Overview

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ECAD6008: Prepare a portfolio (as though you were sharing with a mentor) which illustrate a critical reflection of progress made on the planning and implementation of three pedagogical principles.

Ben Jones

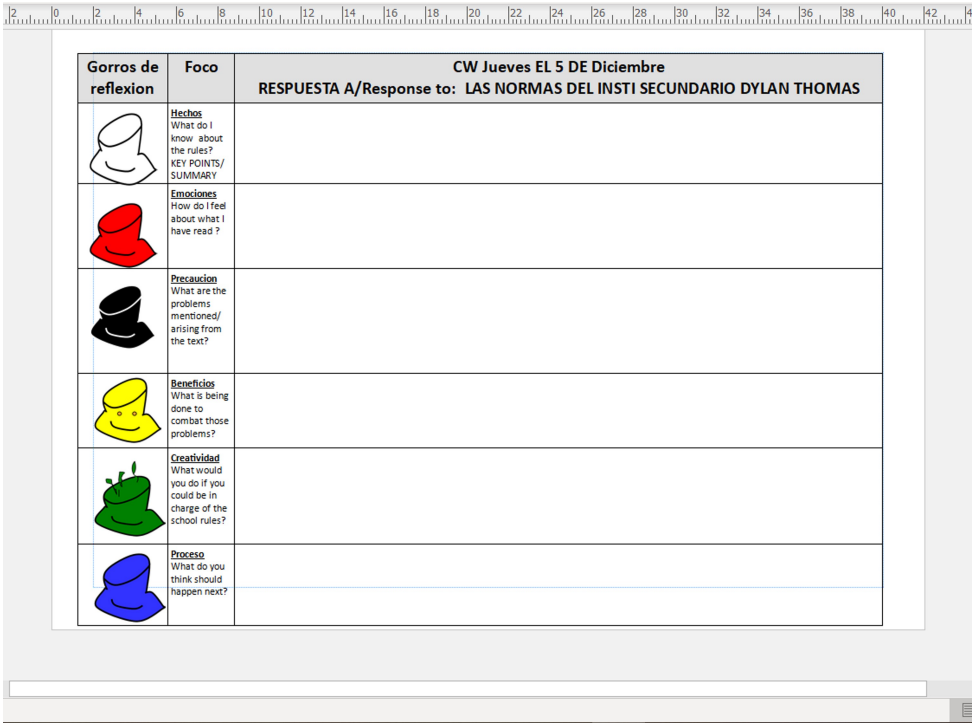
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Assessment for Learning.

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Example 1: 6 Hats.
Year 10 GCSE Spanish. Focus of the lesson: to use the conditional tense and De Bono's 6 hats exercise to evaluate the learning which had taken place from pieces of text regarding the rules of the school. I used this method as it is really useful to create discussions and groupwork, it can also help to organise thinking processes into a detailed and cohesive manner. The pupils had the task of using the 6 hats to identify information and categorise it from the piece of text which was provided.



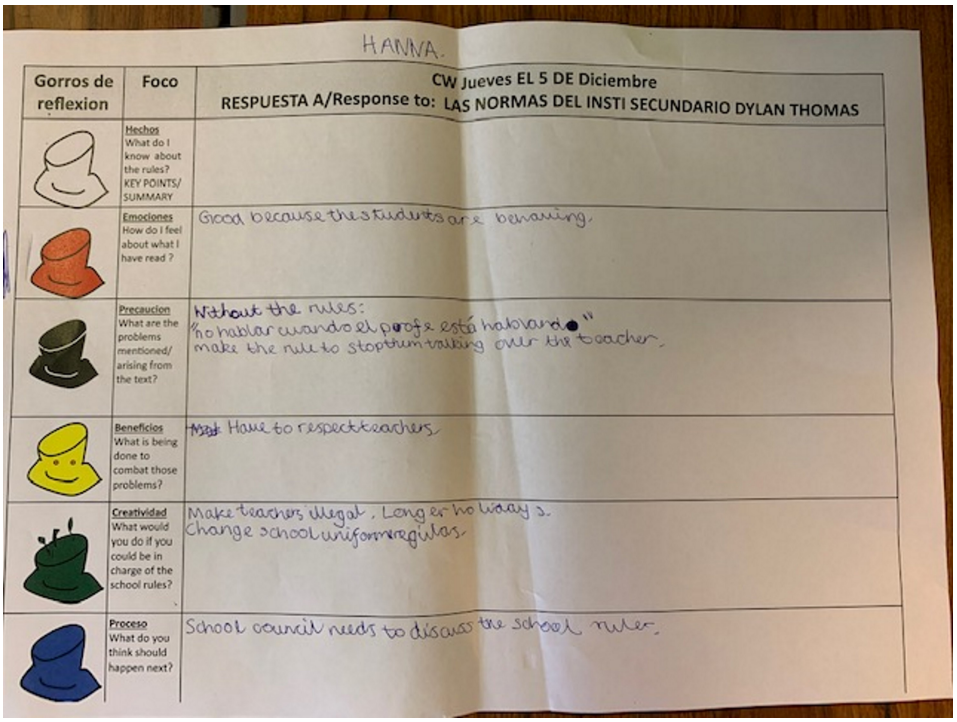
Gorros de reflexion	Foco	CW Jueves EL 5 DE Diciembre RESPUESTA A/Response to: LAS NORMAS DEL INSTI SECUNDARIO DYLAN THOMAS
	Hechos What do I know about the rules? KEY POINTS/ SUMMARY	
	Emociones How do I feel about what I have read ?	
	Precaucion What are the problems mentioned/ arising from the text?	
	Beneficios What is being done to combat those problems?	
	Creatividad What would you do if you could be in charge of the school rules?	
	Proceso What do you think should happen next?	

This exercise could have been modelled better as pupils struggled to complete the exercise fully, even though they had previously completed the same exercise in their English classes. On reflection, I would reduce this to maybe 4 hats to cause less confusion and to give out physical hats to engage the pupils further, this could also then be used as a Whiteboard activity to incorporate a different kind of AFL.

Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pupils were able to complete the task but found difficulty with using the 6 hats effectively.
Next Steps for Progress	To look into how to develop the use of the 6 hats further.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Good APK in starter and plenary. Excellent on the spot verbal translations with the 6 hats. Higher use of Target Language with mostly very confident subject knowledge. Overall much better pace/timing.
Areas for my Development Personal Targets for Progress	To make sure all grammar is correct before modelling it before a class. Missed an opportunity to drill further with certain clothing items. Shorter starter would improve pace.



HANNA.

Gorros de reflexion	Foco	CW Jueves EL 5 DE Diciembre RESPUESTA A/Response to: LAS NORMAS DEL INSTI SECUNDARIO DYLAN THOMAS
	Hechos What do I know about the rules? KEY POINTS/ SUMMARY	
	Emociones How do I feel about what I have read ?	Good because the students are behaving.
	Precaucion What are the problems mentioned/ arising from the text?	Without the rules: "no hablar cuando el profe está hablando" make the rule to stop them walking over the teacher.
	Beneficios What is being done to combat those problems?	~~Not~~ Have to respect teachers.
	Creatividad What would you do if you could be in charge of the school rules?	Make teachers illegal, Longer holidays. Change school uniform regulars.
	Proceso What do you think should happen next?	School council needs to discuss the school rules.

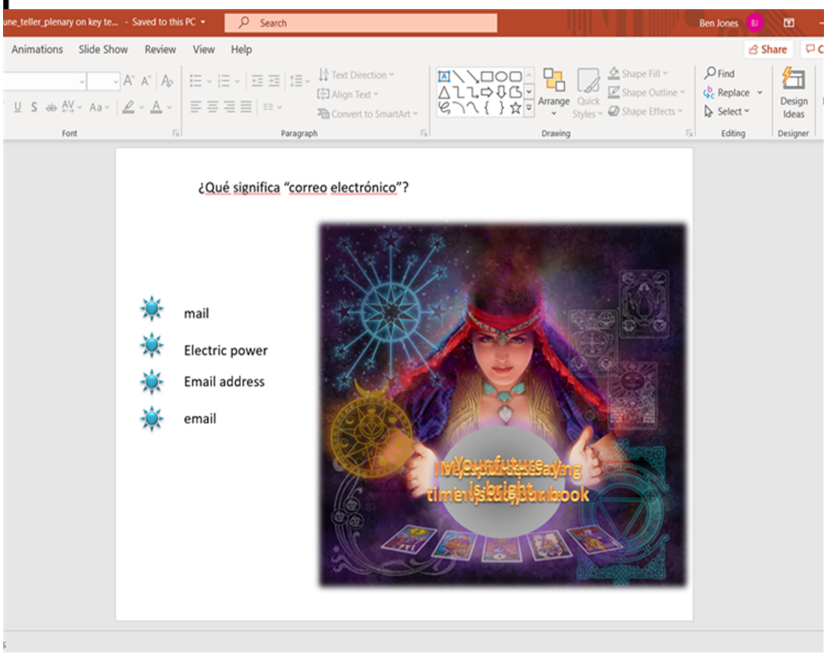
Example 2- Plenary.
'Fortune teller' game.

