



# Content and Language integrated Learning

Judith  
Woodfield  
Head Teacher

April 4<sup>th</sup> 2014

BOGOF “Two for  
the price of one “



The perfect solution to primary /secondary transition

Achievement

Motivation

Challenge

Cross-  
Dept Links

Immersion

Progression:  
and  
transition

International  
Dimension

Strategy:AFL  
thinking  
skills,creativity

Transferable  
skills



**The school's specialist status encourages innovative developments such as the "immersion project in French 2009 THW**

- All students in Year 7 and many in Year 8 learn some of their humanities lessons through the medium of French or German. This practice is particularly effective as the quality of both the language aspect and the humanities teaching is very high. As another parent commented : "The immersion method of teaching is innovative and inspiring" Chenderit OFSTED 2011

**The immersion project where pupils are taught a variety of subjects through French is raising achievement and receiving national attention THW 2006**

**The curriculum gives students exciting opportunities to develop their skills and understanding, particularly in KS3. for example students learn geography through French. Chenderit. 2013**

**Outstanding features apart from the French immersion programme in Year 7 are... THW 2006**



## Developing modern languages through other subjects: Chenderit School

**URN:** 137878

**Area:** East Midlands

**Date published:** 24 October 2013

**Reference:** 130215

### Brief description

Chenderit School shows how use of modern foreign languages such as French or German in lessons and tutorial time for subjects like geography, information and communication technology, personal, social and health education has raised achievement, most noticeably in that of less able students. It has also led to the increase in the number choosing to study a modern language at GCSE and advanced level. This is one of four examples comprising two primary and two secondary schools where teaching subjects through the medium of a modern foreign language has raised achievement overall.

### Overview – the school's message



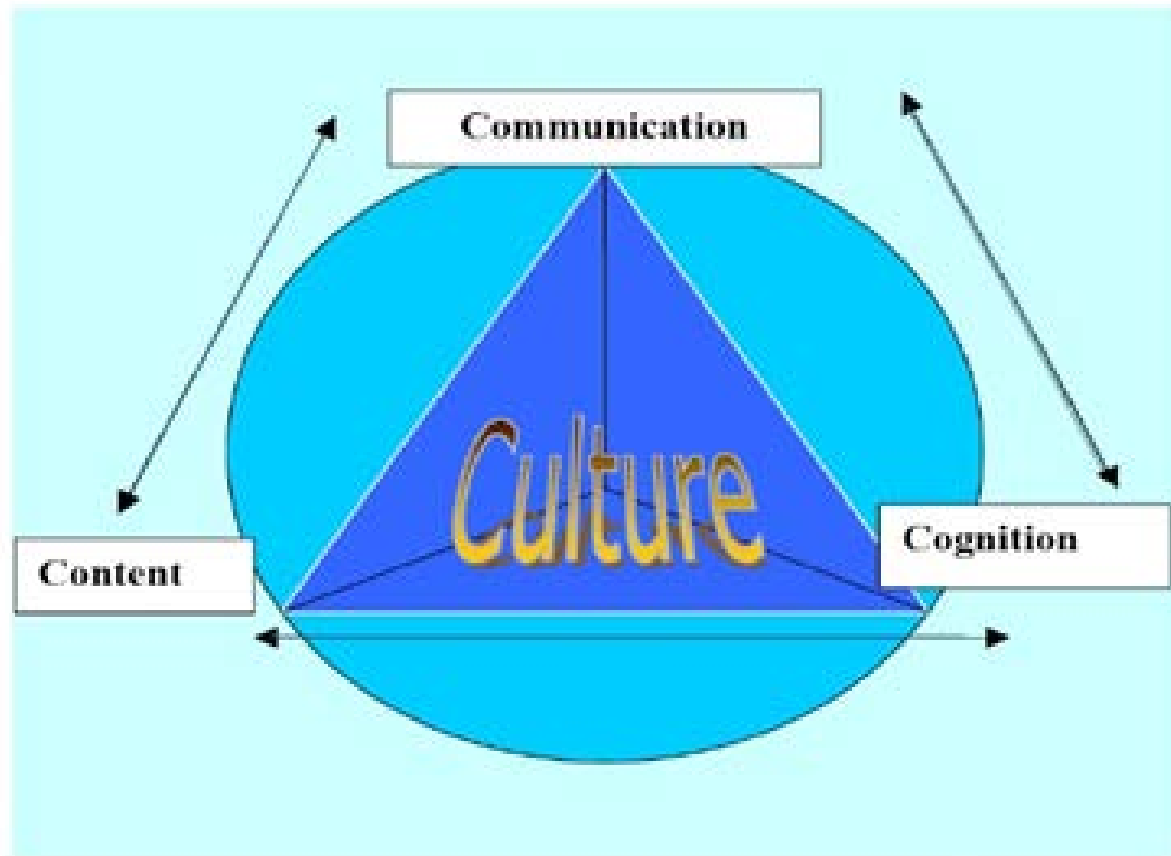
'Where immersion language teaching is introduced, taught and supported well, students are more motivated to experiment in the language being offered and standards rise in the core content through which the language is being taught. The key is motivation.

