Modern Foreign Languages Subject Handbook Contents 2014-2015

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Introduction

Your subject study modules will run alongside your Professional Studies programme and are complementary to your School Experience.

Subject study sessions for Modern Foreign Languages (MFL) take place on the Bognor Regis Campus

**Your Subject Study Co-ordinator** is Elaine Minett. She will also be your Academic Adviser (this role is explained in the Programme Handbook) and she is your first point of contact if you are experiencing any difficulties during your PGCE.

**Useful contacts** are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elaine Minett</td>
<td>MFL Co-ordinator</td>
<td><a href="mailto:e.minett@chi.ac.uk">e.minett@chi.ac.uk</a></td>
<td>01243 812087</td>
</tr>
<tr>
<td>Melanie Hopkins</td>
<td>Programme Administrator</td>
<td><a href="mailto:m.hopkins@chi.ac.uk">m.hopkins@chi.ac.uk</a></td>
<td>01243 812043</td>
</tr>
<tr>
<td>Gail Graffham</td>
<td>Education Librarian</td>
<td><a href="mailto:g.graffham@chi.ac.uk">g.graffham@chi.ac.uk</a></td>
<td>01243 812094</td>
</tr>
<tr>
<td>SIZ Helpdesk</td>
<td>Student ICT queries etc</td>
<td><a href="mailto:help@chi.ac.uk">help@chi.ac.uk</a></td>
<td>01243 816222</td>
</tr>
</tbody>
</table>

Melanie Hopkins can be found in the Programme office which is in St Michaels F2. The office is open between 8.30 am and 5.00 pm every day except on Fridays when the office closes at 4.30 pm.

**Expectations**

You are expected to demonstrate the professional attributes of a teacher in your approach to your subject study. You are expected to:

- Attend every session
- Participate actively in all sessions and in a sensitive and professional manner which is compliant with the University’s published policies as detailed in the Programme Handbook
- Use Portia regularly for communication and information
- Bring your subject handbook to every session
- Complete all pre and post session tasks as directed
- Attend all tutorials arranged with your academic adviser
- Be pro-active in addressing the targets set for you in conjunction with your tutor/academic adviser
- Take responsibility for meeting deadlines, and submitting assignments/documentation to the correct place e.g. Programme Office

In the event of any absence please follow the procedures detailed in the Programme handbook.

**Module outlines** for your subject study modules can be found in the Programme Handbook.

**Moodle:** Information about your subject study, including this handbook, and session notes will be posted on the university’s Moodle, which can be accessed from [https://moodle.chi.ac.uk](https://moodle.chi.ac.uk). You will also use the Moodle for communication with other student teachers on your subject route.
What Will I Learn?

The two MFL Subject Study Modules are designed to produce reflective, analytical and effective classroom practitioners. They will build upon your prior experience and skills, to equip you with the knowledge and understanding of the specific subject knowledge and skills that will enable you to become an effective teacher of MFL. You will:

- learn to analyse pedagogical theories and apply them to the effective teaching of MFL to learners of all abilities and ages for which you are trained;
- learn to plan effectively in line with the requirements of the National Curriculum;
- develop your understanding of relevant subject knowledge and relate this to the promotion of active, inclusive, progressive, engaged and personalised learning in MFL.

This M-Level course will address the Teachers’ Standards as set out in ‘Teachers’ Standards’. The sharpest focus will be on Part One: Teaching, whilst Part Two will underpin everything you do and you will be expected to demonstrate consistently high standards of personal and professional conduct during your school placements. Learning Outcomes are set out in full in the module outlines to be found in your Programme Handbook.
Structure and Content