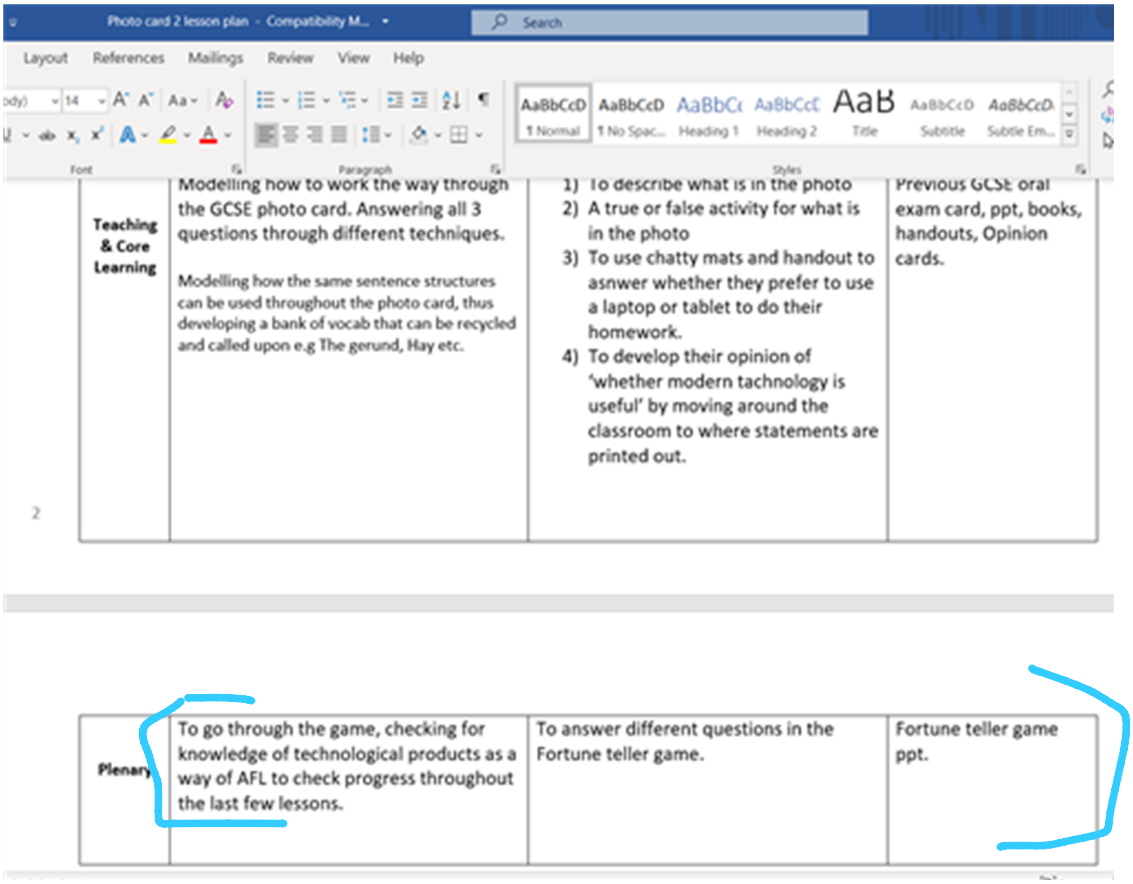
Plenaries are always important and are especially important in MFL as retrieval is vital as often there are long gaps between timetabled lessons. This plenary game worked perfectly as it provides a 'light-hearted' way of assessing the learning that has taken place during this and some previous lessons. I was instantly able to tell who was able to answer the questions correctly, this then allows you to collate the questions which people are getting wrong and creating an effective starter to APK and correcting mistakes.

¿Cómo se dice “I chat with my friends”

- Chateo con mis amigos
- Llamo a mis amigos
- Telefono a mis amigos
- Chequeo a mis amigos





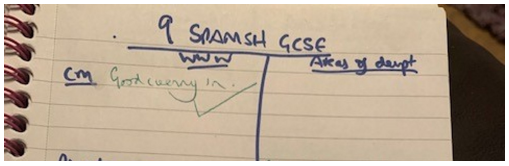


Teaching & Core Learning	Modelling how to work the way through the GCSE photo card. Answering all 3 questions through different techniques. Modelling how the same sentence structures can be used throughout the photo card, thus developing a bank of vocab that can be recycled and called upon e.g The gerund, Hay etc.	1) To describe what is in the photo 2) A true or false activity for what is in the photo 3) To use chatty mats and handout to asnwer whether they prefer to use a laptop or tablet to do their homework. 4) To develop their opinion of 'whether modern tachnology is useful' by moving around the classroom to where statements are printed out.	Previous GCSE oral exam card, ppt, books, handouts, Opinion cards.
Plenary	To go through the game, checking for knowledge of technological products as a way of AFL to check progress throughout the last few lessons.	To answer different questions in the Fortune teller game.	Fortune teller game ppt.

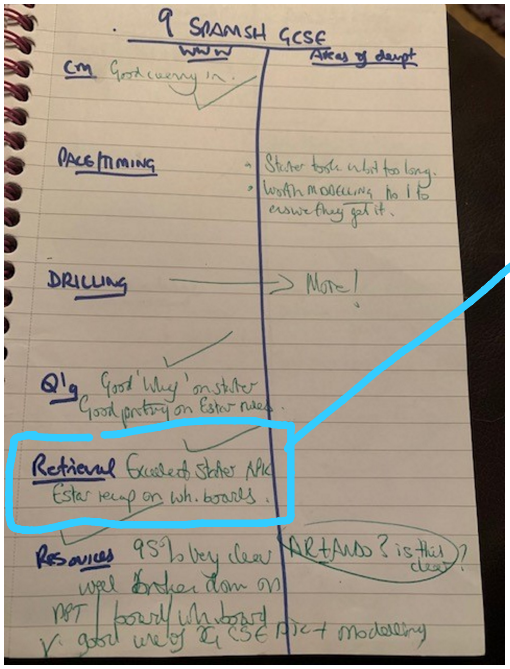
Example 3- Mini plenary on Estar + Whiteboards.

This lesson was with a Year 9 GCSE Spanish class with the lesson focus being to practise and develop the use of the gerund, which is the ING form in English. This is a complex topic to cover and had to be pitched very carefully not to cause extra confusion as it requires using two verbs (one constant, one variable) constantly.
This example required a mini-plenary mid-way through the class as I began to notice how the class were conjugating the verb Estar incorrectly, and although previously using the verb, they needed to stop and to be reminded of how to use it as its accuracy is vital.

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	Opening phase was a starter desgined by collating all previous common mistakes made by pupils during a piece of writing, in an attempt to improve understanding and erradicate the usage of these errors.	To choose the correct translation from the options available.	Gerund powerpoint and books.
Teaching & Core Learning	Mini plenary to cover the verb ESTAR- checking for understanding of how to use the verb and whther all accents are in the correct place. Revision of the Gerund and how to use it. AFL by having mini whiteboards being held up to check understanding and usage.	Pupils wrote out the verb ESTAR on mini whitebaords. Mimicing what has been modelled on the whiteboard, using the same process of crossing off the Verb ending, being left with the stem and adding the correct ending. Then translating some examples.	Gerund powerpoint, mini whiteboards and books.



This mini-plenary took place on whiteboards
as this is a clear and effective form of AFL. (feedback from learning journal).



