

THE 3RD ANNUAL FUTURE OF MODERN FOREIGN LANGUAGES IN EDUCATION CONFERENCE

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**MOOC CPD
course**



**Research
Centre for
Romance
Linguistics**



**Language Trends
Survey 2020**

**INSTITUT
FRANÇAIS**
ROYAUME-UNI





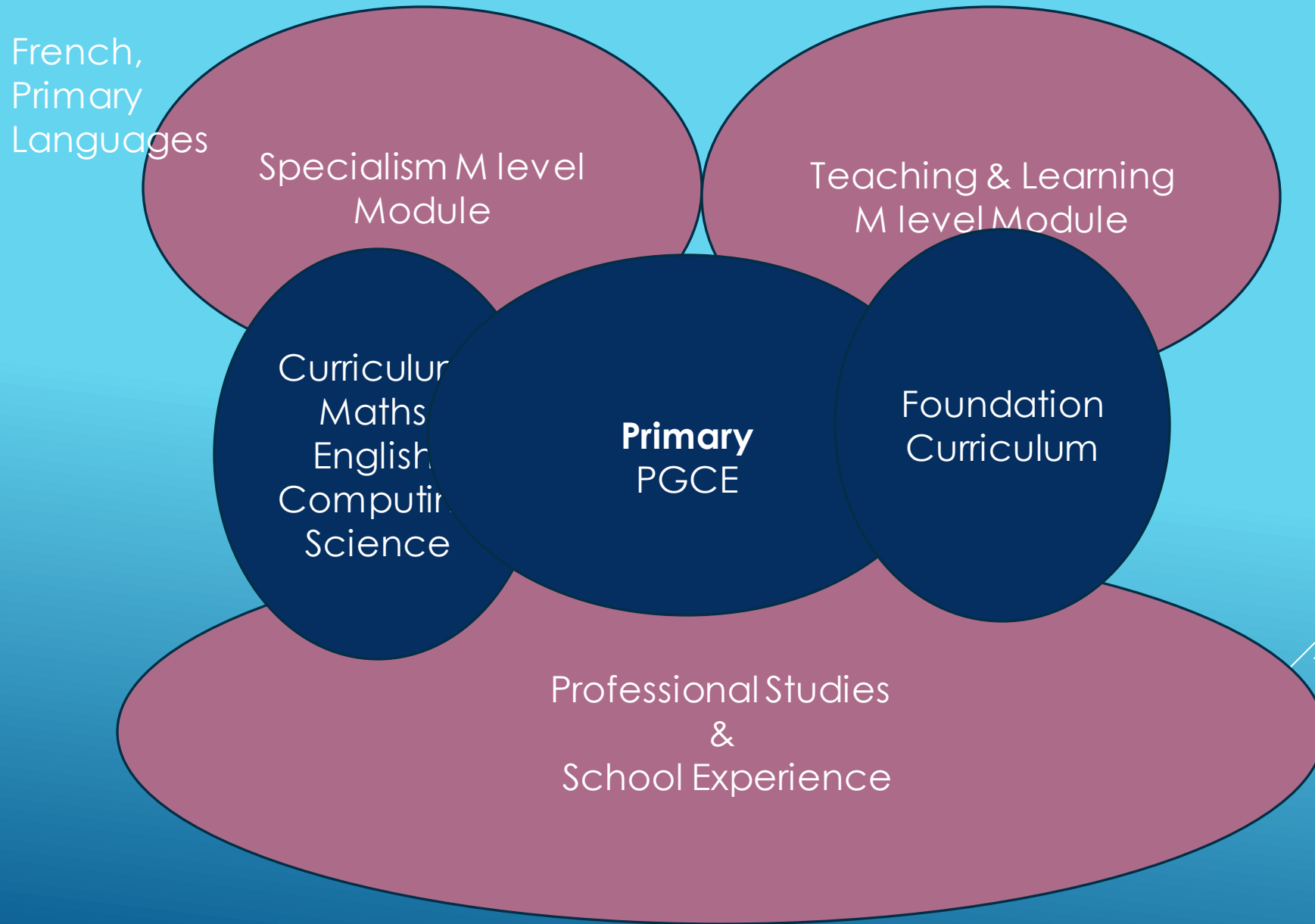
UCL

Institute of Education

DEVELOPING PRIMARY FL PEDAGOGY AND SUSTAINABLE EXPERTISE - A CASE STUDY

Primary Post Graduate Certificate in Education (PGCE) at UCL
Institute of Education

▶ Primary Post Graduate Certificate in Education (PGCE) at UCL Institute of Education



Subject knowledge development – ITT should address core content knowledge in teaching subjects with appropriate rigour, including the definition and scope of the subject, why it matters and the concepts that underpin it (at both primary and secondary level).

