Modern Foreign Languages

Secondary Trainee Course Guide

PGCE(M) Coursebook

2015 – 2016
Teaching & Learning Languages for Global Citizenship and Intercultural Awareness
## CONTENTS

List of Abbreviations  5  
Introduction  6  
Course Tutor  7  
Vision, themes, strands  8  
Specific Aims  9  
Subject Knowledge Enhancement (SKE)  10  
Features of the Course  11  
I. Progression  12  
II. Different Teaching and Learning Styles  13  
III. Language Learning  13  
IV. Technology  14  
V. Curriculum Innovation  15  
VI. Working Collaboratively  15  
VII. Roles and Responsibilities  16  
VIII. Reflections on Practice  17  

### AUTUMN TERM PROGRAMME

I. Aims and Objectives  18  
II. Preparation for Block Placement  18  
III. Observation and Reflection  19  
IV. Practical Strategies  19  
V. Background Reading  20  
School Placement Files  21  

### AUTUMN TERM OVERVIEW  24  
Trainee Course Guide  27  
  
Main Key Messages & Watch Points for Autumn Term  70  
CA MFL Guidance with Examples  95  

### SPRING TERM PROGRAMME  100  
Introduction  
I. Aims and Objectives  
II. Preparation for Second Block Placement  
III. School Placement Files  

Spring & Summer Term Overview  101  
Trainee Course Guide  
  
Appendices MFL  128  
School Based Block Expectations  
ICT Audits  
School- Based Tasks for Interim Placement A  133  
Documents to collect  
School-Based Tasks during Interim Placement B  141  
ECM, MFL PoS Audits  
MFL Lesson Observation, Planning & Evaluations  152  
Professional Standards for QTS – Self-Evaluation  
School Experience Timetable  
  
Weekly Reading  161  
Reading References  172  
Language Learning Associations  184
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
<td>ASSOCIATION FOR LANGUAGE LEARNING</td>
</tr>
<tr>
<td>AIL</td>
<td>ASSESSMENT FOR LEARNING</td>
</tr>
<tr>
<td>AoTTS</td>
<td>ADULTS OTHER THAN TEACHERS</td>
</tr>
<tr>
<td>CLRC</td>
<td>CURRICULUM AND LEARNING RESOURCES CENTRE</td>
</tr>
<tr>
<td>CILT</td>
<td>(NATIONAL) CENTRE FOR INFORMATION ON LANGUAGE TEACHING &amp; RESEARCH</td>
</tr>
<tr>
<td>CPD</td>
<td>CONTINUING PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>DIE</td>
<td>DEPARTMENT FOR EDUCATION</td>
</tr>
<tr>
<td>DfCSF</td>
<td>DEPARTMENT FOR CHILDREN, SCHOOLS AND FAMILIES</td>
</tr>
<tr>
<td>DFES</td>
<td>DEPARTMENT FOR EDUCATION AND SKILLS</td>
</tr>
<tr>
<td>EAL</td>
<td>ENGLISH AS AN ADDITIONAL LANGUAGE</td>
</tr>
<tr>
<td>ECM</td>
<td>EVERY CHILD MATTERS</td>
</tr>
<tr>
<td>EDU</td>
<td>SCHOOL OF EDUCATION AND LIFELONG LEARNING</td>
</tr>
<tr>
<td>EWO</td>
<td>EDUCATIONAL WELFARE OFFICER</td>
</tr>
<tr>
<td>GCSE</td>
<td>GENERAL CERTIFICATE OF EDUCATION</td>
</tr>
<tr>
<td>GNVQ</td>
<td>GENERAL NATIONAL VOCATIONAL QUALIFICATION</td>
</tr>
<tr>
<td>HoD</td>
<td>HEAD OF DEPARTMENT</td>
</tr>
<tr>
<td>ITE</td>
<td>INITIAL TEACHER EDUCATION</td>
</tr>
<tr>
<td>KS3</td>
<td>KEY STAGE 3 (YEARS 7 – 9)</td>
</tr>
<tr>
<td>KS4</td>
<td>KEY STAGE 4 (YEARS 10-11)</td>
</tr>
<tr>
<td>LSA</td>
<td>LEARNING SUPPORT ASSISTANT</td>
</tr>
<tr>
<td>NC</td>
<td>NATIONAL CURRICULUM</td>
</tr>
<tr>
<td>NCC</td>
<td>NATIONAL CURRICULUM COUNCIL</td>
</tr>
<tr>
<td>NQT</td>
<td>NEWLY QUALIFIED TEACHER</td>
</tr>
<tr>
<td>OFSTED</td>
<td>OFFICE FOR STANDARDS IN EDUCATION</td>
</tr>
<tr>
<td>PD</td>
<td>PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>PLTS</td>
<td>PERSONAL LEARNING &amp; THINKING SKILLS</td>
</tr>
<tr>
<td>PoS</td>
<td>PROGRAMME OF STUDY</td>
</tr>
<tr>
<td>PSE</td>
<td>PERSONAL AND SOCIAL EDUCATION</td>
</tr>
<tr>
<td>PSHEE</td>
<td>PERSONAL, SOCIAL AND HEALTH EDUCATION</td>
</tr>
<tr>
<td>QCA</td>
<td>QUALIFICATIONS AND CURRICULUM AGENCY</td>
</tr>
<tr>
<td>QTS</td>
<td>QUALIFIED TEACHER STATUS</td>
</tr>
<tr>
<td>RoA</td>
<td>RECORD OF ACHIEVEMENT</td>
</tr>
<tr>
<td>SAT</td>
<td>STANDARD ASSESSMENT TEST</td>
</tr>
<tr>
<td>SCAA</td>
<td>SCHOOLS CURRICULUM AND ASSESSMENT AUTHORITY</td>
</tr>
<tr>
<td>SEAL</td>
<td>SOCIAL &amp; EMOTIONAL ASPECTS OF LEARNING</td>
</tr>
<tr>
<td>SEND</td>
<td>SPECIAL EDUCATIONAL NEEDS &amp; DISABILITY</td>
</tr>
<tr>
<td>SENCO</td>
<td>SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR</td>
</tr>
<tr>
<td>SiL</td>
<td>SEATING FOR LEARNING</td>
</tr>
<tr>
<td>SLA</td>
<td>SECOND LANGUAGE ACQUISITION</td>
</tr>
<tr>
<td>SMSC</td>
<td>SOCIAL, MORAL, SPIRITUAL &amp; CULTURAL</td>
</tr>
<tr>
<td>SoW</td>
<td>SCHEME OF WORK</td>
</tr>
<tr>
<td>TL</td>
<td>TARGET LANGUAGE</td>
</tr>
<tr>
<td>TA</td>
<td>TEACHER AGENCY</td>
</tr>
</tbody>
</table>
**INTRODUCTION**

**WELCOME** to the PGCE(M) Modern Foreign Languages course. This course guide contains information about the taught MFL PGCE(M) curriculum course at UEA. You will find details about the content of the course and the approaches adopted in the MFL seminars, in addition to recommended reading. Details about assessment procedures and criteria are to be found in the PGCE(M) Handbook.

The MFL PGCE(M) based at The University of East Anglia is a highly rated and nationally respected course. Key to its success is the close partnership between UEA and partner schools. All involved in the Partnership (tutors, mentors, link teachers and specialist agencies) will work to support your development as a teacher this year.

This course aims therefore to guide your thinking, learning and reflection on MFL pedagogy. It will also enable you to develop your knowledge and understanding of how pupils learn in the MFL classroom. It will provide you with a thorough understanding and crucial practical experience of the wider context of life in secondary schools today. It will therefore lay very firm foundations upon which to build a successful career in education as a highly analytical, creative, reflective and resilient practitioner!

*Adam Cooke*

**Contact details:**

*Dr Adam Cooke*
*Lecturer in Education and Course Tutor for MFL PGCE(M)*

*Email: adam.cooke@uea.ac.uk*
*Tel: (office) 01603 597246*
*Office Room Number: 1.10*
The Modern Languages Subject course

The PGCE Modern Languages Subject course is designed to meet the Professional Standards for Qualified Teacher Status, in line with the Requirements for Initial Teacher Education (DfE TA, 2012). We also aim to encourage trainee teachers’ capability for professional reflection and autonomous development. We want you to become a thinking professional, articulate your own values and beliefs through your own dynamic theory of practice and in that process, experience self as teacher-learner-researcher and change agent.

Vision

Professionals have an understanding of theory and its application to practice. We believe in uniting theory and practice through the joint construction of professional strands of knowledge. We also believe that learning a modern language is for all ages and it goes across schools, subjects and nations. We want to open up possibilities for the teaching and learning of global citizenship through modern languages. We will use collaborative and innovative approaches to teaching and learning, as well as technology, to break down different kinds of barriers. Becoming a pioneer for teaching languages across the curriculum, to Primary as well as post-16 students, is fundamental to our vision. Using language to learn as well as to communicate is at the core of our vision and we believe that it is possible to motivate many more pupils than is currently the case. You will be encouraged to take risks and be a change agent in your schools – this is the challenge! From risk takers to curriculum makers! Be prepared to think outside as well as inside the box.

Themes

Five themes permeate the course, which embody developing innovative approaches to teaching and learning ML in schools for the future:

a) content of ML learning and teaching
b) communication in ML learning and teaching
c) cognition and thinking skills through ML
d) cultures for ML learning and teaching
e) contexts for learning from classrooms to global communities

The following strands will run through the course:

- Global citizenship/intercultural understanding
- KS2/3 transition
- Content and Language Integrated Learning (CLIL)
- Technology-enhanced learning spaces
**Specific Aims**

- to increase awareness amongst trainee teachers working in a multi-national and plurilingual group, of their crucial role in raising ML competence in both a national and international arena

- to enable trainee teachers, through their own SK audits & personalised SKE programme and masters level study to develop in themselves and in all their learners, positive attitudes towards life-long learning and a greater understanding of others

- to encourage trainee teachers to incorporate an intercultural dimension into their teaching, which will enrich the learning of their pupils and support the development of global awareness

- to enable trainee teachers to develop a critical awareness of teaching and learning processes through evaluation, comparison and reflection

- to develop knowledge and understanding of the role of modern languages in the whole curriculum, with particular reference to the National Curriculum Key stages 2, 3 and 4 and post-16 courses

- to provide opportunities to develop effective teaching and assessment strategies in the modern languages classroom, focusing on appropriate planning, methodology and organisation of the learning environment

- to consider the role and relationship of teachers and learners in the modern languages classroom with particular reference to individual differences, teaching and learning styles, differentiation and the management of pupil behaviours

- to motivate trainee teachers to inspire their learners and colleagues and take with them a sense of positive realism balanced with essential idealism into their professional career

- to equip trainee teachers to operate competently in a variety of situations during their early years as beginning teachers, especially in the NQT year, and to lay the foundations for their longer term professional development in the profession
Regular SK Audits and a personalised SKE Programme
Subject Knowledge Enhancement

As professional linguists we need to maintain and develop our skills in all the languages we are teaching. The Subject Knowledge Enhancement programme encourages you to use the following methods of support:

- Self-analysis and improvement through reading, listening and general revision of languages to be taught.
- Peer support (pairing with another trainee teacher who has the opposite language strength/weakness combination to you)
- Peer support (pairing with a native speaker who can help develop your language skills, perhaps in exchange for your English support in assignment writing)
- Observations of lessons: there will be organised observations of classes in Partnership schools. You are encouraged to attend these and to take part in the discussions which follow them.
- Tandem learning – try this website to find out more: www.sheffield.ac.uk/mltc/index
  - Reading – find international news websites – skim for gist, read intensively for detail, find new language: interesting collocations and idioms. Try to work out the meaning of unfamiliar language from the context and other clues before you consult a dictionary. Explore what is available in the Library and the James Platt Centre.
  - Preparation for teaching at KS3 / KS4 – borrow a school text-book and scheme of work from your School Experience placement school and work on any aspects of language which need refreshing
Please also note:

- **Norwich Language and Conversation Enthusiasts**
  Anyone (as long as you are a member) can suggest a language meet up and others reply to say whether they are attending or not. For French, Spanish and German.

- **My Language Exchange**
  Similar concept to a dating website, you can choose who you communicate with from a list of people and languages. You can message, speak to, meet up or become penpals with others from around the world.

- **Cinema City**
  Keep an eye open for original version films in various languages being shown here.
  [http://www.picturehouses.co.uk/cinema/CinemaCity/WhatsOn/All/ThisWeek/](http://www.picturehouses.co.uk/cinema/CinemaCity/WhatsOn/All/ThisWeek/)

- **News in Slow…. keep up to date with the news in your second language (as well as first, of course)**
  [http://www.laquinguette.com/](http://www.laquinguette.com/) - audio-visual online news magazine (dated but could be useful)
The AIMS of the PGCE(M) MFL course have been designed to fully integrate with the Professional Development Programme. The programme has been planned in collaboration with mentors in schools. The outcome objectives of the curriculum programme are:

☑ To acquaint trainees with the requirements of the National Curriculum and the implications for teaching and learning.
   **OUTCOME:** By the end of the course you will have a basic secure knowledge of the legal curriculum frameworks within which teachers work, and be aware of the key influences your teaching has on the learning of children.

☑ To provide trainees with a sound methodological and theoretical understanding to the teaching of Modern Foreign Languages. We shall do this through consideration of a range of language acquisition theories relevant to the teaching and learning of Modern Foreign Languages, and consider their application in the MFL classroom.
   **OUTCOME:** By the end of the course you will be able to justify your MFL teaching on the basis of well understood language acquisition, and broader educational theories, and likewise be able to explain pupil learning outcomes.

☑ To help trainees develop sound planning principles as well as practical insights and skills through micro teaching with colleagues on the course, practical teaching in schools, and the development and use of appropriate resources.
   **OUTCOME:** By the end of the course you will have undertaken micro-teaching sessions at UEA with peer feedback, have a good understanding of the place of effective lesson planning and the principles that guide this, and know through active teaching in schools the value of appropriate resource use.

☑ To provide a programme of training in the use of modern technologies (including the Interactive Whiteboard) available to the teacher today.
   **OUTCOME:** By the end of the course you will be able to use the Interactive Whiteboard confidently and be able to make sound educational decisions as to when and how to use a range of ICT resources.

☑ To provide opportunities for reflection upon theory and practice, exchange ideas and experiences with colleagues on the course and school based teachers, and develop strong self-evaluative strategies.
   **OUTCOME:** By the end of the course you will be able to begin analysing your own teaching and learning strategies and be able to diagnostically change and adapt them to varying situations.

☑ To enable trainees to relate specialist subject knowledge and experiences to generic teaching competencies set out in the Teachers' Standards.
   **OUTCOME:** By the end of the course you will be able to measure your own professional performance against national and legally binding professional standards, as well as benchmark your own progression.

☑ To enable trainees to identify the links between their specialist subject area and the topics covered in the Professional Development Programme.
   **OUTCOME:** By the end of the course you will see yourself as a professionally qualified teacher with a subject specialism in MFL.

---

### I. Progression
You may well start the year knowing a great deal already. Important elements of the course will be to help you to identify your strengths so that you can build on them, and to establish your needs so that we can work together to meet these. By the end of your second placement you will have strategies in place to ensure your professional development once you are qualified and working in school.

The standards for the Award of Qualified Teacher Status are set out in the Teachers’ Standards and can be found in the PGCE(M) Handbook (‘The Blue Book’). These give you a clear idea of the standards you need to achieve by the end of the course and offer a framework within which to measure your progress during the year. Curriculum mentors in schools and your tutor at UEA will work with these statements of competence and help you to set targets to meet them.

Trainees on previous courses have been asked to think about ways in which they maintained progress throughout their second placement. Here are some of their comments:

*I was in danger of always opting for lessons which I had tried or seen and had worked well. I realised how important it was to move on when I found myself presenting things in the same way. I asked teachers and other students about alternatives and found this was the best way to progress.*

*I set specific targets for myself and discussed them with my mentor. We then followed them up in our weekly meetings.*

*I tried out ‘new’ techniques like using jigsaw pictures, music etc. Plus I got involved in whole school activities in which I got to know the pupils which then further helped me with my language lessons.*

**Progression** is built into the structure of the MFL programme at UEA. We approach topics and tasks in a spiral curriculum. They are introduced in the weeks before your first placement and reconsidered from a broader perspective in the second term. The example below reveals how we would approach **Lesson Planning**.

1. Basic understanding of what a lesson plan looks like, what content might be included and why. A first look at statutory requirements.
2. The key role of lesson aims and objectives and the connections between content and skills.
3. A deeper analysis of the connections between good teaching and successful learning, creating a series of lessons with good evaluations and developing the concept of medium term planning.
4. Full understanding of the structure and content of lesson plans (short, medium and longer term), including diagnostic assessment and a thorough integrated theoretical appraisal.
II. Different Teaching and Learning Styles

People learn in different ways and have different levels of motivation for doing so. In recent years much research has been done to discover how people learn. This has run concurrently with the acceptance that the most important aspect of our job as teachers is ensuring that learning is taking place. By focussing on this key issue of enabling ALL children to learn, according to their own styles, we create the necessary inclusive environment for excellent teaching. During the course you will learn how to teach in a number of different styles, to reflect learning styles, including:

- Linguistic
- Musical
- Logical
- Spatial
- Kinaesthetic/ TPR
- Interpersonal
- Intrapersonal
- and others!

III. Trainee orientated ongoing Language Learning

To be efficient and practised language teachers we need to be regular language learners. Regardless of your current proficiency in whatever languages you speak, it is vital that you engage in maintaining this level. Apart from your own self development, it will remind you of how your pupils are feeling as you teach them!

Check List of activities for the coming year: See also SKE suggestions on pp10-11

- Make the most of the facilities at the James Platt Language Centre at UEA to help you develop your existing language skills as well as perhaps try your hand at a new language to refresh that ‘beginner’s perspective’!
- Organise small homogeneous TL groups within the MFL trainee group. Meet regularly and use the time to chat informally in your languages. Join a language group you feel less confident in.
- Access live streaming European Internet radio.
- Organise a cinema club for the MFL trainee group, and enjoy watching foreign films and ideally make a point of watching some French, German and Spanish TV.
- On the treadmill at the gym, try listening to Michel Thomas on your iPod (or Molière?)
- Create a glossary of vocabulary and phrases to support classroom management and teaching in the target language. We shall look at this during the year.

It is an expectation that all trainees will spend time improving their subject knowledge over the course of the year. Discuss this with your curriculum tutor and your mentors. Work out how you are going to do this. The progress you make should be logged in your personal files (including placement files) and on your Subject Knowledge Audit and Improving Subject Knowledge audit form. The latter should be discussed and reviewed regularly, with targets indicated.

IV. ICT use in MFL Teaching
As with your languages, you all join the course with different levels of experience and confidence in ICT. Similarly, you will all have different experiences of ICT in your placement schools. **You will need to take responsibility for the development of your ICT skills and competence during this year and to make the most of the available opportunities to build on them.** To help you to do this we have developed:

- Core training in the use of the Interactive Whiteboard for MFL teaching, allowing you to organise all your teaching, and the pupils' learning, into one effective interactive resource;
- ICT tasks specific to MFL teaching to guide your progress;
- Distinct ICT sessions which will explore the place of technology in MFL teaching & learning (including looking at hardware, software, various apps and the Internet (via guest speakers));
- Examples to show you good practice from previous trainees’ work in schools and here at UEA.

**ICT Audits:**

These will help you to set targets for yourself and to record your progress during the PGCE(M) course so that you gain the necessary confidence and competence to integrate ICT into your teaching. In addition you will be expected to use the UEA Portal to access and evaluate course content and to post messages, share ideas and resources.

| V. Curriculum Innovation |

Curriculum innovation in the last 3 decades began with the introduction of the National Curriculum, which was both an entitlement and the first steps towards national minimum standards of content, and the assessment criteria to match, linked to year groups. More recently we’ve seen the acknowledgement that children learn in different ways, and that skills are increasingly recognised as at least as important as content. The MFL PGCE Course will focus on these developments, including future plans and give you the conceptual understandings needed to embed them into your teaching.

| VI. Working Collaboratively |

The PGCE(M) course is delivered through a partnership between UEA and local schools. As both a learner in school and a beginning teacher you will work with your UEA based tutor, school based mentors and link teachers. It is an expectation that you will collaborate with all your colleagues, including other trainee teachers, in a practical manner to ensure you make the most of the opportunities available to develop your skills fully. Try to spend time with teachers in school, if possible get to know your pupils through activities other than via classroom based teaching, and help to produce resources. **Above all, be proactive and self motivated!**

During the course of the PGCE(M) year we will invite past trainees and mentors to contribute to some of the taught sessions in areas where they have displayed particular strengths. Passing on this type of knowledge is another way of collaborating and sharing ideas about what works well with pupils.

**School-based Placements – Working in School**

**Personal and Professional Conduct (PPC) and T8 – Fulfil wider professional responsibilities**

More specifically your subject mentors in both placement schools will plan a programme of activities for you including **collaborative teaching.** This will aim to facilitate your entry into teaching through staging posts – firstly, by observation and tracking of classes you will be teaching, alongside planning lessons and schemes of work, and secondly, team teaching, followed by supervised teaching.
Mentors will work with you:

- to identify appropriate points to observe in lessons so that discussions can be focussed
- to plan lessons, devise materials and team teach together (this may involve another MFL trainee if it is a paired placement)
- to support independent planning and teaching
- to identify targets for development and to ensure that opportunities are provided to practise particular skills to enable you to progress.

As each trainee comes with a different set of experiences, mentors will work with you to devise an individual plan to meet your needs.

With regards to target setting, mentors will initially play the lead in making suggestions about areas for development. **However, it is an expectation that trainees will soon take a lead in assessing their own progress.** You will then be able to make requests for the provision of appropriate opportunities to ensure that you meet the Teachers’ Standards. Part of this process will entail the use of the **Mentor Meeting Logs** on a weekly basis to record targets set during mentor meetings and details of the evidence to support they are being met (see pro-formas for all formative and summative assessments in the Blue pages of the main trainee course guide).

### VII. Roles and Responsibilities

The roles and responsibilities of the people you will be working with at UEA and in schools are outlined in the Blue Book. Whilst we will all help you to develop into a teacher, you also have a responsibility for developing your teaching. Indeed, the Teachers’ Standards make specific reference to this and this is what makes all the pieces fit together!

During the school based practice placements you will work closely with a subject mentor. The following sets out what a mentor should expect of a trainee and what a trainee should expect of a mentor. (This is not intended to be a comprehensive list and further guidance is given in the Blue Book, as well as a special MFL Mentor handbook!)

<table>
<thead>
<tr>
<th>What a mentor should expect of a trainee:</th>
<th>What a trainee should expect from a mentor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enthusiasm for subject area</td>
<td>Phasing in of the trainee’s experience of teaching – structured observation → working with small groups → teaching parts of lessons to whole class teaching</td>
</tr>
<tr>
<td>Commitment to teaching MFLs and to learning ‘How to do it’</td>
<td>A clear idea of school’s expectations of trainees and those of the MFL department</td>
</tr>
<tr>
<td>Willingness to share knowledge, research, ideas, teaching materials</td>
<td>An appropriate timetable and activities for the development of skills (including ICT)</td>
</tr>
<tr>
<td>Contribution to teaching materials and planning for the MFL department</td>
<td>Opportunities to observe good practice in the teaching of MFLs and other subject areas</td>
</tr>
<tr>
<td>A well kept placement file</td>
<td>An appropriate range of multimedia resources (textbooks, audio video facilities, use of ICT, photocopying access)</td>
</tr>
<tr>
<td>Participation in departmental meetings, open days / evenings, parents’ evenings</td>
<td>Weekly tutorial support</td>
</tr>
<tr>
<td>Participation in extra-curricular activities (also helping to organise these)</td>
<td>Regular formative discussions, providing verbal and written constructive criticism on lessons observed and materials/activities devised</td>
</tr>
<tr>
<td>Professional standards of conduct, dress and general behaviour</td>
<td></td>
</tr>
</tbody>
</table>
- Willingness to observe other curriculum areas in order to gain a whole school perspective of the place of MFLs in the whole curriculum
- Discussion of diagnostic feedback and self-evaluations with MFL members of staff to enable the trainee to prioritise areas for development
- Identification of competences achieved at regular intervals during placement, discussion of strengths, areas for improvement and target setting to encourage progression in teaching competence during the placement
- Discussion of progress with the UEA curriculum tutor (Dr Adam Cooke)
- A comprehensive summative statement about progress at the end of placement and identification of areas for further development

VIII Reflections on Practice/ Becoming a reflective practitioner
T3 – Demonstrate good subject and curriculum knowledge

The PGCE(M) year is about your professional growth and development as a teacher. An integral part of that process involves reflection on your practice and experiences. In aiming to be a ‘reflective teacher’ you will become more aware of how the decisions you make have an impact on the effectiveness of your pedagogy and on the learning experience of the students. Such reflection offers starting points, not only for understanding the links between theory and practice in teaching and learning MFL, but can also act as building blocks for self-development and innovation in the classroom. A good teacher is one who has learnt to self-evaluate and implement the changes needed.

One way of helping yourself to become more reflective is to keep an on-going SK/PCK learning journal (in addition to your School Placement File) where you note your thoughts, observations and reflections on the work covered at UEA and in your placement schools. This sort of evaluation can feed into your development as a teacher in many ways - through encouraging you to enlarge your teaching repertoire, through experimenting with new ideas, through helping you to frame problems and find possible solutions, through developing personal theories about why certain things happen the way they do in your classroom, and through making explicit the values which underpin concepts or methods such as ‘independent learning’ that you might choose to adopt in your classroom. Of course recording such information and data will help to inform discussion about practice and also written assignments for the course.

Reflective practitioners analyse and critique what they do which ensures continued progress in their teaching and in pupil learning.

UEA BASED TRAINING
Modern Foreign Languages

AUTUMN TERM

I. **Aims and Objectives**

In the first six weeks of the course we aim to prepare you for your **first block placement** by:

- supporting your observation and reflection in school on the nature of learning in language lessons
- giving you a range of practical strategies which will support you in your teaching and help to ensure successful language learning for all your pupils
- guiding your background reading so that you have an overview of the educational research which informs good practice in all classrooms and in language classrooms, in particular.
- a thorough basic grounding in the use of ICT, including the Interactive Whiteboard in MFL teaching.

II. **Preparation for First Block Placement**

Trainees from previous years have been asked to identify the areas they thought were the most important to cover before they went into schools for their first block placement. The programme takes its direction from the areas they and their curriculum mentors in school identified and from observation of trainee teachers teaching. The areas highlighted were:

- Planning Lessons and Schemes of Work
- Progression
- National Curriculum for MFL – KS3-4
- Examinations specifications
- ICT
- Classroom Management
- Presentation of Language
- Practical Activities
- Exploitation of Resources

It is important that your expectations of yourself on first placement are realistic and that you are clear about the school’s expectations of you. Early in this part of the taught course, it is anticipated that you will have the opportunity to talk to some of last year’s trainees about their experiences on first placement and to discuss with them what strategies are effective.

III. **Observation and Reflection**
The PGCE(M) course is structured so that issues and questions that are raised at the beginning of the week at UEA can be explored in school and followed up again in the next curriculum session. This process of enquiry and reflection is central to your professional development.

You need to know what you are looking for if you are going to get the most out of your observations of language lessons. For this reason we have developed a series of generic schedules to support and guide your classroom observation. These will be issued to you during this term in preparation for first placement. The points raised by these observation schedules are relevant to teachers in all curriculum areas. In addition, you will be issued with a set of MFL specific observation schedules. MFL students have the added dimension of teaching in the target language. We shall focus, in particular, on the nature of communication in language lessons and on ways of encouraging the pupils’ use of the target language.

You will be given plenty of things to look for each week as the course progresses. Try to start on a positive note and identify ways in which the lessons you have observed were successful. Then move on to constructive questions and comments. Here are examples of questions that might be asked during lesson observation:

- \textit{How do you know that all pupils have made progress in your lesson today?}
- \textit{Can you think of other ways to present new language to the class?}
- \textit{Did you need to go into English here? How could you have explained this in the Target Language?}
- \textit{Do you need to support this with visuals?}
- \textit{How much Target Language have the pupils spoken this lesson?}
- \textit{Can you think of ways of making the language patterns clearer for them on the board?}
- \textit{Which pupils are getting the most attention here and why?}
- \textit{What has been your role this lesson? Who is working hardest here, you or the pupils?}
- \textit{Do you have to use Lesson Objectives in all lessons? Do the pupils need to copy these out?}
- \textit{Are they ready to do this role-play?}
- \textit{Are all the pupils listening to you? Did they enjoy this lesson?}
- \textit{If you had been a pupil in your lesson, would you have enjoyed it?}
- \textit{What have you learned from your pupils today?}
- \textit{BUT ABOVE ALL: questions to explore with your pupils about their learning, not just the WHAT? But WHY? HOW? WHO? WHEN?}

IV. \textit{Practical Strategies}

Each week we shall consider practical activities and tasks for the teaching of the four MFL skills (Listening, Speaking, Reading and Writing). You will be asked to develop and demonstrate your own resources so that by the end of the first six weeks you will have:

- a \textit{collection of teaching resources} that you and your colleagues have prepared to support different stages of language lessons (from presentation to consolidation)
- experience of using the full range of \textit{technical equipment} that you are most likely to meet in language departments - i.e. multimedia equipment, data projectors, Interactive White Boards, computers, visualisers etc.
- a \textit{glossary of phrases in the target language} to support your teaching and classroom management in the target language (in both your first and second languages)
- experience of a \textit{range of active learning strategies} to meet the different learning needs of your pupils.
In addition to this you are required to complete a set of school based tasks each week before block placement. These activities are designed to provide information/data which will be discussed at UEA during the taught sessions. They are also intended to facilitate successful entry into your first placement school.

V. Background Reading and Research

There is a great deal of debate about the relationship between theory and practice in Initial Teacher Training. There is an expectation that you will make the most of the opportunity you have this year to read and reflect on language learning and teaching. *It is not simply a question of learning how and what to teach, but of understanding why certain activities and approaches are more effective than others.* It is an expectation that you prepare in advance for each taught session by undertaking the suggested reading for each week. It is also an expectation that you will develop a ‘research approach’ to your teaching and that you will conduct small scale research investigations to ensure your professional development. There will be special sessions devoted to reading and research during the course.

Reading suggestions for each week are presented with a view to encouraging delegated tasks and collaborative presentations. They will refer to a variety of sources such as articles from the *Language Learning Journal* (published by the Association for Language Learning - ALL), and to selected chapters in books. All are written with practising teachers and teacher trainers in mind and strike a balance between theoretical perspectives and the practical considerations of the classroom. The general reading list at the end of this guide is more comprehensive, and is mainly intended to give pointers to those of you who wish to pursue an area of interest in more detail, perhaps for school based activities/discussions with your mentor and for the written assignments.

