

A CLIL scheme of work in Year 9

Engaging, challenging and retaining learners

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CLIL

- ▶ Content and Language Integrated Learning
- ▶ Subject teachers teaching in French?
- ▶ French teachers teaching the subject?
- ▶ Grammar
- ▶ Vocabulary
- ▶ Foreign Language Teaching methodology



Year 9 – a challenging year

- ▶ Instant gratification
- ▶ In search of new things
- ▶ Need to see progress but need to reinforce learning



Module 3 À l'horizon		52
Unité 1	Es-tu fait pour ce métier? 54	
	Describing jobs	
	Using masculine and feminine nouns	
Unité 2	Le monde est un village 56	
	Learning languages	
	Using modal verbs	
Unité 3	Quand j'étais plus jeune 58	
	Saying what you used to do	
	Using the imperfect tense	
Unité 4	Ta vie sera comment? 60	
	Discussing your future and your past	
	Practising the future and imperfect tenses	
Unité 5	Mon boulot 62	
	Talking about your job	
	Using different tenses together	

How to select subjects

- ▶ Something I'd like to teach
- ▶ Something I know a bit about
- ▶ Something I don't mind looking into and won't feel out of my depth
- ▶ Something useful for the MFL I teach
- ▶ A subject where colleagues will be supportive



Where to find materials

- ▶ In the school department
- ▶ TES (search for other subjects)
- ▶ <http://clil4teachers.pbworks.com/>
- ▶ www.momes.net
- ▶ filetype:swf http://www.espace-sciences.org/sites/espace-sciences.org/files/documents/animations-en-ligne/l-eau/cycle-eau_fr.swf

Engaging – how to make it exciting

- ▶ What subjects do pupils like? What do they like within that?
- ▶ Hands on, even if it gets messy!
- ▶ Use technology
- ▶ Tell them why
- ▶ Build in culture where you can



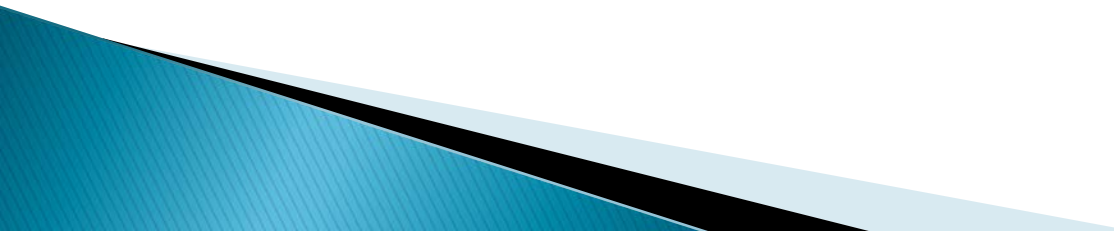
Challenging

- ▶ Show progress
- ▶ Tell them it's difficult
- ▶ Tap into their pride



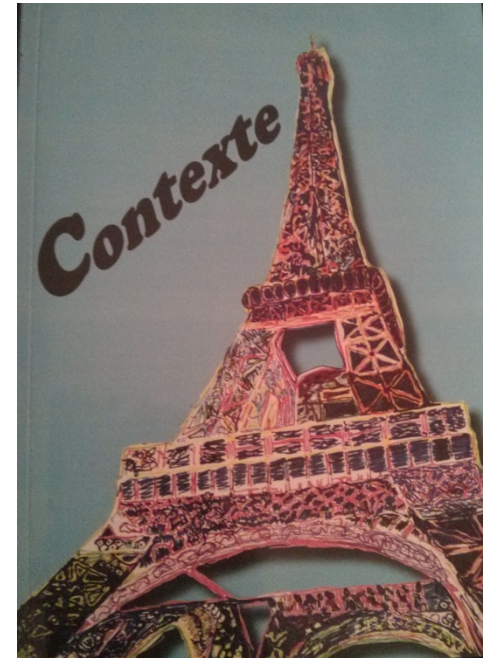
Moi TOUT SEUL !!!

Keeping them at GCSE

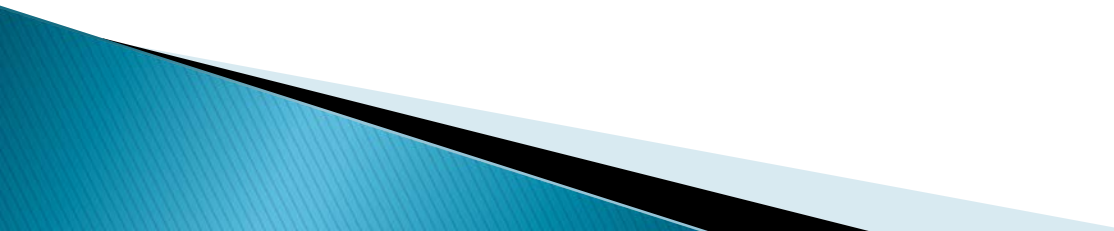
- ▶ Show them progress
 - ▶ Keep the high achievers
 - reassurance about their achievement
 - relevance of what they are doing
 - link with exams
 - ▶ Keep the low achievers
 - support structures
 - don't expect the impossible
 - keep texts simple / covert differentiation
 - beware of difficult authentic material
- 

Practical aspects

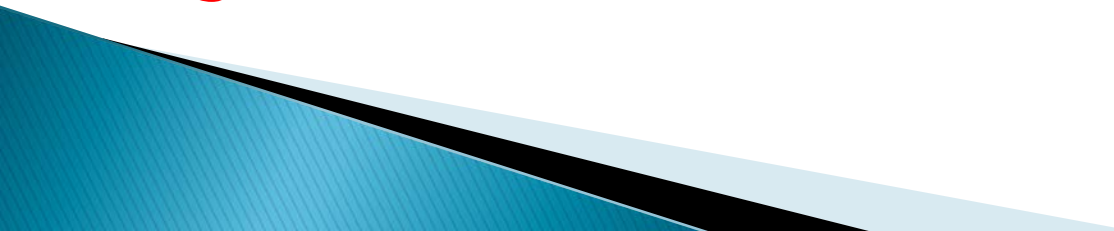
- ▶ Textbooks, exercise books, vocabulary lists, VLE and photocopying costs
- ▶ Marking
- ▶ Authentic listening material
- ▶ Short lifespan of online material
- ▶ Explicit grammar lessons? Cf new GCSE



The new POS

- ▶ “foster pupils’ curiosity and deepen their understanding of the world”
 - ▶ “providing opportunities for them to communicate for practical purposes”
 - ▶ “understand and respond to spoken and written language from a variety of authentic sources”
 - ▶ “finding ways of communicating what they want to say”
 - ▶ “understand and communicate personal and factual information that goes beyond their immediate needs and interest [...] with increased spontaneity”
 - ▶ “take part in discussions about wider issues”
- 

The new GCSE

- ▶ Much more emphasis on independence and interaction in all skills
 - ▶ The opportunity to apply languages in personal, academic and employment-related contexts
 - ▶ A greater focus on spontaneous talk and the inclusion of repair strategies as a skill
 - ▶ Opportunities for bilingual learning
 - ▶ At least 10% of the marks available must be allocated to knowledge and application of grammar
- 

Questions