In today's world, having a language other than English is not only an advantage but essential. We have found improvements in students' skills, enthusiasm and willingness to opt for more than one language at GCSE and GCE. We help colleagues teach in this way through manageable training inputs and thus, there is a strong sense of allegiance from our staff.

We have simply been amazed by some of the extended writing and experimentation with vocabulary produced by our young people. Their parents are equally pleased to see this innovation lead to impact and we have got overwhelming support from the school community. So, I would encourage schools to start small, measure impact throughout and secure colleagues' support through carefully targeted



## The 4Cs conceptual framework for CLIL



Coyle (1999, 2005)

# Bordesley Green Girls' School and Sixth Form

Points on entry approx **26.1 to 26.3**

97% highest quintile for multiple deprivation

64% have reading age below 11 on entry

33% reading age below 9

Whole school FSM 61.1%

24% SEN register

95% Muslim

93% not with English as first language

Hearing Impaired Unit



Outstanding in all categories Feb  
2014





Low linguistic input + visual= high cognition  
High cognition +visual= high linguistic output

- My hypothesis is :
- Challenging students to learn a subject with high cognitive challenge in a different language , using visual clues to support, leads to transferrable problem solving skills which leads to improved attainment in all subjects .
- The above approach to be used for EAL as well as MFL
- Using techniques that support teaching of the deaf will reinforce the need for us all to break down and visualise the language and concepts that we are teaching.
- Using visual scaffolding for example in Maths will enable students to move from concrete to abstract thinking.



# Visual Learning

- Visualising words
- Visualising language
- Visualising concepts
- Using visual clues to understand language
- Using visual clues to understand concepts
- Using visual clues to think
- Using visual clues to problem solve

- Are we lazy with our use of English ?
- The lazy teacher just uses the language they have and explains things in their terms .
- Sometimes we use simple terms and explanations to orally bring content and concepts down to the level of the student
- Have we considered that to many students we are talking in a different language ?
- Students could be EAL or they could just not be as literate as us ?



- How do we use visual clues to help students to de-code what we are saying?
- Do we repeat the concept in a variety of ways, with a range of activities to convey meaning **when actually one really well thought out attempt might succeed?**
- Do we waste time with complexity when **stripping a concept down to its bare essentials** , actually delivers the same outcome?
- If you start with the assumption.....students in my class will not understand what I am saying, you may be able to more successfully differentiate .



# What could the outcome look like ?

Faced with an exam paper a diagram and words they don't know.....

- Before visual learning: "I can't do that"
- After visual learning: "that word sounds like a word I have come across before ...that meant....so the question could be asking..... I will give it a go, I am sure I can work it out from the clues on the diagram."
- Risk-taking, skimming, scanning, problem solving, literate, independent effective leaders of their own learning.





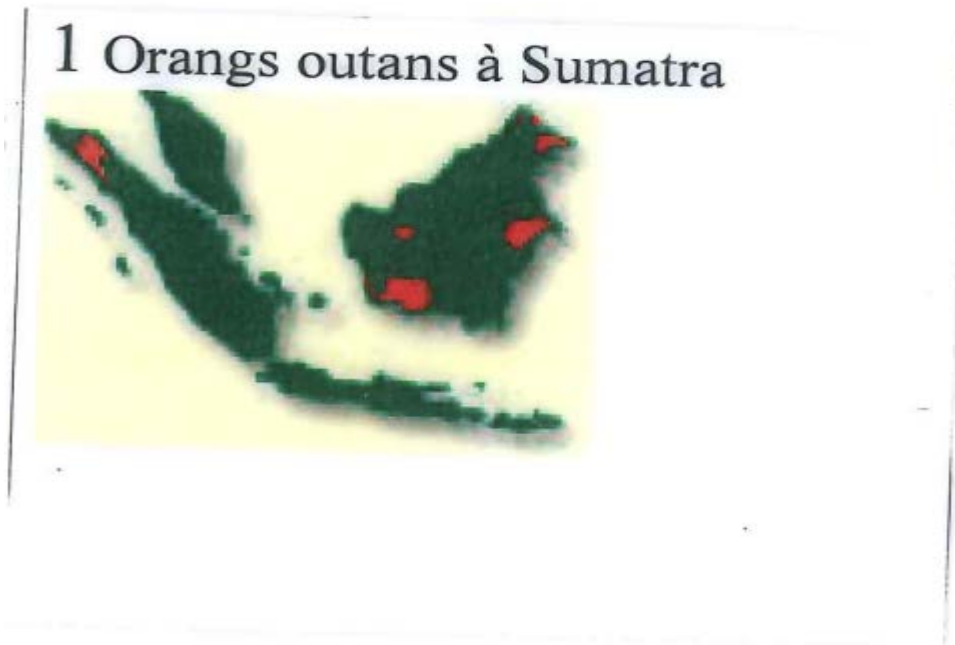
- Students are generally positive and see the advantages clearly. One student said that she was much more confident to volunteer answers in class, not just in these lessons but across the curriculum. They recognise the impact of the regular reinforcement of vocabulary on their progress in ML. One student described it as 'soaking in the French'. Enjoyment is enhanced by talking about 'more realistic things that you really want to say'.