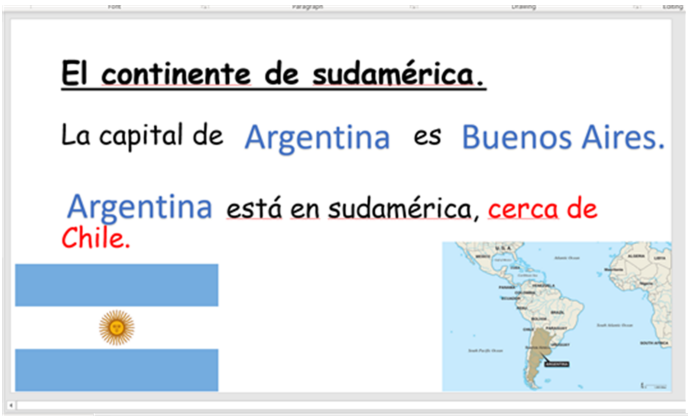
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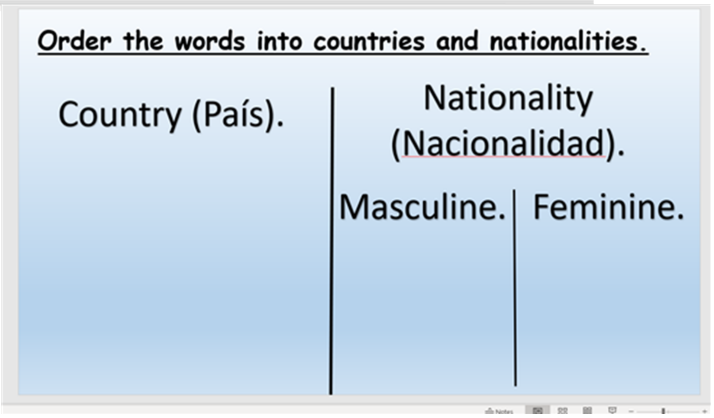
Cross-Curricular Responsibilities.

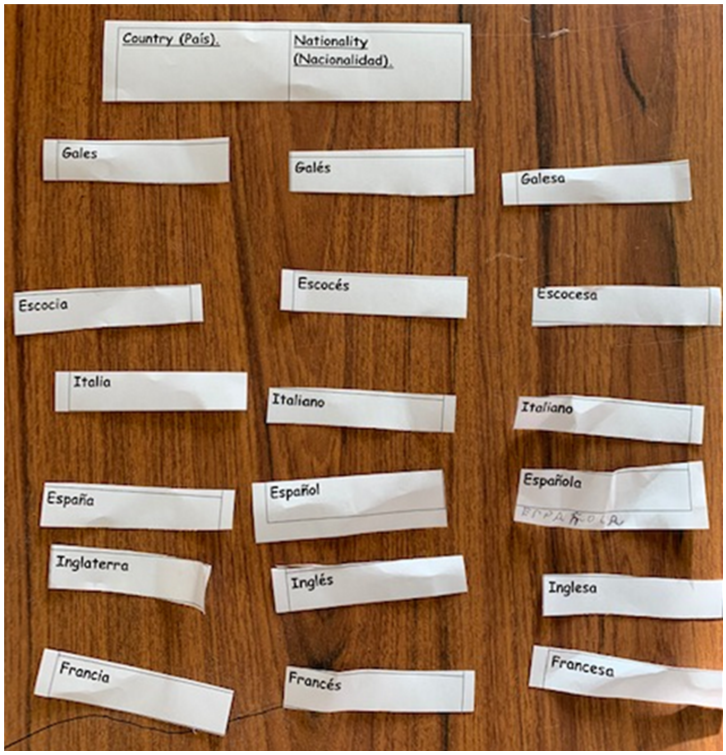
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Example 1- Literacy.

This was a task for Year 7 Nurture Spanish class, an extremely low ability class which requires a lot of attention and has a huge emphasis on pitching correctly to the class. This is a literacy exercise in the sense that it made the pupils aware of the fact that a Nationality and a Country are two different things and then also how they are spelt differently, with huge emphasis on language patterns and recognising different word stems using some Triple Literacy also, linking to Welsh or French. This exercise also linked to Capital cities and therefore taught a lot of vital geography during this topic. (countries, nationalities, capital cities, continents.) With reflection, I would then attempt to push the Nurture class to make sentences using the countries and nationalities to improve their sentence building skills, which is important in literacy.







Example 2- Literacy.

This was a test which took place for a Year 10 GCSE Spanish class. This tested their ability to retrieve newly learnt vocabulary and to recognise the different patterns in English and Latin languages. This links to the new curriculum draft in both sections; reading and writing looking at phonemes and cognates. This development is vital in pupils' learning as it provides them with the confidence and the ability to work out words for themselves given that they may be a cognate, for example.

This exercise proved to be a bit difficult for the class so it emphasises the importance of this skill in literacy in general, as they will be able to apply this experience and this tool for future references. Even though it proved to be difficult for them, I don't think I would change the difficulty or format of the test as it tested their understanding of English with the cognates and also the tangled sentences allows for manipulation of sentences to help the pupils understand how they are or how they could be structured, in either language.

Translate the following words into **English:**

- 1) Probar- To try
- 2) Una copa
- 3) La dependencia- Dependence/ addiction.
- 4) Ir de copas- To go drinking.
- 5) El alcohol-

Traducir las palabras siguientes al **español**:

- 1) Tobacco
- 2) To cause
- 3) To try- Probar
- 4) To damage- Dañar
- 5) Legal drugs- las drogas legales.

(Examples of cognates in text.)

Translate the tangled translation into English then into Spanish:

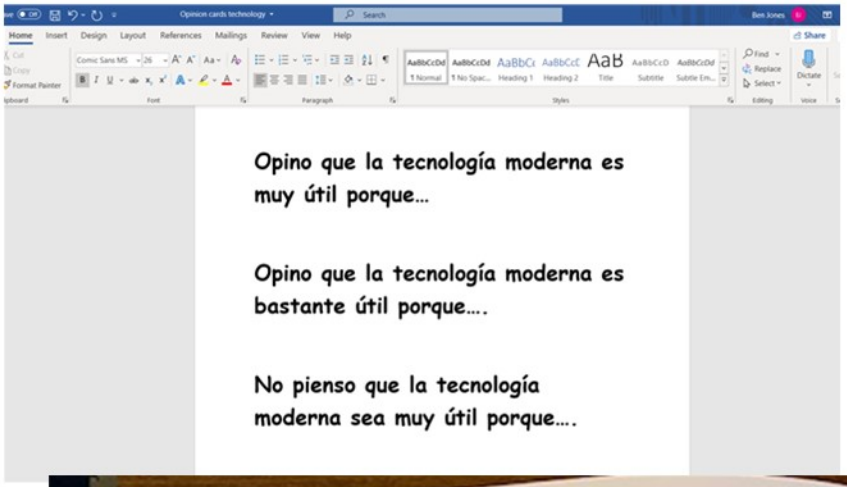
Claramente, we can say that el alcohol es un problema for many youngsters hoy en día. Often, comienza in la universidad and sometimes estudiantes take las drogas also.

This is porque el uso de hard drugs tales como tobacco and la cocaína parecen to be very '*guay*' in many películas.

Desfortunadamente these drugs están disponibles in our sociedad and area.

Example 3- Digital citizenship.

