Overview

Thursday, October 31, 2019 10:10 PM

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

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Pathway (S-PGCE)

Link to OneNote assignment:
https://uowtsd-my.sharepoint.com/personal/1900358_student_uwtsd_ac_uk/_layouts/15/WopiFrame.aspx?sourcedoc={4c755870-ccc9-4580-8c7c-abf7f6af1eec}&action=edit&wd=target%28ECAD6008.one%7C4bfe4ef4-ca03-44c2-8176-f44423363d5a%2FOverview%7C2b6a04b4-77a1-4214-b0f4-52e5155a7149%2F%29

Principle 1: Good teaching and learning means employing Assessment for Learning principles.

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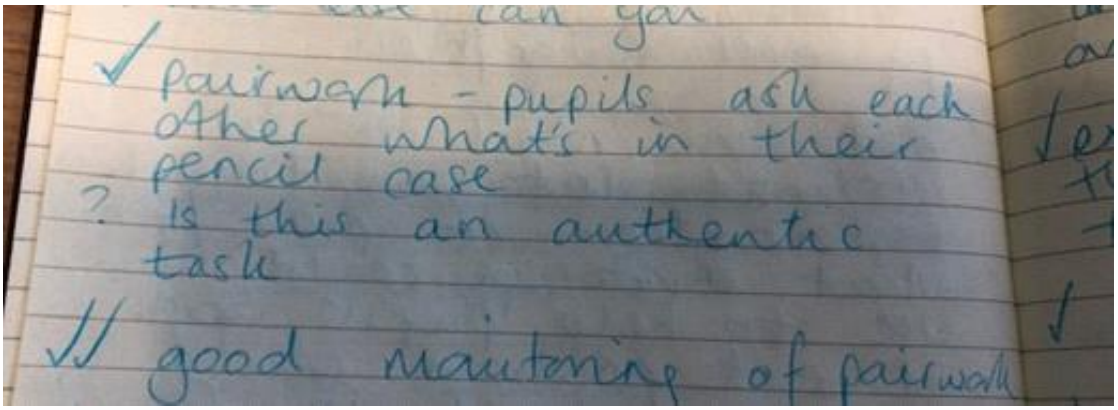
As Assessment for Learning is such a broad topic, I have chosen to focus on three aspects only: pair work/talk partner, peer assessment and self-reflection. I include evidence of my use of these areas in practice below and provide explanations for the choice of evidence shown.

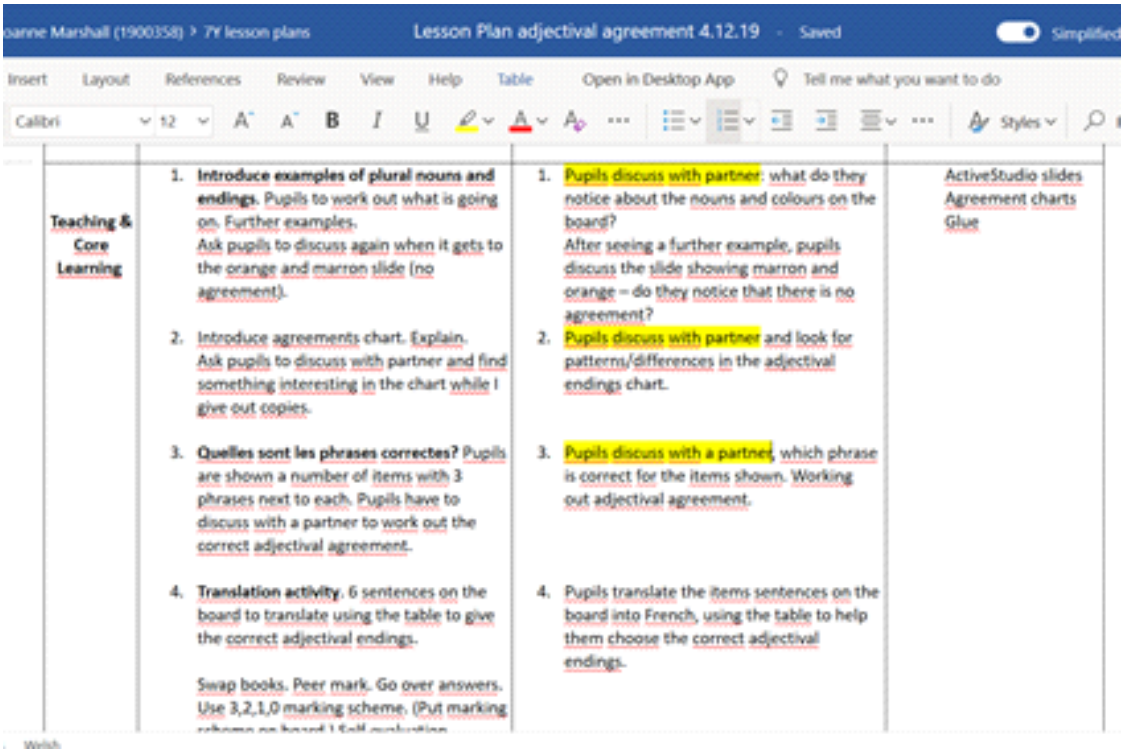
<u>Pair work/talk partner</u>

Pair work has a very important role in the foreign language classroom as it gives pupils the opportunity to try out new language in a safe environment and without having to do so in front of the whole class. My mentor uses pair work as a discussion to try out ideas before asking a question of the whole class, and also after a whole class activity to enable pupils who have not a chance to speak or who are not confident enough to speak, the opportunity to try out the new language with their talk partner instead. I have been trying to replicate this in my lessons to ensure that all pupils have the opportunity to practise with the audience that they are comfortable with.

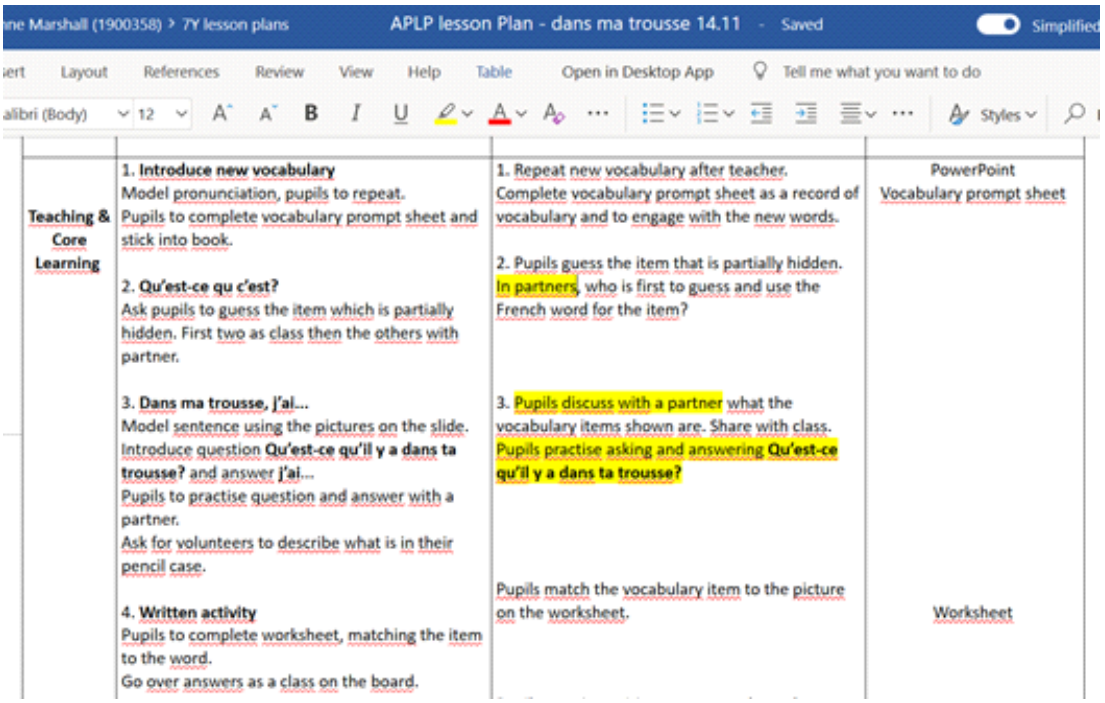
The following evidence is from my mentor's notes on my very first lesson, showing the inclusion of pair work activities. It is also important to monitor the pair work to correct any misconceptions, repeat or rephrase instructions if pupils are unsure what to do, keep pupils on task and to monitor how much more time is needed to complete the task.



In the lesson plan below, I have highlighted the tasks involving pair work in my lesson (4th December), which have increased since my first lesson (14th November), also shown.



