

The background is a blue gradient. On the left side, there is a bright sun that creates a horizontal lens flare across the middle of the image. The top of the image features wispy white clouds against a lighter blue sky. The bottom half of the image is a solid, deep blue.

.. dots before your eyes

Steven Fawkes

Count off your concerns

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48

Challenging times- which are your dots?

- Admin.?
- CPD?
- Teacher Training arrangements?
- National Curriculum ?
- Primary Languages?
- A-level / GCSE?
- Raising of School Leaving Age?
- Academies / Free Schools etc. and curriculum?
- HE recruitment?
- Funding – Schools and FE and HE and AE?
- + real life

Photo 1

- (Like with a pointillist painting we should keep in mind the big picture)

Life in Language teaching - Metaphors

- Being flooded , drowning .. in paper, in a whirlwind
- Feeling hemmed in, stranded, isolated , dazed, baffled – **resulting in**
- Having knickers in a twist; **therefore**
- Look over the parapet
- See the wood for the trees

Zen Strategy

- Park all of those things – on your dot sheet
- Remember your core beliefs
- Share

Language teachers

- Present language
- Devise interactions to get learners to practise the language
- Consolidate
- Engineer moments of potential spontaneity
- Are the role model
 - In love with (their) languages and cultures
- Motivate through any route possible
- Etc.

Longfellow: Song of Hiawatha

- trochaic tetrameter

- By the shores of Gitche Gumee,
- By the shining Big-Sea-Water,
- Stood the wigwam of Nokomis,
- Daughter of the Moon, Nokomis.
- Dark behind it rose the forest,
- Rose the black and gloomy pine-trees,
- Rose the firs with cones upon them;
- Bright before it beat the water,
- Beat the clear and sunny water,
- Beat the shining Big-Sea-Water

Humanity has advanced, when it has
advanced, not because it has been
sober, responsible and cautious,
but because it has been playful,
rebellious and immature.

Tom Robbins, US novelist
(1936 -)



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Trochaic Fawkes: Lesson planning

- **L** Let us speak of Lesson Planning
- **E** Every teacher needs to do it
- **S** Sometimes it is very tiring
- **S** Still we really must get through it
- **O** Only WE can shape the learning
- **N** Neatly script the lesson story

- P 'Pupils, you can follow clearly
- L Linked progression – you don't worry.'
- A All resources we have listed
- N Now we know what should come later
- N Now we look at the extension
- I (I'm a differentiator!)
- N Now Objectives – with no bother -
- G Good to plan with Hiawatha

Literature : Work with a poem

- Sounds :
 - Rhymes?
 - Letter frequency
 - Onomatopoeia?
- Guided reading
- Preparing to perform (part or whole)
- Parts of speech (nouns)
- Repetitions
- Meaning – gist , detail

Pablo Neruda

- Mood?
- Words we know?
- Repeated lines
- Grapheme / phoneme
- <https://www.youtube.com/watch?v=yanU4dFC7IU>

Launching ALL Literature Project

- Two strands:
- French (with FIPF funds) this year
- Any language
- Examples of 'Literature' with different ages 7-14
- Exploitation of the texts
- Please contact Steven !

- For me language learning is about
 - People and relationships, humour
 - Things people say / write
 - Using language and other skills together
 - Doing a lot with a little
 - Finding things out about other cultures
 - Getting the brain to work in different ways
 - Exploring, understanding and responding to other people's views and ideas
 - Having a good time
 - Interaction
- This has determined what sort of teacher I have tried to be.

One of the dots?

- OFSTED
- Advice is welcome, but ...
- Craig on Strictly says
 - *'Finding fault is easy when you are looking for it'*
- Are we sure we have a shared view of what we/they are looking for?

Big Picture

- Are our assessment schemes testing the right things?
- Are the things we are taking learners towards the ones we want for our learners' individual futures? Or the linguistic needs of the UK?

Learners have dots too

- Do we create some of them?



A 6x8 grid of numbers from 1 to 48, arranged in rows of 8. Each number has a small dot underneath it, suggesting a dot marker or a point for learning. The numbers are written in a simple, hand-drawn style.

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Grammar is not just for writing

- Speaking / Talking is important
- Having a store of 'useful constructions' to draw on helps
 - confidence
 - spontaneity
 - creativity

Extending the range of discourses

- Opinion
- Agreement
- Questions
- Communication
- Anecdotal
- Pragmatic
- Gossip

Speaking

- Value the skills of making it sound good
- <https://www.youtube.com/watch?v=ybcvIxivscw>

Grammar is

- For using in real life
- Not just for tests, like differential calculus
- 'Playing' with parts of speech

Looking for a Big Picture

- Obsession with the Dots increases the risk of fragmentation

- Not all learning comes through rational, logical, reflective, analytical routes
- Sometimes the affective approach is a shortcut to motivation



7- People

The most important ingredient
for a Big Lunch is...people!