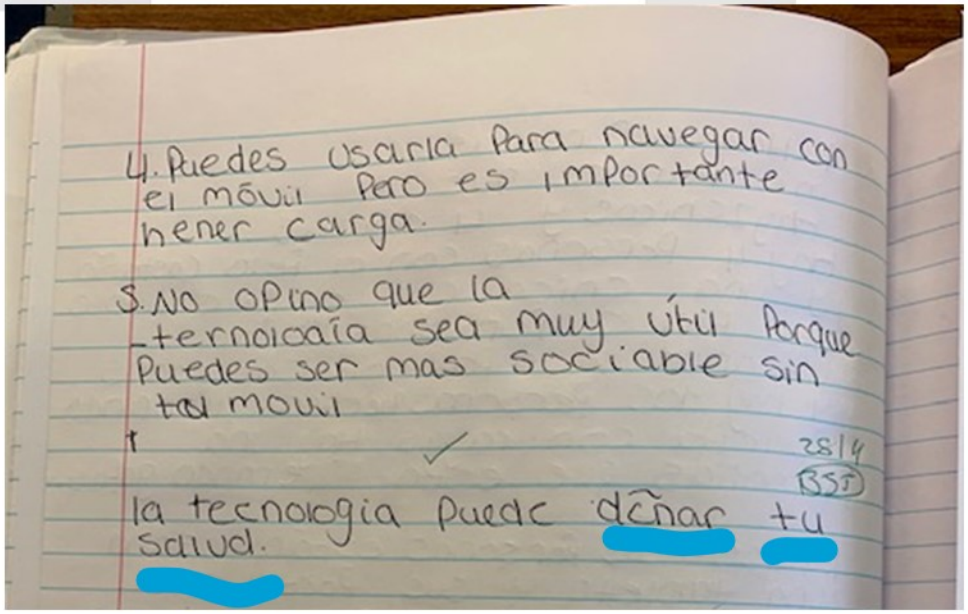
This exercise links to Professor Donaldson and the Welsh Government's Digital Competence Framework as it incorporates the Digital citizenship aspect, identifying the Health and Well-being section as well as the Online behaviour and Cyberbullying. Year 9 GCSE class- The pupils were able to use the opinion card and decide standing around the room their opinion on modern technology as part of a GCSE oral card. They were able to give their opinion and discussed several important conversations about technology such as Internet safety, Fakenews and possible disadvantages to your health. If I were to carry out this exercise again, I would develop this idea and have the pupils to research some statistics about online danger incidents, for example- this would increase the level of digital competence and also incorporate some numeracy into a MFL lesson, where traditionally it is not easy to incorporate naturally.



Opino que la tecnología moderna es muy útil porque…

Opino que la tecnología moderna es bastante útil porque….

No pienso que la tecnología moderna sea muy útil porque….



4. Puedes usarla para navegar con el móvil pero es importante tener carga.

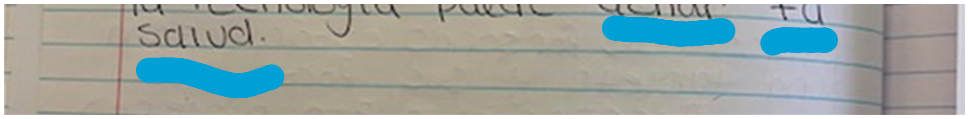
5. No opino que la tecnología sea muy útil porque puedes ser mas sociable sin tu movil

✓

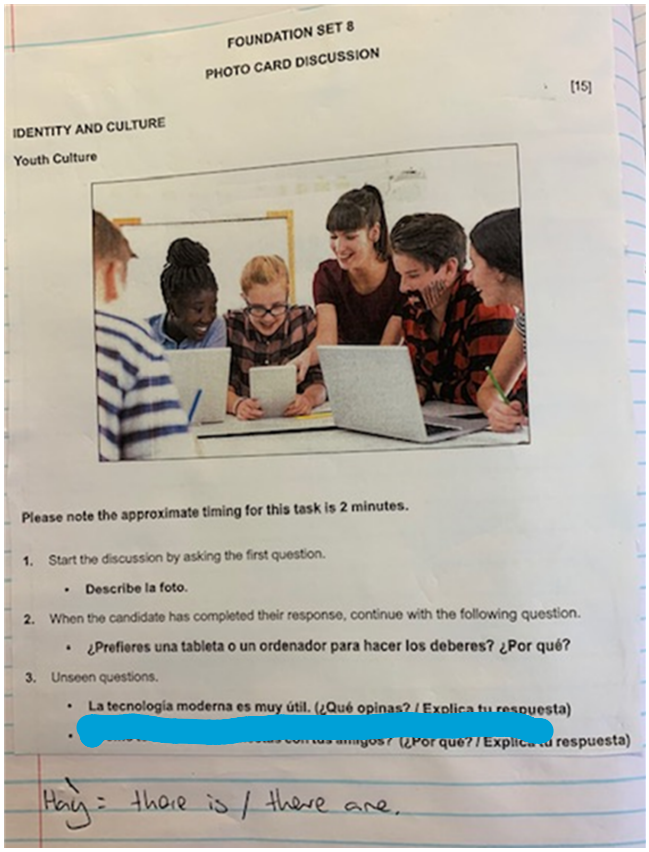
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la tecnología puede dañar tu salud.

'Technology can damage your health'.



'Technology can damage your health'.



FOUNDATION SET 8

PHOTO CARD DISCUSSION

[15]

IDENTITY AND CULTURE

Youth Culture

Please note the approximate timing for this task is 2 minutes.

1. Start the discussion by asking the first question.
   - **Describe la foto.**
2. When the candidate has completed their response, continue with the following question.
   - **¿Prefieres una tableta o un ordenador para hacer los deberes? ¿Por qué?**
3. Unseen questions.
   - **La tecnología moderna es muy útil. (¿Qué opinas? / Explica tu respuesta)**
   - **[redacted] (¿Por qué? / Explica tu respuesta)**

Hay = there is / there are.

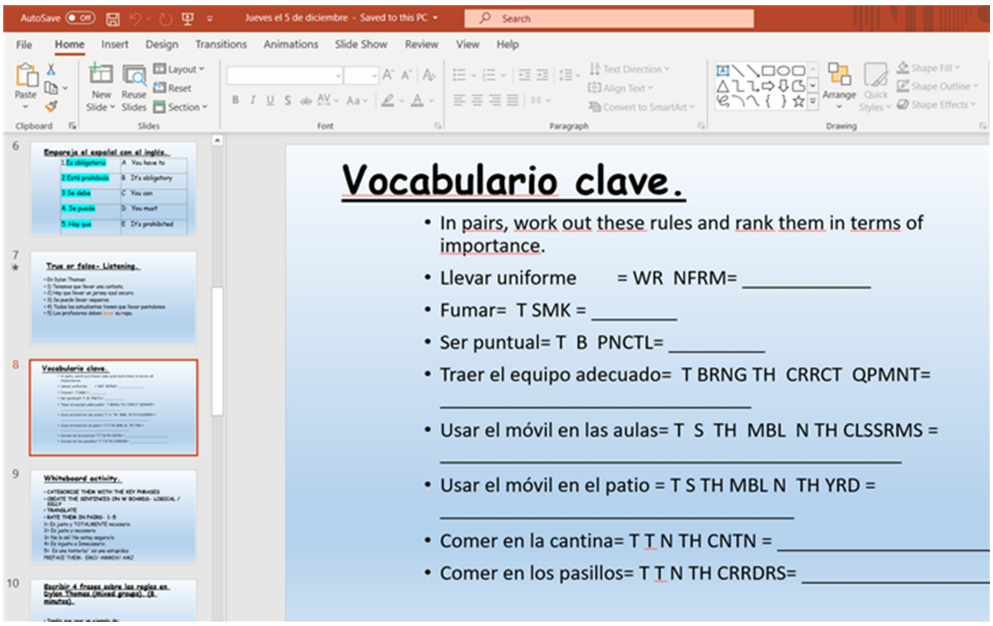
The question on the usefulness of technology.

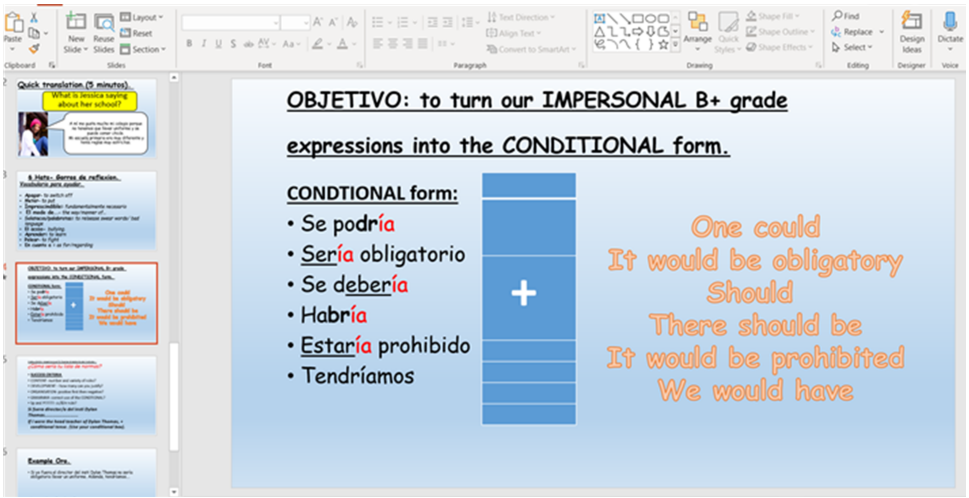
Authentic Contexts for Learning.