Subject-specific pedagogy – ITT should address subject-specific issues such as: phases of progression within the subject; common misconceptions in the subject; linkages between subjects; and, most importantly, how to make it accessible and meaningful to learners at different abilities and stages of development.

Carter Review of Initial teacher training (2015, p.23 para.2.3.3)

National Curriculum

Languages Programmes of Study: KS2 (2013)

The White Paper – Primary Language Policy in England – The Way Forward (2019)

The Language Trends Survey 2020

ADDRESSING SUBJECT KNOWLEDGE DURING THE
PGCE YEAR



The rationale, for cultivating engagement with research through the module, drawing on the most recent work of Mills, M., Mockler, N., Stacey, M., & Taylor, B. (2021).

Sachs (2016) ... that a mature teaching profession is a research literate one actively engaged in the production of research.

ADDRESSING SUBJECT KNOWLEDGE DURING THE
PGCE YEAR



Stenhouse (1975):

teachers as practitioner researchers
where teaching, learning and
curriculum interact to improve teaching
& learning

Or

Loughran (2002):

Self-study , an inquiry which allows
student-teachers to study their practice
and to identify issues in order to improve
practice

TEACHER ACTION RESEARCH & SELF-STUDY



A study sponsored by the Australian Teacher Education Association (ATEA), the Australian Association for Research in Education (AARE) and the Australian Council of Deans of Education (ACDE) to investigate the barriers and enablers in moving towards a research rich teaching profession


'enabling conditions' that can facilitate the growth and development of such a teaching profession.'

Central position of the paper:

'recognition that the classroom-based work of teachers and opportunities to engage in research are interlinked.'


STUDY FURTHER AFIELD CONFIRMING...


Essential reading:

 **Language learning at Key Stage 2: findings from a longitudinal study** in Education 3-13
Article - by Carrie Cable; Patricia Driscoll; Rosamond Mitchell; Sue Sing; Teresa Cremin; Justine Earl; Ian Eyres; Bernardette Holmes; Cynthia Martin; Barbara Heins - 09/2012 - **Essential**


 **Recent Research on Age, Second Language Acquisition, and Ealy Foreign Language Learning** in Annual Review of Applied Linguistics
Article - by Marianne Nikolov; Jelena Mihaljevic Djigunovic - 2006-1 - **Essential**

Recommended Reading

 **The educational aims of primary MFL teaching: an investigation into the perceived importance of linguistic competence and intercultural understanding**
in Language Learning Journal
Article - by Alex Woodgate-Jones - 07/2009 - **Recommended**


 **Languages for all : languages for life: a strategy for England**
Document - by Great Britain. Department for Education and Skills - 2002 - **Recommended**

 **Languages for all : languages for life: a strategy for England**
Document - by Great Britain. Department for Education and Skills - 2002 - **Recommended**

 **Multilingual and monolingual children in the primary-level language classroom: individual differences and perceptions of foreign language learning**
in The Language Learning Journal
Article - by Tracey Costley; Christina Gkonou; Florence Myles; Karen Roehr-Brackin; Angela Tellier - 18/05/2018 - **Recommended**

 Please note we will use this reading during the session.

Language Trends 2020
Research & surveys in schools

 **Language Trend 2020**
Website - **Recommended**



Approaches to teaching and learning

The module is taught through a combination of:

- whole group lectures/presentations;
- lecturer-led seminars and practical workshops;
- school-based sessions;
- student-led reviews;
- individual and small group tutorials;
- plenary sessions;
- guided reading and self study in preparation for sessions;
- email correspondence and Moodle communication.

Reading and preparations for sessions

You will be expected to prepare for each of the sessions.

