

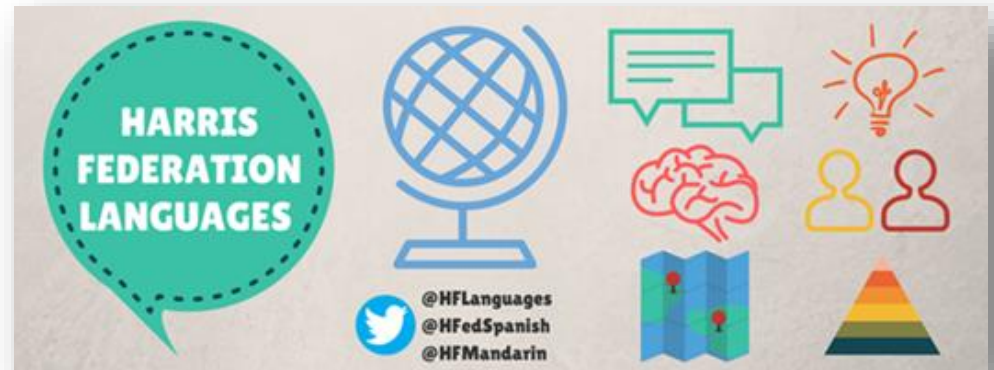
Session 6.3 Major Talks

Collaboration and Progress as part of a Network

David Shanks

COLLABORATION & PROGRESS AS A NETWORK

...SHARING SOME IDEAS



David Shanks

MFL Consultant & Lead Practitioner

twitter  @HFLanguages

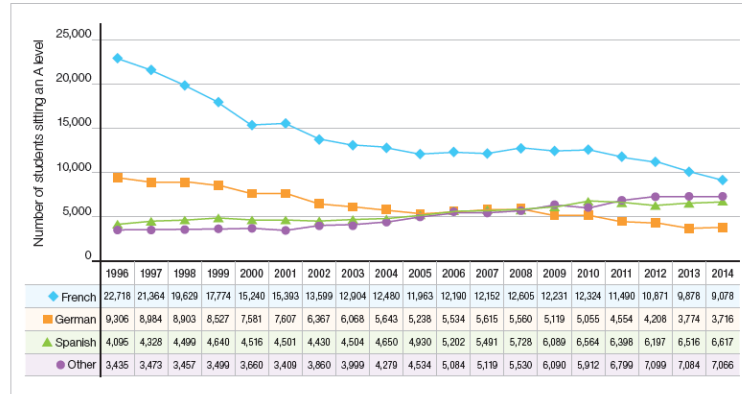
David.Shanks@harrisfederation.org.uk

Download presentation: www.tinyurl.com/DShanksLW17

CONTEXT MATTERS

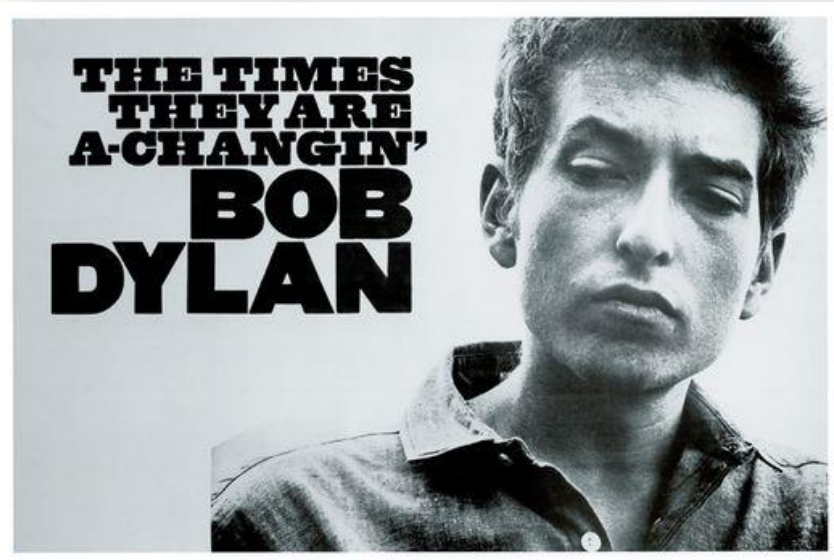
(Yes I teach!)

Figure 8: Entries for A level examinations in languages, 16–18 year olds, England, 1996–2014



Why is UK language teaching in crisis?

Policy changes and lower funding have created a huge skills gap in schools, threatening university departments with closure



