

# Overview

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Thursday, 19 December 2019 23:41

Enw/Name: Giulia Raus

Rhif myfyriwr/Student number: 1905265

Llwybr/Pathway: (S-PGCE)

Targedau o'r aseiniad blaenorol / Targets from previous assignment:

|                        | Targed/Target                                                           | Yr hyn yr wyf wedi'i wneud yn yr aseiniad hwn<br>What I have done in this assignment...                                                             |
|------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Targed<br>/Target<br>1 | Read more widely around the subject                                     | Get more informed around the subject doing more resources and collect more informations on the subject                                              |
| Targed<br>/Target<br>2 | Apply Harvard referencing guidelines consistently throughout your work. | Being more careful throughout the writing, taking care of the referencing guidelines                                                                |
| Targed<br>/Target<br>3 | Ensure that theory is applied to all aspects of your work.              | Show a work that has been done aware of the literature and the theory developed around every method used during the lessons and the lesson planning |

## AFL

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**WOW! IN ONLY TEN  
MINUTES YOU HAVE**

**LEARNT HOW TO  
INTRODUCE  
YOURSELF IN A NEW  
LANGUAGE!**

**BRAVI!**



(01)

This is a slide from the first Italian class I taught. In this case I have decided to use two of the ten criteria used for the assessment: foster motivation and promoting understanding of goals and criteria. During the classes in University different techniques have been shown such as the time line and a timer for the PowerPoint. The assessment I have organised has different colours to highlight the different topics done and include a word in the target language to get the students used to be praised in another language. In this way they know "where they are" or "where they should be" (Assessment reform group 2002)

| Time                                            | Activities/Methodology/Key Concepts<br>(Teacher's Role – including key teaching points and key questions)                                                    | Pupil Tasks<br>(Pupils' role –including differentiation strategies, engagement in formative assessment and homework) | Resources<br>(Including Health and Safety requirement) |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Opening phase<br>(with links to prior learning) | Homework correction                                                                                                                                          | They are asked to complete their homeworks at home, in autonomy and understanding.                                   | Booklet                                                |
| Teaching & Core Learning                        | Explanation of the new topic, and the exercises they have to complete. Drive their focus on the text and tell them what the teacher is expecting them to do. | Listen and then work in pairs                                                                                        | Booklet and dictionary                                 |

Other two methods are used here. In one hour lesson it is easy to have to do more than one thing, in this case all the things need a clear explanation and the right assessment for the students to learn and to remember over time. The first one is the most common "homework correction" is definitely the most common way to realise if there are any difficulties, if there are any mistakes made by more than one person in the class. It is a good way to add explanations if needed and, to understand if the method used is actually effective (these are some of the characteristics that have been enumerated by Dylan Wiliam, according to him the second example above is part of the "formative assessment" which means that it is something that is done during the lesson, frontally with the students. This allows the teacher to understand faster if there is necessity to slow down or to change plan for the day either in a positive or negative way. In this case the homework correction did not help to understand the level of the class because some of the students confessed to have completed them just some minute before the start of the class which means the result can't be good. On the contrary the second assessment really help to understand the class necessities and the points where I needed to stop and explain more.

(02)

### and explain more in English

Céline est fille unique, mais elle a un petit demi-frère, car sa mère a divorcé il y a trois ans et vit depuis deux ans avec son nouveau conjoint. Céline adore le bébé, mais elle ne s'entend pas bien avec son beau-père, parce qu'il n'aide pas à la maison. Comme sa mère s'occupe tout le temps de son fils, Céline doit faire beaucoup de ménage et elle ne peut pas sortir avec ses copains.