Teaching & Core Learning	1. **Introduce examples of plural nouns and endings**. Pupils to work out what is going on. Further examples. Ask pupils to discuss again when it gets to the orange and marron slide (no agreement). 2. Introduce agreements chart. Explain. Ask pupils to discuss with partner and find something interesting in the chart while I give out copies. 3. **Quelles sont les phrases correctes?** Pupils are shown a number of items with 3 phrases next to each. Pupils have to discuss with a partner to work out the correct adjectival agreement. 4. **Translation activity**. 6 sentences on the board to translate using the table to give the correct adjectival endings. Swap books. Peer mark. Go over answers. Use 3,2,1,0 marking scheme. (Put marking	1. Pupils discuss with partner: what do they notice about the nouns and colours on the board? After seeing a further example, pupils discuss the slide showing marron and orange – do they notice that there is no agreement? 2. Pupils discuss with partner and look for patterns/differences in the adjectival endings chart. 3. Pupils discuss with a partner, which phrase is correct for the items shown. Working out adjectival agreement. 4. Pupils translate the items sentences on the board into French, using the table to help them choose the correct adjectival endings.	ActiveStudio slides Agreement charts Glue

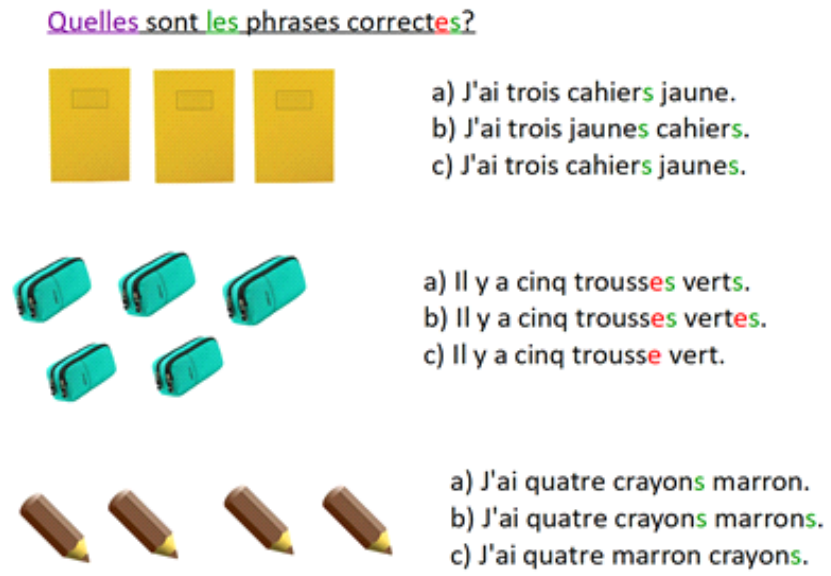


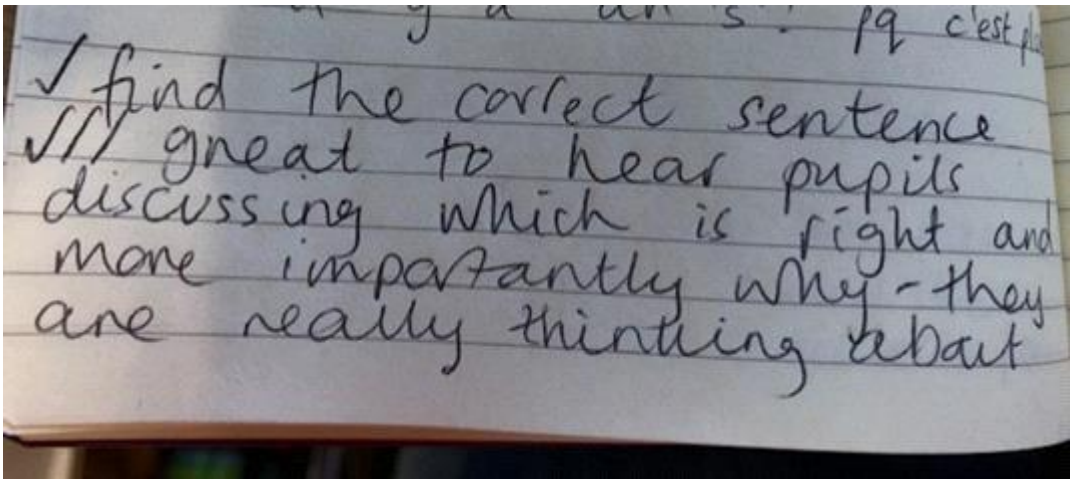
Teaching & Core Learning	1. **Introduce new vocabulary** Model pronunciation, pupils to repeat. Pupils to complete vocabulary prompt sheet and stick into book. 2. **Qu'est-ce qu c'est?** Ask pupils to guess the item which is partially hidden. First two as class then the others with partner. 3. **Dans ma trousse, j'ai...** Model sentence using the pictures on the slide. Introduce question **Qu'est-ce qu'il y a dans ta trousse?** and answer **j'ai...** Pupils to practise question and answer with a partner. Ask for volunteers to describe what is in their pencil case. 4. **Written activity** Pupils to complete worksheet, matching the item to the word. Go over answers as a class on the board.	1. Repeat new vocabulary after teacher. Complete vocabulary prompt sheet as a record of vocabulary and to engage with the new words. 2. Pupils guess the item that is partially hidden. In partners, who is first to guess and use the French word for the item? 3. Pupils discuss with a partner what the vocabulary items shown are. Share with class. Pupils practise asking and answering **Qu'est-ce qu'il y a dans ta trousse?** Pupils match the vocabulary item to the picture on the worksheet.	PowerPoint Vocabulary prompt sheet Worksheet

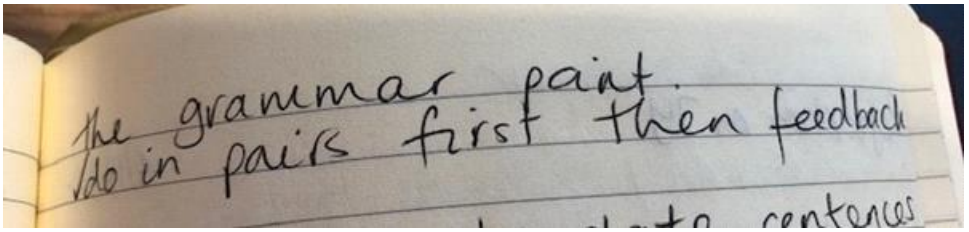
The next two pictures show my mentor's comments on a later lesson, where I feel that I have made progress in terms of choosing more engaging and useful tasks for partner work. One of the slides from the partner discussion follows.

Year 7 pupils were learning about the agreement of adjectives with nouns, meaning that an adjective's ending can change depending on whether it is describing a masculine, feminine or plural noun. I put a choice of three sentences on the board for the given picture and pupils had to work in pairs to find the correct sentence before feeding back to the class and justifying their answer. By practising this activity in pairs first of all, it meant that pupil volunteers had already had a chance to think about the answer to share with

the class without feeling that they were being rushed or on-the-spot in front of the class.







The "Qui est l'intrus?" Slide below is an example of pair work set for a year 8 class, which I was teaching about the weather. Each question shows four weather phrases and partners had to work together to find out the odd-one-out and then feed back to the class, along with a reason for their answer, when the class came back together. My mentor's comments follow.

Qui est l'intrus?

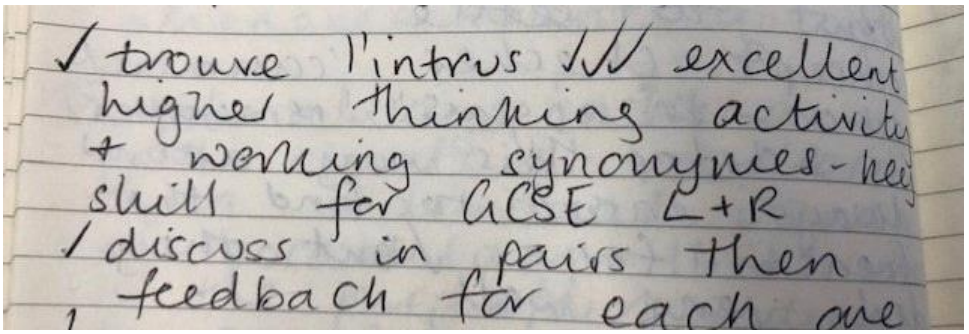
1 a. Le ciel est bleu.
b. Il fait nuageux.
c. Il fait du brouillard.
d. Il y a de l'orage.

2 a. Il neige.
b. Il fait du soleil.
c. Il fait froid.
d. Il gèle.

3 a. Il fait du soleil.
b. Le ciel est couvert.
c. Le soleil brille.
d. Il fait beau.

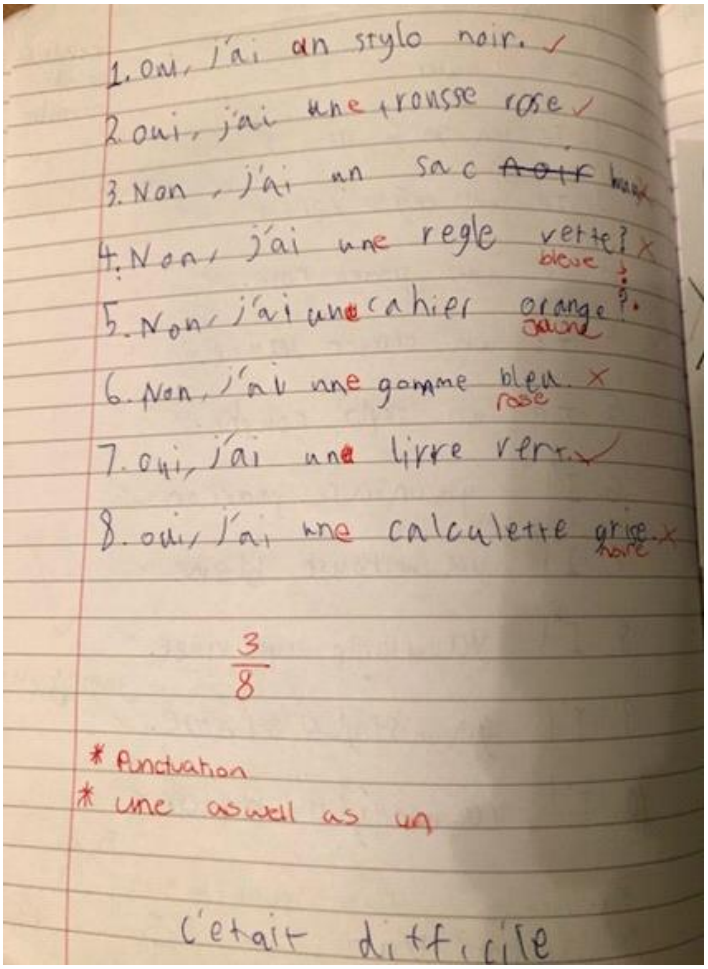
4 a. Il y a de l'orage.
b. Il fait du vent fort.
c. Le ciel est bleu.
d. Il pleut beaucoup.

