



INTEGRATING CREATIVITY IN LANGUAGES LESSONS

- **Juliette Claro**
- Senior Lecturer in Education St Mary's University – London (PGCE MFL – iQTS/iPGCE)
- Languages Teacher
- Linguistics and International Education

AIMS OF THE SESSION

- Exploring the reality of being a student of a languages classroom in school
 - Exploring the potentials for multilingualism in the Welsh Integrated curriculum
 - What we mean creativity and authenticity from the perspective of the Creativity in MFL
 - Examples in practice with students' testimonies
 - How to join the Creativity in MFL Group
-

What hooked
you into
languages
when you
were young?



WHAT ARE THE
CHALLENGES
FOR YOUR
LEARNERS
TO GET THAT VIBE?



WHAT ARE WE MISSING?

- Knowledge Rich /exam content
 - Explicit instruction
 - Short Term memory
 - Long term memory
 - Motivation?
-



SELF-DETERMINATION THEORY

WITHIN LANGUAGE LEARNING



.....→ **WHY PEOPLE
WANT TO LEARN
A LANGUAGE**

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

SPECIAL INTEREST GROUP FOR CREATIVITY IN MFL

What we have learned:

- This fills a gap
 - Teachers are extremely enthused by the opportunity to discuss this topic
 - There is divergence when it comes to definitions of 'creativity'. Teacher or learner creativity, or both? Using creative texts or being creative with language?
- >> we need to define 'creativity' and distinguish from 'authenticity'
- AI-generated artefacts (esp. songs) are complicating a shared understanding of 'authenticity'
 - Creativity is often perceived to be in conflict with a knowledge-rich curriculum
 - The main reason we hear for limiting creativity is a standardised curriculum



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)

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

WHAT STUDENT VOICE SAY IS **NOT** HELPFUL:

- Reading our power point at them
- Talking too much
- Grammar without context
- Vocabulary without context
- Being corrected all the times
- feeling they never improve
- Talking about GCSE in year 7
- Exam pressures/ assessments

118. One 12-year-old girl in Clacton:

“I do wish my Maths teacher would stop going on about GCSEs. It’s in four years’ time.”[\[footnote 108\]](#)”

119. From our survey with young people who are NEET, 81% thought that the current curriculum is too focused on children and young people passing exams.[\[footnote 109\]](#)

120. In addition, more than half of the young people (55%) felt that the current education system did not suit people like them.[\[footnote 110\]](#)

[Young people and work: interim report - GOV.UK](#) (Milburn Report: Department of Work and Pensions, 2026)

INSIGHTS FROM OUR FOCUS GROUP: OPPORTUNITIES

Aspects and reasons why using authentic resources to be creative in the classroom are used

- Motivation / engagement: students with SEND, EAL and lower ability pupils
- Develop fluency and autonomy
- Practice phonics and vocabulary / grammar in context
- Develop problem solving skills
- Cultural capital – critical thinking skills
- Develop literacy and oracy
- Scaffolding is key but all can access the authentic texts including primary learners
- Reduces students' language anxieties with scaffolded activities
- Primary curricula have rigourously approached to MFL with a lot of authentic resources which are “dumbed down” in year 7
- Music for motivation helps more reluctant learners
- Cooking lessons helped students use the language in a new environment
- Primary students and year 7 are more resilient, more enthusiastic: the earlier lessons are planned around creativity and authenticity the more learners are likely to become resilient moving forward
- Flexible Teaching & Learning policies in schools allow for staff to adapt existing Power Points with creative activities
- Increase job satisfaction for teachers to teach what they love and see students respond and engage positively with resources
- Allows learners to take risks in a low stake environment

A conceptual illustration of a lightbulb. The glass part of the bulb is replaced by a crumpled piece of yellow paper, suggesting a raw, unpolished idea. The base of the bulb is a simple black line drawing. A single black line representing a cord extends from the base and curves across the bottom of the frame. Several small, black, squiggly lines are scattered around the yellow paper, giving the impression of sparks or creative energy.

Opportunities for creativity &
authenticity

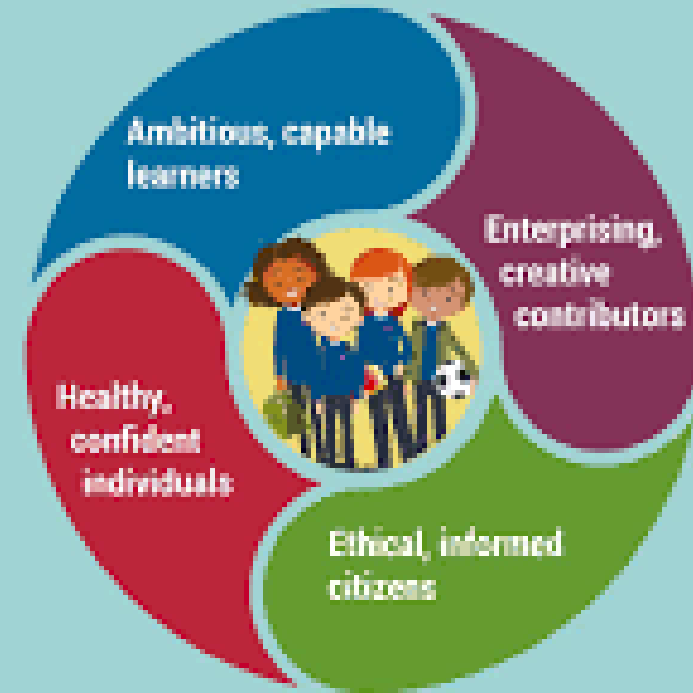
PROMISING DEVELOPMENTS IN THE NEW CURRICULUM FOR WALES

Languages connect us (multilingualism as an asset)