Curriculum / Specifications

Grading

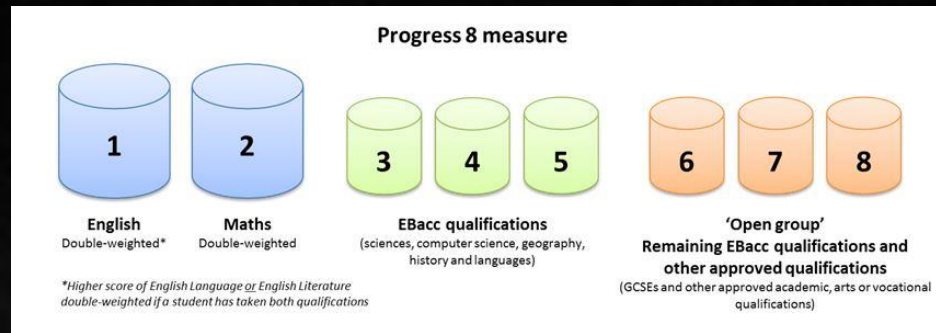
Accountability measures

Teacher Training Routes

School types & funding

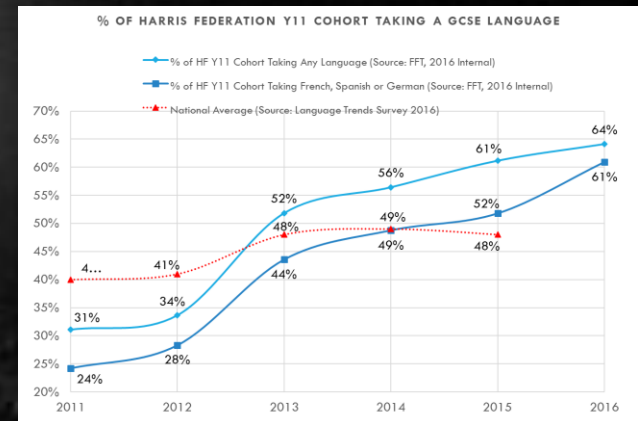
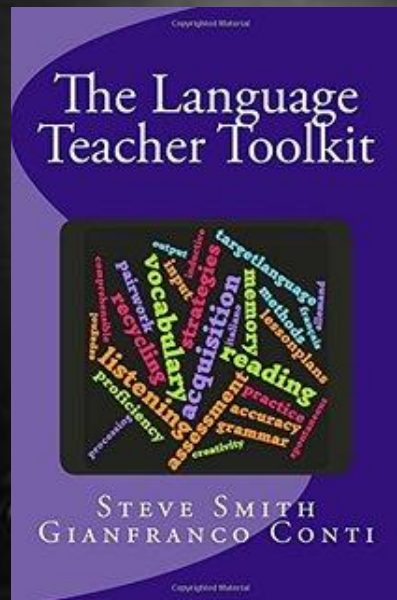
Recruitment

Brexit!?



MODERN FOREIGN LANGUAGES PEDAGOGY REVIEW

A review of modern foreign languages teaching practice in key stage 3 and key stage 4



research  **ED**



Progress for ALL 

PRIMARY

Harris Girls' Academy Bromley

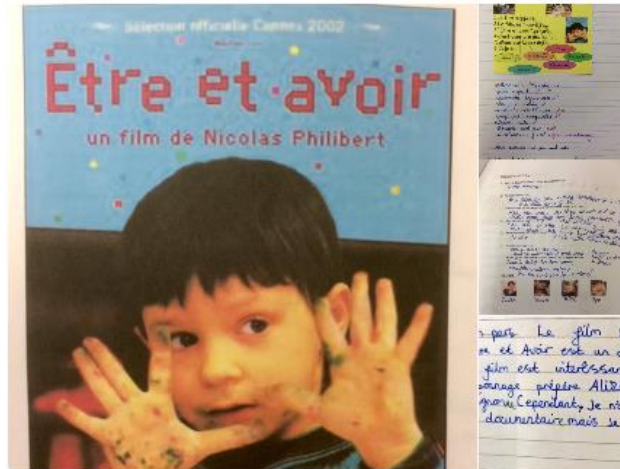
has worked with Harris Primary Kent House, Harris Primary Crystal Palace, Stewart Fleming Primary School & Alexandra Junior School.

Language Leaders:

- Christmas lessons in French and Spanish. Over 50 students from different schools visited
- Visiting primary schools and delivering lessons on short films

HF Languages @HFLanguages · Feb 4

Exceptional #primarylanguages practice @HPAKTWEET v impressed with use of film! Merci Mme Mills #mfltwitterati #mfl



Y9 Quizzing the class on Christmas vocabulary at HGABR



Some festive vocab games!

In reply to HarrisSchoolDirect



HF Languages @HFLanguages · Mar 10

"Splat!" Great enthusiasm for primary #MFL from @Harris_ITE trainees @HPACYP today. #mfltwitterati



THOUGHTS ON TEACHING AND LEARNING IN LIGHT OF CHANGES



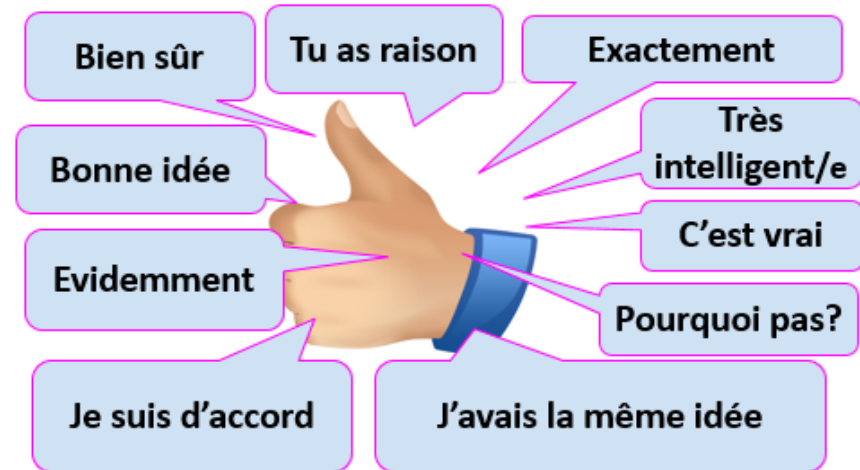
SOME CONSIDERATIONS FOR IMPROVING THE SPONTANEOUS USE OF TL

- ❑ Easy to become stuck in a teacher led I-R-F loop (Input-response-feedback)
- ❑ Maximise opportunities for Student, Student-to-Student and stimuli dependent TL use
- ❑ E.g. compare TL utterances in a typical noughts/crosses as a class (9 utterances) and as a paired activity (135 utterances)
- ❑ Speaking for communication Vs speaking accurately (overcorrection?)
- ❑ Provide students with a **meaningful** language toolkit
- ❑ Embed student use of TL into routines (in which the TL ideally changes)
- ❑ Physical resources – planners / mats / displays. Merits for a TL check list?

**SOME CLASSROOM IDEAS
DISCOVERED**

(AS PART OF A NETWORK!)

Authentic, thematic, communication-based language



Thanks to Jo Keppe – shown at MFL Teachmeet

2. Embed classroom routines

Los chicos/las chicas **deberían** sentarse debido a que...
 Mi equipo **debería** sentarse debido a que...
 Mi mesa **debería** sentarse debido a que...
 ...y yo **deberíamos** sentarnos debido a que...

Sí, estoy a favor dado que **la** justificación de...



- ✓ es...
- ✓ incluye...
- ✓ me hace sentir +ADJ
- ✓ me fascina + INFIN/NOM



No, estoy en contra dado que **la** justificación de...