A mon avis, l'intrus c'est...


✓ trouve l'intrus ✓✓ excellent
higher thinking activity
+ working synonymes - key
skill for GCSE L+R
✓ discuss in pairs then
feedback for each one

Peer assessment

Over the placement, I developed use of peer assessment for written tasks. We went over the answers as a class and pupils were given the opportunity to mark their partner's work. I hadn't asked for a comment, but the pupils seem familiar with peer assessment and several wrote a comment for their partners anyway. In the example below, the marker has given a mark and commented, and the pupil has self-reflected.

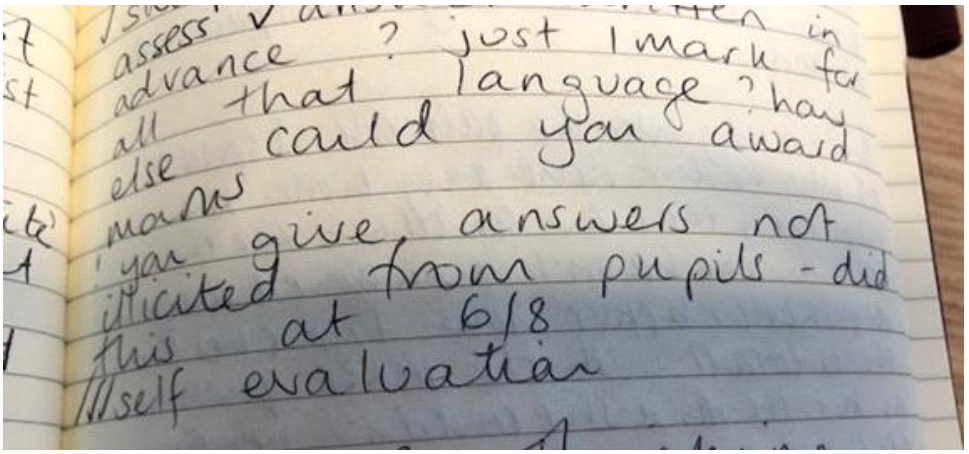

1. oui, j'ai un stylo noir.
2. oui, j'ai une trousse rose
3. Non, j'ai un sac ~~noir~~ marr
4. Non, j'ai une regle vette? bleue
5. Non, j'ai une cahier orange? jaune
6. Non, j'ai une gomme bleu. rose
7. oui, j'ai une livre vert.
8. oui, j'ai une calculette grise. noire

3/8

* Punctuation
* une as well as un

c'etait difficile

After this activity, my mentor suggested a more positive marking scheme, in which three points are awarded for a perfect sentence, two points if there are one or two errors, one point if there are more than two errors and no points if the question was not attempted or was not decipherable. I adopted this in the next lesson and the pupils seemed a lot happier about their results. Following this scheme, pupils are rewarded for their effort and not put off by only gaining marks if they produce a perfect sentence.

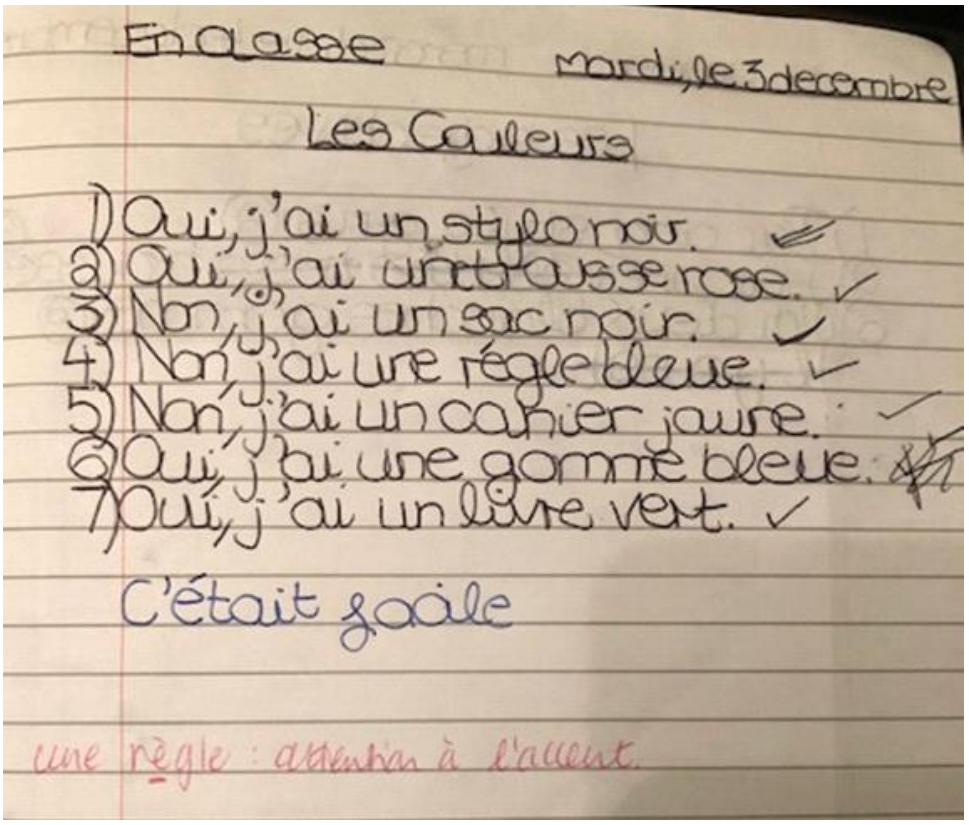

assess in advance? just I mark for all that language? how else could you award marks
you give answers not illicited from pupils - did this at 6/8
//self evaluation

Self-reflection

Another aspect of Assessment for Learning is self-reflection, which encourages

pupils to think about their work and how it can be improved. I introduced a simple slide for the pupils to use (below) and to write a comment in French to show how they felt about the task. This also helps me to see how well I have pitched the task.

Below is an example of a pupil's self-reflection after a task. The pupil has translated accurately and commented that she found the task easy. I plan to develop the self-reflection task further when I return to my placement.


En classe mardi, le 3 decembre

Les Couleurs

1) Oui, j'ai un stylo noir.
2) Oui, j'ai un trousse rose.
3) Non, j'ai un sac noir.
4) Non, j'ai une règle bleue.
5) Non, j'ai un cahier jaune.
6) Oui, j'ai une gomme bleue.
7) Oui, j'ai un livre vert.

C'était facile

une règle : attention à l'accent.

Principle 2: Good teaching and learning regularly reinforces Cross-Curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.

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In this section, I will provide evidence of reinforcement of cross-curriculum responsibilities in my teaching. I include literacy, numeracy and digital competence.

<u>CROSS-CURRICULAR AREA 1</u>
<u>Literacy - grammar</u>
Through teaching grammar, in particular adjectival agreement, I have been able make comparisons between French and English grammar. Firstly, it seems strange to the Year 7 pupils that French has masculine and feminine nouns when we do not have this distinction in English. Therefore, adjectival agreement is a difficult topic for them to grasp as it is not something that they have had to consider before.

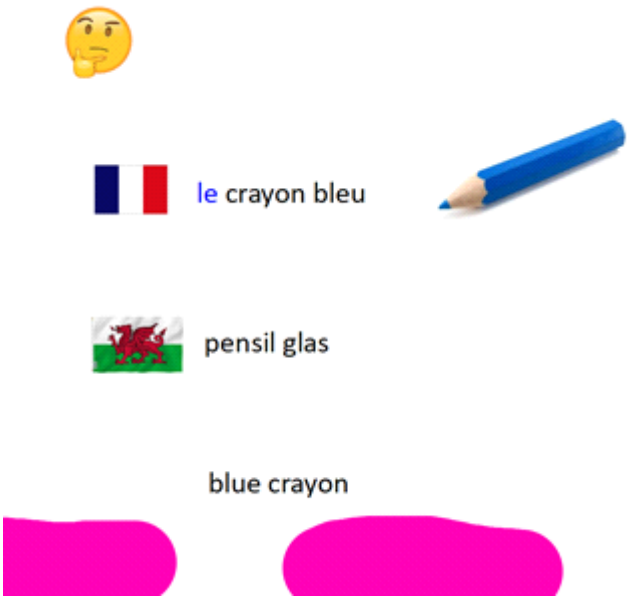
Here is an example of one of my slides used when introducing adjectives with feminine nouns. A variety of slides were used, showing a coloured item with a sentence in French underneath. Pupils needed to respond to the slide with "C'est correct" or "Ce n'est pas correct" depending on whether or not they thought the adjective agreed with the noun. The task is scaffolded with the table on the right of the slide.

Masculine (un, le)	Feminine (une, la)
bleu	bleue
vert	verte
noir	noire
gris	grise
brun	brune
blanc	blanche
violet	Violette
rouge	rouge
orange	orange
jaune	jaune
rose	rose
marron	marron

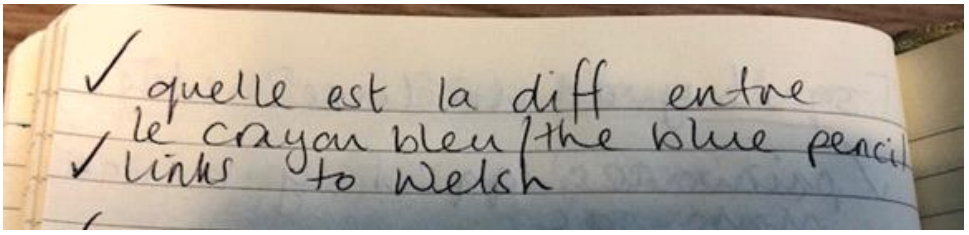
Here is an example of one of the slides used when introducing plurals. These slides (and a variety of other practice activities) were spaced over three lessons to avoid grammar overload.