Understanding languages is key to understanding the world around us

Expressing ourselves through languages is key to communication

Literature fires the imagination



LEARNING FROM INTERNATIONAL SCHOOLS

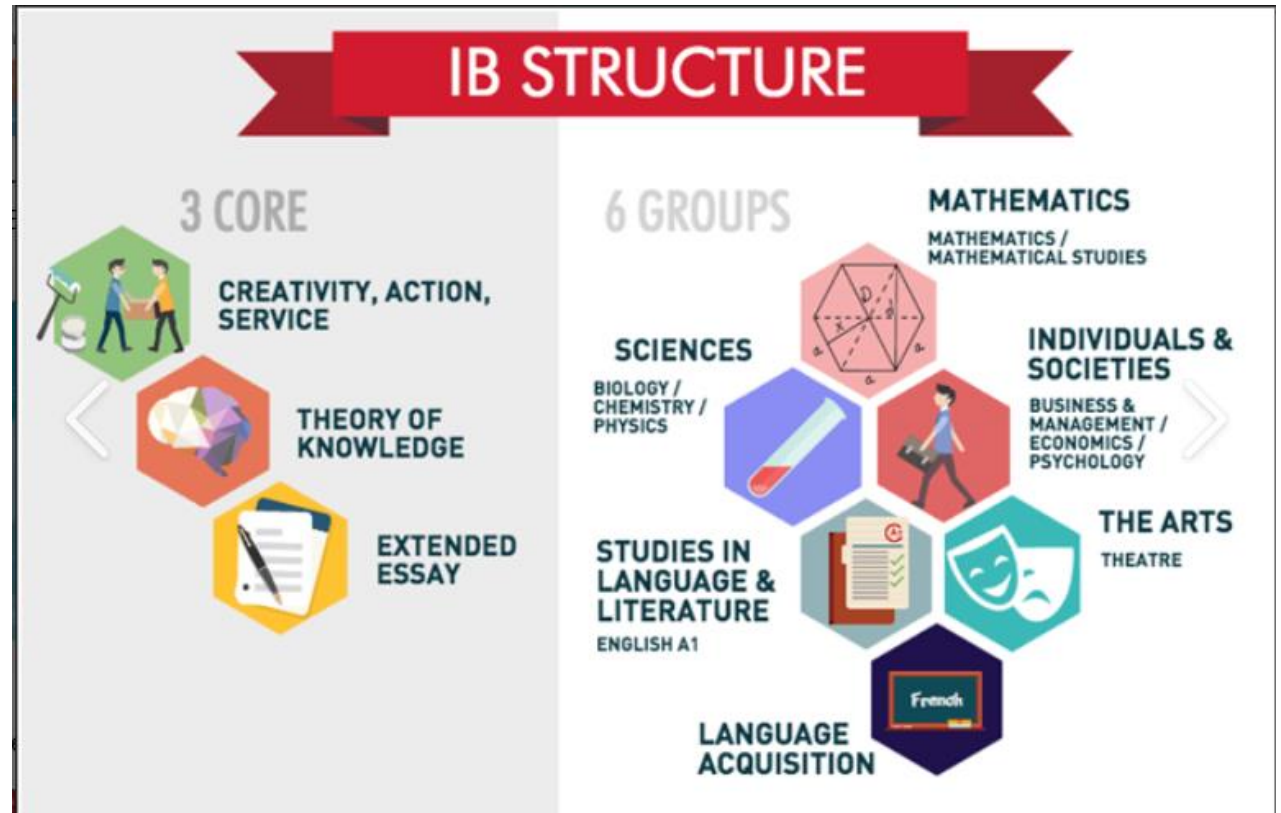
INTERNATIONAL BACCALAUREATE

AMERICAN STANDARDS

IGCSE

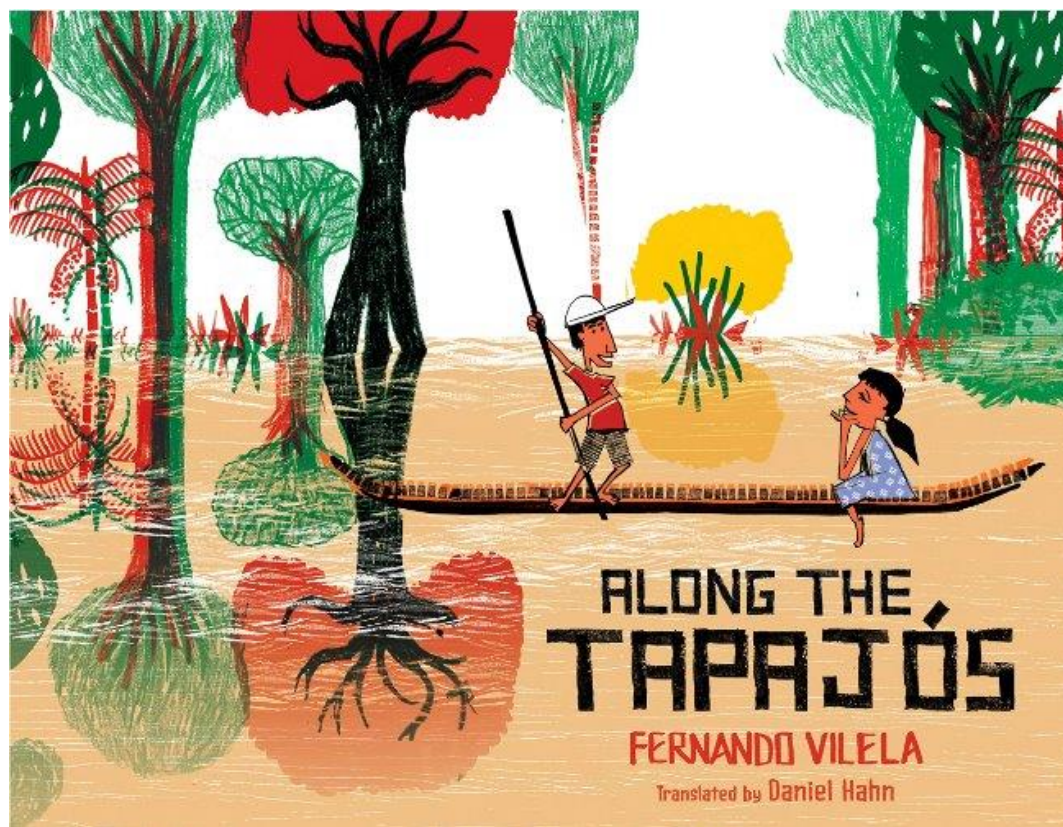
Our choice of texts
Our choice of songs
Our choice of poetry and literature

Intergrate with real world problems...



~~SCHEME OF WORK APPROACH~~

STEPHEN SPENDER TRUST: YOUNG CREATIVE TRANSLATORS



Multilingual River Habitat (Decode)

Pupils draw a river landscape with plants, animals (including birds), other features, and labels, including words in other languages.

Mood: Predicting vocabulary (Decode)

Pupils focus on one page spread, and think about the mood and what words might come up in the text for that page.

Write a short story (Create)

Pet rescue: Your pet is stuck – it's time to rush to the rescue! But there is a danger – how do you overcome it?

EUROVISION AND LINGUISTICS APPROACH IN THE CURRICULUM

- It is always on TV the week before May half term – easy to plan in the Schemes of Learning ;)
- Lesson 1 introduce the countries with a quiz (flags, capital cities, maps, cultural facts...)
- Introduce the tradition and why it is so popular in Europe (Padlet)

Lesson 2 Introduce 3 artists from the entries using the webpage

(reading in groups / comprehension questions/ translation)

Play the 3 songs (choose one in original languages)

Print the lyrics in target language and English

- Lesson 3 post Final...

Students discuss their favourite songs and why – make a poster research on their favourite artist in TL

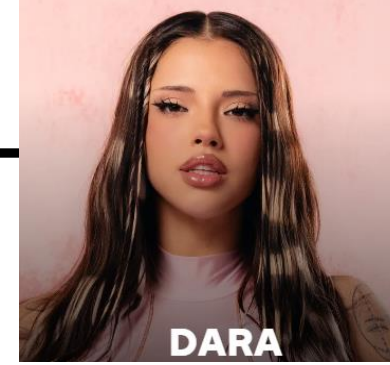
EAL students can create resources and help present their language/ heritage through the artists and songs...

Biographie de Dara

DARA est l'une des artistes pop les plus reconnues de son pays:

La bulgarie. Elle façonne l'image de la pop bulgare contemporaine grâce à sa voix unique, sa présence scénique affirmée et son audace à mêler les genres sans retenue.

DARA repousse constamment les frontières de la musique bulgare et est surtout connue pour ses plus grands succès *Thunder*, *Call Me* et *Mr. Rover*, qui ont dominé les classements pendant plusieurs semaines. En plus d'avoir obtenu plusieurs titres numéro un dans le classement officiel bulgare de diffusion radio, DARA s'est imposée comme une figure majeure de la scène musicale balkanique moderne. Alors que ses chansons et ses clips cumulent plus de 80 millions d'écoutes et de vues sur YouTube, DARA a également contribué à former une nouvelle génération d'artistes en tant que coach dans Гласът на България Glasat na Bulgaria - en 2021 et 2022.



- Trouve le vocabulaire dans le texte: famous / well-known
 - voice
 - stage presence
 - songs
 - music scene
 - new generation

- Who is DARA and what type of music does she perform?
 - What makes her stand out in Bulgarian pop music?
- Name two of her most popular songs mentioned in the text.
- How has DARA contributed to helping other musicians?
 - What evidence in the text shows that she is successful internationally?

Quand tout s'illumine Dans tout Paris,
 Que les rues se vident, je reste ici J'ai
 cherché ton amour Dans tous les
 faubourgs Je chante tous les jours
 Regarde-moi, regarde-toi C'est ça
 l'amour, ça te foudroie Regarde-moi,
 regarde-toi C'est ça l'amour Tu ne seras
 jamais perdu Allez viens, je peux
 t'emmener Là où c'est fort, fort de s'aimer
 Allez viens, tu n'es pas fou Dans ma
 poitrine, tu rythmes mon pouls Allez
 viens sous la pluie battante Je dirai aux
 gens qu'il est présent Je dirai aux femmes,
 aux hommes, aux enfants Je dirai au
 monde dans chaque chanson J'ai cherché
 ton amour Dans tous les faubourgs Je
 chante tous les jours Regarde-moi,
 regarde-toi C'est ça l'amour, ça te
 foudroie Regarde-moi, regarde-toi C'est
 ça l'amour Tu ne seras jamais perdu.
 C'est ça l'amour Chuuuuut Il est partout
 Chuuuuut Il est là, là, là ! Haaaaaa (Ah,
 ah, ah, ah) Regarde-moi, regarde-toi C'est
 ça l'amour, ça te foudroie Regarde-moi



underline all the conjugated verbs in the lyrics,
 then match them to these infinitives. Annotat the
 tense before you translate

s'illuminer – to light up / to become bright

se vider – to empty

rester – to stay **chercher** –
to look for / to search for

chanter – to sing

regarder – to look / to watch

être – to be

foudroyer – to strike (like lightning)

