



Mary Glasgow 14-19 Award

Story Making in French/German/Spanish

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Teenagers Telling Tales

Who led the project?

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**



What were the overall objectives?

- 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



How was ICT used?

**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**



Feedback from students

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.



Assessment

- 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.



Teenagers Telling Tales

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



Evaluation

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**