

Juliet Park, Trainer and Examiner for AQA and Head of MFL: Implementing Practical Strategies to Support MFL Grammar and Vocabulary Development.

Juliet immediately highlighted the need to raise awareness to students of a range of jobs and vocations where languages are required in the local community. With many companies doing trade overseas, this is another powerful hook to encourage students to continue with languages. She outlined a resilience course and level 1 vocational qualification for Year 9 so all students see the value of MFL and also gain qualifications prior to GCSE. Juliet shared many ideas and strategies which she and her team have successfully embedded to enhance language learning with a grammar and vocabulary focus of which include:

- Teach vocabulary and grammar in meaningful chunks
- Do not teach just one skill; combine a listening and reading activity for example; there must be lots of cross-skill practice across LSRW and translation
- Recycling grammar and vocabulary; those key structures repeatedly
- Homework is a key focus to support recycling and cross-skill practice
- Embedding formative assessment in MFL and understand how we are assessing in MFL is important
- Self & Peer assessment is important so ensure this strategy is used to promote and develop checking and independent learning
- Students needs to see, hear, use as well as manipulate language so we must ensure we plan explicitly for this
- Teach students how to seek out errors in their own work and correct it; they must be able to self- correct
- Teach students the common errors and pitfalls to avoid
- See it, say it really helps in MFL don't forget this – Drilling helps so do it.

In addition, Juliet shared specific activities from her classroom having a positive impact but are not workload heavy for teachers:

- Create two sentences; one with errors. Issue red and yellow cards for students to identify which sentence is correct
- Post it notes; a quick test to identify who is getting a key aspect correct
- Translation – one TL sentence two translations, again use red & yellow cards.
- Silent letter focus – highlight these in texts as well as other phonemes then stick fingers in ears and whole class read the text. Allows teacher to observe and listen.
- Teach the most frequent 20 phonemes to support better pronunciation and increased accessibility in listening and reading tasks
- Speaking trains; cut up a text and give students a sentence / strip to read. Reveal the text but encourage students to read out aloud in order. This can also be used as a reading comprehension / translation / gap fill task.
- Cherche l'intrus allows for a fun but practical recycling activity of key phrases and grammatical constructs.
- Translation on mini whiteboards, colour code your text e.g. Red = harder phrases Black = easier / more frequent
- Trapdoor translation; students can pronounce & speak it so identify it then be able to translate it

- Running translation - like running dictation
- Photo card analysis; take all of the questions and work out patterns with time phrases and tenses and teach this to students so they are able to recognise it and access the questions better.