This is one other assessment which has been practiced for many years by my mentor, which I find very interesting because according to the results and the class participation it seems to be highly effective most of the times. Usually three sentences are given before starting the actual lesson to revise what has been done the previous times or to introduce what they are going to learn in that lesson. This text has been used by myself to test if the students actually remembered the vocabulary done previously, asking to provide a sight translation of a sentence each. In this way it is easy to spot who works in the class or who does not and at the same time it is useful to spot the most common mistakes and correct them straight away. Moreover, it is a good method to correct at the same time the pronunciation in French. (03)

## CCR

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|                                                              |                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaningful links to:<br>Cross Curricular<br>Responsibilities | Digital and literacy competence such as use of a power point projected on an interactive board and the comparison between two different languages (sometimes 3 because comparison with French have been made as well).<br>Numeracy competence: the pupils will learn how to count in another language and how to sum up numbers andn create new numbers. |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Guess the number

|    |    |    |    |    |
|----|----|----|----|----|
| 1  | 24 | 30 | 50 | 55 |
| 44 | 27 | 62 | 76 | 88 |
| 15 | 18 | 37 | 91 | 11 |
| 12 | 60 | 54 | 94 | 8  |
| 29 | 45 | 69 | 81 | 33 |
| 41 | 59 | 72 | 77 | 99 |

Uno ventiquattro trenta  
Cinquanta  
cinquantacinque

(1)

In this italian class, numeracy has been used to learn to count in another language and the exercise here on the left put the students in the condition to understand the difference between the proper number and the word used to pronounce the number.

(2)

This comparison has been done orally. The class was composed by different students who study either Spanish or French. These languages share a lot with Italian and, to be better understood often I used French or looked for a corrspective in Spanish to help the pupils to understand and memorise the new words provided in Italian.

(3)

My kahoots Team space Create new



**GCS Italian class**

20 Q Giuliaras 3 plays

[See all \(1\)](#)

Another cross-curricular activity that has been used and taken into consideration, is definitely the improvement of digital competences. In this case the students already knew the programme I submitted to them because it is widely used either in primary and secondary schools. Nevertheless, this time they

|                                                              |                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaningful links to:<br>Cross Curricular<br>Responsibilities | The students will add to their basic knowlkdge <b>more complicated word and it will be taught a more articulated way to form a question or a sentence</b> when they are in a public space such as a restaurant. Numercy comoetences are required because numbers will be used for prices, digital competences for the use of a power point. |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

have been able to use the tablets provided by the college itself, which was a new experience indeed. The experience has been useful and important for many reasons: firstly because some questions in the quiz are referred to the numeracy knowledge provided previously and secondly, because they had to understand as fast as possible how to use the tablets to participate to the game.

(4)

## GIOCHIAMO!

**WRITE YOUR OWN MENU WITH AT LEAST 1 ANTIPASTO, 1 PRIMO, 1 SECONDO AND 1 DOLCE AND ADD THE PRICES FOR EVERY DISH. DON'T FORGET THE DRINKS!!!**

**Write 3-4 sentences using the words seen before:**

Examples:

**HO FAME! VORREI MANGIARE LA PASTA/UN PRIMO/UN SECONDO/UN DOLCE**

(5)

(6)

The use of literacy during the process of learning a new language is fundamental. What i found very useful is providing examples to the students during the explanation and submit the same again when is asked to complete a task. In this way the two languages, in this case Italian and English, are always evident and easy to compare.

As it is possible to see the title of one of the exercises is in Italian, this is because I find useful for them seeing the same word used many times, in this way it should be easier remember a new word. At the same time we can notice how the level required is quite high and demanding, for a third lesson of a subject the students never did before. Nevertheless, improving and pushing their literacy knowledge has lead me to faster results and the class rarely looked bored.

(7)

## Conversation time!

- Turn to your partner and ask their name in Italian.

Here's some help for you:

What it is possible to notice is the cross curricular activity which involves literacy, according to Donaldson the importance of this activity relies on the competences in the spoken word, syntax and spelling which are essential for learning across the curriculum, not least because of the fundamental role of language in thinking.

