

# Teaching to Talk, Learning to Speak

## Get them Talking!

### Developing Spontaneous Talk in the Modern Languages Classroom

All sessions: **7.00 – 9.00 pm**  
**King Edward VII School**  
Sheffield, Glossop Road,  
The Michael Lewis Building

*Across all phases speaking is the least well-developed of all the skills. Students' inability to be able to say what they want to say in a new language has a negative impact on their confidence and enthusiasm.*

OFSTED, *The Changing Landscape of Languages*, July 2008



In its latest report on Modern Languages, Achievement and Challenge (2011), OFSTED still identifies a widespread lack of oral proficiency as an issue of major concern: "Speaking remains a major concern - there were too few opportunities to use languages routinely and spontaneously." Where inspectors did observe students speaking, their words had often been scripted in advance. "Too much speaking still relied on writing, thus hindering the development of spontaneous talk," it concluded.

ALL Yorkshire offers this series of events on the development of spontaneous talk in the MFL classroom not just because of OFSTED but also because being able to speak confidently and unrehearsed has – of all four skills - the potential of being the most motivating for students to want to carry on learning more:

- Students equate the ability to speak in the TL with learning the language (it **is** the subject to them)
- Students believe that only what they can produce in unrehearsed situations is what they really know
- Lack of confidence in speaking is a major contributor to the fact that many students get disengaged at an early stage in their language learning
- The New Secondary Curriculum, the KS3 Framework and the GCSE specifications highlight its importance



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### Session 1

Thursday, 17<sup>th</sup> November 2011

## Group Talking in the Languages Classroom

**Greg Horton**

MFL teacher, AST, Lead Practitioner  
Wildern School, Hampshire

*Group Talk* is a language learning project which develops pupils' ability to take part in authentic mini-discussions and debates in the target language. Its impact on learning has been significant and in 2008 it gained a European Award for Languages and the Mary Glasgow Award. It has since featured on Teachers' TV and been showcased by the European Commission Molan Project.

Over the last couple of years, an ever-increasing number of languages departments across the UK (and beyond) have embraced the *Group Talk* ethos. Teachers who have introduced the project speak enthusiastically about its positive effect on the language learning environment and pupil attainment.

**Greg Horton** is an Advanced Skills Teacher at Wildern School, the biggest 11-16 comprehensive school in Hampshire. He has over twenty years of classroom experience as a modern languages teacher. Between 2006-2011 he worked as an SSAT Lead Practitioner, and he is also a Senior Examiner for AQA and Languages Specialist for Asset Languages. Greg's innovative approach to language learning has featured on Teachers' TV and gained national awards. Greg is a regular presenter at both regional training events and national conferences. He was recently presented with a UK German Teacher of the Year Award by the German Embassy.

### Session 2

Thursday, 1<sup>st</sup> December 2011

## TalkedUp Leeds: Group Talk in Action

**Louise Crossley**

MFL teacher, AST, Lead Practitioner  
Royds School, Leeds

In Leeds the use of spontaneous talk in the classroom was a relatively new concept as teachers were still relying on the textbook pair work scenario and the question/ answer routine in the Languages classroom. Feedback from exam boards and hearing about Group Talk led us to examine what spontaneous talk means to us.

Our aims for our pupils were:

- to reduce the 'fear' factor, thereby increasing their confidence
- to increase their enjoyment
- to enable them to talk spontaneously in pupil to pupil situations and to be able to participate in real conversations.

Louise will be sharing a series of resources which she and her colleagues, both at Royds School and in her LinkedUp partner schools, created. She will show them in action and describe how the project developed spontaneous talk in the languages classroom and how the use of certain resources has helped the learners to become more confident and motivated to speak.

**Louise Crossley** is an AST in Languages at Royds School Specialist Language College and a subject Lead trainer for Leeds Council this year. She worked as a Lead Practitioner for the SSAT for 3 years and manages a blog which displays pupil work from Royds School. As a full-time mother of three teenage boys, she is constantly shattered and never manages to do things as well as she would like!



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### **Session 3**

**Thursday, 12<sup>th</sup> January 2012**

## **Michel T. meets KS3 and GCSE !**

### **Using the Michel Thomas method to enhance speaking skills in the topic-specific world of KS3 and KS4**

**Crispin Chatterton**

**Acting Head of Languages Faculty, King Edward VII School, Sheffield**

**Janine Turner**

**Independent Languages Consultant, Macclesfield, Cheshire**

The speakers will explain the rationale behind the Michel Thomas approach to Language Learning and how students of secondary age can be motivated by the Learning Process itself and not necessarily just by Fun Lessons and Whizzy Resources. When you hear and read what pupils say about their own learning, you realise that they have recognised the difference.

Janine and Crispin will demonstrate the ways in which they adapted the Hodder / Paul Howard adaptation further still – Janine to fast-track her Year 10 Spanish Beginners toward GCSE in 5 terms, and Crispin by turning reluctant his Y8 class into enthusiastic French speakers. They both believe that this alternative approach can be successfully and seamlessly paired up with the KS3 MFL Framework and with KS4 specifications.

