

Joined-Up!

*Real communication with real meaning:
the renewed framework, the new
national curriculum and the new GCSE*

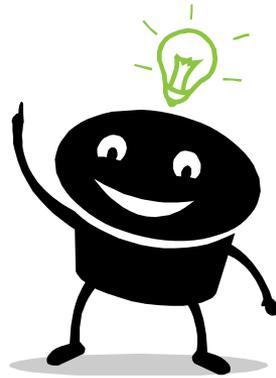
**SSAT Language College
Conference, The Belfry**

Thursday 7 October 2010

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Comberton Village College





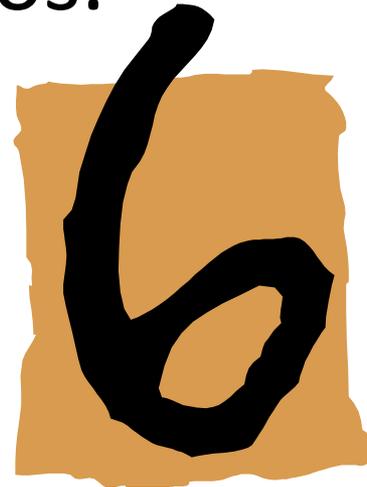
Piensa en un número entre 1 y 10.

Multiplícalo por 9.

Suma los 2 dígitos.

Resta 3.

Y tu número es...



“Across all phases speaking is the least well developed of all the skills. Students’ inability to be able to say what they want to say in a new language has a negative impact on their confidence and enthusiasm.”



1.4 Talking together

Y8 Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges

Y8 Plan and carry out unscripted conversations and discussions, taking into account the views, preferences and ideas of each group member

1.5 Presenting and narrating

Y8 Use some complex language in a prepared but unscripted talk or narrative

Y8 Add authenticity through use of simple idioms

1.3 Creativity

a Using familiar language for new purposes and in new contexts.

b Using imagination to express thoughts, ideas, experiences and feelings.



2.2 Developing language skills

c respond appropriately to spoken and written language

d use correct pronunciation and intonation

e ask and answer questions

f initiate and sustain conversations

k deal with unfamiliar language, unexpected responses and unpredictable situations.

Communicates detailed and relevant information related to chosen visual/topic/stimulus. ***Interacts well. Speaks confidently. Takes initiative*** and develops ***more elaborate responses***. Has little difficulty expressing and explaining ideas and points of view. ***Little hesitation*** and little or no prompting necessary.

Able to deal with ***unpredictable elements with some success***.



What do students think?

Talking to Learn Project

Summary of project activities

- Student questionnaires and analysis
- Development and use of speaking materials in the classroom
- Teacher inter-school observations
- Evaluation of approaches trialled
- Materials shared on wikis

What do you think we mean by unplanned or spontaneous speaking?

289 students from Years 7 – 10 from 5 different secondary schools were asked.



- a) Lack of prior preparation
- b) Absence of written support
- c) The immediacy of the experience
- d) Like a conversation
- e) Not knowing the questions/answers in advance

"Because in real life you don't know what the other person is going to say."

2/3 students asked equate spontaneous speaking with 'real life' activity.

Why do you think unplanned or spontaneous speaking is an important focus in language learning?

Students feel that what they can do without notes/preparation is what they 'truly' know.

They also mention the link between spontaneous speaking and increased confidence.

"To make sure you definitely know it and are able to have conversations without reading off a sheet."

"They would cope really well because they would speak confidently and spontaneously really easily"

2/3 answers are unrealistic and do not mention strategies or attributes of a language learner in unrehearsed speaking situations.

Define a confident language learner - how would he/she cope in an unplanned speaking situation?

- 1) Most other answers stress *fluency* as key
- 2) Fewer mention *accuracy*
- 3) Top set students most likely to mention *accuracy AND fluency* together
- 4) A few mention quality of language, including *range of vocabulary, tense use, opinions, extended answers* - particularly Year 10 learners and 9 top sets
- 5) Rare answers mention attributes of a confident learner mentioned were: risk-taking, not afraid of mistakes, responds readily, good pronunciation
- 6) Very few mentioned these strategies: *listen carefully to pick out key words and understand the question, take time to think, use words and structures they know, ignore mistakes and keep going, use gestures and facial expression to help support meaning*

Speaking targets

- Give detailed information
- Express personal opinions
- Justify points of view
- Use longer sequences of speech
- Use a variety of vocabulary and structures
- Use time references
- Refer to the past
- Refer to the future

Do these speaking targets work for spontaneous talk?

