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# BUILDING TIME FOR CREATIVE TASKS TO REDUCE LANGUAGE ANXIETY



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# AIMS OF THE SESSION

- Exploring the reality of being a student of a foreign language in school
  - Understanding the concept of language anxiety
  - What we mean creativity and authenticity from the perspective of the Creativity in MFL
  - Examples in practice with students' testimonies
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What is it like to be a student/pupil/language learner in your classroom?



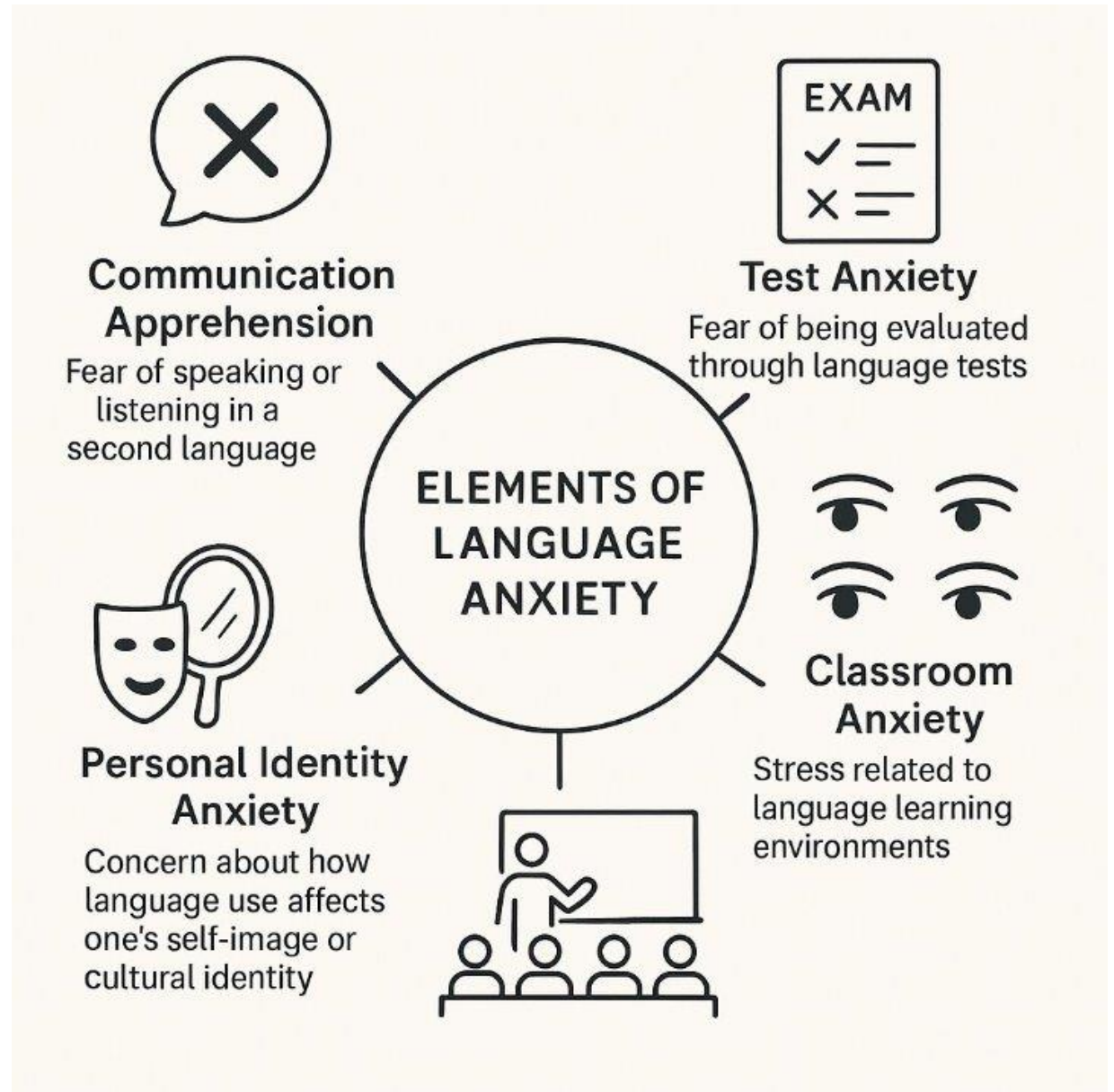
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# DID YOU KNOW?