It is also expected that students will read the educational press and professional journals. Past students have built up collections of articles from the *Times Educational Supplement*, the education sections from the *Independent* and the *Guardian*. You may like to do the same. All of these are available (some even with archives) on the Internet.

To help you assimilate the literature each week, *it may be appropriate for one or more students from the group to give a short presentation on a book or article that they have read and which they have found particularly inspiring or useful.* You may also be asked to recommend a book/article to the group so that we can build up a concise and supportive reading list together. Reading will be circulated by the Tutor each session which is directly relevant to the following sessions. This reading is the MINIMUM required. To show competence and a broad depth of study needed for your assignments, you will need to independently read (and annotate) further materials from the reading list. All students are expected to demonstrate through their written assignment that they have read and engaged with relevant literature. It is therefore very important that you devote time to reading.

In addition, those students who decide to pursue the ‘M’ level beyond the PGCE year will be advised on reading which they should undertake from the references list at the end of this booklet and from extra reading circulated during the taught sessions.

**SCHOOL PLACEMENT FOLDERS**

You are required to keep school placement folders throughout the year. Teachers in school and tutors from UEA will ask to see these regularly for assessment purposes so you must ensure that it is well organised and up-to date *AT ALL TIMES*. For detailed notes on this please refer to the Blue Book. Essentially the Placement Folder is a record of your school experiences. It will be checked by the UEA tutor whenever a visit is made to observe you teach. Your mentor will also check that your file is up to date. The *minimum* that your file should include is outlined below.
The PGCE(M) course is an evidence based professional course. It is imperative that folders are well organised as it is a testament to your progress against the Teachers’ Standards and as such a major source of evidence.

### Information about your Placement School

- Address and telephone number
- Names of the Headteacher, the link teacher, subject mentor, Head of Department and teachers with whom you are working
- Name and telephone number (work and home) of your UEA curriculum tutor
- Your school timetable
- Details of all the classes you are working with, including individual needs data
- Dates of last/next OFSTED inspections and observations
- Nature of the catchment area

### Information about the Language Department

- Names and responsibilities of teachers (e.g. main languages)
- Room numbers, special arrangements for booking rooms (e.g. computer room, library or resource centre), procedures for getting keys to your classroom and the stock cupboard, procedures for using the photocopier, for signing equipment out or counting the scissors back in, for example
- Courses offered and syllabuses / specifications
- Main text books and resources
- Trips/exchanges offered
- Departmental mark schemes
- Departmental/whole school policies (e.g. teaching for learning, VAK, PLTS / BLP, use of TL, behaviour for learning, rewards & sanctions, assessment for learning, cross-curricular dimensions: literacy, numeracy, ICT, SMSC development; differentiation, SEND, data for learning, homework, etc)

### Lesson Plans, Evaluations and Portfolio evidence (with reference to the Teachers’ Standards)

- Lesson observation notes (on lessons you have observed and your own lesson evaluations)
- Long and medium term planning (your schemes of work etc)
- Short term detailed lesson plans for each lesson taught, top copies of activity sheets used in lessons, your own lesson evaluations
- Observation notes on you made by your subject mentors, teachers, link teachers, curriculum tutor and paired students
- Worksheets / materials used (which you may keep in separate files too)
- Programme of Study Audit
- KS3 Framework Audit
- Portfolio of sample of assessment you have undertaken of pupil’s work
- Portfolio of ICT work
- Copies of PD work from UEA and school based sessions

### Target Setting and Review of Progress (with reference to the Teachers’ Standards)

- Audits : ICT, Subject Knowledge and Improving Subject Knowledge, PCK
- Meeting Logs
- Completed Competency Forms / Tracking Sheets and any other progress statements
- An updated copy of your CV
PROVISIONAL AUTUMN TERM OVERVIEW 2015-2016
(session details subject to change)
### 2015 PRE CHRISTMAS Modern Foreign Languages Curriculum Sessions

#### PG1: 07 Sept – Registration & Initial School Observation / Tasks Week

#### PG 2: 14 September - Preparing pupils for learning; Teachers’ Standards (T standards)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Getting to know each other</td>
</tr>
<tr>
<td></td>
<td>Course Introduction: documentation (MFL Handbook) &amp; assessment</td>
</tr>
<tr>
<td></td>
<td>Discussion of School Observation week</td>
</tr>
<tr>
<td></td>
<td>Introducing the Teachers’ Standards &amp; PPC - the importance of becoming a reflective practitioner</td>
</tr>
<tr>
<td></td>
<td>MFL in the Curriculum: Rationale &amp; Purposes</td>
</tr>
<tr>
<td></td>
<td>Tips from NQTs for successful completion of the PGCE</td>
</tr>
<tr>
<td></td>
<td><strong>Induction and Needs Analysis</strong></td>
</tr>
</tbody>
</table>

#### PG 3: 21 September - Thinking about how children learn/learning theories. Teachers’ Conditions of Service – Safeguarding

<table>
<thead>
<tr>
<th>Mon: Private Study</th>
<th>Tues: Private Study</th>
<th>Wed: PD</th>
<th>Thurs: Private Study</th>
<th>Fri: Private Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Tasks &amp; Presentations: NC MFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicative language teaching and SLA (part two)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On becoming an MFL teacher: policy, theory, practice and the role of context</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research implications: theoretical basis of SLA, and factors affecting planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing Subject Knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutorials and target setting</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning styles – an introduction and critique</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual differences in SLA – aptitude, critical period, motivation, personality, ethnic and cultural factors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metacognition and learning strategies in MFL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How should learning progress? – the MFL Frameworks (2003/2009) suggestions for long term progression in skills and concepts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group task – How then should we teach languages?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for School Placement A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### PG 4: 28 September - Assessment for Learning (AFL) - Observation practice/introduction to the Learning Assignment; Personal Learning and Thinking Skills. Differentiation

<table>
<thead>
<tr>
<th>Mon: Private Study</th>
<th>Tues: Private Study</th>
<th>Wed: PD</th>
<th>Thurs: Private Study</th>
<th>Fri: Private Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline medium-term schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observing, planning &amp; evaluating MFL lessons</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Planning: learning theories, helping pupils learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drilling – strategies for presenting language for learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Short term planning – the sequencing of learning and orchestration of activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching in the Target Language (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Grammar &amp; TL use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Listening, Speaking, Reading &amp; Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National Curriculum (3) AT1 Listening and AT2 Speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT1 Listening and AT2 Speaking.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Developing observational practice and reflective abilities. Use of observation schedules.

Importance of “buddying up” & how to support each other

### AT3 Reading & AT4 Writing.
From planning to performing: Taste of teaching children through **micro teaching** activities

**PG 5: 05 October** – Managing Pupil Behaviour; understanding behaviour. Placement A Induction

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday: Placement</th>
<th>Tuesday: Placement</th>
<th>Wednesday: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td>Teaching &amp; learning Grammar</td>
<td>Teaching Grammar/KS3 Strategy for MFL</td>
<td>Micro-teaching</td>
</tr>
<tr>
<td></td>
<td>The Grammar debate</td>
<td>(JF?)</td>
<td>Preparing for Learning Assignment</td>
</tr>
<tr>
<td></td>
<td>Professional orientation and shadow teaching (serial visits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PG 6: 12 October** - Personal and Professional Conduct. Inspiring, motivating and challenging pupils; preparing for Employment

<table>
<thead>
<tr>
<th>Day</th>
<th>Monday: Placement</th>
<th>Tuesday: Placement</th>
<th>Wednesday: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday</td>
<td><strong>Removing Barriers to Learning</strong></td>
<td>Reflections of the first week in placement.</td>
<td>Use of Pupil Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pupil Differences &amp; Differentiation: Strategies for addressing Individual needs</td>
<td>Assessment, Marking, Recording, Reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Providing optimal challenge in the MFL classroom. ECM, SEN, G&amp;T,</td>
<td>Motivation &amp; Engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Centred learning</td>
<td><strong>“Humanistic” approaches to MFL teaching</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of Pupil Data</td>
<td>PLTS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment, Marking, Recording, Reporting</td>
<td>Using creativity, songs, games, film in MFL (micro-teaching)</td>
</tr>
</tbody>
</table>

**Friday**

| Classroom management & Behaviour for Learning Motivational issues |
| Case studies: Role Plays & scenarios. |

Planning for the Learning Assignment

| Motivation & Engagement |
| (micro-teaching). |
### PG 7: 19 October - Introduction to Equal Opportunities and Diversity; SEN - an inclusive approach to meeting pupils' needs; Gifted and Talented Education

<table>
<thead>
<tr>
<th>Mon: Placement</th>
<th>Tues: Placement</th>
<th>Wed: PD</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(possible school visit or guest speaker)</td>
<td>(possible school visit or guest speaker)</td>
</tr>
<tr>
<td>Transitions: KS3 – KS4</td>
<td>Teaching GCSE</td>
<td>Teaching GCSE</td>
<td>Languages for All? An entitlement or constraint? The EBacc (WC?)</td>
<td>GCSE: Changes to the GCSE exams. Specification formats, controlled assessments. GCSE to A'Level</td>
</tr>
<tr>
<td>Follow up on Tasks</td>
<td>Follow up on Tasks</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PG 8: 26 October - Voice care and communication. Language for Learning; Numeracy and learning (Half-term)

<table>
<thead>
<tr>
<th>Mon: Private Study</th>
<th>Tues: Private Study</th>
<th>Wed: PD</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Diversity</td>
<td>Lesson Planning revisited</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>An inclusive approach to meeting individual needs: SEN, including Gifted &amp; Talented (G&amp;T) EAL – The MFL connection</td>
<td>The real practicalities of teaching each day;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dyslexia &amp; the teaching of MFL</td>
<td>Differentiated use of the Target language revisited, Student centred Learning. PLTS. PPP – MMM. Afl &amp; Plenaries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Placement A preparation:</td>
<td>Working with and making effective use of the LSA &amp; AOTTs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The mentorship process; PPC, taking responsibility for improving your teaching.</td>
<td>Standards Review and setting targets for the first placement. Strategic use of lesson evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preparation for micro-teaching</td>
<td>SoW &amp; medium term planning revisited</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Micro-teaching</td>
</tr>
</tbody>
</table>

### PG 9: 02 November (PG 9-15 Placement A) Planning & Tracking A

### PG 15: 14 December Placement Evaluation Learning Assignment due in

Monday 14th Dec (C) EDU 01.16
Placement Evaluation: individual action plans and Curriculum Assignment planning  **(Assessment Criteria)**
Tutorials?

Tuesday 15th Dec – Friday 18th Dec
Block Placement
MODERN FOREIGN LANGUAGES
2015-2016

TRAINEE COURSE GUIDE

AUTUMN TERM

(sessions details are subject to change)
Pre-session reading:

The National Curriculum for Modern Foreign Languages (2013)

Chapters 1 & 2

Teacher Standards
www.education.gov.uk/schools/teachingandlearning/reviewofstandards

UEA PGCE Course Guide 2015-2016 Teachers’ Standards section 6.3 in the main Course Handbook

The aims of this week's Curriculum sessions are:

- To develop an awareness of the differing views on the purposes of MFL in the curriculum
- To understand the central importance of the Teachers’ Standards for the award of QTS
- To begin to take responsibility for your professional development through a focus on needs and target setting
- To consider the nature of subject knowledge and content knowledge
- To discuss pre-course reading and gain an overview of the National Curriculum for MFL
- To understand the development of language teaching methods and approaches

<table>
<thead>
<tr>
<th>PG2 UNIVERSITY based training</th>
<th>Monday: (C)</th>
<th>Tuesday (C)</th>
<th>Wednesday: PD</th>
<th>Thursday: Private Study</th>
<th>Friday: Private Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to know each other</td>
<td>MFL in the Curriculum cont/d</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course introduction: documentation</td>
<td>MFL methods and approaches and SLA (past and current developments)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFL Handbook &amp; assessment</td>
<td>Communicative language teaching and SLA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professionalism: Teachers’ Standards, PPC - the importance of becoming a reflective practitioner</td>
<td>Tutorials and target setting (bring pre-course observation report with you)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MFL in the Curriculum: rationale and purposes</td>
<td>Library visit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organise tutorials</td>
<td>Induction &amp; Needs Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Induction &amp; Needs Analysis</td>
<td>Induction &amp; Needs Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monday 14th September

Morning session: Course Structure and Expectations

This is your first opportunity to meet all together, to get to know the other members of your MFL team and to start your orientation as a languages teacher.

The assessment of your performance on this course is based on a set of Teachers’ Standards (see section 6.3 in the main Course Handbook). These standards will be explained with reference to the content and organisation of the MFL course. We will also explain the ways in which we will help you to meet the Subject Knowledge and ICT
requirements during the PGCE(M) course, including the use of audits. By the end of the session, you should understand the nature of the competence-based approach to ITE, recognise the importance of Subject Knowledge and Application and recognise the importance of the symbiotic relationship between theory and reflective practice.

Your training takes place in a number of different settings throughout the year. Consequently effective communication relies heavily on the use of e-mail and Blackboard. You will begin to familiarise yourself with the UEA Portal. In preparation for your Private Study days and the PD lecture on Learning Theories next week, we will briefly refer to the requirements for the Learning Assignment (LA).

You are asked to hand in completed subject knowledge audits in preparation for the tutorials PG2-3. Finally you need to sign-up for an individual tutorial with your MFL Tutor.

We will consider the fundamental question for all language teachers, “Why teach MFL?” By the end of the session, you should be aware of the rationale and purposes of MFL teaching and learning and have gained an understanding of the statutory framework prevailing in the UK at the moment.

**Tasks:** Reflect on your own language learning story. Design your own coat of arms motto which reflects your philosophy on importance of languages.

**Tuesday 15th September**

**MFL in the Secondary School Curriculum (cont/d)**

Curriculum developments across the Key Stages from 1990s - 2014 & beyond

**MFL methods, communicative approaches and SLA**

You will explore the development of MFL teaching methodology over the last five centuries. However the focus will primarily be on developments in the last 5 decades. We will trace historical developments in language teaching and discuss some of the main ideas influencing learning and the purposes of learning languages. An overview of research and theory into second language acquistion is essential because the theories of SLA have been so influential on teaching methodology. You cannot divorce language teaching method from the theories of second language acquisition. The key objective of this session is therefore to explore how theory and research has shaped our understanding of how to teach languages and to consider its possible influence on the national curriculum looked at in the previous session.

**Group task**

You will be introduced to your task for next week’s session, which will involve group work and preparing a short presentation, designed to help you to find your way around the National Curriculum for MFL. We will also discuss the key elements that make a good presentation.

**Tasks:** Complete subject knowledge audits for MFL; Library task; prepare mini presentation; review your ICT and Subject Knowledge Audits; begin reading for LA; prepare for next sessions; read the PGCE Course Guide 2015-2016; complete the CV and placement information form.
You are not in school this week. Please refer to your independent tasks for the work to be completed during your private study days this week.

**Key Outcomes and Reflections to be completed by the Trainee teacher:**

Please note you are asked to complete a weekly Curriculum Reflections form commenting on the following aspects:

- **Summary of key points covered in curriculum sessions**

- **New Learning**

- **Personal analysis**

- **Action to be taken (targets)**

---

**Teachers’ Standards addressed this week to be completed by the Trainee teacher:**

**PG3 (21st Sept)**

PD Lecture Programme: How children learn; Personal Learning and Thinking Skills

Teachers Standards covered in Curriculum sessions this week: T2, T3, T4, T5, T8
Pre-session reading:


Chapter 3

Further Reading


Cameron, L. (2001) Teaching Languages to Young Learners, Cambridge Language Teaching Library


The aims of this week’s Curriculum sessions are:

- To identify the factors which can affect planning for learning in modern foreign languages;
- To further understanding of the different theoretical approaches to Second Language Acquisition (SLA) and their implications for the MFL classroom
- To explore further the relevant NC Programmes of Study and KS3 MFL Framework
- To consider what constitutes effective long, medium and short term planning, including the importance of an adequate scheme of work
- To consider the best and most varied use of resources to support and enrich SLA, language learning skills and literacy development; becoming familiar with course books
- To explore pathways through the four Attainment Targets to ensure effective language learning and communication within MFL.
- To be aware of findings of recent research into FLL and SLA and possible implications for FL teaching
- To have realistic expectations in relation to what (FLL and SLA) research is available and its ability to offer answers (for pedagogical practice)
- To have a heightened awareness of what types of evidence can be considered valid, which research methods are fit for purpose and what your role can be in research
- To explore how useful the notion of communicative competence and associated methodological approaches still are to FL education in general and to FL teaching in UK secondary education in particular
- Familiarise yourself with a framework for developing the main tenet of CLT, communicative competence
- Develop some understanding of the methodological underpinning of current MFL practice
- Gain some awareness of the weaknesses of CLT as well as some current and possible future methodological developments
- Become familiar with some aspects of the field of learning strategies

**PG3 UNIVERSITY based training**

<table>
<thead>
<tr>
<th>Monday: Private Study</th>
<th>Tuesday: Private Study</th>
<th>Wednesday: PD</th>
<th>Thursday: (C)</th>
<th>Friday: (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group tasks and presentations: NC MFL</td>
<td>Learning styles – an introduction and critique</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Communicative language teaching and SLA (part two)</td>
<td>Individual differences in SLA – aptitude, critical period hypothesis, personality, ethnic and cultural factors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>On becoming an MFL teacher: policy, theory, practice and the role of context</td>
<td>Metacognition and learning strategies in MFL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research implications: theoretical basis of SLA, and factors affecting planning</td>
<td>How should learning progress? – the MFL Frameworks (2003/2009) - suggestions for long term progression in skills and concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing subject knowledge</td>
<td>Group task – How then should we teach languages?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tutorials and target setting</td>
<td>Tutorials and target setting</td>
</tr>
</tbody>
</table>

**Key references:**


Teachers Standards  
[www.education.gov.uk/schools/teachingandlearning/reviewofstandards](http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards)
Thursday 24 September

You will give group presentations which explore the aims, structure and components of the current National Curriculum for MFL. You will be encouraged to link aspects of the NC to selected theories of language acquisition, and to certain language methods and approaches. The concepts involved will form the basis of future lesson planning and will underpin some of our discussions on the pedagogic issues which run throughout the course.

You will also examine the types of activities and tasks which are characteristic of communicative language teaching. You will be encouraged to critically appraise such activities and look at ways in which they made be adapted for use in the classroom. After which you will be given opportunities to work in small groups to develop similar activities. You will also look at the implications of SLA research on planning. There will be opportunities to look at strategies for improving subject knowledge.

Tasks:
Investigate the NC framework and design an easy reference A3 NC spidergram or mind map.
Select appropriate materials and tasks to provide opportunities for peer coaching.

Friday 25 September:

In previous sessions you analysed the statutory guidelines for the teaching and learning of languages. This led to an examination of MFL methodology and SLA – the methods and approaches which have shaped the language teaching landscape and the theories and research in SLA which have lent support, or not, for such methodology. The main focus today is to explore the many factors which may present barriers to learning and the implications of these on our planning to teach MFL. We will consider how individual differences among students such as learning styles, socio-economic, ethnic and cultural factors may influence language learning. We will critically assess SLA theories on aptitude, the critical period hypothesis and motivation as well as consider their implications for language teaching and learning.

We will also consider the concept of metacognition and learning strategies in MFL which may facilitate the language learning experience. We will also begin to explore the concept of long term planning in language teaching and learning.

You need to sign-up for an individual tutorial with your MFL Tutor if you have not already done so.

PG3 SCHOOL based training
You are not in school this week. Please refer to your independent tasks for the work to be completed during your private study days this week.

Continue to read and research for the Learning Assignment. Begin to collate a list of websites you are finding useful, update regularly and remember to share with your PGCE colleagues. Also, remember you will need to install the IWB Smartboard software in preparation for the ICT session on using the IWB.

Key Outcomes and reflections to be completed by the trainee teacher:

Teachers’ Standards addressed this week to be completed by the trainee teacher:

| PG4 (28th Sept) | PD Lecture Programme: Assessment for learning; Assignments/observation practice; PLTS Teachers Standards covered in Curriculum sessions this week:T1, T3, T4, T5 |

Pre-session reading:


Chapter 5

Chapters 7 and 8


The aims of this week’s Curriculum sessions are:

Observing, planning and evaluating

- To recognise the importance of observation and collaborative teaching in learning to teach MFL and be able to carry out lesson observations effectively and professionally
- To understand the importance of planning and evaluation for effective MFL teaching and maximising pupil learning
• To be able to understand the issues attendant to the planning of MFL lessons as well as the construction of outline medium-term, i.e. unit of work plans
• To consider lesson evaluations and the central importance of becoming a reflective practitioner, able to adapt teaching and respond to the strengths and needs of all pupils
• To prepare for the serial placement days in school. The focus will be on how and what to observe in MFL classrooms (the ethnography of classroom observation –what IS observation?), looking at rituals and routines but also identifying other factors which make for successful lessons

Teaching in the Target Language

• To be able to consider the practice of teaching in the TL from the perspective of a basic understanding of theoretical issues and recent policy developments
• To be able to assess practicability of teaching in the TL in everyday MFL lessons and understand strategies for effective TL use
• To be able to identify advantages of using the TL and how to exploit them, and assess the disadvantages of using the TL and how to overcome them

Teaching listening, speaking, reading and writing

• To appreciate how listening, speaking, reading and writing can be taught and be aware of the need for gradual integration of these four skills;
• Realise the importance of pupils taking control of input such as vocabulary, structures and functions and use them creatively, generating their own, personalised languages; moving towards the MMM model of language learning;
• To identify the different components and activities which constitute a good to outstanding MFL lesson, taking into consideration its theoretical underpinning
• To gain insights into exposition and questioning and have the opportunity to present a new language topic / structure to the group in your first language, materials devised for PPP, presentation, practice and production of new language and moving towards MMM model.
• To be aware of important criteria for selecting and sequencing learning activities
• To recognise what constitutes meaningful home learning to extend and consolidate work in class as well as to appreciate the importance to tailor teaching to the needs of specific classes and the individual differences of the pupils within them;
• To consider what exactly you need to do next week in your first school visits (documentation)
<table>
<thead>
<tr>
<th>Monday: Private Study</th>
<th>Tuesday: Private Study</th>
<th>Wednesday: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday: (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outline medium-term schemes of work</td>
<td>Observing, Planning &amp; Evaluating MFL lessons</td>
<td>Lesson Planning: learning theories, helping pupils learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drilling – strategies for presenting language for learning (The PPP model)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Short term planning – clarity of objectives, the sequencing of learning and orchestration of activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Developing observational practice and reflective abilities. Use of observation schedules.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Importance of “buddying up” &amp; how to support each other</td>
</tr>
<tr>
<td>Friday: (C)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching in the Target Language (1)</td>
<td>Teaching Grammar &amp; TL use</td>
<td>National Curriculum AT1 Listening and AT2 Speaking, practical group tasks: preparing for micro teaching activities for oral work, listening strategies etc. Grids to practise and generate language.</td>
</tr>
<tr>
<td>Teaching Listening, Speaking, Reading &amp; Writing</td>
<td>AT3 Reading &amp; AT4 Writing. Encouraging independence, creativity &amp; enjoyment.</td>
<td>Creating writing frames and work activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Literacy strategies, developing the <em>literate child</em>, the Rose report and the use of “phonics”.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>From planning to performing: Taste of teaching children through micro teaching activities, School systems and structures in the UK. Special session for non-UK students focussing on integration into the UK school system.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Session leader may include ex-UEA students or partner colleague with experience in induction and inclusion.</td>
</tr>
</tbody>
</table>

**Key references**


**Research (including observation) for assignments:**

Secondary PGCE(M) Modern Foreign Languages Trainee Guide 2015-2016
Bell, J. (2010) Doing your research project, Maidenhead, OUP.

**Target Language**

Jones, B et al (2002) You Speak, they Speak: Focus on Target Language Use (Classic Pathfinder 1), London: CILT

**Thursday 1 October**

**Morning session: Professional Development through Lesson Observation**

By the end of the session you should recognise the importance of observation and collaborative teaching in learning to teach MFL and be able to carry out lesson observations effectively and professionally; you will understand the importance of planning and evaluation for effective MFL teaching and maximising pupil learning.

**School tasks:** Focused observations of lessons, MFL and other subject areas

**Developing Subject Knowledge Lesson Planning 1**

We will consider the need to develop and refresh our subject knowledge, both in general, in terms of language competence, and how this can be applied in the classroom (pedagogic
subject knowledge). Familiarity with MFL course books will bring into focus our minimum language needs.

**Medium Term Planning**
We will continue the discussion on lesson planning, this time with a focus on medium term and long term planning. We will discuss the rationale for each and explain how to produce medium term plans during your first placement.

**Learning Theories and putting them into Practice (Lesson Planning 1)**

To plan and teach lessons effectively it is helpful to reflect on theories of learning. With reference to current ideas about how children learn we will encourage you to plan lessons that help to raise pupils’ motivation, self-esteem and achievement. We will discuss the social constructivist approach to learning and how this can be used to increase pupil engagement and learning. We will touch upon the complex issue of differentiation. This session simply provides a starting point for your thinking in this area; we will share effective teaching strategies that can be integrated into MFL lesson planning to help meet the needs of individual pupils.

To help prepare you for the LA we will discuss the expectations for M level writing.

**Drilling language - how to present language for learning**

We will explore some strategies for exposition and questioning, and look at the PPP model (Byrne 1976): Presentation, Practice, and Production, progressing onto the MMM model (see Key Messages at the end of Term 1 in this HB). We will also consider reasons for whole class, pair and group interactions. In preparation for this week’s PD session on Learning Theories, we will consider the organisational implications and effects of different teaching strategies on pupils’ learning. This session will outline some of the factors which need to be considered and will act as an introduction to your work in school, particularly with respect to classroom and behaviour management.

**Short term planning**

We will focus on the concept of the multi-part lesson with particular emphasis on plenaries and their importance. In this session we will follow up our previous sessions on lesson planning by discussing a range of innovative and purposeful activities that could be integrated to form an effective whole lesson.

During your time in school you are required to compile evidence of your teaching in a Teaching folder - see the introductory section of this booklet. The production of this file will be discussed during this session.

By the end of the session you should understand the importance of planning and evaluation for effective MFL teaching and maximising pupil learning; you should be able to understand the issues related to planning of MFL lessons as well as construction of outline medium term plans. You will need to produce written plans for all of your lessons and so the session will include suggestions for the structure of these written plans (see the example in the Appendices. You will be introduced to the vital elements that must be included in each plan. This session will include becoming familiar with some of the course books, and an exercise on the production of a lesson plan together with follow up work to be completed in school.
### School tasks

Interview some pupils and ask about strategies for learning e.g. how do they memorise vocabulary, check written work, cope when they are not sure what to say or write, how do they try to decipher the written word when reading something they are not sure of? When you have made your list, try to categorise these strategies. Create your own strategy for learning to use with a class.

---

**Friday 2 October**

**Using the Target Language (1)**

Although the aim is to use the Target Language (TL) as much as possible, there are occasions when English is appropriate. It is important to use correct and well planned TL and to use a full repertoire of differentiated and comprehensible instructions, statements and questions, with a special emphasis on encouraging and maximising opportunities for pupils to use the TL. For each lesson you will need to write out spoken and written models of the target language that will be taught or used. When TL use is extensive, it is important to devise strategies to check comprehension. You will need to build up a comprehensive glossary and aide-memoire of classroom language, to which your classes will become accustomed, essential for both languages you are teaching.

### School tasks

Find out the TL policy, even if not formally written as a policy, and how it is implemented in the department. Note the spoken/written models of the TL used in a selected lesson and note how and why English is used, if applicable. Continue developing your TL glossary. Draw up a list of strategies for developing pupil use of the TL.

---

**AT1 Listening and AT2 Speaking**

Lesson activities are expected to represent a balance of the different skills, albeit interdependent. It is useful to organise learning with skills focus in mind, thus meeting the NC requirements for skills development, but also accommodating individual learning styles. We will look at ways of developing oral and aural skills and how to organise appropriate teaching strategies: for example, how best to conduct listening comprehension activities, and organise whole class oral work, pair and group work. An ongoing focus must be the maximisation of pupils’ target language. It is important to learn how to evaluate and assess pupils’ performance in speaking and listening.

### School tasks

Note who says what in the MFL class. How much talk time is given to pupils? How much talk time relates to lesson management and how much to “content” speaking activities? Note any activities designed to keep the talk going and maximise participation. Identify strategies deployed by pupils when listening. How is listening supported by the teacher and resources? Is information gap used in speaking and listening?

---

**AT3 Reading and AT4 Writing**

We will look at how best to develop these sometimes neglected skills, and in a workshop, create tasks, worksheets and writing frames that can be used in schools.
School tasks: What do pupils read and write in lessons in the TL and for what purposes? Write notes in the form of a grid using such headings as task, skills developed, pupils’ views of the task, expected learning outcomes. Continue gathering or creating AT3 & 4 tasks for the group’s Resources Portfolio. Categorise according to criteria.

PG4 SCHOOL based training
You are not in school this week. Please refer to your independent tasks for the work to be completed during your private study days this week.

Continue to gather or create AT3 & 4 tasks for the group’s Resources Portfolio. Categorise according to criteria.

