



Raising standards in Key Stages 3 and 4 through cross-curricular learning strategies

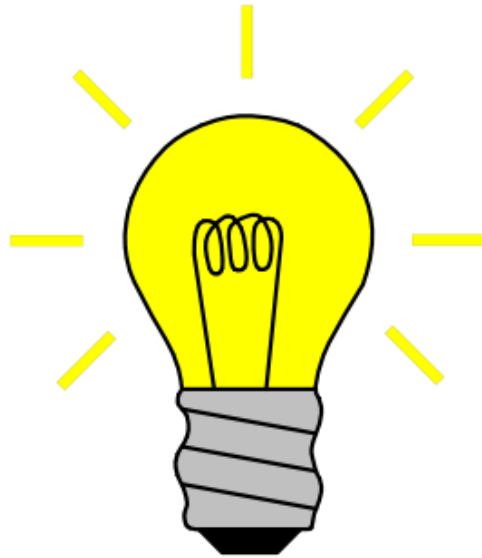
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Language World
20 March 2015

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The lightbulb moment



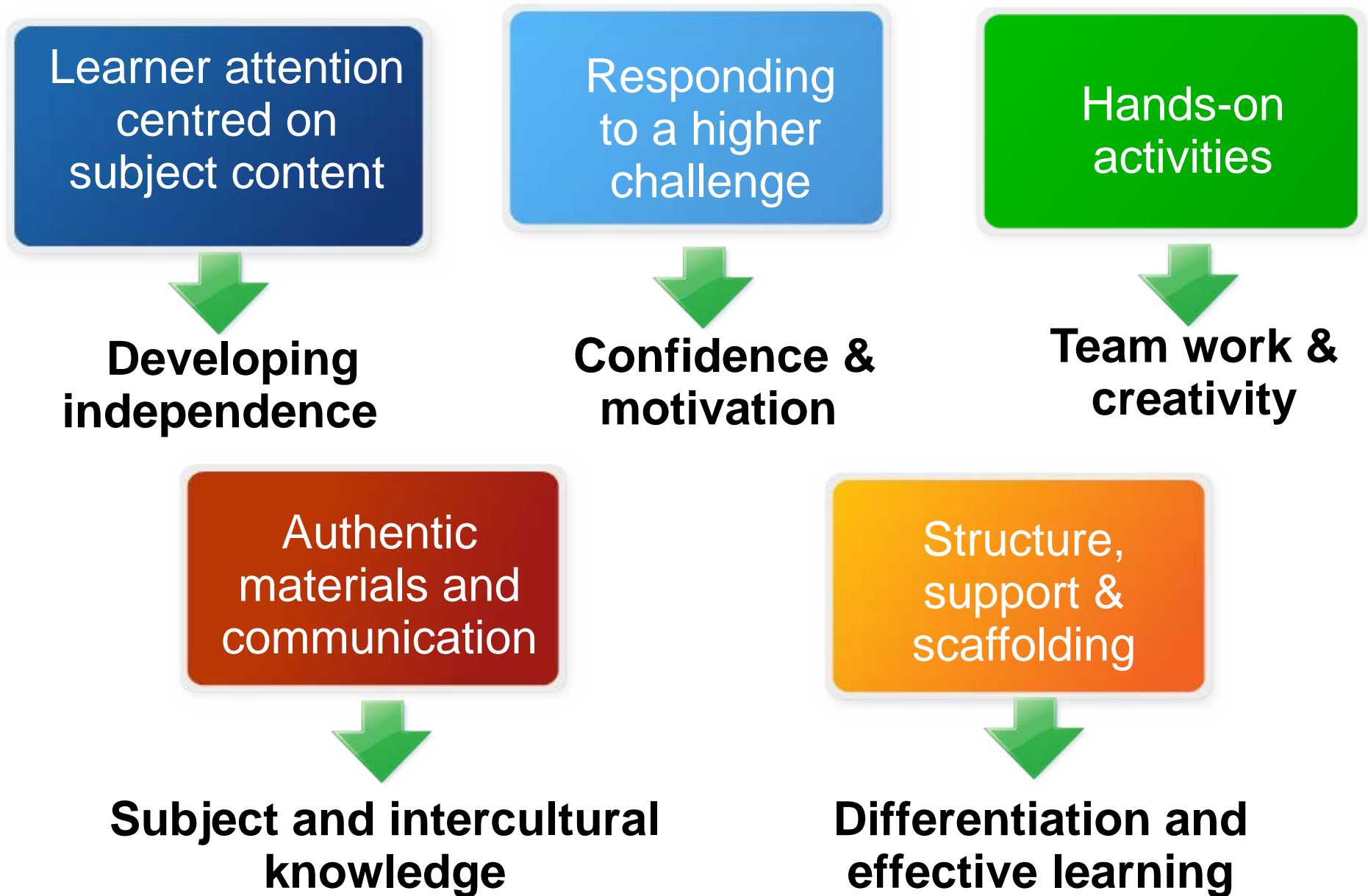
USING CLIL STRATEGIES DOESN'T
NEED TO BE CLIL.