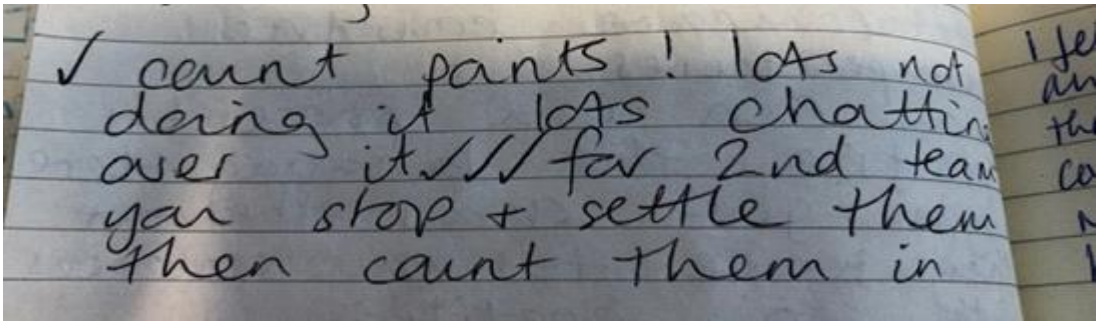
Literacy - triple literacy

When teaching grammar, I have also tried to make comparisons with the Welsh language. Welsh proved particularly helpful when explaining about the word order of nouns and adjectives in French, where the noun is followed by the adjective. By comparing this to Welsh, pupils were able to see that they were already used to this word order when using Welsh adjectives and were able to make a connection.



My mentor's comments on the use of triple literacy are shown below.





<u>Literacy - expressing opinions</u>

Expressing opinions is an area of literacy set out in the oracy section of the National Literacy and Numeracy Framework. One of the classroom routines of the year 7 and 8 classes is to give opinions on the quality of participation in the singing at the beginning of the lesson. The year 7 class were able to give simple opinions when I first started my placement, with justification for their answers being added since. All of the opinion language is scaffolded on the board as this is always an oral activity.

An opinion slide at the start of my placement:

And an opinion slide taken from a lesson four weeks later:

À mon avis la participation de la classe / l'équipe A / l'équipe B / des garçons / filles

... c'était

fantastique

très bien

pas mal

nul

...parce que l'équipe A/B / les filles/les garçons a / ont chanté fort / bien chanté / chanté faux / mal chanté

+ 5 points!

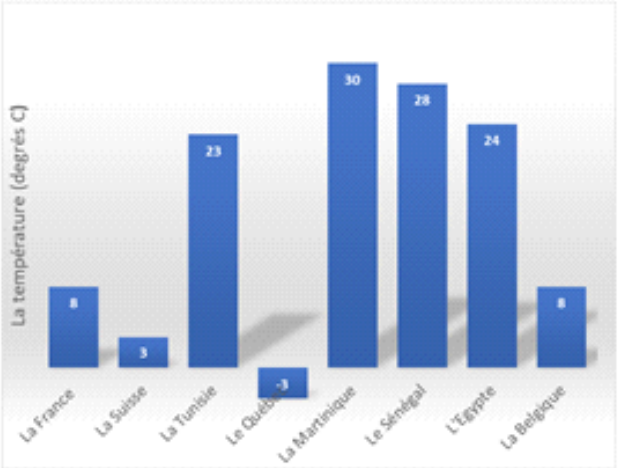
Je suis d'accord.
Je ne suis pas d'accord.

CROSS-CURRICULAR AREA 2

Numeracy – reading graphs

As part of the Year 8 weather topic, I introduced the class to graphs in French so that they could read the data given and talk about the temperatures in a variety of French-speaking countries.

La température dans les capitales des pays francophones
(le 2 décembre 2019)

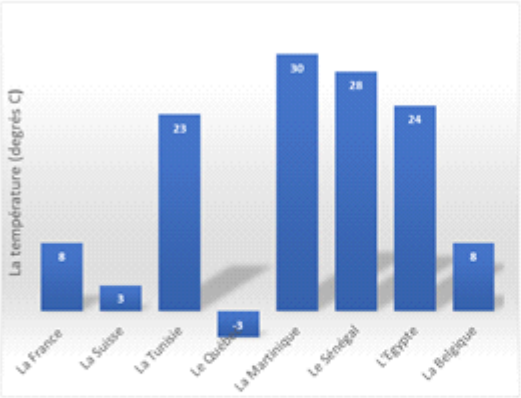


En France
En Suisse
En Tunisie
En Martinique
En Egypte
En Belgique
Au Québec
Au Sénégal

Quelle température fait-il en/au .....?
En/au ..... il fait ... degrés.

This then developed into oral pair work and a written task comparing the temperatures between French-speaking countries.

Écrivez les phrases



En France
En Suisse
En Tunisie
En Martinique
En Egypte
En Belgique
Au Québec
Au Sénégal

1. En ... il fait ... degrés.
2. Au ... il fait ... degrés.
3. En/Au ... il fait plus chaud qu'en/au ...
4. En/Au ... il fait plus froid qu'en/au ...

Puis:
Écrivez 2 phrases de plus.

Numeracy – practising numbers

The Key Stage 3 classes run a points competition each lesson, with one half of the class (Équipe A) competing against the other half (Équipe B). Pupils score points for participation in class: five points for a correct answer, two for participation when an incorrect answer is given and ten for using extended language, which has not been given on the board. At the end of each session, the points are counted together in fives as a class. The numbers are provided on the board so that all pupils can join in.

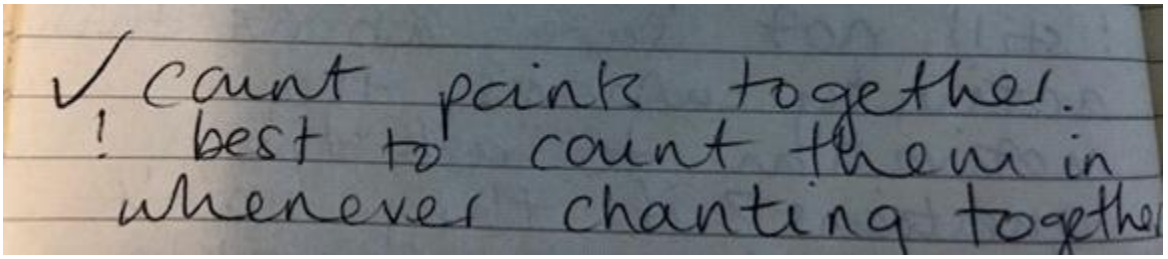
On va compter les points...

5 - cinq
10 - dix
15 - quinze
20 - vingt
25 - vingt-cinq
30 - trente
35 - trente-cinq
40 - quarante
45 - quarante-cinq
50 - cinquante

55- cinquante-cinq
60 - soixante
65 - soixante-cinq
70 - soixante-dix
75 - soixante-quinze
80 - quatre-vingts
85 -quatre-vingts- cinq
90 - quatre-vingts-dix
95 - quatre-vingts-quinze
100 - cent

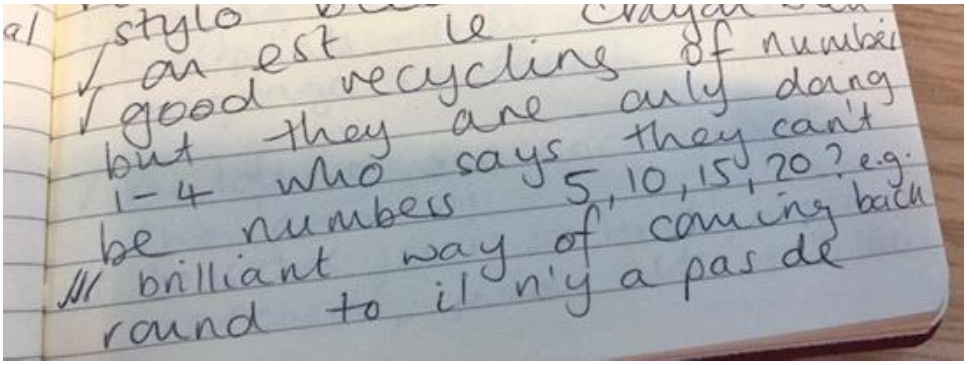
Qui a gagné? L'équipe A ou l'équipe B?

My mentor's comments below show how I have made progress in conducting the counting activity, bringing the class together and increasing participation.



Further examples of practising numbers are included below. As a starter, I had been asking Year 8 pupils to match the vocabulary introduced last lesson to the numbered pictures on the board.

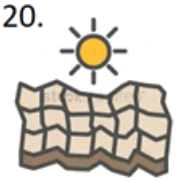
This ensures regular practice of the lower numbers, but my mentor suggested (comment below) that it doesn't always have to be these numbers.



Therefore, in the next two lessons, I experimented with different number ranges, which the majority of pupils accepted and used well. For those who were less confident with higher numbers, it became a useful revision tool.

Le climat est tropical.
C'est le désert.
Il neige beaucoup.
Il y a une saison de sèche.
Il y a une saison de pluie.

10.

20. 

30.

40.

50.

À mon avis ..... c'est le numéro ....

Eg. À mon avis le climat est tropical c'est le numéro 1.

Il pleut tous les jours.
Le ciel est bleu.
Il gèle.
Le ciel est couvert.
Le soleil brille.
Il fait du vent fort.