Question/Domanda:

**- Come ti chiami?  
tu?**

Answer/Risposta:

**- Mi chiamo...e**

The key to developing command of these skills lies not in repetition and drill for significant periods of time during the school day but in a sound understanding of their essential components supported by developmentally appropriate teaching and learning and rich contexts within which they can be reinforced, extended and applied. (Donaldson, 2015)

## ACL

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|         |                                                                                                                                                                                                                         |                                                                                                 |                       |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------|
| Plenary | <ul style="list-style-type: none"> <li>• <b>Curiosities</b> about two famous monuments in Italy. Leave them with a small task to complete at home</li> <li>• Goodbye slide with different way to say goodbye</li> </ul> | They are asked to participate raising their hands, tell what they know, what they want to know. | Pictures taken myself |
|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------|



(8)

For this third pedagogical principle I have applied in my lessons many authentic contexts. That is because I strongly believe that learning a language is a path not only made of grammar knowledge. Knowing the culture of a different country it is a big aid for all the students to better understand why in a language we say something in a way different to another language. It helps to highlight the differences between the english culture and the italian/french. In a particular way in my conversation classes I have added at the end of every power point a curiosity about Italy, providing authentic context which directly comes from me. As it is possible to observe, in the very first class I have provided original pictures in the "curiosities" section at the end of the PowerPoint.

**CURIOSITIES!**

- Do you remember the first two images I showed you?
- What do you know about them?

(9)

This is one of the last Powerpoint pages where I add authentic context for learning. It is authentic because it is something coming from the real word(Rule, A.C.) taken by a person who comes from that particular context. Furthermore, two questions are asked to stimulate the pupils to do their researches and get to know better the place their studying the language of. As the first questions ask, it is required a memory effort throughout the lesson and consequently it is asked if the students know anything about those images, if they don't the job for the next week is a research about the places showed to be able to talk about them in the next class.

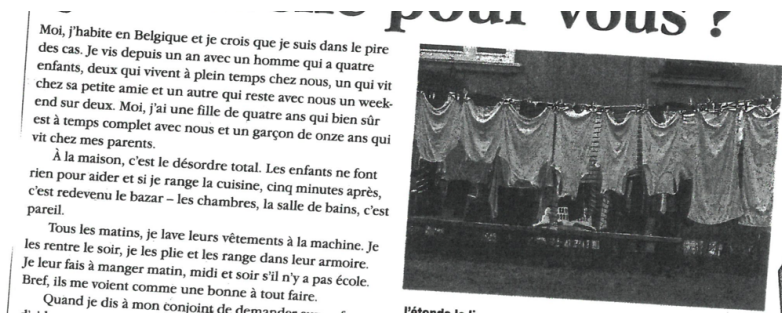
|                                |                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaningful links to Curriculum | <b>Ethical, informed citizens:</b> the students have to face a topic that is discussed nowadays in the actuality which makes them informed citizens and more aware about what is going on around them |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

(10)

In this French lesson has been faced a topic of actuality "le mariage" "the wedding", event that makes people argue and discuss nowadays in France. According to one of the Donaldson's principles this lesson has the particular aim to improve the students general knowledge with authentic content to better stimulate and interest the pupils. Here below the example of the text the have been working on.

**Familles recomposées.  
Ça marche pour vous ?**

"recomposed families, does it work for you?" this is the title of



(11)

the text the students have had to work on. What it is important to notice is the text reference to the students which means they personally need to know something, get informed to respond to the question and have an opinion about it. Involving students directly, especially with actuality topics stimulates them and there is a higher rate of success and higher chances to remember the topic further in the future.

Another authentic context for learning is definitely the use of songs. In my case I have used this method twice which allowed me to dig deeper in their knowledge testing their capability to understand on the spot and relate the things they have learnt in the previous classes. One of the songs I have used is from a French film about the story of a family (related to the "mariage" topic mentioned before) and the diversity of this one, the name of the song is "je vole" "I fly" and it is sung by the main character of the film. This allows the students to see a part of the French reality and their culture with authentic content. Here below the song with the exercise included.