And could it also help to raise the
profile of languages ?

3 minute discussion

What issues would you like to address in your experience of language learning?

CLIL strategies – big picture



CLIL as normality?

CLIL



The 4Cs Teaching Framework:

- ⌘ **content**/subject matter/project/theme
- ⌘ **communication**/language
- ⌘ **cognition**/thinking
- ⌘ **culture**/citizenship

CLIL-related bits of the KS3 Programme of Study

- ★ Opportunities to communicate for practical purposes
- ★ Speak with increasing confidence, fluency and spontaneity
- ★ Wide-ranging and deepening vocabulary
- ★ Give and justify opinions / take part in discussion
- ★ Cope with unfamiliar language
- ★ Speak coherently and confidently

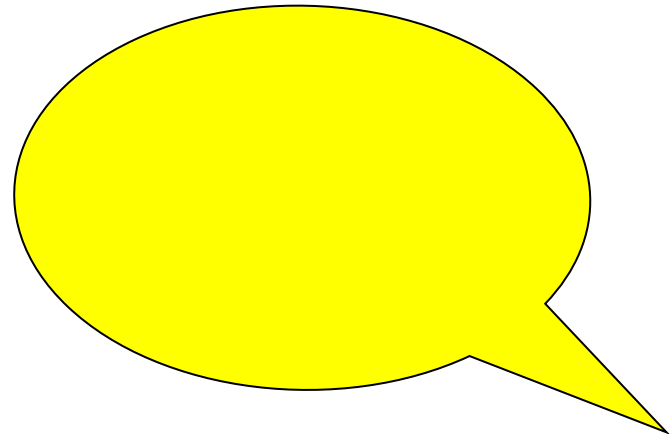
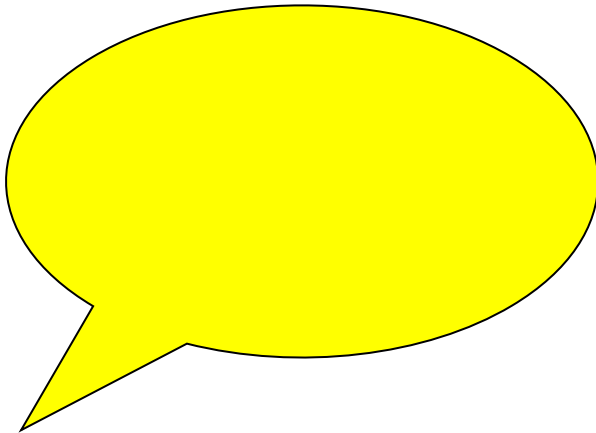
...and of GCSE subject content

- ★ Make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- ★ Matters relating to.. identity and culture.. global areas of interest
- ★ Speak spontaneously / responding to unexpected questions
- ★ Communicate with native speakers

