



# Vertical transitions in the teaching of a non-linguistic subject in modern foreign or regional languages in France

## Curriculum scenario for CLIL in language classes and other subjects

### Why is this scenario interesting?

- This scenario focuses on vertical transitions in the teaching of a non-linguistic subject in modern foreign or regional languages from the primary (ISCED1) to the secondary (ISCED3) level in France.
- The scenario includes a description of the international/bilanguage/European sections (ISCED 1 and 2), the European and Oriental language sections (ISCED3) and the International French Baccalaureate (BFI).

### General description:

This table highlights the vertical transitions in the teaching of a so-called non-linguistic subject (in French: DdNL) in modern foreign or regional languages for pupils at school in France from the start of primary education until the end of secondary education. Generally speaking, this teaching complements or integrates the learning of a modern language with teaching sessions in a non-linguistic subject, mainly history-geography or mathematics, in the modern target language.

The richness and variety of schemes to promote plurilingualism in the French education system make it difficult to provide a single outline, so for specific schemes such as international and bilingual sections, only a few non-exhaustive details are given.

Nonetheless, the objectives and ideas regarding the teaching of the DdNL, which are explained in the table, are valid for all schemes. It is important to emphasise that there are no national curricula for the DdNL. Teaching content is established either at school level (CLIL classes in primary schools and experiments in lower secondary education, "collèges") or in upper secondary education ("lycée").

Teachers of all subjects have the opportunity to take an academic certification exam that qualifies them to teach in a foreign or regional language, and to apply for specific teaching positions in schools that offer one or more DdNLs.

As far as the foreign language is concerned, English is by far dominant. However, DdNL courses exist in many foreign or regional languages. Specific vertical transition solutions are put in place for languages other than English, depending on the characteristics of the region. The aim of these language reinforcement schemes is also to promote the development and social diversity of pupils in areas with very homogenous student populations.

### How does the scenario support transitions?

The scenario focuses on vertical transitions from primary (ISCED1) to secondary education (ISCED3).

	Aims of language learning	Aims of content learning	Approaches/methods
<b>Primary (ISCED 1)</b>	<ol style="list-style-type: none"> <li>1. Introduce students to one or more foreign languages.</li> <li>2. Take part in learning situations, games and collaborative activities in which modern foreign language is used for communication purposes, in particular to give instructions or name objects.</li> </ol>	<ol style="list-style-type: none"> <li>1. To learn specific language in respect to non-language disciplines.</li> <li>2. To raise awareness of the cultural and social aspects of the countries where the foreign language is spoken, enrich the study of subject areas with other perspectives on the world and develop pupils' intercultural competences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Several DdNLs are offered, depending on the choices and possibilities of the schools, but multilingual approaches often carried out during art education and/or physical education and sport.</li> <li>2. The schemes vary locally : teachers can set up their own DdNL hours, organise stronger language centres, give access to CLIL classes, etc.</li> </ol> <p>Although English is the dominant language, specific arrangements have been put in place in certain areas to promote languages other than English. In this case, vertical transitions are ensured by the presence of international, dual-language or European sections in lower and upper secondary education.</p>
<b>Secondary 1 (ISCED 2)</b>	<p>The language objectives are maintained during the vertical transition. All pupils in lower secondary education study at least two modern foreign languages. However, lower secondary education may offer more in-depth language courses for identified groups of pupils, without prejudice to those who did not</p>	<p>When a DdNL is taught, it relates to a subject taught in the student's core curriculum, usually history-geography. The aims are :</p> <ol style="list-style-type: none"> <li>1. To learn subject-specific vocabulary in the foreign language.</li> </ol>	<p>In addition to international and bilingual sections (which include DdNL teaching provided by expatriate teachers from the countries of the section), there are no specific national arrangements for DdNL teaching in lower secondary education, However, some so-called 'European' sections include at least one extra hour of modern language per week.</p>