100

200

300

400

500

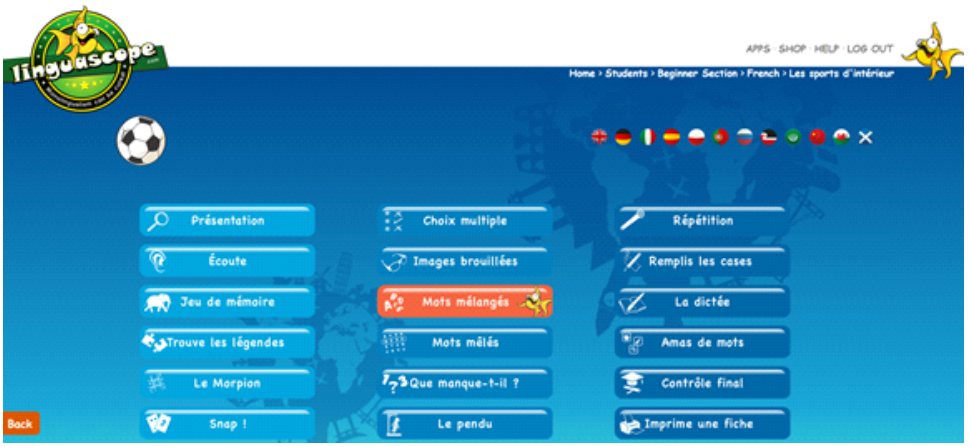
600

À mon avis ..... c'est le numéro ....

Eg. À mon avis le soleil brille c'est le numéro 1.

<u>CROSS-CURRICULAR AREA 3</u>
<u>Digital competency</u>

So far in my placement, I have been unable to develop my teaching in digital competency. However, I have discussed the use of the Internet with pupils, suggesting that they use Linguascope to practise their French and for extension activities and I have warned pupils about the disadvantages of using Google Translate for more than single word translations.


linguascope
APPS · SHOP · HELP · LOG OUT
Home › Students › Beginner Section › French › Les sports d'intérieur
Présentation
Écoute
Jeu de mémoire
Trouve les légendes
Le Morpion
Snap !
Choix multiple
Images brouillées
Mots mélangés
Mots mêlés
Que manque-t-il ?
Le pendu
Répétition
Remplis les cases
La dictée
Amas de mots
Contrôle final
Imprime une fiche
Back

Principle 3: Good teaching and learning creates authentic contexts for learning.

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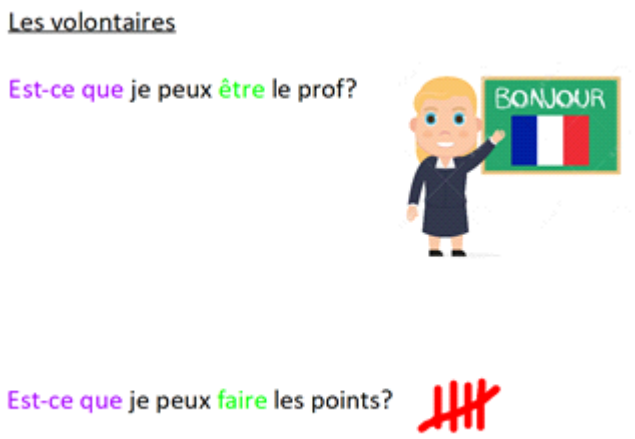
I have chosen to look at authentic contexts for learning as my third Pedagogical Principle as their use are a desired component of foreign language teaching. Here, I will provide evidence of authentic use of classroom language, expressing opinions in the target language, the use of authentic tasks and talking about Wales in the target language.

<u>Authentic use of classroom language</u>

In my placement school, French lessons for Years 7 and 8 are conducted in the target language. This was introduced by my mentor when she arrived at the school in September 2018. This provides plenty of opportunity for pupils to use French in an authentic way within the classroom, for example asking questions, answering and expressing opinions.

At the start of each lesson, pupils ask to be volunteers for the lesson: being the teacher (moving on the slides as directed), recording the points on the board as they are awarded to each team) and (in Year 8 only) recording the ticks awarded for participation and good behaviour and the crosses given for undesired behaviour.

At the start of my placement, the volunteer slide scaffolded the questions for the pupils who wished to volunteer.



I was later able to incorporate simple justification for why the pupils wanted to volunteer:

Year 7 stand behind their chairs on entering the classroom. When everyone is settled, they are asked "Qui a une question?" (Who has a question?) and pupil volunteers can then ask whether the whole class or their team can sit down. The questions are shown on the slide below to ensure wide participation.

Over the course of the placement, I have introduced further questions for the pupils to choose from; a pupil can now ask if he/she can sit (which the pupils use to their advantage to gain points for their team with each act of participation but it also means that many pupils are encouraged to get involved) or whether he/she and someone else can sit (this phrase was tried out first by a pupil, which I then added to the slide at my mentor's suggestion).

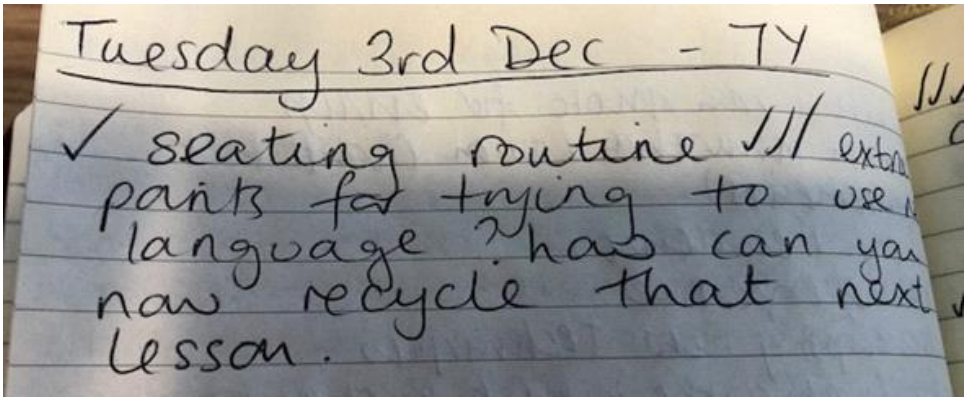
Est-ce que la classe peut s'asseoir?

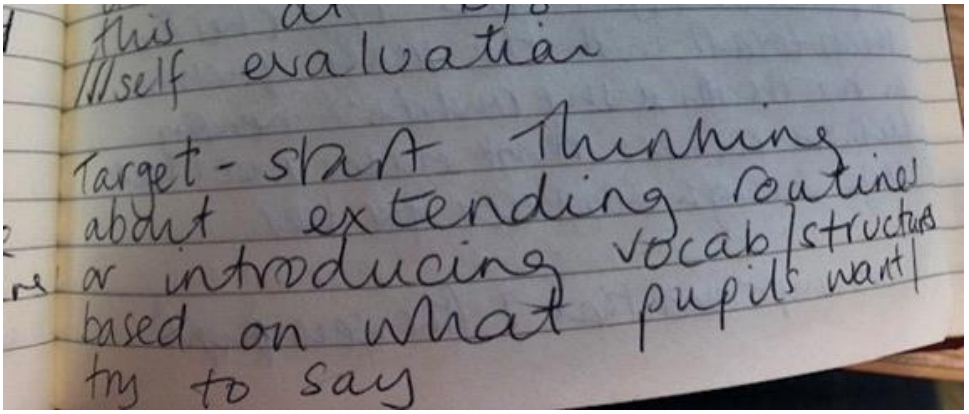
Est-ce que l'Équipe A/l'Équipe B peut s'asseoir?

Est-ce que je peux m'asseoir?

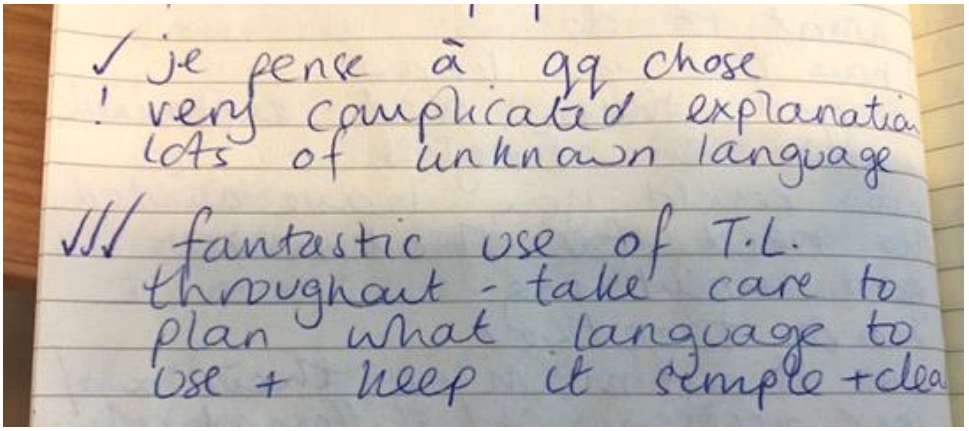
Est-ce que moi et .... pouvons nous asseoir?

These were the comments from my mentor following a pupil attempting to try out a new sentence of their own (Please can me and X sit?), which I was able to add into the scaffolding for the next lesson.

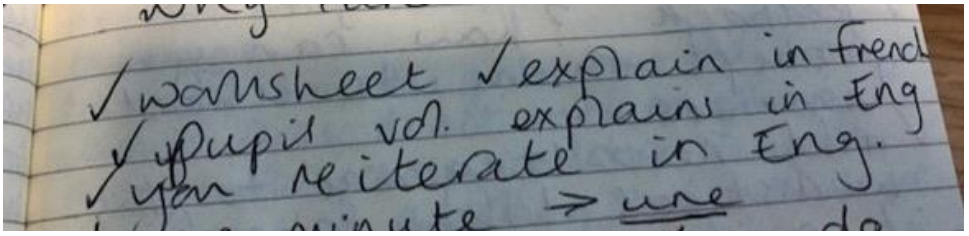




I have also developed my own use of the target language by giving more thought to how I can explain tasks to pupils in very simple language. In the Je pense à quelque chose activity mentioned below, I hadn't planned in advance what language I was going to use for the Year 7 audience and I ended up relying on modelling the activity with my mentor for the pupils to understand.