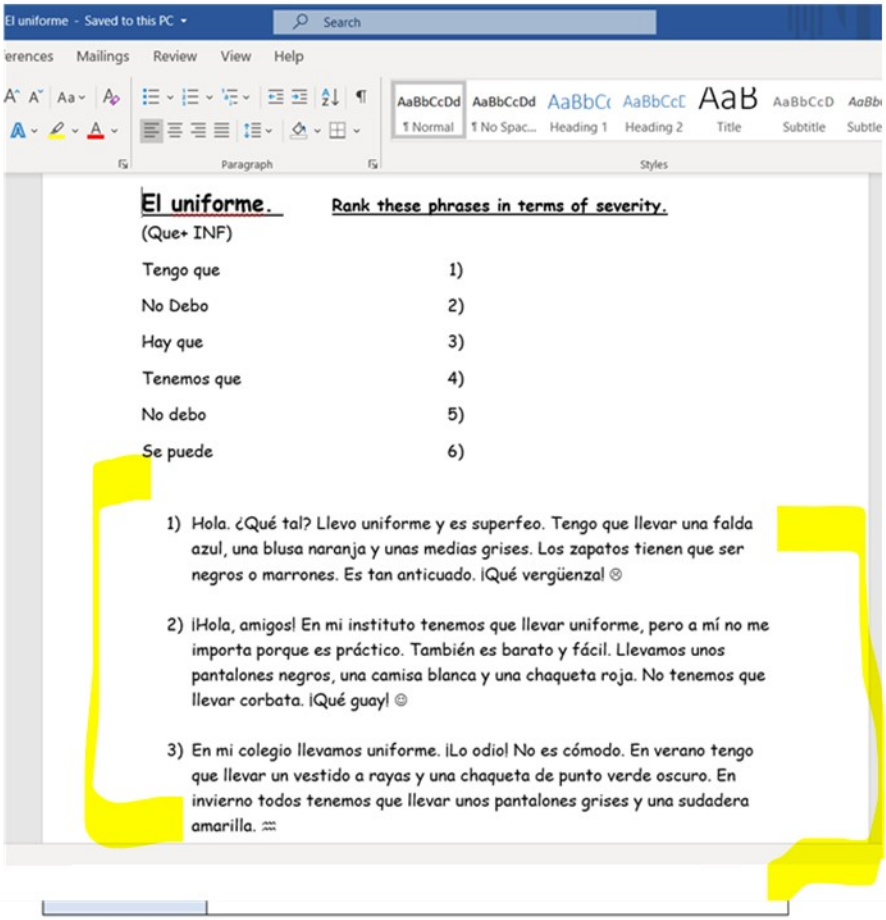
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Example 1- School rules.

Year 10 GCSE Spanish class. Authentic context is vital for MFL as it brings the realisation of what is being learnt back home or relating to an aspect in the pupils' everyday life. The focus of this lesson was to provide authentic context using the theme of school rules including school uniform as a topic. The approach for this lesson was to introduce them to new vocabulary and then improve it by changing tenses and therefore improving their potential grade if used correctly in an exam.







El uniforme - Saved to this PC

Search

erences Mailings Review View Help

Paragraph Styles

El uniforme. (Que+ INF)

Rank these phrases in terms of severity.

Tengo que	1)
No Debo	2)
Hay que	3)
Tenemos que	4)
No debo	5)
Se puede	6)

1) Hola. ¿Qué tal? Llevo uniforme y es superfeo. Tengo que llevar una falda azul, una blusa naranja y unas medias grises. Los zapatos tienen que ser negros o marrones. Es tan anticuado. ¡Qué vergüenza! ☹

2) ¡Hola, amigos! En mi instituto tenemos que llevar uniforme, pero a mí no me importa porque es práctico. También es barato y fácil. Llevamos unos pantalones negros, una camisa blanca y una chaqueta roja. No tenemos que llevar corbata. ¡Qué guay! ☺

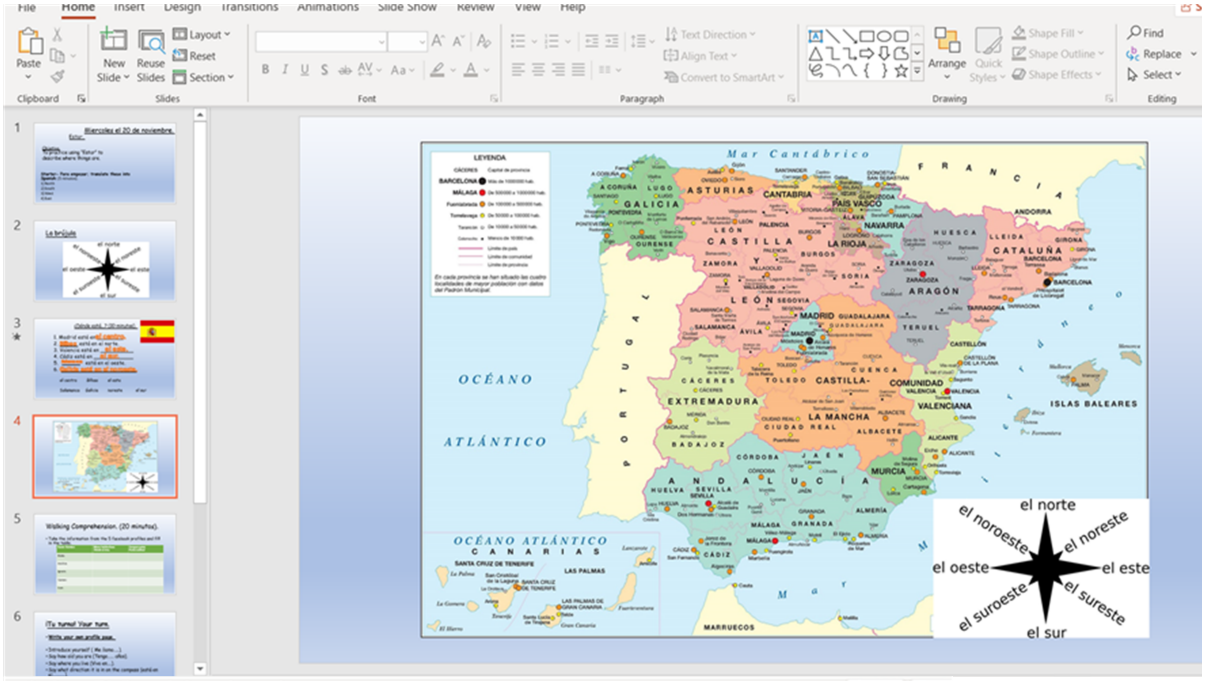
3) En mi colegio llevamos uniforme. ¡Lo odio! No es cómodo. En verano tengo que llevar un vestido a rayas y una chaqueta de punto verde oscuro. En invierno todos tenemos que llevar unos pantalones grises y una sudadera amarilla. 😐

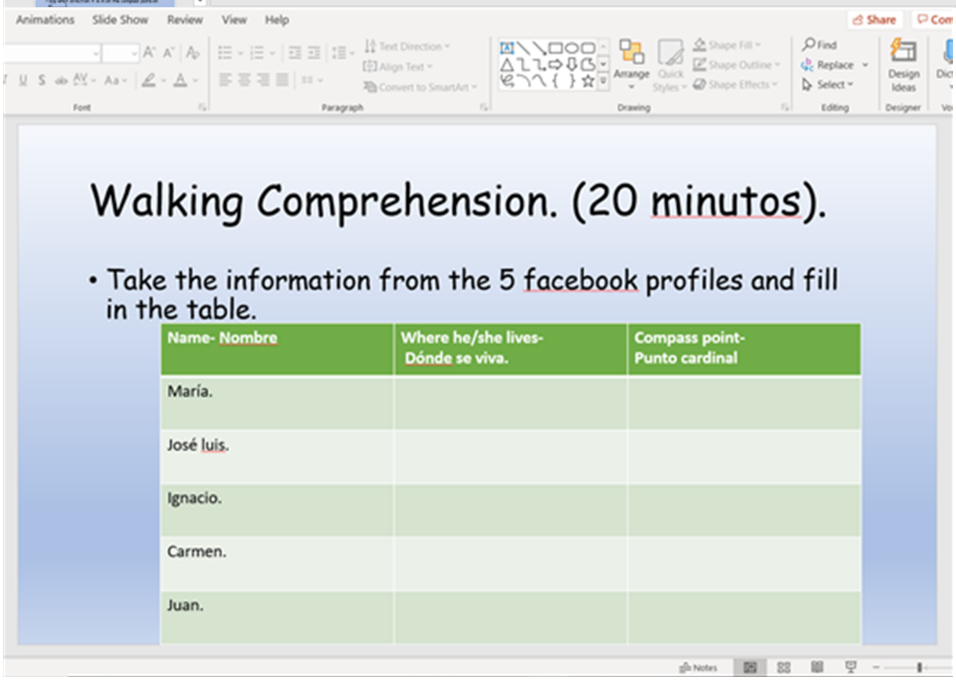
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Good APK in starter and plenary. Excellent on the spot verbal translations with the 6 hats. Higher use of Target Language with mostly very confident subject knowledge. Overall much better pace/timing.
Areas for my Development Personal Targets for Progress	To make sure all grammar is correct before modelling it before a class. Missed an opportunity to drill further with certain clothing items. Shorter starter would improve pace.