Key Outcomes and reflections to be completed by the trainee teacher:

Teachers’ Standards addressed this week to be completed by the trainee teacher:

PG5 (5th Oct)
PD Lecture Programme: Understanding and managing pupil behaviour / Placement A Induction
Teachers Standards covered in Curriculum sessions this week: T3, T4, T5, T7, T8

Pre-session reading:

Chapter 11

Assessment for Learning
The aims of this week’s Curriculum sessions are:

**Teaching & Learning Grammar**

- To understand some of the issues concerning the teaching & learning of grammar in the secondary MFL curriculum
- To appreciate the need for a structured approach to teaching & learning grammar
- To be aware of one possible framework for and be able to make informed choices about the teaching and learning grammar in support of the development of communicative competence
- To grasp the progression pupils need to make in learning grammar through KS3, 4 to Post 16.
- To explore and practise techniques for teaching grammar

**Assessment of and for learning**

- To understand the key principles and some important purposes of assessing MFL learners, including assessment of and for learning
- To understand the various stages of the assessment process
- To explore a range of formative and summative assessment strategies in MFL
- To begin to relate pupils’ achievement to the success criteria for the National Curriculum Attainment Targets and Level descriptors and consider the implications of future developments in eliminating the NC levels
- To explore strategies for Assessment for Learning (AfL), encouraging pupils’ self & peer assessment, and own target setting
- To consider the importance of Assessment for Learning (AfL), personalised assessment and reporting progress to pupils in terms of their motivation and individual target-setting
- To consider how AfL impacts on marking. Why do we mark and how? What is diagnostic marking? How do we assess pupil understanding and progress?
- To appreciate the strategies required for differentiation and inclusion within MFL;
- To introduce personal reflection & evaluation through **micro-teaching scenarios**;
- To prepare for entry into school by looking at school structures and, more specifically, at how to focus observation of lessons
### Key references


### Teaching Grammar


Everett, V (2005) ‘You can get the grammar needed for GCSE on to one sheet of A4 ... but it takes years to get good at using it’, *Language Learning Journal*, No.32, pp. 68-73


---

### PG5 UNIVERSITY based training

<table>
<thead>
<tr>
<th>Monday: Placement</th>
<th>Tuesday: Placement</th>
<th>Wednesday: PD</th>
<th>Thursday: (C)</th>
<th>Friday (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teaching Grammar and the grammar debate: deductive v.s inductive</td>
<td>Assessing Progress in MFL lessons.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Changing attitudes to grammar and the implication of these for MFL practice.</td>
<td>Assessing learning against the NC levels &amp; success criteria for the different ATs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How should grammar be taught?</td>
<td>Use of pupil data, minimum expected grades, value added, and (aspirational) target setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grammar &amp; communicative methodology.</td>
<td>Strategies for marking pupils’ work at KS3 &amp; 4, giving diagnostic feedback.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group Tasks &amp; School tasks to be set.</td>
<td>Assessment for Learning (AfL): How AfL can be embedded in MFL lessons. Implications.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Possible slot for Use of ICT in MFL, &amp; some IWB training &amp; its impact on teaching MFL.</td>
<td>Key techniques. Questioning,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Peer &amp; self assessment (PA/SA), target setting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Metacognition – getting the pupils to think about their learning (5Ws: what, why, who, when &amp; most importantly, HOW)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Planning for the Learning Assignment</td>
</tr>
</tbody>
</table>

### Assessing Progress in MFL lessons.

Assessing learning against the NC levels & success criteria for the different ATs.

Use of pupil data, minimum expected grades, value added, and (aspirational) target setting.

Strategies for marking pupils’ work at KS3 & 4, giving diagnostic feedback.

Assessment for Learning (AfL): How AfL can be embedded in MFL lessons. Implications.

Key techniques. Questioning,

Peer & self assessment (PA/SA), target setting.


Metacognition – getting the pupils to think about their learning (5Ws: what, why, who, when & most importantly, HOW)

Planning for the Learning Assignment.
Assessment for Learning


OFSTED: Good assessment practice in modern foreign languages. www.ofsted.gov.uk/assets/3214.doc

Thursday 8 October

Teaching & Learning Grammar

The great grammar debate still runs but there is a consensus that learning a foreign language within the artificial confines of the classrooms requires skilful focusing on grammatical structures. Pupils need to progress from unconnected words and phrases and need to understand the inter-relatedness of linguistic structures and to have some notions of the patterns and rules from which they are derived. We will discuss ways of presenting structures and of providing sufficient practice so that pupils may hypothesise rules for themselves. Clear target language, as appropriate, is essential. We will consider the KS3 strategy and its structured system of language learning and look at the ethos behind the strategy and consider the implications for planning learning tasks.

**School tasks:** Identify the teaching of a structure and analyse and evaluate the teaching and learning of it. Make notes on how the structure is made explicit, to what extent are opportunities provided for discussion, the application of thinking skills and demonstration of what the pupils have learned in a plenary; is there evidence of knowledge of language systems stemming from literacy; do pupils ask their own questions? If so, are they related to the learning objectives set or the pupils’ own learning agenda?

Friday 9 October

**The National Curriculum in MFL: Attainment Target Levels**

In this session we will focus on the PoS objectives and the Attainment Target levels which are used to chart pupils’ progression through the four skills. You will have the opportunity to look at and mark samples of pupils’ work. We will look at the implications of the new Curriculum 2014 and the proposal to eliminate such levels. We will explore how schools are assessing without levels.
School tasks: Note how teachers mark pupils’ work - what criteria do they use? What feedback do they provide for pupils? How do teachers record the marks they give?

Assessment for Learning (AfL) in MFL

In this session you will be introduced to ideas about formative and summative assessment and how these are used to monitor pupil progress and enhance learning. In preparation for the lectures this week we will also discuss Assessment for Learning (AfL) as another integral element to planning lessons and how it can be embedded into your languages teaching. For AfL to be effective you need to understand the concepts and principles of progression so that you can make well-founded judgements about pupils’ attainment. You also need to be able to use these judgements to forward plan, particularly for pupils who are not fulfilling their potential. We will also discuss how you can support your pupils to become independent, motivated learners who are able to make informed judgements about their own progress and understand what they need to do to improve.

The Black Box series (Black & Wiliam) and especially MFL and the Black Box (Jane Jones & Dylan Wiliam) are key works to read and think about, based on research that feedback can have a clear and measurable impact on pupil learning and progress. We will look at key techniques that include feedback, good questioning, peer and self assessment and target setting.

School tasks: Identify formative assessment practices and any missed opportunities. How would you make use of such opportunities in your own lessons? Produce a sample lesson plan where you have tried to use AfL successfully. Plan activities which include effective questioning, peer and self-assessment, feedback and targets.
School tasks:

1. Discuss your Subject Knowledge Audit, ICT Audit and CV with your MFL mentor. Use this visit to explore how the ideas discussed at UEA are put into practice in the school. Discuss your draft timetable, and plan how to improve and monitor development in your subject knowledge and ICT progress.

2. Identify how teachers give pupils **written instructions** for their various tasks, in each of the Attainment Targets. If possible collect some examples and/or note down the approach. Be prepared to discuss your observations with your peers.

3. Make a start completing:
   The **MFL Department Audit** (see Tracking Documentation of Course File)

4. Analysing whole lessons (You may find this activity will contribute to your Learning Assignment). During your time in school during PG5, you are asked to focus on ‘whole lessons’. Look at the individual ‘parts’ of a lesson and how these are put together to make the ‘whole’.

   Analyse one lesson you observe in detail - to do so you will need to consider the following elements:

   Prior to the lesson discuss with the teacher the aims of the lesson and the preliminary preparation they have made. (Remember you are observing an experienced teacher - they can rely on years of experience that you do not have.)

   - Look at how lessons begin and end. Pay attention to starters, plenaries, objective setting. How is the register done? Bell work?
   - Is there a specific seating plan? What are the criteria being used?
   - How are the objectives of the lesson conveyed to the pupils? How does the teacher set the context?
   - How does the teacher manage the distribution and collection of books, equipment and resources?
   - Look at the time spent on each activity.
   - How are transitions from one activity to another managed by the teacher?
   - During each phase of the lesson identify what task the pupils have been given.
   - How and when do pupils move from presentation to practice of new language?
   - How does the teacher integrate pair and group work with other activities?
   - What range of resources have been used - what lessons are there for you in terms of preparations prior to the lesson itself
   - What strategies does the teacher adopt to convey the main points and to achieve the objectives of the lesson? What strategies are used to help pupils understand instructions and explanations in the target language?
   - Assess what impact, in terms of learning, interest, problems, etc., each strategy has on the pupils.

5. Creating a lesson plan

   You are asked to create a lesson plan for a lesson you have observed. Please use the Outline Lesson Plan format given in the Appendices.

   - Identify a suitable lesson.
   - You will need to discuss with the teacher, either before or after the lesson, the information needed to complete the first part of the Outline Lesson Plan
   - As you observe the lesson, identify what you consider to be the main phases; look for transitions. You must identify the time spent of each phase of the lesson and the main elements of the pupils’ and the teacher’s actions during that time.

*Bring your notes from task 4 and your lesson plan (task 5) with you to the MFL sessions in PG6.*
SCHOOL based training

Please refer to your independent tasks booklet for the work to be completed during your serial placement school days this week.

Key Outcomes and Reflections this week to be completed by the trainee teacher:

Teachers’ Standards addressed this week to be completed by the trainee teacher:
Pre-session reading:

Chapter 13 and 14

Ofsted (2011) Removing Barriers to Literacy

Differentiation:


Behaviour for Learning:


The aims of this week’s Curriculum sessions are:

Differentiation

- To appreciate the importance of getting to know your pupils as individuals with a view to catering for their different needs
- To consider strategies for addressing these needs
- To define differentiation strategies, in order to recognise individual differences and cope with pupils of differing abilities, bearing in mind that an ‘educationally inclusive school is one in which the teaching and training, achievements, attitudes and well-being of every young person matter’ (OFSTED 2001 p.34)
- To begin to know and understand how to address SEN needs including Gifted and Talented
- To consider the importance of different teaching styles to motivate pupils of different abilities in language lessons
- To consider motivation and accessibility as crucial factors (SEN, G&Ts, gender etc)
- To explore the varied resource base needed to provide differentiated learning activities
- To demonstrate differentiation in the use of the Target Language

Behaviour for Learning (BfL)
• To explore some of the variables which influence classroom climate and discuss practical strategies for managing pupil behaviour
• To become aware of the types of misbehaviour likely to occur during mfl lessons;
• To identify strategies and personal resources which can be employed in lessons to maintain discipline, control & a positive working atmosphere conducive to learning;
• To gain confidence and experience of planning for inclusion in lessons;
• To prepare for Placement A and develop observation skills in preparation for placement and the learning assignment.
• To start to evaluate your colleagues’ teaching and methodological approach (input and outcomes)
• To learn how to evaluate from evidence based practice and begun to apply what you have learnt to your own eventual teaching styles

N.B. January school visit days: All students will be encouraged to secure some experience/observation of working in difficult contexts – involving outstanding PRUs in ITT.
<table>
<thead>
<tr>
<th>PG6 UNIVERSITY based training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday</strong>: Placement</td>
</tr>
<tr>
<td><strong>Tuesday</strong>: Placement</td>
</tr>
<tr>
<td><strong>Wednesday</strong>: PD</td>
</tr>
<tr>
<td><strong>Thursday: (C)</strong></td>
</tr>
<tr>
<td>Reflections of the first week in placement</td>
</tr>
<tr>
<td>Differentiation</td>
</tr>
<tr>
<td>Planning for differentiation; building learning power in the MFL classroom.</td>
</tr>
<tr>
<td>Providing optimal challenge in the MFL classroom.</td>
</tr>
<tr>
<td>Use of pupil data</td>
</tr>
<tr>
<td>Student Centred Learning: Active strategies for engagement &amp; enjoyment. Higher Order Thinking and Bloom's taxonomy</td>
</tr>
<tr>
<td>Questioning Techniques - teacher as facilitator and interrogator</td>
</tr>
<tr>
<td>SEN and differentiation: Working with pupils with Special Educational Needs in MFL and appropriate use of differentiation for fully inclusive learning environment.</td>
</tr>
<tr>
<td>Preparing for school based tasks.</td>
</tr>
<tr>
<td><strong>Friday: (C)</strong></td>
</tr>
<tr>
<td>Behaviour for Learning</td>
</tr>
<tr>
<td>Pupil variables. Reasons for off-task behaviour in MFL lessons.</td>
</tr>
<tr>
<td>Behaviour for Learning strategies. (BiL) Interaction between learner characteristics and types of teaching; motivation &amp; engaging with the pupils.</td>
</tr>
<tr>
<td>Behaviour management style. Use of the Target Language.</td>
</tr>
<tr>
<td>Preventative approaches, anticipating &amp; overcoming barriers to learning.</td>
</tr>
<tr>
<td>Case studies: Role Plays &amp; scenarios</td>
</tr>
<tr>
<td>Possible slot for Use of ICT in MFL, &amp; some IWB training &amp; its impact on teaching MFL.</td>
</tr>
<tr>
<td>Planning for the Learning Assignment.</td>
</tr>
<tr>
<td>Micro teaching</td>
</tr>
</tbody>
</table>

**Key references**


Thursday 15 October

Differentiation: motivating pupils and providing optimal challenge in MFL

All groups are mixed ability to a certain degree. Some are created as such, and others are meant to be more homogeneous, but still comprise a range of ability. Differentiation involves the recognition of individual differences and the promotion of strategies including teacher intervention and language games, for example, to cope with pupils of differing abilities. Motivation and accessibility are crucial factors. Whether Gifted & Talented (G&T), or learners of English as an Additional Language (EAL), pupils have different needs and require strategies of support. We will seek to define these strategies and consider the varied resource base needed to provide differentiated learning activities, bearing in mind that an “educationally inclusive school is one in which the teaching and training, achievements, attitudes and well-being of every young person matter” (OFSTED 2001, p34). Differentiation will also be demonstrated in the use of the Target Language where the teacher will need to use simple/simplified language.

School tasks: Note differentiation strategies and learning outcomes in a lesson. Find out about policies for able pupils and SENs and how these are interpreted and resourced in the MFL department. Plan differentiated activities for a selected topic, including differentiated learning outcomes.

Literacy in MFL Education

The Teachers’ Standards include the expectation that all teachers will promote ‘high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject’. The enhanced status of literacy across the secondary curriculum is further evidenced in the Ofsted framework for school inspections, where there is a strong emphasis on raising the literacy standards for all pupils, but particularly those for whom literacy levels are below those expected for their age.

In this session we will look at the major role that the teaching and learning of MFL play in the development of literacy and articulacy across the curriculum. We will explore some of the ways in which we can promote pupil learning and the communication of ideas through their participation in oral/aural tasks, providing opportunities for cognition and metacognition, thus developing their ability to express themselves and progress from word to sentences to longer paragraphs. We will take into consideration some approaches and strategies for encouraging active engagement with different forms of text; including the use of DARTs activities, writing frames, word maps etc.

This session builds on previous work on the role of discussion in MFL lessons and effective questioning. It will also provide a foundation for tomorrow’s session on ‘Diversity/ Removing Barriers to Learning’.
Motivation & Engagement: use of games, songs, poems and drama to motivate, engage and inspire; authenticity & intercultural understanding

To teach effectively, it is important to adopt a more holistic perspective on learning and teach lessons that are student-centred, thus employing interactive teaching and collaborative activities, whether pair or group work, which engage active and independent learning, where the learners can feel empowered and thus take ownership of their learning; learning will thus seem more relevant and meaningful to them.

We will explore the importance of finding new contexts for MFL teaching and learning, for example, using cross-curricular approaches, and the use, purpose and organisation of language games and creative activities to motivate and inspire learning in MFL, including peer teaching, cooperative learning, developing thinking skills & Higher Order Thinking (HOT), and Building Learning Power (BLP). We will consider Kagan strategies, Bloom's taxonomy and the Kolb cycle.

We will look at a variety of practical activities, including strategies to inspire performance, through a focus on drama and song, and the use of poetry and film and the creative use of texts. We will also consider the impact of ICT on MFL learning.

**School tasks:** Note strategies which encourage collaborative learning, and promote PLTS and active learning. To what extent are opportunities provided to inspire performance of the TL through songs, drama, and more creative contexts, such as stories and poems. What are the implications for management and organisation of pupils and resources? Which learning strategies are developed? How? What is the impact of such activities on pupil characteristics, such as motivation, engagement and behaviour?

Friday 16 October

**Behaviour for learning, Motivation & Engagement**

The management of behaviour is an integral part of the teacher’s role in enabling pupils to learn. It is not just a separate set of skills to be applied. You will realise that the climate of the classroom depends on key values and beliefs, and of paramount importance is that of mutual respect. However, pupils' behaviour is influenced by complex factors, many of them from outside the school, and we will discuss a range of positive strategies for managing pupil behaviour. You will be given a range of tasks to undertake on your school visits, which should enable you to establish clear frameworks and feel better equipped to manage pupils' behaviour constructively.

**Case studies: role plays & scenarios**

**Behaviour for learning, Motivation & Engagement**

Micro-teaching
School task: Behaviour management

Try to use your time in school (and your experience in classrooms so far) to try to identify techniques that experienced teachers use when managing pupils’ behaviour. Use the prompt questions below to help you. This will be preparation for the session on Behaviour Management in PG15). The sub-headings below are for guidance only. There are many more ways of dealing with pupils’ behaviour that we will discuss during the session - feel free to add your own sub-headings below as you notice them in the classroom.

Non-verbal means
Note down a situation when non-verbal communication between a teacher and a pupil successfully changed a pupil’s behaviour. What non-verbal signal did the teacher use? What were the advantages of this silent communication? Did you also see any situations where the non-verbal communication was not successful? Can you suggest why?

Confrontational means
Could you see any situations where confrontation was successful for the teacher? Or where it did not have the desired effect? Did you see any situation where confrontation was the only means of dealing with behaviour?

Tactical ignoring
Did you see any deliberate ignoring of undesirable behaviour? What was the outcome? Can you suggest situations when this is a useful way of dealing with behaviour? Are there any problems associated with it?

Humour
When can humour be used to good effect? Does it always work? How can the use of humour sometimes not help a difficult situation?

Use of the Target Language
Note examples of behaviour management in the target language

Rewards & Sanctions
Make a note of examples of rewards and use of praise. Identify strategies for getting lessons off to a positive start and reinforcing good behaviour and work. What do you notice about the relationship between rewards, sanctions and pupils’ engagement in learning?

For the two days you will spend in school this week you need to continue to work on the tasks. If possible try to get a provisional copy of your teaching timetable during the week.

PG6 SCHOOL based training

Please refer to your independent tasks for the work to be completed during your serial placement school days this week.

Further reading: Motivation, Inclusion, humanisitic approaches
Special Educational Needs and MFL
SEN code of Practice –
• http://publications.teachernet.gov.uk/eOrderingDownload/DfES%200581%20200MIG2228.pdf


http://www.tes.co.uk/teaching-resource/French-phonics-work-tons-of-stuff-3013522/event/22/

French phonics work
http://www.tes.co.uk/taxonomySearchResults.aspx?mode=browse&parametrics=44354,45573,45675,45680

Memory and Learning Vocabulary
https://www.education.gov.uk/publications/standard/publicationDetail/Page1/090237

Removing barriers to literacy
http://www.tes.co.uk/teaching-resource/EAL-SEN-Phonics-Booklet-6106278/

EAL SEN Phonics Booklet
http://www.tes.co.uk/teaching-resource/Secondary-SEN-Language-and-Inclusion-6044126/

Language & Inclusion


www.songsforteaching.com/spanishsongs.html

http://www.tes.co.uk/teaching-resource/French-songs-across-the-decades-fab-resource-6026840/

French songs across the decades
http://www.tes.co.uk/teaching-resource/Creative-projects-in-languages-6207436/event/22/

Creative projects in languages


www.dx.doi.org/10.1080/09571736.2011.621212

Key Outcomes and Reflections to be completed by the trainee teacher:

Teachers’ Standards addressed this week to be completed by the trainee teacher:
The aims of this week’s Curriculum sessions are:

- To develop subject knowledge and further understanding about GCSE specifications, examinations,
- To consider the issues and dilemmas surrounding controlled assessments, the marking criteria
- To consider the place and future of the GCSE exam in the 14-19 Framework
- To explore alternative accreditation
- To consider the place of the GCSE exam (and its future) in the larger changing theoretical structures surrounding Communicative methodology and assessment in general.
- To appreciate how evaluation and self-reflection informs planning and progression.
- To consider the challenges of teaching A Level pupils
- To consider issues related to transition between KS4 and 5, and the 16-19 agenda
- To learn more about AS/A2 specifications in particular
- To consider mark schemes for and A2/AS marking
- To consider the types of feedback pupils need in order to make progress towards A2/AS
- To understand the rationale behind the use of new technologies in MFL teaching and learning and how they can contribute to achieving MFL learning objectives
- To understand the potential and some of the characteristics of new technologies and how to exploit them
- To be able to make decisions about when, when not and how to use them in your MFL teaching
- To be able to evaluate some key applications and their contribution to MFL teaching & learning
- To explore in more detail routes through the four skills to effective language learning and links with expected outcomes for KS3/4 and Post-16
Key references:


See also appropriate section of references at the back of this handbook

Thursday 22 October

**Morning session** – we will look through appropriate resources and materials and consider issues surrounding the general requirements of GCSE, controlled assessments; the transition to GCE AS/A2, comparing the main differences, consider the teaching and learning approaches at post-16 and main features of vocational MFL accreditation.

**Afternoon session**: Guest speaker & practical activities

Friday 23 October

**Marking & Effective Feedback** – possible guest speaker
Technology for Learning

In this session we will consider the rationale behind the use of new technologies in MFL teaching and learning and how they can contribute to achieving MFL learning objectives. We will look at how to make decisions about when, when not and how to use them and to be able to evaluate some key applications and their contribution to MFL teaching and learning. We will explore how to ensure an effective use of ICT so that it has great motivational potential for learners and enhances and enriches pupils’ MFL learning experience, not only in the development of language skills, but also transferable skills such as independence and research skills.

PG7 SCHOOL based training

Please refer to your independent tasks for the work to be completed during your serial placement school days this week.

Key outcomes and reflections to be completed by the trainee teacher:

Teachers’ Standards addressed this week to be completed by the trainee teacher:

PG 8 (26th Oct)
PD Lecture Programme: Language for learning; Numeracy for learning; Pupil Voice
Teachers Standards covered in Curriculum sessions this week: T3, T4, T6
The aims of this week’s Curriculum sessions are:

- To revisit the importance of creating an inclusive approach to meeting individual needs and in particular, to be more aware of diversity needs & the MFL connection
- To consider such questions as how might pupils with EAL be *disadvantaged* or indeed *advantaged* in MFL lessons and what steps can be taken to *maximise their learning*?
- To consider definitions of EAL and discuss strategies for meeting distinct and different needs
- become familiar with NALDIC and the use of appropriate resources such as the EAL toolkit to help grasp and meet the progression needs of EAL students
- To be more aware of dyslexia and the teaching and learning of MFL
- To understand the importance of planning a series of lessons to ensure continuity and progression
- To understand more about the potential of MFL to contribute to key skills: such as literacy, numeracy, ICT, problem solving, learning to learn
- To identify appropriate learning objectives, variety of content and activities to present and reinforce the language being taught
- To include a range of appropriate assessment opportunities and strategies in lesson plans
- To explore in more detail routes through the four skills to effective language learning and links with expected outcomes for KS3/4 and Post-16
- To consider pupils’ prior attainment, past language learning experiences and aspirational targets: and understand how pupil data/variables should inform your short and medium term planning
- To grasp the progression pupils need to make in learning grammar through KS3, 4 to 5.
- To practise techniques for teaching grammar,
- To consider effective strategies for using AOTTs, such as the Learning Support Assistant
- To explore SMSC opportunities, culture matters and development of intercultural understanding
You will hand in your teaching timetable by the end of the session at the very latest.

Key references


SEN code of Practice – http://publications.teachernet.gov.uk/eOrderingDownload/DfES%200581%20200MIG2228.pdf
Thursday 29 October

Morning session:

Diversity and Inclusive Practice (1)

Our understanding of diversity is broad – it encompasses gender, race, sexual orientation, disability, linguistic differences, learning abilities, socio-economic status, cultural background and so much more. As a teacher, your role is to ensure that your pupils are not excluded or isolated from the learning environment because of any of these characteristics.

An inclusive learning environment will provide structure and give opportunities for small step learning and staged support and guidance. In this session we will begin to look at a range of teaching strategies and approaches which can be used to engage and support all pupils to make good or outstanding progress in their learning. This will include an exploration of the different forms of differentiation, the use of multi-sensory approaches, the identification of appropriate learning objectives and outcomes, setting closed and open-ended tasks, the use of Bloom’s Taxonomy, and setting challenging tasks etc. Our approach to this topic will be holistic - covering aspects of SEND, EAL and G&T provision.

We will also look at the role of the TA/LSA, and how to maximise support in the classroom.

Dyslexia will be taken as a case study. Group presentations on different areas of need will form part of the session.

This session will build on a range of material covered in previous sessions and will be developed further in Term 2.

School tasks: Note any strategies for effectively managing the work of the LSA. What strategies are used to ensure SEN pupils feel included and are appropriately supported and encouraged to make an active contribution to the lesson? Is there evidence of a no-hands up policy?

Afternoon session: Micro-teaching preparation – Lesson Planning:

This session will concentrate on areas of Key Stage 3 Grammar that pupils may find difficult. Following an introductory discussion, members of the group will give a brief presentation of their chosen Key Stage 3 topic - the aim being to practise giving clear explanations of grammatical concepts, ideally in the target language, with the help of visual aids (in addition to the whiteboard). These presentations may well bring to your attention areas of Key Stage 3 grammar that require further work, the further differentiated use of the target language, and the need for more kinaesthetic activities, PLTS, games, songs, drama, role play etc.
Friday 30 October

All day session: Lesson Planning for Placement A and micro-teaching in your second language

You will present your lesson in your second language (this session may be recorded on video for you to evaluate at a later date). In addition to the requirement to improve your ‘subject knowledge’, this session aims to highlight any important issues still arising from planning: e.g. the differentiated use of the Target Language, the structure of lessons, the 3 Ps: presentation, practice, and production, the choice and timing of activities, resource design and use, AfL opportunities and use of plenaries. Feedback will be in the form of a group discussion and another chance to see yourself on video. Following your presentation you will be asked to complete a self-evaluation of your performance against the Standards.

<table>
<thead>
<tr>
<th>PG8 SCHOOL based training</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are not in school this week. Please refer to your independent tasks for the work to be completed during your private study days this week.</td>
</tr>
<tr>
<td>There is no school placement this week due to half term. Ensure that your teaching files are well prepared in advance and that you have begun to explore early lesson plan drafts for classes you may teach (in negotiation with your mentor).</td>
</tr>
</tbody>
</table>

ENJOY BLOCK PLACEMENT!

Key Outcomes and Reflections to be completed by the Trainee teacher:

Teachers’ Standards addressed this week to be completed by the Trainee teacher:
LA due in on Monday 14\textsuperscript{th} December

Pre-session reading: TBA


Barton, A. (2003) Getting the Buggers to Behave in Languages, CILT

The aims of this week’s Curriculum sessions are:
- To share experiences gained on first placement;
- To self-reflect and identify strengths and areas for development in one’s teaching practice;
- To identify targets for future development of competence in subject knowledge, planning, teaching and assessment of pupils' learning;
- To evaluate the effectiveness of the first phase of the course;
- To start to explore the Curriculum Assignment.
- To revisit Behaviour Management issues

PG15 UNIVERSITY based training

Monday: (C)

Placement Evaluation: individual development planning. Evaluating first placement experiences, indentifying strategies to build on teaching skills. Target setting for the next phase of training, considering extending and challenging professional development in the weeks after Christmas and on second placement. Consideration of the Curriculum assignment requirements.

Confirm where you have arranged your post Christmas school visit i.e. Further Education/Academy/Special School/Sixth Form College etc.

\textit{Joyeux Noël! Frohe Weihnachten! ¡Feliz Navidad! Buon Natale!}

Key references


Rogers, B. (2011) \textit{You Know the Fair Rule}, Acer
Monday 14 December

Morning session – Review of Placement A / Curriculum Assignment

This morning you will have the opportunity to review your progress during block placement A. In particular, you will be asked to identify targets for the next stage of your training. The ‘areas of strength’ and ‘areas for development’ sections of your Summary report will help you to do this. We will also use this session to feedback any general comment as a result of our visits to observe your teaching in school.

The session will include a discussion of the Curriculum Assignment. By this stage of the course you should have chosen the topic for this assignment. You will have the opportunity to share ideas/resources with your peers.

Finally, we will set aside some time to review your subject knowledge development, your use of ICT and your progress against the Standards. Please bring your Professional and Teaching folder to this session.

Afternoon session – Behaviour Management (2)

In this session we will return to the topic of Behaviour Management. You are reminded that behaviour management cannot be discussed in isolation from lesson planning but equally, a good quality lesson plan is worthless if the pupils are not attentive and involved.

Group discussion will be used to identify the different approaches and systems used in your placement school or department or indeed by individual teachers. The emphasis will be on identifying strategies which work. We will also set aside time to discuss individual concerns/issues and to work as a team to suggest possible approaches. We will also explore some of the latest guidance e.g. ‘Getting the simple things right’ by Charlie Taylor.

Video extracts of classroom scenarios will be used as a teaching tool. You will be asked to observe the scenarios and to discuss ways in which the situation could have been handled more effectively.

School task: Collect material for your Curriculum Assignment. You may wish to include anonymised examples of pupils' work, including summative assessments, in your appendix.
Key Outcomes and Reflections to be completed by the Trainee teacher:

Teachers’ Standards addressed this week to be completed by the Trainee teacher:
MAIN KEY MESSAGES & WATCH POINTS FOR TERM 1 MFL
Main Key Messages from Term 1 and Further Support for ML
PGCE Subject Sessions

Individual Needs

Key Messages

1. **All** pupils need clear, short-term and achievable goals. **All** pupils should be included.

2. Some pupils will see better achievement if language is broken down into smaller steps, and if such progress is rewarded and encouraged.

3. In Year 7, learning a ML can mean the same starting point for all pupils. If so, capitalise on this. Increasingly pupils have already learned a language, if not the one they are being taught at secondary school.

4. Materials should always match the age and maturity levels of pupils.

5. Lessons need careful planning to incorporate a variety of learning styles/activities, interest and pace, thereby aiding concentration.

6. If pupils are actively/physically involved via a multi-sensory approach this will aid learning.

7. Activities/tasks should revise, recycle and revisit language, in order to promote transfer between topics at all levels of ability.

8. Activities/tasks should be challenging at an appropriate level, build on previous success and promote self-esteem, in a non-threatening environment.

9. Materials will need to be readable, uncluttered, and with symbols/visuals as support. Use ICT where possible and pay attention to layout of the board (less can be more). For Powerpoints, make sure the font is accessible, the size is large enough (size 20+) and the colour combination is visible from the back of the room.

10. Grids, joining up, matching etc. are important tools in recording information.

11. In general avoid the abstract - try to make difficult concepts concrete. But offer thought-provoking material, including ‘theory’, in a stimulating way to all who can benefit from it.

12. Choice of materials and tasks can help motivation and develop more independent learning.
Watchpoints

- Do not underestimate the time needed to practise language structures.
- Do not over-rely on memory/recall, this could build in failure. Unachievable tasks will demotivate.
- Do not put pupils on the spot, especially in speaking. Value all contributions!
- Emphasize the enjoyment and importance of learning new information.
- Some pupils struggle to copy/read from the board – have a paper copy available.