Module 1

<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIVERSITY</th>
<th>SCHOOL</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>N.B. All Standards pertaining to Part 1 and Part 2 will be routinely addressed throughout the module. Subject-specific consideration of this group of standards will complement the Professional Studies Programme.</td>
</tr>
<tr>
<td>1</td>
<td>MONDAY 8 SEPTEMBER</td>
<td>Introduction to the student teachers, staff, course &amp; handbook.</td>
<td>3, 5, 2</td>
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<tr>
<td></td>
<td></td>
<td>● Student needs analysis including subject knowledge audit; strategies to develop language; introduce language log &amp; language error log</td>
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<td>WEDNESDAY 10 SEPTEMBER</td>
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<td></td>
<td></td>
<td>● Why MFL?</td>
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<td>● Introduction to MFL in schools</td>
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<td>● Different approaches to teaching and learning</td>
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<td>● Initial action plans</td>
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<td></td>
<td>THURSDAY 11 SEPTEMBER</td>
<td>3, 6</td>
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<td>● Off-site visit – spreading the word!</td>
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<td>● Understanding the background to the new curriculum: the theoretical framework and application in schools (Key Stages 3 &amp; 4)</td>
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<td>● Breadth of study</td>
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<td>● Attainment targets</td>
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<td>FRIDAY 12 SEPTEMBER</td>
<td>3, 1, 4</td>
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<td>Towards a definition of what constitutes effective practice in MFL teaching</td>
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<td>● What sort of MFL teacher do you want to be?</td>
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<td>● Addressing preconceptions</td>
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<td>● The Secondary Strategy and Key Stage (KS) 3 Strategy</td>
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<td>● The Framework for Teaching Modern Foreign Languages; curriculum 2014</td>
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<td>● Introduction to Starter Activities</td>
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<td>● Lesson Design</td>
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<td>● Lesson Planning</td>
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<td>2</td>
<td>WEDNESDAY 17 SEPTEMBER</td>
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<td></td>
<td>- Managing resources and learners</td>
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<td>- Using song</td>
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<td>- Ground rules and effective discipline</td>
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<td>- Observing in MFL classrooms: establishing the criteria for what constitutes a good MFL lesson; lesson objectives</td>
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<td>- Cultural awareness in MFL (European Day of Languages)</td>
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<td>- Using authentic materials</td>
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<td>4, 1, 7</td>
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<tr>
<th>3</th>
<th>THURSDAY 18 SEPTEMBER</th>
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<tr>
<td></td>
<td>- Second language acquisition and foreign language learning: principles underlying language learning</td>
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<td>- The learner’s perspective: experiencing a new foreign language</td>
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<td>- Issues affecting the learner</td>
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<td>- Language-learning strategies</td>
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<td>- Appropriate challenge</td>
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<td>- Background to modern methods of teaching MFL</td>
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<td>- Communicative language teaching</td>
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<th>3</th>
<th>FRIDAY 19 SEPTEMBER</th>
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<tr>
<td></td>
<td>- Off-site visit: lesson in action</td>
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<td>- Update &amp; review language log</td>
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<td>- Teaching through the medium of the target language</td>
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<td>- Implications for teaching &amp; learning styles and classroom management</td>
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<th>3</th>
<th>THURSDAY 25 SEPTEMBER</th>
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<tr>
<td></td>
<td>- An introduction to the MFL and ICT resources at University and in schools (off-site visit)</td>
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<td>- Pedagogy and practice: teaching speaking</td>
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<th>3</th>
<th>FRIDAY 26 SEPTEMBER</th>
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<tr>
<td></td>
<td>- Encouraging active participation &amp; correct pronunciation</td>
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<td>- Meaningful interactions</td>
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<td></td>
<td>- Error correction</td>
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<td></td>
<td>- Pedagogy and practice: teaching writing</td>
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<td>- The teaching of grammar</td>
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<td>- Implications for teaching styles &amp; classroom management</td>
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<td>- Language-specific session – target language use; update language log</td>
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<td>Date</td>
<td>Activity</td>
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<td><strong>4</strong> FRIDAY 3 OCTOBER</td>
<td>Pedagogy and practice: teaching listening and responding</td>
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<td></td>
<td>Pedagogy and practice: teaching reading and responding</td>
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<td>Sound-spelling links</td>
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<td><strong>5</strong> FRIDAY 10 OCTOBER</td>
<td>Monitoring and recording progress and achievement</td>
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<td>Schemes of work</td>
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<td>Update Assignment One</td>
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<td><strong>6, 7</strong></td>
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<td><strong>8</strong> THURSDAY 30 OCTOBER</td>
<td>During the week commencing 27 October, each student will be required to attend a School Experience tutorial to discuss schemes of work, lesson plans for School A block experience and subject knowledge review. The date and time may be negotiated with the Subject Tutor</td>
</tr>
</tbody>
</table>
| 12,13,14 | Research links with Primary Feeder Schools

Mentor to work with students to verify evidence of attainment against the Standards then sign, grade and date |

N.B. All Standards pertaining to Part 1 and Part 2 will be routinely addressed throughout the module. Subject-specific consideration of this group of standards will complement the Professional Studies Programme. |
# Module 2

<table>
<thead>
<tr>
<th>WEEK</th>
<th>UNIVERSITY</th>
<th>SCHOOL</th>
<th>STANDARDS</th>
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<tbody>
<tr>
<td>16</td>
<td>5–9 JANUARY: Key Stage 2 Experience</td>
<td></td>
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</table>
| 17   | WEDNESDAY 14 JANUARY  
- Reflections on School Placement A  
- Reflections on KS2 Placement – Primary MFL and the KS2 Framework and implications for KS3; new curriculum; transition; continuity & progression  
- Brief tutorials to review progress with Subject Knowledge Profiles and Tracking sheets; review language log | Introduction to School B MFL department, rooms and resources | 4, 2, 3 |
|      | THURSDAY 15 JANUARY  
- Whole-day input from Joe Dale on ICT  
- Maintaining motivation | | 3 |
|      | FRIDAY 16 JANUARY  
- Applications and interviews  
- Teaching the new National Curriculum | | 1, 3 |
| 18   | THURSDAY 22 JANUARY  
- Assessment for Learning and Monitoring Pupil Progress  
- Study of exemplar assessment material for KS3, Listening, Speaking, Reading and Writing  
- Use of data  
- Reporting  
- Teaching KS4; needs of older pupils  
- GCSE specifications; revision programmes and strategies  
- Subject knowledge for GCSE  
- Language-specific session – knowledge, skills, and understanding needed to teach individual languages; review language log | | 5, 6, 3 |
|      | FRIDAY 23 JANUARY  
- Assessment material for KS4 Listening, Speaking, Reading and Writing  
- Bridging the gap between GCSE and A level  
- Work at AS and A2 level  
- Assessment at 16+  
- Subject knowledge for A-level  
- Assignment prep | | 6, 3, 4 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
</table>
| **19** | **FRIDAY 30 JANUARY** | Joint input with primary PGCE  
- Cross-curricular approaches  
- CLIL  
- Language-specific session – needed to teach individual languages |
| | | 5, 8 |
| **20** | **THURSDAY 5 FEBRUARY** | Pedagogy and practice: enrichment day  
- Preparation of materials  
- Progression – MTP, LTP  
- Pre-Block B Tutorials  
**FRIDAY 6 FEBRUARY**  
Differentiation and equality of opportunity in MFL with a focus on:  
- Provision for SEN pupils  
- Working with academically more able pupils  
- Girls, boys and languages  
- Pupils with EAL & the needs of bilingual pupils  
- Personalised learning  
- ICT resources to support differentiation  
Working with other adults in the classroom |
| | | Mentors to draw out students’ prior learning and understanding of the principles of Assessment for Learning and to ensure that students are using this learning in their planning |
| | | 3, 2, 4 |
| **22** | **16-20 FEBRUARY** | Self-directed study; update & review language log |
| **26** | **FRIDAY 20 MARCH** | Opportunity for Group to meet at mid-point of Placement B  
- Developing pupil autonomy  
- Personal, learning & thinking skills  
- Assignment 3  
- Grading descriptors  
- Listening: product versus process |
| | | NB Before Easter, Mentors to help students prepare for University Day on 20 March – clarifying issues to be explored within the subject study group |
| **36** | | Mentors to ensure that they have worked with students to verify evidence of attainment against the Standards |
| **37** | **WEDNESDAY 17 JUNE** | MFL Day conference  
**THURSDAY 18 JUNE**  
- Standards and Personal Development |
<p>| | | 1, 4 |</p>
<table>
<thead>
<tr>
<th>Portfolios</th>
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<tbody>
<tr>
<td>• Sharing and evaluation of resources for the teaching of MFL</td>
</tr>
<tr>
<td>• Revisit: what sort of MFL teacher do you want to be?</td>
</tr>
<tr>
<td>• Students' module evaluation</td>
</tr>
</tbody>
</table>
**Assessment**

A definition of summative and formative assessment is included in the Programme Handbook.