(12)

*Listen to the song and put the verbs in the right place, once finished put them into the infinitive in the table below.*

#### JE VOLE

Mes chers parents je .....  
 Je vous ..... mais je .....  
 Vous n'..... plus d'enfants  
 Ce soir  
 Je ne m'..... pas je .....  
 ..... bien je .....  
 Sans fumée sans alcool  
 Je ..... je .....  
 Elle m'..... hier  
 Soucieuse, ..... ma mère  
 Comme si elle le .....  
 En fait elle se .....

Promis - ont coulés - avancer - croire - est - éloigne -  
 est  
bloque - peux - respirer - empêche - chanter - ai dit  
étais - a fait - A souri - retourner - éloigner - pars  
aime - enfuis - vole - Comprenez - observait - trouée  
sentait - doutait - Entendait - demande - doutent

This is the screenshot of the beginning of the song to show the exercise I asked them to complete and the vocabulary in the song that they are supposed to know after the lessons provided previously on this topic

(13)

The second song has been used in the Italian class to help the student to better understand the meaning of christmas in Italy, learn the new vocabulary and have something to listen to, even independently at home. The role of the song in teaching in fact has a double function, it involves more the students and it is something that is happily done at home.

#### A NATALE PUOI

A Natale puoi

Fare quello che non puoi fare mai:

riprendere a giocare,

riprendere a sognare,

riprendere quel tempo

che rincorrevi tanto.

È Natale e a Natale si può fare di più,

è Natale e a Natale si può fare di più,

This is the first bit of the song provided, for beginners it is considered a difficult song to fully understand but what was important for me in that case was providing something new

(14)

è Natale e a Natale si può fare di più,  
per noi, a Natale puoi.

and enjoyable to understand the culture and to remember  
the basic vocabulary provided about Christmas in Italy.



(15)

# Critical Reflection

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## **Context of professional teaching experience and the focus of the writing.**

"Provide learners with the best environment and the best teaching and learning possible. And I want learners to be inspired motivated to be supported to reach their full potential and actually to enjoy the process of learning" these are the words of Kirsty Williams, the Minister for Education during the conference at the Yr Athrofa: Institute of education. These words describe essentially what Professional Teaching Experience is and what teachers and student teachers are expected to do. In Donaldson's new curriculum it is explained through the four purposes, if we want the school to change it is essential in aiming to create healthy and confident individuals as well as enterprising and creative contributors (just to quote two), (Donaldson 2015). Moreover, the context where the teacher works has also been compared to a "black box" that receives input and output driven and administrated by the teacher (Black, P., William, D. 1998). According to my personal experience, which will be explained and demonstrated below, the class environment is not only a black box but represents a fragile environment that needs to be administrated by the teacher. To do so, much support is needed such as: digital competences, updated content and a good preparation through the writing of the lesson plans or PowerPoints. Furthermore, one of the aims of the new curriculum is to solve poor education system in Wales, to improve the resources, the teachers and all the staff involved (Jenkins, A. 2018). The following paragraphs are aimed to show work done following the new National Mission and the strong desire to reach higher standards and providing the possibility to everyone to do so (Welsh Government, 2017-21). Everything supported by a strong literacy knowledge, a critical analysis of the context experienced, and the tools used.

## **Discuss of literature on effective teaching and learning, focus on pedagogical principles.**

Black P. and William D. wrote in their book; the class is a *black box* that receives input and output but in the end the teacher must administrate it and filter the information, giving the students useful tools to become "informed citizens" (Donaldson, 2015); moreover, the curriculum is designed in ways that will engage the interest of all children and young people and enable them to achieve. A curriculum that promotes high expectations for all can help schools to defeat the circumstances that condemn so many to educational underachievement (Donaldson, 2015). Therefore, no matter where the teacher is placed, if the preparation and the instruments are good enough the class will be a nice environment to learn.

Overall though, what makes great teaching? (Coe et al. 2014). This specific assignment requires us to reflect on the teacher's abilities and

their capacity to provide to the class with quality content, trying to involve the pupils and develop their interest. To do so, Donaldson has elaborated twelve pedagogical principles that might help the teachers to get to know the students, and to adapt lesson content to their different exigences. These principles are particularly important because pedagogy itself is the narrow sense of methods used in the classroom. It combines theoretical and practical contexts. It lies at the heart of what it means to be an excellent teacher (Donaldson, 2015 p. 65). Nevertheless, in this work only three pedagogical principles out of the twelve will be considered, to better address the research and the analysis of the points where the student teacher has succeeded or not: 1. assessment for learning principles 2. Cross-curriculum responsibilities 3. Authentic context for learning.