- ❖ no es...
- ❖ No incluye ...
- ❖ no me hace sentir + ADJ
- ❖ no me fascina + INFIN/NOM



- Mi equipo/ mesa **puede** sentarse por favor... 
- Los chicos/las chicas **pueden** sentarse por favor... 
- ...y yo **podemos** sentarnos por favor...



Estoy de acuerdo con **la** razón de ...porque

- tiene...
- explica...
- varia...
- es...



No estoy de acuerdo con **la** razón de ...porque ...

- no tiene...
- no explica...
- no varia...
- no es...

¿Qué equipo **va a ganar/perder** hoy?



Claro que equipo A/B **va a ganar** porque...

- somos más...
- tenemos más...
- queremos...



Claro que el otro equipo **va a perder** porque...

- no son más...
- no tienen más...
- no quieren...

En mi opinión...merece **un punto** de...porque...



cabeza

- Entiende **un** problema difícil
- Hace preguntas
- Responde mucho
- Levanta **la** mano
- Habla bien **el** español



corazón

- Ayuda a...
- Apoya a...
- Es generoso/a
- Es comprensivo/a
- No pierde **la** paciencia
- Intenta mucho



heroísmo

- Tiene resistencia
- Tiene honradez
- Corre riesgos
- Es valiente

~~Quel âge as-tu?~~

1. Tu penses qu'il/elle a quel âge?
2. Pourquoi?



La femme la plus vieille du monde?



L'homme le plus vieux du monde?

Monsieur Shanks?

Against the clock, in pairs ..

- Think about (Language) you know
 - Questions
 - Statements
 - Negative statements
 - Other sorts of sentence

Apples

- You have 60 seconds
- In the target language
- Take it in turns
- Say as many sentences about an apple, or apples as you can – from any of the categories - to your neighbour
- E.g. I like .. , How much is ..?

Thanks Stephen Fawkes , ALL!

Zut!
J'ai renversé mon café



2

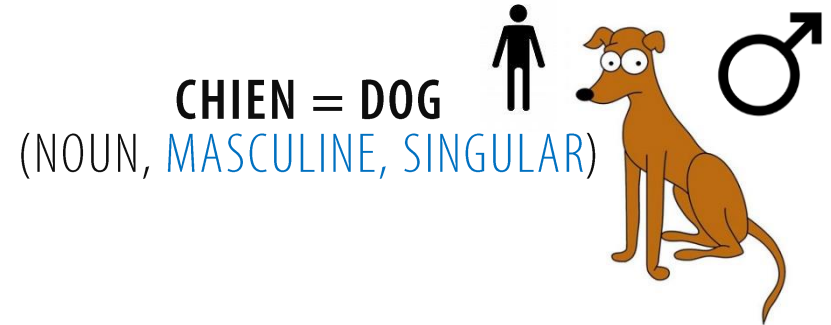
Je viens d'une grande famille et
c'est pénible! J'aimerais passer
des vacances toute seule sur
une île déserte. Ce serait génial
de pouvoir bouquiner en toute
tranquillité! **Mathilde**

Français:

Anglais:

"VARIATION TRANSLATION"

1. The dog = **Le** chien
2. A dog = **Un** chien
3. The dogs = **Les** chiens
4. My dog = **Mon** chien
5. I have a dog = J'ai **un** chien
6. I have two dogs = J'ai **deux** chiens
7. I don't have a dog = Je **n'ai pas de** chien
8. I would like a dog = Je voudrais **un** chien
9. There is a dog = Il y a **un** chien
10. I like the dog = J'aime **le** chien
11. I like the dogs = J'aime **les** chiens
12. I like dogs (in general) = J'aime **les** chiens
13. He has a dog = Il a **un** chien
14. She has three dogs = Elle a **trois** chiens
15. He does not have a dog = Il **n'a pas de** chien
16. I have a black dog = J'ai **un** chien noir
17. You have a white dog = Tu as **un** chien blanc
18. Have you a black dog? = As-tu **un** chien noir?
19. Some dogs = **Des** chiens
20. I have some black dogs = J'ai **des** chiens noirs



English	Masculin e	Feminine	Plural
"The" =	Le	La	Les
"A" =	Un	Une	Des (=some)
"My" =	Mon	Ma	Mes

I would like	= Je voudrais
there is	= il y a
I like / you like	= j'aime / tu aimes
he has / She has	= il a / Elle a

Negative/not =	
	ne __verb__ pas de ...
	or
	n' __verb__ pas de ...

"Pour numéro 1/2/3... j'ai _____. Ça s'écrit a-b-c-d"

1. The turtle = La tortue

2. A turtle = Une tortue

3. The turtles = Les tortues

4. My turtle = Ma tortue

5. I have a turtle = J'ai une tortue

6. I have two turtles = J'ai deux tortues

7. I don't have a turtle = Je n'ai pas de tortue

8. I would like a turtle = Je voudrais une tortue

9. There is a turtle = Il y a une tortue

10. I like the turtle = J'aime la tortue

11. I like the turtles = J'aime les tortues

12. I like turtles (in general) = J'aime les tortues

13. He has a turtle = Il a une tortue

14. She has three turtles = Elle a trois tortues

15. He does not have a turtle = Il n'a pas de tortue

16. I have a green turtle = J'ai une tortue verte

17. You have a blue turtle! = Tu as une tortue bleue!

18. Have you a green turtle? = As-tu une tortue verte?

19. Some turtles = Des tortues

20. I have some green turtles = J'ai des tortues vertes

TORTUE = TURTLE
(NOUN, FEMININE, SINGULAR)



English	Masculin e	Feminine	Plural
"The" =	Le	La	Les
"A" =	Un	Une	Des (=some)
"My" =	Mon	Ma	Mes

I would like	= Je voudrais
there is	= il y a
I like / you like	= j'aime / tu aimes
he has / She has	= il a / Elle a



Negative/not =
ne __verb__ **pas de ...**
or
n' __verb__ **pas de ...**

"Pour numéro 1/2/3... j'ai _____. Ça s'écrit a-b-c-d"

Dealing with
unfamiliar
language

Communication Strategies

*These have been an **underused** feature in subject specifications!*

We are all linguists so may often neglect highlighting patterns and processes to students because they have become automatic for us.