	<p>benefit from DdNL teaching at primary level. In addition to the objectives set out for primary level, there are :</p> <ol style="list-style-type: none"> <li>1. Consolidation of language competences within the framework of the CEFR.</li> <li>2. Familiarisation with the cultural aspects of the countries related to the foreign language in connection with any LoN taught and the core curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>2. To discover teaching approaches specific to the countries related to the foreign language studied.</li> <li>3. To understand and deepen the culture of the countries through a disciplinary approach.</li> <li>4. To use the subject as an entry point for developing language skills: the DdNL generally serves the language.</li> </ol>	<p>In these contexts, teachers of a non-linguistic subject offer, on a voluntary basis, time for DdNL in a modern foreign language, the organisation of which depends on the school (extra hours, time taken from ordinary lessons, etc.). English is the language most often used, but the flexibility of the system means that teachers can experiment with languages other than English in their classes. It has to be said that these local initiatives are not easily identifiable or listed.</p>
<p><b>Secondary 2 (ISCED 3)</b></p>	<p>The language objectives are maintained during the vertical transition. All students in upper secondary education study at least two modern foreign languages. The main linguistic objective is to achieve a level B2 in the first modern foreign language, and B1 in the second, by the end of the final cycle (baccalauréat exam). For students who join the language reinforcement sections(see third column), the linguistic objectives are supplemented by additional input, particularly in relation to the culture and history of the countries related to the foreign language. Mobility is very often proposed in order to experience the culture and society and practise the language for a more or less long period (from a few days to a whole school year).</p>	<ol style="list-style-type: none"> <li>1. To learn vocabulary specific to the language discipline, with a focus on lexical comparisons between French and the foreign language.</li> <li>2. To discover specific teaching methods in the countries related to the studied foreign language.</li> <li>3. To use the DdNL to discover and explore cultural aspects of the countries, possibly making a link with current events.</li> <li>4. To use the subject as an entry point for developing language skills: the DdNL generally serves the language.</li> </ol>	<p>Specific sections called <a href="#">Sections Européennes et de Langues Orientales (SELO)</a> (European and Oriental language sections) are set up in certain "lycées" (general, technological and vocational) for voluntary pupils. These enable pupils to take at least one extra hour of modern language and one hour per week in a non-linguistic subject in the foreign language that will be strengthened. This optional teaching gives rise to a specific mention on the baccalauréat diploma.</p> <p>In technological "lycées", since the 2018 reform, co-teaching of a technological subject and a modern foreign language has been introduced for all students.</p> <p>Since the start of the 2022 academic year, pupils in international sections have been following a bilanguage, trilingual or quadrilingual pathway based on the teaching of one or more DdNLs, leading to the <a href="#">Baccalauréat Français International (BFI)</a>.</p>

		This new diploma recognises the teaching of DdNL in languages other than English.
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**Short description how the curriculum scenario establishes links between CLIL and plurilingual education:**

All the curricula, particularly in modern languages, encourage teachers to set up learning situations right from the start of pupils' schooling based on a plurilingual approach, particularly through comparisons and interactions between several modern languages. While this approach makes it possible to give coherence to learning, particularly in relation to the study of the language of schooling, French, it remains difficult to introduce it in the CLIL approach to DdNL courses. In fact, the level of language skills (real or perceived) of teachers of so-called non-language subjects can be an obstacle to setting up a plurilingual approach. Awareness-raising and supporting initiatives are being developed in education authorities, based on in-service teacher training and sharing of experience.

**Suggestions for further development:**

The teaching of a non-linguistic subject in France is part of a process of deepening the learning of one or more modern languages. In this sense, a DdNL course shares more of the didactic and pedagogical objectives of a modern language course than those of a subject course. In fact, the subject content is a means of entering into the learning and practice of the language by taking advantage of an expert and specific context. This point of view is not always easy to establish among teachers of DdNL who are not language teachers, but once it is established, it gives rise to activities which focus on the linguistic production (particularly oral) of the pupils. Exchanges of practice between language teachers and DdNL teachers also lead to interesting developments in teaching practices which are reflected in ordinary lessons.

As far as the teaching materials used are concerned, we can see that a great deal of work goes into preparing these lessons, with didactic analysis that is sometimes more thorough than in ordinary lessons. In fact, the change of the reference point in practices, and in particular the focus on oral production of pupils in a modern language, has led to changes in the way DdNL teachers design resources and materials. These are geared towards encouraging the active involvement of students, which can have interesting spin-offs for language courses and enable effective professional development for DdNL teachers.

**References :**

<https://eduscol.education.fr/681/apprendre-en-langue-vivante-selo-et-dnl-hors-selo>

<https://eduscol.education.fr/document/31942/download?attachment>

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