In most cases, this will take the form of reading and reflecting on your experiences of primary education in the light of course content.

For each session, a number of extracts or articles are given as essential reading. Reading and discussion of these will be a shared responsibility.

You will need to arrive at each session ready to undertake discussion with your group about your reading.

Further reading will be provided for students who wish to go more deeply into the area being considered or who wish to do additional reading. The further reading list will also act as a resource in preparation of the assignment.

All readings for sessions will be posted on Moodle well in advance of each session in digitized form or through electronic links to other sites. Occasionally, readings may be distributed in photocopy form. A list of supplementary readings (for assignments in particular) is also available on Moodle. These readings are not digitized, but they are for your own research.

GRADED QUESTIONS

Introducing new vocabulary

Presentation 1

Repetition 2

Recognition 3

Production 4

Presentation

Teacher presents new vocabulary orally. Pupils listen only. Use as many varied ways of saying the new words.

Repetition

Teacher says the new words and pupils repeat. Whole class, then individually.

Recognition

Pupils answer to YES or NO questions. Whole class and then individually.

Pupils answer to choice questions:

1. easy choice (correct answer last): ¿es rojo o blanco?
2. harder choice (correct answer first): ¿es blanco o rojo?

Production

Teacher asks open question: ¿qué es? (what is this?)

Graded Questions at work:

If pupil fails a Production question, go back to Recognition 'choice 2' question.
 If they fail to answer 'choice 2', then go to 'choice 1'.
 If they fail 'choice 1', then go to YES or NO question.
 If pupils fails yes/no questions, then go back to Repetition.

Expectation is that they will seek & negotiate opportunities to teach the target language of their placement school as soon as their first placement begins.