<http://animoto.com/play/OJ75n9uzseXgLHV0Z1pkQA#>





- Hearing the language all the time strengthens listening skills and students feel better equipped to deal with listening tests because 'you just know in your brain what it is'.



2 la pluie a heureusement cessé



3 je prends le chemin pour aller visiter le centre de réhabilitation des orangs outans de Bohorok.



4 Sur la plateforme de nourrissage, les rangers attendent les orangs outans.



5 En balais, orangs outans veut dire homme des bois.





They said that personal qualities of perseverance and problem-solving that they can sense are improving. They recognise the impact the approach is having on their progress in other subjects. For example, they know that they have to pick out the most important aspects of what teachers are saying and this helps them in other subjects, such as science. One student spoke of using the same techniques in ML and science to learn the names of chemicals which she described as 'just another language'.

<http://animoto.com/play/NILb01P9ZQ8TmU0U2q7nxQ>

<http://animoto.com/play/Ohr6Wd8ye8dR1qmMrdRhiw>

<http://animoto.com/play/u1V16LbS5eKXI0sNe9BeZw>



- Cognitive acceleration
- Develop your programme with a thinking skills bias .

[http://www.chenderit.northants.sch.uk/foreign\\_languages\\_training.asp](http://www.chenderit.northants.sch.uk/foreign_languages_training.asp) 2.38mins onwards

# Techniques for conceptual delivery

- Learning styles need to be catered for but more emphasis on the visual.
- Design a scheme of work where there is a grand finale, large piece at the end for assessment. Include links to a particular country or place with international link
- Make context realistic and link culturally
- Simplify lang not concept, but build up key words by using again and again in difference contexts.





## L'objectif

Pourquoi sont les forêts tropicales importantes?

---

# Les forêts tropicales

1

2

3

4

5

6

7

8

9





**Le "Top 10" de la déforestation**  
**Diminution annuelle de la superficie boisée**  
**en hectares (1995)**

| Pays       | Classement | Perte annuelle |
|------------|------------|----------------|
| Brésil     | 1          | - 2 550 000    |
| Indonésie  | 2          | - 1 080 000    |
| R.P. Congo | 3          | - 740 000      |
| Bolivie    | 4          | - 580 000      |
| Mexique    | 5          | - 510 000      |
| Venezuela  | 6          | - 500 000      |
| Malaisie   | 7          | - 400 000      |
| Myanmar    | 8          | - 390 000      |
| Soudan     | 9          | - 350 000      |
| Thaïlande  | 10         | - 330 000      |

<http://www.rcfa-cfan.org/french/f.issues.12-3.html>

Pourquoi  
les forêts sont importantes?  
Elles sont importantes parce que  
elles sont bien pour .....

- Les animaux
- Les plantes
- Les personnes
- L'alimentation
- Les médicaments
- Le climat



Quelle est la date  
aujourd'hui?



## L'objectif

Pourquoi les forêts tropicales sont  
importantes?

Quel est le climat de la forêt  
tropicale?

Le climat change-t-il?



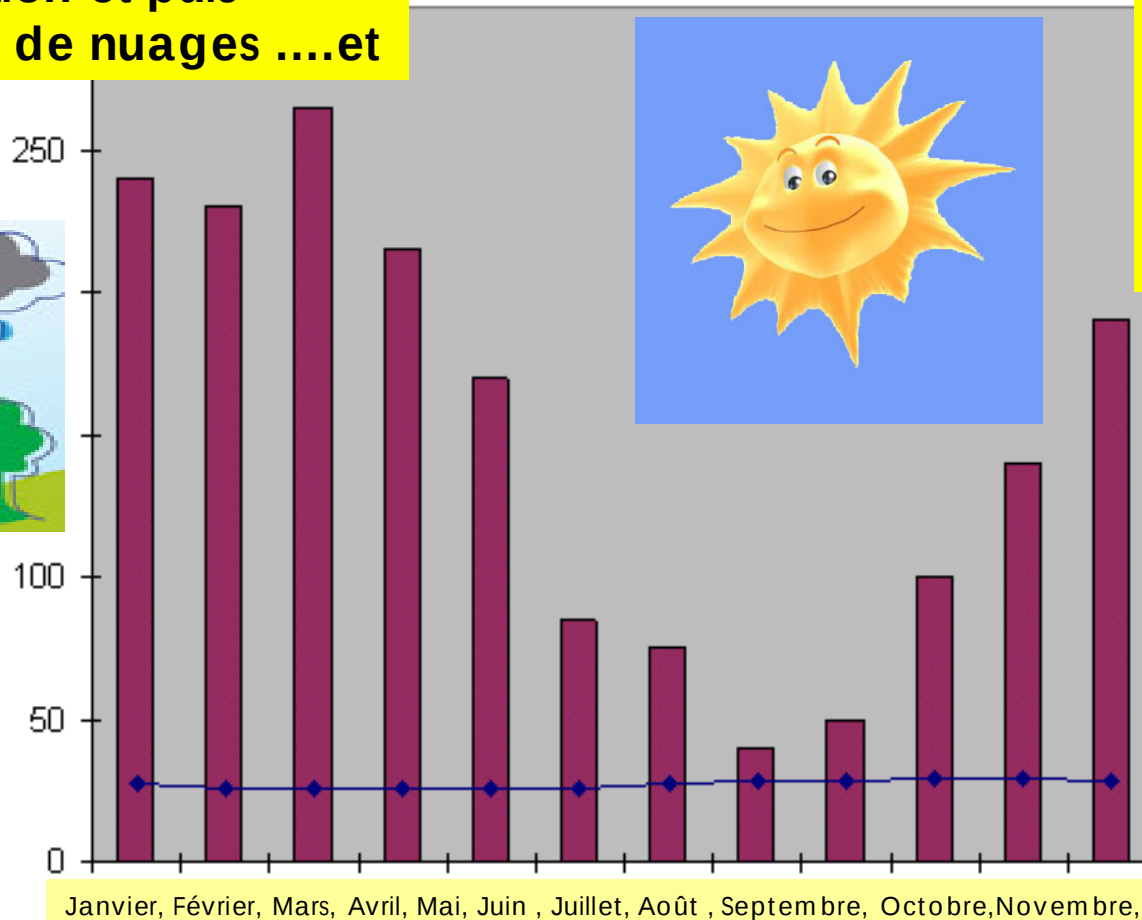
- Pourquoi les forêts tropicales sont importantes?
- Écrivez la réponse sur le petit tableau blanc
- Les forêts tropicales sont importantes parce qu'il y a beaucoup de.....