Following the feedback above, I spent more time considering instructions and how I could ensure that the class could understand them. I adopted the routine of explaining in French, asking for a pupil volunteer to explain to the class in English and then reiterating those instructions myself in English to ensure that everyone could hear. Once I had set the pupils on a task, I also walked around the class, checking that certain individuals and pairs fully understood the instructions.



<u>Expressing opinions</u>

Pupils are also developing the ability to express their opinions in an authentic context, such as evaluating their classmates' participation in singing. The slide below shows scaffolding to help pupils give their opinion and the following slide shows how this has been developed into pupils being able to justify their responses too.

À mon avis la participation de

la classe
l'équipe A
l'équipe B
les garçons
les filles

... c'était

très bien

pas mal

nul

Je suis d'accord.
Je ne suis pas d'accord.

+ 5 points!

Progress in expressing opinions in the classroom since the beginning of my placement:

À mon avis la participation de

la classe
l'équipe A
l'équipe B
des garçons
filles

... c'était

fantastique

très bien

pas mal

nul

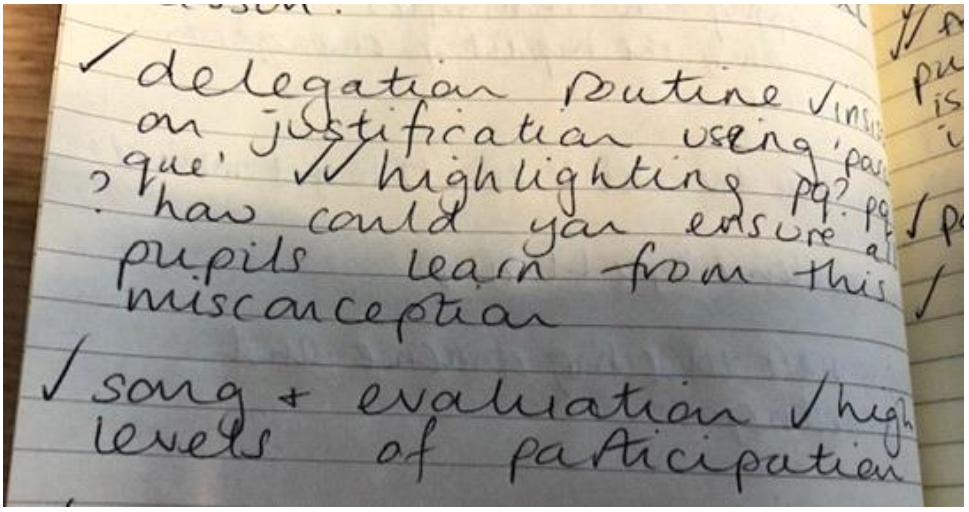
...parce que l'équipe A/B a chanté fort
bien chanté

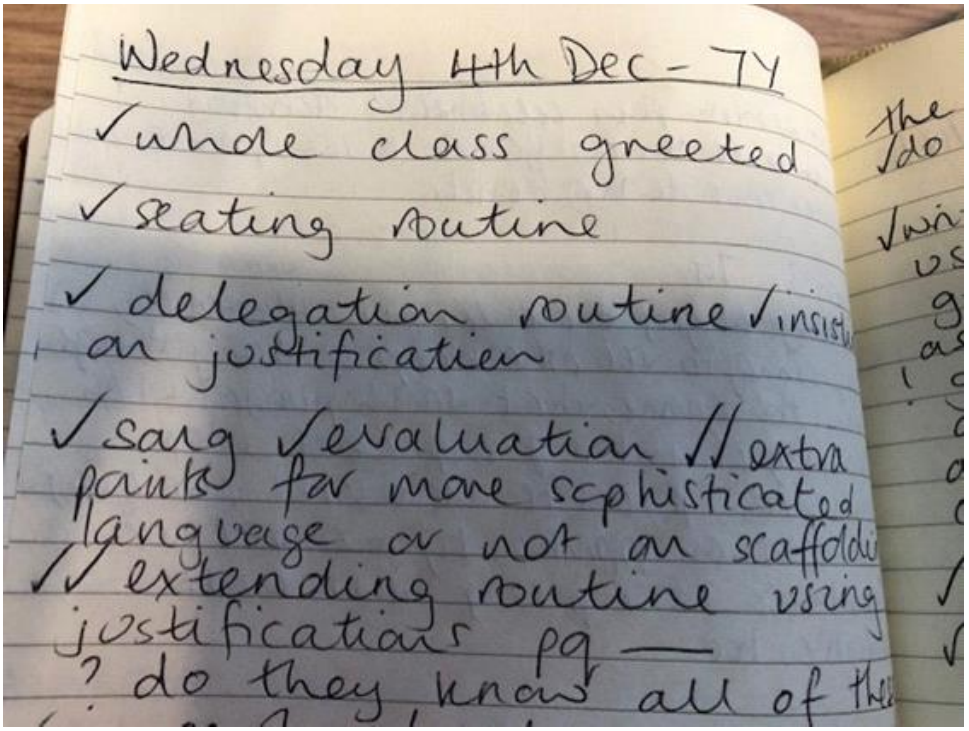
les filles/les garçons ont chanté faux
mal chanté

+ 5 points!

Je suis d'accord.
Je ne suis pas d'accord.

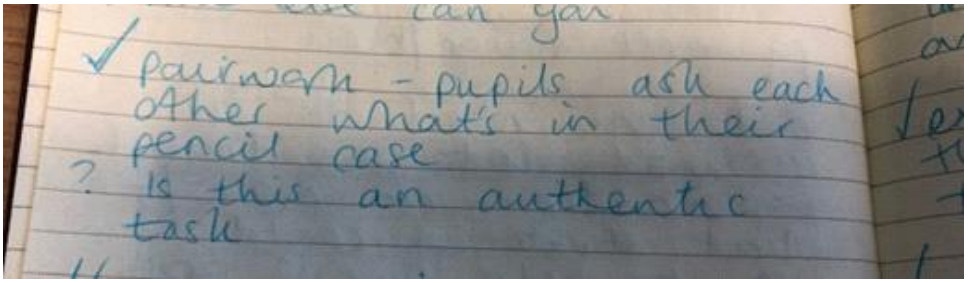
The following slides show feedback from my mentor on the routines described above in an earlier Year 7 class and in my last Year 7 class of Block 1.





Authentic tasks

In one of my early lessons with Year 7, the class were practising using classroom vocabulary and I had asked them to work in pairs, asking what was in each other's pencil cases. My mentor queried whether this was an authentic task; whether pupils would actually ask each other this question. I hadn't considered this when setting the task and had been focused merely on enabling the pupils to practise asking the question and using the new items of vocabulary that they had learnt.



Qu'est-ce que tu as dans ta trousse?
What is in your pencil case?

Dans ma trousse, j'ai....
In my pencil case, I have...

Discutez avec un partenaire.

I found it difficult to ensure that certain tasks were not just speaking for the sake of practising structures and vocabulary. I suppose it could be the difference in language classroom activities today and when I learnt in the 1980s. I tried to introduce more games rather than simple question and answer activities, which I found were more interesting for the pupils and they had greater motivation to complete the activity.

The following slide shows an activity that I was particularly pleased with, which I used when teaching the French alphabet. It involved a battleships-type game, where each partner had a grid containing four words relating to the pencil case vocabulary and partners had to take turns giving a grid reference to see if there was a letter in that square in order to discover what words their partner had.

On va jouer Cherchez les Mots!

Partenaire A

	A	B	C	D	E	F	G	H
1				G				
2		T	R	O	U	S	S	E
3				M				
4				M				
5				E				
6								
7								

"J'ai une lettre. C'est ..." ✓

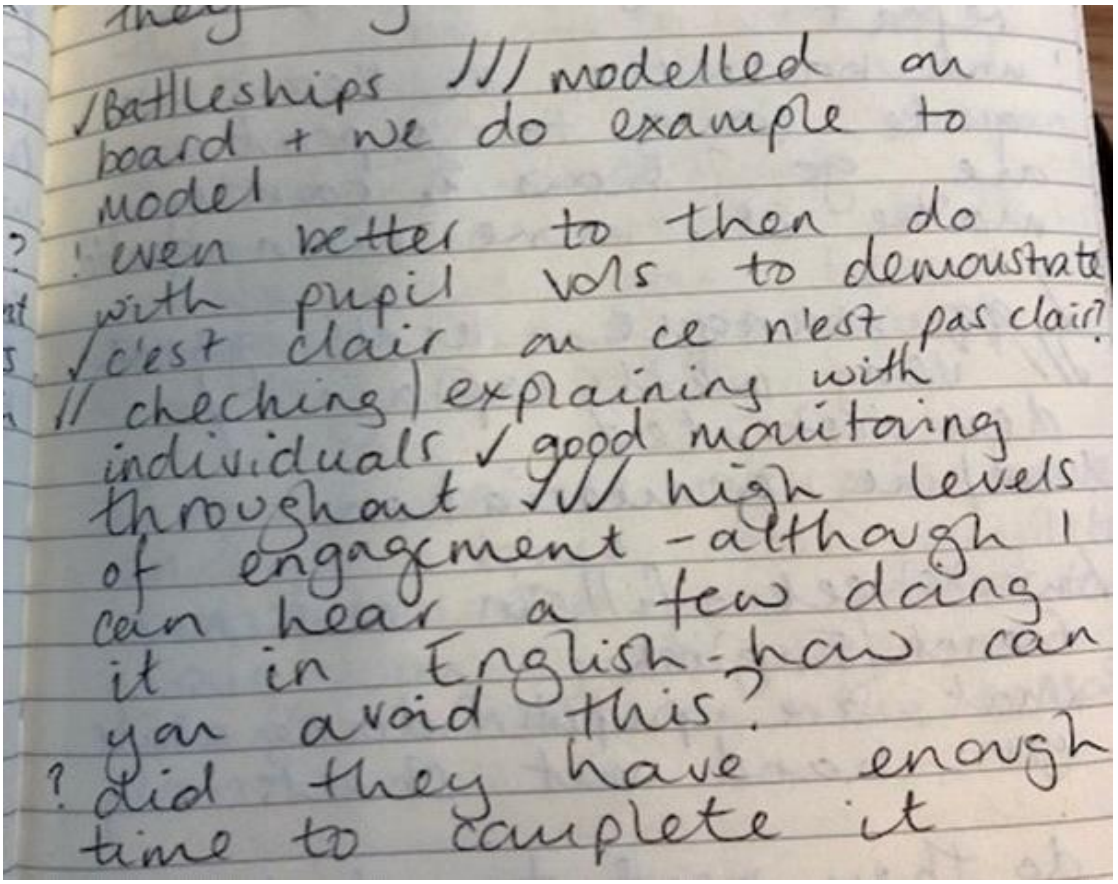
Partenaire B

	A	B	C	D	E	F	G	H
1								
2						S		
3						T		
4						Y		
5						L		
6		C	R	A	Y	O	N	
7								

"Je n'ai pas de lettre." ✗

Il faut poser les questions pour trouver 4 mots du Partenaire.
Écrivez les mots dans la grille.
Il faut parler en français.
Il ne faut pas tricher!