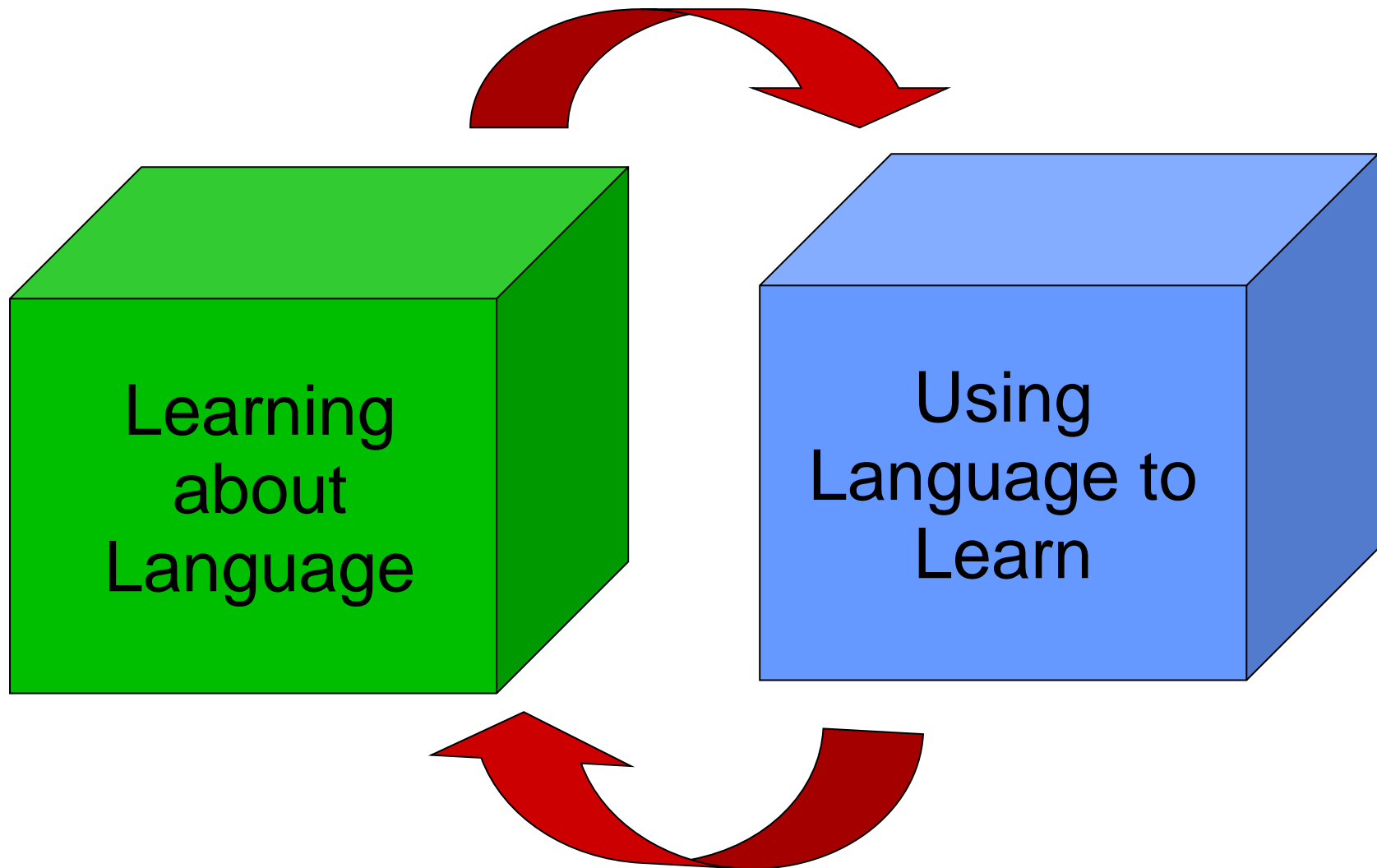
Usable CLIL strategies

*(1) Make the most of 'classroom' use
of target language*

Award students who use TL when
talking to each other.



*(2) Divide LAL and LTL
(but don't disconnect them)*



LAL LTL

Separately learned lessons that introduce, explain and practise grammar and vocabulary. They enable learners to understand how the language works, using their first language if that is helpful.

Lessons in which language is used, but is not the subject of the lesson. Students focus on subject content and become more confident in using target language independently.

(3) Make kids feel special

Explain the new system. Tell the students they will be surprised by how well they will make progress (it's true). Boys respond particularly well to challenge.

(There is research about this in the Italic project report, available online at www.abdn.ac.uk/italic/research, and similar findings in Ofsted case studies.)

Inform parents as well !