Not only Donaldson provides us with this information, the CEM (centre for evaluation and monitoring) of Durham University highlights six components of great teaching which are considered broad and for this reason it is possible to see on the list Donaldson's principles as well (1. pedagogical content 2. quality of instruction 3. classroom climate 4. classroom management 5. teacher beliefs 6. professional behaviours). All of these purposes and principles definitely help the teachers to improve.

Nevertheless, as has been said before, these points are too wide, and they need to be deeply analysed to be understood and followed. What caught my attention is definitely the piece of work written by Ko, J. Et al, that starts by the definition of "effectiveness" and what can actually be considered effective in a classroom. It is important in fact that at the end of the day every class should be considered with its issues and points of strength and as such, they need to be recognised by the teacher who consequently will organise a plan to help the pupils. Comparing the two studies, that of James Ko and of Coe, it is possible to highlight that at a certain point they meet halfway, even if they started from different statements and through their studies are trying to give different points of view; both state that one of the definitions of effectiveness is definitely given by observation of teaching in the classroom. Coe gives this information considering the teacher's point of view and the "teacher assessment" so, how to improve the teacher abilities on the contrary, Ko writes about observation as a component of the effectiveness in general, which provokes the reader to take for granted that "effectiveness" is such when the "class success" is evident. The second definition provided again by Ko is given by the SER and it highlights the effectiveness of teaching through the actual success of the students of a class and their personal achievements. Coe on the contrary keeps basing his analysis on the assessment plan, making teaching effectiveness more theory- based which means that he analyses a successful teacher from their knowledge and the tools used to only later, pass to the students' achievements. Without going any further into detail in these two articles, it results to be important how Coe's research can not only be compared to Ko's document but it definitely recalls Brookfield's four lenses for reflective practice in teaching (Brookfield, 1995) which can be considered as another tool to achieve "effective teaching". The number of researchers is impressive as much as the researches about this topic; nevertheless, most of them seem to recall or just to analyse deeper what Donaldson has written in the new curriculum. What it is more detached by his theories are definitely the articles on specific needs, because they are more specific.

In fact, another article which needs to be taken into consideration is "the

learning brain" released by the institute of cognitive neuroscience. It considers particularly, some situations that might be found in a classroom and that might impede the regular lesson development. The article specifically shows how some teaching methods given for granted by the teachers themselves, because they are considered automatic, might represent a problem for children with damage on the occipital lobes of the brains, for instance, or when there are students affected by ADHD. Visual imagery and imitation are considered two simple practices that are commonly used to teach and help pupils to understand, nevertheless in this case it is necessary asking not only *what* students have to know but *how* (Blakemore, S.J. And Frith, U. 2005 p. 463). This article clearly demonstrate how being a teacher is not a limited job, but everything needs to be considered and both the pedagogical principles and classroom management need to be first on the line for teachers to administrate the environment and provide the well-being of every learner, regardless of background or personal circumstance, equity and excellence (Welsh Government). In addition to this article there is another piece of research that can be associated to this context and that actually brings something new to the black box vision. It has been previously mentioned that the classroom is an environment which constantly receives input and output ( Black P. and William D. 1998) and it is necessary to clarify that not all of them come from the inside of the box, the teachers have to manage complicated and demanding situations, channelling the personal, emotional and social pressure amongst a group of 30 (Black P. and William D. 1998 - p. 1). *Performing against the odds* collected a group of data demonstrating that there are children who succeeded in school beyond every expectation, especially according to their social and economic background (SES- socio-economic status). This emerges to be useful because it actually demonstrates that the school and family influence on the pupils and the way they are both combined, is the key to see the students succeed. The research starts from the pre-school period for this sample of students and finishes when they are sixteen. Two of these four groups seemed to indicate a poor fit between the specific needs of these children for learning and the ability of schools, teachers and parents to tailor interactions and resources to these needs. Interestingly, these same children quite regularly showed substantial improvement during the early years of secondary school. This improvement was attributed to maturation but also to the reinforcement of the curriculum and concepts addressed at the end of primary school during these initial years of secondary school (Siraj-Blatchford, I. et al 2011 pp. lii-iv). Summing up all these researches and these studies, it is possible to notice how a good preparation is fundamental for a teacher to face all these issues. The twelve pedagogical principles that have been mentioned before are definitely the ones who resume all these necessities and that can actively help teachers to improve. The practical use of those has been experimented throughout the first placement experience, which allowed the student teacher to use different methods and principles such as the assessment for learning. This first pedagogical principle is definitely fundamental because it furnishes continuous feedback and helps teachers to improve their approach and study the effectiveness of the materials used in class. (Donaldson 2015, p. 68). For instance, Ian Loynd experimented not only the AFL for a maths class, defining it the most successful class, but also took into consideration the appliance of authentic context and cross-curricular activities. It is stated