**Summative Assessment**

**What do I have to do?**

**What will my assessor be looking for?**

The following chart can also be found in the Programme Handbook. Your subject study summative assessment is highlighted to show how it combines with other elements of the PGCE Programme to contribute towards your overall summative assessment:

<table>
<thead>
<tr>
<th>Subject Study - Module 1</th>
<th>One 4,000 word (or equivalent) assignment graded at least ‘D’ – minimal pass</th>
<th>20 M level credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Studies - Module 1</td>
<td>Reflective log highlighting the links between professional studies and subject application</td>
<td></td>
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<tr>
<td></td>
<td>Satisfactory attendance and active participation in sessions and tasks</td>
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</tr>
<tr>
<td>School Experience ‘A’</td>
<td>Joint Summative Report from School A on which you are graded as having achieved the Standards at a Minimal level or above</td>
<td></td>
</tr>
<tr>
<td>Professional Studies - Module 2</td>
<td>One 4,000 word (or equivalent) assignment graded at least ‘D’ – minimal pass</td>
<td>20 M level credits</td>
</tr>
<tr>
<td>Subject Study - Module 2</td>
<td>One 4,000 word (or equivalent) assignment graded at least ‘D’ – minimal pass</td>
<td>20 M level credits</td>
</tr>
<tr>
<td>School Experience ‘B’</td>
<td>Joint Summative Report from School B on which you are graded as having achieved the Standards at a Minimal level or above. Completion of Standards Tracking Document</td>
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Module One

Assignment 1 (4,000 words)

A critical analysis of MFL: their place in the curriculum and their implementation in practice

With reference to your own informed understanding of what constitutes Modern Foreign Languages, reflect critically on your philosophy of Modern Foreign Languages, their place in the curriculum and their implementation in practice.

This assignment will involve you in demonstrating and developing your own position about the theoretical nature and uses of secondary school MFL, with special reference to the context of your classroom teaching and providing a justification and rationale for your developing practice.

Specific Assessment Criteria (please also see the main Programme Handbook)

Specifically, the assessment criteria against which this assignment will be graded are as follows:

- A critical understanding of the place of Modern Foreign Languages in the school curriculum based on readings of research literature
- An understanding of current debates about the nature of Modern Foreign Languages, identifying, analysing and critically reflecting upon current issues and theories relating to one aspect of Modern Foreign Languages in the secondary school and its interpretation in the classroom
- Effective evaluation of their own planning and teaching in the light of your understanding of theoretical approaches to learning and teaching in the chosen aspect of Modern Foreign Languages
- EXPLICIT reference within the text to the ways in which your work on this assignment has helped you to meet the Standards
- Informed reading of recent and relevant literature pertaining to your chosen subject, leading to a well structured, reflective analysis of your position.
- Analysis, in the light of your position, of your own classroom practice and that which you have observed (no names should be mentioned)
- A clear structure with a fluent developmental argument
- An appropriate academic writing style; Standard English; Harvard style referencing; originality and flair (see also Assignment Writing Guidelines in the Programme Handbook).

Recommended texts:

Submission date: Thursday 18 December 2014 by 12.00 noon

For regulations regarding any required resubmission, please see the main Programme Handbook.
Module Two

Evaluate how your scheme of work caters for individual needs and provides opportunities for developing... (your chosen focus)

Assignment 3 (4,000 words)
Plan, implement and evaluate a Scheme of Work (SOW) for one class of pupils in School B or take an existing SOW and amend it and adapt it to suit the learning needs of the pupils in one of the classes you will be teaching. This will demonstrate your ability to articulate the relationship between theory and practice, focusing on the design, implementation and critical evaluation of the effectiveness of the scheme of work. The critical analysis central to this task will lead to reflection on the potential for improved practice. Reference MUST be made to recently published works on the chosen theme (see point ‘e’ below).

The submitted assignment must include:

(a) an introduction (guide length 750 words) which explains and appraises the background to the choice of that SOW, its development and/or reasons for the changes to the SOW. Make sure that you include how you intend to assess each part of the SOW;

(b) the detailed SOW;

(c) one weekly plan;

(d) between three and five detailed exemplar lesson plans;

Note that sections b – d will be counted as a nominal 750 words

(e) an evaluation of the SOW in practice, (guide length 2,500 words) comprising regular comment on the plan and its implementation its progress, how well it matches its stated aims and its relative successes and weaknesses, together with an account of the main strengths and weaknesses of the SOW. The critical analysis central to this task should lead to reflection on the potential for improved professional practice. In order that you may articulate the relationship between theory and practice, your evaluation must include critical engagement with and reference to appropriate literature which is related to one or more aspects of the SOW and which should include the following:

- The Teachers’ Standards 2012. All assignments should identify the Standards that relate to the assignment and cite the Standards document as one reference.
- Subject Specific or other National Curriculum guidance from the document itself or from the QCA website and Inclusion websites.
- GCSE specifications where applicable.
- Subject specific websites from your list in the handbook.
- Ofsted report on subject best practice, inspection evidence on the issue being discussed.