*We need to “**make the implicit explicit**” to students*

Students will need to develop communication strategies, as part of the teaching and learning process, which will greatly increase their ability to cope successfully with unknown words.

Ignoring words which are not needed

Using the visual and verbal context

Use of grammatical markers and categories

Making use of the social and cultural context (PDC in MFL work)

EMPOWER STUDENTS WITH RULES E.G. -ION / -IBLE / -ABLE MOST OCCURRING WORDS IN A LANGUAGE LISTS

Rule	Examples
The French word adds an 'e'	<i>branche, liquide, signe, vaste</i>
The English word adds an 'e'	<i>futur, masculin, paradis, pur</i>
Words which end with 'e' or 'é' in French and with 'y' in English	<i>beauté, liberté, mystère, armée</i>
Words which end with 'i' or 'ie' in French and with 'y' in English	<i>économie, parti, tragédie</i>
Words which end with <i>aire</i> in French and with 'ar' or 'ary' in English	<i>grammaire, militaire, populaire</i>
Words which end with <i>el</i> in French and with <i>al</i> in English	<i>individuel, officiel</i>
French adverbs ending with <i>ment</i> which end with 'ly' in English	<i>complètement, généralement, spécialement</i>
Verbs which add 'r' or 'er' in the infinitive in French	<i>admirer, confirmer, inspecter</i>
Verbs which end with <i>er</i> in French and with 'ate' in English	<i>assassiner, cultiver, décorer</i>
Words where 'o' or 'u' in English is replaced by <i>ou</i> in French	<i>approuver, gouvernement, mouvement, bouddhiste</i>

LISTEN TO MICHEL THOMAS FOR SOME GREAT IDEAS

NEW GCSE

SOME GENERAL CONSIDERATIONS

- ❑ Linear, no CA (yippee, but does this mean no memorisation?)
- ❑ Equal weighting of L,S,R,W
- ❑ Revisit topics and transfer language between contexts
- ❑ Focus on vocabulary and high frequency language, structures and verbs
- ❑ Need for improved spontaneity, confidence and grammar (S & W)
- ❑ Importance of understanding memory (Ebbinghaus curve & ST→LTM)
- ❑ Build language strategies for unfamiliar (literary) texts (check the spec)
- ❑ Practical - no mixing of tiers, longer speaking exams, a (large!) range of mark schemes, no dictionary or task sheets, keep a writing folder?

ASSESSMENT

- ❖ 3 MFL assessment cycles combine a student's work equally across the cycle, with the equal weightings of ALL 5 areas as below:
 - ❑ Core Knowledge / Grammar – 20%
 - ❑ Listening – 20%
 - ❑ Reading – 20%
 - ❑ Speaking – 20%
 - ❑ Writing – 20%
- ❖ No levels - % only. Concepts / constructs model (Tim Oates, Cambridge Assessment)
- ❖ Feedback and improvement focus. 5 areas tracked for gaps.
- ❖ Holistic **Assessment** % & Holistic **Teacher** Most Likely Grades (1-9)
- ❖ Textbook as a guide and augmented (speaking, culture, tech, HfL – Glue words, phonics)
- ❖ Pearson's free grammar progression scale very useful.
- ❖ Influenced by GCSE skills development but assessments changed appropriately for **purpose**
- ❖ Progress depends on quality and design of curriculum and assessments

MFL Skills Assessment Scheduling 2016-17

	Half Way Cycle 1 Internal!	End of Cycle 1	ASSESSMENT WEEK CYCLE 1	Half Way Cycle 2 Internal!	End of Cycle 2	ASSESSMENT WEEK CYCLE 2	Half Way Cycle 3 Internal!	End of Cycle 3	ASSESSMENT WEEK CYCLE 3
Y7	W (/30)	S, G, R, L (/120)	7th Nov (21 st Nov Bromcom %) (30+120 = total /150)	S (/30)	W, G, R, L (/120)	6th Feb (27 th Feb Bromcom %) (30+120 = total /150)	W (/30)	S, G, R, L (/120)	5th June (19 th June Bromcom %) (30+120 = total /150)
Y8	S (/30)	W, G, R, L (/120)	7th Nov (21 st Nov Bromcom %) (30+120 = total /150)	W (/30)	S, G, R, L (/120)	6th Feb (27 th Feb Bromcom %) (30+120 = total /150)	S (/30)	W, G, R, L (/120)	5th June (19 th June Bromcom %)
Y9	W (/30)	S, G, R, L (/120)	7th Nov (21 st Nov Bromcom %) (30+120 = total /150)	S (/30)	W, G, R, L (/120)	6th Feb (27 th Feb Bromcom %) (30+120 = total /150)	W (/30)	S, G, R, L (/120)	5th June (19 th June Bromcom %)
Y10	W (/30)	S, R, L (/90)	21st Nov (5 th Dec Bromcom %) (30+90 = total /120)	S (/30)	W, R, L (/90)	27th Feb (13 th March Bromcom %) (30+90 = total /120)	S (15 th May FULL mock)	W, R, L (/tbc)	19th June (3 rd July Bromcom %) (Total /tbc)
Y11	Sit CA	All CA to date + R + L Past paper	21st Nov (5 th Dec Bromcom %)	Sit CA	All CA to date + R + L Past paper	27th Feb (13 th March Bromcom %)			

Name: _____ Teacher: _____ Class: _____

Section A: Grammar & Translation	Q1		Q2		Q3		Q4		Section A Total	
	/8		/6		/6		/10		/30	
Section B: Reading Comprehension	Q1		Q2		Q3		Q4		Q5	Section B Total
	/6		/6		/6		/6		/6	/30
					Total Section A+B					/60
					Total (+60, x100)					%

What Went Well:

- ☐ AQ1. Subject Pronouns
- ☐ AQ2. Word classes - noun/verb/adjective
- ☐ AQ3. Key verbs AVOIR / ETRE (to have/to be)
- ☐ AQ4. Translation into English
- ☐ BQ1. Pencil case items BQ2. Birthdays BQ3. Sentence match BQ4. Likes & Dislikes BQ5. Unseen text

Teacher Comment - What Went Well:

Even Better If:

- ☐ AQ1. Subject Pronouns
- ☐ AQ2. Word classes - noun/verb/adjective
- ☐ AQ3. Key verbs AVOIR / ETRE (to have/to be)
- ☐ AQ4. Translation into English
- ☐ BQ1. Pencil case items BQ2. Birthdays BQ3. Sentence match BQ4. Likes & Dislikes BQ5. Unseen text

Teacher Comment - Even Better If:

Do now:

- ☐ Write out Eng and Fr for all subject pronouns
- ☐ Write out the verb AVOIR/ETRE
- ☐ Define a noun/verb/adjective with examples
- ☐ Translate _____
- ☐ Use a dictionary to look up 5 words you didn't know and note them in your book in Eng & Fr

Teacher Comment - Do Now:

Section A: Grammar and Translation into English

1. Translate the French subject pronouns below into English. [8 marks total, 1 mark each]

- | | |
|--------------------|------------------|
| a) je / j' = _____ | e) nous = _____ |
| b) tu = _____ | f) vous = _____ |
| c) il = _____ | g) ils = _____ |
| d) elle = _____ | h) elles = _____ |

/8

2. a) i) What is a noun? Write your answer in English. (1 mark)

ii) Give an example of a noun in French (1 mark):

2. b) i) What is a verb? Write your answer in English. (1 mark)

ii) Give an example of a verb in French (1 mark):

2. c) i) What is an adjective? Write your answer in English. (1 mark)

ii) Give an example of an adjective in French (1 mark):

2. Read the text below on "parkour" (free-running) and answer the questions that follow in English. *Useful topic. [6 marks total]

Le Parkour – « l'art du déplacement »

Le **parkour**, est une activité apparue dans les années 1990 et certains disent que c'est un sport ou « l'art du déplacement ».

Le fondateur du **parkour**, s'appelle David Belle et il est né le 29 avril 1973 en France.

Il a commencé le **parkour** à l'âge de quinze ans et aujourd'hui il est aussi acteur dans les films d'action.

Le **parkour** consiste en sauter des obstacles aussi précisément que possible, avec des mouvements fluides et rapides. Normalement, l'activité se passe en milieu urbain ou en milieu naturel.

Le **parkour** peut être une activité dangereuse parce qu'elle se pratique généralement sans protection.



- When did the activity "parkour" first appear? (1 mark)
- Which French person is credited with inventing "parkour"? (1 mark)
- What else does this person do **apart** from practising parkour? (1 mark)
- At what age did this person start doing parkour? (1 mark)
- In what kind of areas does parkour normally take place? (1 mark)

- ❖ Variation, unseen (and more engaging?) questions
- ❖ Test communication strategies & stretch the domain being assessed
- ❖ Core knowledge and Grammar items revisited (Verbs)
- ❖ Low stakes, thought-out MCQs (Plickers?)
- ❖ Speaking focus (logistical challenge!)
- ❖ Spontaneity and phonetical awareness tested explicitly
- ❖ Feedback focus not grade
- ❖ Attempt to reduce marking load!



Year 9 French – Cycle 1 Autumn 2016

Speaking Exam (AO2)

Student: _____



Section A: Pronunciation & Intonation [5 marks]

Read aloud the following paragraph to your teacher. Take your time and speak clearly.

L'année dernière, je suis allé à un concert rap de **Stromae** avec ma copine. Ma copine s'appelle Caroline et elle est extrêmement marrante et intelligente. Cependant, elle est un peu paresseuse de temps en temps. Ma copine adore la musique de **Stromae**, et moi j'aime bien aussi. L'ambiance était fantastique et on a dansé toute la soirée. Après, nous sommes allées au restaurant et j'ai mangé une grande pizza délicieuse. **Miam-miam!**

/5

Section B: Photo Description & questions [25 marks]

Topic: Family and friends



De gauche à droite:
1. Homer, 2. Santa's Little Helper, 3. Marge,
4. Lisa, 5. Snowball, 6. Maggie & 7. Bart



Year 9 French – Cycle 1 Autumn 2016

Speaking Exam (AO2)

Student: _____



Feedback Sheet for Student. Print A5. Have students stick in their book after sitting exam at front and complete their feedback during exam.

Section A. Teacher - Tick words pronounced well & circle pronunciation mistakes for fast feedback.

L'année dernière, je suis allé à un concert rap de **Stromae** avec ma copine. Ma copine s'appelle Caroline et elle est extrêmement marrante et intelligente. Cependant, elle est un peu paresseuse de temps en temps. Ma copine adore la musique de **Stromae**, et moi j'aime bien aussi. L'ambiance était fantastique et on a dansé toute la soirée. Après, nous sommes allées au restaurant et j'ai mangé une grande pizza délicieuse. **Miam-miam!**

/5

Pronunciation EBI/sounds/words to practise:

Section B. Teacher – Complete brief feedback per question below whilst conducting exam

	Question	Notes/Feedback
1	Qu'est-ce qu'il y a sur la <u>photo</u> ?	
2	Parle-moi de ta famille.	
3	Avec qui tu t'entends bien dans ta famille et <u>pourquoi</u> ? (pas)?	
! (Only 2 of 3)	Qu'est-ce que tu as fait récemment avec ta famille / tes amis?	
! (Only 2 of 3)	Comment est ton meilleur ami / ton	



Year 7 French: MID-CYCLE 2 Spring 2017 Speaking Exam (AO2)



Section C: Assessing your use of French (the Target Language) in all lessons

We use the English language every single day and over extended periods of time to communicate and exchange ideas with one another. The same **must happen** when you are learning a foreign language.

