

# CLIL on the Hill



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**For a copy of the slides:**  
[tinyurl.com/CLILSAGTA2018](https://tinyurl.com/CLILSAGTA2018)

Gain insight into the including successes and challenges of CLIL at Box Hill High School over the past six years.

Provide examples and take home materials.



## Successes

- Enriched curriculum, cross-curricular.
- Enhanced student confidence and motivation.
- Authentic and meaningful language use.
- Support from administration, Goethe institut, school communities.
- Creation of valuable pathways and extension in German learning.

## Challenges

- Huge time commitment. Minimal to no resources.
- Small class sizes (risk of not running).
- ‘Flavour of the day’, but hard to get into schools and maintain. ‘One shot only’ risk.
- Integration into existing curriculum is difficult. Curriculum obligations change.
- Relationship between learners’ cognitive and language levels, unlikely to be similar.

Low language level = lower chance of cognitive (higher order) learning.

Low cognitive learning = reduced motivation and engagement

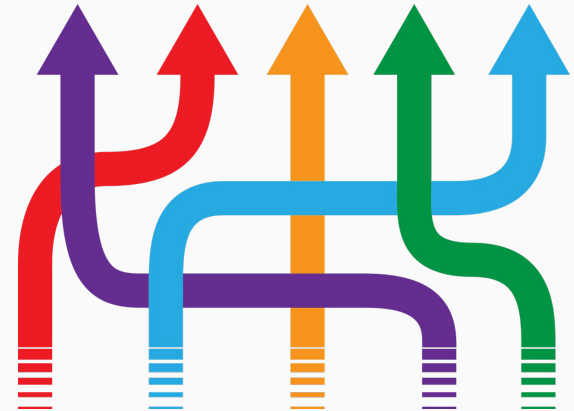
'SPIEL MIT'  

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YEAR 9 CLIL

# Content and Language Integrated Learning

“... dual-focused education approach in which an **additional language** is used for the learning and teaching of both content **and** language.”



CLIL is an **umbrella term** for a wide range of programs.



Mehisto, P., Marsh, D., & Frigols, M. J. (2008). Uncovering CLIL content and language integrated learning in bilingual and multilingual education. Macmillan.

“...the principles that underpin CLIL are **responsive to context**, and provide **guidelines** on how to develop effective and quality bilingual experiences”

Baker, C. (2011). Foundations of bilingual education and bilingualism (Vol. 79). Multilingual matters.

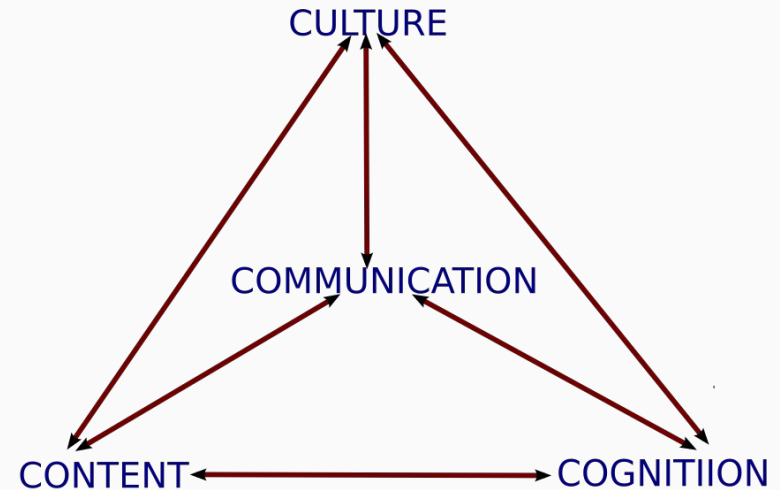
“CLIL involves learning to use language appropriately whilst using language to learn [content] effectively.”

Coyle, D., Hood, P., & Marsh, D. (2010). Content and language integrated learning. Ernst Klett Sprachen.