- Foreign language anxiety is real.
  - **Xenoglossophobia** is the feeling of unease, worry, nervousness and apprehension experienced in learning or using a second of foreign language.
  - May stem from fear of using the productive skills; speaking and writing, or receptive skills; reading and listening.
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# LANGUAGE CLASSROOM ANXIETY



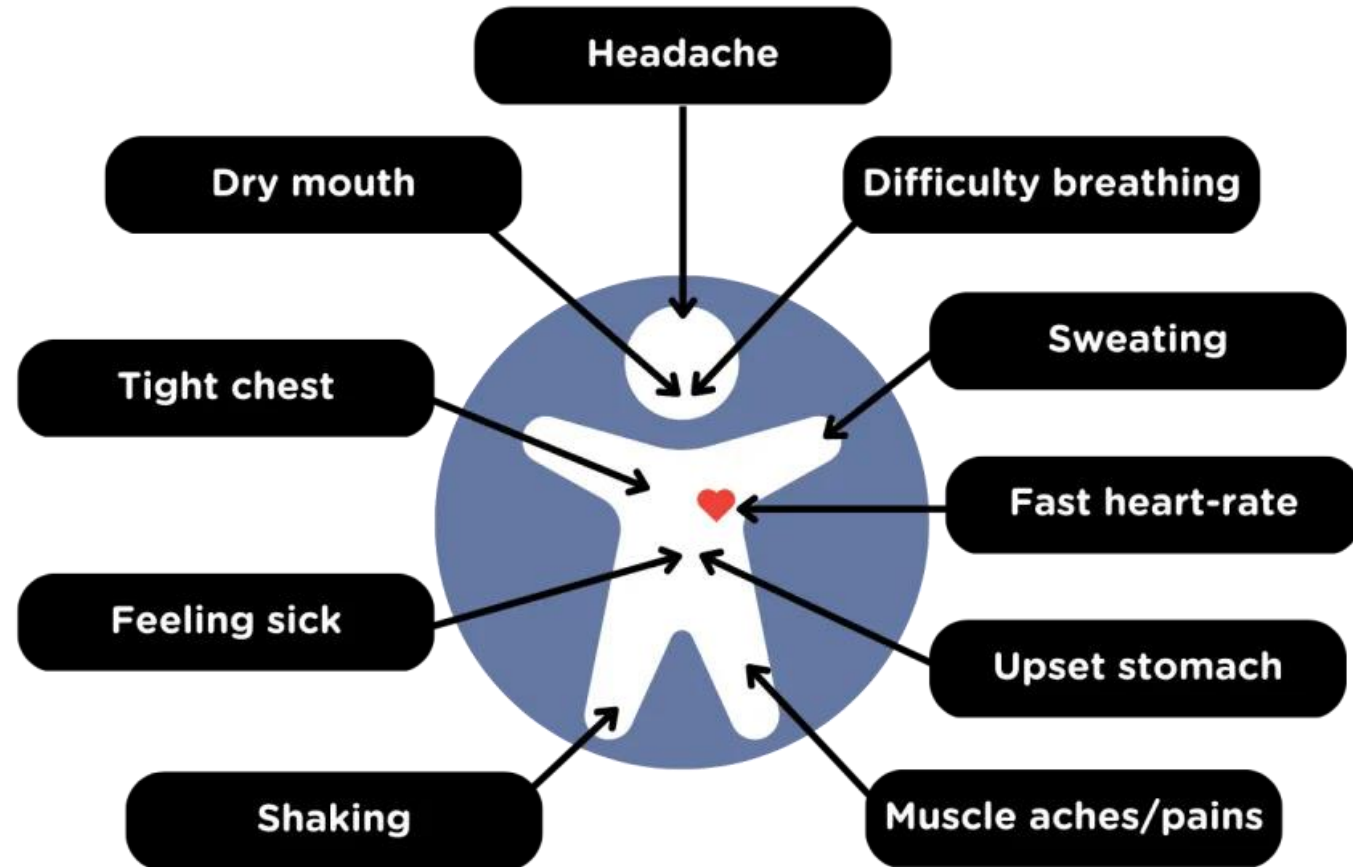
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# LANGUAGE CLASSROOM ANXIETY