Can learners have these sorts of targets in their heads in an unplanned speaking situation?

If not, what targets or strategies would we give to learners who are trying to hold a 'conversation' in the target language?

- Listen to the question VERY carefully – work to make sense of it
- Buy yourself time with a ‘hesitation’ word
- Think of something you know you can say quickly – e.g. Repeat back a couple of words of the question with raised intonation - ¿Todos los días?
- Use what you know how to say when you put your answer together (not necessarily exactly what you want to say)
- Keep talking for as long as you can – it’s always easy to add in a ‘por ejemplo’ or an opinion
- When you are beginning to run out of flow, ask a question! (¿Y tú?)
- Use other ‘help’ to get your message across well – i.e. expression, emotion – sound like you mean it + facial expressions + body language + gestures

“A confident language learner wouldn't panic, would listen carefully for key words to respond to and take time to think about answer.”

“A confident learner would use the words they do know to turn the conversation to what they are comfortable to speak about - use heavy facial expression and body language.”

“A confident learner would be able to use what they know already to come up with appropriate responses - and maybe even ask new questions.”

Sprachschlange



Findet eine Person, die.....

- 1. nur einen Bruder hat**
- 2. zwei Schwestern hat**
- 3. in Toft wohnt**
- 4. einen Hund und eine Katze hat**
- 5. den Geburtstag im Dezember hat**

1. H ___ d _ G _____ ?

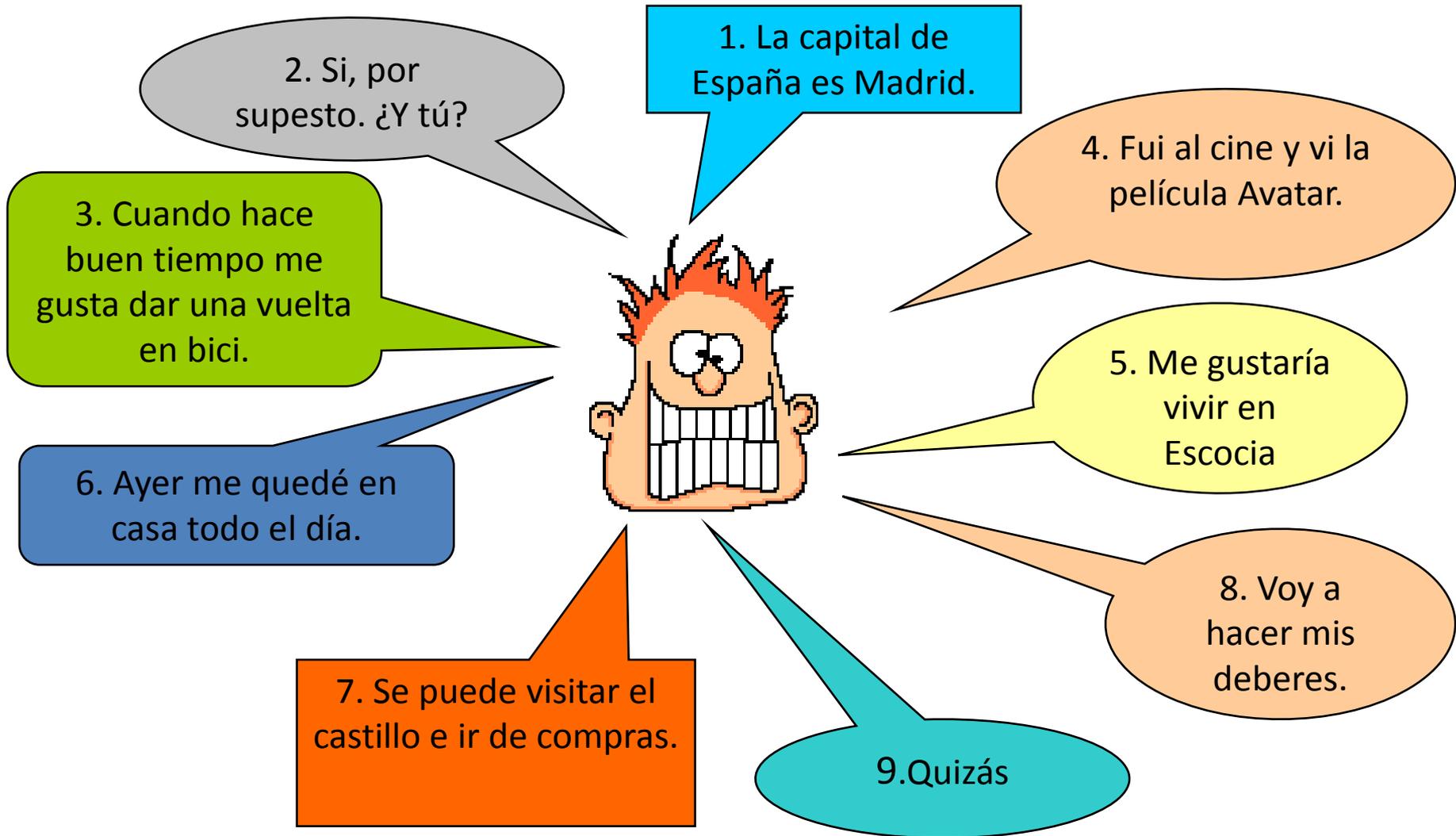
2. H ___ d _ G _____ ?