*IT'S LIKE DRIVING A CAR FROM A TO B ...  
WHILE THE CAR IS BEING BUILT...  
AND YOU'RE LEARNING HOW TO DRIVE.*



“Focusing on the interrelationship between content, communication, cognition, and culture, CLIL is underpinned by a set of **flexible but theoretically robust principles** that support teacher practice across a range of different contexts. CLIL’s **flexibility is a key point** of distinction with immersion, which relies heavily on certain conditions being met to be viable.”

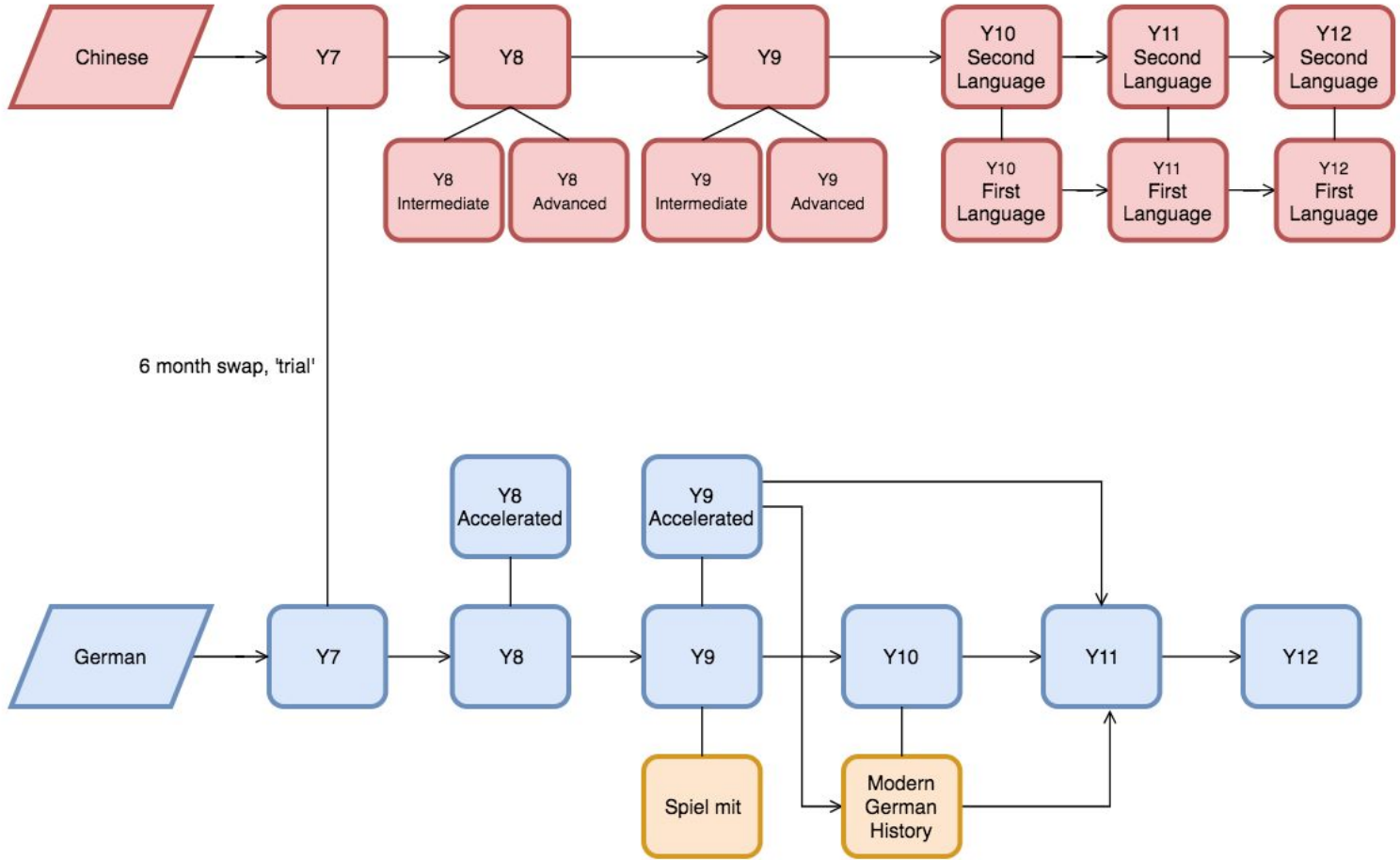


CLIL didactics » Science, Maths & CLIL. (2018).  
Retrieved from [http://sciencemaths-clil.eu/?page\\_id=485](http://sciencemaths-clil.eu/?page_id=485)

Cross, R. (2013). Research and evaluation of the content and language integrated learning (CLIL) approach to teaching and learning languages in Victorian schools.