- Speaking aloud in front of others
    - Stuttering
    - Inability to read a text aloud – skipping words
    - Self-harm – pinching, squeezing, scratching, picking, hair pulling
  - Getting the sound spelling links wrong
  - Heightened fear causes amygdala to kick in and often results L1 pronunciation
  - Incorrect intonation
  - Inability to project voice
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# LANGUAGE CLASSROOM ANXIETY



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SO, WHAT CAN ***WE***  
DO ABOUT THIS?



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# HOW DO CREATIVITY AND AUTHENTICITY MERGE IN THE MFL CLASSROOM?

*'A stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort' (Gilmore 2007 – Morrow 1977 p98)*



Bring diversity and inclusion in their classroom moving away from a Eurocentric approach to language and culture as often presented in pre-made resources and textbooks (Ryland 2023).

*'The contrived materials of traditional textbooks have often presented learners with a meagre, and frequently distorted, sample of the target language to work with and have failed to meet many of their communicative needs' (p103)*

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# THE PROBLEM WITH AUTHENTIC RESOURCES AND CREATIVITY IN PRACTICE...

## BARRIERS TO CREATIVITY ' & AUTHENTICITY IN MFL

### Lack of Curriculum Time (Conti, 2016)

- Overcrowded curriculum limits space for creative, open-ended tasks
- Pressure to 'cover content' reduces opportunities for authentic communication
- Creativity seen as a luxury rather than a core pedagogical tool

### Complexity of Creative Pedagogy (Smith, 2017)

- Creative tasks require planning, scaffolding, and risk-taking
- Teachers may feel unsure how to structure creativity without losing rigour
- Perception that creativity = chaos leads to avoidance

### Subject Knowledge Gaps

- Teachers lacking confidence in linguistic or cultural knowledge avoid open-ended tasks
- Authentic materials feel intimidating
- Creativity requires flexibility that depends on strong subject foundations

### Accountability & Performative Measures

- Exam-driven culture pushes teachers toward predictable, measurable tasks
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# SELF-DETERMINATION THEORY

## WITHIN LANGUAGE LEARNING



**WHY PEOPLE  
WANT TO LEARN  
A LANGUAGE**

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## WHAT STUDENTS FROM THE ALL SIG ON CREATIVITY TELL US (2024-2025):

1. They like to feel they are good at it ( small wins)
2. They see a purpose and relevance
3. They connect with the cultural input ( music, media...)

Top 3 most engaging to remember more:

1. Games where they can create
  2. Songs
  3. Chorus repetitions
  4. Online platforms
  5. Films/ movies/ series
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# EXAMPLES IN PRACTICE

- Student-produced **short films** in the target language
  - **Digital pen-pal exchanges** with partner schools
  - **Creative retellings** of cultural stories
  - **Mini-documentaries** on cultural themes
  - **Music, rap, or poetry** in the target language
  - **Cultural artefact projects** (menus, posters, festival guides)
  - **Lived** (daily routines, youth culture, humour)
  - **Diverse and global** (not just Paris/Madrid/Berlin)
  - **Critical** (challenging stereotypes)
  - **Comparative** (UK ↔ target culture)
  - **Student-led** (research, inquiry, presentations)
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# ASSESSMENTS IN THE NEW LANDSCAPE

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## Ta Mission

- Tu vas créer une courte présentation créative autour du thème **\*\*Spécial Vacances\*\***, en utilisant le vocabulaire des 5 unités suivantes :
- 1. Questions de vacances
- 2. J'adore les sensations fortes
- 3. C'est indispensable !
- 4. Quel désastre !
- 5. À la base de loisirs

## Choisis ton format créatif

-  Présentation orale (5 mins)
-  Newsletter d'une page
-  Bande dessinée (3–5 vignettes)
- Utilise du vocabulaire de plusieurs unités et sois créatif !