'Individual needs' will often be interpreted as catering for learners who either have learning difficulties or are gifted. This is not the 'whole story' and individual needs implies that we need to focus on the complete range of needs which may be exhibited by the whole range of learners.

Websites which look at learning styles and multiple intelligences can be accessed at:
http://www.ldpride.net/learningstyles.MI.htm
http://www.educationworld.com/a_curr/curr054.shtml

An academic article about 'affect' in language learning is at:
http://www.fincherpark.com/afe/affect.htm

The DfE has some guidance for planning, teaching and assessing the curriculum for pupils with learning difficulties at:
http://www.education.gov.uk/popularquestions/childrenandfamilies/specialeducationalneeds

You can explore issues around gifted learners at:
http://www.education.gov.uk/vocabularies/educationtermsandtags/35

Communicative Theory and Practice

'Communicative theory' is used to describe a wide range of practice. More precise descriptions of what this might mean in the classroom are found at:

http://www.aber.ac.uk/~mflwww/seclangacq/langteach9.html

Key messages

1. The ML classroom should be a context for genuine communication in the target language.

2. Pupils need to use the target language in the classroom and not merely practise it.

3. Pupils need to learn to ask questions as well as answer them.

4. Creating a need to convey or receive a message motivates the learner (eg
information gap activities).

5 Purposeful communication has a context.

6 When communicating, learners have social, cultural and emotional roles.

7 Pupils benefit from communicating both with and without the aid of non-verbal supports (eye contact, gesture etc.).

8 Pre-communicative tasks practise the language and skills needed for true communication – this is the stage at which pupils learn to manipulate language.

9 Correct errors during pre-communicative tasks but not necessarily during communicative activities.

10 Plan for a staged degree of unpredictability in tasks in order to promote spontaneity.

11 Teachers' support gradually diminishes from pre-communicative stages towards communicative activities.

Watchpoints
- Be aware of the issues of pupil confidence and self-esteem when devising communicative activities.
- Over-correction of error during a communicative activity can inhibit pupils and harm self-confidence.
- When designing tasks, always consider the purpose of the task and the language needed to complete it.
- Clarity and brevity of instructions is paramount. Use a student interpreter or model tasks.

Planning

Lesson planning is often seen as the major key to successful classroom management. Your own planning should be closely linked to the needs of the learners in your placement school. Remember also that a lot of time can be wasted browsing for materials which then do not appear - so be cautious! But two aspects may be worth further research - establishing good lesson structures and gathering a broad range of activities to draw from. Websites which may help are:

http://www.teachingenglish.org.uk/think/methodology/planning1.shtml
This is from an extensive ESL site from the BBC and the British Council, which may offer further ideas about activities
http://www.csun.edu/~hcedu013/eslsp.html
http://712educators.about.com/od/languagelessons/Foreign_Language_Lesson_Plans.htm

Key Messages

1. Planning is a crucial stage in the teaching and learning process.
2. You need to plan explicitly for **transfer, progression and extension**, both within a lesson and over a series of lessons.

3. Aims are long-term guiding principles, which are often expressed in terms of the content and contexts of a unit in a scheme of work.

4. Objectives are short-term and achievable. They may be expressed as **teaching & learning objectives** and **learning outcomes**.

5. **Teaching and learning objectives** should stress what the teacher intends to teach in terms of knowledge and skills. They should also refer to the level of pupil understanding expected.

6. **Learning outcomes** should offer a concrete example of how pupils will demonstrate the knowledge, skills and understanding of the teaching & learning objectives.

7. **Differentiated** teaching & learning objectives are fundamental to an inclusive classroom.

8. Lesson objectives must be made **clear and explicit** to pupils at the beginning of each lesson.

9. Lesson plans should also address how objectives are being **monitored**.

10. Learning objectives should be **reviewed with the learners** at the end of each lesson.

11. **Ongoing planning** should always be informed by the monitoring of objectives during the lesson and by assessed work.

12. Planning should always be informed by **feedback** obtained during the lesson.

13. After a series of lessons it is useful to **reflect** on teaching and learning over a period of time, and these reflections should also inform subsequent planning.

14. There is a range of different **planning support materials** available: NC PoS; ML Framework, QCA and departmental schemes of work; Course Teacher’s Books.

15. Progression in the skill of planning also involves using a more holistic approach, incorporating the key skills of communication, numeracy, ICT, working with others, working individually and study skills, problem-solving and thinking skills.

16. Consider how to communicate the rationale to pupils of **teaching and learning activities** – why they are doing certain tasks.

17. **Learning activities** involve consideration of what pupils will learn, how and why.

18. If an activity does not work first time consider why and try again (with another class).
**Watchpoints**

Remember to consider the following issues:

- Learner interest and motivation
- Learner needs
- Time of day/week/year
- Sequence of lessons
- Environment
- Variety
- Relationships
- Built-in flexibility (be clear about what is essential and do this well, take feedback from pupils to check it is time to move on)
- **Plan B! (especially if you are using ICT)**
- **Transfer, progression, extension do not just happen – plan for them!**
- Think through the delivery of the plan

**Meeting new language**

**Key Messages**

1. Teachers need to provide clear, accurate models of new language and to teach pronunciation and intonation.

2. Learners need a variety of opportunities and formats to hear *and* see new language.

3. Ensure strong links are made between sounds and writing, in order to assist independent learning.

4. This stage is sometimes teacher-centred and directed, but it need not be, eg cue cards in small groups/pairs.

5. The methods used should match the age and maturity level of the learners.

6. New language can be introduced by embedding it in known language.

7. Different forms of visual support, including the written word, aid understanding.

8. Learners should begin to join in as they feel confident to do so, possibly via pair/group work.
9. This stage provides the opportunity to model accurate pronunciation and accent.

10. This stage provides the opportunity to model the spelling of new words and phrases.

11. More able learners might model for others.

Watchpoints

- Check understanding! Repetition without understanding is meaningless.

- Ensure that learners cognitively engage with repetition eg tasks such as: only repeat the phrases which are true.

- Monitor how your learners are meeting new language. Use flashcards judiciously – ensure you use all means at your disposal, eg dataprojector, video, audio, text, OHP.

- Be sensitive to the length of time spent on imitation and repetition – it can be boring!


**Manipulating language (the practice stage)**

Key messages

The manipulation stage is intended to allow vocabulary and structures to be fixed firmly in short-term and long-term memory and to prepare pupils to use the language more independently.

1. Visuals are useful during this stage, both to underpin and stimulate language use.

2. Manipulation and practice need intensive pupil involvement – models can be given in a variety of ways, but the pupils need to use the language as soon as possible.

3. Manipulation tasks should still be interesting, contextualised and as communicative as possible.

4. Manipulation tasks should involve *thinking* as far as possible

5. The manipulation stage can also encompass a lot of progression - look for different ways of re-using the language several times, for example via the different skills, and raising the level of challenge.

6. Use reading and writing in this stage, not just listening and speaking.

7. Listen for pupils who are being adventurous in an oral practice task and encourage them to be creative with the language.
8. Stress the importance of **process** in practising the language - the tasks may involve an element of repetition in order to fix the vocabulary and structures. But if the pupils still insist that it's boring, look at the **task** again.

9. Keep a list of varied and effective oral/aural repetition devices for all four skills.

**Watchpoints**

- Setting up manipulation tasks takes care and careful planning, especially those involving speaking. Script out target language instructions in advance and use pupil interpreters and 'task-modelling' to explain difficult activities.

- Give sufficient practice - don't short-cut the process. All activities which are worth doing are worth doing for *at least* 5-7 minutes.

- Give a target time for completion of the activities as learners begin and give reminders. This helps with pace. Some interactive whiteboards have countdown facilities.

- Make tasks lively, enjoyable, inject humour yourself and allow the pupils to do so too.

- Monitor pupils working on all practice activities and give praise where it's due/strategic - if you hold back from listening in, the task is devalued.

- Listen to your learners. Be alert to their responses and know when to move on or when to provide reinforcement.

- Handle error correction sensitively- but **do** handle it and prioritise errors.

- The amount of new language met by pupils should represent an appropriate challenge for that class.

Some activity suggestions and a useful introduction to some ‘Teacher’s TV’ video clips are at:


**Making Language My Own (The Production Stage)**

**Key messages**

When pupils produce language they are engaging in the stage of **making the language their own**. Therefore such tasks should:

1. Differentiate by outcome.
give scope for pupil independence.

give scope for using ICT where possible.

give scope for creativity and imagination.

give scope for the pupils to use language to express their own messages and therefore also to recycle language in different contexts.

encourage pupils to adapt and extend themselves and experiment/take risks with vocabulary and structure eg by adding more detail, connectives, qualifiers...

draw on the interest/experience of pupils.

have a real audience/purpose.

provide cross curricular links.

be an assessed activity (internal/GCSE coursework).

be redrafted towards production of a best copy/version - aiding study skills.

Watchpoints

- Have you moved through the language manipulation stage? Sufficient practice is required before the language can become more their own.
- It is important to set up tasks clearly, with target completion times for stages otherwise the task will drag on unproductively.
- Differentiation may be by outcome but how will weaker pupils' productions be judged in comparison with others? Consider the role of presentation of work eg. by using ICT.
- Don’t be over-ambitious in your models of working. Pupils will need to develop the skills of working together to become successful/confident in producing collaborative work.
- Monitor how groups/individuals are working and remember that some enjoy performing, others do not.
- If what is produced is on paper - display it! If it is spoken/acted record or video it!

Target Language

Key Messages

1. You are responsible for creating opportunities and an environment where learners are used to talking to each other and to you in the target language. For example you might link TL use to a reward system.

2. To achieve 1 takes skill, careful planning, patience and conviction.

3. Pupils need to be taught to use the TL.
4. Using target language as a means of communication is possible even with complete beginners.

5. TL use in the classroom involves using language as a real means of communication. For this to happen, it must be carefully planned and supported.

6. Target language input must be comprehensible in meaning but learners should be encouraged to realise it is not necessary to understand every word to get the message.

7. TL should be the means of communicating by T → P, P → P and P → T.

8. You have to create a supportive environment which encourages learners to ‘have a go’ and to use the language for themselves.

9. The ultimate goal is to enable learners to use TL spontaneously – you will have to ‘scaffold’ this – (see watchpoints).

10. Your own TL use can be maximised by body language, visual clues, verbal clues, demonstration, delivery techniques, contextual clues and context.

11. Pupil language use can be maximised by cueing languages, giving them foundation phrases with visual and written reminders and prompts, exploiting routines, and both engineering/exploiting interactions.

12. You need to plan for progression in learners’ use of TL.

13. Target Language may take longer to get the message across initially but the rewards are great, and it will be as quick eventually.

14. By teaching in the Target Language the wide gap which exists between the controlled classroom environment and the unpredictability of real communication can be bridged.

15. Whilst the TL will be the principal means of communication, considered use of English at appropriate times may be beneficial, eg when setting objectives, discussing cultural issues, discussing learning strategies and when comparing the TL and English.

**Watchpoints**

- Learners need a ‘comfortable’ environment if they are to gain confidence and enjoy using the TL.

- Switching in and out of TL and ‘sandwiching’ are not helpful. Use a pupil interpreter.

- Scaffold the classroom language in terms of content to be taught, topic language, instructions for an explanation of activities; classroom language, chatter, interaction, real talk; pupil language – what they are likely to want to and need to say to each other.
- Teaching of key phrases will be crucial.
- Find some way of giving pupils regular opportunities and support to say what they want to.
- Encourage pupils to be creative with their language (e.g. poetry, imaginative dialogues etc).
- Engineer some time each lesson to allow for pupil talk (e.g. IWB obscured, using dates, cd too quiet, not enough resources, lost something etc).
- Exploit the unexpected (e.g. news items, classroom interruptions, sneezes, wasps, forgotten books etc).

One way of increasing the use of TL is to use games which motivate and which are well prepared. A website which examines the rationale for this is:
http://www.teflgames.com/why.html

A completely different 'target language' issue is pronunciation / phonetics and an interesting view on ways of involving learners in this area can be found at:

**The Four Skills**

**Key Messages**

1. All four skills are **active** ways of using language.
2. There should be a mix of the four skills in use from the very beginning of language learning.
3. A mixture of the four skills can be used both to **consolidate** the language and to introduce **progression**.
4. All four skills have strategies associated with them - teachers can **model** these strategies and design **tasks** which elicit use amongst pupils. Overtly teaching a strategy does not always allow it to be transferred or used independently, but talking about strategies after they have been used **is** helpful, as is sharing strategies before they are used.
5. It is important to be aware of what exactly tasks require of the pupil. The task needs to fit the objective.
6. Each lesson should contain a mix of skills, but it is **not** necessary to include all four in every lesson.
Listening and responding (AT1)

**Key messages**

1. There are many purposes and contexts for listening in real life. Classrooms need to reflect this variety in terms of content and task.

2. Listening is an **active** skill, not passive. We rarely listen to something without a purpose or doing something as a result. Pupils need a purpose for listening, wherever possible authentic.

3. Pupils need to develop different types of listening skills, eg skimming and scanning, extensive and intensive. The learning focus is not just on the language, but also on the skill. Pupils need to learn strategies for listening.

4. Pupils should be exposed to tasks which develop the strategies they have at their disposal, eg guessing, using cognates, prediction.

5. Tasks should be varied and differentiated, and offer opportunities to achieve the National Curriculum levels. Remember that listening might be effective in small groups.

6. Listening is often combined with other skills.

7. The 'Production' phase in listening involves authenticity of text and task, spontaneity, and listening for pleasure. Use of the target language in the classroom, for example, is a major source of authentic listening. 'Need to know' should be an important part of the task.

8. Confidence is key. Pupils need to be encouraged not to panic or to give up when they don't understand.

9. Listening needs to be an explicit activity rather than something which pupils are left to do without advice.

13. If you do not have a suitable pre-recorded listening text, consider recording your own voice or that of native speakers on the course. The software programme 'Audacity' is helpful for this, free to download and easy to use. [http://audacity.sourceforge.net/](http://audacity.sourceforge.net/)

   This can be entertaining and often will help to focus pupils’ attention more readily than reading out in a lesson.

**Watchpoints**

- Protecting pupils from language spoken at normal speed or with varied accents will not help them in the long run. They need to realise from the beginning that they do not need to understand every word in order to extract information. Don't be tempted to repeat the listening in your voice.

- Listening should not always be 'milked' for every bit of linguistic detail, it is tempting but counter-productive.
- **Always** listen to the transcript before planning an activity and using with pupils, do **NOT** rely on the transcript. Make sure the recording is clear.

- When doing whole class listening, make sure you think through how you are going to manage it, eg how many times to play, with or without pauses, with note-taking or not, extension for those who finish quickly.

- Make sure that the speaker is facing the class and that it is audible at the back of the room. Use the tone controls if applicable (bass down, treble up is worth trying).

- Learn how to use electronic listening materials through your lap-top and interactive whiteboard where possible.

- If pupils are using listening stations, teach them how to use the equipment and how to find the place on the listening if they lose it.


---

**Speaking and Talking (AT2)**

**Key Messages**

1. Speaking can be an active and enjoyable activity and can be a means of achieving success for many pupils.

2. Spontaneous language use (ie **real talking**) by pupils should be encouraged by using naturally occurring events to provide a context for pupil talk

3. When first practising new language orally, variety in imitation and repetition avoids monotony

4. Successful pairwork builds confidence and self-esteem, and so such tasks need to be structured, explained and modelled carefully.

5. Speaking tasks should be differentiated in order to enable pupils to operate at different levels and to experiment with language.

6. Speaking tasks should be structured to allow true communication to take place as far as possible.

7. Dealing with unpredictable events is essential for real-life situations – unpredictability can be built into speaking tasks from an early stage so that learners **expect** to listen and speak.

8. Consider whether you can physically get pupils to a country where the TL is spoken – with fund raising, accessing hardship funds. If this is possible, plan activities for them to succeed in using the TL.
Watchpoints

- Speaking activities often require careful scripting of target language instructions.
- Modelling pairwork or groupwork will enable pupils to perform more effectively.
- Speaking activities require careful management, e.g. pupil movement around the classroom needs to be planned and monitored.
- Don't try to monitor every pupil in one lesson - evaluation and assessment can be spread over a number of lessons.

Some helpful ideas on practicing spoken language can be found at:

**Reading and responding (AT3)**

**Key messages**

1. Reading is an **active** not a passive skill.
2. Reading can start from the first FL lesson and should always be available with each new set of language.
3. Reading in a FL should as far as possible reflect real reading purposes.
4. Reading aloud is a different process from reading silently.
5. Reading can be a way to learn new language - words and structures. Given the right encouragement, pupils can make some sense of texts which include unknown vocabulary especially if they are interesting.
6. Reading can often precede and link actively with speaking or writing.
7. Reading should sometimes be simply for pleasure - only a very general task is necessary.
8. The interest value of texts should be considered. Authentic material is generally better than 'made-up' material, although there are exceptions. Problem solving and simple puzzles can make reading more motivated.
9. The task used with a text is crucial in determining how much pupils do actually read and understand. Testing vocabulary by asking questions about texts can be a worthwhile activity but in itself it is not reading.

**Watchpoints**

- It is important to consider how many unknown words a text contains - if pupils lack confidence the number should kept to a minimum
- It is important to consider how long the text is - it might be off-putting if it is too long. Consider amounts of about half a page in KS3 and a page in KS4 as a rule of thumb.

- Check if the presentation of the text is accessible - is the print large enough and if handwritten, is it reasonably legible?

- Consider a variety of tasks: sequencing; true/false; ticking/filling-in grids; questions in the target language tend to encourage selective reading. Identifying key information; correcting false information; problem solving; decision-making tend to encourage more linear reading.

- Consider working with the class on texts to highlight how reading strategies can be used.

- Consider asking the class to read the text first before giving the task - this allows you to do some whole-class preparation work and also to encourage more detailed linear reading.

Two articles on the ITESLJ site are interesting follow-up readings to the session

http://iteslj.org/Articles/Bell-Reading.html
This deals with extensive reading, which is often neglected because of time constraints

http://iteslj.org/Articles/Stott-Schema.html
This deals with schemata & reading, ie using prior knowledge and experience of all sorts when approaching a text

In addition you may like to access the two sites, Reading in a Foreign Language, an internet published journal and The Reading Matrix a collection of articles and teaching ideas. These can be found at:
http://nflrc.hawaii.edu/rfl/

http://www.readingmatrix.com/journal.html

**Writing (AT4)**

**Key messages**

1. Writing can be seen as both an important process and a product. It can start from the beginning of language learning as long as it is realistically demanding in its format.

2. Writing tasks can take a variety of forms, both formal and informal and for creative and personal expression.

3. Writing can progress from very controlled practice to free expression.

4. Drafting and re-drafting a piece of writing can help learners to improve their accuracy. This applies both to very small-scale tasks, using single words, right up to long pieces of examination coursework.
ICT can be a useful medium for writing - not just in terms of presentation.

Purposeful, personal and meaningful activities will help to motivate learners.

Authentic writing involves an audience.

**Watchpoints**

- Approach writing with care - some pupils might already feel failure in this skill in their own language. NB think about differentiation eg. gap fill, writing frame, model and open-ended tasks.

- Move beyond copywriting! Good, enjoyable writing tasks enable learners to express themselves creatively even at very simple levels.

- Take care with error correction in production tasks. Consider the effect of endless red pen on a piece of writing. Be selective, tease out general errors, build in success (was the task too difficult/not differentiated?).

- **Examine the possibilities for support and extension afforded by ICT:** drafting/redrafting; presentation; differentiation; working at own pace; working independently or in pairs; consolidation etc.

**Grammar**

**Key messages**

1. Grammar should be seen as a useful means of helping learners to make sense of the language and thus to learn better.

2. Learning about grammar and achieving accuracy are not necessarily simultaneous processes.

3. Grammar can be discussed in many different ways.

4. It is probably better to prepare a grammar teaching point by practising the material very thoroughly before drawing out the rule.

5. A large part of grammar teaching can be carried out in the target language.

6. Allowing pupils to discuss a grammar rule, or even to deduce what it is, usually helps them to remember it.

7. Learning a rule and applying a rule are two different skills - You probably know your grammar 'globally', ie all the rules governing the formation of the past tense, or all of the prepositions taking the dative in German - pupils need to learn in smaller chunks - the global understanding comes later, not first.

8. Practising grammar is much more interesting if it is given a meaningful context.

9. Although *je suis allé(e)* is the desired form, it might be that *j'ai allé* demonstrates an initial understanding of past tense whereas *je suis aller* does
not - in other words, view errors sympathetically if they so deserve, but then be sure to build on them.

10. Grammatical rules need to be reinforced and recycled through many topics, not just taught and then assumed to be known.

**Watchpoints**

- Always try to start work on a new structure using familiar material - present the new point in the way that you would present new items of vocabulary.

- Try to pick a logical context to work in eg perfect tense in holidays topic, indirect objects in festivals or birthday topic, adjectival agreement in descriptions topic.

- Use examples over more than one lesson before formalisation.

- Use both teacher-pupil and pupil-pupil work before formalisation.

- Allow and encourage questioning by pupils - make this in a set part of a lesson where English can be used if necessary.

- Deliberately revise the point three weeks later to check on retention, and build recycling into the scheme of work through subsequent topics.

An article that looks at a specific process to explore, explain and use grammatical knowledge can be read at:

http://iteslj.org/Articles/Sysoyev-Integrative.html

You may like to compare this with the deductive and inductive methods demonstrated during the session.

**Linguanet** has had frequent discussions concerning grammar teaching and you can find examples of such threads at:  http://www.linguanet.org.uk/

**Differentiation**

**Key Messages**

1. Differentiation is about more than differences in ability - there are many other factors that make children different from one another.

2. Differentiation can take place through the use of a variety of teaching and learning styles. There are different approaches to, and types of, differentiation.

3. The possibilities for differentiation increase the better you get to know your pupils.

4. Many teachers differentiate intuitively - it becomes a guiding principle. Seek their guidance regarding individual needs.
5. When planning a lesson, having differentiated objectives/learning outcomes will help to ensure that pupils are working at appropriate levels.

6. Not all work needs to be differentiated - CORE work is accessible to all pupils, and some tasks can be differentiated by outcome.

7. It is advisable to have extension activities available at all times

8. Differentiation by interest can help motivate reluctant learners

9. Individual target setting can be an effective way of differentiating by outcome.

**Watchpoints**

- When differentiating by outcome, the teacher must have a clear idea of the range of outcomes expected, and must communicate this to the class and/or individuals.
  - Extension work should not be provided only for the more able pupils - all pupils need to progress and therefore all pupils need to be extended at times.
  - Similarly, reinforcement work will benefit pupils across the ability range at different times.
  - Setting pupils according to ability does not mean that differentiation becomes unnecessary.

A brief academic article on brain research and second language learning can be viewed at: [http://www.cal.org/resources/digest/0012brain.html](http://www.cal.org/resources/digest/0012brain.html)

A view of task design for learners with additional needs, written by Gail Ellis, is at: [http://www.teachingenglish.org.uk/think/articles/teaching-children-additional-educational-needs](http://www.teachingenglish.org.uk/think/articles/teaching-children-additional-educational-needs)

The QCA G & T section for ML is at: [http://www.all-nsc.org.uk/files/langsinc.pdf](http://www.all-nsc.org.uk/files/langsinc.pdf)

A specific page on dyslexia and MFL is at: [http://scotens.org/sen/articles/dyslexiaandmfl.pdf](http://scotens.org/sen/articles/dyslexiaandmfl.pdf)
Behaviour for Learning

Key messages

1. Aim to be a role model of good behaviour and timekeeping – model the respect you want from pupils in your dealings with them.

2. Variety in teaching and learning styles should be planned in to every topic.

3. Match tasks carefully to the range of pupils' interests and abilities.

4. A set procedure for beginnings and ends of lessons is very important, especially in the early stages of teaching a class.

5. A shared set of ground rules/code of conduct can be established early in the contact with the class and should then be used consistently and overtly.

6. Praise and encouragement should be used generously when deserved and any rewards schemes in operation should be promoted and actively used.

8. The use of pupils' first names is vital, both when you are praising and sanctioning them.

9. Pupils should be encouraged to take responsibility for their own behaviour.

10. Non-verbal communication is an effective skill in class management.

Watchpoints

- Be very aware of the school and departmental procedures for both rewards and sanctions and use them consistently.

- Work out your own scaled reactions to continual poor behaviour within the classroom, eg a verbal warning, a talk at the end of the lesson, a break-time detention, reporting to tutor etc. Be consistent.

- Confrontations should be avoided wherever possible - they rarely lead to positive outcomes. Deal individually with problem behaviour wherever possible.

- Avoid punishing the whole class - this will lead to resentment. Consider carefully what you hope to achieve through individual detentions, and what detention tasks you will give.

- Criticism and sarcasm can destroy confidence and self-esteem.

- See each new lesson as a fresh start. Do not allow a difficult lesson with a previous group to skew your attitude with a subsequent group.
- Behaviour management is linked strongly to lesson planning and the best advice always comes from colleagues who know the learners well. Nevertheless, it is useful to review approaches.

An archived document on learning behaviour principles and practice can be found at: https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DFES-0281-2006

Teacher’s TV (now on the Times Educational Supplement web-site: www.tes.co.uk) provides a range of video clips outlining strategies for positive behaviour management: http://www.tes.co.uk/mypublicprofile.aspx?uc=447531&parametrics=WS-52126

Another site with general advice is: http://www.additionalneeds.net/Challenging_Behaviour/mainpage.htm

This is the first chapter - others are accessible if you change the figure 1 before the final .pdf to 2, 3 etc.

**Assessment for Learning**

**Key messages**

1. Assessment is not just about formal examinations. It is fundamental to the whole teaching and learning process. It is not synonymous with testing.

2. Assessment can be formative, diagnostic, summative, evaluative, motivational-or a combination of these.

3. We need to be clear about what, why and how we are assessing.

4. Criteria for assessment need to be explicit to teachers and learners.

5. Criteria for assessment should be differentiated where appropriate.

6. In order to be fair, these criteria need to measure how well the stated learning objectives have been learnt.

7. Summative assessment should only test what has been taught, but it may include unseen language (cognates etc).

8. Assessment can take many forms and needs to be integrated into everyday classroom activities.

9. Assessment is not just about recording information, but also acting upon it - it should inform future planning.

10. Positive feedback/constructive criticism is essential.
11. Assessment can be enjoyable and motivating. It should provide opportunities for success at various levels, and opportunities for learning through the process, eg by the use of self-assessment and peer assessment.

12. Assessment should be linked to NC levels (with which pupils are familiar).

Watchpoints

– Find out what the Department's Assessment Policy is and follow it. Consider how effective this is in terms of Assessment for Learning.

– Use a range of assessment techniques and monitor how successful they seem.

– Learners need quick feedback. Books should therefore be marked regularly.

– Make sure your marking benefits learning and is not a waste of time - find ways of encouraging the learners to learn from their previous work.

– Think carefully about what you need to record in your markbook and be organised and systematic.

– When writing reports, be positive and factual, and offer recommendations for future development.

The Assessment Reform Group has drawn up the 10 principles of assessment, now accessible through the QCA website at: http://gtcni.openrepository.com/gtcni/bitstream/2428/4623/1/Assessment%20for%20Learning%20-%202010%20principles.pdf

An interesting document dealing with alternative assessment methods is at: http://www.cal.org/resources/digest/0010assessment.html


Teaching Post-16

Key messages

1. There is often a wide range of ability in post 16 groups, especially with the AS & A2 level structure. Students at this age and level of maturity often have many other commitments on their time and energies.

2. Group dynamics are therefore often an issue. Depending on the context some groups are very large, some groups small, some are even mixed year groups. Mixed year groups especially require careful planning in order that interaction is still facilitated.
3. Although numbers continuing language learning Post-16 are small, their achievements compare favourably with other subjects.

4. Students work more effectively together, especially on contentious issues, if they are able to get to know each other through group-building at the beginning of the course.

5. A spiralling scheme of work can help students see progression, by revisiting vocabulary areas and grammar items. Seeing the entire Sixth Form as a spiral rather than as a period of transition followed by 'real' 'A' level gives a more realistic perspective.

6. Students will need strategies for accessing more difficult and longer texts.

7. Students need to be eased into the depth of Post-16 study. Brainstorming of key issues in English might be advantageous with a complex topic.

8. Students have an entitlement to target language use in the classroom.

9. A study guide introducing the course, teachers, types of work, strategies, study skills etc. can help to give students realistic expectations and aims.

10. Post-16 students are as much entitled to use technology, in all its forms, as pre-16.

11. Post-16 MFL courses need to be interesting - they can give it up! Therefore some negotiation of topics is desirable.

12. Applications to Higher Education from non-specialist linguists with a vocational language qualification are favourably viewed and can project forward to study periods abroad.

13. Vocational courses in languages are often neglected and maligned but such courses offer a real opportunity for non-specialist linguists to further their language study in contexts which mirror real life.

14. Vocational course assignments offer an interesting model for pre-16 language work.

**Watchpoints**

- Launching headlong into very difficult work will demotivate students. Y12 students have only just completed GCSEs when they start - they are rarely as confident as you might expect.

- Post-16 Advanced level lessons require even more planning, preparation and marking than pre-16. Post-16 vocational FL courses need creative task designers!

- Lessons should be very carefully structured; individual activities may take longer, but still do not forget to include a variety of tasks and a balance of learning styles.
- Students will still really enjoy working in small groups and being independent where appropriate.

- Try to use additional qualifications such as word-processing in the FL to demonstrate the connection with lifeskills and foreign language learning.
Curriculum Assignment (CA): MFL guidance

Teachers’ Standards addressed: T1, T2, T3, T4, T5 and T6

The assignment is built around 3 tasks:–
1. A subject dimension, identifying the unique challenge of the central topic.
2. How you will cater more effectively for a specific group of pupils, overcoming barriers for
learning.
3. Distinctive assessment strategies to gauge and support ‘pupils’ progress.

Task 1 - A subject dimension, identifying the unique challenge of the central topic

Purpose: to identify a dimension of learning in your subject that requires special
consideration and skill to be taught well, and understanding what constitutes the challenge
for learners.

What constitutes a Topic?

The learning of grammar: inductively or deductively?