LANGUAGES PATHWAYS



# Box Hill High School programs



## **Spiel mit (Non-stop Tabletop)**

Year 9, elective subject in addition to German

Spiel mit is open to all year 9 students, currently running as a single semester elective.

- Learn and play board games in German.
- Use core communicative gameplay vocabulary (turn taking, cause / effect)
- Use maths and statistics to understand beginner game theory.

## **Modern German History (MGH)**

Year 10, traditionally accelerated

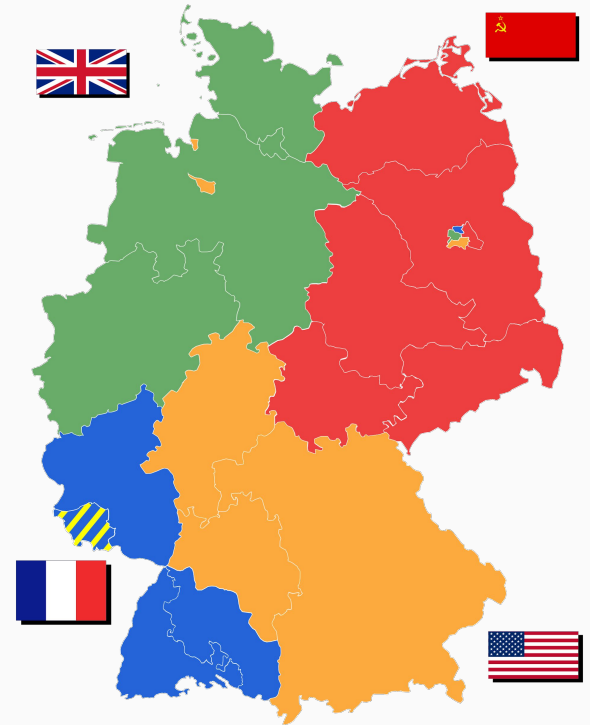
Students can complete MGH as an alternative to beginning VCE German in year 10.

- 1945 - Reunification
- Includes: Stunde Null, Potsdam Conference, Trümmerfrauen, Occupation zones, political systems, reunification.

## Modern German History Resources:

[tinyurl.com/SAGTA2018MGH](https://tinyurl.com/SAGTA2018MGH)

- Targeted at accelerated students
- Previously, students finishing 7 - 8 VCE subjects. Need for more rigour and challenge.
- 4.5 periods a week.
- Relevance to VCE and Y10 History curriculum.
- Cohort changes are occurring at BHHS. This will mean a redesign of the MGH or perhaps the introduction of alternative CLIL subjects.



# CLIL: Spiel mit (Non-stop Tabletop)

## Non-stop Tabletop Resources:

[tinyurl.com/SAGTA2018spielmit](http://tinyurl.com/SAGTA2018spielmit)

1 single theory lesson and a double for practical play each week.

- Lower language level means significant scaffolding and support required.
- Development of guides for each game required. Opportunity to
- I cannot produce material as quickly as students can consume it! Games rotate in groups. Groups are also mixed regularly for different player interactions.



