

Professional Development Consortium in Modern Foreign Languages

Using research evidence to raise attainment in the MFL classroom



Teachers from Oxford and Reading are maximizing student attainment in MFL by applying eight research-based principles in their classrooms. Come to a workshop to watch video footage of their lessons and learn how to apply these same principles to raise attainment in your classroom.

The workshops will give you the opportunity to:

- Engage with academic research and thinking behind effective MFL teaching and learning
- See the impact on students when practising language teachers use evidence-based principles in the MFL classroom
- Use the principles in your own teaching to improve student attainment, with follow-up support from the Consortium

Delegates at the workshops will be invited to join the Consortium network, get valuable support from lead teachers and researchers as they implement the principles in their teaching, and share their experiences with others.

Attendance at the workshops is free thanks to the project being funded by the Economic and Social Research Council. Refreshments and lunch will be provided.

Wednesday 13 June

The Willink School, Burghfield Common, Reading, RG7 3XJ

Tuesday 19 June

London Metropolitan University, 166-220 Holloway Road, London, N7 8DB

Tuesday 26 June

Department of Education, University of Oxford, OX2 6PY

Friday 29 June

Great Wyrley Performing Arts High School, Walsall, WS6 6LQ

Tuesday 3 July

Harris City Academy Crystal Palace, London, SE19 2JH

Thursday 12 July

Bradley Stoke Community School, Bristol, BS32 9BS

To register and get travel and transport information for each workshop venue, look under 'News and Events' on our web page

www.reading.ac.uk/education

The consortium is made up of specialists in language learning from the universities of Reading and Oxford together with leading classroom language teachers.



Suzanne Graham is the Subject Leader for PGCE Modern Foreign Languages at the Institute of Education, University of Reading, as well as School Director of Research. She has worked in teacher education since the 1990s, after teaching French and German in secondary schools. She has researched and published widely in second language teaching and learning, language learning strategies, motivation, listening comprehension and teacher cognition.



Ernesto Macaro taught French and Italian for 16 years before becoming a teacher educator and applied linguist with a focus on classroom based research. He is Professor of Applied Linguistics (Second Language Acquisition) in the Department of Education at the University of Oxford. He currently co-ordinates the MSc. in Applied Linguistics and Second Language Acquisition and teaches on the Modern Languages Teacher Education Programme. His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms.



Sarah Rae is Specialism Coordinator at The Willink School in Reading where she manages languages across the curriculum. She has taught French and some German for four years, and has an MA in Education specialising in CLIL. Sarah sees the role of the Consortium as helping teachers to develop long-lasting, transferable language learning skills in students, bringing about renewed enthusiasm among teachers and learners about languages.



Florence Sherrington is Head of MFL at The Cherwell School in Oxford. She has been teaching French for 20 years and is an NQT tutor. She values language learning for the cultural knowledge that it imparts, while reinforcing literacy and social skills in students. Florence believes the workshops will be effective because they are led by practising teachers, providing answers to real questions and issues faced by teachers today.



Jenny Skinner is an NQT teaching German, French and Japanese at The Willink School in Reading. She will be teaching CLIL Music lessons in French from September 2012 as part of the school curriculum. She predicts the Consortium will enable teachers to lead pupils to manipulate language and develop their decoding skills so they can use it for genuine communication and enjoyment in lessons.



Jennifer Ramsdale is Assistant Pastoral Lead and MFL teacher at Bartholomew School in Eynsham, Oxfordshire. She has been teaching French and Spanish for 11 years. She says, 'When a positive, communicative climate is established in the classroom, in which students are both willing and capable of expressing themselves more spontaneously, the results can be really motivational for both teachers and students'. It is in areas like this, through ideas and resources, that Jennifer hopes the Consortium will bring about change in classrooms.




Katie Lee is Assistant Head at Whitecross School in Hereford. She has taught German and French for 14 years, and has worked extensively to develop and implement CLIL teaching and research models in schools. She was also the lead CLIL Practitioner at the University of Reading for two years. Katie envisages the Consortium will encourage teachers to reflect on what makes language learning happen and trust in their own ability to find solutions to the challenges that they face in the classroom.

Other members that make up the Consortium are:

- **Alison Seath**, Head of Languages, Larkmead School, Abingdon
- **Trevor Mutton**, PGCE MFL tutor, University of Oxford
- **Barbara King**, PGCE MFL tutor, University of Reading
- **Robert Woore**, PGCE MFL tutor, University of Oxford
- **Rachel Hawkes**, Assistant Principal and Director of the Language College, Comberton Village College
- **Heike Bruton**, Project Officer, University of Reading
- **Lucy Beharrell**, Project Officer, University of Oxford.

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 For the latest information, go to: www.reading.ac.uk/education