être perdu – to be lost

venir – to come

emmener – to take / to lead

aimer – to love

être fou – to be crazy

rythmer – to set the rhythm / to beat **dire** – to
say / to tell

être présent – to be present / to be here **former**
– to form / to shape

dire au monde – to tell the world

être partout – to be everywhere

Før vi går hjem

Min krop den skriger
Kan du høre den?
Jeg burde sig' nej
Sagd' det var sidste gang
Men du har mig
Ja du har mig

Du er så syrlig
Du smelter på min tunge
Helt ustyrlig
Jeg så **freaking** dum
Men du har mig
Ja du har mig

Kys mig tag mit hjerte knus det igen
Men please sig den her aften aldrig vil ende

Vi la'r natten stå i flammer og glemmer os selv
Holder om hinanden til vi brænder ihjel
Glemmer at vi vågner og fortryder igen
Før vi går, før vi går
Før vi går, før vi går hjem

Tror jeg forsvinder
I neon lys og røg
Natten binder
Mig til dine øjne
Sig du har mig
Du har mig

Kys mig tag mit hjerte knus det igen
Men please, sig den her aften aldrig vil ende

Before We Go Home

My body is screaming
Can you hear it?
I should say no
Said it was the last time
But you've got me
Yeah, you've got me

You are so acidic
You melt on my tongue
So out-of-control
I'm so **freaking** dumb
But you've got me
Yeah, you've got me

Kiss me, take my heart, break it again
But please say this night will never end

We let the night go up in flames and forget ourselves
Hold on to each other till we burn to death
Forget that we'll wake up and regret it again
Before we go, before we go
Before we go, before we go home

Think I'm disappearing
In neon lights and smoke
The night binds
Me to your eyes
Say you've got me
You've got me

Kiss me, take my heart, break it again
But please, say this night will never end

Linguist

- Give
- Ask
- Con
- Dis
- Why
- What

Find the English for:

Body - krop

Heart - hjerte

Tongue - tunge

Night - nat

Flames -flammer

Smoke - røg

Eyes - øjne

Home – hjem

What do you notice?

STANDARDISING CREATIVITY & AUTHENTICITY



MEANINGFUL AND SYSTEMATIC CREATIVE AND AUTHENTIC TASKS IN LESSONS



What makes creative and authentic tasks meaningful rather than ad hoc?

How can this be systematised in a standardised curriculum?

CREATIVE, AUTHENTIC RESOURCES TAGGED WITH CURRICULUM THEMES AND GRAMMAR



Anthea Bell Prize
for Young Translators

	Language	Genre	Prize Level	Resource text & author	Year Group	Resource content	Grammar	WJEC	
								GCSE	A-Level
2	French	Fiction	3	<i>La vie extérieure</i> , Annie Ernaux	Y11, Y12, Y13	Paris, the suburbs, French pop culture.	agreements; reflexive verbs; partitives 'de'.	Travel; places in town; free time; family, friends and relationships	Theme 1: Youth trends, issues and personal identity; Theme 2: Literature in the French-speaking world.
4	French	Fiction	4	<i>Meursault, contre-enquête</i> , Kamel Daoud	Y12, Y13	colonial Algeria, racism, French literature	disjunctive pronouns; imperfect tense; complex syntax; complex vocabulary.		Theme 2: French-speaking countries, Literature in the French-speaking world; Theme 3: cultural identity and marginalisation, migration and integration, discrimination and diversity; Theme 4: the postwar years (Algerian war), and impact on modern day France.
5	French	Poetry	3	<i>Liberté</i> , Paul Eluard	Y10, 11, Y12, Y13	Advertising and Poetry, the Occupation, French literature.	agreement; prepositions; perfecting pronunciation	Language for travel; identity and culture.	Theme 2: Literature in the French-speaking world; Theme 4: France 1940-1950, The Occupation; Life in Occupied France and the Cultural Dimension (theatre, cinema, literature).
6	French to Welsh	Non-Fiction	2	<i>Claude Monet et le mouvement impressionniste</i>	All year groups from Y8.	Art & artists, Paris, museums, culture.	irregular present tense; <i>c'est</i> ; negatives; relative pronouns; <i>depuis</i> .	Identity and culture; places in town; travel; environment and sustainability.	Regional culture and heritage in France, French-speaking countries and communities; Literature, art, film and music in the French speaking world
7	French to Welsh	Fiction	2	<i>Réfugiée en Chartreuse</i> , Nicholas Julo and Muriel Zürcher . (Graphic Novel)	All year groups from Y8.	Graphic novels, travel, environment and landscapes, the Occupation and the Second World War, French regions and cities.	Onomatopoeia; idioms and colloquialisms; conditional tense; <i>ne...plus</i> ; travel vocabulary.	Language for leisure and well being; family, friends and relationships; Language for travel: travel, places in town, environment and sustainability.	Theme 2: literature in the French-speaking world; Theme 4: France 1940-1950, The Occupation; Life in Occupied France and the Cultural Dimension (theatre, cinema, literature).
8	French	Non-Fiction	3	<i>Mes apprentissages</i> , Collette.	Y10, Y11, Y12, Y13	French literature, gender, life in Paris, la Belle Époque.	Prepositions; complex vocabulary; sequence of tenses; the imperfect tense.	Language for leisure and well being; family, friends and relationships; Language for travel: travel, places in town.	Theme 1: Relationships; Theme 2: literature in the French-speaking world.

IN A SCHEME OF LEARNING...

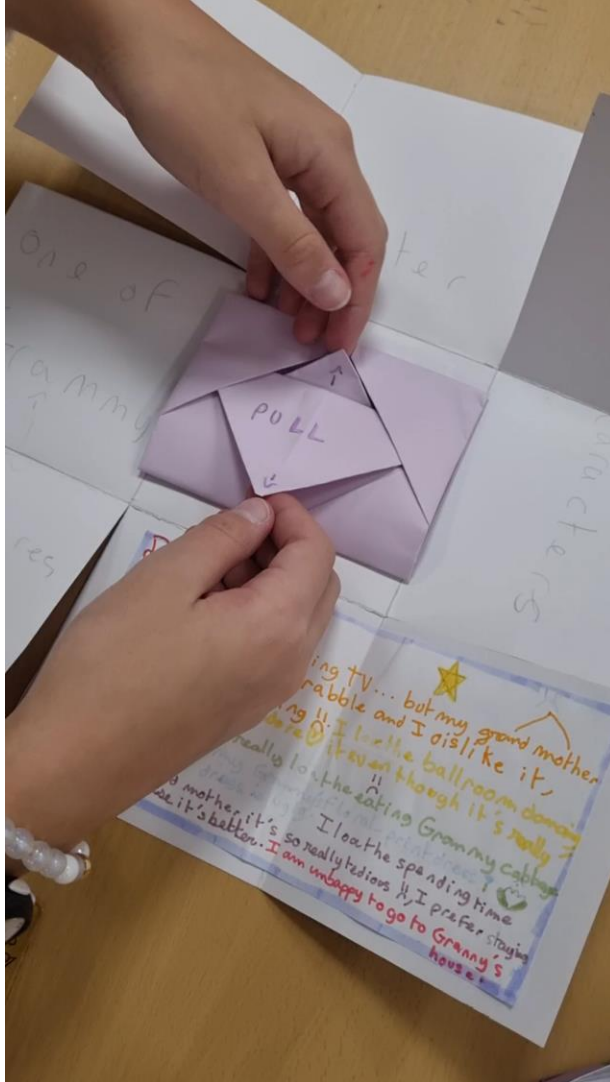
- **Week 1–2:** Cultural exploration
- **Week 3–4:** Language input + creative modelling
- **Week 5–6:** Creative project development
- **Week 7:** Authentic assessment – production of language in a creative form
- **Week 8:** Reflection + cultural comparison

YEAR 7 FRENCH		
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:		

LEARNING BY DOING – Fanny Hory teacher of English as a Foreign Language – Paris

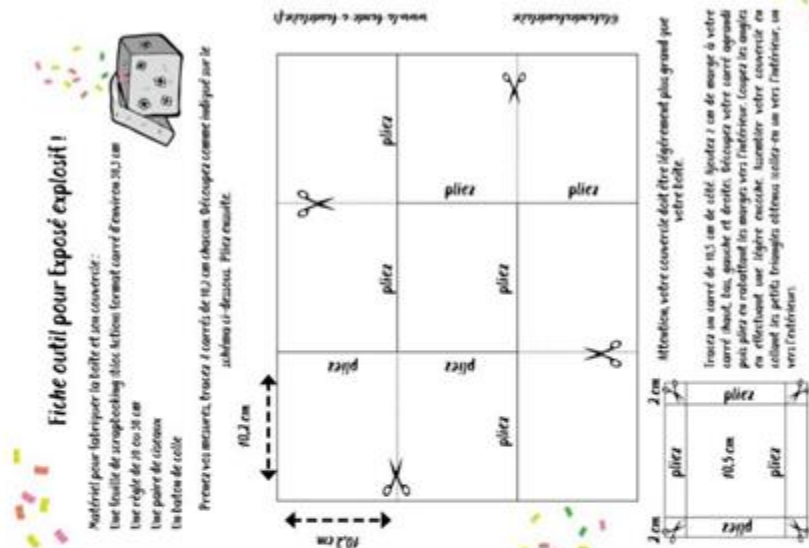


THE IDEA

Consignes tâche finale Gangsta Granny

FABRICATION DE LA BOITE

1. Fabriquez la boîte en suivant les consignes suivantes :



2. Indiquez votre nom, prénom et classe en dessous de la boîte.
3. Sur la grille d'évaluation, écrivez votre nom, prénom et classe puis pliez la grille en 6 et insérez la dans le couvercle de votre boîte.

