Strategies to raise achievement and motivation at KS3 and KS4
Wednesday 22 June
Queen's University, Belfast
All resources available: www.rachelhawkes.com

Session 1: *Raising achievement and motivation at KS3*

Part 1: *Motivational teaching at KS3*

- Motivating and challenging learning at KS3
- Identifying what is motivating
- Skills for successful learning
- Meanings that matter – content and contexts for language learning

What is motivating?

- Challenge
- Fun/Humour
- Communicating
- Learning new things
- Feeling successful
- Being part of a community

Which skills lead to successful language learning?

- Pronunciation
- Memory
- Sentence-building
- Creativity
- Autonomy
- Performance

How can we teach these skills?

Pronunciation	Phonics (iconic words – VAK, listening, cognates, prediction, tongue twisters, songs, jokes, comic strips, news headlines)
Memory	VAK strategies Auditory – benefits of singing, fixing key structures and vocabulary, fun/culture, running dictation Visual – colour-coding, visual 'hooks', chunking, mind-mapping, visual cues, collective memory Kinaesthetic - pronouns, verbs, vocabulary, TPR, teatro físico, walk the talk, card sort, pictograms, empty your head
Sentence-building	Core language sheets, Haiku, Have I got news for you, questions, talking pictures, maths puzzles, target talk, then and now, say something more, pyramids, tick grid
Creativity	Adapting, generating, communicating, describing, inventing, responding, applying
Performance	Memorising, practising, refining, evaluating, making mistakes, improving, performing
Autonomy	Concentrating, completing, asking, target-setting, evaluating, improving, researching

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Year 7 Example of skills development

Pronunciation	I have learnt the phonics & remember the sounds	I can repeat new words accurately & make links to phonics	I can remember how to pronounce words correctly over time	I can read text accurately that has new language in it
Memory	In class I actively use music, song, gesture & colour to help me memorise	In class & at home I can sort out which words I know and don't know	I can use strategies to memorise single words & sentences	I can use strategies to memorise & give a short talk
Sentence-building	I can adapt model sentences by changing 1 or 2 words to make new meanings	I know how to use different parts of 'tener', 'ser', & 'hay' to build my own sentences	I can use the linking words on the CL sheet to write a short paragraph	I can use all the sentence-building support on the CL sheet to write a short text
Creativity	I can use individual words to create a poem following a model	I can use the language I know to describe a photo	I can adapt the language I know to create a rap/song	I can use the language I've learnt to make an activity for my class
Performance	I can memorise & perform a song in Spanish.	I talk confidently in paired dialogues in class.	I take part 3 times per lesson in whole class interaction (co-teacher)	I take part confidently in role plays in front of the class
Autonomy	I get started straight away on a new task	I can look up new words confidently in a dictionary	I ask questions about language & respond to my targets	I set myself targets & try to meet them

Meanings that matter: Content and contexts that motivate

- **Age-appropriate** (Simple language can express abstract and/or complex ideas)
- **(Inter-) Cultural** (Comparing and contrasting cultures as a way to deepen understanding)
- **Cross-curriculum** (Making links with other subjects through 'borrowing' or 'collaboration'
- **Music and Song** (Culturally-rich, skills-enhancing, intrinsically interesting)
- **Drama** (Personalises learning, making learning active, favours kinaesthetic preference)
- **Film** (Visual media are culturally-rich, develop listening skills, develop narration skills)
- **Using technology** (making own resources, develop autonomy)

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Raising the profile of languages – prompts for thinking
1. Are you explicit about the importance of languages? (in class, assembly, school magazine, parents evenings, concerts, events)
http://www.rachelhawkes.com/PandT/MakingCase/MakingTheCase.php

2. Have you considered the key stakeholder groups and how to get the message across to each group? (students, SMT, teachers of other subjects, governors, parents, other members of the community)
http://www.rachelhawkes.com/RPP/Parents/Parents.php
http://www.rachelhawkes.com/RPP/MixedAge/MixedAge.php

3. Have you identified some key whole school 'boxes' that languages can tick? (community cohesion, learning to learn skills, student leadership, internationalism, cross-curriculum learning)

4. Do you exploit ways that learners can take their language learning outside the classroom? (competitions – spelling bee, film-making, events – International talent evening, extended learning – Language Leaders, Arsenal Double Club)

Here are some useful links with further details of projects we have tried:

Competitions
http://www.rachelhawkes.com/RPP/Song/SongContests.php
http://www.rachelhawkes.com/RPP/Film/Film.php
http://www.rachelhawkes.com/RPP/SBee/SpellingBee.php

Events
http://www.rachelhawkes.com/RPP/IntTalent/IntTalent.php
http://www.rachelhawkes.com/RPP/Sports/SportsDays.php

Extended Learning
http://www.rachelhawkes.com/RPP/LangLead/LanguageLeaders.php
http://www.rachelhawkes.com/RPP/Other/OtherIdeas.php

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Talk ideas for the languages classroom: KS3→KS4

	Activity	Purpose		Activity	Purpose
1	Telepathy	Practising output	16	What are the questions?	Increasing interactivity - questions
2	Dice/chunking	Practising output	17	Speaking lines/ Speed dating	Increasing interactivity - questions
3	Revision	Practising output	18	Hotseating	Increasing interactivity - questions
4	Playing cards	Practising output	19	Ask away!	Increasing interactivity - questions
5	Odd One Out	Manipulating language	20	Spend the words	Increasing interactivity
6	Reading Images	Manipulating language	21	Tell the story	Increasing interactivity
7	In the Zone	Manipulating language	22	Just a minute!	Increasing interactivity
8	Target Talk	Manipulating language	23	The Oscars	Increasing interactivity
9	Pimp my phrase	Manipulating language	24	Fill the silence!	Increasing interactivity
10	Say something else	Manipulating language	25	Random questions	Increasing interactivity
11	Then and now	Manipulating language	26	Cocktail party	Increasing interactivity
12	Harvesting	Manipulating language	27	Rewards	Increasing interactivity
13	Mind Mapping	Manipulating language	28	Tick grids	Developing quality
14	Talking pyramids	Manipulating language	29	Bingo	Developing quality
15	Find someone who	Increasing interactivity - questions	30	Modelling	Developing quality

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Writing ideas for the languages classroom

	Activity	Purpose		Activity	Purpose
1	Tool box	Independent Manipulation	9	'Pimp' my language	Variety
2	Harvesting / Creative Transfer	Independent Manipulation	10	ASL (Average Sentence Length)	Variety
3	Wordle	Independent Manipulation & Variety	11	Tick grid	Variety & Accuracy
4	Online referencing	Independent Manipulation	12	Peer assessment	Variety & Accuracy
5	Looking back	Independent Manipulation	13	Sentence auction	Accuracy
6	Dictionary skills	Independent Manipulation	14	Dictation	Accuracy
7	Functions & Themes	Variety	15	Find the errors	Accuracy
8	Group writing	Variety	16	Modelling	All categories

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