- **Podcast episode** on a cultural theme
- **Photo essay** with captions in the target language
- **Short story** incorporating cultural references
- **Role-play** based on real-world scenarios
- **Mini-exhibition** of cultural artefacts
- **Collaborative class magazine**
- Blog writing - story boards

# IN A SCHEME OF LEARNING...

- **Week 1–2:** Cultural exploration
- **Week 3–4:** Language input + creative modelling
- **Week 5–6:** Creative project development
- **Week 7:** Authentic assessment – production of language in a creative form
- **Week 8:** Reflection + cultural comparison

<b>YEAR 7 FRENCH</b>		
Name:	Form:	Google classroom Code:

## YEAR 7 FRENCH UNIT 1 TOUT SUR MOI

### I can...

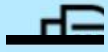
	covered	RAG
1. Say my name		
2. Use my understanding of phonics to pronounce familiar words correctly		
3. Give 5 countries in French		
4. Say where I am/people are from using the correct form of the adjective		
5. Say where I live using EN / AU		
6. Count up until 31		
7. Ask 5 questions to someone		
8. Say when my birthday is and how old I am / people are		
9. Explain the difference between masculine and feminine using UN/UNE		
10. Describe myself and other people		
11. Conjugate the verb AVOIR		
12. Name 5 French speaking countries		
13. Understand a poem in French about Black History		
14. Phonics [gn] sound – Espagne, Allemagne [qu] sound – quatre, quinze, quand, quoi		
Best vocab test score :		

## YEAR 7 FRENCH MON MONDE PERSO

### I can...

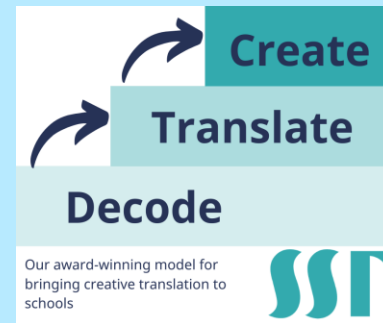
	covered	RAG
1. Describe personalities		
2. Use 5 new adjectives		
3. Conjugate ETRE		
4. Say THANKS/YOU'RE WELCOME		
5. Talk about family members		
6. Use POSSESSIVE ADJECTIVES like mon, ma, mes – ton – ta -tes		
7. Talk about my friends and how long I know them for using DEPUIS		
8. I can use direct object pronouns LE, LA, LES to say " I know him/ her /them"		
9. Say 5 school subjects		
10. Give opinions about school subjects		
11. Justify my opinions using PARCE QUE C'EST...		
12. Make comparisons using PLUS...QUE and MOINS ...QUE		
13. Talk about Christmas		
14. Phonics feminine adjectives – consonant sound at the end [z] heureuse, [v] créative a. [ou] roux, courts		
Best vocab test score:		

# YEAR 9 CULTURE AND CREATIVITY



## On traduit le refrain

*Je te partage ma vie, au lieu de la vivre*  
*Tu me partages la vie des autres pour me divertir*  
*Je ne regarde plus le ciel depuis que tu m'as pris mes yeux dans tes applis, baby*  
*Je ne sais plus vivre sans toi à mes côtés*  
*Ton regard pixélisé m'a envoûté,*  
*Toi mon précieux, mon précieux, mon précieux*  
*Mon précieux, mon précieux, mon précieux*  
*Quand tu sonnes ou quand tu commences à vibrer*  
*Je perds la tête, comment pourrais-je te quitter,*  
*Toi mon précieux, mon précieux, mon précieux*  
*Mon précieux, mon précieux, mon précieux*



Our award-winning model for bringing creative translation to schools



### EXTRA -for a point!

Can you spot the complex negative? Rewrite it with "never"