CONTENU DE LA BOITE : les expressions écrites devront être écrites sur une feuille puis collées au bon endroit

Illustration centrale : Représentez votre passage préféré. Le dessin, les collages, les pop-up sont autorisés.

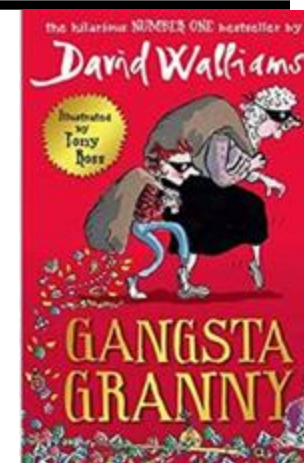
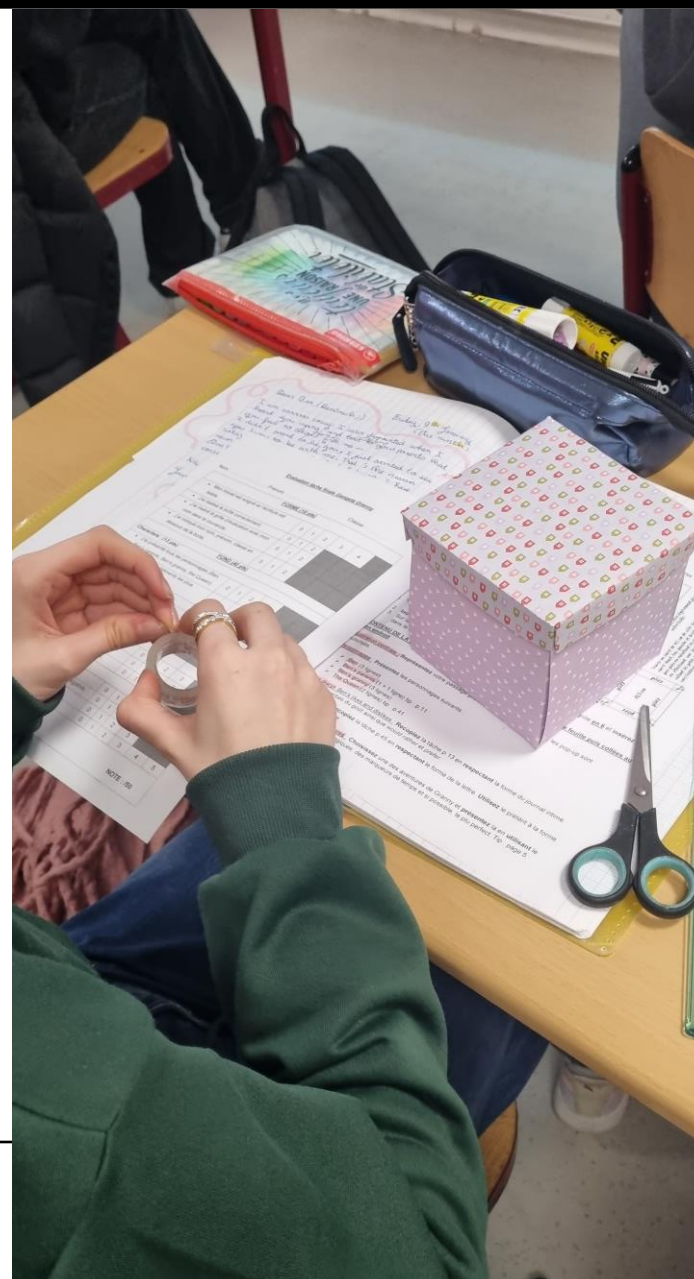
Personnages : Présentez les personnages suivants :

- Ben (3 lignes)
- Ben's parents (1 + 1 ligne) tip : p.11
- Ben's granny (3 lignes)
- The Queen (2 lignes) tip : p.41

Ben's diary > Ben's likes and dislikes : Recopiez la tâche p.13 en respectant la forme du journal intime. Utilisez les verbes du goût ainsi que *would rather* et *prefer*.

Granny's letter : Recopiez la tâche p.45 en respectant la forme de la lettre. Utilisez le prétérit à la forme négative et affirmative.

One of Granny's adventures : Choisissez une des aventures de Granny et présentez la en utilisant le prétérit, des connecteurs logiques, des marqueurs de temps et si possible, le plu perfect. Tip : page 5.





THE BOX

A CREATIVE BOOK REVIEW

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. Soooooo T E D I O U S... (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 go 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 shovel, and a wet suit to be waterproof! Finally, we were in the Queen's castle!

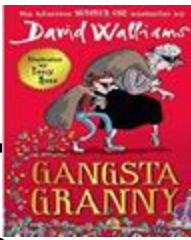
GRANNY'S LETTER TO BEN

Dear Ben,

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

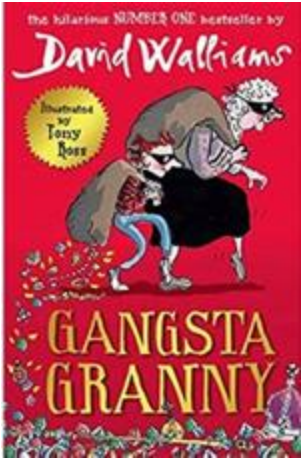
THE BOX →

Language →

Evaluation tâche finale Gangsta Granny

Nom : Prénom : Classe :

<u>FORME (10 pts)</u>						
• 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			
<u>FOND (40 pts)</u>						
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		

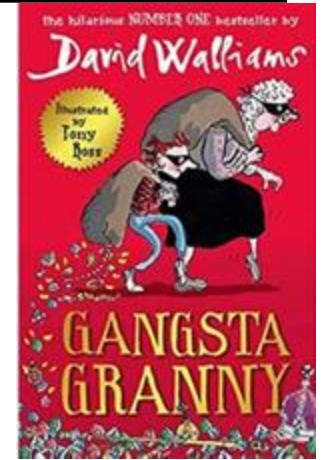


WHAT STUDENTS REMEMBER



"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"

