contact with the target language
- A richer variety of classroom practice
- Improved language proficiency and communication skills
- Increased motivation and confidence in both the language and subject
- Better intercultural understanding
- More multilingual awareness and competence

http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm

[or search [ec cil benefits](#)]

Will it fit with the new curriculum?

From NC consultation framework: Key Stage 2

- ... enable pupils to understand and communicate ideas, facts and feelings in speech and writing
- ... engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

From NC consultation framework: Key Stage 3

- ... develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues

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Professional Development Consortium in MFL

Principle 1 ORAL INTERACTION

Target language input: learners encouraged to ask questions of what the teacher is saying or [ask] the teacher to repeat.

Principle 2 ORAL INTERACTION

Learners encouraged to say things that they are not sure are correct.

Principle 7 WRITING

Students should write using their own resources rather than resources provided by the teacher.

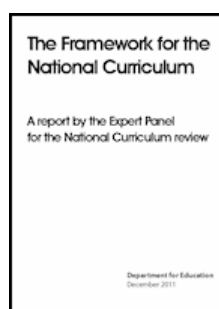
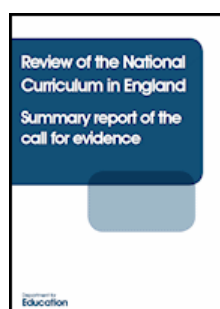
<http://pdcinmfl.com/principles/>

**Why do we need the FLAME
initiative?**

Because we need

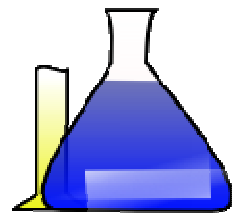
- better availability of resources
- more opportunities to see CLIL in action
- to raise public awareness of its benefits
- to make the case to school leaders and policy makers
- available, practical advice and support
- to engage with teachers of other curriculum subjects

If we don't do it, who will?





But is it feasible?



Difficult to teach?

Familiar?

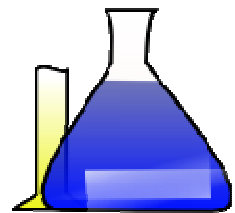
- Authentic content
- Classroom language
- Group work
- Varied media
- Making and doing
- Scaffolding
- Graphs, diagrams, mind-maps
- Matching, prioritising, comparing

Dominoes used in immersion geography at Chenderit School

<p>Students link the definition to the next key word.</p>	<p>LA FORÊT AMAZONIENNE ----- Un pays ou se trouve la forêt tropicale la plus grande .</p> 	<p>BRÉSIL ----- Le nom du climat ou se trouvent les forêts tropicales.</p> 	<p>LE CLIMAT TROPICALE HUMIDE ----- Les arbres les plus grands dans la forêt tropicale.</p> 
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Is it manageable and affordable?



FLAME needs your help!

Sharing resources – SEND ANYTHING AND EVERYTHING to flame@all-languages.org.uk

Please help us to get the **forum** off the ground - all-flame@jiscmail.ac.uk

Know of any good **classroom resources** (CDs, websites, course books, etc)?

Would you like to **host a training day** at your school?

Have you **signed up** to FLAME? Free for ALL individual members, £10 (this year only) for others.

Discussion

... to be continued at

All-flame@jiscmail.ac.uk

Please join the conversation!

References

Benefits of CLIL:

http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm

National Curriculum consultation:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>

Tile Hill Wood and Chenderit Classroom Methodology guide:

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/nationalcurriculum2014>

Professional Development Consortium Principles:

<http://pdcinmfl.com/principles/>