# Un graph en bâtons pour Manaus, Brésil : L'amazone

Il y a beaucoup de pluie  
parce qu'il y a beaucoup  
d'évaporation et  
beaucoup de  
condensation et puis  
beaucoup de nuages ....et  
il pleut



Annual climate Manaus, Brazil



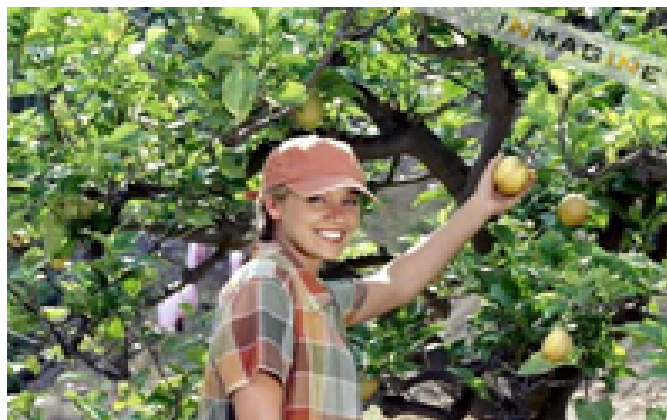
Il fait chaud  
parce que  
l'amazone est  
près de  
L'équateur et  
le soleil brille!!

La pluie mm  
La  
température  
°C



# Numéro 1

- J'ai cueilli des fruits aujourd'hui
- Le mois c'est .....
- L'explication





## Scaffolding explanations

### Les explications

- Parce qu'il y a



beaucoup de pluie

Les températures sont plus hautes

Les températures sont hautes et il y a beaucoup de pluie pour faire pousser des fruits

Un grand total de précipitations

Beaucoup d'évaporation

Les températures sont plus basses

Plus d'eau dans la fleuve

.....mm de pluie

- Parce qu'il n'y a pas de
- Parce qu'il n'y a pas d'
- Parce qu'il n'y a pas beaucoup de
- Parce que



eau dans la fleuve

Pluie

et

La forêt est sèche

Il fait chaud

Il a beaucoup plu

La température est ... °C



## Numéro 2

- Il y a plus de jours avec la pluie  
mois
- Le mois c'est.....
- L'explication



Qu'est-ce qui se passe dans la video?

Pourquoi les forêts tropicales sont importantes?

- [http://www.dailymotion.com/relevance/search/amazonie/video/x1wm8n\\_amazon-drought-eremi\\_shortfilms](http://www.dailymotion.com/relevance/search/amazonie/video/x1wm8n_amazon-drought-eremi_shortfilms)
- [http://www.dailymotion.com/video/x1wm8n\\_amazon-drought-eremi\\_shortfilms](http://www.dailymotion.com/video/x1wm8n_amazon-drought-eremi_shortfilms)





# Vrai ou faux?



Le fleuve n'a pas beaucoup d'eau.



Il n'y avait pas beaucoup de pluie.

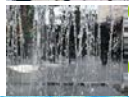


Il y avait une sécheresse.

Il y avait une inondation.



Il y avait beaucoup de pluie.



La forêt était détruite.



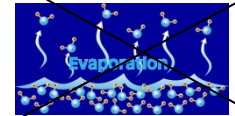
Le fleuve a beaucoup d'eau.