In addition you will have your own research.
Specific Assessment Criteria

In addition to the general criteria, which can be found in the Programme Handbook, student teachers will be expected to demonstrate:

- Informed critique of relevant literature
- Explicit consideration of pupils’ learning needs
- Explicit consideration of assessment opportunities
- Demonstration of a critical understanding of the fundamental principles of long-, medium- and short-term planning
- Critical engagement with the concepts introduced
- Effectiveness of evaluation of planning, teaching and assessment
- Explicit and embedded reference to the ways in which the assignment meets the Teachers’ Standards 2012.
- Analysis and evaluation of the effectiveness of the SOW
- A clear structure which addresses complex issues systematically and creatively
- Appropriate academic writing style; Standard English and Harvard style referencing
- Clear diagrammatic representation of the SOW and lesson plans.

Submission date: Monday 15 June 2015 by 4.00 p.m.
For regulations regarding any required resubmission, please see the main Programme Handbook.
Formative Assessment

All formative assessment is designed to demonstrate your ability to achieve the required level of attainment in your two subject specific assignments and to complete Modules 1 and 2 of School Experience successfully.

Formative assessment of Subject Study is summarised below, details can be found on the following pages.

There are several forms of formative assessment during your subject study modules:

**Directed Tasks**

You will be required to complete a number of subject specific tasks during university based sessions and during school experience, as directed by your subject tutor, in order to address your specific needs. Additionally, students will be required to complete a number of inter-session tasks and reading as appropriate. Directed tasks required of all MFL student teachers are outlined on the following pages. They are designed to help you to meet the standards. Their assessment does not, however, contribute to the award of M-level credits. Whilst you are expected to keep to the submission times, these can be negotiated and failure to meet the deadlines does not carry the same sanctions as failure to submit the assignments on time. You will be required to complete the following subject specific tasks during university based sessions and during school experience:

**University Semester 1:**

**School Placement A:**

1) During school placement A, gather a sample of work for 3 different pupils across the ability range from the same Key Stage Three year group. The work will form part of the subject sessions on assessment during the Spring.
2) Design an aide-mémoire of classroom language for personal use.
3) Audio-record a lesson taught in the foreign language and analyse your use of the target language.

**University Semester 2:**

4) Plan and micro-teach a different subject through the foreign language
5) Go to the AQA or Edexcel website to find specifications for AS and A2 in your main specialist subject. AQA home page [http://aqa.org.uk](http://aqa.org.uk); Edexcel home page [http://www.edexcel.com](http://www.edexcel.com) Assess your knowledge and understanding of each of the topics by rating them 0-3 (0 = no knowledge up to 3 for very secure knowledge). Focus on addressing some of the areas for development. Record your progress in your language log and on your Subject Knowledge Profile.
School Placement B:

6) During school placement B, gather a sample of work for 3 different pupils across the ability range from the same Key Stage Four year group. Annotate the work to show how it might be assessed, using the school’s marking policy and relevant GCSE assessment criteria where appropriate.
7) Continue your aide-mémoire of classroom language.

Post-16 Experience and Research

There follows a list of specific tasks which you need to complete during your post-16 experience.

Subject Knowledge Portfolio

The auditing of your subject knowledge and the implementation of steps to enhance the breadth and depth of that knowledge is a continuing process which is monitored at regular points during the PGCE programme. You will be asked to complete a Subject Knowledge Portfolio in each language you are teaching as evidence of this process. Each section of the Subject Knowledge Portfolio is explained in the next section.

Tutorials

These take place with your subject tutor to review your individual progress.
Post-16 Experience and Research

Rationale:
In order to be effective practitioners at 6th Form/Post-16 level (as with KS 3 & 4), MFL teachers have to think reflectively about what they are doing and why they are doing it. Regardless of the Key Stages chosen for assessment, during the Programme, each student teacher should gain experience of planning, teaching and assessment at post-16 and complete the following subject-specific directed tasks via observation of MFL teaching and discussion with teaching staff as well as an investigation into and critique of resources and approaches to teaching foreign languages at this level. By the end of the Programme, you should have become more familiar with and have reflected on recent developments in the teaching of ‘A’ and ‘A/S’ levels in MFL and you should have learned and reflected on possible approaches that may be used when teaching an ‘A’ level class.

Directed Tasks
(You should present your findings in your Personal Development Profile):

1. Study the specimen papers of the syllabuses being taught in the MFL department. Look closely at the questions and associated marking schemes. Consider what teaching and learning strategies could be employed in order to effectively tackle such questions and discuss these (and other) approaches with staff in the department:
   - What do the students need to know?
   - What skills do they need to employ?

   How could the answers to these two questions affect lesson planning and choice of teaching strategies?

2. ‘A’ level syllabuses are often selected by departments in the light of three considerations: personal preference, staff expertise and the resources available. Familiarize yourself with the range of syllabuses available. Send for (or download) a copy of the syllabuses of two different examination boards and discuss them with staff in the department. You may also send for the examiner’s report of each particular syllabus. After studying these, and discussing them with staff in the department, comment on the following:
   - Which publishers produce the appropriate course textbooks? Are they useful and in what way(s)? What are the issues relating to the use of textbooks when teaching MFL at AS- and A-level?
   - What assessment arrangements does the Board make?
   - Do the assessment arrangements require resources? What are they?
   - Would the content of the course appeal to both teacher and student?
   - What teaching strategies are necessary for the course?
   - What skills are demanded from the students and how will they need to be prepared for the examination?
   - Is the course objectives-led?
Subject Knowledge Portfolio

On your first subject day, you will be required to discuss the Subject Knowledge Audit sent to you as a pre-course task and update this in the light of any subject development undertaken before starting the course.

In your individual tutorials with Elaine, you will undertake your needs analysis and identify your targets. This tracking document is then to be used to review and set targets with your subject mentors and with Elaine in order to develop and enhance your subject knowledge.

This document will be reviewed by your subject mentor throughout school experience. During the induction period, at the end of School A experience, at the end of School B experience and at the end of the course, this information will be used to complete the Subject Knowledge Action Plan and Progress Review document. Entries at the review points will be signed by your mentor, subject tutor and by yourself. You will be expected to be pro-active in addressing any gaps identified in your subject knowledge.