Aline

AN ALTERNATIVE TO AN END OF UNIT ASSESSMENT FOR YEAR 7

STUDENTS ARE GIVEN THE TASK IN ADVANCE TO MEMORISE AND RESEARCH WORDS THEY WOULD LIKE TO INCLUDE IN THE TARGET LANGUAGE

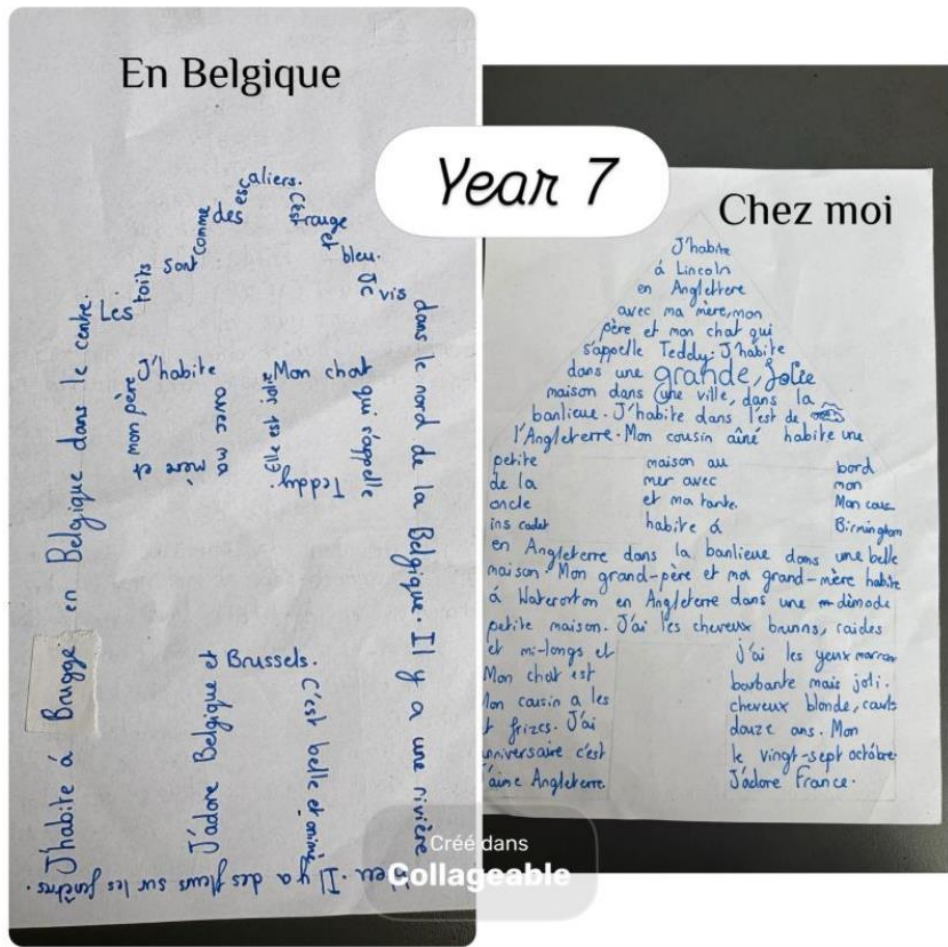
Creamos un personaje para un cuento

- *¡Usa tu imaginación para inventar un personaje único!*

Tu tarea

- Crea un personaje para un cuento infantil o una novela gráfica.
 - Describe su **apariciencia**, **personalidad**, **poderes especiales** (si los tiene) y **un sueño o deseo** que impulsa su historia.
 - **Incluye:**
 - **Descripción física** *pelo, ojos, altura, rasgos especiales Ej.: Tiene el pelo largo y azul. Tiene los ojos dorados y una cicatriz mágica.*
 - **Personalidad** *valiente, tímido, misterioso, divertido... Ej.: Es muy valiente pero un poco despistado.*
 - **Conectores y, pero, también**
 - **Intensificadores** *muy, bastante, un poco*
 - **Un deseo o sueño** *Me gustaría tener... / Me gustaría ser... Ej.: Le gustaría tener alas para explorar otros mundos.*
-

CREATIVE ASSESSMENTS



Before getting the usual assessment books out, we embarked on a little research journey 🌐. As a class, we explored where people in the francophone world live and how we could use the vocabulary and structures we had studied so far to describe those places. I then set them the task of not only writing about where they currently live in a calligram in the shape of their house, but also planning how they could write as if they lived somewhere else in the francophone world (that wasn't France!). They rose to the challenge beautifully and produced some excellent examples featuring typical buildings in Bruges BE, chalets in Canada CA, riads in Morocco MA, and many more. They loved looking up new words to help add depth to their descriptions and see the beautiful pictures from some places they didn't know existed! A personal win was managing to convince one of my students that Belgium is indeed a country, not just part of Germany! The conversations we had even prompted one student to bring in photos of her grandparents' house in Guadeloupe GP, which sparked even richer discussions. Were the pieces of writing all written in perfectly polished French? No! Had they recycled key vocab and structures? Yes! Did they come away feeling good and have a wider knowledge of the world they live in? Yes!

YEAR 7 FRENCH VERSIONS

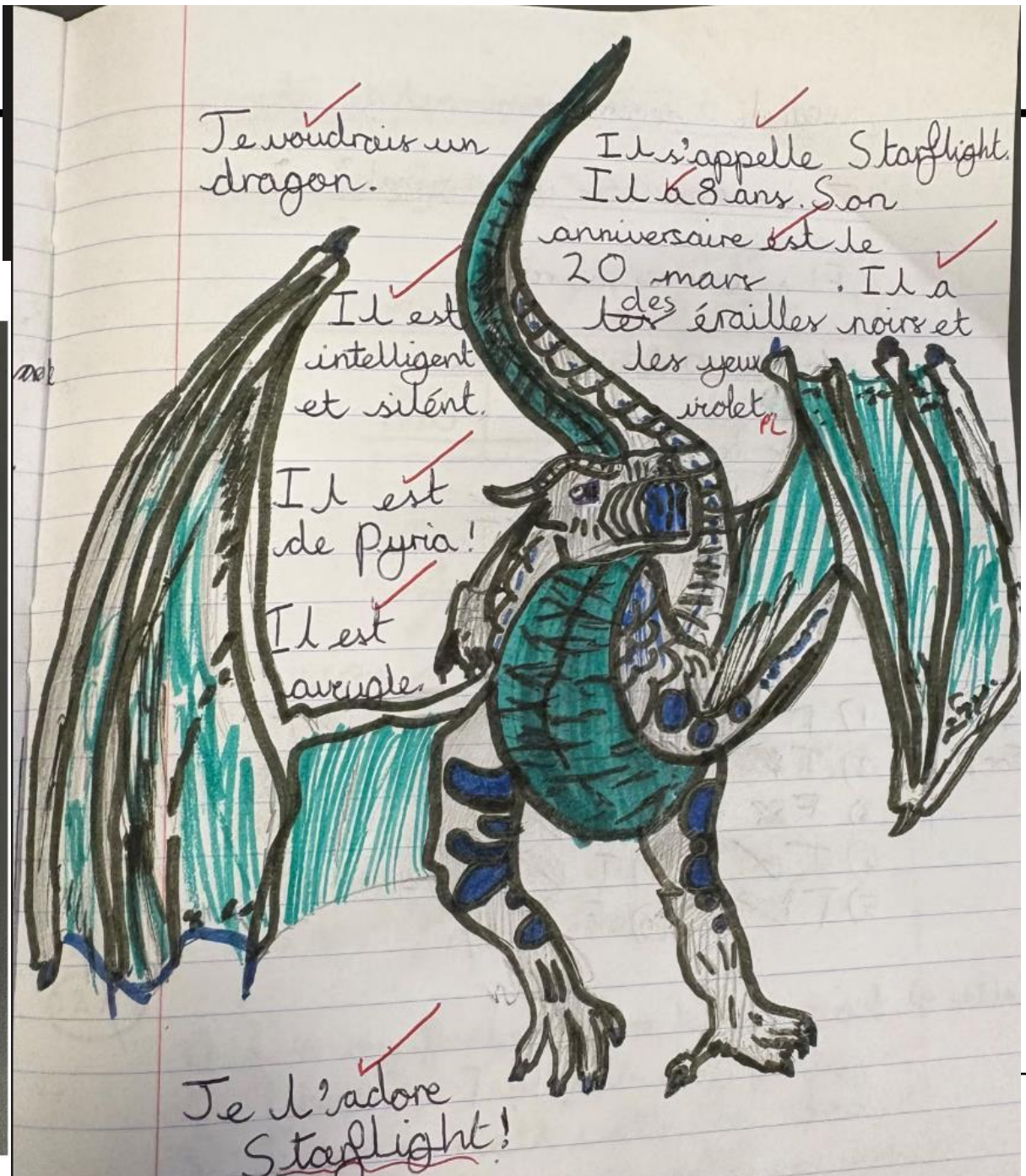
En Belgique

J'habite à Bruges en Belgique dans le centre. Les toits sont comme des escaliers. C'est rouge et bleu. Je vis dans le nord de la Belgique. Il y a une rivière. C'est belle et animée. Il y a des fleurs sur les jardins. J'adore Belgique et Brussels.

Emily 7.9

Chez moi

J'habite à Lincoln en Angleterre avec ma mère, mon père et mon chat qui s'appelle Teddy. J'habite dans une grande, jolie maison dans une ville, dans la banlieue. J'habite dans l'est de l'Angleterre. Mon cousin aîné habite une petite maison au bord de la mer avec mon oncle et ma tante. Mon cousin habite à Birmingham en Angleterre dans la banlieue dans une belle maison. Mon grand-père et ma grand-mère habitent à Wolverhampton en Angleterre dans une petite maison. J'ai les cheveux bruns, raides et mi-longs et j'ai les yeux marron. Mon chat est barbant mais joli. Mon cousin a les cheveux blonde, courts et frisés. J'ai deux ans. Mon anniversaire c'est le vingt-sept octobre. J'adore France.