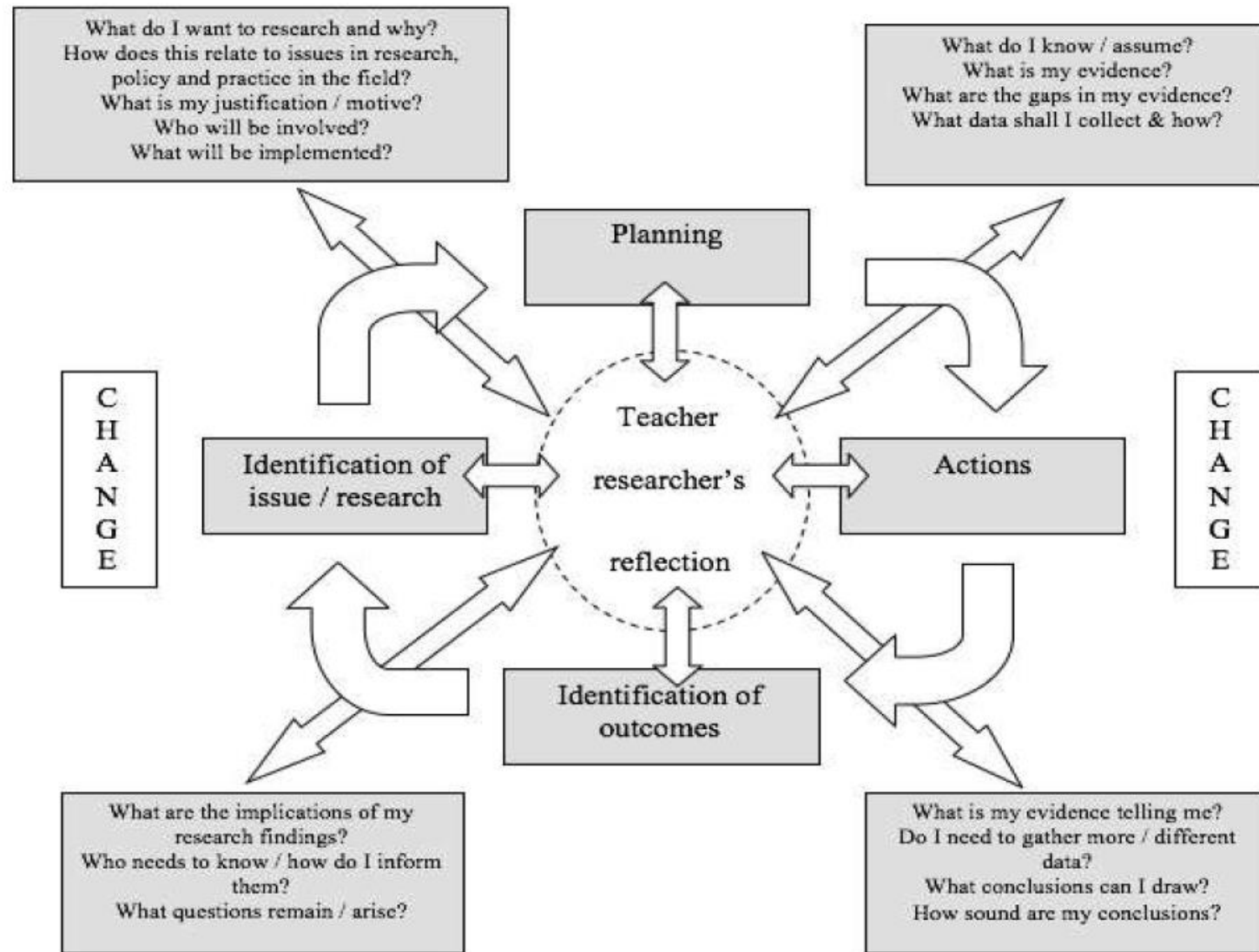
Overview of the Module

- Session 1: Introduction – Current perspective on primary language learning
- Session 2: Language learning in classroom settings - what do we know?
- Session 3: Theoretical Perspective & Intercultural Understanding
- Session 4: Inclusive & creative practice in the primary languages classroom
- Session 5: Promoting curiosity & exploring creativity
- Session 6: Professional development: developing competence and the future of Primary languages

Support through Resources

- Resources - MFL lessons and examples
- Possible project themes
- SE2
- Post Outlines Support

TOOLS FOR SPECIALISTS



Features of the *action research cycle* (adapted from Cremin et al, 2008:10)

The diagram below represents stages and questions to consider in the processes of developing and carrying out and reflecting on your specialism project in school.

Bilingual/EAL learners and the learning of another language in the classroom setting

Language learning and literacy

Cross-curricular approaches to language learning & CLIL

The use of target language

Active learning to develop vocabulary learning skills, phonics awareness,

Creativity

Assessment & recording in the Primary language classroom

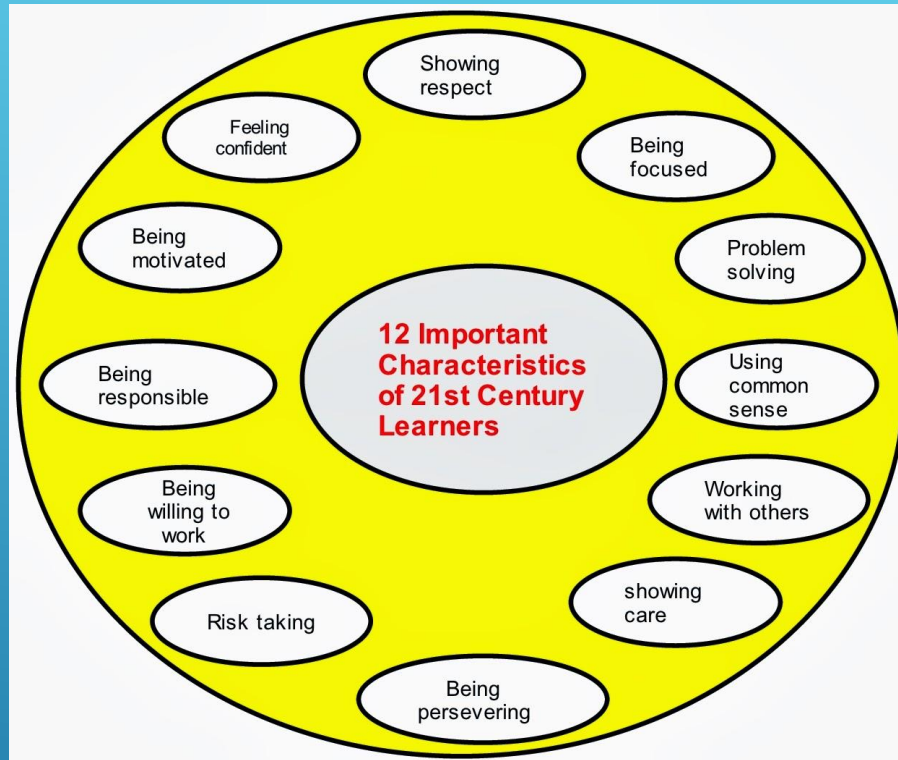
Themes for practitioner's investigation in language learning in the Primary classroom