3. W _ w _____ d _ ?

4. H ___ d _ H _____ ?

5. W ___ h ___ d _ G _____ ?

¿Cuáles son las preguntas?



Comment il s'appelle?

Quel âge a-t-il?

Il est comment?

Qu'est-ce qu'il a comme famille?

Il a des animaux?

Où est-ce qu'il habite?

Qu'est-ce qu'il aime faire?

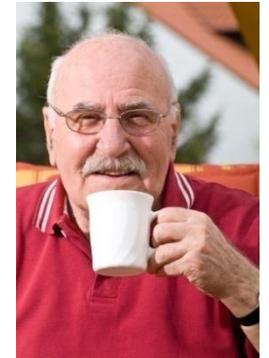
Qu'est-ce qu'il n'aime pas faire?

Qu'est-ce qu'il a regardé hier soir à la télé?

Qu'est-ce qu'il a fait hier?

Qu'est-ce qu'il a à la main?

Il parle avec qui?





1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



11.



12.



13.



14.



15.



16.



17.



18.

Questions Y8 beginners came up with. No help given apart from 'welche(r)' written on board.

Wie findest du Nummer 13?

Magst du Number 17?

Was ist gut für dich?

Was ist gut für mich?!

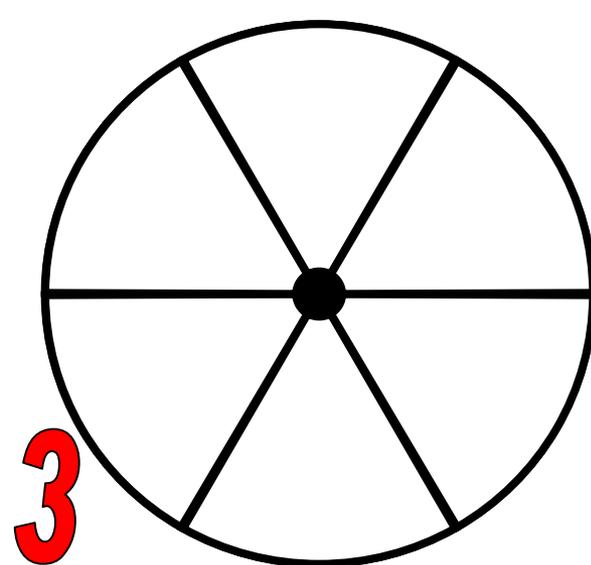
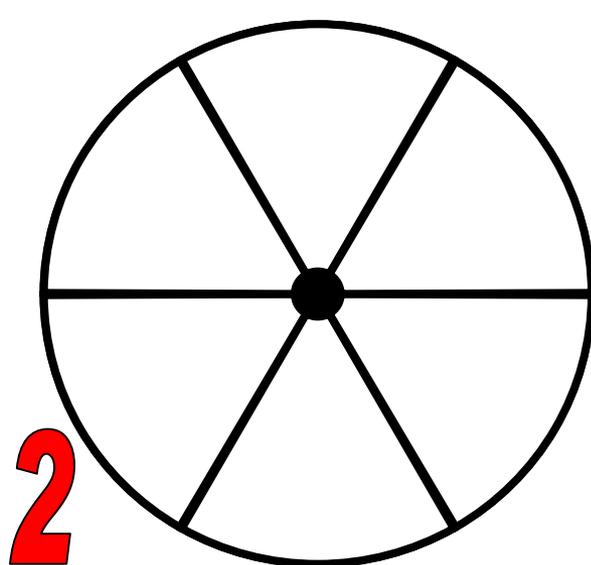
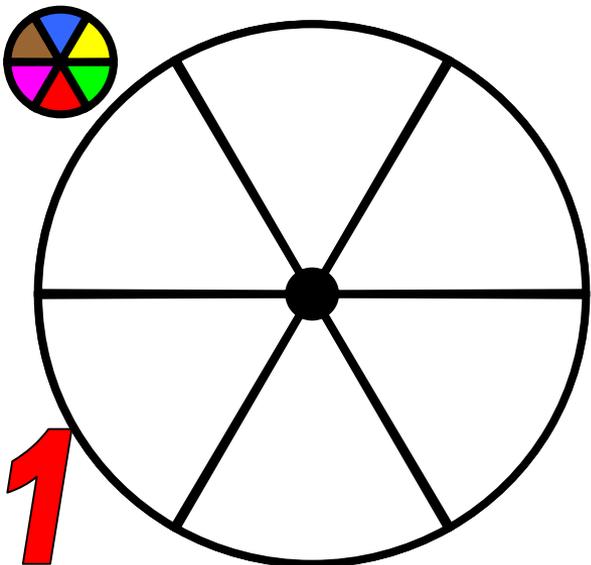
Was findest du modisch?

(Word taught earlier in lesson)

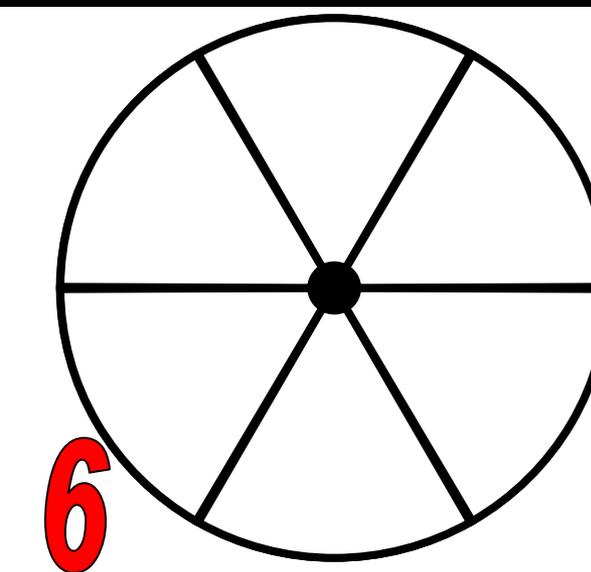
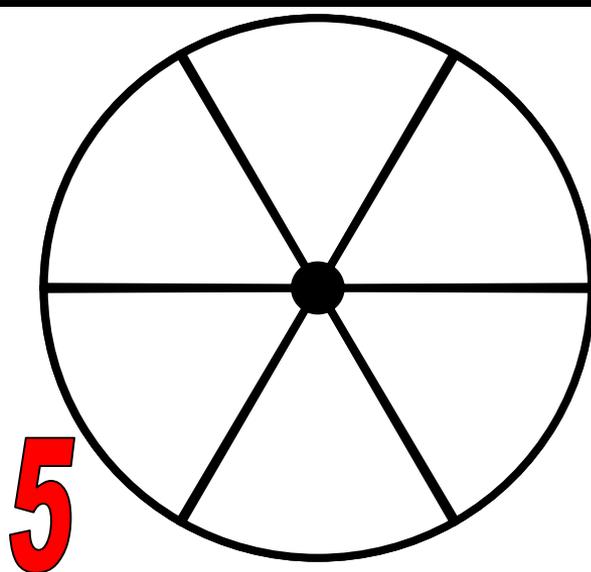
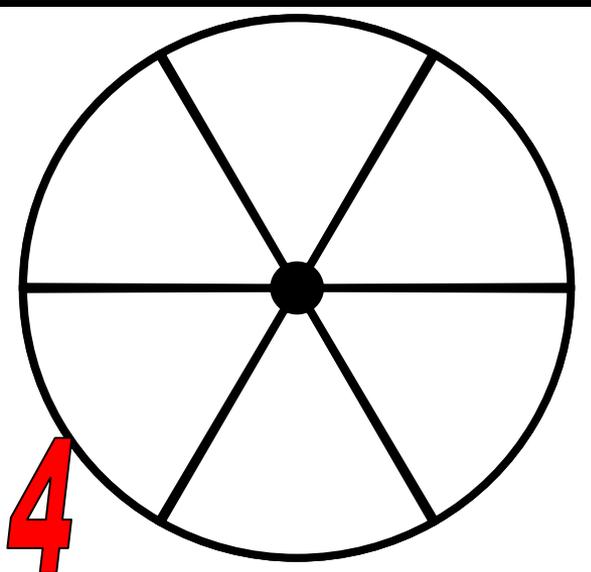
Deine Mutter, sie trägt was?