Learning grammar should be seen as a useful means of helping learners to make sense of
the language and thus to learn it more effectively. Regardless of which grammatical
concept is being dealt with, it can be presented and discussed in different ways. One of the
questions to consider is whether the learning of grammar should be considered as
‘contextual’, and thus supporting the development of the 4 main language skills, or as an
object of study in its own right. The challenge in order for ‘grammar’ to provide a supporting
role is the extent to which teachers are able to recognise the limitations inherent in ‘explicit’
grammar teaching and identify what their expectations are for their different groups of
pupils with regard to observing the development of grammatical accuracy & dealing with
learner error. Learning about grammar and achieving accuracy are not necessarily
simultaneous processes. Providing pupils with opportunities to explore grammar
inductively, through ‘natural interaction’ and ‘implicit’ form focused exposure and practice,
usually helps them to remember the grammar point more effectively.

What constitutes Challenge?

Pupils need grammatical rules to be reinforced and recycled through many topics, and not
just taught as a one-off. Learners need a logical & meaningful context to work in e.g.
perfect tense in the ‘holidays’ topic, adjectival agreements in the ‘descriptions’ topic.
Decisions need to be made about how to introduce a grammatical concept and how much
‘drilling’ there should be, if any, and how to develop motivational strategies such as songs
and games to make the learning more interactive & communicative, and thus more fun and
memorable. Teachers need to decide whether their particular groups of pupils can cope
with the whole verb paradigm in one go or just need parts of it gradually. For most pupils,
learning a rule and applying it are two different skills – most pupils need to learn in smaller
chunks - the global understanding of the rule comes later, not first. When teaching e.g. the
perfect tense in French, how do teachers plan to overcome the potential confusion arising
from ‘regular’ and ‘irregular’ verbs: the use of the auxiliary, ‘être’ or ‘avoir’, and whether the
past participle agrees? These are not easy concepts for most pupils. Although je suis
allé(e) is the desired form, it might be that j’ai allé demonstrates an initial understanding of
past tense, whereas je suis aller does not - in other words, teachers need to view errors
sympathetically, but then be sure to build on them. Strategies also need to be developed for exploring grammar through more pupil-centred ‘natural interaction’: which encourages pattern identification inductively, thus enabling pupils to meet and manipulate the language independently & collaboratively.

Further examples:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spontaneous Use of the Target Language (TL) - T → P, P → P and P → T</td>
<td>Spontaneous language use (i.e. real talking) by pupils should be encouraged by using naturally occurring events to provide a context for pupil talk. By teaching in the TL, the wide gap which exists between the controlled classroom environment and the unpredictability of real communication can eventually be bridged. For this to happen, however, it takes skill, careful planning, patience and conviction. A dilemma for some teachers is that TL use may take longer to get the message across initially, especially with untrained beginners, but both teachers and learners need to realise that the rewards will be great, and it can be just as quick eventually. Teachers need to plan for progression in learners’ use of TL, which initially may need to be carefully differentiated and scripted. Many pupils may lack confidence &amp; motivation and so teachers need to create an environment which encourages learners to ‘have a go’ and become used to talking to each other and to the teacher in the target language. This could be linked to the school rewards system. Although TL input must be ‘comprehensible’ in meaning, a barrier for learners is to realise it is not necessary to understand every word to get the message. If the ultimate goal is to enable all learners to use TL spontaneously – teachers need to ‘scaffold’ this carefully. For example, their own TL use can be maximised by body language, visual clues, verbal clues, demonstration, delivery techniques, contextual clues and context. Pupil language use can be maximised by cueing languages, giving them foundation phrases with visual and written reminders and prompts, exploiting routines, and both engineering/exploiting interactions.</td>
</tr>
</tbody>
</table>

Questions teachers need to ask themselves:
How can they maximise language acquisition through their classroom talk?
How do they encourage specific groups of boys/girls to use spontaneous target language in the classroom?
What are the contributory factors that inhibit some boys/girls from using the TL?
Is there a link between use of the TL in ‘off-task’ talk and overall achievement and motivation for language learning?
How might these perceptions inform planning?

<table>
<thead>
<tr>
<th>Topic</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing (AT4)</td>
<td>Teachers need to approach writing with care - some pupils might already feel failure in this skill in their own language. Teachers need to think about differentiation e.g. gap-fill, writing frame, model and open-ended tasks. They need to encourage pupils to move beyond simple copy writing! Good, enjoyable writing tasks enable learners to express themselves creatively even at very simple levels. Sustained pupil motivation and engagement are crucial and teachers need to take care with error correction in production tasks. Consider the effect of endless red pen on a piece of writing. Teachers need to be selective, tease out general errors, and build in success (was the task too difficult or insufficiently differentiated?) Encouraging drafting and re-drafting a piece of writing can help</td>
</tr>
</tbody>
</table>
from very controlled practice to free expression. As applicable to all 4 language skills, there is the need to underline the importance of **individual differences between learners** (different interests & levels of motivation, different levels of proficiency and confidence in L1 writing, different L1 backgrounds & different levels of proficiency in L2).

learners to improve their accuracy. This applies both to very small-scale tasks, using single words, right up to long pieces of examination work.

It is also important to examine the possibilities for support and extension afforded by ICT: drafting/redrafting; presentation; differentiation; working at own pace; working independently or in pairs; consolidation etc. Pupils respond well to purposeful, personal and meaningful activities, which will help to motivate them as independent and creative learners. Authentic writing, which involves an audience, serves to motivate and inspire and give a sense of purpose and achievement.

<table>
<thead>
<tr>
<th>GCSE Listening &amp; Responding:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising and responding to key information, important themes and ideas in more extended spoken text, <strong>including authentic sources, adapted and abridged, as appropriate</strong>, by being able to answer questions, extract information, evaluate and draw conclusions. What does this imply?</td>
</tr>
<tr>
<td><strong>Why is ‘listening’ such a challenge for language learners?</strong></td>
</tr>
<tr>
<td>One challenge is the difference between ‘following’ and ‘understanding’. You will need to be aware of top-down and bottom up strategies. A key issue is the extent to which guidance is provided in using certain strategies to activate existing knowledge and to process what is heard actively.</td>
</tr>
<tr>
<td>The value of a systematic approach to using listening texts in order to activate existing skills &amp; knowledge and focus on new features of the spoken language, whether sounds, vocabulary or grammar.</td>
</tr>
<tr>
<td>Need to bear in mind the importance of:</td>
</tr>
<tr>
<td>• paying attention to specific language difficulties in the connected speech of the target language.</td>
</tr>
<tr>
<td>• building up learners’ confidence.</td>
</tr>
<tr>
<td>• Strategy use, strategy training and listening comprehension;</td>
</tr>
<tr>
<td>• metacognitive strategies &amp; the metacognitive approach to teaching listening;</td>
</tr>
<tr>
<td>• affective factors &amp; listening;</td>
</tr>
<tr>
<td>• the role of prior knowledge, perception &amp; production;</td>
</tr>
<tr>
<td>• reading comprehension &amp; listening comprehension;</td>
</tr>
<tr>
<td>• subtitles &amp; captions.</td>
</tr>
</tbody>
</table>

Future trends: social networking, online communities, streaming video. Subtitled & captioned films and TV programmes, providing extensive scaffolding, are very encouraging in making language learning material more authentic, accessible and enjoyable.

Developing Reading & Decoding: |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can we help learners become more proficient and</strong></td>
</tr>
<tr>
<td>We need to be aware of the challenge of the learner’s first language (L1) and how to make the presence of that first language an asset rather than a hindrance. This is particularly in the sub-skill of decoding L2 text with beginner learners. But here too the challenge for the teachers and learners is to go beyond</td>
</tr>
</tbody>
</table>
confident readers in their second language (L2)?

There is the need to underline the importance of individual differences between learners (different interests & levels of motivation, different levels of proficiency and confidence in L1 reading, different L1 backgrounds & different levels of proficiency in L2).

the over-simplified text where most of the words have been taught or encountered in advance to more complex texts requiring clever guessing strategies and the motivation to overcome the difficulties posed by the L2.

Implications for reading instruction in MFL classrooms:

Complexity underlying the apparently simple term ‘reading’. Fluent L1 reading may appear effortless, but it involves the rapid and coordinated operation of both automatic processes and conscious strategies on many levels. Reading in an L2 multiplies this complexity further; indeed, at lower proficiency levels or where challenging texts are tackled, it may in some ways resemble a conscious problem-solving activity rather than what we usually think of as reading.

Pupils’ motivation for L2 reading represents a key challenge for teachers, which endorses calls for pupils to encounter texts that are age-appropriate, cover cognitively engaging topics, coupled with more authentic, open-ended comprehension tasks.

Targeted support and strategy instruction can help L2 learners become more effective strategic readers, and that this can in turn improve both their reading comprehension and their confidence when approaching difficult texts. Strategic instruction implies a shift in pedagogical focus from the product to the process of reading.

We should not neglect the role of phonology when teaching reading. Proficiency in print-to-sound decoding underpins various aspects of L2 learning, promoting both learner autonomy and wider motivation for language learning.

Active teaching approaches are also recommended, thus promoting PLTS and encouraging students to work collaboratively on the comprehension and phonological decoding of challenging, engaging L2 texts, with appropriate scaffolding and evaluative feedback – e.g. reading races, translation races, running dictations, collective memory maps, mysteries and so forth.

Integrating literature into a scheme of work (as specified in the latest national curriculum for MFL)

Some questions to consider with colleagues:

What sort of literature is relevant to our pupils at different ages?

Challenge for Key stage 3: Pupils will need to:

- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

- read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture
| Traditional verses, rhymes, songs? Simple stories? Poems? Extracts from stories, novels, longer texts? | Challenge for Key Stage 4: Depending on the chosen unit of study in your scheme of work and the types of text to be exploited, pupils will be expected to:

- understand different types of written language,
- including relevant personal communication, public information, factual and literary texts, appropriate to this level

‘literary texts can include extracts and excerpts, adapted and abridged as appropriate, from poems, letters, short stories, essays, novels or plays from contemporary and historical sources, subject to copyright’

Even if it is not ‘Great Literature’ a text may be worth using because:

- Students like it
- Students respond to it
- It shows interesting things about language
- It helps people learn more about …

You will need to consider what outcome(s) you want – do you want to focus with your selected class(es) on Speaking skills? Reading? Grammar? Narrative? Mood? Linguistic features such as rhyme, sound, assonance? Translation? Or do you want to inspire them to do some creative TL writing? etc. |

| - Why are they relevant? - What aspects of these texts could we exploit? | - Why are they relevant? - What aspects of these texts could we exploit? |
| - What other sorts of authentic texts should we introduce our learner to? | - What other sorts of authentic texts should we introduce our learner to? |
| - Why are they relevant? - What aspects of these texts could we exploit? | - Why are they relevant? - What aspects of these texts could we exploit? |
INTRODUCTION

Aims and Objectives

In the coming weeks of the taught course we aim to reflect on your experiences gained during block placement. We will use these experiences as a starting point to further develop and consolidate your skills and knowledge about teaching and learning MFLs. This set of teaching sessions also aims to prepare you for second block placement. You will be asked to micro teach more than during the first set of teaching sessions. This will be followed by a longer placement than the first where you will have more time to learn, consolidate skills and form working relationships with pupils and staff.

There are strong links between the first part of your taught course at UEA and the course for the Spring Term. We revisit several topics such as planning, differentiation and assessment and will continue to develop knowledge and understanding about cross-curricular dimensions exploring these in the light of your experiences on first placement. Our concern is still to help you develop your knowledge, understanding and skills to ensure successful language learning for your pupils. The four skills (Listening, Speaking, Reading and Writing) continue to underpin our study of good practice and effective language learning. *But now the focus changes and we move beyond basic competence to a broader and deeper consideration of language teaching and learning. You will also have more opportunities to present on your personal research into particular aspects of teaching and learning. This will merge with the curriculum and school based assignments in particular.*

How does the nature of learning change in a language lesson on ‘School’ where pupils are offered a newspaper article on the controversy over the Muslim veil in schools in France? If you are teaching ‘pocket money’ in a German lesson and extend this to include German television reports on child labour in India, how does the learning change? How does an international sports event or a natural disaster or the weather affect the lessons we have planned for the following day? To what extent do our language lessons reflect the world outside the classroom? Thus we shall consider what a language teacher needs to be and know. We shall aim to make connections between subject based knowledge and pedagogy and a broader awareness of language.

At a time when there is growing concern about poor levels of motivation and achievement amongst pupils learning languages, we need to look carefully at the relevance and intrinsic interest of the activities we offer pupils. Modern Language teaching has the potential to extend pupils’ learning about the world in which they live and we shall take this as our focus for the first part of this term. We will also think more carefully about the implications of the push for lifelong learning in relation to language learning. Do we need to develop multiple teaching abilities to accommodate the needs of primary aged children and adults in our teaching? What is the future of language teachers?

The course broadens its perspective this term with more of the teaching sessions being offered by experienced and recently qualified teachers working in our partnership schools and with a possible video conference session in one of our partnership schools. We have built in some flexibility towards the end of the term to enable you to contribute suggestions...
for topics and issues that you might like to cover in more detail before second placement starts. In this way, we hope to build on your successful experiences of the course in the first term and to help you develop further your creative thinking about the possibilities of language teaching in preparation for second placement.

II. Preparation for Second Block Placement

Please re-read the information given in the Autumn Term section of the Trainee Course Guide on preparation for placement. As for first placement, we will work at setting targets for you to meet. There is also the expectation that you will continue to observe good practice in school and to reflect on your own teaching. It is also recommended that you try to keep up with reading before and during the second block placement.

III. School Placement File

As for first placement you are required to keep a school placement file for second block placement. This will be assessed regularly by your mentor and tutor. Refer to the relevant pages in the Autumn Term Handbook for details of what it should contain. Further details will be issued nearer the start of the second school based placement.

Dr Adam Cooke
Lecturer in Education and Course Tutor for MFL
School of Education and Lifelong Learning
University of East Anglia
Norwich NR4 7TJ

Email: adam.cooke@uea.ac.uk
Tel: (office) 01603 597246
Office Room number: 1.10
# PROVISIONAL SPRING & SUMMER TERM OVERVIEW 2016

*(session details subject to change)*

## 2016 Second University block of Curriculum Sessions

### PG 16: 04 January

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday</td>
<td>Holiday</td>
<td>Holiday</td>
<td>Placement</td>
<td>Placement</td>
<td>Placement</td>
</tr>
</tbody>
</table>

### PG 17: 11 January – Exploring behaviour issues

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday 14\textsuperscript{th} January (C)</td>
<td>Placement</td>
<td>Placement</td>
<td>PD</td>
<td>Discussion of two-day Enhancement Placement</td>
<td>Exploring Behaviour Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Personal Professional Development: The job application process</td>
<td>Managing Challenging behaviour</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Feedback from Placement A</td>
<td>Diversity in MFL: further reflection on equal opportunities and entitlement for all</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Sharing good practice. Review of the Teachers’ Standards</td>
<td>Access Issues: Developing incisive practice (revisited)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Developing Strategies of evaluation</td>
<td>Cross-curricular teaching and humanistic approaches (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tutorials</td>
<td>Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Reflection &amp; Consolidation from teaching and learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Criteria for CA – Examples</td>
<td></td>
</tr>
</tbody>
</table>

### PG 18: 18 January – Pastoral care, the changing role of the form tutor/anti-bullying policies; introducing the school-based project

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Private Study</td>
<td>Private Study</td>
<td>PD</td>
<td>Immersion Teaching</td>
<td>Progression: what makes good evidence?</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Private Study</td>
<td>Private Study</td>
<td>PD</td>
<td>Use of the Target Language (2)</td>
<td>Increasing Pupil Talk in the TL</td>
</tr>
<tr>
<td>Wednesday</td>
<td>PD</td>
<td>PD</td>
<td>PD</td>
<td>Phonics, mime, chunking down</td>
<td>Further exploration of Literacy Strategy</td>
</tr>
<tr>
<td>Thursday</td>
<td>Thursday 21\textsuperscript{st} January (C) (EDU)</td>
<td>Wednesday</td>
<td>PD</td>
<td>Tutorials</td>
<td>Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(JM? – TL )</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Friday 22\textsuperscript{nd} January (C)</td>
<td>Wednesday</td>
<td>PD</td>
<td>Progression: what makes good evidence?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Increasing Pupil Talk in the TL</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Further exploration of Literacy Strategy</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Tutorials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(VE?– PUPIL TALK)</td>
</tr>
</tbody>
</table>

### PG 19: 25 January – PSHEE; Sex and Relationships Education; working with parents/carers/other professionals

<table>
<thead>
<tr>
<th>Date</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Private Study</td>
<td>Private Study</td>
<td>PD</td>
<td>Cross-phase teaching &amp; learning (1): KS2-3</td>
<td>The use of digital technologies to enhance teaching &amp; learning in MFL lessons</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Private Study</td>
<td>Private Study</td>
<td>PD</td>
<td>Transition (MFL) and Educational/transitional structures needed for smooth transfer between KS2-3</td>
<td>The school based project</td>
</tr>
<tr>
<td>Wednesday</td>
<td>PD</td>
<td>PD</td>
<td>PD</td>
<td>Working with parents, carers and other professionals progress</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Thursday 28\textsuperscript{th} January (C)</td>
<td>Wednesday</td>
<td>PD</td>
<td>POSSIBLE SPEAKER ON KS2-3 TRANSITION</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Friday 29\textsuperscript{th} January (C)</td>
<td>Wednesday</td>
<td>PD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**PG 20: 01 February - KS2-3 cross-phase teaching and learning, transition issues, Global Citizenship/SMSC, Educational Visits**

<table>
<thead>
<tr>
<th>Mon: Placement</th>
<th>Tues: Placement</th>
<th>Wed: PD</th>
<th>Thursday 5th February (C)</th>
<th>Friday 6th February (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing Cultural Awareness</td>
<td>Cross-phase teaching &amp; learning (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>New contexts and broader learning aims for MFL lessons</td>
<td>The International Baccalaureate and alternatives to GCSE and A Levels</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Becoming a “whole” teacher, taking a “holistic” view</td>
<td>The 14-16 Curriculum, GCSE/alternative accreditation; Vocational MFL Specifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organising Educational MFL Visit; Risk Assessments</td>
<td>The 16-19 Curriculum, further familiarisation with A Level Specifications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(WC?– ORGANISING TRIPS, iGCSE)</td>
<td>JULIAN F?– 16-19 TRANSITION)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Further SBP guidance &amp; ethics forms)</td>
<td></td>
</tr>
</tbody>
</table>

**PG 21: 08 February - Changing 11-19 Education Agenda; working in a Sixth Form College**

<table>
<thead>
<tr>
<th>Mon: Placement</th>
<th>Tues: Placement</th>
<th>Wed: PD</th>
<th>Thursday 11th February (C) SP</th>
<th>Friday 12th February (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Review of serial visits</td>
<td>Review of serial visits</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Arrangements to be confirmed:</td>
<td>Arrangements to be confirmed: Content depends on whether microteaching in schools took place</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>From planning to performing: microteaching opportunities in school, teaching either GCSE or A Level MFL (see also PG37)</td>
<td>Reflection &amp; Consolidation from teaching to learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Developing observation skills and reflective abilities</td>
<td>Possible micro-teaching in EDU if teaching does not take place in local schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other possibilities: microteaching in EDU Further exploration of using ICT</td>
<td></td>
</tr>
</tbody>
</table>
### PG 22: 15 February HALF TERM - EAL: The challenges of working in a multicultural school, Curriculum Assignment

**Deadline Wednesday 17th February**

<table>
<thead>
<tr>
<th>Mon:</th>
<th>Tues:</th>
<th>Wed: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon: Holiday</td>
<td>Private Study</td>
<td></td>
</tr>
<tr>
<td>Tues: Private Study</td>
<td></td>
<td>PD</td>
</tr>
</tbody>
</table>

**Thursday 18th February (C)**
- Review of serial visits
- Planning for Block Placement B
- Time and Resource Management
- Presentations on an aspect of language teaching & learning
- From planning to performing: possible microteaching opportunities in school (TBC)
- Developing self and peer assessment
- Updating Audits and ICT Targets

**Friday 19th February (C)**
- Possible off-site visit
- Preparing for Interviews – good to outstanding lessons
- Planning for Placement B
- Sharing ideas and resources
- Behaviour management strategies
- Developing observation skills and reflective abilities

### PG 23: 22 February (PG23-38 Placement B) Planning & Tracking B

### PG 28: 11 April

**Monday 11th April (C)**
- Taking stock: Setting targets, review progress against the Teachers’ Standards
- Update of Teachers’ Standards Tracking & Subject Knowledge Audit, ICT Profile and Introduction to the CEDP (Career Entry Development Profile)
- Developing Subject &/or Content Knowledge: Negotiated according to group/individual needs and interests

Discuss SBP & marking criteria / formative grading/ TS

### PG 34: 23 May - Progression in Practice; SP – peer assessment; NQT Induction; Continuing Professional Development

**HALF TERM**

<table>
<thead>
<tr>
<th>Mon:</th>
<th>Tues:</th>
<th>Wed: PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon: Holiday</td>
<td>Private Study</td>
<td>(SBP peer assessment)</td>
</tr>
<tr>
<td>Tues: Private Study</td>
<td></td>
<td>PD</td>
</tr>
</tbody>
</table>

**Thursday 26th May (C)**
- **SBP follow-up**
  - Learning from the Classroom: sharing of ideas and resources
  - Taking Risks, Becoming more innovative and adventurous in learning outcomes, use of teaching strategies, & resources...
  - Planning for Optimum Challenge (2)
  - Seating for Learning: collaborative pair work and group tasks, increasing independent/creative pupil use of the Target Language
  - Tutorials and Target Setting

**Friday 27th May (C)**
- Roles of AOTTs(2)
  - Managing the work of others, eg. the LSA, FLA
- Self/Peer assessments based on film recordings of lessons. Sharing good practice.

- Tutorials and Target Setting
- Possible NQT guest speakers

**Moving towards autonomous and reflective teaching**
<table>
<thead>
<tr>
<th>PG37: 13 June – A Level Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon:</strong> Placement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PG 38: 20 June - Entering the teaching profession; the NQT year and beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mon:</strong> Placement</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

97
SPRING & SUMMER TERM COURSE GUIDE 2016
(session details subject to change)
PG16 (04 Jan)
Two-day enhancement placement

PG16 UNIVERSITY based training

<table>
<thead>
<tr>
<th>Holiday</th>
<th>Holiday</th>
<th>Holiday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enhancement Placement</td>
<td>Enhancement Placement</td>
</tr>
</tbody>
</table>

Students to organise a two-day enhancement placement in a different institution eg. Pupil Referral Unit (PRU) or a Special School etc

Key Outcomes and Reflections of the placement by the Trainee teacher:

Teachers’ Standards addressed:
Pre-session reading: TBA


Ch 10 Inclusion: SEN, Ch11 Equality & Inclusion in Ellis, V. (2011) *Learning and Teaching in secondary Schools*, LM

See also relevant section of supplementary reading list

**The aims of this week’s Curriculum sessions are:**

- To prepare for the Curriculum Assignment
- To reflect on Placement A generally and revisit some of the theoretical issues in MFL teaching and learning
- To consider curricular and resource restraints and develop understanding of planning issues
- To reconsider issues relating to equal opportunities, access and inclusion: Diversity, SEN, EAL, gender, learning styles, other pupil variables
- To identify strategies & sanctions which can be employed to combat inappropriate pupil responses or behaviour;
- To appreciate how emotional intelligence and well-being, SEAL, ECM, SMSC can be addressed through MFL;
- To consider PPC and the job application process
- To identify the processes and procedures involved in seeking and gaining a first teaching appointment.

**PG17 UNIVERSITY based training**

<table>
<thead>
<tr>
<th>Mon: Placement B visit</th>
<th>Thurs: Placement B visit</th>
<th>Friday 15th January (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thursday 14th January (C)</strong></td>
<td></td>
<td>Exploring Behaviour Issues</td>
</tr>
<tr>
<td>Discussion of two-day Enhancement Placement</td>
<td>Managing Challenging behaviour</td>
<td>Diversity in MFL: further reflection on equal opportunities and entitlement for all</td>
</tr>
<tr>
<td>Diversity (2)</td>
<td>Access Issues: Developing incisive practice (revisited)</td>
<td></td>
</tr>
<tr>
<td>Personal Professional Development: The job application process</td>
<td>Cross-curricular teaching and humanistic approaches (2)</td>
<td></td>
</tr>
<tr>
<td>Feedback from Placement A</td>
<td>Tutorials</td>
<td></td>
</tr>
<tr>
<td>Sharing good practice. Review of the Teachers’ Standards</td>
<td>(NP– BEHAVIOUR )</td>
<td></td>
</tr>
</tbody>
</table>
Thursday 14 January

**Morning session: Review of Placement A and Enhancement Days, Job Applications**

Discussion of Placement A with examples of successful lessons and challenging situations and how best to deal with them. Revisit lesson planning and writing schemes of work to help with Curriculum Assignments. 
Discussion of January Enhancement Days, comparing experiences in different schools and establishments.
Preparation for job application, including how the process works, preparation for the interview and looking at examples interview questions.

**Afternoon session: Tutorials**

Be prepared to discuss Placement A, two-day enhancement placement, targets, audits and job applications

Friday 15 January

**Morning session: Behaviour, Inclusion, Holistic Approaches**

Discussion of challenging behaviour and develop further strategies to deal with behaviour issues. Inclusion in lessons and anticipating pupils’ different learning needs.
Opportunity to read, reflect on and discuss National Curriculum Documentation on cross-curricular teaching and humanistic approaches (songs, poetry, drama etc)

**Afternoon session: Tutorials**

Be prepared to discuss Placement A, two-day enhancement placement, targets, audits and job applications

Guest Speaker – N P on Challenging Behaviour

---

**PG17 SCHOOL based training**

You are not in school this week. Please use the time to update any audits, complete any tasks and for your Curriculum Assignment
Key outcomes and Reflections to be completed by the Trainee teacher:

Teachers’ Standards addressed this week to be completed by the Trainee teacher:
Pre-session reading:

See Target Language section in Supplementary Reading List

The aims of this week’s Curriculum sessions are:

- To understand how to facilitate the highest learning outcomes
- To revisit the use of the Target Language and consider the implications of Immersion Teaching
- To explore further differentiation of use of TL and investigate what OFSTED says about Pupil use of the TL
- To consider progression and what makes good evidence
- To explore further the literacy strategy, within the context of creativity & independence
- To connect grammar with language awareness, language learning skills

Thursday 21st January (C) EDU

Immersion Teaching
Use of the Target Language (2)
Phonics, mime, chunking down
Tutorials
JM (WC) – TL

Friday 22nd January (C)

Progression: what makes good evidence?
Increasing Pupil Talk in the TL
Further exploration of Literacy Strategy
Tutorials
VE – PUPIL TALK

Thursday 21 January

Morning session: Use of the TL (2)

We will consider the range of difficulties in total immersion teaching and the different roles, registers and types of speaking in the classroom discourse environment. Then assess the ways to improve the quality and quantity of the spoken language in the classroom: Teacher to pupil and pupil to pupil.
We will analyse techniques and strategies from observation to maximise the quality and quantity of “comprehensible input”, facilitating the highest learning outcomes.

Afternoon session: Tutorials

Be prepared to discuss Placement A, two-day enhancement placement, targets, audits and job applications

Guest Speaker ?– Jeremy Moyle on Immersion Teaching and Target Language
Friday 22 January

**Morning session: Progression, Use of the TL, Literacy Strategy**

Further exploration of the Literacy Strategy (Word, sentences and text level) and the importance of language awareness – helping pupils to spot patterns and links between languages.

Further discussion on pupils’ progression, how to make learning visible and Assessment for Learning

**Afternoon session: Tutorials**

Be prepared to discuss Placement A, two-day enhancement placement, targets, audits and job applications

Possible Guest speaker – Vincent Everitt on Pupil Talk

<table>
<thead>
<tr>
<th>PG18 SCHOOL based training</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are not in school this week. Please refer to your independent tasks booklet for the work to be completed during your private study days this week.</td>
</tr>
</tbody>
</table>

**Key outcomes and Reflections to be completed by the Trainee teacher:**

**Teachers’ Standards addressed this week to be completed by the Trainee teacher:**
### Literacy in MFL Education

Standards addressed include: T3, T5

<table>
<thead>
<tr>
<th><strong>Pre-session reading:</strong> allocation tbc</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.tes.co.uk/teaching-resource/French-phonics-work-tons-of-stuff-3013522/event/22/">http://www.tes.co.uk/teaching-resource/French-phonics-work-tons-of-stuff-3013522/event/22/</a> French phonics work</td>
</tr>
<tr>
<td><a href="http://www.tes.co.uk/taxonomySearchResults.aspx?mode=browse&amp;parametrics=44354,45573,45675,45680">http://www.tes.co.uk/taxonomySearchResults.aspx?mode=browse&amp;parametrics=44354,45573,45675,45680</a> Memory and Learning Vocabulary</td>
</tr>
<tr>
<td><a href="https://www.education.gov.uk/publications/standard/publicationDetail/Page1/090237">https://www.education.gov.uk/publications/standard/publicationDetail/Page1/090237</a> Removing barriers to literacy</td>
</tr>
<tr>
<td><a href="https://www.education.gov.uk/publications/standard/publicationDetail/Page1/090237">https://www.education.gov.uk/publications/standard/publicationDetail/Page1/090237</a> Removing barriers to literacy</td>
</tr>
<tr>
<td><a href="http://www.tes.co.uk/teaching-resource/EAL-SEN-Phonics-Booklet-6106278/">http://www.tes.co.uk/teaching-resource/EAL-SEN-Phonics-Booklet-6106278/</a> EAL SEN Phonics Booklet</td>
</tr>
<tr>
<td><a href="http://www.tes.co.uk/teaching-resource/Secondary-SEN-Language-and-Inclusion-6044126/">http://www.tes.co.uk/teaching-resource/Secondary-SEN-Language-and-Inclusion-6044126/</a> Language &amp; Inclusion</td>
</tr>
</tbody>
</table>

The *Teachers’ Standards* include the expectation that all teachers will promote ‘high standards of literacy and the correct use of standard English, whatever the teacher’s specialist subject’. The enhanced status of literacy across the secondary curriculum is further evidenced in the Ofsted framework for school inspections, where there is a strong emphasis on raising the literacy standards for all pupils, but particularly those for whom literacy levels are below those expected for their age.

In this session we will look at the major role that the teaching and learning of MFL play in the development of literacy and articulacy across the curriculum. We will explore some of the ways in which we can promote pupil learning and the communication of ideas through their participation in oral/aural tasks, providing opportunities for cognition and metacognition, thus developing their ability to express themselves and progress from word to sentences to longer paragraphs. We will take into consideration some approaches and strategies for encouraging active engagement with different forms of text; including the use of DARTs activities, writing frames, word maps etc.