ASSESSMENTS IN THE NEW LANDSCAPE

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

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)
-





USING FILMS AS LISTENING STIMULI

Les Intouchables Eric Toledano 2011

Travail sur le futur et le conditionnel

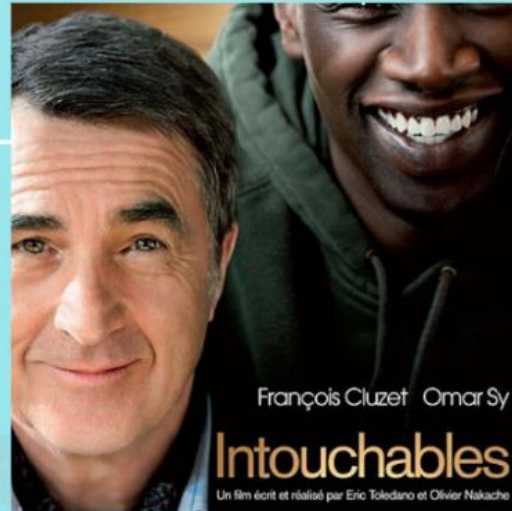
Starter :

Quelle est la difference entre

je vais travailler comme receptioniste dans un
hotel

je travaillerai comme receptioniste dans un
hotel

je travaillerais comme receptioniste dans un
hotel



Philippe



Magali



Driss



Abdel



Philippe



Elisa

Un handicapé paralysé la complicité des deux hommes
La secrétaire un film inspiré d'une histoire vraie
La fille de l'handicapé
L'assistant de vie des banlieues

vocabulaire du film:

- un fauteuil roulant a suburb
- un handicapé moteur other people's look
- un handicapé mental mentally disabled
- un assistant de vie physically disabled
- le regard des autres prejudice
- les préjugés a wheel chair
- une banlieue an assistant
- un assisté social classes
- les classes sociales assisted



Un mal entendant
Un muet
Le langage des signes
Un mal voyant
Le braille
Un handicapé moteur
Un handicapé mental
Un fauteuil roulant
Une canne
Le regard des autres
Un assistant
La solidarité



USING FILMS AS LISTENING STIMULUS

Avec le son!

remplis les blanc du dialogue

dialogue 1 :

« Je viens chercher par rapport aux... - ! - ...
Comment vous vivez l'idée d'être un ? Ça ne vous gêne pas de ... sur le dos des autres ?
Ça va, merci, et vous ?
Vous pensez que vous serez quand même capable de ?
Vous en avez de ! - J'en ai tellement que je suis prêt à vous pendant un mois ! Je parie que vous ne
tiendrez pas !
C'est un truc de ça ! - Non, mais, vous avez fini de jouer, là ?
Et, mais en fait, vous ne sentez là ? Et , elle est où là ?
Non, ça c'est des bas de contentions et si je ne les mets pas, je risque de !
Moi je ne vais pas vous mettre des bas, hein ! Même pour vous ! Vaut mieux vous évanouir ! , à un moment donné
faut... On dit : non, on ne les met pas, faut, heu là ! Voilà, c'est bon comme ça !
Attends !
Hé, hé, héhéhé !
Bon appétit.
Et, s'il vous plait, oh ! Hé ! Hé, héhé ! »

vivre - Assedic - mon papier -
l'humour - ouf - il y a -
prendre - rien - m'évanouir
assiste - travailler- deux
semaines- jupe

La bande annonce sans le son

• <http://www.youtube.com/watch?v=ZCCJi9fpAJY>

qui	quoi	ou	pourquoi?

On fait des prédictions - Fais une phrase complexe et justifie ta reponse:

Qui rencontrera la femme de sa vie?

Qui fera du parapente?

Qui peindra des peintures abstraites?

Qui écouterait de la musique dans son bain?

Qui celebrera son anniversaire?

Qui ira à Dunkerque?

Qui écrira des lettres d'amour?



Après avoir quitté la [Marine nationale française](#), [Jacques-Yves Cousteau](#) veut se lancer dans l'exploration sous-marine.

En [1950](#), il loue le bateau [Calypso](#) à un riche britannique. Le « commandant » part alors aux quatre coins du Monde, avec sa femme [Simone](#) et notamment [Albert « Bebert » Falco](#). Ses deux fils, [Philippe Cousteau](#) et [Jean-Michel Cousteau](#), restent en pension...

Quelques années plus tard, Philippe rejoint finalement l'équipe de son père, qui tourne une série de films documentaires financés par une chaîne de télévision américaine. Après avoir été sensibilisé à l'écologie à l'école il se dispute avec son père qui est insensible aux problèmes de la planète.

Puis alors que les affaires de Jacques-Yves se détériorent, Le père revient auprès de lui et le sensibilise à la protection des océans et des espèces animales menacées, donnant à la carrière de son père une nouvelle orientation et un nouveau départ.

Vocabulaire :

Dans le texte trouvez l'équivalent français de :

To hire: _____

A boat _____

Boarding school: _____

Educated: _____

indifferent: _____

business _____

deteriorate (gets worse) : _____

The uncertainty: _____

Endangered species: _____

career: _____

♦ Qui est qui?

1. Il [defend](#) la cause des animaux .

2. Il invente un moyen de vivre sous l'eau.

3. Elle est toujours positive, et soutient son mari même si
Il ne lui ai pas toujours fidèle

4. Il ne s'entend plus avec Jacques quand il commence à faire
Des programmes pour l'argent pas pour la cause.

5. Il comprend qu'il faut protéger la planète après avoir visité
L'Antarctique et les problèmes de pollution.

♦ Recherche personnelle – Fais une recherche sur Jacques Cousteau, Jean-Michel Cousteau, Philippe Cousteau et Philippe Cousteau Junior, quel impact ont-ils eu sur la protection des Océans ?

♦ Tu écris un blog sur les problèmes actuels des océans. Mentionne les problèmes majeurs en 2026? Comment peut-on les résoudre ? Quel impact est ce que la famille Cousteau a sur la protection des océans ? 150 mots

♦ Maintenant et écrivez 5 phrases en utilisant 5 de ces mots:

1. _____

USING VIDEOS AND BRING REAL WORLD ISSUES TO USE THE LANGUAGE AUTHENTICALLY



Le parcours d'un jean

<https://youtu.be/U9xoi7RSOwo>

- 1) Who is the first producer of cotton in the world?
- 2) How much water do we need to grow the cotton?
- 3) What is les boutons? Where do they tend to come from?
- 4) What is la fermeture éclair? Which country is number to make
- 5) How many litres of water does 1 pair of jeans need to be made?
- 6) How many kilometres does the cotton visit to make the jean we buy in H&M or Primark?



1. Nouveau vocabulaire : fais une liste de 10 mots que tu as compris
2. Reponds aux questions
3. Reflection: Que peut-on faire pour réduire notre impact sur l'environnement avec la mode?

USING LITERATURE AS A STIMULUS

Vendredi 3 mars : le Petit Prince

Objectif : Découvrir l'univers du conte Le Petit Prince

DO NOW : Relie les personnages du livre avec leur traduction

- | | |
|----------------------------|----------------------|
| 1. Le renard | a) The conceited man |
| 2. La rose | b) The fox |
| 3. Le mouton | c) The geographer |
| 4. Le narrateur | d) The narrator |
| 5. Le buveur | e) The lamplighter |
| 6. Le vaniteux | f) The businessman |
| 7. L'allumeur de réverbère | g) The rose |
| 8. L'homme d'affaires | h) The tippler |
| 9. Le serpent | i) The sheep |
| 10. Le géographe | j) The snake |



Aide-moi

Un conte = tale
Personnages =
characters

EXTRA : Traduis en anglais...

Le Petit Prince est amoureux de la rose.
Elle représente l'amour et ses épines
Le renard est le guide du Petit Prince. Il
le guide, le conseille et l'accompagne
dans ses aventures.

On écoute

Chapitre 6

Les couchers de soleil

Challenge

Don't use the word bank

Coucher - soleil - quarante trois - dit-
Etats-Unis - ri - ne - France - chaise -
pas - couche - triste - planète- moi-
assister - minute - detail

Ahl petit prince, j'ai compris, peu à peu, ainsi, ta petite vie mélancolique. Tu n'avais eu longtemps pour distraction que la douceur des couchers de J'ai appris ce détail nouveau, le jour au matin, quand tu m'as dit:

- J'aime bien les couchers de Allons voir un de soleil.

- Mais il faut attendre...

- Attendre quoi ?

- Attendre que le soleil se

Tu as eu l'air très surpris d'abord, et puis tu as de toi-même. Et tu m'as

- Je me crois toujours chez !