Was ist aufregend?!

Welche Schuhe magst du?



	Las vacaciones		Mi tiempo libre		Mi música preferida
	Los deportes		El insituto		Mi familia y mis amigos





les films



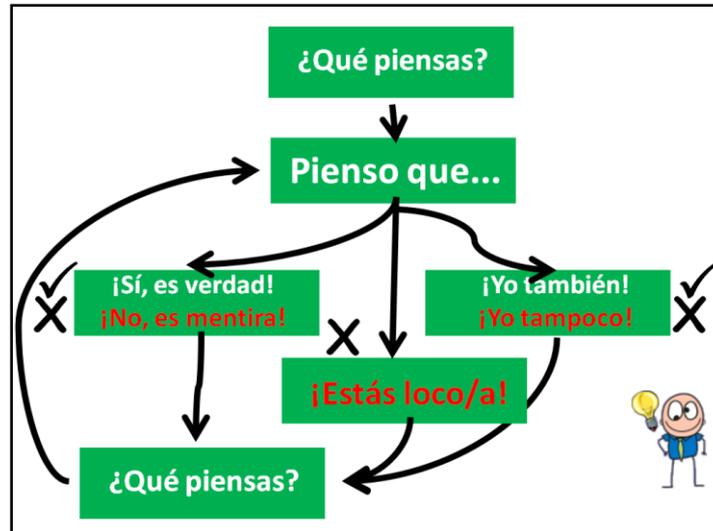
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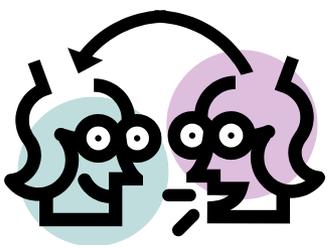


les images



les chansons





Hast du Geschwister?

Hast du Haustiere?

Hast du einen Lieblingsfilm?

Hast du ein Lieblingsbuch?

NB: Deine Antwort muss 7 Wörter haben.

**Wie kann man eine Antwort von 10+
Wörtern bauen?**



¿Qué va a pasar ahora?

¿Qué acaba de pasar?

¿Cuándo se hizo la foto?

¿Qué no se puede ver?

¿Dónde estamos?

¿Qué o quién hay en la foto?

¿Qué se puede ver?