The Subject Knowledge Portfolio
Work on the portfolio enables you to demonstrate your subject knowledge and consider how and why this might be relevant in a classroom context. This document consists of an excel spreadsheet with six tabs and includes the following components:

- **Subject Knowledge Audit** (tab 2)
  The portfolio is divided into five sections:
  - Aspects of grammatical understanding
  - Classroom language
  - Topic areas
  - Language learning strategies
  - Cultural awareness
  Rate and review your level of confidence and competence in each of the areas listed. As you have the opportunity to teach these, make sure you record the date and lesson focus, and add details of what you did to prepare for the lesson / any action taken as a result of the lesson, if any special preparation was required.

- **Language log** (tab 3)
  Keep a record of the sorts of activities you do for all your languages to improve / maintain your linguistic competence.

- **Classroom language** (tab 4)
  List the language you see / hear being used by the classroom teacher during observations to ensure a smooth transition to your own teaching.

- **Language error log** (tab 5)
List any errors you make in your teaching as pointed out by your mentor or noticed by you and how you have addressed them.

- **Progress Tracking document** (tab 6)
  This needs to be completed by you and your mentor at two points during both school placements, mid-way and at the end. Your progress should be colour-coded in each area: amber for developing, green for secure and blue for strong.

Your completed Subject Knowledge Portfolio can be used as evidence of meeting the Subject Knowledge requirements of the Standards

**First submission date:** February 2014 (although this document will be checked regularly during school placement and subject tutor visits)
Tutorials

Tutorials with your subject tutor will be arranged before the beginning of each School Experience to check your preparation for school experience and discuss your targets/subject needs and following the marking of your assignments to consider any areas for development identified by your tutor to help you improve your level of attainment in the following assignment.

Your Summary of Teaching Experience (see next page) will help you and your subject tutor to ensure that you cover the required range of teaching during your school placement.
**UNIVERSITY OF CHICHESTER**

**P.G.C.E. SECONDARY MODERN FOREIGN LANGUAGES**

**SUMMARY OF MFL TEACHING EXPERIENCE FOR 2014/2015**

**NAME:** …………………………………………………………………………………………………………

**ASSESSMENT Option:** ……………………………………………………

<table>
<thead>
<tr>
<th>Experience of Teaching at KS3</th>
<th>Experience of Teaching at KS4</th>
<th>Experience of Teaching at 16+</th>
<th>Experience of Teaching using FL1</th>
<th>Experience of Teaching using FL2, 3 or 4</th>
<th>Experience of Teaching using ICT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOL A:</strong> …………………………………………………………………………………………………….</td>
<td>(insert language)</td>
<td>(insert language)</td>
<td>[NAME OF SCHOOL A]</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SCHOOL B:</strong> …………………………………………………………………………………………………….</td>
<td>(insert language)</td>
<td>(insert language)</td>
<td>[NAME OF SCHOOL B]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Lesson Design and Planning

You will, during subject days, have opportunities to practise the skills of lesson design and planning. Your subject tutor and your school mentors will support you in the development of these important skills.

We require you to use the Lesson Plan documentation set out on the pages which follow, in order to be sure that you meet the Teachers’ Standards 2012. If your school asks you to adapt your planning to a standard school format, then please ensure that all elements of the University template are incorporated.

Remember that effective lesson design starts from the establishment of appropriate learning objectives and encompasses a ‘climate for learning’ which helps pupils to recognise the links between their learning in successive lessons. Planning should focus on a range of teaching and learning strategies and techniques as well as effective classroom organisation, resource management and indications of assessment opportunities.

Criteria to bear in mind when defining lesson objectives:

- Is the learning objective clear?
- Is there a clear and obvious link between the objective and anticipated learning outcome?
- Have you taken care to use language which focuses on learning – rather than on simply describing tasks or activities?
- How do you intend to check that you have met your objectives? How will pupils be involved in this?

Consideration should be given to the part that the lesson plays in the context of long term progression through the Programmes of Study and to learning issues arising from the previous lesson. Important sources of reference will be

- The National Curriculum
- The Framework for teaching MFL at Key Stage 3
- School planning documents
- Examination syllabuses.

The language of these source documents may not always be accessible to pupils. The lesson planning template therefore offers an opportunity to frame a version of the objective(s) in the words you will actually use when sharing them with the class.
<table>
<thead>
<tr>
<th>Date Of Lesson</th>
<th>Period</th>
<th>Time</th>
<th>Duration</th>
<th>Classroom</th>
<th>Language</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic/Big Picture</th>
<th>No of Pupils</th>
<th>SEN/EAL Pupils; LSA/FLA Provision</th>
<th>Teacher(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>_____girls</td>
<td>Copy of lesson plan to LSA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____boys</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>_____total</td>
<td>SEN/IEP info:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior learning</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Objectives (remember to share with pupils!)</th>
<th>Learning Outcomes – what will success look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All will:</td>
<td></td>
</tr>
<tr>
<td>Most will:</td>
<td></td>
</tr>
<tr>
<td>Some will:</td>
<td></td>
</tr>
</tbody>
</table>

At the end of the lesson, pupils will have achieved the objectives by:

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th>Teacher target language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to KS3 NC/Strategy/GCSE</th>
<th>Health &amp; Safety</th>
<th>Trainee targets (linked to Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ AT1: listening &amp; responding</td>
<td>Ensure leads cannot be tripped over</td>
<td></td>
</tr>
<tr>
<td>☐ AT2: speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ AT3: reading &amp; responding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ AT4: writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy/Numeracy/ICT</th>
<th>Differentiation by</th>
<th>Intercultural Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Format & Timings

<table>
<thead>
<tr>
<th>Actual start time</th>
<th>End time</th>
</tr>
</thead>
</table>

## Previous Learning Outcomes

## Starter

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity One:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Greetings. Register. Share objectives with pupils.</td>
</tr>
</tbody>
</table>

## Main Body of Lesson

### (to include activities and aims for each one / transitions / extension activities / contingencies)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Two:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Three:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Four:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Teaching & Learning points:  Resources:  Assessment:

### Homework:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Plenary

10 mins.  
  e.g. What / How did you learn today?  
  What can you do to improve?  
  PLTS developed?  
  Next lesson we will….