Overall this task was rather successful but could've been improved by ensuring all of the advanced grammar was 100% accurate to eradicate any slip-ups when modelling examples to the class. Part of my development will be to learn how to be consistent with how to present certain grammar rules and structures to avoid confusion.

Example 2- Walking comprehension.

Year 8, set 2. This activity was hugely successful and was designed to make sure the pupils were active not only because it was a last lesson on a Friday afternoon but also it ensured that the pupils interacted with the resources and benefitted from the authentic context. This had to extrapolate information from fake Facebook profiles, pinned up around the class to fill in a table working with different areas of Spain as well as practising the use of compass points in Spanish. If I were to do it again, I would include more information on the Facebook profiles to make it more difficult as the task was completed quicker than expected.





Walking Comprehension. (20 minutos).

- Take the information from the 5 facebook profiles and fill in the table.

Name- Nombre	Where he/she lives- Dónde se viva.	Compass point- Punto cardinal
María.		
José luis.		
Ignacio.		
Carmen.		
Juan.		

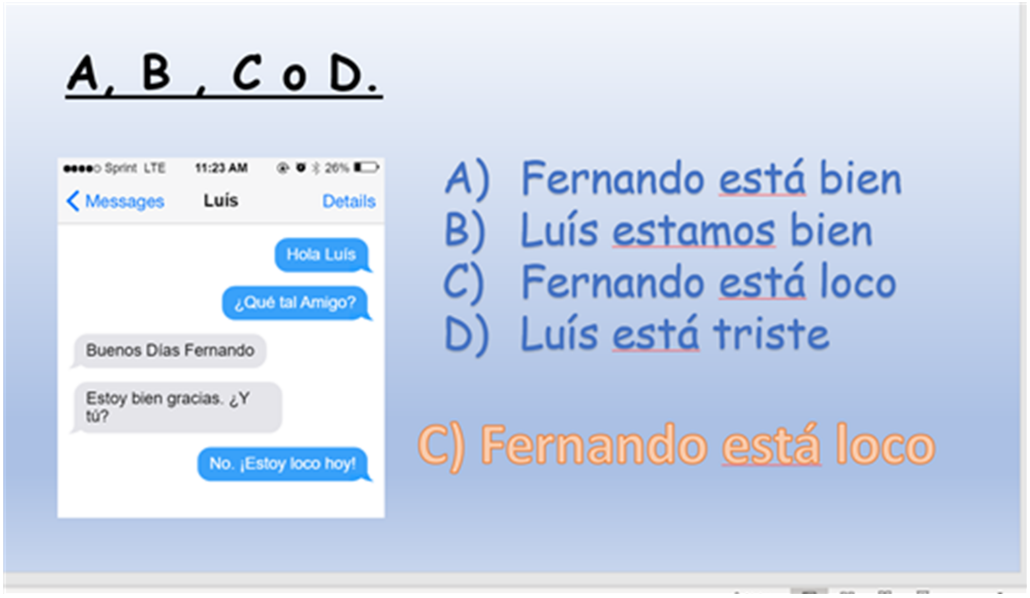


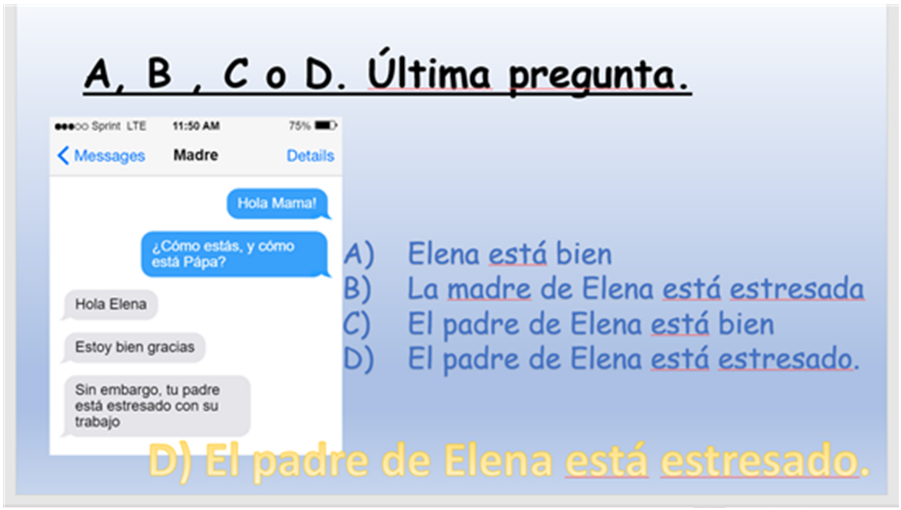
Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Pupils were able to write and design their own mock Facebook profile page to practice saying where they live and what direction it is in.
Next Steps for Progress	To extend their writing further, developing vocabulary.

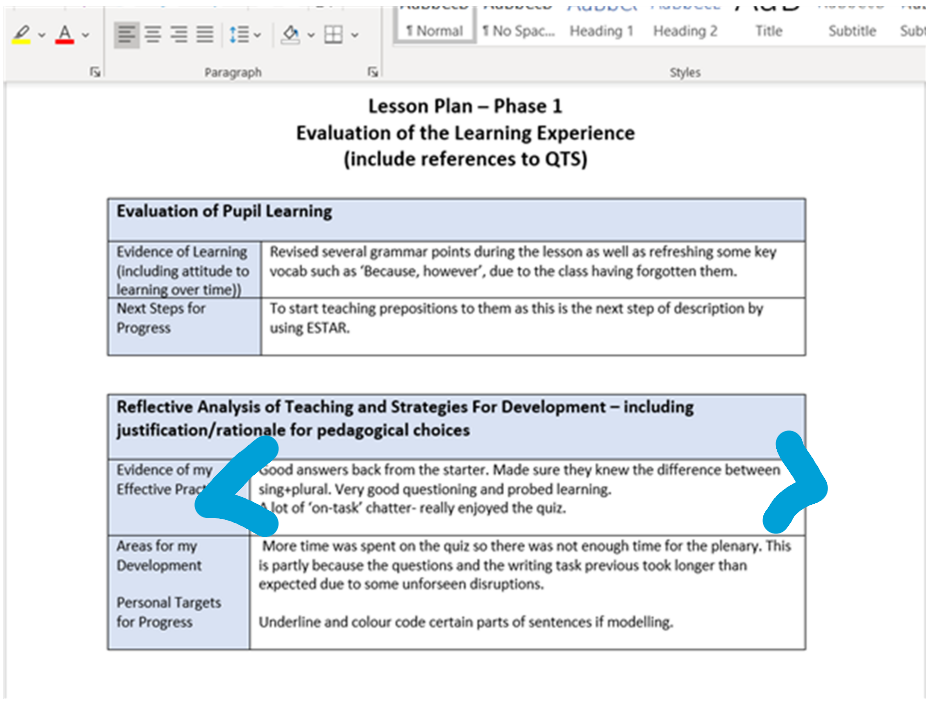
Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Practice	Starter was a good idea, APK of compass points. A good challenging writing task- positive to stretch their ability. Reading walking comprehension was an excellent practice of reading the compass points. Good use of praise and encouragemet, pupils achieved the objective.
Areas for my Development Personal Targets for Progress	A bit more drilling. Have the answers to the reading task appear on the powerpoint.