It is just like any professional athlete, footballer or singer – you need to practise again and again over time, getting a little bit better each time in order to succeed. This means it is essential for you to practise speaking French every lesson, even if it is as a minimum for asking and answering questions and classroom routines.

Your teacher will assess how you usually use French (the Target Language) in **all your lessons** using the criteria below. It's very easy to get high marks just by giving it your best effort and fully participating in your lesson routines in full sentences! Bonne chance 😊

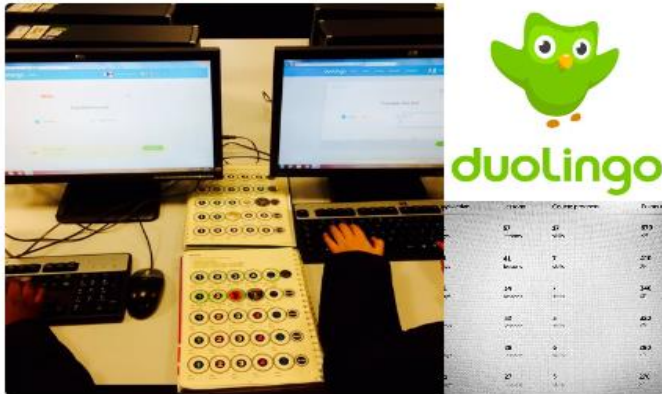
Marks	How you speak French in lessons	You say, for example:
9-10	<input type="checkbox"/> You can take part in short dialogues from memory <input type="checkbox"/> You are confident in starting French dialogues with teacher & classmates <input type="checkbox"/> You are confident in asking your own questions <input type="checkbox"/> You give opinions and reasons in your own answers <input type="checkbox"/> You can conduct activities almost 100% French <input type="checkbox"/> You make a big effort to avoid English sounding pronunciation and are starting to sound "super French"! <input type="checkbox"/> You speak clearly and confidently, projecting your voice to your full audience <input type="checkbox"/> You take every single opportunity to practise your French, show initiative and help to teach your classmates	<ul style="list-style-type: none"> • <i>La réponse c'est «ah» parce que c'est un verbe</i> • <i>Je dirais que ce n'est pas correct parce qu'il n'y pas d'accent</i> • <i>Monsieur/Madame j'ai fini mais j'ai un problème avec numéro 3, aidez-moi s'il vous plaît.</i> • <i>Ça va mal aujourd'hui parce que je suis fatigué(e) et malade et vous ?</i>
7-8	<input type="checkbox"/> You can take part in short dialogues with a few short notes <input type="checkbox"/> You are confident in starting French dialogues with teacher & classmates <input type="checkbox"/> You can answer simple questions and start to add your own language and opinions <input type="checkbox"/> You can ask for help and classroom resources 100% in French using full	<ul style="list-style-type: none"> • <i>Je peux avoir du papier s'il vous plaît Monsieur/Madame?</i> • <i>La réponse c'est «ah»</i> • <i>Je pense que c'est correct</i> • <i>Parce que c'est un adjectif</i>

TECHNOLOGY (& PROFILE)

Quizlet.com



Y7 attendees of @Duolingo French Club
@HCACP are making excellent progress!
#mfltwitterati @HarrisFed



Harris Fed Languages
@HFLanguages

Amazed by these 30 @HarrisFed students. 106,150 questions in 10 days!
Thanks @educationperf #LPWC2016
#mfltwitterati

Prize Winner	Harris Rank	First Name	Hours	Activities	Questions	Logins
Top prize!	1	Viktoria	20 hrs	119	14882	52
2nd place prize	2	Elena	26 hrs	47	13927	170
Runner-up prize	3	Lola	17 hrs	121	13741	68
Runner-up prize	4	Jessica	17 hrs	81	11370	31
Runner-up prize	5	Ella	14 hrs	235	10431	195
Runner-up prize	6	Mahdeia	14 hrs	63	9443	51
	7	Rhianna	4 hrs	19	3529	24
	8	Mariam	3 hrs	30	2846	6
	9	Charlotte	4 hrs	14	2784	6
	10	Ambika	3 hrs	27	2693	11
	11	Ijeoma	3 hrs	20	2400	8
	12	Aleeza	2 hrs	31	2192	44
	13	Johanna	3 hrs	51	1897	32
	14	Khari	2 hrs	29	1684	16
	15	Nadine	2 hrs	43	1423	10
	16	Isabel	2 hrs	32	1129	7
	17	Asif	1 hrs	32	1053	7
	18	Jessica	2 hrs	29	635	3
	19	Yetunde	1 hrs	8	608	4
	20	Zaine	1 hrs	34	422	2
	21	Nathan	1 hrs	9	416	13
	22	Zaneta	1 hrs	16	291	3
	23	Neveah	1 hrs	14	288	6
	24	Aisha	0 hrs	13	207	4
	25	Alex	0 hrs	4	202	3
	26	Radost	0 hrs	12	166	13
	27	Tom	0 hrs	6	55	7
	28	Angellic	0 hrs	5	55	1
	29	Siva	0 hrs	2	40	3
	30	Zarefa	0 hrs	1	20	2

Bravo!



This is a note to say that the Harris
Crystal Palace Languages
Department is extremely pleased with

_____’s
efforts as part of the Duolingo
Language Club.

Keep up the great work!

Level: _____

Date: _____

Signed: _____



This great work can be
continued independently
and for free at:

www.duolingo.com

RETWEETS
8

LIKES
10



USE OF (SHORT) FILM



Screening Languages

A resource for using short films to teach
Modern Foreign Languages

www.screeninglanguages.org



www.filta.org.uk

Justino

Retell the story using the pictures to help you. What happened? Add the sequencers below and add in connectives.