My mentor comments on this activity are shown below.

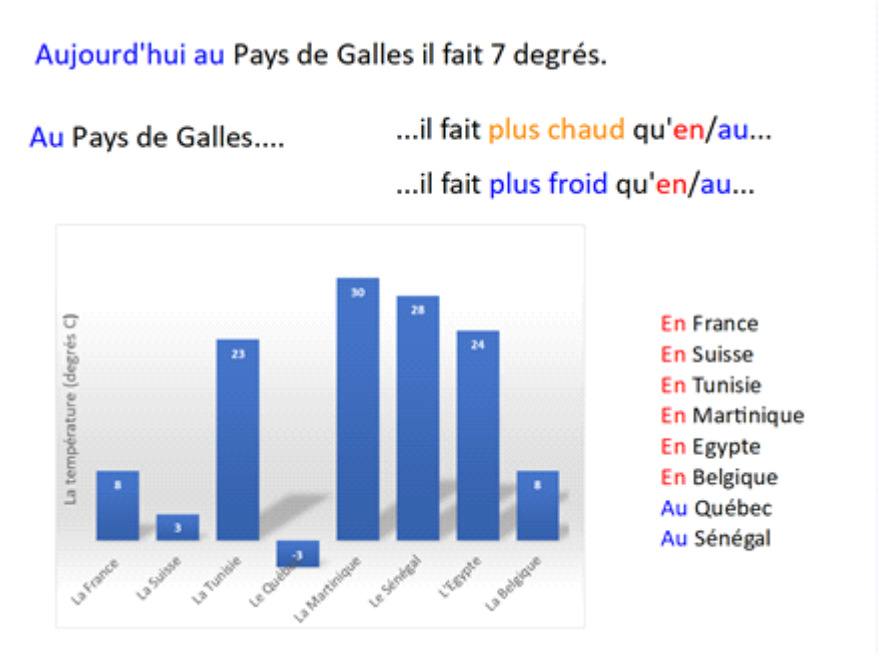


✓Battleships /// modelled on board + we do example to model
! even better to then do with pupil vols to demonstrate
✓c'est clair ou ce n'est pas clair?
// checking/explaining with individuals ✓ good monitoring throughout /// high levels of engagement - although I can hear a few doing it in English - how can you avoid this?
? did they have enough time to complete it

Talking about Wales in the target language

I feel that another authentic use of the target language is being able to compare where we live to the target language country. Year 8 have been learning about the French-speaking world and I felt that it was important to be able to draw comparisons. Using the temperature graph below, which features

a variety of French-speaking countries, pupils were able to compare the temperature in Wales on the day of the class to the temperatures in other countries. Being able to use data from many French-speaking countries meant that pupils were able to make more interesting comparisons than between Wales and France alone.



In the activity below, I collected all of the old and new vocabulary that the Year 8 class had learnt about the weather for them to discuss each phrase in pairs and feed back to the class on which weather phrases were relevant for Wales. As each phrase was chosen, it could be moved to the left-hand side of the board, underneath Au Pays de Galles.

Critical reflection

Thursday, October 31, 2019 10:12 PM

ECAD6008 – Assignment

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

Introduction

My Professional Teaching Experience (PTE) is in the French department of an English medium secondary school in Carmarthenshire. So far, the placement has involved whole class teaching of Year 7 and Year 8 classes and oral practice support to individuals, pairs and groups of Year 10 and 11 pupils in preparation for their GCSE exams. The department advocates an immersion style of teaching for Years 7 and 8, with all lessons carried out in the target language.

In this critical reflection of my teaching practice, I have decided to focus on the following pedagogical principles (Donaldson, 2015):

- 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;
- Good teaching and learning creates authentic contexts for learning.

All of these principles have relevance to Modern Foreign Language (MFL) teaching and I feel I am able to demonstrate varying degrees of progress in these areas during the first part of my PTE. As Assessment for Learning encompasses such a wide variety of techniques, I have specifically selected talk partners, peer assessment and self-reflection as most relevant to my practice. In terms of cross-curriculum responsibilities, I will focus on literacy, numeracy and digital competence and, within the scope of authentic contexts, I will explore the concept of authenticity and its implications for my practice. I begin by considering existing research and theory in these three areas, and will relate them to my own progress before identifying steps for future development.

Literature Review

"Good teaching and learning means employing assessment for learning principles" (Donaldson, 2015, p.67).

Assessment for Learning (AfL) is a means of formative assessment regarded as integral to classroom practice (Black et al., 2003; Donaldson, 2015). A key component of AfL is effective feedback, which is qualitative rather than quantitative and can be used by the teacher and pupils in improving teaching and learning (Barbosa and Bessera, 2012; Black et al., 2003). The introduction of AfL principles has changed the role of the pupil from "passive recipients of the knowledge offered by the teacher to active learners" with the ability to reflect, self-assess and self-monitor, as well as collaborate with and assess peers (Black et al., 2003). According to Jones and Wiliam (2008), AfL is well suited to the foreign language classroom, where numerous interactions can provide teachers with information on pupils' levels of understanding, enabling the teacher to make professional judgements about the next progression steps.

Jones (in Driscoll, 2014, p.159) describes pupil talk as one of the "fundamental principles of formative assessment". Ramage (2012) and Phipps (1999) agree that pair work increases learner confidence; it is less daunting than speaking in front of the class and enables the learner to practise without feeling judged or self-conscious. Both researchers concur that pair work affords all learners the opportunity to speak, unlike whole class activities, and allows the teacher to check on the progress of individual pairs. Jones and Wiliam (2008) assert that when pupils collaborate on questions before feeding back to the class, learners are able to practise and to reflect on their responses. There is also evidence that pair work aids language retention; Phipps (1999) claims that speaking encourages active participation,

improving the chances that new language will be internalised and remembered. To allay concerns about mixed ability pair work, Jones and Wiliam (2008, p.17) cite that research has shown that collaborative work also aids the stronger learner as the act of "explaining something to someone forces one to deepen one's own thinking". However, Phipps (1999, p.5) states that pair work should always have a purpose: "pupils must be given a reason for interacting" to ensure that the task is motivating and extended beyond mere linguistic practice.

Black et al. (2003) consider that MFL teaching provides ample occasions to employ peer- and self-assessment activities to encourage reflection on the learning. Pachler and Redondo (2007, p.40) agree that these are "valuable tools", which positively affect pupil learning. In particular, peer assessment enables students to learn from each other through collaboration, talking about their work and communicating their own ways of learning. Furthermore, pupils develop the ability to make improvements in the standard of their work through receiving and acting on feedback and acquiring evaluation skills (Jones and Wiliam, 2008). Donaldson (2015) concurs, highlighting that by evaluating the work of peers, pupils develop a deeper level of understanding of the learning, making it a beneficial exercise for both the giver and receiver of feedback. However, Pachler and Redondo (2007) warn that for this to be effective, the learning objectives and success criteria need to be clear. Self-assessment is considered an effective way of increasing pupil autonomy (Donaldson, 2015). In addition, pupils' self-reflection can provide the teacher with essential information about how confident each pupil feels about a particular task or topic (Jones and Wiliam, 2008) enabling him/her to modify planning if necessary.

"Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence" (Donaldson, 2015, p.68)

The Welsh Government has designated literacy, numeracy and digital competence as subjects which should be embedded across all subjects in order to give pupils "frequent opportunities to develop, extend and apply them" in different areas of the curriculum (Donaldson, 2015, p.40).

MFL has a natural crossover with literacy and they have been linked together in the Languages, Literacy and Communication Area of Learning and Experience. Research has shown that learning a language can facilitate the learning of further languages (Donaldson, 2015); the bilingual education system in Wales provides learners with "a head start by developing language and literacy skills that they can readily apply to other European and world languages" (Welsh Government, 2010). English, Welsh and Modern Foreign Languages share the same grammatical components and often similar grammatical rules and word origins. By practising consistency of terms and using the knowledge of one language to support the learning of another, teachers can help pupils to make links between languages and develop an understanding of how these and other languages work (Welsh Government, 2011). Welsh Government's emphasis on triple literacy (Welsh, English and a foreign language) facilitates this deeper understanding and the transfer of knowledge between languages, and evidence has shown that it has had an impact on academic performance (Rawlins, 2017).

Although there are many opportunities for reinforcing numeracy within MFL lessons, less has been written about this connection than with other cross-curriculum responsibilities. Donaldson (2015) states that learners should have frequent occasion to strengthen their understanding of numeracy in a variety of contexts. Seccombe (2017) observes that Key Stage 3 MFL supports the learning of both literacy and maths and that MFL teachers themselves may be unaware of the extent to which numeracy is included in their lessons as a matter of course.