Example 3- Fake text messages within a game.

This example illustrates how effective something such as a mock text message can be when it comes to engagement. With the year 8, set 2 class again, this method had the pupil with the best work from a previous translation exercise to 'hot-seat' a game of 'Who wants to be a millionaire'. The pupil would give his answer before the rest of the class gave their opinion before revealing the right answer.







Lesson Plan – Phase 1
Evaluation of the Learning Experience
(include references to QTS)

Evaluation of Pupil Learning	
Evidence of Learning (including attitude to learning over time))	Revised several grammar points during the lesson as well as refreshing some key vocab such as 'Because, however', due to the class having forgotten them.
Next Steps for Progress	To start teaching prepositions to them as this is the next step of description by using ESTAR.

Reflective Analysis of Teaching and Strategies For Development – including justification/rationale for pedagogical choices	
Evidence of my Effective Prac	Good answers back from the starter. Made sure they knew the difference between sing+plural. Very good questioning and probed learning. A lot of 'on-task' chatter- really enjoyed the quiz.
Areas for my Development Personal Targets for Progress	More time was spent on the quiz so there was not enough time for the plenary. This is partly because the questions and the writing task previous took longer than expected due to some unforseen disruptions. Underline and colour code certain parts of sentences if modelling.

This worked really well and with the use of questioning during the game as the 'host', I was able to check the understanding of the room as well. The questions increased in difficulty as the game progressed but if I were to do it again, I would either make the conversations longer or record it as a dialogue to

develop their listening skills in Spanish.

Critical Reflection.

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A clear introduction explaining the context of Professional Teaching Experience and the focus of the writing.

This piece of writing will incorporate evidence from my actual teaching practice which will be combined with a critical review of them with supporting literature. The evidence supplied in this assignment and piece of writing has come from School X, as part of my Professional Teaching Experience, which is at a Community Comprehensive School in the Swansea area, South Wales.

The focus of this writing is to critically reflect my personal progress in planning and implementing three pedagogical principles in my teaching. The pedagogical principles which are being considered are; '*Good teaching and learning means employing assessment for learning principles*', '*good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence'* and '*good teaching and learning creates authentic contexts for learning*.' The aim then is to develop justified conclusions about my holistic progress in the implementation and planning of the three pedagogical principles mentioned, in relation to literature and to identify areas for development.

Discussion of literature on effective teaching and learning (with a particular focus on the pedagogical principles under consideration).

This section of the assignment will be a discussion of literature on effective teaching and learning with regards to the three pedagogical principles in question during this piece of writing.

The first pedagogical principle which will be discussed is '*Good teaching and learning means employing assessment for learning principles*.' When it comes to assessment for learning (AFL), it is accepted that Michael Scriven (1967) was the first using the term *formative* to describe a style of assessment along with the works of Benjamin Bloom (1969) two years later (Wiliam. D, 2016).

One of the key contributors of late is Professor Dylan Wiliam, providing insight into how AFL can be implemented and used correctly. AFL can be described as being any assessment having the promotion of pupils' learning as the principal focus (Wiliam. D, 2009). This is also known as being a part of Formative assessment as mentioned before and is generally considered to have a strong positive effect on achievement. Therefore, it can be said that it differs from Summative assessments, which are often designed primarily to rank or certify competence or ability (Black. P & Wiliam. D, 1998). AFL activities are created to assist learning if it provides information which can be used as feedback-which is often considered the most efficient and effective form of AFL when used correctly by teachers and even by pupils as this can be used as a tool to assess themselves and each other.

This derives from Vygotskian notions encouraging the importance of student autonomy (Cowie, 2005) and the promotion of self-regulatory behaviour in learners (Butler and Winne 1995) who work in collaboration with more 'expert others' in order to produce feedback of their own performance or their peers' performance (Nicol & Macfarlane- Dick, 2006- found in Dixon et al, 2011).

AFL has however attracted its fair share of criticism, perhaps most notably from David Didau. While admitting that many of Wiliam's strategies have merit and worth, disagrees

with the concept as a whole. Didau is of the opinion that AFL is more about the performance of a pupil in an individual lesson, whether that be results or short-term memory and not actually about learning itself, which only comes to pass when it is cemented into long term memory (Didau. D, 2014). Furthermore, Wiliam is of the opinion that feedback increases student autonomy and that they become owners of their own learning with the use of peer evaluation homework and Two stars and a wish, but according to Didau (2014) in his blog titled '*Why AFL might be wrong , and what to do about it'*, whilst these techniques may have gained traction in the classroom this comes at the cost of efficiency as with the view of 'teacher-talk' being condemned, Didau argues that this has in-fact been instrumental in lowering standards and expectations.

This provoked a response from Wiliam, who emphasised that instead of focusing on long-run outcomes, it might prove beneficial to take note of the shorter-term outcomes as this can improve the learning for young people. Furthermore, clarity is required with how Wiliam views formative assessment in comparison to Didau, as judging whether student achievement should be evidence based and that it improves student learning, as the term learning can be too complex for this to be accurate. But Wiliam certainly continues with eliciting evidence is the principal method of understanding what the learner is experiencing and influences decisions on what to do next based on a model of the students' thinking (Wiliam. D, 2014). With regards to feedback, Wiliam emphasises that good feedback is only that which is acted upon, promoting the importance of teacher-pupil relationship. Teachers must know and understand their pupils as the same feedback can have a polar opposite effect on different pupils, so whilst being time consuming, it is vital that it differs for the individual.

The second pedagogical principle being considered is '*Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence*.' Cross-Curriculum teaching is a method where the teaching doesn't happen through a traditional subject-based lesson but rather topics that span boundaries with other disciplines and subjects. This is the act of applying knowledge, the principles and values of more than one academic discipline at the same time (Jacobs. H, 1989). This is a major section of the new curriculum in Wales, the document called 'Successful futures' states that these areas are the responsibility of all teachers as these skills are important to thinking, learning and life, therefore requiring development and strengthening across the whole curriculum (Donaldson. G, 2015).

Cross-Curricular created a more thematic teaching approach in England, throughout the 1960s and 1970s, which was as a result of the Plowden report. But due to a perceived lack of rigour and the structure failed to provide basic skills to the pupils, led the government to introduce a subject-based National Curriculum towards the end of the 1980s (Roberts. N, House of Commons Briefing Paper, 2019). This changed by 2009 as a report which was commissioned by the government in England, called The Rose Report, noted that learning will benefit from primary school level subjects complementing worthwhile and challenging cross-curricular studies as it will offer the opportunities to pupils to apply their previous subject knowledge and skills to deepen understanding, thus broadening their mind (Rose. J, 2009).

The Welsh government sees Cross-Curricular Teaching as a cornerstone of delivering upon their 4 purposes outlined in 'Successful futures'. Creating ambitious capable learners which are enterprising contributors, healthy individuals who are ethically informed citizens (Donaldson. G, 2015). The belief is that Cross-Curricular teaching will help to deliver this aim. There are challenges towards Cross-Curricular Teaching, however. From getting departments to work together, bridging their different cultures, goals and pedagogies to how time and labour intensive it is. Furthermore, there is also a thought how the importance of keeping clear learning objectives in mind is and assessing as to whether these have been met is crucial to decide whether Cross-Curricular teaching is making a clear contribution (Muijs. D & Reynolds. D, 2011).

The third pedagogical principle to be discussed is '*Good teaching and learning creates authentic contexts for learning.*' Authentic context has the role of providing relevance to the

students' daily lives as well as professional lives and thus creates stimulation for the students in developing the related competencies. In completing authentic context tasks, learners must take roles similar to those in the real-world, which resemble a social context (Zoohorian. Z, 2015). It is then the role of the teacher to become a facilitator while the pupils complete the authentic task. Authentic context can be achieved in several ways such as using Authentic texts, normally created by natives and Authentic tasks, however, due to the nature of the concept, what authenticates is the interpretation and engagement of the learners in the activities (Mishan, 2005).

There are further efforts being made to develop Authentic context such as '*Content and Language Integrated Learning'* (CLIL). CLIL claims to improve linguistic proficiency through context-embedded, cognitively challenging tasks which helps create an authentic communicative context in a naturalistic environment (Harrop. E., 2012). This shares a similar ideology to 'The Natural Approach' formed by Tracy Terrell in 1977. This was a process aimed at developing a language teaching proposal which incorporated the 'naturalisitc' principles researches had identified in previous studies of second language acquisition (Richards. J.C & Rodgers. T.S, 2001) which is accurate to the context being discussed here.

