





Chinese immersion (CLIL) and MFL





Juan Cole



Developing effective cross-curricular programmes

- Juan Cole

- Definitions of Chinese Immersion (CLIL) and cross curricular project/activities
 - What do Clil lessons look like
 - What do Clil teachers say about their experience
 - Best ways to organise the cross curricular projects/activities (when, for whom, what other subjects, how, resources)
 - Discussions; Q&A
- Juan Cole*

CLIL stands for Content and Language Integrated Learning

It refers to teaching subjects such as PE, ICT, Drama etc. to students through a foreign language.

This can be by the English teacher using **cross-curricular content** or the MFL teacher using a foreign language as the language of instruction.

Cross-curricular approach involves a conscious effort to apply knowledge, principles, and/or values to *more than one academic discipline simultaneously*.

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The following video clips were viewed by the workshop participants

Clil PE – Students prepare for Javelin

Clil PE – kids in action! 加油!

Clil PE – students practise throwing, describing the sequence of actions in Mandarin

Clil ICT – Y7 student describes what she has designed in ICT lessons in Mandarin

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Any questions?

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- ❖ Non language subjects are taught via Mandarin
- ❖ Lessons are delivered by 2 teachers (of course, it could be delivered by ONE teacher)

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- Discussions, Q&A for each section

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Clil French Teacher describes his experience

Clil Spanish Teacher describes her experience

Clil PE teacher shares her experience

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My experience of cross curricular teaching

1. Different from normal MFL teaching. Interesting for the teacher and the pupils (learning by doing, wider vocabulary)
2. **The language teacher and the subject teacher need to work as a team** - collaborative teaching
 - Mutual respect
 - Routine
 - Shared sense of humour
 - Showing resilience - models for your students

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- Discussions; Q&A

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1. When is the best time to organise cross curricular projects/activities

2. What subjects are more suitable for cross curricular teaching and learning



3. What kind of preparations are required before you approach other departments

4. Which year groups are more suitable for your cross curricular projects



1. When is the best time to organise cross curricular projects/activities

- End of term when some students are on foreign trips and the school is trying to keep the other kids occupied
- After school, lunch time project
- Co-curricular assembly



2. What subjects are more suitable for cross curricular teaching and learning

PE, Drama, Maths, ICT, History, Geography, Music, Food technology, PSHE



3. What kind of preparations are required before you approach other departments

Put yourself out there (literally). Help other departments' activities. Build up good relationships beforehand. Drop useful hints about how other schools did well to the senior teachers and how you really want to give the same fantastic experience to your school etc. etc. Go to talk to the senior teachers TOGETHER.

Discussion with colleagues from other departments, key words in Mandarin etc.



4. Which year groups are more suitable for your cross curricular projects

- KS3 (Y7, 8) before the exam pressure gets to the departments and the students
- Pre U year groups where you and your students would really appreciate some support from other departments, i.e. English, or History, or Geography. If you have experience cross curricular teaching in KS3, you would find the same in KS5 less daunting

Resources and Ideas

FLAME
Future for Languages as a Medium of Education

<http://www.all-languages.org.uk/community/flame>

Do not underestimate your own abilities

Creative Imaginative Collaborative Resilient

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谢谢

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