

Outstanding T&L in languages: **practical strategies** and **FRESH ideas** to motivate and engage.

Northern Lincolnshire Education Consortium
Joint training day
Tuesday 22nd April 2014
John Leggott College

Dr Rachel Hawkes

Aims for the day

- Explore ways to meet the needs of all language learners
- Examine strategies for improving memory and maximising retention
- Consider ways to make learning active
- Focus on excellent uses of technology, inside and outside of the classroom

Differentiation

Teachers use ***well-judged and often imaginative teaching strategies***, including setting appropriate homework that, ***together with clearly directed and timely support and intervention, match individual needs accurately***. Consequently, pupils learn exceptionally well across the curriculum.

Support

In listening tasks (ones you make up yourself) start hard and progress to easy so that finally you give the answer on a plate and everyone gets it, but some have been able to get the answer earlier from the more challenging material. They can signal by making a gesture when they have got it, but keep listening to the end.

Task

- Include support material (or not!) to create different tasks

e.g.

the transcript **or**

the first letter of each answer **or**

the possible answers jumbled at the bottom

or

a glossary of key words **or**

a multiple choice support sheet **or**

a dictionary (+/- maximum no. of words that can be looked up)

Key aims of assessment / features of successful assessment:

- it leads to improvement in student outcomes over time
- the student puts in as much effort into the response to marking/feedback as the teacher
- high quality work/achievement is affirmed and the student knows why
- misconceptions are addressed (either in subsequent teaching, or student response to feedback dialogue in the book)
- targets set are appropriate to the needs/ability level of the student (differentiated scaffolding model = Question or Prompt or Example or Explicit modelling)

Suggestions / items for discussion:

- do as much assessment work during class time as possible (what could this look like?)
- don't mark everything?
- carousel clinics?
- Set a feedback hw – i.e. action with an outcome whereby students prepare something that addresses the issue they were having
- Build response to feedback tasks into classroom lesson planning (a la 'DIRT' model = Directed Improvement and Reflection Time)

Feedback and targets

- Scaffolded targets
- 'Book back' or individual follow up tasks
- Whole class tasks with different levels of challenge
- Whole class analysis → setting own targets

Memory (30 minutes)

- Phonics (VAK)
- Gestures
- Music
- Self-assessment
- Peer learning (→ active learning strategies)
- Independent learning (→ using new technologies)

Active learning (30 minutes)

- Explore ways to meet the needs of all language learners
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Active learning (30 minutes)

- Give one, get one
- Quiz quiz trade
- Tandem
- Speaking line
- Think – pair (- share)
- Target talk (or write)
- Hotseating
- Telepathy

Using new technologies (30 minutes)

- Flipped classroom
- Vocabulary learning (and more)
- Speaking practice
- Speaking homework
- Listening homework



Me llamo Carlos Vicente. Soy de España pero mis padres son de Argentina así que soy medio argentino medio español. Hablo español, por supuesto, inglés y un poco de francés. Vivo ahora con mis padres; vivimos en Valencia, en el este del país. Mi hermana no vive allí. Ella y su amiga viven en Barcelona.





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Summary of learning

Task	Learning objective
1 Group speaking - ¿Cómo se dice?	Retrieve prior knowledge and share it Identify gaps in current knowledge Use TL for routine communication Ask / answer questions in TL
2 Listening	Develop attention to detail in listening Consolidate the sound-writing relationship through transcription Begin to acquire some new vocabulary
3 Reading (in detail) → literacy	Knowledge about verb forms Identify patterns in verb formation Infer meaning of unknown words Acquire high-frequency words Acquire new content/topic vocabulary Show understanding by translating short text into English
4 Speaking – question & answer	Improve speed of understanding spoken language Develop ability to respond spontaneously Recognise the difference in language use (spoken / written register)
5 Writing – question & answer	Write in sentences / short paragraph from memory

La ciudad hoy y mañana



Difícil – contesta las preguntas en inglés

1. What is Ramón **worried** about? (1)
2. What does he do **every day** and **why**? (2)
3. How does he **describe** the town where he lives? (3)
4. What **should** be done **to improve** the area he lives in? (2)
5. What does he suggest would be a **good idea**? (1)

La ciudad hoy y mañana



Menos difícil – completa el texto con las palabras abajo

Me llamo Ramón. Me preocupa mucho el _____, y por eso soy miembro de un grupo ecologista. Creo que tenemos que cambiar nuestra manera de vivir. Me gusta mucho la _____ y todos los días escribo un _____ sobre el medio ambiente.

Vivo en una _____ donde hay mucha _____. Hay mucho tráfico, y lo malo es que también hay mucha _____. No hay ni árboles, ni espacios verdes, ¡es una pena!

Deberíamos _____ nuestro entorno. Deberíamos construir áreas de _____ con árboles para los _____. Me gustaría mejorar la red de transporte público, así habría menos coches y menos contaminación. Un sistema de alquiler de _____ sería una idea muy buena. También construiría casas _____, es importante para nuestro futuro.

mejorar	medio	ambiente	ocio	ciudad
lectura	sostenibles	jóvenes	bicicletas	contaminación
basura	grandes	tráfico	blog	pueblo

Activity 1

Look at the following list of words and give each one a number rating 1-5 based on how well you know the word.

Look at the VKS (Vocabulary Knowledge Scale) below:

- 1. I don't remember having seen this word before.**
- 2. I have seen this word before but I don't know what it means.**
- 3. I have seen this word before and I think it means....**
- 4. I know this word: it means.....**
- 5. I can use this word in a sentence, e.g.....**

(ref: Wesche M & Paribakht T.S. (1996) "Assessing second language vocabulary knowledge: depth versus breadth", The Canadian Modern Language Review 53, 1:28)

Look at the following Spanish words and award them a number (1 – 5) according to the criteria below:

1. I can pronounce this word and I know what it means
2. I know what it means
3. I think I know what it means
4. I know I have learnt this word but I can't remember what it means
5. I have never seen that word before

1. Buenos días	2. tengo	3. dos	4. muy bien
5. ¿Cómo estás?	6. mi cumpleaños	7. enero	8. gracias
9. catorce	10. un bolígrafo	11. no tengo	12. estoy mal
13. noviembre	14. dieciocho	15. ¿Qué tal?	16. veinte

Verben	Gib eins	Krieg' eins
to play		
to dance		
to eat		
to swim		
to cut		
to drink		
to run		
to draw		
to fly		
to jump		
to sleep		
to walk/go		
to sing		
to hide		
to stick		

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to walk/go		
to sing		
to hide		
to stick		

Vokabeln	Gib eins	Krieg' eins
I can		
a duck		
a penguin		
a crocodile		
a frog		
a hare		
a kangaroo		
the bird		
the butterfly		
the plane		
the scissors		
the glue		
the pencil		
Come!		

Vokabeln	Gib eins	Krieg' eins
I'm hungry		
I would like		
tomatoes		
carrots		
bananas		
I'm thirsty		
water		
milk		
tea		
Look!		
Listen!		
fast!		
slow!		
I'm tired		

El verano pasado...

Last summer...

Vocabulario
De primero
Luego
Un día
todos los días
Por la tarde
música
en el mar
en la playa
en la discoteca
con amigos nuevos
muchas fotos

I visited Spain.	Visité España.
First, I swam in the sea.	
Then I listened to music on the beach.	
One day, I went for a cycle ride.	
I sunbathed everyday.	
In the evening, I danced in the disco.	
I played with new friends.	
I took lots of photos.	
I relaxed.	