





## Mary Glasgow 14-19 Award

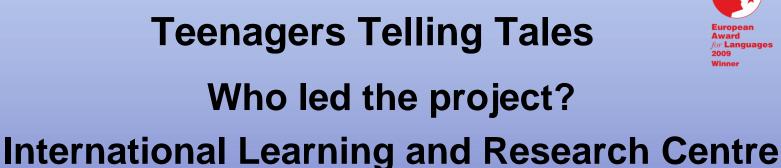
# Story Making in French/German/Spanish

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Jo Cole
Senior Consultant, Languages and Pedagogy
The International Learning and Research Centre







Who was involved?

MFL team members in two groups of secondary schools in Wiltshire and South Gloucestershire





# What was the focus? The narrative approach to language learning

What did the teachers do?
Worked collaboratively to develop the innovative Story Making practice piloted during 2009 – 2010









- to trial teacher-created stories and materials across the ability range from Year 9 upwards
- to allow pupils to move through the three stages of Story Making
- to monitor the impact of the narrative approach to language learning
- to develop a collection of stories, resources and materials
- to engage students in active citizenship
- to develop extended projects









# Flip cameras and digital voice recorders –self and peer assessment

# Digital story maps – integrated into all three stages of Story Making





#### How were the stories constructed?



### With a clear focus on:

- the linguistic content
- the rhythm and the sounds of the language
- memorable repetitive phrases and sentences
- the interests of the learner









I prefer to learn through VAK because I like listening to what other children say. I like making up stories in all my lessons so I enjoy this in French too.

We have creative minds and we like creating stuff. We have started changing the story. Instead of three monsters we have three rabbits. I like the freedom of choosing what you do.

Story Making is really enjoyable because it brings the whole class together to do one activity. I prefer working in a group so that everyone joins in. Everyone's getting involved rather than individually. It's just really fun.









- based upon GCSE and FCSE grade criteria
- peer assessment during group and paired re-telling of the stories
- use of Flip cameras and digital voice recorders
- observation
- language ladder levels and CEFR links







## Feedback from parents

### All very positive:

Aimee's French story about travelling monsters was very well told. Vocabulary was excellent and her pronunciation was very good. She re-told the story several times and her pronunciation improved every time. Very impressive.









### A popular concept:

- KS5 students created stories for themselves and for teaching lower school
- using language for a real purpose
- visited Reception and Y1 children in a local primary school
- extended to three primary schools







#### **Transition**

- development of primary liaison during Y6 immersion day
- teaching Y6 in nearby primary schools during summer term
- these students teach peers at beginning of Y7 and go on to Innovation Stage









#### So far the project has achieved:

- clear evidence of the effective transfer of the narrative approach from KS3 to KS4
- significant improvement in NC levels
- improved confidence in all four skills
- improved intonation and pronunciation
- transfer of learning to new contexts
- increased motivation for language learning