

CLiL 2022 FAQs

Thank you for your interest in new our CLiL tutor group, planned for 25-30 students starting in year 7 at Midhurst Rother College September 2022. We are holding taster classes after school, delivering active lessons, in cookery, geography, maths and model-making through French. These will be very enjoyable for staff and visiting year 6 students.



From Friday 1 April we will be inviting parents to assist their child with applying for a place in the CLiL tutor group via a link on the CLiL webpage <https://www.mrc-academy.org/information/transition/clil-2022>

If your child cannot attend the taster sessions; he/she is still most welcome to apply for CLiL. Here is a list of frequently asked questions to help you decide about CLiL. After applications are closed on Monday 25 April, we will invite students to attend a CLiL induction morning in May.

FAQs:

- 1. How much curriculum time will my child have through French?** How much curriculum time will my child have through French? Students at MRC spend just over 29 hours per week in classes (leaving out break and lunch times). In the CLiL group, approx. 13 hours per week will be delivered through French, between one third and one half of their lesson time.
- 2. What subjects will be taught through French?** For year7, we anticipate MFL, geography, drama, art, some enrichment being taught in French. We hope to offer of work through French in maths or science, subject to timetable constraints. Subjects through French will evolve through the three-year programme, subject to staffing.
- 3. What is to be gained by following a “CLiL” path in Key Stage 3?** Educational research shows that learners are considerably challenged by having to think hard in content led or immersion-style language teaching lessons, where different subjects are taught through a foreign language. Learners must listen and concentrate well, make inferences, apply logic and knowledge of their first language. They must be, or must become, resilient and prepared to ask questions & make contributions, so they can get over making mistakes, check their understanding and above all persevere. These skills and characteristics allow students to progress well in all areas of learning. Outcomes for CLiL students are usually better than those of non-CLiL students of similar ability. Having gained a second language to a very good level, CLiL students can enjoy travel and career opportunities long after they leave school.
- 4. How long will the CLiL project last?** We anticipate students studying French through normal languages lessons and immersion lessons for years 7-9, after which CLiL students would study their GCSE courses through English.
- 5. Could CLiL students take GCSE French early?** CLiL students might be ready for GCSE at the end of year 9. However, this would be reviewed for each student and postponed for anyone not ready by that stage.

6. **What could CLiL students do in years 10-11?** Students might get ready for GCSE in French or take a bridging course. Pupils would be very well prepared for success at A level, if desired, in the sixth form.
7. **What authentic experiences will be offered to CLiL students?** Covid restrictions willing, we plan to take students to France in Year 8 and year 10. This may be an immersion trip in Normandy just after Easter in year 8, to the boarding house of our partner school in Nogent-Le-Rotrou or maybe on a ski course in year 10. At MRC, we are very lucky to have the generous support of an educational charity (the Gilbert Hannam Trust), to support students financially with study trips. We would therefore expect parents of CLiL students to be supportive of these experiences, where their child can use their French in real situations and discover France. We may also ask CLiL parents to host students from our link school, when they are once again able to visit Midhurst for 5 days. We are lucky to have a French bakery in Midhurst and the owner welcomes visits by students to practise their French conversation.
8. **What support will be offered to CLiL students if they find lessons difficult?** Teachers will provide a lot of visual clues, mime and gesture to aid comprehension. We will ask members of the class to translate at times, to check everybody is following and supply key vocabulary lists. Dedicated sixth formers, who speak good French and will assist us in some lessons in developing conversation skills. Students can ask questions in English of course, but as a last resort rather than routinely!
9. **Can a child change tutor group at any time if they don't wish to continue with CLiL?** As with any tutor group changes, changes are not made lightly. First, we would always try to address any problems so that pupils can stay in CLiL and flourish. If, in discussion with parents, tutor and the pastoral leader, it was felt that a change of form was imperative, then a child could change tutor group. This is very rarely necessary, as tutor and tutees form strong bonds.