

***MLPS:
working towards excellence***

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November 2011

- Children need to be aware of the skills they are developing through modern languages.
- If these skills are explained to children, their motivation will improve and they will engage more readily in setting their own learning targets.

Major themes in language learning

- Language is for communication. Young people should develop the skills of talking, listening, reading and writing to allow them to communicate with others.
- They should develop a knowledge of the structure of the modern language and how it relates to their own.
- Studying a ML raises awareness of other cultures and of what it means to be a global citizen.
- They should develop generic skills such as working with others and presenting information, through their ML lessons. (Skills for learning, life and work).

Overarching feature

Young people should be able to use their knowledge of the structure of the language to listen, talk, read, write and understand with increasing effectiveness.

Good teaching will ensure that happens!

Good teaching in MLPS = Good teaching

- **Wide range of learning and teaching approaches**
Variety will help address different learning styles and increase pace of learning.
- **Collaborative learning**
Working in teams helps the children to social construct their learning.
- **Active learning**
Children learn naturally by actively engaging with a task.
- **AifL principles**
- **Experiential learning**
Children should be given opportunities to live experiences in the target language.
- **Problem-solving approaches**
There are many opportunities for this in MPLS. For example, in translation, looking for patterns and similarities or working through a logical process of elimination.

The learning experience

- **AifL** – do young people know why they are doing these activities?
- Formative assessment should be ongoing. Dialogue about learning is an integral part of every MLPS lesson. There should also be an emphasis on creative summative assessments.
- active learning which makes them **think**
- variety of activity, including direct teaching to increase **pace**
- opportunities to learn collaboratively **and** independently
- use of reference materials
- meaningful use of ICT

Challenge

The learning experience

use of the modern language by teachers and pupils for classroom interaction

Children can understand more than you might think!

Plan the assessment when you plan the learning.

When do we assess?

- Part of ongoing learning and teaching
- At specific times (for subject/for school)
- At points of transition

You are building up a picture of a young person's progress. Remember it's not a race to complete a level!

Study the Es and Os

What's new that has to be included in the learning experience?

How are you doing it?

Listening and talking outcomes – study the wording. What's new?

- Listening to familiar and unfamiliar language
- From **sympathetic fluent speakers**
- Conversations and role-plays
- Children learning to take the initiative and ask questions
- **Collaborative** activities, paired speaking
- **Presentations**
- **Songs and games**
- Ability to pronounce language correctly, **even unknown words**
- Use of **ICT and other media**
- **Relevant and realistic contexts**, including those linked to the culture of the country

Reading outcomes – what's new?

- Reading **collaboratively and independently**
- Using a range of resources (eg dictionaries) to aid comprehension
- Moving to understanding longer texts with a variety of tenses
- Developing an **understanding of the culture of the country through reading and researching texts in the ML**
- Reading a variety of styles of text, **including poetry, for interest and enjoyment**
- **Recognising the features of certain words**

Think of the Es and Os holistically
One task can address several outcomes

Focus must be:

What did the children learn?

rather than

What did I teach?

Literacy

- Working with MLPS is a good way to help children learn about how their own language works

HOW?

- Consolidate and develop phonic knowledge
- Look for sound and letter patterns
- Compare similarities and differences
- Help with teaching of grammar (helps first language learning too!)
- Use familiar stories, or picture books, to create a focus on literacy
- Take every opportunity to articulate the language learning

Tasks which will help address literacy

- listening for instructions (MLAN 3-01a)
- taking part in
 - conversations (MLAN 3-02a/MLAN 3-03a),
 - in collaborative/transactional situations (MLAN 3-05a),
 - in a realistic contexts (set in the other country) (MLAN 3-05a)
 - in presentations (MLAN 3-06a/MLAN 3-06b),
- asking for help and support as necessary (MLAN 3-04a)
- ensuring that others understand their pronunciation of familiar words or phrases (MLAN 3-07a).

Modern languages: a coherent curriculum

Bearing in mind the 7 design principles, MLs should provide:

- a coherent package, from P6 (or earlier) onwards
- progression in all four skills and knowledge about language
- relevant and motivating activities and contexts to develop communicative competence and a deeper understanding of how language works.
- opportunities to develop an understanding of other cultures

Modern languages: a coherent curriculum

Coherence with the whole-school curriculum means embedding into the ML curriculum:

- literacy, numeracy, HWB
- ICT
- aspects of sustainable development
- development of higher order skills, including enterprising learning and creativity
- international education and global citizenship

Interdisciplinary learning

- is planned around clear purposes
- is based upon Es and Os drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding
- can provide opportunities for mixed stage learning which is interest based
- has an appropriate level of challenge and enables deep learning to take place in individual disciplines.

Interdisciplinary learning

- Creative cross-curricular links.
- Modern languages relevant to every curriculum area.
- Non-specialists can deliver some aspects of language.
- Well planned topics can develop language through art, drama, aspects of PE.

Crucial element is the quality of planning.

Monitoring progress and raising the bar

Consider...

- Length and complexity of text and task
- Length, complexity and accuracy of response
- Level of support
- Working with new areas of content and context
- Increasing knowledge and use of language rules
- Increasing confidence in taking the initiative and in being creative. Learning from 'having a go'.



By the end of primary, pupils should be able to:

- give a short presentation about themselves
- take part in simple conversations & transactions
- understand classroom instructions & personal information
- enjoy listening to a story, song or poem
- read aloud a simple text
- read & understand a short text
- write a few sentences about themselves and others

Myths and facts

-Yes, there is work involved. All curriculum development involves extra work.

-Yes, we have to offer all young people a positive learning experience. **That is not new.**

-Yes, we have to ensure that they know how to be successful (AiFL). **That is not new**

Myths and facts

-Yes we have to ensure pupils are at the right standard to achieve a level. **We are used to doing this** but need to check our understanding against exemplars.

-We already know what a good performance is at different stages. **That is not new.** But we have to aim higher.

The Modern Languages Excellence Report

- This report highlights the cognitive, societal and economic benefits of learning another language.
- These benefits need to be a central part of teaching and learning in MLPS.