Phonology and its role in L3 learning

Using stories in the target language to enhance language learning

Culture and intercultural understanding

Progression and continuity in MFL



► Prof Do Coyle in her closing address to the excellent ALL Language World 2021 Conference made a passionate plea for language teachers in all phases of our education system :

To not 'equate cognitive level with linguistic level'.

Oliver Meyer, Do Coyle, Ana Halbach, Kevin Schuck & Teresa Ting (2015) A pluriliteracies approach to content and language integrated learning – mapping learner progressions in knowledge construction and meaning-making, Language, Culture and Curriculum, 28:1, 41-57.

LEARNING LANGUAGE WHILE LEARNING
ACROSS THE RANGE OF PRIMARY SUBJECTS



“The world beyond the classroom is cross-curricular.”

Barnes, J. (2015) –An Introduction to Cross-Curricular Learning –in The Primary Curriculum – A Creative Approach

The Primary Curriculum may be overcrowded but engaging students with possibilities is motivating & support the gradual but steady growth in confidence to tap into their passion for languages and the world.

French –Geography lesson with
Year 2 St. Jérôme Bilingual School
Deputy-head –Nadine Chadier
(2019)

CROSS-CURRICULAR , CLIL, INTEGRATED LANGUAGE LEARNING
FOR PUPILS

- ▶ deepen understanding of the field of Primary Languages (PL) and its role in the education of young children;
- ▶ examine critically the principles underpinning the PL curriculum for primary children, explore factors that have influenced its development and consider future directions;
- ▶ increase awareness of current research in the PL education, policy initiatives and developments in practice;
- ▶ develop methods of research and evaluation and consider how they can be used to support continuing professional development;
- ▶ contribute towards improving expertise in teaching and learning activities across Key Stage 2
- ▶ analyse, in the context of a school project, the range of opportunities for learning in and outside the classroom and to examine critically what is meant by effective learning.

AIMS of the Module

Aims of the Module

- ▶ [On-line Specialism Journal](#)

KS2 Framework for Languages - broad in its vision & inclusive

- ▶ Giving student teachers the confidence to teach FL
- ▶ No assumption of proficiency in the target language



*Paula Ambrossi
Module lead for the
Foundation Module at
UCL IOE*

...It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language.

Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Languages Programmes of Study: KS2 (2013)