Il n'y avait pas beaucoup d'évaporation



Il n'y avait pas beaucoup d'eau dans l'air.



Il n'y avait pas beaucoup de nuages.



La terre était très dure.

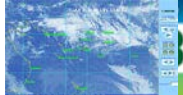


La forêt a disparue et le climat a changé.



## Solving problems with language and visual clues

- Quelle est la date aujourd'hui?
- Un jeu de dominos !
- Trouvez la carte avec le mot ...commencez
- Trouvez la carte avec le mot "Fin"

|                                                                                                                                                                           |                                                                                                                                                                                                                                                                           |                                                                                                                                                                      |                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Commencez</u><br/>-----<br/>Nom de la forêt tropicale en Amérique du sud</p>                                                                                        | <p>LA FORÊT AMAZONIENNE<br/>-----<br/>Un pays où se trouve la forêt tropicale la plus grande .</p>   | <p>BRÉSIL<br/>-----<br/>Le nom du climat où se trouve les forêts tropicales.</p>  | <p>LE CLIMAT TROPICALE HUMIDE<br/>-----<br/>Les arbres les plus grands dans la forêt tropicale.</p>  |
| <p>LES EMÉRGENTS<br/>-----<br/>Le nom d'une plante qui pousse autour des arbres .</p>  | <p>LA LIANE<br/>-----<br/>Nom d'un arbre.</p>                                                   | <p>L'ACACOU-----<br/>---<br/>Le nom des habitants qui habitent L'Amazonie.</p>  | <p>LES AMÉRINDIENS<br/>-----<br/>Le temps de la forêt tropicale.</p>                               |





L'objectif

À comprendre le recyclage  
de la forêt tropicale

Pourquoi le recyclage est  
important ?

Quel est le lien entre le  
recyclage et les personnes ?

# Qui suis-je?



# Qui suis-je?

- Je suis l'arbre le plus haut de la forêt



L'arbre  
émergent





## La forêt de la Réunion



Les racines sont près de la surface.





# La canopée





# Trouvez des cartes jaunes et vertes

La forêt  
tropicale a une  
variété de  
plantes et  
d'animaux

Parce que

- Les forêts tropicales ont plus d'un million d'année.

Écrivez des phrases dans vos cahiers.



## Qu'est-ce qu'il se passera si des personnes coupent des arbres dans la forêt tropicale

Par exemple... Si quelqu'un coupe des arbres il n'y aura pas beaucoup de feuilles.

Si il n'y aura pas beaucoup de feuilles il n'y aura pas beaucoup de recyclage

Il y aura (there will be)

Il n'y aura pas (there will not be)



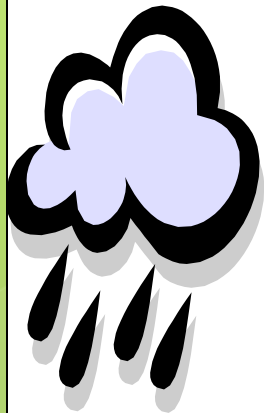
- Il y aura plus de .....
- moins de.....plantes
- Il n'y aura pas de .....



Pas d'arbres.....



Plus de soleil

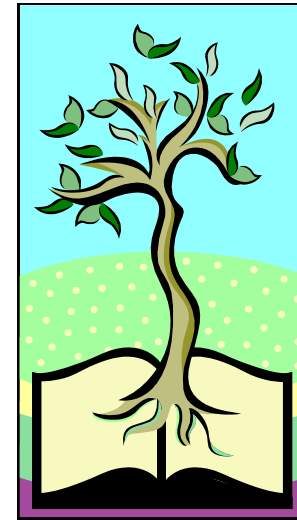


Les arbres sont comme des parapluies . Si il n'y a pas d'arbres la pluie tombera sur le sol.



Le sol va disparaître avec la pluie.

Le soleil séchera le sol



Sans les feuilles et les animaux, il n'y aura pas des substances nutritives dans le sol.



Les producteurs auront disparu. Les consommateurs primaires et secondaires seront morts.

# Quelles sont les erreurs?

- [http://www.dailymotion.com/relevance/search/le%2Bjungle/video/xfix0\\_bebe-lilly-la-jungle-des-animaux\\_music](http://www.dailymotion.com/relevance/search/le%2Bjungle/video/xfix0_bebe-lilly-la-jungle-des-animaux_music)





Vous devez dessiner une  
campagne pour sauver des  
orang-outans



Mais quelle  
est leur  
histoire?