in the research that the reason why maths it is not considered sufficiently interesting by the students is because: Maths: The only place where people buy 60 watermelons and nobody wonders why' (Loynd, I. 2014 p.11).

Generally, this statement was revealed to be true for most of all the school subjects. According to my experience, applying AFL in college has been the hardest thing I had to do during the placement. Their classes are booklet based and providing assessments for learning it revealed to be difficult as much as for the other principles. Nevertheless, I have managed to provide them feedback in the middle and at the end of every Italian lesson through some PowerPoint slides

(01). For what concerns French, the assessment for learning takes place mostly during homework correction and in translation work. Together with my mentor, giving every day before starting the lesson some sentences to translate on the rules they have been studying help the pupils to remember and be able to practically use the rule explained. Cross-curricular activities and authentic context are the pedagogical principle that I have better applied. This is because teaching languages gives the possibility to explore more. As it is possible to notice, maths became a good ally in the Italian classes (1) and the authentic content helped the students to have a better perception of the world around them and outside the UK (Ethical and informed citizens) through the use of pictures personally taken and topics of actuality (10), which stimulate the students and evidently raised their knowledge and standards. According to Renzulli et al there are four criteria for teaching to authentic contents; the first of these four has been used in one of the French classes "la famille" (11) where students investigate a real-life problem with a personal frame of reference that involves an emotional commitment within the student in addition to a cognitive interest (Renzulli et al 2004). The other three following criteria are quite straight forward and see the students getting through the problem presented considering pros and cons and discussing them with the teacher and the classroom.

## Conclusion about progress on implementation

What I have definitely realised during the first placement is how a student teacher has to stick to the definition of "effectiveness" given by the TER which considers "effective" a teacher who is able to cover pre-existing teacher characteristics, teacher competence, teacher performance/behaviour, students' learning experience, student behaviour or learning outcomes, teacher training, external teaching context, internal teaching context and individual student characteristics ( Medley, 1982: 1894-5). This is because they have to work in contact with the class teachers and their methodology which makes it harder to the new one to settle and gain the student's trust. Nevertheless, exploiting the tools provided by the new curriculum and the other researches the general process was a success. At first the college students did not really respond to the assessment for learning provided on the power point because it is a method mostly used in schools, on the contrary they found the translation part genuinely useful, which makes them realise straight away what they need to improve and it gives them the chance to compare the translations with their peers and the teacher. What definitely needs to be improved is the recap at the end of the class because the students did not result to be attentive as at the beginning of the lesson and they usually do not respond to the questions.