## Post Lesson Self-Evaluation

### What went well / What the pupils learned:

### What did not go so well and why not:

### What I would do differently / what must I do next lesson:
Who will support me?

Your Subject Co-ordinator, Elaine Minett, is also your Academic Adviser (see the main Programme Handbook). She will support your progress in your academic studies and your school experience and will meet you for tutorials at key points in the Programme, notably

- after completion of the Subject Knowledge Audit in September
- at the start and end of both teaching blocks.

How will I learn?

Elaine will introduce theoretical sessions, supported as appropriate by visiting speakers. A wide range of strategies designed to encourage participation, engagement and independent learning will enable you to explore a variety of learning activities, including individual work, group work, structured observations, micro-teaching, team-teaching, demonstrations, presentations, lecture, seminars, use of ICT, workshops and visits. At various points during the course you will prepare and present starter activities, lead plenaries, lead discussions on required reading and participate in other active learning activities. You will be encouraged to share your knowledge and understanding in the areas of linguistic competence and ICT skills. Throughout the module you will be required to analyse the relationship between theory and practice and make links between University-based training and school experience. Throughout both modules, there will be an emphasis on sharing experience, as well as an increased focus on critical analysis of practice, reflection and evaluation.

Students will be expected to take responsibility for their own learning and to demonstrate originality and determination in tackling and solving problems.

Evaluation

Details of the evaluation of the Secondary PGCE Programme can be found in the Programme Handbook. As part of this process, each subject study module is evaluated. You will be asked to complete a module evaluation form, an example of which follows. Your subject tutor will analyse the responses and identify areas for development, an example of which is included in this section.

Each subject route is required to select a representative member of the Secondary PGCE Programme Board. The Programme Board meets three times a year and each student representative is offered the opportunity to raise issues on behalf of their subject group.
Primary PGCE 2013 - 2014

Module 1 Evaluation

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Modern Foreign Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course tutor</td>
<td>Elaine Minett</td>
</tr>
</tbody>
</table>

Please complete this evaluation form to enable us to review and develop our programme. Your responses are included in the Annual Review process which operates in the University. From this process, areas for improvement are identified and implemented.

1. By the end of this module have you made progress in terms of the following learning outcomes?

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider the role of Modern Foreign Languages in society, and within the school curriculum and its broader school context, and in the light of current debates and future developments</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Deliver lessons that cater for the needs of all pupils including those with Special Educational Needs, considering equality of opportunity in the classroom and issues of discrimination;</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Acquire a foundation for professional practice focusing on relevant aspects of the National Curriculum requirements for Modern Foreign Languages from Key Stage 3 to Key Stage 4</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Plan and teach Modern Foreign Languages effectively at Key Stage 3 and Key Stage 4, adopting appropriate strategies based on a sound understanding of pedagogical theories of how children learn a second language;</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Use an effective and appropriate range of materials and resources to teach Modern Foreign Languages, including ICT</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Explore issues of breadth, balance, relevance, differentiation, continuity, progression, assessment and classroom management</td>
<td>100% (10)</td>
<td></td>
</tr>
<tr>
<td>Develop an ability to reflect on and analyse personal subject knowledge and subject knowledge for teaching</td>
<td>100% (10)</td>
<td></td>
</tr>
</tbody>
</table>

2. Were you motivated by the learning and teaching approach?

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: Excellent (1) Supportive (1) Relevant (3) All sessions motivating / engaging and interesting (2) Appropriate resources and materials offered (1)</td>
</tr>
</tbody>
</table>

Yes: 100% (10) No: Excellent (1) Supportive (1) Relevant (3) All sessions motivating / engaging and interesting (2) Appropriate resources and materials offered (1)
3. Was all the information you needed to complete this module available through the handbook?

<table>
<thead>
<tr>
<th></th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes: 100% (10)</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Subject tutor always willing &amp; available to answer additional questions (1)</td>
</tr>
</tbody>
</table>

For the following 2 sections, please use the 1-4 scale as indicated:

1. very good 2. good 3. satisfactory 4. poor

4. Please evaluate the resources available.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms</td>
<td>50% (5)</td>
<td>50% (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Resources Centre</td>
<td>70% (7)</td>
<td>20% (2)</td>
<td>10% (1)</td>
<td></td>
</tr>
<tr>
<td>Access to Portia</td>
<td>70% (7)</td>
<td>20% (2)</td>
<td>10% (1)</td>
<td></td>
</tr>
</tbody>
</table>

5. Please evaluate your own contribution to the module

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>90% (9)</td>
<td>10% (1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for and follow-up to sessions</td>
<td>70% (7)</td>
<td>20% (2)</td>
<td>10% (1)</td>
<td></td>
</tr>
<tr>
<td>Active participation in sessions</td>
<td>70% (7)</td>
<td>20% (2)</td>
<td>10% (1)</td>
<td></td>
</tr>
</tbody>
</table>

*i illness

6. Has this module contributed to your understanding of the following

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalised Learning</td>
<td>100% (10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>80% (8)</td>
<td>10% (1)*</td>
<td></td>
</tr>
</tbody>
</table>

* 1 person omitted this section
7. What are the strengths of this module?

- Teaching (3) / tutor (1)
- Inspiring sessions (1)
- Support /excellent guidance in Uni (5) and on placement (1)
- Given relevant information (2) / up to date (1)
- Very good resources (4) which tie in to school A (1)
- Useful activities completed in University sessions (1)
- Very interesting topics covered (1)
- Very good ideas to take into school (1)
- Raised awareness of current issues (1)
- Time for reflection (1)
- Guided tasks (1)
- Easy access to tutors for advice (1)
- MFL group / camaraderie (3)
- “I have felt more supported than in any Uni / work environment, it has been brilliant”
- Systematic and chronological approach is supportive and logical (1)
- Subject tutor visit and observation particularly useful (1)
- Group tasks (2)
- Knowledge of teaching is developed every session (1)
- Sessions always challenging and engaging which is a rewarding experience (2)
- Excellent organisation (1)
- Three languages covered (1)

AfD: could there be more preparation for teaching KS4 (or does this come in module 2?)