This session builds on previous work on the role of discussion in MFL lessons and effective questioning. It will also provide a foundation for tomorrow’s session on ‘Diversity/Removing Barriers to Learning'.
**Key references:**
Ofsted (2011) Removing Barriers to Literacy
Ch8 Teaching Literacy across the curriculum in Ellis, V. (2011) Learning and Teaching in Secondary Schools, LM

**Motivation & Engagement:** use of games, songs, poems and drama to motivate, engage and inspire; authenticity & intercultural understanding

Standards addressed include: T1-5

**Pre-session reading:** allocation tbc

Clark, A. (1998) Gender on the Agenda: Factors motivating Boys and Girls in MFLs, CILT

http://www.tes.co.uk/teaching-resource/Music-is-the-rhythm-of-our-lives-6219484/addtofavourite/addtofavourite/
Music is the rhythm of our lives
www.songsforteaching.com/spanishsongs.html

http://www.tes.co.uk/teaching-resource/French-songs-across-the-decades-fab-resource-6026840/
French songs across the decades

http://www.tes.co.uk/teaching-resource/Creative-projects-in-languages-6207436/event/22/
Creative projects in languages

Déjeuner du Matin (Jacques Prévert)

To link to this article: http://dx.doi.org/10.1080/09571736.2011.621212

To teach effectively, it is important to adopt a more holistic perspective on learning and teach lessons that are student-centred, thus employing interactive teaching and collaborative activities, whether pair or group work, which engage active and independent learning, where the learners can feel empowered and thus take ownership of their learning; learning will thus seem more relevant and meaningful to them.

We will explore the importance of finding new contexts for MFL teaching and learning, for example, using cross-curricular approaches, and the use, purpose and organisation of language games and creative activities to motivate and inspire learning in MFL, including peer teaching, cooperative learning, developing PLTS & Higher Order Thinking (HOT), and Building Learning Power (BLP). We will consider Kagan strategies, Bloom's taxonomy and the Kolb cycle.

We will look at a variety of practical activities, including strategies to inspire performance, through a focus on drama and song, and the use of poetry and film and the creative use of texts. We will also consider the impact of ICT on MFL learning.

**Key references:**

**School tasks:** Note strategies which encourage collaborative learning, and promote PLTS and active learning. To what extent are opportunities provided to inspire performance of the TL through songs, drama, and more creative contexts, such as stories and poems. What are the implications for management and organisation of pupils and resources? Which learning strategies are developed? How? What is the impact of such activities on pupil characteristics, such as motivation, engagement and behaviour?
Pre-session reading:


See Supplementary Reading List (especially ICT section)

The aims of this week’s Curriculum sessions are:

- To broaden knowledge & understanding of cross-phase teaching and learning, including educational/transitional structures for smooth transfers
- To review serial visits and consolidate self reflection and identification of individual needs through tracking the Teachers Standards.
- To identify MFL’s potential to contribute to key skills which help learners to improve their learning and performance in education, work and life;
- To explore the application of ICT to enhance teaching & learning in
- To discuss the school based project

**PG19 UNIVERSITY based training**

<table>
<thead>
<tr>
<th>Mon: Private Study</th>
<th>Tues: Private Study</th>
<th>Wed: PD</th>
<th>Thursday 28th January (C)</th>
<th>Friday 29th January (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cross-phase teaching and learning (1): KS2-3 Transition in MFL Educational/transitional structures needed for smooth transfer between KS2-3 Working with parents, carers and other professionals progress</td>
<td>The use of digital technologies to enhance teaching &amp; learning in MFL lessons The school based project Alex Blagona?</td>
</tr>
<tr>
<td>Possible guest speaker on Transition Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Thursday 28 January**

**Morning session: Cross-phase teaching and learning, KS2-3 Transition in MFL**

Exploration of the Key Stage 2 to 3 Transition in MFL and the issues that can arise. Motivation and differentiating to challenge all pupils no matter what their foreign language experience so far is important.

**Afternoon session: Working with parents, carers and other professionals**

Discussion on the roles of other people and liaising with them with regards to the pupils’ learning but also in a pastoral role.

**Possible guest speaker on Transition Issues**
Friday 29 January

Morning session: Technology and using ICT in the MFL Classroom

Discussion and exploration if how technology can be used in the MFL classroom including strategies of using ICT effectively. Examples of lessons involving ICT/technology during first placement to be discussed.

Guest Speaker: AB??

Afternoon session: The School Based Project

Discussion on the School Based Project, including the task and criteria and possible areas to investigate.

<table>
<thead>
<tr>
<th>PG19 SCHOOL based training</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are not in school this week. Please refer to your independent tasks booklet for the work to be completed during your private study days this week.</td>
</tr>
</tbody>
</table>

Key outcomes and reflections for the week to be completed by the Trainee teacher:

Teachers' Standards addressed this week to be completed by the Trainee teacher:
Pre-session reading:


Taking Steps towards CLIL
http://www.tes.co.uk/teaching-resource/Taking-Steps-Towards-CLIL-6219537/
http://www.tes.co.uk/teaching-resource/Meanings-that-Matter-6219261/
http://www.tes.co.uk/taxonomySearchResults.aspx?keywords=CLIL

To link to this article: http://dx.doi.org/10.1080/09571736.2011.621212

See Supplementary Reading List (“Humanistic approaches to teaching and learning languages”, Cultural Matters)

The aims of this week’s Curriculum sessions are:

- To identify MFL’s potential to contribute to key skills which help learners to improve their learning and performance in education, work and life;
- To develop content and curriculum knowledge and understanding in Cultural Matters, Global Citizenship/SMSC;
- To explore how to incorporate Intercultural Understanding into schemes of work and lesson planning
- To discuss issues surrounding organising educational MFL visits off-site, including risk assessments
- To explore CLIL and teaching cross-curricular topics in MFL
- To broaden knowledge & understanding of cross-phase teaching and learning, including educational/transitional structures for smooth transfers
- To review serial visits and consolidate self reflection and identification of individual needs through tracking the Teachers Standards.
Thursday 4th February

**Morning session: SMSC in MFL, Global Citizenship**

Discussion of new contexts and broader learning aims for MFL lessons, reflecting on SMSC and Global citizenship.

**Afternoon session: Organising MFL Trips**

Discussion on the opportunities and benefits of organising MFL trips for pupils as well as insight into the work required to do so, including Health and Safety.

Guest Speaker – Will Croston on Organising Trips & iGCSE

Friday 5th February

**All day: KS2-3 Transition, Alternatives to GCSE and A Levels**

Revisit Cross-phase teaching and learning and the Key Stage 2-3 Transition in light of PD lectures.

Discussion of the 14-16 Curriculum, including alternatives to GCSEs such as Vocational MFL Specifications.

Further exploitation of the 16-19 Curriculum, including the International Baccalaureate and other alternatives, with opportunities for further familiarisation with A Level Specifications.

Possible Guest Speaker Julian Faulkner on A Level Teaching

---

**PG 20 SCHOOL based training**

Please refer to your independent tasks booklet for the work to be completed during your serial placement days in school this week.
Pre-session reading: TBA


See Supplementary Reading List (A Level or ICT section)

The aims of this week’s Curriculum sessions are:
- To reflect on observations during serial visits in Placement School
- To gain confidence in working with KS4 at GCSE and post 16 pupils at Advanced level through group micro teaching scenarios;
- To develop knowledge, understanding in teaching examination classes at Key Stage 4 & 5.
- To further explore the use of ICT in the classroom
- To continue to develop self-reflection and observational skills in the classroom

| PG 21: 08 February - Changing 11-19 Education Agenda; working in a Sixth Form College |
|-----|-----------------|-----------------|-----------------|
| Mon: Placement B serial visit | Tues: Placement B serial visit | Wed: PD | Thursday 11th February (C) SP |
| Review of serial visits | Arrangements to be confirmed: |
| From planning to performing: |
| microteaching opportunities in school, |
| teaching either GCSE or A Level MFL |
| Developing observation skills and |
| reflective abilities |
| Other possibilities: microteaching in EDU |
| Further exploration of using ICT |
| Friday 12th February (C) |
| Review of serial visits |
| Arrangements to be confirmed: Content depends on whether microteaching in schools take place |
| Reflection & Consolidation from teaching to learning |

Thursday and Friday

Discussion of serial visits and negotiate content for the day as to the needs of trainee teachers and depending on whether microteaching opportunities took place in schools. Optional topics to be revisited include developing observation skills and reflective abilities, microteaching in EDU and further exploration of using ICT in the MFL classroom.

PG21 SCHOOL based training

Please refer to your independent tasks booklet for the work to be completed during your serial placement days in school this week.
Pre-session reading:


See Supplementary Reading List (especially “Planning” and “Classroom Management”)

The aims of this week’s Curriculum sessions are:

- To prepare for Placement B by revisiting effective planning, sharing ideas and resources and developing observation skills and reflective abilities
- To revisit classroom management and how to deal with challenging behaviour
- To ensure all audits and targets are up to date.
- To continue to develop self-reflection and observational skills in the classroom

<table>
<thead>
<tr>
<th>Mon: UPS</th>
<th>Tues: UPS</th>
<th>Wed: PD</th>
<th>Thursday 18th February (C)</th>
<th>Friday 19th February (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further discussion of SBP</td>
<td>Possible off-site visit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of serial visits</td>
<td>Preparing for Interviews</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning for Block Placement B</td>
<td>Planning for Placement B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and Resource Management</td>
<td>Sharing ideas and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentations on an aspect of language teaching &amp; learning</td>
<td>Behaviour management strategies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>From planning to performing: possible microteaching opportunities in school (TBC)</td>
<td>Developing observation skills and reflective abilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing self and peer assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updating Audits and ICT Targets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thursday 18 February

Morning session

Discussion of SBP – research methods and ethical approval paperwork

Preparation for Block Placement B to include time and resource management, planning and presentations on an aspect of language teaching and learning. Possibility for further microteaching opportunities in school.

Afternoon session

Developing self and peer assessment strategies as well as updating audits and ICT targets for Block Placement B

Friday 19 February

Preparation for interviews (practise questions, interview lesson, questions to ask)
Discussion of planning for Placement B with the sharing of ideas and resources and strategies for classroom management and dealing with challenging behaviour.

Continuing to develop observation skills and reflective abilities in preparation for Placement B

<table>
<thead>
<tr>
<th>PG22 SCHOOL based training</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are not in school this week. Please refer to your independent tasks booklet for the work to be completed during your private study days this week.</td>
</tr>
</tbody>
</table>

Key Outcomes and Reflections for the week to be completed by the Trainee teacher:

Teachers' Standards addressed this week to be completed by the Trainee teacher:
**Pre-session reading:**
Individual School Project literature reviews.
Teachers’ Standards
OFSTED criteria for good to outstanding lessons

**The aims of this week’s Curriculum session are:**

- To revisit the Teachers’ Standards and explore some of the OFSTED criteria for good to understanding teaching and learning
- To explore how to ensure good to outstanding criteria are addressed in lessons
- To become more familiar with and practice strategies for formative and summative assessment;
- To consider how to provide diagnostic pupil feedback (verbal/written) to enable target setting;
- To explore techniques in facilitating metacognition in the MFL classroom, how to encourage pupils to think and articulate about their learning;
- To revisit Student Centred learning: decentring tasks and activities
- To review personal progress and set targets in relation to the Teachers Standards, based on gaps in individual tracking sheets;
- Introduction to the Career Entry & Development Profile and target setting for the NQT year.

**PG 28 (11 April)**

**Teacher Standards covered in Curriculum sessions this week: T3, T6, T8**

**Monday 11th April (C)**

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement</td>
<td>Placement</td>
<td>Placement</td>
<td>Placement</td>
</tr>
</tbody>
</table>

Taking stock: Setting targets, review progress against the Teachers’ Standards
Update of Teachers’ Standards Tracking & Subject Knowledge Audit, ICT Profile and Introduction to the CEDP (Career Entry Development Profile)

Developing Subject &/or Content Knowledge: Negotiated according to group/individual needs and interests

**Monday 11 April**

Review progress against the Teachers’ Standards and set targets for the final few weeks of Placement B.
Ensure Teachers’ Standards Tracking, Subject Knowledge Audit and ICT Audit are up to date.
Discussion of the Career Entry Development Profile (CEDP). A “personal statement” on strengths in teaching so far, areas for further development and how you would like to see your career development.

Negotiate content for the afternoon session according to the group/individual needs and interests.
Key Outcomes and Reflections for the week to be completed by the Trainee teacher:

Teachers' Standards addressed this week to be completed by the Trainee teacher:

PG28 SCHOOL based training

Please refer to your independent tasks for the work to be completed whilst on placement this week.

Dont forget School Project Poster is to be submitted by Monday 16th May
**Pre-session reading: TBA**

Individual personal statement preparation for transition to NQT year.

Have a good look through the Teachers’ Books which accompany published courses used in schools, they often contain lots of good practical advice. Otherwise, TEFL / ELT books are usually a good source of ideas which can be adapted for the MFL classroom.

Kagan Structures & Strategies


[http://learnerscloudblog.blogspot.co.uk/2013/04/part-1-benefits-of-kagan-classroom.html#.UVqkmzcgvdw](http://learnerscloudblog.blogspot.co.uk/2013/04/part-1-benefits-of-kagan-classroom.html#.UVqkmzcgvdw)


[http://www.tes.co.uk/teaching-resource/Teachers-TV-Meet-the-Parents-6048706/](http://www.tes.co.uk/teaching-resource/Teachers-TV-Meet-the-Parents-6048706/)

See also relevant sections of **Supplementary Reading List at the back of this HB**

**The aims of this week’s MFL Curriculum sessions are:**

- To reflect on progress in facilitating student centred learning
- To share ideas and resources
- To reflect on individual needs in preparation for the NQT year.
- To discuss strategies for managing the work of others: e.g. the LSA, FLA
- To discuss issues surrounding communicating and working effectively with parents/carers
Friday 3rd June – Programme to be selected from any of the following, depending on priorities and needs identified by students

Discussion of School based Project: peer review process

To teach effectively, it is important to adopt a more holistic perspective on learning and teach lessons that are student-centred, thus employing interactive teaching and collaborative activities, whether pair or group work, which engage active and independent learning, where the learners can feel empowered and thus take ownership of their learning; learning will thus seem more relevant and meaningful to them.

We will explore the importance of finding new contexts for MFL teaching and learning, for example, using cross-curricular approaches, and the use, purpose and organisation of language games and creative activities to motivate and inspire learning in MFL, including peer teaching, cooperative learning, developing PLTS & Higher Order Thinking (HOT), and Building Learning Power (BLP). We will consider Kagan strategies, Bloom’s taxonomy and the Kolb cycle.

We will revisit a variety of practical activities, including strategies to inspire performance, through a focus on drama and song, and the use of poetry and film and the creative use of texts. We will also consider the impact of ICT on MFL learning. Discussion of ideas for lessons through sharing resources and looking at different strategies for becoming more innovative and adventurous in learning outcomes as well as ensuring the challenge is at the right level, not too easy but not too hard.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holiday</td>
<td>Private Study</td>
<td>Private Study</td>
</tr>
</tbody>
</table>

Friday 3rd June (C)
Programme to be chosen from the following:
- Discussion of SBP peer review process and proposed amendments
- Learning from the Classroom: sharing of ideas and resources
- Taking Risks, Becoming more innovative and adventurous in learning outcomes, use of teaching strategies, & resources...
- Planning for Optimum Challenge (2)
- Seating for Learning: collaborative pair work and group tasks, increasing independent/creative pupil use of the Target Language
- BLP: Building Learning Power
- Tutorials and Target Setting

Friday 3rd June (C)
- Roles of AOTTs(2)
- Managing the work of others, eg. the LSA, FLA
- Communicating & working with Parents/ Carers
- Self/Peer assessments based on film recordings of lessons. Sharing good practice.
- Tutorials and Target Setting
School tasks: Note strategies which encourage collaborative learning, and promote PLTS and active learning. To what extent are opportunities provided to inspire performance of the TL through songs, drama, and more creative contexts, such as stories and poems. What are the implications for management and organisation of pupils and resources? Which learning strategies are developed? How? What is the impact of such activities on pupil characteristics, such as motivation, engagement and behaviour?

Discussion on the roles of others in the classroom and managing their work. Consideration of issues surrounding communicating and working with parents/carers. Share good practice and self/peer assess lessons based on film recordings.

Tutorials – be prepared to discuss progress so far and targets for the final weeks of Placement B

PG35 SCHOOL based training

You are not in school this week. Please refer to your independent tasks booklet for the work to be completed during your private study days this week.

Key Outcomes and Reflections for the week to be completed by the Trainee teacher:

Teachers’ Standards addressed this week to be completed by the Trainee teacher:
**Exact dates to be confirmed**

The MFL group will gain experience of teaching A Level by attending a two-day event. The first day will provide you with an understanding of A Level teaching and ideas as well as give you time to plan an A Level lesson in your subject specialism. You will then return to deliver the lesson.

---

**Pre-session reading:**
Final personal statement for transition 1 of the CEDP. Check all paperwork has signatures where required.

**The aims of this week’s Curriculum sessions are:**
- To share experiences gained on second placement;
- To identify strengths and areas for development in individual teaching practice;
- To identify strategies and targets for future development of competence in the classroom as newly qualified teachers;
- To evaluate the effectiveness of the course.

---

**Thursday**

You will need to hand in your CEDP and the necessary NQT paperwork (signed where required)

Presentations on what you’ve learnt from the classroom including sharing ideas and resources.

Discussion on NQT year and the PGCE course.

---

**Good luck in your teaching careers – please keep in touch**

*Bonne Chance*  *Viel Glück*  *Buena Suerte*
APPENDICES

MFL
SCHOOL BASED TRAINING

Serial Placement A: PG 5 - 7
Block Placement A: PG 9 - 15

GENERAL EXPECTATIONS
You will receive a General Expectations sheet from your school MFL mentor, which will include the following guidelines

- You follow the MFL department's requirements in relation to daily expectations
- You ensure you are a good role model by dressing smartly and appropriately
- Lesson plans should be handed to the relevant staff at least **48 hrs** in advance of the lesson, to allow time for modification following feedback.

PG Weeks 9 – 15

FIRST BLOCK PLACEMENT
This is a six week block placement. Its purpose is to allow you the opportunity to build on the ideas and experiences you have encountered in school and the university in the first eight weeks of the course provide a systematic introduction to classroom teaching; provide an opportunity for you, in discussion with your mentor, to diagnose your strengths and weaknesses as a basis for work you will undertake in the second term.

You should take the opportunity to develop your classroom teaching skills, to work with other teachers as a support teacher, observer and colleague and to extend your knowledge and understanding of pupils' learning in physical education.

The first block placement is about re-enforcing and extending the work and experiences you have gained so far. These experiences should form the basis of review and discussion, particularly with fellow trainee teachers. No-one expects that you should end, let alone begin this period of your PGCE(M) year as an expert teacher; it is part of the process of your development, reflection and review.

Although you will be doing some whole class teaching, it is important that you continue to work with individual pupils, with small groups of pupils, as a support teacher and with focused observation of experienced teachers and of fellow students throughout the block placement.

Log your experiences. You will find that the experience of classroom teaching, classroom observation and support work gives you material, which will inform your thinking and
reflection when working on your Curriculum Assignment after Christmas. Remember also, to be working on your Learning Assignment. This will need submitting when you return to UEA in December.

PG Weeks 23 – 38

SECOND BLOCK PLACEMENT

Throughout your second block placement you should be building on and extending your experiences from first placement and integrating the learning you have done up to week 22 into your own style of teaching. You will be working closely with your mentor to develop a pattern of classroom practice which builds on your strengths and capabilities and which responds to the nature and demands of the school. The purposes of your second placement are to contribute to the curriculum and professional development element of the course by: providing further opportunities to develop your competence in teaching modern languages, providing increased opportunities to develop your competence and understanding in areas of non subject expertise, paying increased attention to your role as an autonomous classroom manager and teacher; providing experience of working with a tutor group for which you will take increasing responsibility; developing your awareness of the whole school as an organised community and your role in that organisation; encouraging you to contribute to the wider remit of the school.

Second placement will be characterised by increasing independence on your part and by opportunities to play a wider part in the work of the department and in the life of the school. Your wider priorities should include: developing your personal and professional use of ICT; taking opportunities to participate in departmental planning and INSET; considering ways in which the MFL department relates to other departments in the school; joining in the planning, organisation and moderation of assessment of pupils in their KS3, GCSE and ‘A’ level teaching groups.
As part of your evidence towards meeting the Teachers Standards you are required to keep a **school placement teaching file**. Teachers in school and tutors from UEA will ask to see it. It should be **clearly organised** and **labelled** with **units of work, lesson plans, evaluations, assessment information and resources**. Your file should be organised as follows:

**Section A: Information about the Placement School & MFL Dept.**

**THIS CAN BE KEPT IN A SEPARATE FOLDER**

- Names of Head teacher, Link teacher, Subject mentor & MFL staff;
- Your school timetable and details of all classes you are working with;
- Departmental policy/guidelines for participation, discipline, homework, use of equipment and resources. Arrangements for booking audio visual equipment, booking rooms e.g. computer room, procedures for using the photocopier;
- Policy statements e.g. departmental policy & philosophy, ICT or Special Needs policy and departmental discipline policy;
- Details of setting or grouping arrangements;
- Details of record-keeping procedures, and assessment recording.

**Section B: Units of work, lesson plans, evaluations and resources**

*(divided by Year Group and then by each class taught)*

- Subject Knowledge Audit;
- ICT quotient and ICT tasks Profile;
- Unit of work at the front of each block of lesson plans for each class;
- A lesson plan and evaluation for **EVERY** solo lesson taught (see UEA planning pack), plus an example of resources used in the lesson i.e. task sheets;
- Lesson notes/feedback made by the observing teacher placed next to the relevant lesson plan;
- Your own lesson observation notes you have written when watching other teachers and lessons (as discussed in UEA curriculum sessions and using the observation templates).
- Copies of your Mentor Log from your weekly mentor meetings.
The weekly meeting with your Mentor and the Mentor Log

Your mentor will meet you on a weekly basis, so you can review your progress of the last few days and agree on the next steps required to help you develop your teaching. Examples of your progress and development should be recorded on the log.

You have a responsibility for recording the key points of the meeting on the mentor log. Your mentor has similar details to these and should be aware of this.

When you have both agreed your targets for development and recorded them with an annotation of the relevant Standard they pertain to, ask your mentor to sign the form, and provide your mentor with the white copy so they can place it in your profile folder. You should keep the yellow copy for your own placement folder. Your subject tutor will advise you further on how these should be collated.

Advice for making the most of the meetings

Select a focus for each session with your mentor
There will usually be a lot to discuss, so it can be helpful to spend brief time reflecting on general issues, but then to select a focus drawn from one or two of the areas of the standards:

A session focusing on area monitoring and assessment (T6), for example, could be an opportunity to develop the comments you make in response to pupils’ work. Your mentor might provide examples of comments provided by experienced staff, and you may discuss the possible responses you could give to a number of examples.

Address the full range of Teachers standards
It is important to think about all areas of the standards, though understandably you may find yourself wanting to focus on planning and teaching well structured lessons (T4). The most suitable area for focus will vary from week to week and depend on the stage in the placement.
What to expect when your UEA tutor visits you in school

What is the purpose of the UEA tutor’s visit?
The visit is intended to help you make progress in your teaching – in this sense it is **formative**. It is an opportunity for you, your mentor and the UEA tutor to discuss your progress together, and to consider how you can develop your teaching in future. The visit is also **summative**, in that it provides just one of many ways in which your progress against the Standards is measured.

You should not see the observation of a single, isolated lesson *alone* as the crux of assessment on the course. Your mentor, department staff, the link teacher, and other colleagues all have a role to play in assessing your progress against the standards. During the visit the UEA tutor will be able to get a sense of your progress from your own discussion of your teaching, the evidence in the Profile Folder and your placement folder, and the comments of others involved in your training. Once your tutor has seen you teach, the way you evaluate your lesson will also be an important indication of your own professional values and the thinking behind your teaching.

What should you expect when your UEA MFL tutor comes to visit you in school?
Visits from school to school vary, depending on your timetable and the commitments of your mentor. However, most visits involve the following:
You and the UEA tutor meet to talk through your progress, with reference to your placement file of observations, lesson plans, units of work and examples of pupil work.
The UEA tutor observes you teaching at least one lesson (with the mentor or class teacher observing too).
Discussion and reflection of the observed lesson – you, UEA tutor, the mentor/class teacher; followed by an agreement on the steps and targets required for further progress.

What are you expected to prepare for the visit?
**a)** Copies of lesson plans for each lesson observed, should be emailed to the UEA tutor the day before the visit.
**b)** Any supporting resources should be provided on the day e.g. worksheets, resources, texts used in the lesson, copies of test papers etc., assessment information for the classes taught – of course this may be limited if your visit occurs very early in a placement (could include mark book, examples of pupil work to date, IEPs etc).
**c)** Placement teaching file containing evidence of progress against the standards to date.
Ensure meeting logs, subject knowledge development log, ICT audit and record of trainee experience are up to date and ready for your UEA tutor to view.
To be awarded Qualified Teacher Status you are required to demonstrate secure knowledge and understanding of how the use of ICT can enhance teaching and learning within MFL. You are responsible for the development of your ICT skills in relation to your teaching. Everyone will start the course with different ICT experience, so appropriate activities will vary. Individual ICT needs will be discussed with UEA staff and with staff in school. All work produced should be kept in YOUR PLACEMENT TEACHING FOLDER as evidence.

In order to set yourself targets with regard to your ICT development we ask you to complete an initial audit of your skills (see below) which is designed to help you identify your current level of knowledge and to provide a means of recording your priorities & progress in your use of ICT during the PGCE(M) course. A series of tasks have also been provided for you to complete, to consolidate both your personal ICT skills and your effectiveness of incorporating ICT into your lessons in order to enhance teaching and learning. The tasks should be addressed as you work on ICT at UEA and whilst on school placements.

**INFORMATION COMMUNICATION (ICT) IN MODERN FOREIGN LANGUAGES**

ICT can be a very useful tool in the enhancement of teaching and learning to complement the ‘doing’, and has the potential to make a significant contribution at every stage of MFL teaching and learning. ICT is used to improve pupils' skills, knowledge and understanding and improve the teaching and learning process. ICT is also used in the management and administration of the department, and for the preparation of materials for teaching.

Key Principles: A decision should be made as to whether ICT is appropriate, i.e. does it support good practice in teaching the subject? The use of ICT must be directly related to the teaching & learning objectives. It should allow the teacher and/or the pupils to achieve something more effectively or efficiently, or that could not be achieved without its use.

ICT encourages new approaches to tasks and problems. The whole process of implementation and evaluation is speeded up as ICT allows changes to be made quickly and easily. The nature of tasks using ICT facilitates collaborative working and broadens learning styles with the pupil taking on a more active and independent role. ICT also encourages a shift towards a higher level of linguistic and cultural competence, through more effective progression through the different skills, and improving subject attainment, with greater scope for authenticity, creativity and enjoyment.

The following information demonstrates the incorporation of ICT within MFL, and its contribution to the teaching & learning process.

**Management & Administration:**
✓ Creating & modifying schemes & units of work & lesson plans so they are used as ‘live’ working documents.
✓ For the departmental handbook, action plans, policy statements, operating procedures & risk assessments.
✓ To communicate quickly with other schools & organisations by e-mail/fax, ideal for arranging & confirming fixtures.
✓ For general administration and management tasks.
✓ To produce quality teaching materials, that can be easily updated & adapted to suit individual needs, i.e. worksheets, task cards, homework, and publicity material.
✓ To compile a database of pupils’ individual records, internal assessments, attainment target level descriptions, awards & extra curricular achievements throughout their school career.
✓ Use of the database for the production of pupils’ reports, recording & assessment sheets.
✓ Use of spreadsheets for administration i.e. resource inventory, attendance registers, records and results.

**Enhancing Teaching & Learning:**

✓ Use of the Internet helps to keep abreast of developments in MFL, & governing bodies, and education issues in general.
✓ Use of the Internet ensures the most up to date and current information for exam teaching.
✓ Use of subject specific & interactive CD Roms & the Internet, for pupils to enhance their knowledge & understanding of MFL.
✓ Use of a video/digital camera offers pupils instant feedback of their performance from which they can evaluate, modify & improve their language and other key skills.
✓ Use of ICT for support and extension work for specific pupils.
What is your ICT quotient?

This ICT quotient is not intended to provide a detailed picture of your skills and knowledge in ICT but it will provide one measure of your progression during the PGCE course.