Les orangs-outans  
occupent des  
habitats boisés dans  
les îles de Borneo et  
de Sumatra



# Les gens veulent cultiver l'huile de palme et du riz



[http://www.dailymotion.com/relevance/search/la%2Bforet%2Btropical/video/x55ort\\_dove-et-la-deforestation\\_news](http://www.dailymotion.com/relevance/search/la%2Bforet%2Btropical/video/x55ort_dove-et-la-deforestation_news)



# 2008 :Les gens aussi!

- [http://www.dailymotion.com/relevance/search/l%2527indonesie/video/x5tjqr\\_orang-rimba-le-bonheur-se-trouve-da\\_shortfilms](http://www.dailymotion.com/relevance/search/l%2527indonesie/video/x5tjqr_orang-rimba-le-bonheur-se-trouve-da_shortfilms)



# RSPB campaign materials

- <http://www.rspb.org.uk/supporting/campaigns/sumatra/>
- <http://animoto.com/play/Jn13dzeEg11wJLqZTPsk1w>





## Suspect # 1

### Jose Fernandez

(ministre de l'économie du Brésil) :  
Membre efficace du gouvernement mais  
reconnu comme intransigeant face à ses  
adversaires. Pour demeurer au pouvoir, il  
veut améliorer l'économie du Brésil en  
ouvrant la forêt amazonienne aux  
industries.





# Extended Writing :the challenge

- An essay on tropical forest deforestation!
- Causes
- Effects
- Solutions
- Point Evidence Explain





- ✓ The content of the lessons is not compromised or reduced and assessment is securely moderated and accurate. The ML being used is not the key focus of the lesson and this is a major strength because it allows the students to experiment with the language without fear of making mistakes. Their writing is therefore highly creative and they are able to understand and react to exceptionally challenging written and spoken language. When writing for their ML lessons, the additional focus on structure and accuracy results in very high levels of French and German; GCSE speaking assessments taken at the end of Year 9 indicate a high proportion are already achieving an A\* grade.

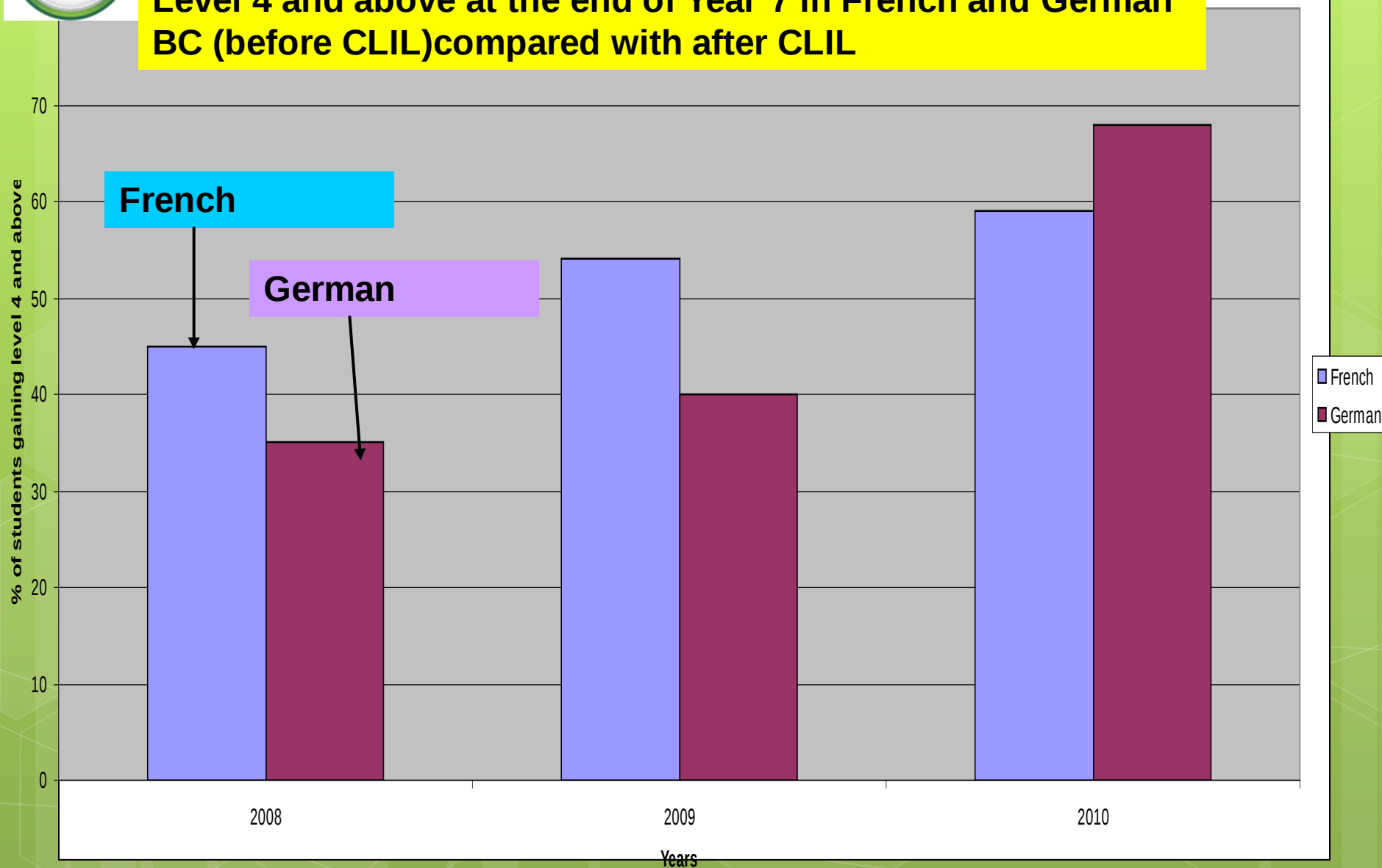
- <http://animoto.com/play/bEhthP0JWxO1bWA4Y1zPug>
- <http://animoto.com/play/AxAezwMLBTuUc0vMXE8eJQ>