**Action Points:**
- There is a whole day dedicated to KS4 and GCSE in semester 2. Consider moving some input into semester 1.
- There is a whole day dedicated to SEND which includes diversity issues in semester 2 and this links with the assignment 3. This is considered in semester 1 but perhaps needs greater focus.

**Points from 2012-13:**
- Maintain teaching and learning approach and balance of University input / use of outside speakers – **this has been maintained**
- Include more detailed preparation and follow-up tasks in semester 1 which may involve students presenting individually – their participation has to be excellent as there are such a small number, but some preparation for discussion was less detailed than it could have been. – **this has been increased and also meant a better engagement with appropriate academic literature and research prior to Module 1.**
Secondary PGCE 2013 – 2014

Module 2 Evaluation

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Modern Languages Subject Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course tutor</td>
<td>Elaine Minett</td>
</tr>
</tbody>
</table>

Please complete this evaluation form to enable us to review and develop our programme. Your responses are included in the Annual Review process which operates in the University. From this process, areas for improvement are identified and implemented. Six responses were collected from eight students.

1. By the end of this module have you made progress in terms of the following learning outcomes?

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue to extend understanding, skills and knowledge of effective Modern Foreign Languages teaching</td>
<td>100% (6)</td>
<td></td>
</tr>
<tr>
<td>continue to develop your role as reflective, analytical and autonomous classroom practitioners, reflecting on your own learning to inform your professional progress and development</td>
<td>100% (6)</td>
<td></td>
</tr>
<tr>
<td>be able to develop stimulating and innovative teaching and learning methods</td>
<td>100% (6)</td>
<td></td>
</tr>
<tr>
<td>develop a critical overview of current and future practice</td>
<td>100% (6)</td>
<td></td>
</tr>
<tr>
<td>evaluate critically the effectiveness of a range of assessment strategies</td>
<td>100% (6)</td>
<td></td>
</tr>
<tr>
<td>analyse, demonstrate and evaluate the use of long-term planning to provide effective schemes of work in Modern Foreign Languages which challenge and motivate pupils, promote active learning and encourage independent personalised learning within Modern Foreign Languages</td>
<td>100% (6)</td>
<td></td>
</tr>
</tbody>
</table>

2. Were you motivated by the learning and teaching approach?

<table>
<thead>
<tr>
<th>Motivated</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

100% (6) – yes.
Comments:
- excellent tutor
- lots of ideas / strategies
- good to be put in the position of the pupil
- plenty of group / interactive activities which stimulated debate (2)
- sessions always very well organised
- sessions highly motivating / interesting (2)
- good variety of teaching methods
- great to have the theory and then have the time to experiment with it in groups so as to be confident with it in the classroom
3. Was all the information you needed to complete this module available through the handbook?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</thead>
</table>

100% (6 students) - yes  
Comment  
- Subject mentor very approachable regarding course / subject queries  
- All information very easily accessible (1) both online and in printed version (1)  
- Well put together  
- Very comprehensive

For the following 2 sections, please use the 1-4 scale as indicated:

1 very good  2 good  3 satisfactory  4 poor

4. Please evaluate the resources available.

<table>
<thead>
<tr>
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<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rooms</td>
<td></td>
<td>67% (4)</td>
<td>33% (2)</td>
<td></td>
</tr>
<tr>
<td>Learning Resources Centre</td>
<td></td>
<td>67% (4)</td>
<td>33% (2)</td>
<td></td>
</tr>
<tr>
<td>Access to Portia</td>
<td></td>
<td>67% (4)</td>
<td>33% (2)</td>
<td></td>
</tr>
</tbody>
</table>

5. Please evaluate your own contribution to the module

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<th>1</th>
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<tbody>
<tr>
<td>Attendance</td>
<td></td>
<td>100% (6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation for and follow-up to sessions</td>
<td></td>
<td>83% (5)</td>
<td>17% (1)</td>
<td></td>
</tr>
<tr>
<td>Active participation in sessions</td>
<td></td>
<td>67% (4)</td>
<td>33% (2)</td>
<td></td>
</tr>
</tbody>
</table>

6. Did this school experience module contribute to your knowledge and understanding of current DfE National priorities?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEND</td>
<td>100% (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td>100% (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour for Learning</td>
<td>100% (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pupil Premium / Closing the gap / Unseen Children</td>
<td>83% (5)</td>
<td>17% (1)</td>
<td>One student commented that the placement was in an independent school so this wasn’t relevant</td>
</tr>
</tbody>
</table>
7. What are the strengths of this module?

- Sessions very informative
- Exceptional teaching
- Sessions very enjoyable
- Extremely enthusiastic & hard-working tutor
- Given an excellent opportunity to further the preliminary pedagogical knowledge learned in the first module
- Time for discussion always given
- Great support and guidance from tutor (3)
- Lots of advice given
- Tutor quick to respond to any queries
- Comprehensive course which complemented the PS module
- Very informative
- Lots of tips and strategies
- Lots of varied content
- ‘I always came away from the sessions feeling that I had learnt something valuable’

Action Points:

- Maintain teaching and learning approach
- Use input from mentor review day to continue to shape the course and respond to this year’s evaluations
Advice from last year’s MFL PGCE trainees:

*Get completely stuck in with everything at school. It’s a great way to learn (and helps with S8).*

Set up a dropbox between all of you. Try and upload as much to it as you can.

*Do things as you go along. Don’t leave it all until the last minute!*

Use the people around you to support you. They will understand.

*Get a flu jab! And take vitamins!*

Take it one step at a time and persevere!

*Never be afraid to talk to subject or professional mentor – they’re very supportive and understanding. They’ve heard it all before!*

Don’t worry if sometimes it takes HOURS to plan lessons – that’s normal in the beginning.