**Crispin Chatterton** is acting Head of the Languages Faculty at King Edward VII School. He has taught in both primary and secondary schools in England and in Rwanda, as well as having worked as a project manager for a youth environmental charity. In 2009 he was feeling disillusioned with language teaching when he discovered the Michel Thomas Method at Language World 2009. He hasn't looked back since.

**Janine Turner** is a Languages Consultant who is based in Macclesfield, Cheshire. Having taught German and French for many years in secondary and primary schools, she was invited to set up a new Spanish department at Stockport Grammar School in 2007. She decided to use Paul Howard's/Hodder Education's adaptation of the Michel Thomas 8 hour Spanish course to launch ab-initio Spanish in Year 10. Unlike the 3 year KS3 course route suggested, she decided to concertina 3 years into one term. She is here to tell you what happened next ...

### **Session 4**

**Thursday 26<sup>th</sup> January 2012**

## **Learning to Talk and Talking to Learn**

### **Making spontaneous talk work in the classroom**

**Rachel Hawkes**

**Director of Languages & International Development / Assistant Principal / AST /  
Comberton Village College, Cambridgeshire**

The most recent Ofsted report highlights the need for more teacher and student use of the target language. Lessons are rarely graded outstanding now where there is no evidence of learners using the target language spontaneously. This session shares practice in developing learner spontaneous talk that has been a focus for the past 9 years in the languages department at Comberton. All resources will be available electronically for immediate use in the classroom. In this session the speaker will describe how she provides motivating contexts for planned and spontaneous talk in her classrooms which promote progression and motivate students to engage more often in real communication with real meaning. Resources and ideas shared were developed further through a recent collaborative Linked Up project involving a total of 8 secondary schools.

**Rachel Hawkes** is a classroom teacher of languages at Comberton Village College in Cambridgeshire. She has several further roles including Assistant Principal, Director of Language College, AST, Specialist Schools Trust Lead Practitioner, and is a former Regional Subject Advisor for the new secondary languages curriculum. She also has twelve years' experience as a Head of Modern Languages. Her recently submitted Phd focuses on spontaneous TL talk in the secondary languages classroom. She is passionate about most aspects of foreign language pedagogy, particularly spontaneous use of the target language, ICT, Assessment for Learning, Thinking Skills, Music, Song, Rhythm and Movement.



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### Session 5

Thursday 9<sup>th</sup> February 2012

## Something to Say? Promoting Spontaneous Classroom Talk

**James Burch**

Director of Secondary PGCE Programme  
University of Cumbria

OFSTED continues to report that students' speaking skills are an area of particular weakness in many lessons observed. There is insufficient emphasis on helping students to use the language spontaneously for real life purposes and situations, and this means that few pupils are able to speak creatively and make up their own sentences in an unrehearsed situation.

The speaker is the co-author of the CILT publication "Something to say? Promoting Spontaneous Classroom Talk" which brings together key research findings on the development of spontaneous classroom talk. Suggested strategies range from basic pairwork activities in the presentation and practice stages of a lesson, to problem-solving tasks at the end of a unit of work. This session will explore, on the basis of practical examples, how to get pupils talking 'spontaneously' in the classroom and how everyday classroom routines can be exploited to generate pupil discussion.

**James Burch** is one of the country's most experienced trainers of secondary modern languages teachers. From his early career as an innovative and inspirational teacher and Head of Department he has developed a deep understanding of the processes of language teaching and learning. He is currently based at the University of Cumbria (formerly St Martin's College, Lancaster) where for 20 years he was Head of Languages. He is now the director of the secondary PGCE programmes within the institution. His main area of interest is a fostering of the dynamics in the modern languages classroom so as to motivate pupils and to maximise their learning potential.

## Fees and payment details

### Cost of the Speaking Series:

You can either attend on your own or bring your whole Department for one competitive fee:

#### **Individuals:**

For the whole series, i.e. all 5 events:            £ 55 (ALL individual members);            £ 95 (non-members)

#### **Groups / Departments** (irrespective of number of participants ):

For the whole series, i.e. all 5 events:            £ 105 (ALL group members);            £ 195 (non-members)

#### **Associate Members (= PGCE students):**

For the whole series, i.e. all 5 events (no matter how many are attended): £ 10

**In all cases the fee applies to whole series - we want to encourage you to attend them all (we are that confident that you will enjoy them all !)**

### Cost of ALL Membership

If you are not yet a member of ALL, but would like to take advantage of the reduced fees available to members, you may want to join now.

Membership Application forms are available on ALL's website: [www.all-languages.org.uk](http://www.all-languages.org.uk)

Annual fee for individual membership:    from £ 34 to £ 59

Annual fee for group membership:            from £ 115 (up to 10 members per school / department)

Please take out membership online before returning your booking form to ALL Yorkshire. We will need your membership number on the point of booking to secure the reduced fees.

**HOW TO BOOK:** Fill in the enclosed separate booking form and return to the ALL Yorkshire Office at King Edward VII School by **Friday, 11<sup>th</sup> November 2011**