HAVE I GOT NEWS FOR YOU

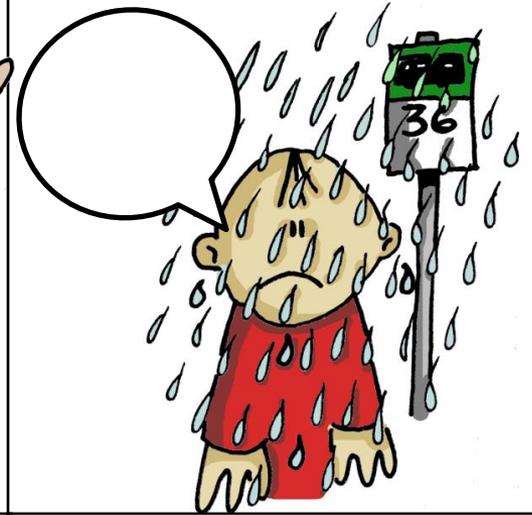
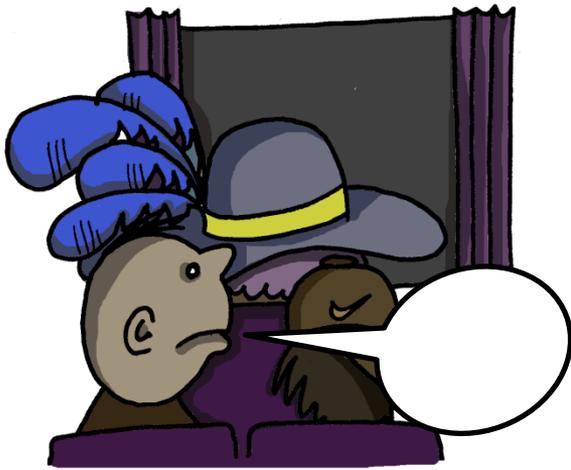
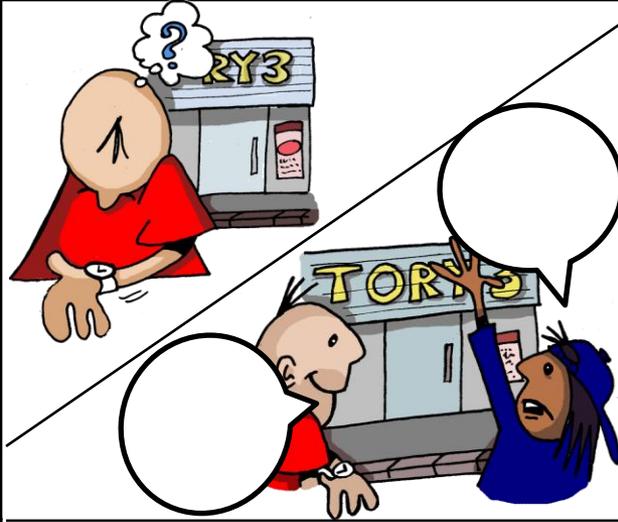


Hinesh, 14ans, va
jouer pour...

Chloe admet: Je fume...cigarettes
par jour

Selon Adam, Alex a acheté des
chocolats...

Abir fait... tous les jours, dit
James.



Winterwunderland

österreich

Sommerparadies

You have been on holiday in Austria and meet a friend to tell them about your trip.

You should be prepared to ask and answer questions. You might discuss:

- the town/village you visited
- the activities you undertook
- what you thought of Austria
- what there is, in general, for tourists to do
- whether you want to visit Austria again or not, and why (not)

www.rachelhawkes.typepad.com/linguacom .(blog including links to the wikis below and to TES resources)

www.tes.co.uk (2000+ resources from my school).



<http://www.slideshare.net/rachelhawkes60> (conference and other presentations)

<http://rilanguageleaderaward.wikispaces.com>

This is the wiki where you can download support material to set up and deliver a language leader programme in your school

<http://rilspellingbee.wikispaces.com>

This is the wiki with material and details about the spelling bee – now national!.



<http://rilanguageonfilm.wikispaces.com/>

Film-making competition for Year 9 - support DVD available

Group name: LinkedUpSpanish

Group home page: <http://uk.groups.yahoo.com/group/LinkedUpSpanish>

Group email: LinkedUpSpanish@yahoogroups.co.uk

Group name: LinkedUpGerman

Group home page: <http://uk.groups.yahoo.com/group/LinkedUpGerman>

Group email: LinkedUpGerman@yahoogroups.co.uk

Group name: LinkedUpFrench

Group home page: <http://uk.groups.yahoo.com/group/LinkedUpFrench>

Group email: LinkedUpFrench@yahoogroups.co.uk