TOOLS FOR NON-SPECIALISTS AND NQTS

MFL 1 –Introduction to Primary Languages:
Motivate to learn and teach

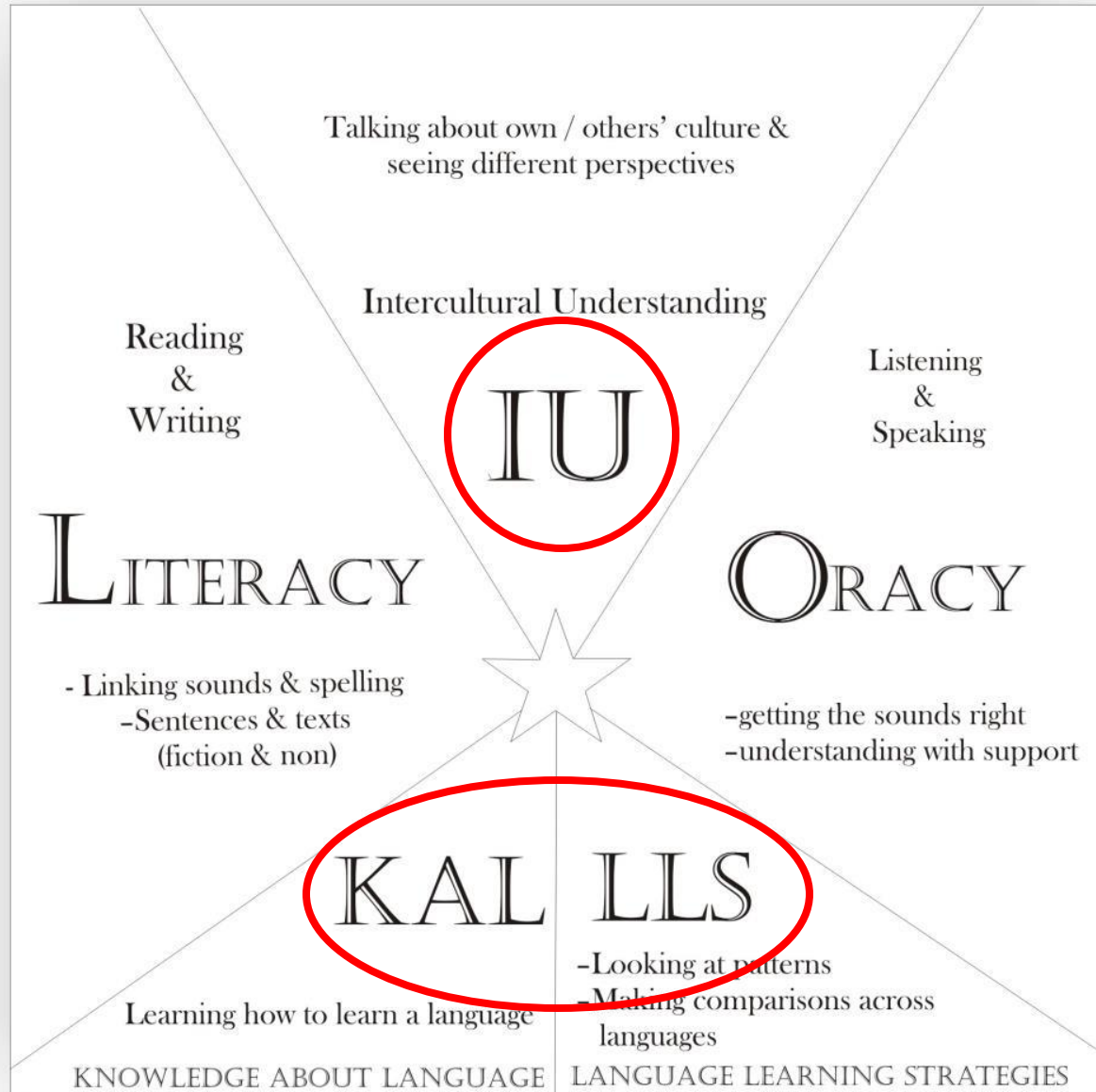
MFL 2: Learn to teach reading in the target
language: Decoding Spanish – How to make
learners of languages independent

MFL 3 Learn to look at English Grammar through
Foreign languages: A missing link you and
learners can benefit from

3 x 2 hour session of FL
for
PGCE Year



KS2 LANGUAGES FRAMEWORK



HOW CAN YOU CONTRIBUTE?





Intercultural attitudes

Savoir être

**Curiosity and openness,
readiness to suspend
disbelief about other
cultures and belief about
one's own.**



**The art
of being**





- CPD using research
- Ability to critically looking at own practice
- Learning to focus on learners & their development
- Learning to become expert in own classroom
- Developing others on the ground through good practice and sharing
- Working with researchers in the field of Primary Languages

NEW CAREER FRAMEWORK & RESILIENCE IN PRIMARY LANGUAGE TEACHING & LEARNING

- Maria Teresa Tatto (2021) Developing teachers' research capacity: the essential role of teacher education, *Teaching Education*, 32:1, 27-46.
- Martin Mills , Nicole Mockler , Meghan Stacey & Becky Taylor (2021) 'The village and the world': research with, for and by teachers in an age of data, *Teaching Education*, 32:1, 1-6, DOI: 10.1080/10476210.2020.1868141.
- Sachs, J. (2016). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching*, 22(4), 413–425.
- Driscoll, P. Lambirth, A. Roden, J. (2015) –The Primary Curriculum – A creative Approach

REFERENCES