### AIDE-MOI

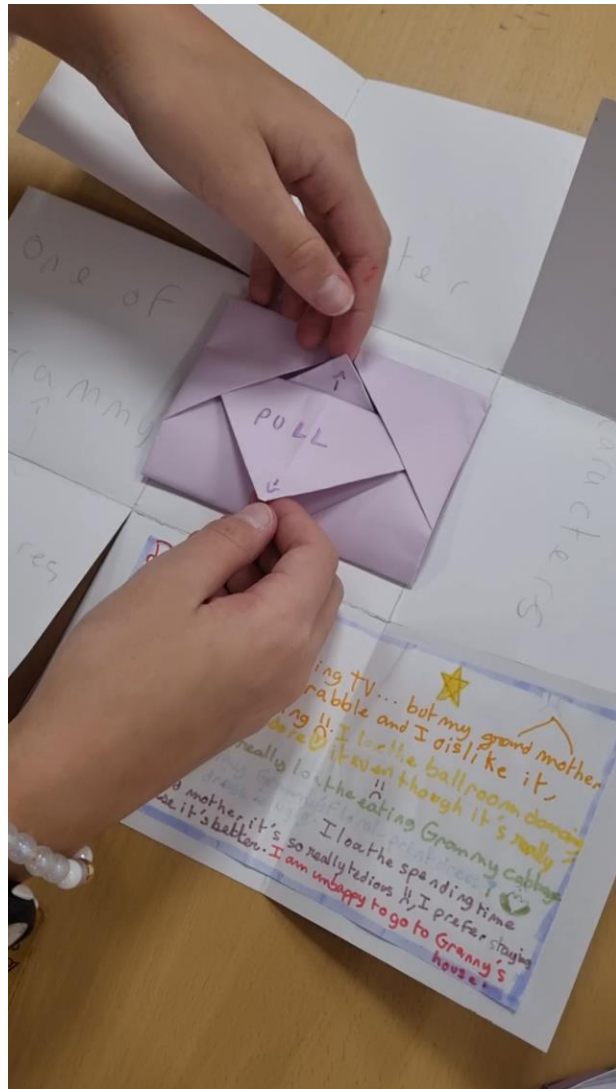
partager = to share  
au lieu = instead  
depuis = since  
divertir = entertain  
sans = without  
mes côtés = my side  
ton regard = your look/ eyes  
envoûter = to put a spell  
sonner = to ring  
perdre = to loose  
pourrais-je = could I  
la tête = head/mind  
quitter = leave you

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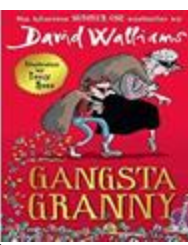
EXAMPLE FROM  
FRANCE - ENGLISH AS  
A FOREIGN LANGUAGE)  
FANNY HORY –  
TEACHER OF ENGLISH,  
FRANCE



# LEARNING BY DOING



# A CREATIVE BOOK REVIEW



THE BOX



THE CHARACTERS

Ben is an eleven year old boy. He appreciates watching TV, or playing video games... whereas, he hates spending time with his granny because when he sees her, she eats vegetables and he plays scrabble... Ben's dad is a security guard in the local supermarket. Ben's mum works in the local nail salon "Gail's Nails"! She is a manicurist! Ben's granny is an old person who enjoys playing scrabble and eating cabbages. However, she has a secret: she is a GANGSTER!! The Queen is a good person who loves helping people. She is majestic and she wears a crown with many diamonds!

BEN'S DIARY

B E N + L E A =  
Dear diary,  
Today, mom and dad ABSOLUTELY surprised me with terrible news: They said this weekend I will visit my granny... I really enjoy watching TV, whereas, when I go to my granny's, I play scrabble. SOOOOO TEDIOUS... (I would rather play video games or, maybe vegetables!! That's terribly disgusting! I would prefer eating pizza (I really appreciate it) I am sure in her TV it will be written "error 406: internet hasn't been invented yet"!!! Oh! sorry I have to my Granny's... Bye dear diary!  
L O V E U

ONE OF GRANNY'S ADVENTURES

I had a big project! Stealing the Queen Elizabeth's crown with Ben! First, we had to imagine a plan to get in the Queen's castle! It was a little bit dangerous because there were guards... we had to be very clever and discreet! First, we went into the sewer pipes to be the most discreet, it's very dirty!! I am lucky because Ben's favourite activity is plumbing! So, then we managed to enter the Tower of London with a mask, a smogel, and a wet suit to be waterproof! Finally, we were in the Queen's castle!