Level 4 and over in French and German : 2008 before CLIL (BC)

## Raising Achievement KS3

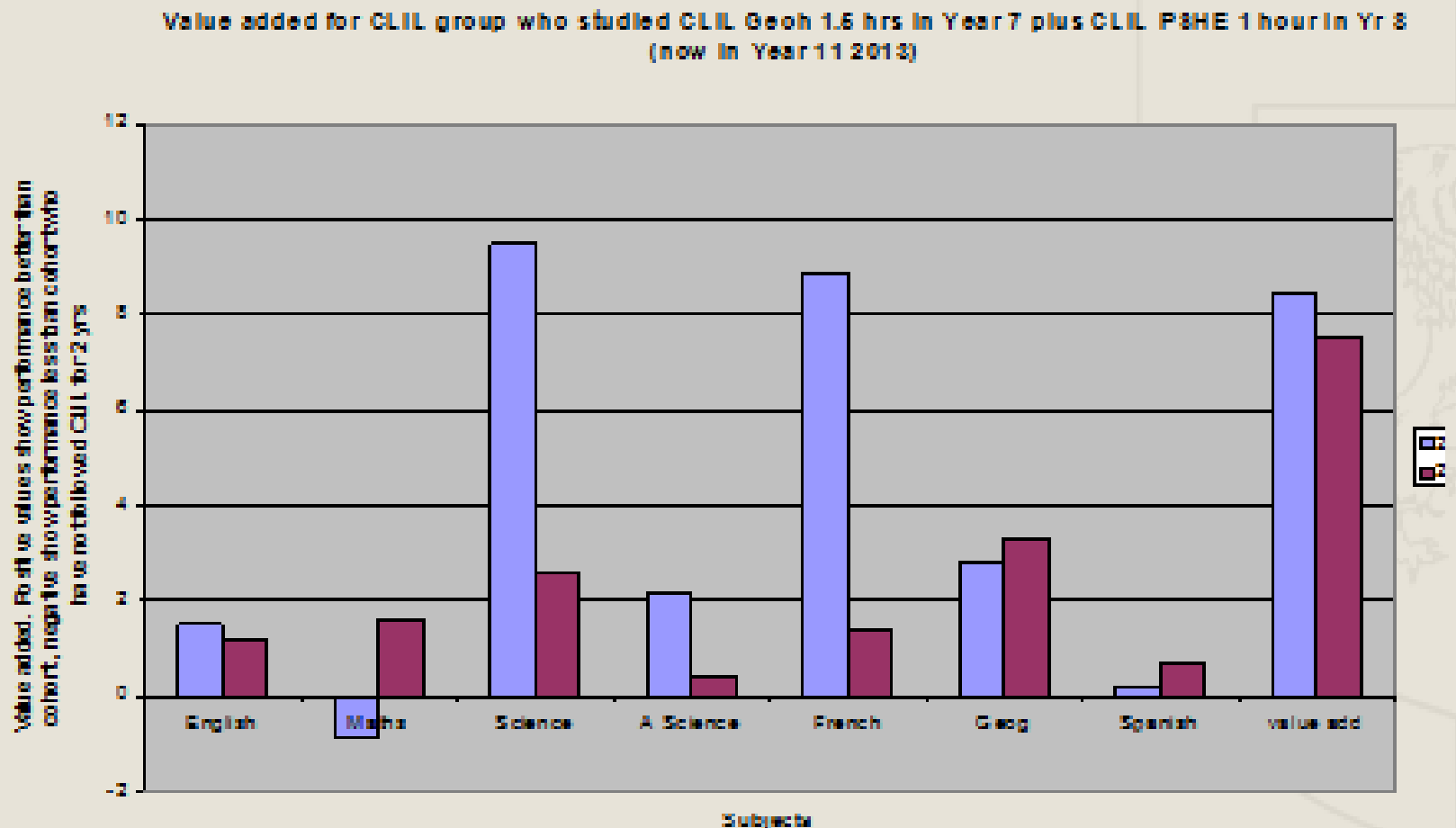
**Level 4 and above at the end of Year 7 in French and German BC (before CLIL) compared with after CLIL**





## Raising achievement in KS4

Value added for CLIL group who studied 1.5 hours Geog Year 7 plus 1 hour PSHE in Year 8 (now in Year 11 2013) Blue girls/purple boys . 6 is one grade higher