Authentic context is believed to have an array of advantages spanning from integrating new aspects of culture to enhancing motivation and achievement. But, on the other hand, some believe the inclusion of authentic context can in fact be de-motivating and impractical or in some cases seen as irrelevant by the learners (Berado. S. A, 2006).

Conclusions about progress on implementation (making reference to illustrative examples and reading)

De Bono's 6 hats exercise is used to evaluate learning and is a useful form of AFL in this case. Discussions in which pupils are able to lead and talk about their understanding is vital are proven to be important aids to increasing knowledge and improving understanding (Black. P & Wiliam. D, 1998). This is beneficial as it helps to encourage higher order thinking from the students without constant guidance or interruptions from the teacher as there are further examples of discussion exercises where a teacher responding in the wrong way can in fact, by accident, inhibit the future learning of a pupil.

Plenaries are considered to be a huge part of AFL and is considered to be the last step in the learning cycle of that lesson, incorporating what has been learnt throughout the lesson and often involving a different application of skill. Therefore, a plenary should allow pupils to make connections in their learning which in turn allows for metacognition and encourages independence, debate and discussion (Bartlett. J, 2015). A plenary should be able to provide you with the progress of all the learners in the classroom, regardless of ability. The example in the evidence is based on a quiz which covered newly learnt vocabulary from previous lessons and the lesson in question. This quiz gave adequate information for who in the class knew the correct answer. However, this could be improved by using a 'hands down' method and picking on different pupils to answer the questions to ensure there are not any silent pupils who simply are not answering for one reason or another. Effective plenaries then provide the basis for brilliant starters as you can use the information gained from a plenary to design a starter which comprises of mistakes which were previously made in the plenary as APK is vital in MFL.

Unlike a traditional plenary, mini plenaries can be introduced at any given time during a lesson. An example of this could be an instance where the teacher interrupts group-level collaborative learning in order to address the class as a whole in an attempt to engage the whole class in discussion before then allowing them to go back to their task (Joyce-Gibbons, A., 2017).

The example given in the evidence is an example of when a class required a mini-plenary, mid-way through a lesson as it became apparent that some grammatical information had been forgotten. In this case it was a verb in Spanish, which needed to be conjugated in order to proceed with the new grammar structure. The decision was made to use mini 'dry-erase'

boards, already in widespread use in many schools for a reason as this is a method used to elicit evidence about current achievement for a whole class (Wiliam. D, 2009). This can also be achieved by using coloured cups to judge understanding ranging from red signalling little understanding to green meaning that the pupil is confident. However, I feel that the whiteboards were used to great effect here as due to the nature of learning a language, the physical act and the repetition of writing the conjugated verb which improves understanding and therefore learning. The whiteboards allow this process to happen without the worry of mistakes being made on paper and allows the teacher to check the progress quickly. Using target language and instructing them to show their boards to the teacher at the front of the class before having the pupils to check their boards with other students', as a form of peer assessment then finally going through the correct conjugation on the main board, allowing the pupils the chance to copy and interact with the correct conjugation to ensure there is a degree of accuracy.

Cross-Curricular responsibilities are important in every subject and this is no different in Modern Foreign Languages. Very often these take place naturally and can be very beneficial to the contextual understanding of the language. Whether it comes from improving literacy by looking at word origins to improving numeracy through time zones or converting currency with more able students. The first example from the evidence is of improving literacy standards as a cross-curricular responsibility. The literacy exercise taught the pupils the difference between countries and nationalities, not only the concept but that even though they may look the same and are similar, that the words are in fact different and represent different things, highlighting the importance of an accent in writing and that it is different to an apostrophe. This exercise also shed a light of basic geographical gaps of knowledge due to the nature of the class in question, therefore it provided an array of new information to be processed.

The second example from the evidence is also of literacy responsibilities and is of a vocabulary test. Improving vocabulary is a vital skill and a must when developing knowledge in a language. The test consisted of cognates to assist the pupils throughout the test as recognising the connection between languages is a useful tool which can be used constantly. This would be supported by Vee Harris as when it comes to language learning itself, rather than AFL there is a more specific focus on the transference of common strategies for learning language, students must develop strategies for understanding unfamiliar language, be that Shakespeare or MFL texts (Harris. V, 2008).

Developing literacy skills is a constant practice in MFL as often it is the poor literacy skills that hold pupils back with their development in the use of a foreign language. Therefore, with regards to implementation, it is of the highest importance and there is little to be done to increase the amount of literacy responsibility in the classroom as it is a fundamental to the teaching, in the same way numeracy is to mathematics. There are several tools in use to help dissect and identify different grammatical rules and the difference between nouns/ verbs/ adjectives in everyday practice as there is an awareness of a limitation of a potential gap widening between English curriculum and MFL as English focusses on moving away from basic literacy and towards a more complex, understanding of literature. Consistency is very important with Cross-Curricular responsibilities to ensure the same message is being shared between departments, therefore, shared exercises could be developed between English and MFL as long as they are being assessed in a similar manner, with emphasis on SPAG and potentially written in a narrative style to ensure feasibility (Forbes. K, 2019).

Authentic context is what makes learning a foreign language come to life for pupils in their education. The idea of making the connection between what is being learnt and using examples of aspects of a pupil's everyday life to improve understanding. The first example used is of introducing new vocabulary and grammatical structures through using School rules and School uniform as topics. This brings out a lot of debate and interest from the pupils as there is always an opinion on these matters. This example worked well as they were able to develop their Spanish by talking and interacting with a subject which interested them. The second example from the evidence provided is of a walking comprehension teaching the students compass points and how to identify where someone lives in Spanish. This task

worked brilliantly as it allowed the pupils to interact with the classroom surroundings, but also with learning geographical places in Spain and how these examples would compare to Wales also. This is an example which combines 'Text authenticity' and 'Task authenticity', as it supports the learner in developing an authentic interpretation (Zohoorian. Z, 2015). The third example provided is the use of fake text messages. This instantly drew interest from the students and with the messages being incorporated into a gameshow, the lesson was an outstanding success. These methods are widely supported by Nuthall as they incorporate two out of the '*three worlds in shaping student learning'*, meaning that the learning would not have taken place if it had not been for the experience the pupil gained through doing a teacher-managed activity and also that there is an aspect of spontaneous peer talk, a type of self-generated learning experience took place during the critical learning activity (Nuthall. G, 2007).

In terms of progress of the implementation of Authentic context, the amount of authentic context used really benefits the learner and the lesson as a whole as by using authentic examples as it engages the pupils and creates a more interactive atmosphere which benefits the whole class in terms of learning. Continuing to include game-based activities is a must as this quickly creates authentic context (Moseley. A, 2010). This could be developed further by using the target language in a different environment to model how it works and how to use the language in external situations.

Recommendations for further development.

Developing the pedagogical principles is an important aspect of developing as a professional in the teaching industry. AFL can be further developed by continued use of mini whiteboards (Wiliam. D, 2009) something which is proving very popular from the pupils and in my professional feedback however, utilising pupils' planners may prove to be effective by having the colour pages on the desk and the pupils showing a colour which represents their understanding, especially with the more difficult topics. With regards to Cross-Curricular responsibilities, this pedagogical principle is something that could be developed and improved upon. It can be difficult to include numeracy often in MFL and as the literature suggests it should be a natural segment of the learning and not simply forced in as a 'tick-box' exercise, as according to the Welsh Government there is no requirement for literacy or numeracy skill to be incorporated into every lesson if not appropriate (Welsh Government, '*A Curriculum for Wales'*). However, with regards to numeracy, with the idea of increasing the use of number activities such as traditional recipes to coincide with events or customs could be introduced, so the pupils are able to interact with weights and measures rather than only money or time as units. Furthermore, digital competence also could be developed more in my practice by designing a research project or an activity where the pupils are asked to design something for a traditional event such as 'The day of the dead', for example. This would enhance their experience with the language as they will learn how to add accents to their writing using a keyboard whilst developing their accuracy, which would be in accordance with the 'Successful futures' framework as it would help develop awareness (Donaldson. G, 2015). Finally, authentic context could be developed by continued use of games and developing cultural awareness as identified by Moseley (2010) and through using authentic texts, possibly written by natives (Zohoorian. Z, 2015).

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