Each question is intended to identify whether you:
- have no capability (score 0)
- are at the acquisition stage (score 2)
- have gained basic competence (score 4)
- are proficient (score 6)
- are an expert (score 8)

1. **Using a computer**
   - I don’t know how to use a computer. 0
   - I can use a computer with help. 2
   - I can use a computer for a limited range of tasks. 4
   - I am confident using a computer for a range of tasks. 6
   - I feel confident that I would be able to use a computer for any applicable task. 8

2. **Level of technical capability (coping with routine maintenance)**
   - No ability. 0
   - Very basic- can sort simple problems but often get stuck. 2
   - Know how to look for problems such as checking for loose connections. 4
   - Quite confident; I know how to do most things like connecting external devices. 6
   - I am usually able to cope with problems and if not I am sure it is a serious fault. 8

3. **File management (saving and finding your files on the computer)**
   - Don’t know what this is. 0
   - Can save files but often have trouble finding them again. 2
   - I can usually save and retrieve my files with little difficulty. 4
   - I am confident in creating, renaming and moving files and folders. 6
   - I understand the idea of a file path name. 8

4. **Word processing and desktop publishing**
   - I have never used this type of software. 0
   - I can do basic word processing (moving and adjusting text, saving and printing etc.) 2
   - I can produce a simple document containing text and pictures etc. 4
   - I feel confident that I can produce well-designed pages. 6
   - I can produce an effective worksheet to support my teaching. 8
### 5. Scanner
- I have never used one. 0
- I can use one with help 2
- I can use a scanner competently. 4
- I know how to scan text documents so I can edit them in a word processor. 6
- I can confidently change the settings on the scanner and know what effect they will have on the final image. 8

### 6. Spreadsheets
- I know what they are but don’t know how to use a spreadsheet application. 0
- I know how to use a spreadsheet application. 2
- I can set up a new spreadsheet and insert formulae. 4
- I can confidently use a spreadsheet to display data in charts and graphs. 6
- I am able to create a spreadsheet that I can use with pupils 8

### 7. PowerPoint presentation
- I know what they are but haven’t yet created a presentation. 0
- I can create a simple presentation containing text. 2
- I can produce a presentation integrating text and images. 4
- I can incorporate simple animations and links to other files into my slides. 6
- I can produce stimulating presentations. 8

### 8. The Internet
- I have never used it. 0
- I have used a search engine e.g. Google 2
- I can usually find information and resources on the Internet 4
- I know how to use the advanced searching facilities e.g. in Google 6
- I have created my own website. 8

### 9. Virtual Learning Environment (VLE) e.g. Blackboard
- I have never used one. 0
- I know how to log-on and find resources. 2
- I know how to read and send messages via the discussion area. 4
- I can upload files from the VLE and add resources to it. 6
- I have taken part on an on-line discussion on some aspect of the PGCE course. 8

### 10. Digital Camera
- I have never used one. 0
- I can take pictures but am not able to transfer them to the computer. 2
- I can use a camera and transfer pictures if the software has been set up for me. 4
- I can connect the cable and install to software. 6
- I know how to edit images on the computer. 8
11. Digital Video Camera Recorder
Never used one. 0
I can film images but am not able to transfer them to the computer. 2
I can use a camera and transfer pictures if the software has been set up for me. 4
I can connect the cable and install to software. 6
I know how to edit images on the computer. 8

12. Interactive White Board
Never used one. 0
I have written on an IWB. 2
I can change the set-up e.g. text colour, line width, etc. 4
I can confidently use the IWB with a range of applications 6
I can confidently use the IWB in the classroom. 8

13. ICT based resources (images, video, animations, applets, etc)
Never used a computer to collect any type of resource. 0
I have saved an image collected from the Internet. 2
I have used a simulation downloaded from the Internet. 4
I can use basic functions on video editing software 6
I can confidently integrate video clips and computer applets into my teaching. 8

14. Voting software
Never used it. 0
I have used a handset to answer on-screen questions. 2
I have set up a simple presentation involving on-screen questions. 4
I have used voting software in my teaching 6
I can confidently integrate the use of stimulating voting software into my lessons. 8

Max 112

<table>
<thead>
<tr>
<th>First audit</th>
<th>Second audit</th>
<th>Third audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: -</td>
<td>Date: -</td>
<td>Date: -</td>
</tr>
<tr>
<td>Score: -</td>
<td>Score: -</td>
<td>Score: -</td>
</tr>
</tbody>
</table>
# ICT Modern Foreign Languages Profile of experiences

During the course of the year record details on this tracking sheet as you engage in a range of experiences and opportunities that involve the use of ICT as part of learning & teaching in MFL

**THIS AUDIT SHOULD BE KEPT IN YOUR PLACEMENT TEACHING FOLDER**

<table>
<thead>
<tr>
<th>The use of ICT to enhance learning &amp; teaching within a Physical Education context</th>
<th>Example: class details &amp; date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct searches on CDs/DVDs, internet sites (using search engines) and databases. Use appropriate CD Rom and web sites for preparation of lessons and use in GCSE / A level MFL.</td>
<td></td>
</tr>
<tr>
<td>Design and use power point presentations for MFL lessons.</td>
<td></td>
</tr>
<tr>
<td>Make use of ICT to create materials that can quickly be updated or adapted e.g. the use of word-processing to create task cards that can be adapted for all abilities.</td>
<td></td>
</tr>
<tr>
<td>Create assessment opportunities using ICT e.g. the use of video to record class activities for evaluation.</td>
<td></td>
</tr>
<tr>
<td>Create and print out a database of pupil information for your own records e.g. assessment information, SEN information, IEPs etc.</td>
<td></td>
</tr>
<tr>
<td>Use data logging and be able to analyse and interpret the data to inform assessment.</td>
<td></td>
</tr>
<tr>
<td>Use instant feedback sources e.g. digital cameras to facilitate pupil self and peer assessment, e.g. in pair/group work, speaking the TL.</td>
<td></td>
</tr>
<tr>
<td>Make use of video analysis software</td>
<td></td>
</tr>
<tr>
<td>Use ICT to improve administrative burdens e.g. letter writing, monitoring, recording and reporting, exchanging information e.g. email etc.</td>
<td></td>
</tr>
<tr>
<td>Use visual resources to reinforce teaching &amp; learning points, e.g. model exemplars of linguistic performance.</td>
<td></td>
</tr>
<tr>
<td>Any other ICT resources or opportunities during placements ……</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td>---</td>
</tr>
</tbody>
</table>

**Placement A .................................**

Personal evaluation & reflection of ICT resources available during Placement A and the quality of engagement with such resources to enhance learning & teaching in lessons:

**Placement B .................................**

Personal evaluation & reflection of ICT resources available during Placement B and the quality of engagement with such resources to enhance learning & teaching in lessons:
PROVISIONAL SCHOOL BASED TASKS FOR INTERIM PLACEMENT A
(SUBJECT TO SOME VARIATION)

AUDITS and CV
- Discuss your Subject Knowledge Audit, ICT audit and CV with your mentor.
- Talk to your mentor about the timetable s/he is drawing up for you for this first block placement.

**OUTCOME:** You will have a draft timetable and have begun to plan how to improve and monitor development in your subject knowledge. You will have agreed dates by which your mentor will review your Subject Knowledge and ICT progress.

COURSE BOOKS
- Discuss a topic to teach so you can start planning at UEA. Bring a text book to sessions or copies of relevant pages.
- Find out which Coursebooks your placement school uses for different year groups. What are your initial impressions of them? What do the teachers say about the books?

**OUTCOMES:** You will have a list of text books and materials. You will have gathered ideas about their strengths and weaknesses. You will have begun to think about where you might need to supplement text books with your own materials. Your mentor will have started to give you details of the topics you will be teaching. Your planning will become increasingly imaginative.

EQUIPMENT
- Find out if you will have access to an OHP/IWB during your placement. Look out for different ways in which you see them being used in language lessons you observe.

**OUTCOMES:** You will know about the availability of OHPs in the language rooms. You will have made a list of activities for use with the OHP.

RESOURCES
- Find out about the other resources/materials that will be available to you on first placement.

**OUTCOMES:** You will have begun to familiarise yourself with what is available for the teaching and learning of MFLs in your placement school.

LESSON STRUCTURE - OBSERVATION
- Look for different ways in which language teachers begin and end their lessons. Pay attention to starters, plenaries and objective setting. How do they set the context for pupils? What strategies do teachers use to help pupils to understand instructions and explanations in target language? How and when do they move from presentation to practice of new language?

**OUTCOMES:** You will have made a list of possible ways to begin lessons, end and set contexts for lessons. You will have listed strategies for helping pupils understand instructions and explanations in the TL. You will have noted what MFL teachers are looking for in their pupils before moving them on to practice language being taught.
TARGET LANGUAGE

- Talk to the teachers about the factors which influence their practice with regard to teaching in target language. Who does most of the talking in the lessons you observe? Choose one pupil and observe her/him throughout the lesson. How many minutes does she/he speak in target language? What are the strategies that teachers use to encourage pupils to use the target language? Which of the four language skills do you observe most frequently in lessons? Note down examples that you observe of authentic communication i.e. language spoken inside the classroom that reflects language that pupils might encounter outside the classroom.

OUTCOMES: You will have begun to explore the possibilities of maintaining MFL lessons in the target language and to anticipate areas of difficulty for both pupils and teachers in doing so. You will have begun to explore the factors contributing to maintaining authentic communication. You will be able to identify clear linguistic and communicative objectives when planning lessons. You will be planning target language to be used with specific topics for the groups you are teaching. You will be recording phrases used by teachers you observe.

GAMES AND ACTIVITIES

- Observe and find out about the games and activities used to promote learning in MFL. What purpose do they have? How are they managed?

OUTCOMES: You will have begun to make a list of learning games and activities and to have thought about how to organise and manage them.

LESSON CONTENT

- What content is included in lessons? Which topics are taught? To what extent does the Every Child Matters Agenda included in lessons? What scope is there for this in MFL teaching and learning?

OUTCOMES: You will begin to note the language and structures to be taught across the key stages. Your understanding of topics taught across the key stages and their relation to the ECM agenda will broaden.

LANGUAGE TEACHING METHODOLOGY

- Ask for a copy of the department’s policy document on language teaching methodology and grammar teaching. Explore how writing is taught in schools. When do children write in the classroom? What do they write? Do they write at home? Are all tasks communicative?

OUTCOMES: You will have begun to appreciate a range of tasks that teachers use to help pupils develop writing skills. Bring some examples of writing tasks to seminars.

PREPARATION FOR PLANNING

- Try to use the time in school to continue with your long-term lesson-planning for block placement. Ask your mentor’s advice and that of other colleagues in the department whose classes you will be teaching.

OUTCOMES: You will have a clear idea of the classes you are teaching and have long term lesson plans for them by the end of the week. These should be developed with the help of your mentor and the class teachers.

BEHAVIOUR MANAGEMENT

- Find out about the discipline policy/rewards and sanctions in your school and in your department. Is there a system of rewards? How can you get off to a positive start in your lessons and reinforce good behaviour as well as responding to bad? Talk to your mentor about this. Are you sure you know how many different sanctions you can draw on for differing levels of misbehaviour? Is there a system of detentions? Do teachers ask pupils to leave the room for poor behaviour and if so, where do the pupils go? Find out where your mentor will be when you are teaching so that you can find her/him easily if need be.

OUTCOMES: You will have a clear understanding of the rewards and discipline policies in the school. You will have discussed with your mentor the relationship between rewards and sanctions and pupils’ engagement in learning.
MFL DEPARTMENT LITERACY AND NUMERACY POLICIES

- Ask for a copy of the MFL department’s literacy and numeracy policies and bring to seminars and try to observe teaching related to these areas of possible

OUTCOMES: You will begin to consider how the department teaches and the possibilities for language learning. You will begin to have a wider understanding of cross curricular approaches to learning MFL.

GRAMMAR TEACHING

- Discuss your department’s policy on teaching grammar. Do they use grammatical terminology with pupils? How much explicit discussion of language structure do you see in the lessons you observe? Find out what the factors are which influence teachers’ practice? Focus you lesson observations on the grammar taught in lesson and discuss with the department

OUTCOMES: You will have read the departmental policy on grammar teaching, begun to understand the approach of the MFL department to teaching grammar and to reflect on the factors influencing their approaches. You will have begun to reflect on and plan how to support grammar teaching to ensure effective language learning with the classes you will be teaching.

SEN

- Talk to the Special Needs co-ordinator and teachers about their experiences of supporting pupils in language lessons. Try to identify key areas in which pupils need support. If they have resources to support pupils in language lessons, ask to look at them. Find out if you will have any SEN pupils in your teaching groups. Talk to language teachers in your school about strategies they use to meet the different needs of pupils in their classes and personalised assessment procedures. Ask about ICT facilities in your department to support pupils across a wide range of learning needs.

OUTCOMES: You will have made a list of available materials and resources for pupils with SEN (including the more able) and have discussed the implications of supporting pupils of differing abilities the groups you will be teaching. You will have discussed possible ways of assessing those with SEN and how best to meet the learning needs of all individuals in mixed ability groups. Your initial planning for classes to be taught will reflect this.

HOMEWORK POLICY

- Ask your mentor about the department’s homework timetable, marking policy and recording and reporting procedures.

Have a look at some of the pupils’ exercise books or files and consider comments made by teachers marking their work. Are pupils given a grade or a mark out of ten or twenty? Do they write in English or in target language? Do the pupils respond in writing to the comments of the teacher? Are tasks set to follow up on corrections or suggestions made? Are pupils given time in lessons for their corrections? Have a look at some mark books, records of achievement in MFL and discuss their role in target-setting for pupils with your mentor. Ask for a copy of department’ marking policy.

OUTCOMES: You will have a clear idea of the homework and marking policies at the school and be in a positon to integrate this into your planning in a challenging manner. You will have begun to understand the importance of appropriate feedback to pupils and your role in ensuring that correct versions of work are located in pupils’ books. You will have begun to consider approaches to target setting and the evidence base required to do so accurately.
Subject to discussion: not all departments will have policies for each of these areas

<table>
<thead>
<tr>
<th>DOCUMENTS TO COLLECT IN SCHOOL</th>
<th>Date received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Marking Policy</td>
<td></td>
</tr>
<tr>
<td>(Assessment without levels?)</td>
<td></td>
</tr>
<tr>
<td>Target Language Policy</td>
<td></td>
</tr>
<tr>
<td>Schemes of Work for the classes you will be teaching</td>
<td></td>
</tr>
<tr>
<td>Behaviour, Rewards and Sanctions Policies</td>
<td></td>
</tr>
<tr>
<td>D-SEN Policy</td>
<td></td>
</tr>
<tr>
<td>Pupil premium policy?</td>
<td></td>
</tr>
<tr>
<td>Homework Policy</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning policy?</td>
<td></td>
</tr>
<tr>
<td>Department’s Literacy and Numeracy policies</td>
<td></td>
</tr>
<tr>
<td>Your timetable – submit to LK using the UEA format, including school contact information</td>
<td></td>
</tr>
</tbody>
</table>
School-Based Tasks during Interim Placement B

You will be on interim placement for 3 of the taught session weeks prior to block placement B. Your mentor will have a great deal of information for you and you will have much to find out about the school. Below you will find a list of school based tasks with questions to guide your discussions with teachers and mentors. There is also a table which lists the documentation you should collect. You should bring these to relevant MFL sessions. They will help you get to know the schools, its policies and will also help you plan lessons and schemes of work for the classes you will be teaching.

- Ask your colleagues in the MFL department about opportunities they have for teaching pupils about the cultural contexts of the languages the pupils are learning. Take time to explore videos which set a broad context for language learning. Ask colleagues how the teaching and learning of citizenship is incorporated in MFL lessons.
  Ask colleagues about poems, short stories or plays or other extended reading texts that they use with pupils in MFL lessons. Ask about the different ways in which they use these with pupils of different ages and abilities. Find out about the EAL, gender and inclusion policies in your school. Find out what strategies are used in MFL lessons to ensure all pupils fulfil their potential

  OUTCOMES: You will have gathered information about cultural aspects covered in MFL lessons and have explored videos which set contexts for learning. You will have a list of activities for incorporating poems, stories, plays and novels into MFL lessons across the age and ability range and be able to promote learning through these media. You will have begun to appreciate what EAL needs there are at the schools and what the schools offers to help pupils reach their potential.

- How do teachers work with LSAs and FLAs? Ask your mentor and class teachers how they use them in lessons and what support they offer pupils.

  OUTCOMES: You will have listed strategies about how to make effective use of LSA/FLAs placement

- Look at a selection of GCSE and ‘A’ level papers. Look at the specifications – topics in particular and decide which areas of language you might need to develop to teach them in preparation for UEA sessions.

  OUTCOMES: By the end of the week you will understand the need to support all pupils and possible approaches to doing so. You will have identified areas of subject knowledge for improvement for ‘A’ level teaching.

- Discuss target setting for pupils with your mentor. Find out what data the department uses to make judgements about pupils? How do they use this information to set targets for pupils? Is this process negotiated with pupils? How is the process reviewed and at what intervals?
  Are teachers involved with Asset Languages?
  Consider the use of IEPs. What is your responsibility as a teacher?
  Find out more about the teaching you will do and whether there are SOWs to guide your planning
  Find out about the trips/exchanges/visits that your school organises. How are they planned? Will you be able to participate any?
  Look at and evaluate available DVDs/videos which are available in the MFL department.
  Consider any CD-ROMs that the department has.

  OUTCOMES: You will understand how to set targets for pupils to achieve over a period of time. You will have analysed and be able to use data to set appropriate targets for pupils in MFL. You will understand the importance of making realistic demands of pupils. You will feel more secure about planning a series of lessons which include assessment opportunities for pupils to achieve targets set. You will have learned more about the trips run at your school and found out if you can participate in one
SCHOOL BASED TASKS FOR SERIAL VISITS (B)

You will be on serial visits for 3 of the taught session weeks prior to block placement B. Your mentor will have a great deal of information for you and you will have much to find out about the school. Below you will find a list of school based tasks with questions to guide your discussions with teachers and mentors. There is also a table which lists the documentation you should collect. You should bring these to relevant MFL sessions. They will help you get to know the schools, its policies and will also help you plan lessons and schemes of work for the classes you will be teaching.

- Ask your colleagues in the MFL department about opportunities they have for teaching pupils about the cultural contexts of the languages the pupils are learning. Take time to explore videos which set a broad context for language learning. Ask colleagues how the teaching and learning of citizenship is incorporated in MFL lessons. Ask colleagues about poems, short stories or plays or other extended reading texts that they use with pupils in MFL lessons. Ask about the different ways in which they use these with pupils of different ages and abilities. Find out about the EAL, gender and inclusion policies in your school. Find out what strategies are used in MFL lessons to ensure all pupils fulfil their potential.

OUTCOMES: You will have gathered information about cultural aspects covered in MFL lessons and have explored videos which set contexts for learning. You will have a list of activities for incorporating poems, stories, plays and novels into MFL lessons across the age and ability range and be able to promote learning through these media. You will have begun to appreciate what EAL needs there are at the schools and what the schools offers to help pupils reach their potential.

- How do teachers work with LSAs and FLAs? Ask your mentor and class teachers how they use them in lessons and what support they offer pupils.

OUTCOMES: You will have listed strategies about how to make effective use of LSA/FLAs placement

- Look at a selection of GCSE and ‘A’ level papers. Look at the specifications – topics in particular and decide which areas of language you might need to develop to teach them in preparation for UEA sessions.

OUTCOMES: By the end of the week you will understand the need to support all pupils and possible approaches to doing so. You will have identified areas of subject knowledge for improvement for ‘A’ level teaching.

- Discuss target setting for pupils with your mentor. Find out what data the department uses to make judgements about pupils? How do they use this information to set targets for pupils? Is this process negotiated with pupils? How is the process reviewed and at what intervals? Are teachers involved with Asset Languages? Consider the use of IEPs. What is your responsibility as a teacher? Find out more about the teaching you will do and whether there are SOWs to guide your planning.
Find out about the trips/exchanges/visits that your school organises. How are they planned? Will you be able to participate any? Look at and evaluate available DVDs/videos which are available in the MFL department. Consider any CD-ROMs that the department has.

**OUTCOMES:** You will understand how to set targets for pupils to achieve over a period of time. You will have analysed and be able to use data to set appropriate targets for pupils in MFL. You will understand the importance of making realistic demands of pupils. You will feel more secure about planning a series of lessons which include assessment opportunities for pupils to achieve targets set. You will have learned more about the trips run at your school and found out if you can participate in one.

<table>
<thead>
<tr>
<th>DOCUMENTS TO COLLECT IN SCHOOL</th>
<th>Date received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Marking Policy</td>
<td></td>
</tr>
<tr>
<td>(Assessment without levels?)</td>
<td></td>
</tr>
<tr>
<td>Target Language Policy</td>
<td></td>
</tr>
<tr>
<td>Schemes of Work for the classes you will be teaching</td>
<td></td>
</tr>
<tr>
<td>Behaviour, Rewards and Sanctions Policies</td>
<td></td>
</tr>
<tr>
<td>D-SEN Policy</td>
<td></td>
</tr>
<tr>
<td>Pupil premium policy?</td>
<td></td>
</tr>
<tr>
<td>Homework Policy</td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning policy?</td>
<td></td>
</tr>
<tr>
<td>Department’s Literacy and Numeracy policies</td>
<td></td>
</tr>
<tr>
<td>Your timetable – submit to LK using the UEA format, including school contact information</td>
<td></td>
</tr>
</tbody>
</table>
**Every Child Matters. MFL Class Cover Sheet.**
*(Who am I teaching today? Use of Pupil data and their individual needs)*

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Individual Needs (include pupil data, personal ‘intelligence’ strengths, barriers to learning &amp; preferred approaches to learning)</th>
<th>Support Available (and how used to overcome particular barriers to learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLASS:</td>
<td>LANGUAGE:</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>D A T E</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1 LINGUISTIC COMPETENCE
1a
1b

1.2 KNOWLEDGE ABOUT LANGUAGE
1.2a
1.2b

1.3 CREATIVITY
1.3a
1.3b

1.4 INTERCULTURAL UNDERSTANDING
1.4a
1.4b

2.1 DEVELOPING LANGUAGE LEARNING STRATEGIES
2.1a
2.1b
2.1c
2.1d
2.1e

2.2 DEVELOPING LANGUAGE LEARNING SKILLS
2.2a
2.2b
2.2c
2.2d
2.2e
2.2f
2.2g
2.2h
2.2i
2.2j
2.2k

3 RANGE AND CONTENT
3a
3b
3c
3d
3e
3f

4 CURRICULUM OPPORTUNITIES
4a
4b
4c
4d
4e
4f
4g
The programme of study for MFL (Alternative Format)

Key concepts

1.1 Linguistic competence
a. Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
b. Applying linguistic knowledge and skills to understand and communicate effectively.

1.2 Knowledge about language
a. Understanding how a language works and how to manipulate it.
b. Recognising that languages differ but may share common grammatical, syntactical or lexical features.

1.3 Creativity
a. Using familiar language for new purposes and in new contexts.
b. Using imagination to express thoughts, ideas, experiences and feelings.

1.4 Intercultural understanding
a. Appreciating the richness and diversity of other cultures.
b. Recognising that there are different ways of seeing the world, and developing an international outlook.

Key processes

2.1 Developing language-learning strategies
Pupils should be able to:
   a. identify patterns in the target language
   b. develop techniques for memorising words, phrases and spellings
   c. use their knowledge of English or another language when learning the target language
   d. use previous knowledge, context and other clues to work out the meaning of what they hear or read
   e. use reference materials such as dictionaries appropriately and effectively.

2.2 Developing language skills
Pupils should be able to:
   a. listen for gist or detail
   b. skim and scan written texts for the main points or details
   c. respond appropriately to spoken and written language
   d. use correct pronunciation and intonation
   e. ask and answer questions
   f. initiate and sustain conversations
   g. write clearly and coherently, including an appropriate level of detail
   h. redraft their writing to improve accuracy and quality
   i. reuse language that they have heard or read in their own speaking and writing
   j. adapt language they already know in new contexts for different purposes
   k. deal with unfamiliar language, unexpected responses and unpredictable situations.

3 Range and content
The study of languages should include:
   a. the spoken and written forms of the target language
   b. the interrelationship between sounds and writing in the target language
   c. the grammar of the target language and how to apply it
   d. a range of vocabulary and structures
   e. learning about different countries and cultures
   f. comparing pupils’ own experiences and perspectives with those of people in countries and communities where the target language is spoken.

4 Curriculum opportunities
The curriculum should provide opportunities for pupils to:
   a. hear, speak, read and write in the target language regularly and frequently within the classroom and beyond
b. communicate in the target language individually, in pairs, in groups and with speakers of the target language, including native speakers where possible, for a variety of purposes

c. use an increasing range of more complex language

d. make links with English at word, sentence and text level

e. use a range of resources, including ICT, for accessing and communicating information in the target language

f. listen to, read or view a range of materials, including authentic materials in the target language, both to support learning and for personal interest and enjoyment

g. use the target language in connection with topics and issues that are engaging and may be related to other areas of the curriculum
Planning & Evaluation: Have I thought about creative opportunities to address the following in motivating ways?

CONTENT

COGNITION

COMMUNICATION

CITIZENSHIP

PREPARATION / MATERIALS / RESOURCES:

ASSESSMENT OPPORTUNITIES:

REFERENCE TO NC (if appropriate):
# UEA PGCE Lesson Plan – Modern Foreign Languages  T4

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Trainee</th>
<th>Date</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class/Set</td>
<td>Start</td>
<td>Finish</td>
<td>Period</td>
</tr>
</tbody>
</table>

| Topic | | |
|---|---|---|---|---|
| B | G | Total | FSM |

<table>
<thead>
<tr>
<th>Trainees Targets/Links to T Standards</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Links with the NC POS for MFL, including range of NC level outcomes: T3</td>
<td></td>
</tr>
<tr>
<td>KS3 Framework skills objective:</td>
<td></td>
</tr>
<tr>
<td>Most relevant Assessment Focus (AF) or GCSE criteria:</td>
<td></td>
</tr>
</tbody>
</table>

## How do I plan to address these? (which, what, who, why, when, how?)

## Context of lesson (Links to previous learning and future learning): Big Picture...

## Learning Objectives: T1/T2

### WALT (What Are we Learning Today?)
What knowledge, skills and understanding (K,S,U) will pupils develop or acquire by the end of the lesson?

**Teacher version:**

**Pupil Speak: in TL?**

## Success Criteria: Outcomes/means of assessing learning T1/T2

### WILF (What am I Looking For)
What outward indications of learning do you want to see? E.g. from written tasks, spoken contributions, R/P performances, survey inquiries, particular responses to listening and reading texts, pair/small group collaborations/reading races, running dictation/collective memory map etc.

**Teacher version:**

**Pupil speak: in TL?**

## Opportunities for spiritual, moral, social and cultural development (SMSC): T1/2
<table>
<thead>
<tr>
<th>Opportunities to develop PLTS, including learning habits: T1/2</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategies to promote effective communication, reading, writing and mathematics across the curriculum: T3</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Names of learners with SEN and types of needs:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategies to help meet Individual needs, including Role of Teaching Assistant: T5 / T8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Names of learners identified as Gifted and Talented:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategies to help meet Individual Needs: T5/T8</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Key vocabulary:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Potential problems and contingency T5/7:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Home Learning Opportunities:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Starter</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Plenary</th>
</tr>
</thead>
</table>

**Activities:** (include differentiation: how will you scaffold and extend learning? How will pupils access support (teacher, TA, LSA, FLA, peers)? Include: AfL: opportunities for pupils to demonstrate learning. How will you know what and how pupils have learnt? Annotate activities with reference to T standards.

<table>
<thead>
<tr>
<th>Phase &amp; Timing</th>
<th>Activities/Purpose/organisation of resources Teaching activity (what I do) and learning activity (what pupils do)</th>
<th>Differentiated Use of the Target Language &amp; planned ‘classroom talk’/opportunities for spontaneity (by teacher and pupils T→P, P→P, P→T) T3/T5</th>
<th>Support Interventions (T2/T5) &amp; Assessment (T2/T6)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>How do I know pupils are making progress? What do I need to do to support progress of individuals and groups? (T2/T5) What do I need to see to know that progress has been made? (T2/6) (Detail monitoring/ intervention activity (T2/T5)</td>
</tr>
<tr>
<td>Evaluation T4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What went well? What needs improvement?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **How did pupils meet Learning Objectives? (skills based and differentiated)** |  | and evidence of learning. AfL opps, mini-plenaries, metacognition)
<table>
<thead>
<tr>
<th><strong>Summary of Observation and Discussion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong> (use of TL, varied questioning, P-P, P-T, T-P, talk/speak):</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong> (accent, pronunciation, fluency, accuracy):</td>
</tr>
<tr>
<td><strong>Content</strong> (motivating, cross-curricular, global citizenship, culture):</td>
</tr>
<tr>
<td><strong>Differentiation</strong> (individual needs; outcome, task, text, resources, learning styles etc):</td>
</tr>
<tr>
<td><strong>Cognition</strong> (thinking skills):</td>
</tr>
<tr>
<td><strong>Assessment</strong> (self, peer, teacher, formative, summative, plenary):</td>
</tr>
</tbody>
</table>

**What would I do differently? How could I improve?**

**Reflections on my set Targets and main target set from this lesson:**
POST LESSON EVALUATION

Were the lesson objectives met? How do I know?

Have I taken into account:
   evaluation of previous lessons? [Please highlight where on your lesson plan]
   feedback on learning from within this lesson?
   feedback from assessed pupil work?

What went well? why?

What did not go well? why?

Reflection: What changes would I make if I did this lesson again?

What are the implications for future lessons?

How am I addressing progression?

How am I addressing individual needs?

How am I developing my Subject Knowledge?
**Summary of Observation and Discussion**

**Communication:** (use of target language, varied questioning, pupil-pupil, pupil-teacher, teacher-pupil, talk/speak)

**Subject knowledge:** (accent, pronunciation, fluency, accuracy)

**Content:** (motivating, cross-curricular, global citizenship, culture)

**Differentiation:** (individual needs; outcome, task, text, resources, learning styles etc)

**Cognition:** (thinking skills)

**Assessment:** (self, peer, teacher, formative, summative, plenary)

---

**Positive elements in this lesson and on-going strengths:**

**Issues for further development (refer to specific T Standards):**

**Targets for the future and strategies to achieve them:**

---

**Comments on Teaching file:**

**Comments on SKE:**
## Relevant Standards for QTS

<table>
<thead>
<tr>
<th>Part 1: Teaching</th>
<th>Level</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Set high expectations which inspire, motivate and challenge pupils</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• establish a safe and stimulating environment for pupils, rooted in mutual respect; set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions; demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>2 Promote good progress and outcomes by pupils</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• be accountable for pupils’ attainment, progress and outcomes; plan teaching to build on pupils’ capabilities and prior knowledge; guide pupils to reflect on the progress they have made and their emerging needs; demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching; encourage pupils to take a responsible and conscientious attitude to their own work and study.</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>3 Demonstrate good subject and curriculum knowledge</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings; demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship; demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject.</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>4 Plan and teach well structured lessons</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• impart knowledge and develop understanding through effective use of lesson time; promote a love of learning and children’s intellectual curiosity; set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired; reflect systematically on the effectiveness of lessons and approaches to teaching; contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>5 Adapt teaching to respond to the strengths and needs of all pupils</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively; have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these; demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development; have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>6 Make accurate and productive use of assessment</strong></td>
<td>I, R, G, O</td>
<td></td>
</tr>
<tr>
<td>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements; make use of formative and summative assessment to secure pupils’ progress; use relevant data to monitor progress, set targets, and plan subsequent lessons; give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</td>
<td>IRGO</td>
<td></td>
</tr>
<tr>
<td><strong>7 Manage behaviour effectively to ensure a good and safe learning</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school; develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; deploy support staff effectively; take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; communicate effectively with parents with regard to pupils’ achievements and well-being.

### Part 2: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position; having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions; showing tolerance of and respect for the rights of others; not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

---

**Teaching Practice Folder:**  
(organisation; teaching strategies; resources; lesson evaluations)

**Skills tests:**

**SKE progress:**
<table>
<thead>
<tr>
<th>Time</th>
<th>Teaching Activity</th>
<th>Learning Activity</th>
<th>AT/POS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td>Eg</td>
<td>Plenary/ Home learning</td>
<td></td>
</tr>
</tbody>
</table>
WEEKLY CLASS EVALUATION

(Use some of these prompts and the Teachers’ Standards criteria to evaluate how your lessons functioned within your short to midterm planning. This is to enable you to view the development of pupils’ learning over a longer time period)

| Number of lessons reviewed: w/b: Class: |

Were the lessons a success over the time period? How do I know?