MFL teaching textbooks are beginning to include digital technologies as an integrated part of the curriculum and it is clear that the Internet has made a huge variety of foreign language resources easily accessible to language teachers and learners (Smith and Conti, 2016). Indeed, a range of technologies is being used to improve learners' skills, both in the classroom and on an individual basis, and can improve the language learning experience (Pachler et al., 2014). However, Donaldson (2015, p.40) states that the use of technology "should focus on pedagogy, deeper skill development, transferability, and understanding…" Smith and Conti (2016, p.283) agree, warning against using technology for the sake of it and claim that its use should be used only "to raise motivation, provide L2 input and improve

students' language skills". This view is shared by Pachler et al. (2014) who advise that the motivation for using technology should always be to meet language learning objectives and that teachers should assess the benefits of its inclusion when planning.

"Good teaching and learning creates authentic contexts for learning" (Donaldson, 2015).

Donaldson's concept of authenticity relates to children's learning having relevance to the real world (2015). However, first of all, it is essential to find consensus amongst the many definitions of authenticity and authentic resources in MFL settings. Gilmore (2007) supports Morrow's 1997 definition: "An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a message…" This view is shared by Malova (2016), Douglas (2010) and Little et al. (in Swarbrick, 1994), although Douglas also refers to the idea of genuineness and warns that a genuine target language text may not be used authentically in a classroom setting (i.e. in the manner in which the writer intended), a notion also supported by Cook (2008). Pachler (in Field, 2000) considers context to be authentic if it concentrates on the culture of the language, whereas Kramsch (1994, p.178) argues that authenticity lies in the interplay between the text and the reader and is essentially an "appropriate response".

That said, many benefits of authentic language use have been proposed. Several researchers agree that, due to their communicative nature and presentation of the culture, authentic texts can be more motivational for students (Smith and Conti, 2016; Pachler, 2014; Horne in Driscoll, 2014; Little et al. in Swarbrick, 1994). Smith and Conti (2016) state that engagement with authentic materials increases awareness of the target language culture and addresses any stereotypical views of the country, while Pachler (2014) highlights the satisfaction gained by pupils when working out the sense of a real-life item. Little et al. (in Swarbrick, 1994) and Horne (in Driscoll, 2014) agree that authentic materials advance language development as they are full of new vocabulary, encourage learners to think more deeply about how the language works and discover the wider meaning, thus leading to more autonomous learning.

In contrast, others argue that using authentic materials can be demotivating for learners because of the proportion of unknown vocabulary, complicated sentence structure and presupposed understanding of the culture (Gilmore, 2017; Malova, 2016). Harizaj and Hajrulla (2018) stress the importance of teachers understanding how and why to use authentic materials according to theme, level of language and pupil needs. Smith and Conti (2016, p.224) take a practical stance advising that providing learners with texts that are "linguistically accessible" and "plausible" (whether authentic or adapted) is more likely to incite interest. According to Gilmore (2017, p.98), the goal of a language classroom is the development of "communicatively competent" learners and he suggests, therefore, that teachers may use any materials available to achieve this. Cook (2008) agrees, stating that teachers should decide for themselves how to present the language to learners. Finally, Kramsch (1994, p.182) asks whether we should be less worried about 'authentic language-using behaviour' and focus more on 'authentic language *learning* behaviour' arguing that tasks which involve both 'communication and metacognition' will be more authentic for students, equipping them also with the knowledge of how to learn a language.

Progress on implementation

The following links to evidence provided of my practice against the Pedagogical Principles (sections 1 to 3 of the document).

Assessment for Learning

I have provided evidence of my focus on talk partners, peer assessment and self-reflection. I had observed pair work in my mentor's classes but did not include much in my first lesson as I was concerned that pupils would become off-task. However, reflection showed that most pupils did not have enough opportunity to practise the new vocabulary (many are not confident enough to participate in whole class activities (Phipps, 1999)). My mentor explained that every task could be carried out in pairs to give all pupils opportunities to speak and practise. This aligns with Rammage's (2012) opinion that pair work is an essential part of the lesson. Careful monitoring ensures that pupils stay on task and judging timings correctly means there is less time for general conversation. My evidence shows examples of increased pair work in my planning, and successful activities in which pupils were asked to

discuss the answers in pairs before feeding back to the class, a chance for learners to be "more reflective" (Jones and Wiliam, 2008, p.17).

I made progress in implementing peer assessment for written tasks with Year 7. In the first example, pupils peer-assessed written work but my mark scheme of one mark per sentence seemed to be demotivating. Consequently, my mentor suggested a more positive marking scheme with three points available for each sentence, which was much more successful. I also introduced a simple self-reflection slide for pupils to use after completing written work, which uses the target language to represent how they felt about the task and provides me with information about the next learning steps (Jones and Wiliam, 2008).

Cross-curriculum responsibilities

It is important to be able to draw on similarities and differences between languages (see slides in section 2). When teaching colours as adjectives, I was able to show that, although English is different, Welsh has the same word order (noun then adjective). This is an example of triple literacy, where cognitive benefits can be gained through comparison of languages (Welsh Government, 2011). Expressing opinions is an area of literacy set out in the Literacy and Numeracy Framework (ref) and I have made progress in supporting pupils to give opinions as part of the class routines. My evidence shows an opinion slide at the start of the placement and one a few weeks later, where pupils are scaffolded to provide a wider variety of opinions as well as justification.

I have included numeracy in my Year 8 lessons as the weather topic lent itself to data-handling questions (Donaldson, 2015), using graphs to read temperatures in French-speaking countries and to compare climates (see slides). Pupils in both year groups earn points for participation in lessons and totalling the points in fives at the end of the lesson is part of the class routine (scaffolding slide provided). I have also made progress in varying the numbers practised by pupils during lessons. In starter tasks (shown), where pupils are asked to match new vocabulary to the numbered picture, I had been starting from one each lesson. However, my mentor suggested that I could include other number sequences to provide revision, so I used tens and hundreds and pupils coped well with the change.

I have not yet introduced digital competence into my lessons as there has been no need for it so far. I do not wish to use technology for the sake of it (Smith and Conti, 2016; Pachler, 2014) but I feel that it could be of use as a vocabulary learning homework task in the next topic, e.g. by setting up topic-related flashcards on Quizlet.

Authentic contexts

As the target language is the language of the classroom, there are many opportunities for pupils to use authentic language, including understanding instructions, expressing opinions and needs. As Horne (in Driscoll, 2014, p.74) states, pupils find it easier to learn vocabulary when it is used for "real purposes". Horne (in Driscoll, 2014, p.72) also claims that inviting pupils to comment on what others say creates a "multi-way communicative situation" which helps to strengthen the learning experience. The evidence shows how I have increased opinion sharing as well as improving my use of target language in class by planning instructions in simpler language and using mime and modelling to aid understanding.

At first, I struggled with the concept of authentic tasks (mentor feedback shown), where the intention is more than simply practicing language patterns. I have made progress in this area and provide examples of successful tasks which make use of metacognition and focus on language learning as well as the language itself (Kramsch, 1994). I had found some authentic topic-specific resources (e.g. weather headlines from Le Monde), however, I felt they included too much unknown vocabulary for use with Year 8. Pachler et al. (2014) advise minimizing the amount of authentic texts used with beginner learners for this reason. Donaldson (2015) asserts that an authentic curriculum is one that is "rooted in Welsh values and culture" so I included opportunities to talk about Wales in the target language and to make comparisons where relevant.

Recommendations for further development

The reflection undertaken for this assignment has identified a number of recommendations for development in the second part of my PTE. In terms of Assessment for Learning, I intend to continue to use pair work whenever appropriate and to monitor pairs closely, especially

targeting pupils who I can now identify as less confident with the language so that I may provide support and advice. I will also ensure that pair work tasks are meaningful, thus motivating pupils to participate fully (Phipps, 1999). I plan to expand on the peer assessment previously introduced by implementing a feedback structure such as two stars and a wish, which will scaffold all pupils to provide comments on their peers' work (Jones and Wiliam, 2008). I also intend to implement peer assessment for written tasks in Year 8.

With regards to cross-curriculum responsibilities, I plan to include further examples of triple literacy to help foster a deeper understanding of language systems and the fundamental rules (Welsh Government, 2011) and to expand on expressing opinions within the new topics (likes and dislikes/my town). I aim to continue to develop pupils' general number skills in the target language and include numeracy activities with relevance to the topic in order to reinforce understanding (Donaldson, 2015). An example of this within the topic of 'my town' could be practising significant dates in the town's history or finding out the distance from the town to major cities across the country or world. In addition, I will explore the use of technology in motivating learners to practise new vocabulary.

It is essential that I continue to provide ample opportunities for pupils to practise the target language in class, developing pupil understanding of instructions, expressing opinions and needs, as well as encouraging agreement and disagreement with peers to build learner confidence (Horne, in Driscoll, 2014). Ensuring that learners are comfortable listening to the target language and building their confidence to participate in pair work (if not also in whole class discussion) is vital. I feel that I must accept that not all activities can be authentic. Cook (2008) states that the language classroom is a controlled situation and that sometimes it is necessary to employ activities that would not take place in the real world. I shall continue to aim for authenticity but not be too critical of myself if I do not always achieve it. In line with the aims of *Successful Futures* (Donaldson, 2015, p.67), I will consider how I can make language learning "meaningful and authentic". The new topics will provide me with the opportunity to introduce more of the target language culture into my lessons, which I hope will stimulate pupils' interest in learning the language. Finally, I plan to continue to give pupils the opportunity to discuss various aspects of Wales and its culture in the target language and to make comparisons with target language countries as the forthcoming topics allow.

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Thursday, October 31, 2019 10:13 PM

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