**If you could invite anyone to your
Big Lunch who would it be?**

I wish for you ...

- Join up with the imagination, personality ..

New Year wishes

- Je vous souhaite une année **2014** pleine d'amour, de ciel bleu, de bonnes nouvelles, d'inattendus, de places de parking libres, de glace à la vanille aux noix de macadamia,
- **de rêves**, de sensations fortes, **de grasses matinées**, de bonnes intentions de gadgets de levers **de soleil**, d'inconnus qui vous veulent du bien,
- de petits riens, de chaussettes propres, de **patience**, d'after eight, de clins d'œil, de bons sentiments, de requins sans dents et ... **de jours heureux**

- Humanity, randomness
- Interesting Reading text?
- Interesting writing frame? – nouns, adjectives, relative clauses

Joining up with real life

- http://www.lemonde.fr/planete/article/2014/04/02/alerte-a-la-pollution-a-londres_4394088_3244.html

Looking for key words

Spotting cognates, near-cognates and saying them

Working out e.g. 'premier ministre'

(Enjoying the typo : David Cameroun) etc.

Warning!

- Quotation from Daily Mail coming up

- **Mail Online (Sept 2013):**

- All we learn is bonjour... why language lessons bore young pupils
- Research found many primary school children repeatedly taught basics
- Children said they did not progress but just learned 'hello' and numbers
- Many primary school children said they were repeatedly taught the same words in language classes
- **Those in Year 7, the first year of secondary school, complained they had to redo topics completed at primary school because some of their new classmates were starting from scratch.**
- Another Year 6 pupil said: 'We've counted to 12 a hundred and fifty times! Every single year you never finish it [counting], so you have to keep starting again.'
- research revealed support among pupils for languages at primary school, (but) warned the links between studying at primary and secondary school were often 'disjointed'.
- **Sixty-one per cent of primary school pupils said they enjoyed languages, which rose to 72 per cent of those in their first term of secondary school, and dropped to 55 per cent of those in the final term of their first year.**
- The study, due to be presented to the British Educational Research Association (BERA) also reveals that pupils had concerns about their teachers' expertise, with one saying their teachers had pronounced words wrongly, and another suggesting that teachers 'just get a book about the language and have to learn it'.
- **Primary and secondary schools need to work together, it suggests, adding that there is a strong case for funding and more training for those teaching languages in primary schools.**

Not a model for Progression:





Professionals looking for a big picture

- Is it there?
- Or do we draw it?

My draft Overview statement

- What is yours?
- Can we share one?

My possible Overview statement

- Providing young and growing children with good quality language development is a distinctive indicator of success in learning, and in life, later on, and has links with aspiration and cognition. Language, and language development, are essential features of an education system (and hence of the National Curriculum) throughout all stages, and successful progression is founded on language experiences in the home and in the community, as well as in school contexts.

- Language in the National Curriculum gives learners knowledge
 - of a broad range of vocabulary and styles of language
 - of the specific language used in core subjects
 - about how grammar works
 - about accessing, appreciating and creating different sorts of text
 - Language in the National Curriculum gives learners skills:
 - of literacy and oracy
 - of self-expression
 - of communication with different audiences
- The Language learning experience encompasses development of communication skills, learning in Literacy, learning in English, learning in a Foreign Language or Languages and (in some cases) in other World Language(s), encountering and exploring texts and media, learning specialist vocabulary within curriculum subjects.....
- all of which make distinctive contributions.

- In the home the child
 - Encounters language in an informal and dynamic context, relevant to her/his age and needs; s/he hears stories and rhymes appropriate to her/his interests and family culture and is exposed to language in the media
- In the community the child
 - broadens her/his access to, and use of language through play, varying social contexts, encounters with the environment and with users of other languages

- Children who attend complementary / supplementary schools
 - add deeper awareness of languages of significance to their community
- At primary school the child
- XXX
- At secondary school the child
- XXX

- At primary school the child
 - develops the language of learning,
 - acquires the vocabulary of school subjects,
 - learns about narration and literacy in English,
 - may encounter total communication strategies, including Sign Language and
 - has access to a foreign language
 - XXX
 - XXX
 - XXX
 - XXX

Curriculum aims – these or others?

Nobody has told us!

- Confident individuals
- Reflective individuals
- Literate and numerate individuals
- Learners with vocational skills
- Learners with analytical and research skills
- Successful learners
- Lifelong learners
- Responsible citizens
- Culturally aware citizens

Does this join up our dots?

- **National Curriculum Purpose of study**
- Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Language World ALL joined up

- We need each other
- We remind / refresh each other
- We explore general motivation
- We assert our passion for our own Languages
- We communicate / get things off our collective chest / find ways through / get things into the open

.. dots before your eyes
(Joining up the ..)

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