Were my lesson plans adequate? If I were to teach the lessons again, how would I change them?

Did I achieve my overall learning objectives? What is the evidence that pupil have achieved the learning objectives?

How might I help those who experienced difficulties (Most Able, D-SEN, PP, EAL etc)? Were the tasks sufficiently differentiated? If not, how could I extend them?

Were any parts of the lessons dull/confusing? Why?
Were my TL and English instructions clear?

Were the questioning techniques appropriate? Did all pupils have an opportunity to participate?

What was the overall atmosphere like in this class? Which pupils worked well? Which did not? Why?

Was there any trend towards misbehaviour? How did I deal with it?

Changes to short-mid term plans:
### Observation Schedules for MFL (For Trainee Use When Observing Lessons)

<table>
<thead>
<tr>
<th>AREA AND POSSIBLE FOCI</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WHAT THE TEACHER DOES/SAYS</strong>&lt;br&gt;(General)</td>
<td></td>
</tr>
<tr>
<td>• Use of body language and mime</td>
<td></td>
</tr>
<tr>
<td>• Amount of teacher talk in comparison with pupil talk (TL versus English)</td>
<td></td>
</tr>
<tr>
<td>• Range of TL phrases used</td>
<td></td>
</tr>
<tr>
<td>• Strategies to motivate pupils</td>
<td></td>
</tr>
<tr>
<td>• Management of equipment (teacher and pupils)</td>
<td></td>
</tr>
<tr>
<td>• How did the teacher enthuse and motivate the pupils?</td>
<td></td>
</tr>
<tr>
<td><strong>WHAT THE PUPILS DO</strong></td>
<td></td>
</tr>
<tr>
<td>• Amount of pupil talk in comparison with teacher talk (TL versus English)</td>
<td></td>
</tr>
<tr>
<td>• Amount of productive TL use</td>
<td></td>
</tr>
<tr>
<td>• Amount of receptive language understood</td>
<td></td>
</tr>
<tr>
<td>• Participation in activities:</td>
<td></td>
</tr>
<tr>
<td>• Teacher led activities</td>
<td></td>
</tr>
<tr>
<td>• pair/work</td>
<td></td>
</tr>
<tr>
<td>• group work</td>
<td></td>
</tr>
<tr>
<td>• Type of independent learning (e.g. use of dictionaries/reading for pleasure)</td>
<td></td>
</tr>
<tr>
<td>• Pupil time spent on task</td>
<td></td>
</tr>
<tr>
<td>• Types of off-task behaviour (e.g. talking, inattentive/disruptive)</td>
<td></td>
</tr>
<tr>
<td>• Reasons for off task behaviour</td>
<td></td>
</tr>
<tr>
<td>• Pupil achievement of lesson objectives</td>
<td></td>
</tr>
<tr>
<td>• Evidence of specific learning outcomes</td>
<td></td>
</tr>
<tr>
<td><strong>TARGET LANGUAGE PHRASES</strong></td>
<td></td>
</tr>
<tr>
<td>• Settling phrases</td>
<td></td>
</tr>
<tr>
<td>• Instructions:</td>
<td></td>
</tr>
<tr>
<td>• Language</td>
<td></td>
</tr>
<tr>
<td>• Explanation</td>
<td></td>
</tr>
<tr>
<td>• Gesture/mime</td>
<td></td>
</tr>
<tr>
<td>• Interaction</td>
<td></td>
</tr>
<tr>
<td>• Motivating phrases</td>
<td></td>
</tr>
<tr>
<td>• Change of activity</td>
<td></td>
</tr>
<tr>
<td>• Momentum/pace</td>
<td></td>
</tr>
<tr>
<td>• Reprimanding</td>
<td></td>
</tr>
<tr>
<td>• Instances of social interaction</td>
<td></td>
</tr>
<tr>
<td>• Can you identify the policy for use of English in the classroom?</td>
<td></td>
</tr>
<tr>
<td>TEACHING</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>• How were the learning objectives communicated to the pupils</td>
<td></td>
</tr>
<tr>
<td>(verbal/written/other)?</td>
<td></td>
</tr>
<tr>
<td>• Were the learning outcomes made explicit (verbal/written/other)?</td>
<td></td>
</tr>
<tr>
<td>• Ways of presenting language (medium used)</td>
<td></td>
</tr>
<tr>
<td>• Strategies for teaching linguistic structures</td>
<td></td>
</tr>
<tr>
<td>• How was the IWB (or data projector) if any used?</td>
<td></td>
</tr>
<tr>
<td>• Questioning techniques – types of questions asked</td>
<td></td>
</tr>
<tr>
<td>• What differentiated activities were used?</td>
<td></td>
</tr>
<tr>
<td>• Pace and variety of activities :</td>
<td></td>
</tr>
<tr>
<td>• teacher led activity</td>
<td></td>
</tr>
<tr>
<td>• group/pair work activity</td>
<td></td>
</tr>
<tr>
<td>• individual work</td>
<td></td>
</tr>
<tr>
<td>• overall balance of activities (teacher centred and pupil centred approaches)</td>
<td></td>
</tr>
<tr>
<td>• How does the teacher know when to move on?</td>
<td></td>
</tr>
<tr>
<td>• Was there an LSA in the room?</td>
<td></td>
</tr>
<tr>
<td>• What did she/he do?</td>
<td></td>
</tr>
<tr>
<td>• Were the learning objectives made explicit (verbal/written/other)?</td>
<td></td>
</tr>
<tr>
<td>• Ways of presenting language (medium used)</td>
<td></td>
</tr>
<tr>
<td>• Strategies for teaching linguistic structures</td>
<td></td>
</tr>
<tr>
<td>• How was the IWB (or data projector) if any used?</td>
<td></td>
</tr>
<tr>
<td>• Questioning techniques – types of questions asked</td>
<td></td>
</tr>
<tr>
<td>• What differentiated activities were used?</td>
<td></td>
</tr>
<tr>
<td>• Pace and variety of activities :</td>
<td></td>
</tr>
<tr>
<td>• teacher led activity</td>
<td></td>
</tr>
<tr>
<td>• group/pair work activity</td>
<td></td>
</tr>
<tr>
<td>• individual work</td>
<td></td>
</tr>
<tr>
<td>• overall balance of activities (teacher centred and pupil centred approaches)</td>
<td></td>
</tr>
<tr>
<td>• How does the teacher know when to move on?</td>
<td></td>
</tr>
<tr>
<td>• Was there an LSA in the room?</td>
<td></td>
</tr>
<tr>
<td>• What did she/he do?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What was the starter activity?</td>
<td></td>
</tr>
<tr>
<td>• Revision in relation to previous learning outcomes and the learning objectives for this lesson</td>
<td></td>
</tr>
<tr>
<td>• Identify the areas of the NC POS covered in the lesson and the Framework Objectives</td>
<td></td>
</tr>
<tr>
<td>• Identify the stages of the lesson</td>
<td></td>
</tr>
<tr>
<td>• Identify the aims of each stage of the lesson (e.g.</td>
<td></td>
</tr>
<tr>
<td>presentation/production/reinforcement/passive recognition/active</td>
<td></td>
</tr>
<tr>
<td>recognition/active use/pre-communicative activities or communicative activities)</td>
<td></td>
</tr>
<tr>
<td>• How much time is spent on each stage of the lesson?</td>
<td></td>
</tr>
<tr>
<td>• What opportunities were there for practising the 4 skills?</td>
<td></td>
</tr>
<tr>
<td>• What level of FL are the children using? (Word/text/sentence?)</td>
<td></td>
</tr>
<tr>
<td>• What previously taught/learned linguistic content was recycled?</td>
<td></td>
</tr>
<tr>
<td>• What new content is there? How do you know it’s new?</td>
<td></td>
</tr>
<tr>
<td>• Were pupils given a choice of activities?</td>
<td></td>
</tr>
<tr>
<td>• Assess whether the learning outcomes were achieved by the class</td>
<td></td>
</tr>
<tr>
<td>• What was the evidence of progression in the lesson / series of lessons?</td>
<td></td>
</tr>
</tbody>
</table>
- Strategies used for presenting/practising new language (e.g. mime/ visuals / IWB / ppt/ realia /games/)
- Differentiated activities
- How were questions sequenced to get feedback from pupils?
- What opportunities are there for pair/group activities
- What opportunities were there for developing key skills / thinking skills?
- Was there a plenary? Mini-plenaries?
- Was there an LSA in the room?
- What did she/he do?

ERROR CORRECTION

- What strategies were used to correct pupils' mistakes? (verbal / written / individual / group)
- What types of errors are corrected and at which stage of the lesson?
- Were there opportunities for pupil-pupil correction?
- When were errors corrected?

ASSESSMENT

- Visual monitoring of class (movement around the classroom)
- Intervention whilst monitoring
- Opportunities for feedback
- Strategies used to give feedback to pupils (verbal/written/mime/other)
- Strategies to seek feedback from the pupils?
- Evidence of AfL? Self/Peer assessment and own Target Setting
- Was homework set
- When was the homework set?
- What was the purpose of the homework set?
- What strategies were used to correct pupils’ mistakes? Timing?
- Did the teacher record any marks / note comments in a mark book?
- What criteria did the teacher use to make judgements about pupils’ progress (departmental/ NC level descriptors?)
- Did the teacher evaluate the lesson?
- What evidence did he/she draw on to support claims?
| CLASSROOM/BEHAVIOUR MANAGEMENT  
(Observe use of target language!) |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the children enter and leave in an orderly fashion?</td>
<td></td>
</tr>
<tr>
<td>What settling strategies were used?</td>
<td></td>
</tr>
<tr>
<td>What is the seating arrangement like and why?</td>
<td></td>
</tr>
<tr>
<td>What is the teacher’s relationship with the pupils like?</td>
<td></td>
</tr>
<tr>
<td>What is the relationship between pupils like?</td>
<td></td>
</tr>
<tr>
<td>Were verbal instructions given to the class clear?</td>
<td></td>
</tr>
<tr>
<td>Were written instructions given to the class clear?</td>
<td></td>
</tr>
<tr>
<td>What strategies did the teacher use to maintain control?</td>
<td></td>
</tr>
<tr>
<td>Was there noise in the classroom?</td>
<td></td>
</tr>
<tr>
<td>What type and for what purpose?</td>
<td></td>
</tr>
<tr>
<td>How were learning groups organised?</td>
<td></td>
</tr>
<tr>
<td>How many different activities were incorporated into the lesson?</td>
<td></td>
</tr>
<tr>
<td>How did the teacher ensure equal opportunities for everyone?</td>
<td></td>
</tr>
<tr>
<td>How did the teacher use target language to set up activities and ensure control of the group?</td>
<td></td>
</tr>
<tr>
<td>DISPLAY WORK</td>
<td></td>
</tr>
<tr>
<td>What display work in the TL is there?</td>
<td></td>
</tr>
<tr>
<td>List the types</td>
<td></td>
</tr>
<tr>
<td>Did the teacher refer to it?</td>
<td></td>
</tr>
<tr>
<td>Did the pupils refer to it?</td>
<td></td>
</tr>
<tr>
<td>What other visual were used during the lesson?</td>
<td></td>
</tr>
<tr>
<td>EQUIPMENT</td>
<td></td>
</tr>
<tr>
<td>What equipment is there is the room?</td>
<td></td>
</tr>
<tr>
<td>What was used?</td>
<td></td>
</tr>
<tr>
<td>Where is it positioned?</td>
<td></td>
</tr>
<tr>
<td>Does it function well?</td>
<td></td>
</tr>
<tr>
<td>Did the pupils have any difficulties seeing visual presented?</td>
<td></td>
</tr>
<tr>
<td>Were pupils required to use the equipment?</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL EXPERIENCE TIMETABLE

This format should be used and completed electronically. Please send your Tutor a copy well before placement begins.

NAME: __________________________________________

SUBJECT: __________________________________________

SCHOOL: __________________________________________

KEY: Lessons solo taught = SO; lessons team taught = TT; lessons observed in OB.

WEEK: 1 / 2 (circle if appropriate) and indicate the dates when this T/T operates i.e. weeks beginning:

<table>
<thead>
<tr>
<th>TIME OF LESSON</th>
<th>start</th>
<th>finish</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>MONDAY</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Include:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room; Class (Yr + Set)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Normal teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>WEDNESDAY</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>THURSDAY</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>FRIDAY</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

Registration: start__________ finish__________

Break: start__________ finish__________

Lunch: start__________ finish__________

CHECKLIST : Copies for
1. UEA subject tutor(s); ☐
2. School Mentor; ☐
3. One in my School Experience file ☐
PLEASE COMPLETE ALL SECTIONS CLEARLY

SCHOOL ADDRESS
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

POSTCODE __________________

TEL No. _______________  FAX No. _______________

HEADTEACHER: ______________________________________________________________
(When giving names please include initials or first names.)

LINK TEACHER: ______________________________________________________________

HEAD OF DEPARTMENT: _______________________________________________________

SUBJECT MENTOR: _____________________________________________________________

OTHER TEACHERS IN DEPARTMENT: ______________________________________________

___________________________________________

TRAINEE’S ADDRESS DURING SCHOOL EXPERIENCE
________________________________________________________________________
________________________________________________________________________

EMAIL ADDRESS: ______________________________________________________________

TEL No(s): ________________________________________________________________

SUBJECT TUTOR: ___________________  TEL No: ____________________________

School Dates:- Half Term _______________________
End of Term _______________________
Start of Term _______________________

*Please note any conditions, other holidays, outings, exam periods, INSET days, activities week etc. likely to affect this timetable during the period of your Tutor’s formative observation visits and the external examiners’ visits.
The suggested reading which appears here is listed under topic areas which relate to the MFL seminars. Additional reading for PD is contained in the Blue Trainee Handbook. You are strongly encouraged to read a selection the key texts highlighted by your tutor each week. It is an expectation that all assignments demonstrate wide reading. Specific texts will be suggested each week during taught sessions.

Starting Points – preparing to teach


Language Learning and the Curriculum


DfEE/QCA (1999) The National Curriculum for Modern Foreign Languages

Planning, teaching and learning

Have a good look through the Teachers’ Books which accompany published courses used in schools, they often contain lots of good practical advice. Otherwise, TEFL / ELT books are usually a good source of ideas which can be adapted for the MFL classroom.


Chapter 1 Modern languages teaching: in search of methodology
Chapter 2 ‘What it is to know, what it is to learn’
Chapter 3 Learners’


Chapter 2 ‘The MFL curriculum’, Chapter 3 ‘Planning and Classroom Management’, Chapter 5 ‘Using information and communications technology’


Phipps, W (1999) Pairwork Interaction in the Modern Languages classroom CILT (PF 38)

Satchwell, P (1998) *Keep talking* CILT (Young PF)

University of Manchester Language Centre
http://www.langcent.manchester.ac.uk/resources/online/support-advice/learning-guide/sheets/

**UEA PGCE(M) Planning process resource pack**

**Planning for Progression, The NC, KS4 and 5, Key Skills**


Chapter 5 ‘Using information and communications technology’


**Investigating the Nature of Communication in the MFL Classroom, SEN and Differentiation, Thinking skills**

Ainslie, S (1994) *Mixed ability teaching: meeting learners’ needs* CILT (Netword 3)

Alison, J (1993) *Not bothered? Motivating reluctant language learners in KS4 CILT*


Chambers, G (2001) *Reflections on motivation* CILT (RoP6) (Various Chapters)


Convery, A and Coyle, D (*) *Differentiation and individual learners* (PF 37)

Dean, G (1998) *Challenging the more able language user* David Fulton Publishers

Ch 4 Key Issues in Second Language Acquisition


Freeman, J. (1998) Educating the Very Able (OFSTED)


Halliwell, S (1991) *Yes, but will they behave? Managing the interactive classroom* CILT (PF4)


Holmes, B (*) *Communication reactivated* CILT (PF6)


Jones, B. And Jones, G. (2001) Boys’ Performance in Modern Foreign Languages – Listening to Learners, London, CILT


Widdowson, J. G (1978) *Teaching Language as Communication* OUP

**Classroom Interaction and Use of Target Language**

Crouse, D (2012) Going for 90% plus of the Target Language, The Language Educator


Harris, V. et al. (2001) Something to Say? Promoting Spontaneous Classroom Talk, CILT

Jones, B et al. (2002) You Speak, they Speak: Focus on Target Language Use (Classic Pathfinder 1) CILT


**Giving Pupils Strategies for Success (Assessment Issues)**

Adams, J (1998) On course for GCSE coursework CILT (PF35)

Buckby, M and Corney, K (1991) Getting the best results at GCSE CILT (PF39)

Corney, K (1996) Exam success at KS4 Rugby ALL


Grenfell, M (ed) (1995) Reflections on reading from GCSE to A level CILT


Chapter 6 ‘Assessment’

• OFSTED: Good assessment practice in modern foreign languages. www.ofsted.gov.uk/assets/3214.doc


Page, B (1990) What do you mean it’s wrong? CILT

Parr, H (1997) Assessment and Planning in the MFL Department CILT (PF29)
Thomas, D (1993) *Classroom based assessment in modern languages* Cheltenham ALL
Thorogood, J (1990) *Continuous assessment and recording* CILT (PF13)
Thorogood, and King, L (1991) *Bridging the gap: GCSE to A level* CILT (PF7)

**Motivation**

Clark, A. (1998) Gender on the Agenda: Factors motivating Boys and Girls in MFLs, CILT

Songs for Teaching
http://www.songsforteaching.com/spanishsongs.htm

**Planning for progression (2) (Purposeful teaching and talking – (grammar, planning, writing skills)**


Buckland, D and Short, M * Nightshift Ideas and strategies for homework* CILT (PF20)


**Classroom Management – managing the MFL classroom**


Halliwell, S and Jones, B (1992) *On target. Teaching in the target language* CILT (PF5)

Halliwell, S (1991) *Yes, but will they behave? Managing the interactive classroom* CILT


Rogers, B. (2012) “You know the fair rule”: strategies for making the hard job of discipline in schools easier, *Pearson*

Rogers, B. (2006) Cracking the hard class: strategies for managing the harder than average class, *Sage*

Rogers, B (2011) Classroom Behaviour, *Sage*

Websites and blogs – The B4L site has been resurrected as Behaviour to learn ([www.behaviour2learn.co.uk](http://www.behaviour2learn.co.uk)) and has lots of the B4L resources on it. Tom Bennett’s behaviour blog in the Times Ed – could be a point of discussion each week or at intervals.

**Review of first placement – understanding excellent pedagogy**


**Humanistic approaches to teaching and learning languages**


Harris, V. (1993) *Fair enough Equal opportunities and modern languages* CILT Pathfinder 14


**Practical Ideas for the Languages Classroom**


Jones, B. (1992) Being Creative (Pathfinder 10) CILT


Ur, P. (1981) Discussions that work, CUP

Ur, P. (1984) Teaching Listening Comprehension, CUP


Wright, A. (1989) Pictures for language learning, CUP

**Assessment for Learning**


**Making connections through language: building in challenge for pupils in language lessons (grammar, differentiation, SLA/ LA, GCSE)**


Chambers, G (2001) *Reflections on motivation* CILT (RoP6) (Various Chapters)

Convery, A and Coyle, D (*) *Differentiation and individual learners* (PF 37)

Dean, G (1998) *Challenging the more able language user* David Fulton Publishers


Ch 4 Key Issues in Second Language Acquisition
Halliwell, S (1991) *Yes, but will they behave? Managing the interactive classroom* CILT (PF4)


Holmes, B (*) *Communication reactivated* CILT (PF6)


**Equal Opportunities: understanding some of the challenges in MFL, A level teaching workshop**

Refer to above reading on differentiation and motivation


**More assessment issues in MFL**


Page, B (1990) *What do you mean it’s wrong?* CILT

Parr, H (1997) *Assessment and Planning in the MFL Department* CILT (PF29)

Thomas, D (1993) *Classroom based assessment in modern languages* Cheltenham ALL

Thorogood, J (1990) *Continuous assessment and recording* CILT (PF13)

**Gender issues**


Harris, V. (1995) Scratching the surface - integrating modern languages and the cross-curricular themes in Language Learning Journal 11
**Key skills and thinking skills in MFL lessons, learner strategies**


**A Level teaching**

Have a good look through the Teachers’ Books which accompany published courses used in schools, they often contain lots of good practical advice.


McLachan, A. (2001) Advancing oral skills, CILT


Thorogood, J. & King, L. (1991) Bridging the Gap: GCSE to "A" Level (Pathfinder 7) CILT


**Exam Boards**

OCR www.ocr.org.uk
AQA & SEG www.aqa.org.uk
Edexcel/ London Examinations www.edexcel.org.uk

**Applying for jobs**


UEA PGCE (M) Applying for Jobs Resource Pack
REFERENCES

The following references are divided under the following headings:

**KNOWLEDGE AND UNDERSTANDING ABOUT LANGUAGE TEACHING**
- Communicative Language Teaching - Teaching in Target Language
- Video Packs
- Second Language Learning
- Knowledge about Language
- Skill areas
  - Cross-curricular Dimensions, Cultural Awareness, Language and Culture

**PLANNING, TEACHING AND LEARNING AND CLASS MANAGEMENT**
- Differentiation
- SEN / Gifted and Talented
- Equal Opportunities
- Motivation
- AS/A2 Teaching
- Information and Communications Technology (ICT)
- Gender

**MONITORING and ASSESSMENT**

**USING VIDEO AND FILM**

These are categorizations that intended to support your understanding of the Teachers’ Standards. Most sections also have sub-headings.

Given the scope of some publications, references are not always exclusive to one heading.

This list is intended to guide your reading, research and practice as you progress through the year. It is not an exhaustive list and you should try to keep up to date by reading language teaching journals which contain book reviews and articles on recent research/innovative methodology.

Do not be daunted by this list –a good tip is to start with the most recent publications for the area you are investigating and work backwards.

---

N.B. A more up to date list of References to Journal articles will be shared on a weekly basis in the new Autumn Semester 2013. Updates will be gradually incorporated into the Handbook, via a new References List. In the meantime, please feel free to share any interesting articles you may come across and wish to recommend.
I. KNOWLEDGE AND UNDERSTANDING ABOUT LANGUAGE TEACHING

(mainly historical references)

QCA (2004) Modern Foreign Languages in the Key Stage 4 Curriculum

DfES (2007) The Languages Review


DfEE (1995) Modern Foreign Languages in the National Curriculum

NCC (1990) Curriculum Guidance 3 The Whole Curriculum

Exemplification of standards in Modern Foreign Languages

QCA (1997) Modern Foreign Languages in the National Curriculum
Managing the Programme of Study Part 1: learning and using the target language

QCA (1998) Modern Foreign Languages in the National Curriculum
Managing the Programme of Study Part 2: areas of experience


Nuffield Foundation

Nuffield Languages Inquiry (1998) Where are we Going with Languages? Nuffield Foundation

I(a) Communicative Language Teaching - Teaching in Target Language


Buckby, M (1999) The use of Target Language at GCSE in Language Learning Journal, 19, 4-11


Hartley, L and Spöring, M Teaching Communicatively: Assessing Communicatively in Language Learning Journal, 19, p73-79


**I(b) Video Packs:**

In focus: the languages classroom - learning to communicate CILT

IT in action - information technology in the languages classroom CILT

Opening the door on the modern languages classroom University College of St. Martin, Lancaster with CILT

Steps to Learning ML for pupils with special educational needs CILT / NCET

Switch on to satellite TV CILT

Target Practice Developing pupils’ use of the target language NCC Target Practice

**I(c) Second Language Learning**


**Knowledge about Language**


DfES (2002) *Literacy in Modern Foreign Languages KS3 National Strategy*

Everett, V (2005) ‘You can get the grammar needed for GCSE on to one sheet of a4 … but it takes years to get good at using it’ in Language Learning Journal, 32, 68-73

Gray, C In Defence of the Secondary Teacher? A PGCE(M) Tutor’s Reaction to the Great Grammar Debate in Language Learning Journal 19, 40-45

Harris, V. (1998) *Learner Strategies* CILT Pathfinder

Hawkins, E. *Awareness of language: an introduction* CUP


Hinton, S (2005) ‘Where do I find an exercise for that pesky little A2 grammar point’ in Francophonie, 32, 14 – 16


Neather, T (2003) Getting to grips with grammar, CILT


Philpott, C.J (2004) 'Put the grammar back in.' A personal response to the framework for teaching MFLs: years 7, 8, 9' in Francophonie Spring 2004 No 29 pp 24-25


Wardle, M (2007) ‘Committing longer texts to memory: stars at KS4 and KS 5’ in Francophonie, 34 Summer, 14-16


Skill areas


Erler, L. using rhymes to assess student’s strategies for deciding how written French words should sound’ in Francophonie, 35, Spring 22-29


Cross-curricular Dimensions, Cultural Awareness, Language and Culture


Byram, M (1997) *Face to Face – learning ‘language and culture’ through exchanges and visits*, London, CILT


Byram, M (1989) *Cultural Studies in Foreign Languages Education* Multicultural Matters


Harris, V. (1995) Scratching the surface—integrating modern languages and the cross-curricular themes in Language Learning Journal 11


Jones, B. (1994) Exploring otherness (pathfinder 24), CILT


Morgan, C. (1994) They think differently from us in Language Learning Journal 9


Powell (1986) *Boys, Girls and Languages in School*

Radnor, H. (1994) *Across the curriculum* Cassell


II. PLANNING, TEACHING AND LEARNING AND CLASS MANAGEMENT


Evans, M (1996) Dictionary skills Language Centre Publications


Hurren, C. Departmental planning and schemes of work CILT Pathfinder no 11


Differentiation


Deane, M. (1992) Teaching Modern Languages to pupils with special educational needs? With pleasure! in Language Learning journal 6


Frith, A. and Harris, V. (1990) Group work in the ML classroom in Language Learning Journal 1

Harris, V. (1995) Differentiation - not as easy as it seems Language Learning Journal 12


**SEN / Gifted and Talented**


Booth, T., Potts P. and Swann W. (Eds.) 1987 Preventing difficulties in learning Curricula for all Open University


Steps to Learning ML for pupils with special educational needs CILT / NCET - video


McLachlan, A (2002) Raising the standards – addressing the needs of gifted and talented pupils CILT

QCA (2001) Planning, teaching and assessing the curriculum for pupils with learning difficulties

**Equal Opportunities/Inclusion/EAL**


Harris, V. (1993) Fair enough Equal opportunities and modern languages CILT Pathfinder 14

Holmes, B. (1991) Communication re-activated – teaching pupils with learning difficulties (Pathfinder 6), CILT


**Motivation**


Halliwell, S,(1991) Yes, but will they behave? CILT Pathfinder 4


**AS/A2 Teaching**


Chambers, G. (1991) A level literature in the 90s in Language Learning Journal 3

Chambers, G. (1991) Suggested approaches to A level literature in Language Learning Journal 4

Clark, A. (1993) Bridging the gap: GCSE to A level in Language Learning Journal 8


Wright, M 'Teaching Un sac de billes ' by Joseph Joffo for French A2 coursework Vida Hispánica, 35, 3-11

**Information and Communications Technology (ICT)**


Barley, A. (1990) Making the most of audio CILT


Canterbury Christ Church University College (1998) Talking about Information Communication Technology in Subject Teaching–Secondary. Canterbury Christ Church University College


Coleman, J. (1991) Starting with satellite: a basic guide to using off-air recordings in the language classroom in Language Learning Journal 3


Hagen, S (ed) (1993) Using technology in language learning CTC Trust and CILT

Hewer, S. (1989) Making the most of IT skills CILT


Hill, B. (1991) Making the most of satellites and interactive video CILT


IT in action - information technology in the languages classroom CILT video pack


Lonergan, J. (1990) Making the most of your video camera CILT

McKenna, N and P (2000) Perception and Reality: Bridging the Internet Gap in Language Learning Journal 21, 8-12/24, p24-29?

Purdey, N (2007) Teaching French to the iPod generation: a Belfast case-study’ in Francophnie 36, Spring 20-21

Rendall, H. (1991) Making the most of micro-computers CILT

Switch on to satellite TV CILT video

Tierney, D. and Humphreys, F. Improve your image: the effective use of the OHP CILT Pathfinder 15


Townshend, K(1997) E-mail: using electronic communications in foreign language teaching London CILT.


Blogs & podcasting:
Ewan McIntosh & Joe Dale (search on the internet)
Itscotland.org.uk/cinemaand media/radioandpodcasts

**II(d) Gender**

Barton, A (2006) Getting the Buggers into Languages 2nd Ed Allen and Unwin


Chambers, G (2005) ‘Teaching modern foreign languages in single sex classes in a co-educational context – review of a project in a North Yorkshire comprehensive school' 32, 45-54


**III. MONITORING and ASSESSMENT**


Black, P and Jones, J (2006) Formative Assessment and the learning and teaching of MFL: sharing the language learning road map with learners’ in *Language Learning Journal*, 34, 4-9


Parr, Harmer 91997) *Assessment and Planning in the MFL Department*, Pathfinder, London, CILT


IV. USING VIDEO AND FILM


Hill, B (1989) Making the most of vide London, CILT


GENERAL

Field, K (2000) Issues in Modern Foreign Languages Teaching Routledge Falmer
LANGUAGE TEACHING ASSOCIATIONS

1. **Association for Language Learning (ALL)**
   The Association for Language Learning (ALL) is the major subject association for those involved in teaching all foreign languages at all levels.

   The Association actively promotes through its members the teaching and learning of foreign languages by:
   - providing information and publications
   - organising professional development activities
   - acting as a public voice on behalf of members

   It aims to:
   - encourage an understanding of the importance of languages at all levels in our society
   - promote the development in the United Kingdom education systems of language policies which appropriately reflect the linguistic diversity and the language needs of the country and its population
   - advance public understanding of the nature and process of language learning and the techniques and approaches for successful language teaching.
   - promote improved standards of language teaching

   **You are strongly advised to join ALL as a trainee member as it offers substantial discounts and reductions for conference attendance.**

   **Association for Language Learning**
   150 Railway Terrace
   Rugby
   CV21 3HN, UK
   ☎ 01788 546443
   ☎ 01788 544149
   ✉ info@all-languages.org.uk
   [http://www.all-languages.org.uk](http://www.all-languages.org.uk)

2. **Linguanet- Europa** Offers the opportunity to test and analyse your language skills. Use this to help improve your subject knowledge and plan for improvement.