## Encouraging German:

### Routines, routines, routines! ...and bribes.

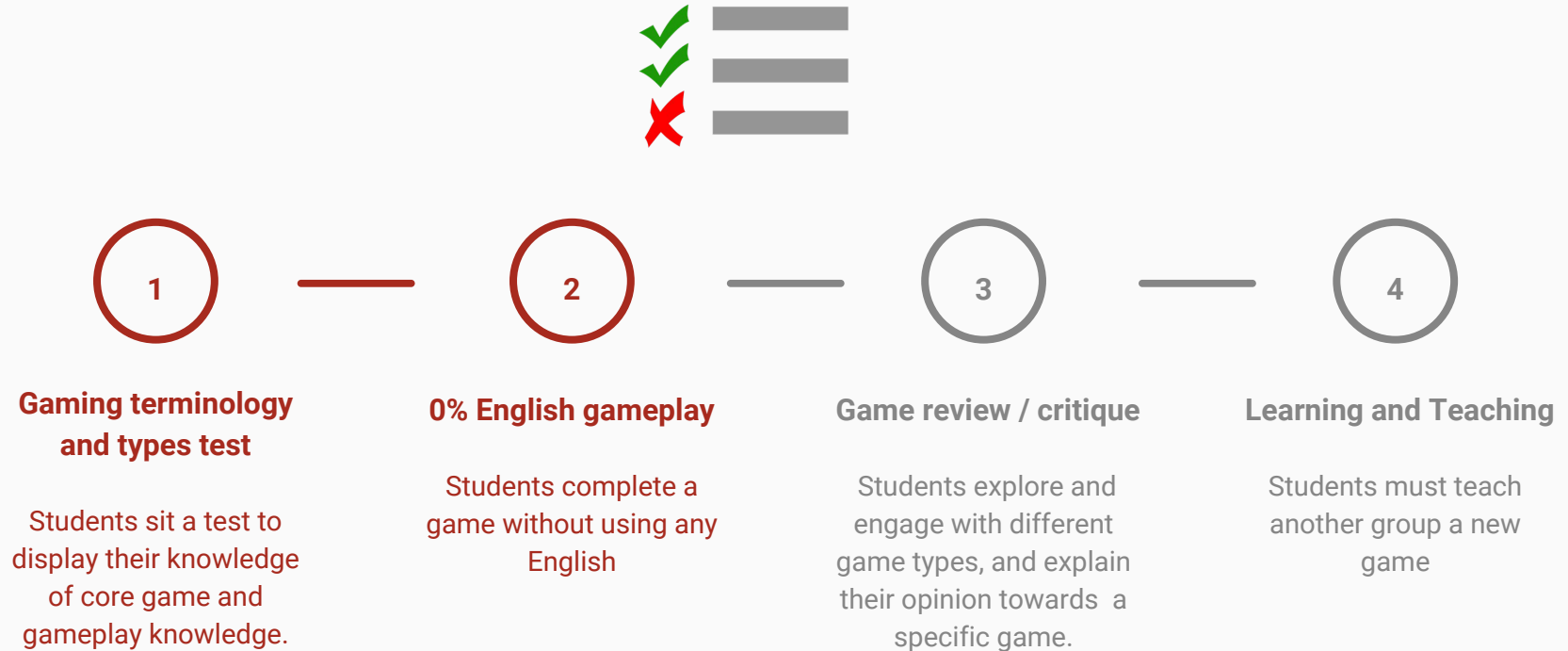
Token system introduced from week one.

- Students issued 'playable' sum each practical session.
- Students can 'purchase' English usage, paying in tokens. If they are caught using English without paying, the price doubles. Focus on classroom language.
- A 'bank' is set up to track student spending. They must deposit their tokens at the end of each lesson.
- At the end of the semester there is an auction and lottery. Students can either bet in the auction or purchase tickets for the raffle.

der Chip	der Wert
weiß	2.5
rot	5
blau	10
grün	25

Woche	\$ pro Eng	\$ pro Doppelstunde
2 - 5	\$5.00	\$50.00 (10 mal Eng)
6 - 10	\$10.00	\$80.00 (8 mal Eng)
11 - 15	\$20.00	\$100.00 (5 mal Eng)
16 - 20	\$40.00	\$120.00 (3 mal Eng)





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# Q&A

Please feel free to  
browse the  
examples on your  
table





Vielen Dank!