(4) Visual support (lots of it!) for Using Language to Learn

- ★ Images, diagrams, symbols and text
- ★ Gestures
- ★ Real items (ask students to bring them)
- ★ Short films (with subtitles if possible)
- ★ Vocabulary walls
- ★ Students create visuals to explain concepts
- ★ Encourage students to guess meanings

(5) Teacher talk

- ★ Use target language unless there is a serious problem
- ★ Use cognates and consistent vocabulary
- ★ Use closed questions (*Vrai ou faux? Nord ou sud?*)
- ★ Check understanding regularly - students can explain in English
- ★ Don't correct mistakes in speaking; ask clarifying questions if you don't understand what is said
- ★ Set aside 5 minutes at the end of the lesson to discuss learning strategies

(6) Scaffolding

- ★ Teach new grammar points in advance
- ★ Matching: eg. domino cards
- ★ Prioritising: eg. pyramids
- ★ Filling the gaps
- ★ Putting written sentences or phrases into the right order

(7) Handing over to students

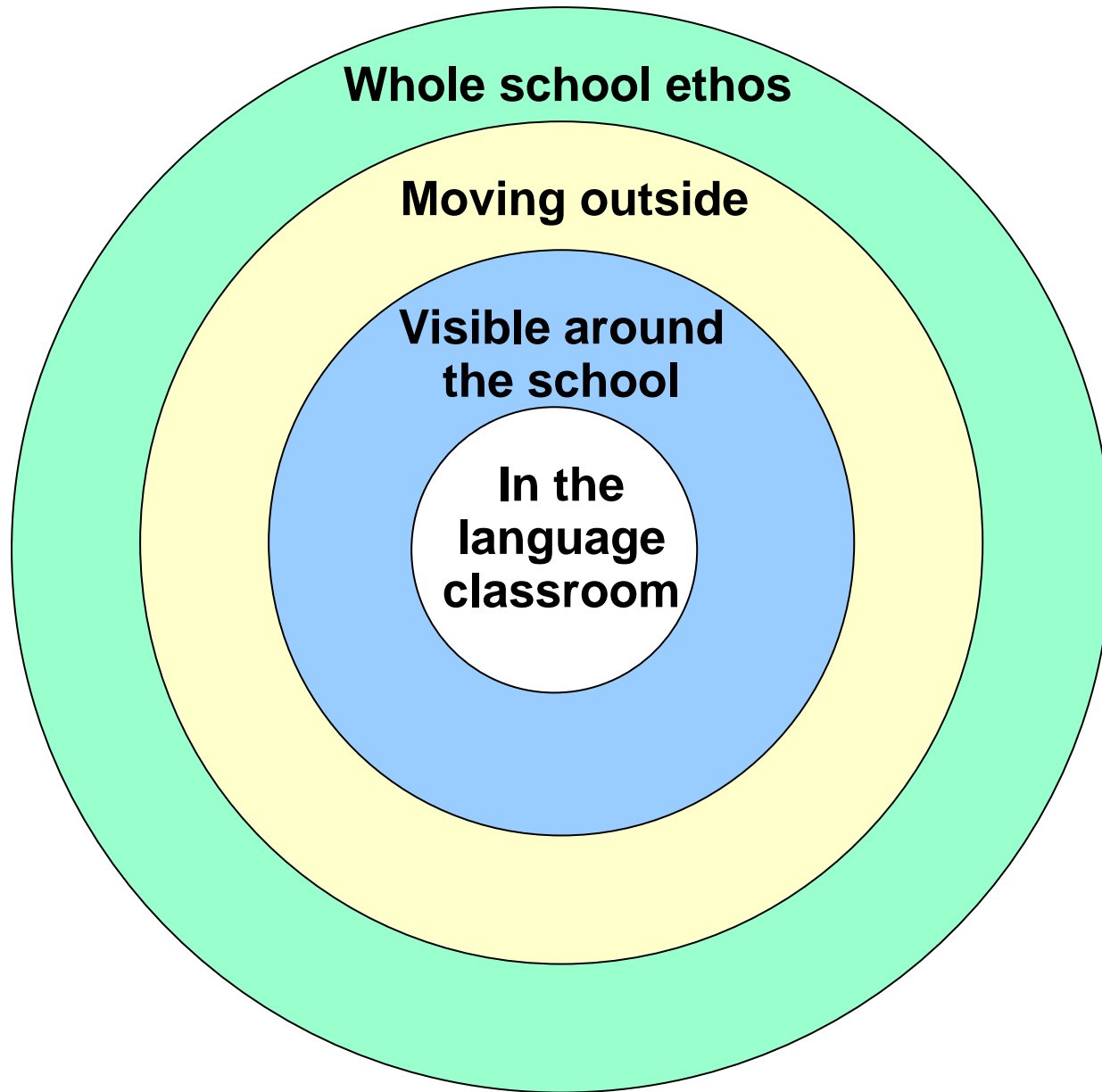
- ★ Use pair and team work for solving puzzles and creative thinking
- ★ Ask students to research the topic online – they will soon go to target language websites automatically
- ★ Use role playing
- ★ Make things physical
- ★ End a module with a project – ideally something that can be exhibited, performed or published