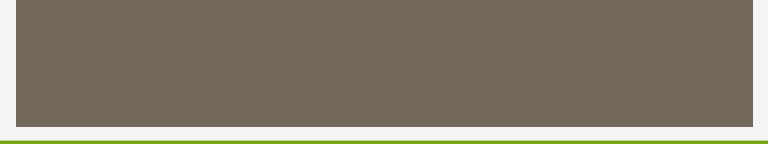
## Our analysis reveals the following

- Our research indicates the following
- For girls one year of studying CLIL through Geography in French is sufficient to raise achievement across the majority of school subjects resulting in a higher overall value added score .
- Boys make better progress across the majority of subjects but in year one are not showing a difference in their overall value added scores
- When boys study CLIL for two years they begin to make the gains in value added that the girls do.
- Girls who study CLIL for two years make rapid gains in French and some other subjects such as Science



## Expected progress

- **Expected progress study**
- The transition matrices from Raise online have been used to calculate expected progress from the 2012 GCSE results . This is a fairer way of assessing progress because of changes to grade boundaries which may have distorted some subject performance .
- Expected progress grades from transition matrices for EBacc subjects plus specialist subject Art. Most likely grade from 2012 exam data . The highest % chance of a grade was taken as the most likely grade for each subject ie the expected grade. Where they tied in value both grades were entered into the table. This enabled an analysis of subjects with the latest degree of difficulty built in .

[illegible][illegible]



# Year 10 expected progress

| Expected progress<br>Year 10: using<br>transition<br>matrices | Subject   | Whole cohort:<br>% expected<br>or above<br>In brackets<br>the number<br>above | Immersion<br>2 year (55<br>students) | Diff   | OFSTED<br>judgement<br>80 % export<br>above plus<br>30% above<br>=outstanding<br>In year 10<br>(one year to<br>go ) | Number<br>of<br>students |
|---------------------------------------------------------------|-----------|-------------------------------------------------------------------------------|--------------------------------------|--------|---------------------------------------------------------------------------------------------------------------------|--------------------------|
|                                                               | English   | 48%                                                                           | 56%                                  | +8%    |                                                                                                                     | 175                      |
|                                                               | Maths     | 45%                                                                           | 52.7 %                               | +7.7%  |                                                                                                                     | 175                      |
|                                                               | French    | 70%<br>(58%<br>above)                                                         | 83% (63%<br>above)                   | +13%   | Outstanding<br>progress<br>already                                                                                  | 64                       |
|                                                               | German    | 65%<br>(54%<br>above)                                                         | N/A                                  | N/A    |                                                                                                                     | 55                       |
|                                                               | Science   | 32.5%                                                                         | 55%                                  | +22.5% |                                                                                                                     | 169                      |
|                                                               | Core      |                                                                               |                                      |        |                                                                                                                     |                          |
|                                                               | Geography | 54.9%                                                                         | 64.7%                                | +9.8%  |                                                                                                                     | 104                      |
|                                                               | History   | 71.7%                                                                         | 88.8%                                | +17.1% | Outstanding                                                                                                         | 85                       |



|         |                            |                            |       |                                                |                                                 |
|---------|----------------------------|----------------------------|-------|------------------------------------------------|-------------------------------------------------|
| Art     | 74.5%<br>(34.5%<br>above ) | 76.9%<br>(53.8%<br>above ) | +2.4% | Close to<br>outstanding<br>progress<br>already | 52                                              |
| Spanish | 70%<br>(40%<br>above )     | 60% (50%<br>above )        | -10%  |                                                | 30 (10<br>students<br>in<br>immersion<br>2 yr ) |



- **Progress in Year 10 French is already outstanding for students who have followed the 2 yr immersion course , given their starting points .**
- **Progress in Year 10 History is already outstanding for students who have followed the 2 year immersion course .**
- **Progress in Year 10 Art is already good for students who have followed the 2 year immersion course .**

- 
- Progress is dramatically higher for Science students and this mirrors the findings in Year 11 Science value added which shows students to have added over a grade if they had followed a two year immersion course.
  - Progress is much higher for historians if they have followed a 2 year immersion course ie much higher .

- The year 10 data shows the same overall pattern as the Year 11 data ie one of improved progress for 2 year immersion students across all of their subjects . It also shows a link with Maths which was not a strong in the Year 11 data.
- Literacy has a strong link with achievement in all subjects but its correlation is weaker in practical subjects . This may be why the difference between Art is less pronounced.
- The link with achievement in Science could perhaps be explained by the need to interpret scientific language and to problem solve.
- The process of immersion teaching is encouraging students to become more effective learners .



- Mrs Woodfield

Thankyou so much -Chris is over the moon with his essay mark - it has given him a real confidence boost. My initial concern, like most parents, was that he may not have a good understanding of the subject, because of doing the lesson in french, but I am pleased to say that this was definitely not the case. I believe that his understanding of the topic was as good as if he had been taught in English - I was amazed! I was also impressed with the way he approached the french component of the essay - mainly because he did not panic and was more concerned about getting down everything he knew about rainforests rather than getting bogged down in writing 'A level standard french'!

# Contact

- Judith Woodfield
- Bordesley Green Girls School
- Bordesley Green Road
- Birmingham
- B9 4TR
- Tel 0121 464 1881
- Direct line 0121464 3292
- [jwoodfield@bordgrng.bham.sch.uk](mailto:jwoodfield@bordgrng.bham.sch.uk)