GRANNY'S LETTER TO BEN

Dear Benny,  
I am so sorry. I was so disappointed when I heard you crying and telling your parents that you feel so bored with me... I didn't want to lie to you. I just wanted to see you happy to be with me. That's the reason why I invented all those fake stories. I have never been a gangster. I have never stolen anything in my entire life. Don't forget that I love you so much my dear, and I want you to know that I'm so sorry Ben...  
Kiss  
Your Granny

# HOW TO EVALUATE THE TASK

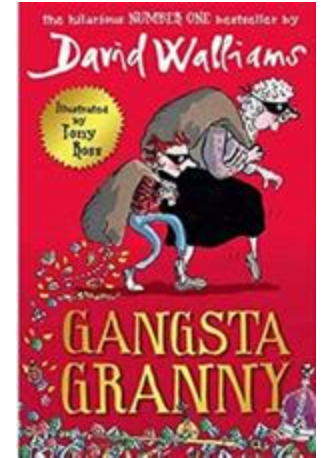
THE BOX →

Language →

## Evaluation tâche finale *Gangsta Granny*

Nom : ..... Prénom : ..... Classe : .....

FORME (10 pts)						
• Mon travail est soigné et l'écriture est lisible.	0	1	2	3	4	
• J'ai réalisé la boîte correctement.	0	1	2			
• J'ai inséré la grille d'évaluation avec mon nom dans le couvercle.	0	1	2			
• J'ai indiqué mon nom, prénom, classe en dessous de la boîte.	0	1	2			
FOND (40 pts)						
Characters : (13 pts)						
• J'ai présenté tous les personnages (Ben, Ben's parents, Ben's granny, the Queen).	0	1	2	3		
• J'ai mentionné les éléments les plus importants.	0	1	2	3		
• Je maîtrise BE / HAVE.	0	1	2	3		
• J'ai réutilisé les nouveaux mots.	0	1	2	3	4	
Ben's diary : (4 pts)						
• J'ai respecté le format d'un journal intime.	0	1	2	3		
• J'ai ajouté de petites illustrations (doodles).	0	1				
One of Granny's adventures : (9 pts)						
• J'ai utilisé le prétérit.	0	1	2	3		
• J'ai utilisé des marqueurs temporels.	0	1	2	3		
• J'ai utilisé des connecteurs logiques.	0	1	2	3		
Granny's letter (9 pts)						
• J'ai respecté le format d'une lettre.	0	1	2	3		
• Je maîtrise le prétérit à la forme négative.	0	1	2	3		
• Je sais exprimer le regret.	0	1	2	3		
Illustration centrale (5 pts)	0	1	2	3	4	5
Bonus +2						
COMMENTAIRE :				NOTE : /50		



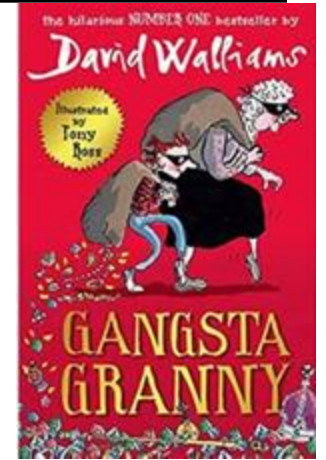
# WHAT STUDENTS REMEMBER

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"We are working while **having fun**"

Héloïse



" I'm a very nervous student.  
It helps me **settle down** in  
class »

Océane



"We can **memorise**  
the story more  
easily"

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Aline



THANK YOU FOR  
LISTENING AND  
COMING TO THIS  
SESSION,  
ANY QUESTIONS?