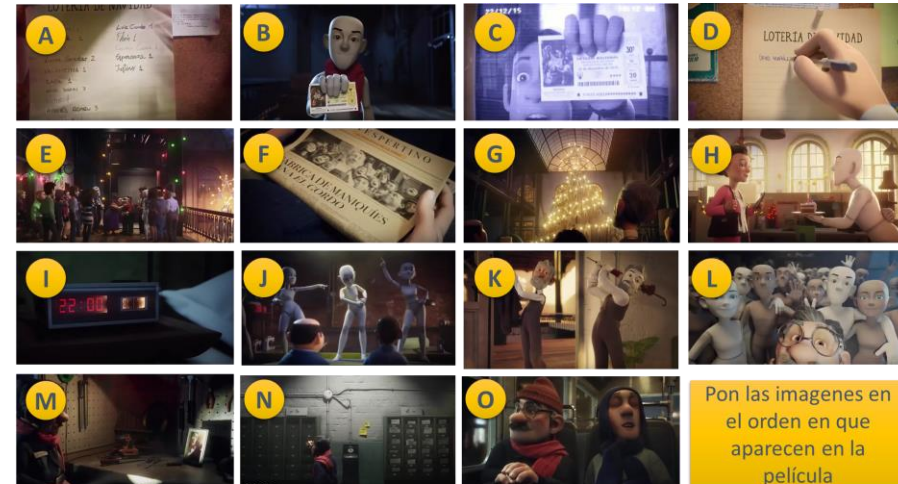
1. **Luego** = then
2. **Después** = after
3. **Más tarde** = later
4. **Primero** = firstly
5. **Por último** = lastly/finally

Describe la foto

Write a description of each photo using the key words and any other vocabulary that you know.

Challenge: give your opinion of each picture. How does it make you feel?

En la foto	Una foto	La foto	Puedes	Ver
Se puede ver	Hay	Tiene	Con	Es
De	Maniquies	Tren	Ventana	Gente



CPD, COLLABORATION, SHARING



Association *for*
Language Learning

Networking for ALL at a local level

Laura Simons

Network Lead, ALL South Wales

Second in MFL Faculty

and Teacher in charge of French and Welsh,
Dylan Thomas Community School, Swansea



@lauraannesimons



Secondary MFL in Wales

The story of the South Wales Network

- Meetings in the area are only for Heads of Dept!
- Location? Most meetings are in Cardiff
- Funding? My school won't fund CPD!
- Timing? My school won't let me out for the day!
- How can we get people together to share ideas and resources that doesn't impact on school time or is costly?
- Networking needs to be for everyone!



South Wales Network

Association *for*
Language Learning

Social media and ALL to the rescue...

- Secondary MFL in Wales Facebook group
 - Set up in June 2015.
 - Over 700 members from all over the UK sharing in good practice.
 - Why does Wales need a separate group?
 - Who is linked to the group?

Anna Jackson

I'm not in Wales but any of these groups are brilliant for the ever diminishing MFL departments where you can be the other teacher teaching that phase/KS/language. Be it somewhere to not feel alone in frustrations or somewhere to seek advice or affirmation (for want of the more appropriate word) that what you're doing is what others do. With the new specs, it's been great in sharing knowledge, resources and ideas. Also with the ever diminishing availability of CPD - more being allowed out of schools, the groups allow you to remain abreast of current research and ideas due to the willingness of the majority to share. Bottom line we all want to maximise progress and the sharing of everything through these groups helps us to do just that.

Alison Ballantine

Excellent ideas . Great place to discuss new gcse and share ideas with like minded professionals. Have also made some lovely new friends too making language events and conferences even more enjoyable 😊



Sabel Thomas

It has been a fantastic way of sharing resources and ideas, particularly with the recent changes in exam courses.

[Like](#) · [Reply](#) · [More](#) · Sunday at 17:49

Adam Vickery

I've found it an amazing place to share best practice, ideas and resources...like a very well-served faculty room. I love the collaborative nature and organic way that people share their ideas with the primary goal of improving MFL outcomes for our students.

[Like](#) · [Reply](#) · [More](#) · Sunday at 17:52

Trudy Croptop

In a climate where schools are reluctant to release staff for training courses, I have found Twitter & Facebook forums invaluable places to meet like minded MFL teachers to share ideas, concerns and gain advice. It makes me feel less alone x

[Like](#) · [👍 2](#) · [Reply](#) · [More](#) · Sunday at 19:22

Rosie Stephens

It's definitely one of my first go to places for resources, advice and support on mfl teaching x

[Like](#) · [Reply](#) · [More](#) · Sunday at 20:06

Gabriella O'Neill

There is always someone there to answer your questions and support you 😊

[Like](#) · [Reply](#) · [More](#) · Sunday at 21:20

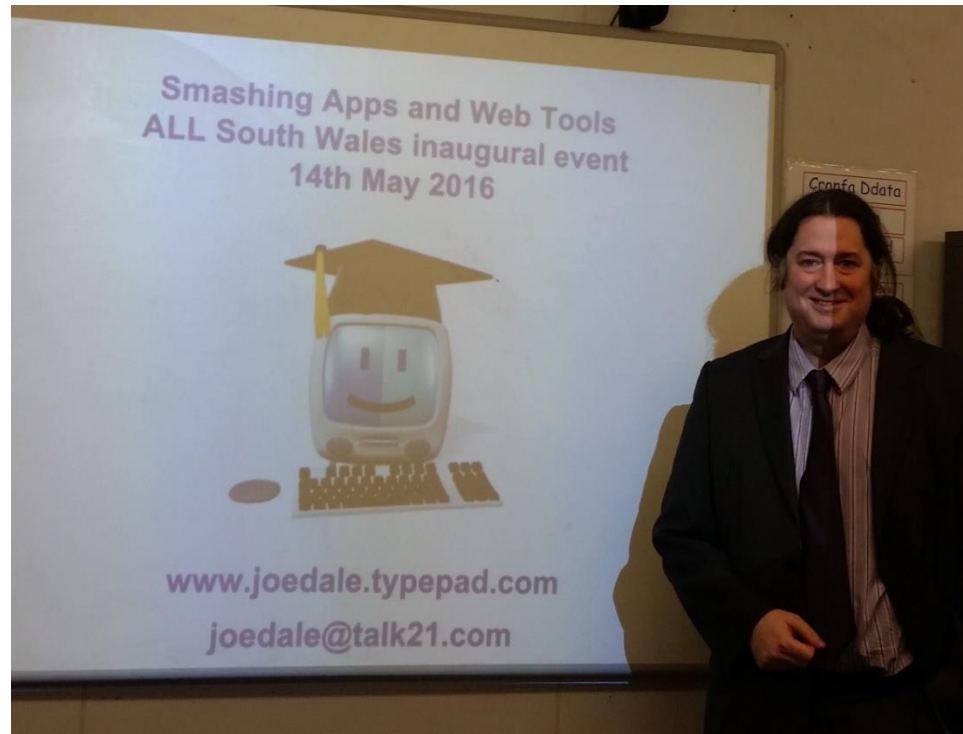
How did ALL help?