Nevertheless, what is important in teaching languages is the possibility to explain a topic more than once using different words or a different language. The aim in the college context is definitely trying to establish dialogue through the target language. As my mentor said, it is important to stick to that as much as possible to stimulate the students and push them every time a little more. Concerning the assessment for learning and following the suggestions of Dylan Wiliam, there are five key strategy for formative assessment and one of those is clarifying, sharing and understanding learning intentions and criteria for success (Dylan Wiliam pdf). In fact, what I had the chance to practice myself, is giving instructions at the beginning of the lesson which makes the class clearer and will have a higher possibility to succeed in the exercises that will be given (02).

Again, giving feedback is one of the main points for a successful assessment. Those as I have already mentioned, are given for example during the homework correction or the translation time at the beginning of the lesson. Between all the techniques this one results to be most effective because it immediately provides a result, helping the students to self-evaluate and to have constructive discussions with the teacher. Nevertheless, this methodology resulted working more for A2 than for AS students who were evidently shier and more ashamed of speaking aloud during the correction, in this case we decided to embrace the peer-assessment which demonstrated to be more effective for this particular level.

The cross-curricular activities are probably the best improvement in the new curriculum. This is because what they have been trying to do is to create a fluidity between subjects to allow the students to find everything useful and to give them the chance to think out of the box and find their own way of thinking and developing high levels of competence and consequently, a future independence (Donaldson, 2015). In my case French and Italian are fertile paths. Italian for beginners furnishes the right input to introduce numbers and basic maths to, for instance, order at the restaurant. Loynd himself said that what makes mathematics more interesting is definitely the accuracy and the appliance to reality. For French it is the same, the analysis of a text about marriage and the use of percentages definitely helps them to extend their knowledge and to realise that many things happen outside the borders that can be either similar or different. The new curriculum itself has a section reserved to MFL highlighting the importance to develop thinking, communication, ICT knowledge and number (Welsh Government). What I am most proud of, is definitely my success in accomplishing these requests in all the three pedagogical principles. Even for the last one, for the authentic context for learning, I have decided to dedicate a section in the PowerPoints just for the culture of the country we were studying, providing pictures taken myself, curiosities and pushing the students to research and being curious. In general, for what concerns the part of "developing communication" the Italian class was conversation based and definitely help the students to get out their comfort zone (9). But these are not the only things experimented on in class. The college has tablets that I had the chance to use for a Kahoot quiz which can be considered having a double function, as AFL and cross-curricular activities(3). In modern foreign languages all of this result fundamental since the British Council counted from 2002 to 2006 a decline of 48% of pupils choosing a foreign language at their GCSE and

44% for A levels. (British Council). According to this exigence is fundamental to keep working on every pedagogical principle and implement the language teaching following every pedagogical principle and aiming to form the so called "four purposes pupils" that Donaldson points out in successful futures.

What personally I need to improve is definitely enlarging my AFL abilities and sources to improve the class level and help the students to be ready for exams and evaluations. To do so it is important to distinguish the assessment for learning and of learning. The last one evaluates the students according to the grades obtained and the first one involves providing a range of assessment tasks and opportunities to make certain that a range of student learning styles are catered for, teaching students to prepare more efficiently for summative assessment by making use of knowledge about themselves as learners and making use of the results of summative assessment so that learning is emphasised. Which at the same time requires the student to be able to say, "where am I and where I need to be" (Education service Australia).

### **Recommendations for further development**

There is a general preoccupation concerning the MFL department. According to the study's lead by the British Council through these years there has been a continuous erosion of the subject which provoked a further restriction of the amount of languages teachers for every school, in addition to this, some of the schools give up for necessity and hire unqualified or part-time teachers making the general situation worst. For these reasons is important to keep implementing and improving the teaching method, worrying about the pupils and the surroundings. In the future will be my job incrementing the AFL trying to find the best method for every class I have to teach trying to change each time method and technique to make teaching an everchanging job. Important is definitely the employment of time in the class trying to focus on the different necessities of the students and slowing down if necessary (passport). One of the big challenges will be definitely the one that involves the cross-curricular activities and catching the interest of the class. In the future will be my job trying to apply all the pedagogical principles and improve what I have already experienced. A further development would be trying to go over the *black box* and expand the horizons to apply the desired fluidity of the new curriculum.

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