En effet. Quand il est midi aux, le soleil, tout le monde le sait, se couche sur la Il suffirait de pouvoir aller en France en une pour au coucher de soleil. Malheureusement la France est bien trop éloignée. Mais, sur ta si petite, il te suffisait de tirer ta de quelques pas. Et tu regardais le crépuscule haque fois que tu le désirais...

Un jour, j'ai vu le soleil se coucher fois !

t un peu plus tard tu ajoutais:

Tu sais... quand on est tellement on aime les couchers de soleil.

- Le jour des quarante-trois fois tu étais donc tellement triste ? Mais le petit prince répondit



On écrit

Que répond le Petit Prince au Renard invente le dialogue!

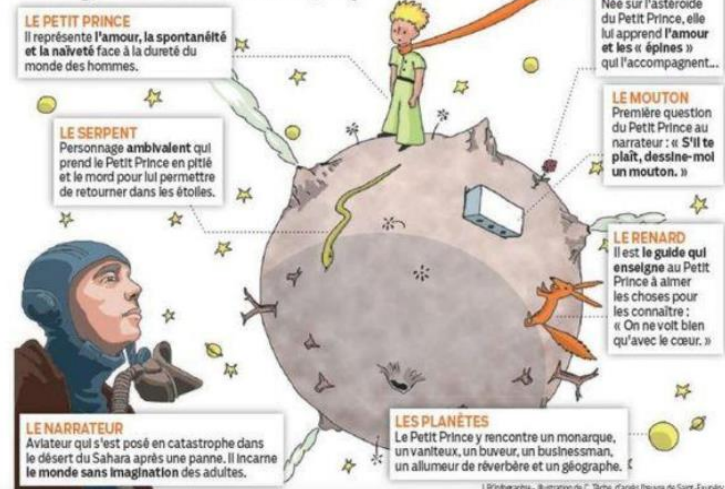


Il est plus difficile
de se juger soi-même
que de juger les autres
Petit prince
de St-Exupéry

Les personnages....

L'auteur : Antoine de Saint-Exupéry

L'imaginaire de Saint-Exupéry



Who is....

1. A symbol of "the adults"
2. The one The Petit Prince is in love with
3. Teaching the Petit Prince
4. Being drawn
5. Helping the Petit Prince to go back to the stars

L'histoire.... true or false ?



Un aviateur, le narrateur du conte, se bloque avec son avion au milieu du désert du Sahara. Alors qu'il tente de réparer son avion, un petit garçon apparaît et lui demande de dessiner un mouton. Jour après jour, le narrateur découvre l'histoire du Petit Prince. Il lui raconte qu'il vient d'une autre planète très petite à peine plus grande qu'une maison où il a laissé derrière lui quatre choses : trois volcans et une rose, une fleur unique dont il est amoureux. Le petit prince lui raconte aussi qu'il a visité d'autres planètes. Il a rencontré des gens bizarres : un vaniteux qui se voit comme l'homme le plus beau et le plus intelligent alors qu'il est seul sur sa minuscule planète, un homme d'affaires propriétaire d'étoiles qui passe son temps à les compter, un ivrogne qui boit pour oublier qu'il boit, l'allumeur de réverbères qui effectue un travail absurde et ininterrompu... Sur la Terre, le Petit Prince rencontre un renard qui lui apprend qu'il est important de se faire des amis et les considérer comme des êtres uniques. À la fin, le Petit Prince repart sur sa planète, le narrateur répare son avion.

Aide-moi

Réparer = to fix
À peine = slightly
A rencontré = met
Bizarres = weird
Minuscule = tiny
Propriétaire = owner
Un ivrogne = tippler
Effectue = does
Un être = a being

- 1 The narrator is a plane pilot.
- 2 The narrator knew the Petit Prince already.
- 3 The Petit Prince comes from another planet.
- 4 The Petit Prince owns a lot of things.
- 5 The conceited man thinks he is the most handsome

EXTRA : Answer those questions

- 6 What is the businessman frantically counting?
- 7 Why does the tippler drink?
- 8 What is the role of the fox?

CREATIVE TRANSLATIONS

Citations célèbres



C'est le temps que tu as perdu pour ta rose qui fait ta rose si importante

"It is the time you have wasted for your rose that makes your rose so important."

— Antoine de Saint-Exupéry,
The Little Prince

On ne voit bien qu'avec le cœur.
L'essentiel est invisible pour les yeux.



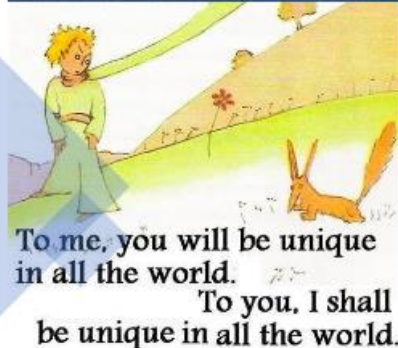
"It is only with the heart that one can see rightly; what is essential is invisible to the eye."

— The Little Prince



Tu seras pour moi unique au monde.
Je serai pour toi unique au monde...

Le Petit Prince



To me, you will be unique in all the world.
To you, I shall be unique in all the world.

THE POWER OF MUSIC

- Using music to engage and relax
- [By themes and ability](#)
- [Suno | AI Music](#)
- [Text to Speech | ElevenLabs](#)

- Create easy content
 - Get students to create lyrics using sentence builders or prior learning
 - Get students to use AI tools to create content
-

Listening (yr9)

Ecoutez la musique :
écrivez les mots
manquants

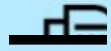


Quand j'..... 10 ans, je mon anniversaire chez moi avec ma famille et mes amis. C'..... vraiment spécial parce qu'il y beaucoup de nourriture et de musique. Je à des jeux et je des cadeaux, ce qui me très heureux. En général, je toujours une excellente journée.

Correction

Quand j'**avais** 10 ans, je mon anniversaire chez moi avec ma famille et mes amis. C' **était** vraiment spécial parce qu'il y**avait** beaucoup de nourriture et de musique. Je **jouais** à des jeux et je **recevais** des cadeaux, ce qui me **rendait** très heureux. En général, je **passais** toujours une excellente journée.

GCSE – KS4 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 pixelisé 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

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

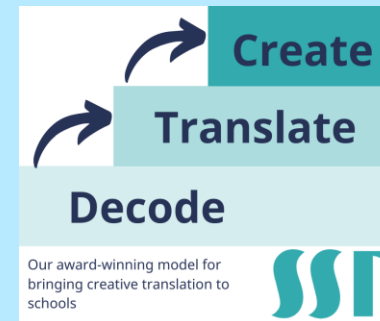
sonner = to ring

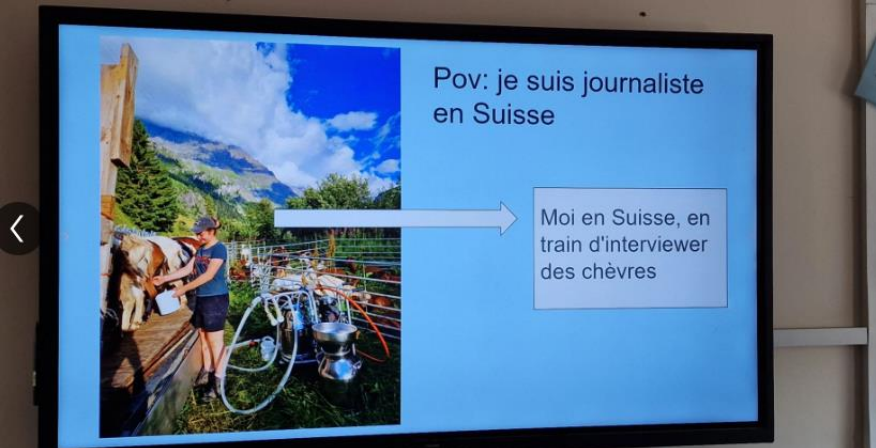
perdre = to lose

pourrais-je = could I

la tête = head/mind

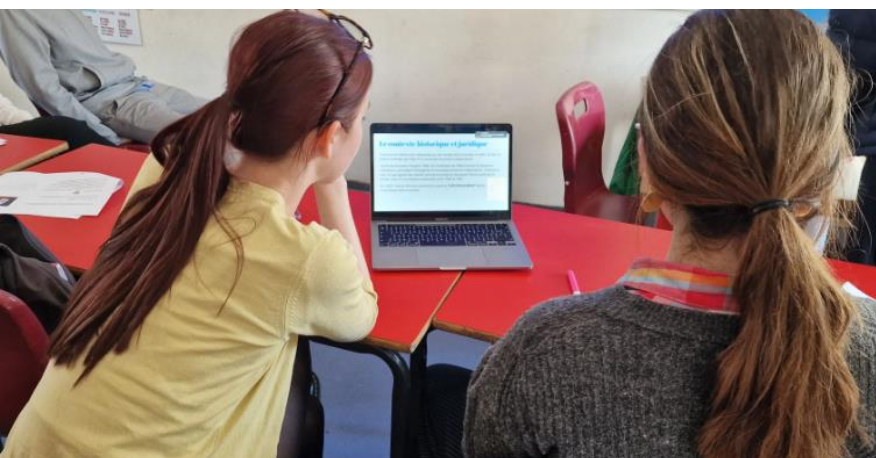
quitter = leave you





A-LEVEL AND IB

- Starters: use key words in sentence on a previous topic.
- Weekly presentations made by students for students
- Weekly discussion on articles/ press with debate and discussions
- Authentic resources every lesson
- Anthea Bell and Translation Exchange and Stephen Spender Trust resources integration
- Integration of the Common European Framework for Language Learning with A-Level teaching (DELTA, DELE...)