- Enabled the network to become formal
 - Constant support from a professional organisation.
 - With the support of other ALL members, offer outstanding CPD at a free or reduced price, often at evenings or weekends so funding and cover are not an issue.
 - Increased awareness and membership of ALL in Wales – more support for everyone!

South Wales Network

Association *for*
Language Learning

ALL South Wales Network Inaugural Event



South Wales Network

Association *for*
Language Learning

The future of the South Wales Network

- Increased membership of teachers and ITT students.
- Collaboration!
- Further, continued support for colleagues in Wales to tackle the challenges that are ahead.
- Encourage Welsh teaching colleagues to join ALL.

What do I do if I want to set up my own network?

- Find some like-minded colleagues from different schools.
- Contact ALL – see the volunteering stand!
- Find a venue.
- Promote on social media / school newsletters / in LEA and regional meetings / via ALL.

Further information

- Contact ALL
- Join the MFL Facebook groups
- Join the #mfltwitterati
- Spread the word that you want to set up a network!

For the sensitive

Screens are about to change colour



ALL about the members

➤ @StevenFawkes



- Collaboration
- Volunteers
- ITET : Barry Jones Archive
- <http://www.all-languages.org.uk/resources/barry-jones-archive/>
- Primary SG : Roadshows , ESAG advice

Have you talked about
Assessment issues?



The ALL Primary Steering Group has produced a short Discussion stimulus presentation, based on the ESAG document published in 2015.

The full presentation will be available on the ALL Primary webpages soon.

ESAG:

- Effective assessment practice in language learning should foster motivation, enjoyment and progress in learners.

- What can a primary teacher look for if they are to assess languages effectively?

- What could the teacher's evidence be?

Volunteer

- To help keep things up-to-date?

ALL Connect / the wikis

- Presentation for 'Trainer / Leader' to use
- Presentation for self-access
- NB The Notes

ALL Connect

Key Stage 2

Grammar

Speaking

Writing

Progression

Transition

Transition Toolkit

KS2 Co-ordinator's
Handbook

➤ <https://allconnectblog.wordpress.com/>

ALL Connect

Key Stage 3

Grammar

Spontaneous Speaking

Extended Writing

Literature

Translation

Transition Toolkit

➤ <https://allconnectblog.wordpress.com/>



ALL Literature wiki

- <http://ALL-Literature.wikidot.com>
- some examples
- Brothers Grimm
- Beyonce
- Oradour

Reference / Online sources ...

- *German (etc.) songs to singalong*
- *Tonguetwisters in many languages*

Volunteer

- To add to a wiki?
- To review references on a wiki?

New on the ALL website: Signposting DfE-funded projects

- <http://www.all-languages.org.uk/teaching/initiatives/dfe-funded-projects>
- This page lists the different CPD projects for Languages funded by DfE from 2015 and has reviews by teachers on common themes which run across a number of projects.

New on the ALL website: Signposting DfE-funded projects

- <http://www.all-languages.org.uk/teaching/initiatives/dfe-funded-projects/themed-resources/>
- This page explores major themes across the projects

Have you seen
THE LANGUAGE MAGICIAN
trailer?



Coming in 2018 !

The trailer is here: <https://youtu.be/EpX9B8TLRR8>

And the Demo is here:

<http://demo.thelanguagemagician.net/>

Project partners are keen to gauge how much interest there may be once the game is online, so please subscribe to the newsletter here:

<https://www.thelanguagemagician.net/>

Then you will get the announcement when the game goes public.

Making the Case

- <http://www.all-languages.org.uk/resources/why-study-languages/making-the-case-resources/>

ALL local activity

- http://www.all-languages.org.uk/calendar_events/events/
- ALL planned and hosted by volunteers
- If there is no ALL Local to you

Volunteer

➤ To get something going?



ALL about the members



Opportunities for ALL

- Supplemented HOD meetings – in my LEA, meetings only for HOD – information not always fed back... not given opportunity to be involved and experience CPD for myself!
- Needed a way to get ALL teachers together to share ideas and good practice.
- Not always MFL specific CPD events... or in locations that are easy to get to - in Wales many held in Cardiff which meant not easy to get to for everyone.
- Funding – lots of schools reluctant to pay for CPD courses and cover. ALL provides excellent quality CPD at a reduced cost, which are often held at weekends -
- Need to think of a way to connect people together. Avid user of social media... set up Secondary MFL in Wales in June 2015 just to connect colleagues I knew... now has over 700 members from all of the UK providing support, resources and ideas - ideal for smaller departments in more rural areas of the country. Specifically for Wales, our curriculum and exam specifications are different and therefore more so now than ever we need a specific group to support that. is a great way to promote the excellent work of ALL. Beauty of using FB and Twitter to promote ALL is that we use social media every day and it is a great way to get information to both members and non-members.
- Links with Routes into Languages Cymru, ITT institutions in Wales, Regional Consortia who work on behalf of the Welsh Government,
- Inaugural event held at Dylan Thomas Community School, Swansea in May 2016 – featured a workshop by Joe Dale. Currently in the planning stages of an event for the summer.
- How to go about setting up a local network?
 - Contact ALL who will support you any way that they can.
 - Find some likeminded colleagues or friends from other schools so that you can cover a particular area. Different schools is important as different departments have different expertise and different priorities.
 - The future – bring Welsh on board too!!!
- See ALL volunteer stand for more info!

