**Core Interactive Input - Variety in MFL – Paul Keogh**

**18th November, 2008**

Alphabet song. Vowels – fingers on nose and chant. V, W, X, Y, Z different actions.

Jacques a dit - say Jacques a dit but do different action to catch them out.

Ask in interview if you will have your own classroom. If answer is no, don’t work there.

Assessment for Learning –

Problems with testing

* Giving everyone the same test – not challenging brightest, too hard for slower pupils
* Instructions not clear – objectives and purpose
* Not taking into account prior knowledge
* Pass or fail
* Support or scaffolding to enable success.

E.g. Vocab test - give two marks for each question, one for word and one for spelling giving   
 everyone the chance to get at least half marks.

- choice of answers, i.e. instead of saying give me the word for …, say ‘give   
 me five words you know for types of TV programmes in French.’

- Mini whiteboard tests instead of in-book tests.

Make sure you put a target on their work and tell them what they have to do to get the next level. What are the criteria? Make them clear.

Mark in class by peers. Instant feedback but:

* Questions about spellings and how to give marks – e.g. totally right two marks, spelling mistake one mark, if you leave a gap no marks.
* Pupils could make fun of each other
* Not be honest with marks
* Teacher does not have firm idea of how pupils have done.

Where are pupils now? Where do they need to go next? Provide feedback.

See Beyond the Black Box – Assessment Reform Group (1999). Numerical marking does not help pupils to achieve.

Learning objectives – not just what they are learning but how. Come back to objectives through lesson and in plenary. Ask them what they understand by the learning objectives and how they think they will meet them.

Careful with use of target language – if pupils are just waiting for translation, they won’t be listening.

Shirley Clarke, Unlocking Formative Assessment.

Key Points of Assessment for Learning:

* Questioning
* Feedback – oral feedback powerful. Stop pupils at end of lesson to complement.
* Sharing objectives
* Peer and self assessment – 2 stars and a wish. You talk to partner, do some oral work, then other person will comment on how they thought you did. 2 things that were good and one thing you could do better. Get them to put together a tick list. Every time they give an opinion, use a tense, give them a tick.
* Helping students recognise the standards to aim for
* Formative use of summative tests.

When doing family, don’t do theirs. Do Simpsons, Beckhams, etc. Make sure you know the words for step-brother, half-brother.

CREATIVITY in LANGUAGE LEARNING

1. Euro 2004 project and potential of World Cup 2006
   1. Teach all pupils a bit of 12 languages in a week using EUROTALK software
   2. Took year 7 kids to primary school and got them to teach the languages to their old schoolmates and film the process.
   3. Turned into transition project - primary school pupils edited the videos made using ‘iMovie’ when they came up to secondary school.
   4. Kids played matches at lunchtime in a tournament. Drew matches, teachers dressed in costume. Winning team played ‘England’ (female staff team).
   5. Cooking food from different countries.
   6. Science – fantasy football team of scientists. Had to justify who went in their team and why.
2. Use cultural resources – French and German webcams. Real audience motivates.
   1. Film of home town and region displayed in local tourist office.
   2. Film made by exchange students and partners as well as GCSE students.
   3. DVD or presentation in local library and school foyer.
   4. New project is a Town Guide on an MP3. Do an audio guide of their school.
   5. Get displays up in local tourist office, library, school foyer.
   6. Get links going between your school and schools in other countries. Class to class – all letters come to you first. Year 7 writing to year 6.
3. Spoof GCSE.
4. ICT testing. ACTIVote, Senteo, Qwizdom (can put language into this one), etc.
   1. No marking, no paper
   2. Ask if they have them in school.
   3. Mobile phone – texting multiple choice answers on mobile phone.
   4. Use mobile phone to record oral work for exams.
5. Expo Electro – Heinemann
   1. Ready-made lessons
   2. Available in three languages.
6. Sonicaspanish – Sonica
   1. Dance mat. Learning colours, numbers, etc. Do a move once they hear the word for their square (to get more people involved, nominate one person per square rather than having one pupil do all squares).
7. Petit Pont - virtual village in primary school.
8. Extr@ CD Roms – Channel 4
   1. Like Friends in French, German and Spanish.
   2. Can read diaries of characters.
   3. Karaoke - speak lines for the characters.
9. Global Gateway – www.globalgateway.org.uk
   1. British council projects – have tons of money to spend on exchanges (teacher, pupil, etc.)
10. GRAMMAR point - Circonflex hill - man goes up a hill, it’s ‘acute’ man. At the top of the hill, he kills a man, who goes down to the grave.

Where does a cedilla live? Under the C (sea)!

1. Starters – make the odd one out a bit more interesting! Don’t just do 4 rooms and one animal, etc. Make sure there is more than one answer.
2. Wordsearch – get class to create one for another class of kids. Do crossword instead – put questions in French, English or pictorially. BUT make sure you check them before they go out.
3. Physical response to questions
   1. Ask question, if they agree, stand up. If true, put hands on head. If agree, put arms in the air.
   2. Bingo – pick a good kid to be the number caller and you get in amongst the kids and play.
   3. Stand-up bingo – keep all involved. Think of two numbers and tell your partner your numbers. If you are ‘out’, i.e. your numbers have been said, you have to pick the next number, BUT this can’t be one of your partner’s numbers. At the end, get the class to figure out which number those that are still standing have.
4. Running dictation
   1. Each table nominates someone to come out. Each person looks at a different card with a word one then must go back to their table and describe the word on the card. Do it by time (e.g. 5 seconds).
   2. Can do with a passage, each person comes out, reads a sentence, goes back to table and repeats the sentence, everyone writes it down, next person comes up. Good for 6th form.
5. Lucky Luke – (French Cowboy story)
   1. Gunslinger. Shout out number in English, they have to say the number in French and ‘draw’ their guns at the same time. Fastest gets a point.
6. Oral tennis
   1. Count numbers up in twos, etc.. Can act it out and do tennis actions, etc.
   2. First one not able to say next number and point goes to other person.
7. Giant dice and big books.
   1. Get kids to make a big book for primary school.
   2. Roll giant dice and get kids to shout out the number it lands on. Put verbs on or pronouns.
8. Role plays in different voices
   1. Darth Vader and Mickey Mouse doing role play.
   2. Sing in Opera style
   3. Be confident with your class
   4. Different moods – sad, happy, inquisitive
   5. Act out and they put in the speech bubble.
9. Eurovision
   1. Make raps up.
   2. Cheesy Euro songs.
   3. Example sheet.
10. Poems
    1. Acrostic poems
    2. Shape poems
    3. Poems that don’t rhyme.