3 minute discussion

What have you found works well?

Ideas and experience of topics and projects.

Building up step by step...



(8) Widening out

- ★ Find parents and volunteers to visit and share
_____ cultural knowledge
- ★ Arrange links with a twin school and share cultural
_____ information
- ★ Invite parents to end-of-project music, art or drama
- ★ Start exploring collaboration with colleagues
- ★ Get an FLA if you don't have one and make lively
_____ use of him or her.
- ★ And sign up for the international school award!

CLIL4teachers

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PSHE and Citizenship

last edited by janedriver 1 month, 2 weeks ago

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Tags: [PSHE](#), [citizenship](#)

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PSHE and French

Title	Age range	Comments
Les problemes de l'environnement.ppt	KS3	les problèmes de l'environnement et la pollution
Fairtrade	KS4	Foundation & Higher Levels 4 lessons
All students Fairtrade lessons 1 & 2	KS4	PDF for foundation & higher
Foundation Lesson 3	KS4	roses before and after fair trade
Higher Lesson 3	KS4	roses before and after fair trade
All Lesson 4	KS4	preparation for fair trade stall
Foundation Worksheet and Answers	KS4	fair trade
Higher Worksheet and Answers	KS4	fair trade
Lesson Plan 3	KS4	fair trade
Lesson Plan 4	KS4	fair trade
s1.1 changes.ppt	KS3	anti-bullying 1
S1.2 active listening.ppt	KS3	anti-bullying 2
S1.3 bullying.ppt	KS3	anti-bullying 3
1.1 communities.pptx	KS3	Responsibilities 1
1.2 communities primary v secondary.pptx	KS3	Responsibilites 2

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NEW: Cross-curricular learning methodology

Some of the other CLIL4teachers projects

<i>Key Stage 3</i>	<i>Key Stage 4</i>
L'environnement et la pollution	Fair Trade
Daily Life in Namibia (German)	La Discriminación
Norman Conquest	El racismo - ¿Qué es?
Castles	The European Union
Spanish Rap Music	Rivers
The human tongue	Energy
Science in Spanish	Rainforest
Tectonic plate movement	Rwanda Genocide
Earthquakes	French Revolution (KS 3-4)
Year 7 Picasso project	La peinture dans l'histoire (KS3-4)

CLIL projects at LinkedUp

www.linksintolanguages.ac.uk/linkedup/index.html

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The evolution of language learning through science

In this project language and science teachers collaborated to put together a unit of work for students to learn science through French and/or German. This motivated students, promoted active learning and developed teachers' expertise as curriculum leaders.

Theme: [CLIL](#)



FLAME and ALL links



FLAME website: www.flameplus.net

FLAME page at ALL: www.all-languages.org.uk/flame

FLAME/French Embassy Y3 French CLIL modules:

[ttp://tinyurl.com/mcn5z7v](http://tinyurl.com/mcn5z7v) or find at

<http://culturetheque.org.uk/learn/primary-french>

EU *teaching through a Foreign Language* booklet:

<http://www.ub.edu/filoan/CLIL/teachers.pdf>

Email: flame@all-languages.org.uk

Home office: 01858 575864

ALL office: 0116 229 7600

And finally...

Do you teach CLIL/cross-curricular language learning?

If so, please let me know.

Thanks!

Email: flame@all-languages.org.uk