BUILDING CAPACITY FOR THE FUTURE

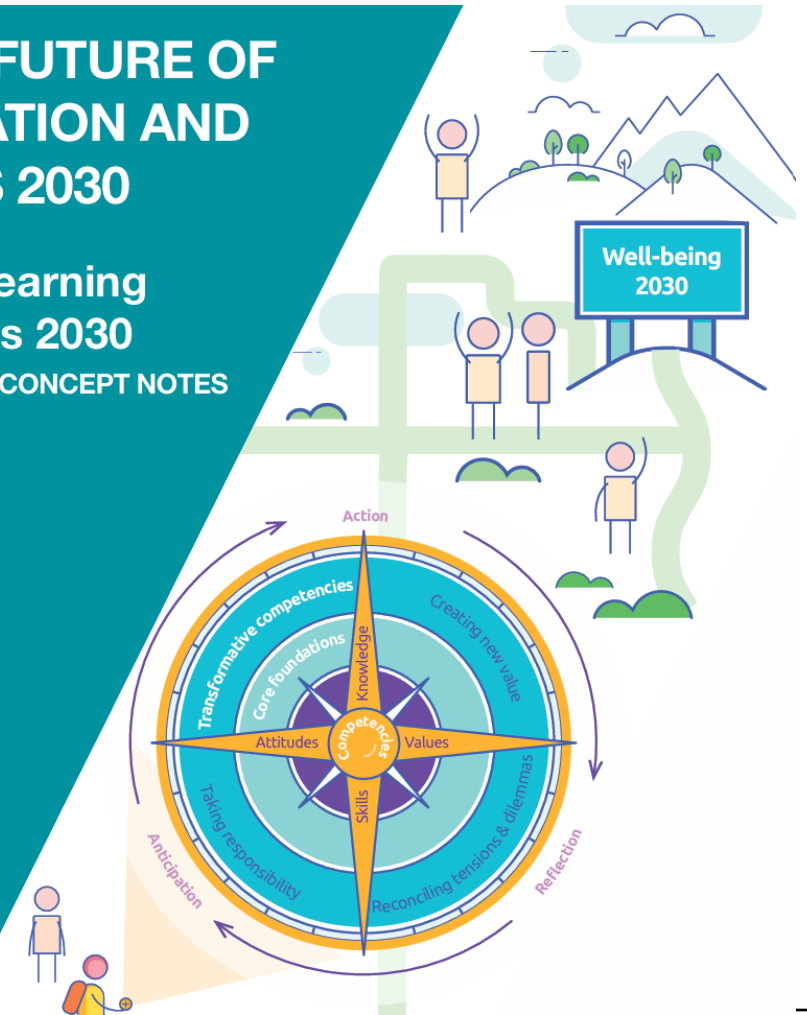
Social skills and collaboration:

1. Researching with peers
2. Presenting to peers
3. Creating or building content with peers
(on paper or multimedia)
4. Debating real life matters in target language
(accepting other people's views)
5. Performing in front of others
6. Problem solving with others

OECD FUTURE OF EDUCATION AND SKILLS 2030

OECD Learning Compass 2030

A SERIES OF CONCEPT NOTES



PADLET OF RESOURCES



Padlet

julietteclaro + 6 • 1d

Creative Resources in the MFL classroom SIG

Thank you for sharing your resources for colleagues to use and print with their classes - please add level /proficiency and theme/topic

French

+

Year 7 Le Saint Valentin

0

0

Add comment

julietteclaro 15 days ago

DOCX

Le mur des je t

Le Mur des Je t'aime reading year 7

0

0

German

+

Silvia Bastow a day ago

Franz Kafka

Franz Kafka hatte am dreizehnten Juli 1883 Geburtstag.

Franz Kafka war im Prag geboren.

Franz Kafka hat als Anwalt gearbeitet.

Er hat seine Arbeit langweilig gefunden.

Deshalb hat er abends geschrieben.

Drei von seinen bekanntesten Romanen heißen:

- "Die Verwandlung" - the metamorphosis
- "Das Prozess" - the trial
- "Das Schloss" - the castle

PPTX

Kafka lesson adapted from Goethe Inst materials for the German week 14-18.03.25

This is a lesson create by my colleague Claire Dymond from Ercall Wood Academy - adapted from the Goethe Institut materials for the German Language week in March 2025. We will be using it with our yr.9 students.

Italian

+

Lucy Manikon 11 days ago

IL CARNEVALE

PPTX

Il carnevale competition 2025

Year 7/8 cultural competition to create venetian masks and learn about the Carnival traditions

1

0

Add comment

Spanish

+

julietteclaro a month ago

drive.google.com

Cuando te veo beginner and intermediate

Cuando te veo song (year 7 and year 9 version) Gumley House School

0

0

Add comment

Stephen Spender Trust Creative Translation

+

julietteclaro 3 months ago

stephen-spender.org

ky Foundation

Resources

Resources to use in the classroom by theme, topic and level of proficiency

0

0

Add comment

JOIN OUR CREATIVITY IN MFL HERE:



Creativity Competition

Creativity Competition: FAQs for teachers

The ALL Creativity SIG announces its first competition: Student Creativity Competition.

The 2026 edition of the competition is now closed. A review of the competition and examples of work can be found [here](#).

We are thrilled to announce that the 2027 edition of the competition is now open!

Deadline: 15 March 2027

Submit entries to: permissiontobecreative@gmail.com

We warmly invite teachers across all phases and sectors to participate. Whether you are experimenting with a new creative homework task, embedding creativity into GCSE preparation, or exploring cross-curricular projects, we would love to see your students' work.

Let's continue giving ourselves and our learners permission to be creative!



-
- Looking at your Schemes of Learning, ask 'Where is the creativity in that?'
 - Where are the opportunities for bringing joyful creativity, authenticity and culture in your lessons?
 - Where is your teacher agency to focus learning on the process rather than the finished product?



REFERENCES AND IDEAS FOR CREATIVE LINGUISTIC MINDS

- [The GCHQ National Language Competition - Sample Challenges - GCHQ.GOV.UK](#)
 - [Anthea Bell Prize for Young Translators - The Queen's College, Oxford](#)
 - [Stephen Spender Prize – Stephen Spender Trust](#)
 - [French Pop Video Competition - Institut Français · Royaume-Uni](#)
 - [Debating Competition - Goethe-Institut United Kingdom](#)
 - [ALL Calligrammes competition 2026](#) [Ages 7-9](#) [Ages 9-11](#) North East [National competition](#) and [here](#)
 - [Mother Tongue Other Tongue Celebration 2026](#) Digital Anthology
 - [Poésíæ](#) Ages 7-18, Global project – 'where language speaks, where art breathe, where creativity clicks'
-

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JOIN OUR CREATIVITY IN MFL HERE:



Creativity Competition

Creativity Competition: FAQs for teachers

The ALL Creativity SIG announces its first competition: Student Creativity Competition.

The 2026 edition of the competition is now closed. A review of the competition and examples of work can be found [here](#).

We are thrilled to announce that the 2027 edition of the competition is now open!

Deadline: 15 March 2027

Submit entries to: permissiontobecreative@gmail.com

We warmly invite teachers across all phases and sectors to participate. Whether you are experimenting with a new creative homework task, embedding creativity into GCSE preparation, or exploring cross-curricular projects, we would love to see your students' work.

Let's continue giving ourselves and our learners permission to be creative!





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