*If you need to take a day off because you’re ill, do it!*

Make time for friends, family and yourself.

*Don’t be afraid to email Elaine about absolutely anything, she will be helpful!*
Resource List

Role of MFL in society:
DfES (2002) Languages for All: Languages for Life
http://www.speaktothefuture.org/talk-the-talk/
http://www.britac.ac.uk/policy/State_of_the_Nation_2013.cfm
Tinsley, T & Board, K Languages for the future - Which languages the UK needs most and why 2013 www.britishcouncil.org
http://www.all-languages.org.uk/news/features/making_the_case_why_students_need_to_study_languages
http://www.all-languages.org.uk/news/features/talking_the_talk_trading_our_way_out_of_recession

The MFL teacher:
London: David Fulton: 69-92

**Second language acquisition:**


**National Curriculum:**

http://www.all-nsc.org.uk/nsc/?q=node/1 (ALL teacher support for new curriculum)
'MFL Programme of Study for Key Stage 3 and attainment targets' http://www.education.gov.uk/schools/teachingandlearning/curriculum/secondary
Key Stage 4:
AQA  http://www.aqa.org.uk/
www.bbc.co.uk/schools/gcsebitesize
Edexcel http://www.edexcel.com/Pages/home.aspx

Key Stage 2:
Cameron, L. 2001 *Teaching languages to young learners* Cambridge: CUP

16-19:
AQA http://aqa.org.uk
Edexcel http://www.edexcel.com/
Developing the listening skill:

Developing the speaking skill:
Brown, N (2013) Familiarity breeds content – how secondary schools can ease the transition for primary in *Churches, R (ed) The quiet revolution: transformational languages research by teaching school alliances* (CfBT) school students, with particular reference to speaking in Modern Foreign Languages
Driver, J. (2013) Exploiting all opportunities to increase student target language talk in *Churches, R (ed) The quiet revolution: transformational languages research by teaching school alliances* (CfBT)
Gibbons, L (2013) The development of spontaneous target language talk, through a focus on forming and using questions in *Churches, R (ed) The quiet revolution: transformational languages research by teaching school alliances* (CfBT)
Hawkes, R. (2013) Classroom talk from the beginning in *Churches, R (ed) The quiet revolution: transformational languages research by teaching school alliances* (CfBT)
Heylen, C. (2013) An investigation into the ways in which learners can be encouraged to use more spontaneous target language in the classroom in *Churches, R (ed) The quiet revolution: transformational languages research by teaching school alliances* (CfBT)


White, F. (2013) The learner’s perspective on using the target language, developing an informed strategy in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)


**Developing the reading skill:**

Colley, F (2013) A mixed skills approach to reading and writing improves confidence in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)

George, L. (2013) An analytical approach to improving GCSE reading skills in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)


Developing the writing skill:
Colley, F (2013) A mixed skills approach to reading and writing improves confidence in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)
Hibberd, C. (2013) Improving boys’ writing skills at Key Stage 3 – how structured group work with mixed-ability and mixed-gender seating improves boys’ attainment in grammar and extended writing in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)
Vander Woerd, H (2013) An exploration of difficulties experienced by students in writing at Key Stage 4 in Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)

Promoting independent use of the language:

Differentiation/SEN:
Access and engagement: Modern Languages:
DCSF (2008), New Arrivals - *Excellence Programme* - CPD Modules. Available at http://dera.ioe.ac.uk/2545/
DfES (2003), *Aiming High: Raising the Achievement of Minority Ethnic Pupils*. Available at


Unit 4: Lesson design for inclusion [http://dera.ioe.ac.uk/5667/](http://dera.ioe.ac.uk/5667/)


Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)


National Association for Language Development in the Curriculum (Naldic), [http://www.naldic.org.uk/](http://www.naldic.org.uk/)

For Naldic’s pages on EAL and ITT go to [http://www.naldic.org.uk/eal-initial-teacher-education/ite-programmes](http://www.naldic.org.uk/eal-initial-teacher-education/ite-programmes)

Naldic’s EAL guidance pages contain EAL guidance from NALDIC, government agencies and others which can help you with teaching EAL and bilingual learners. Available at [http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance](http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance)


Teachers’ TV (2007), Working with other adults to support bilingual learners. Available at http://www.naldic.org.uk/eal-initial-teacher-education/ite-programmes/working-with-others


Trusler, S (2013) The benefits of reflective practice in identifying and addressing differences between boys’ and girls’ approaches to Modern Foreign Languages in Year 7, in order to enhance grammatical knowledge, writing and reading in

Churches, R (ed) *The quiet revolution: transformational languages research by teaching school alliances* (CfBT)

**Teaching strategies:**


**Learning strategies:**


**Assessment:**
http://assessment-reform-group.org/publications/
Association for Achievement and Improvement through Assessment website -
http://www.aaia.org.uk/
Black, P (2002) *Working inside the black box: assessment for learning in the classroom* Dept. of Education & Professional studies, King’s College
Clarke, S. (2008) *Active Learning through Formative Assessment*. Hodder Education

**Classroom management:**
Behaviour4learning videos (a selection) available here http://www.bing.com/videos/search?q=behaviour4learning+video&qpvt=behaviour4learning+video&FORM=VDRE#x0y0


Terry Haydn’s pages on classroom management can be found here - [http://www.uea.ac.uk/~m242/historypgce/class_management/welcome.htm](http://www.uea.ac.uk/~m242/historypgce/class_management/welcome.htm)


Rogers, B. (2nd ed 2006) *Cracking the hard class: strategies for managing the harder than average class* Paul Chapman Publishing


**Target language:**

Crichton, H (2009) ‘Value added’ modern languages teaching in the classroom: an investigation into how teachers' use of classroom target language can aid pupils' communication skills

The Language Learning Journal Volume 37, Issue 1, 2009

The weblink below has some very useful links at the bottom of the page: [http://www.languageswithoutlimits.co.uk/targetlanguage.html](http://www.languageswithoutlimits.co.uk/targetlanguage.html)


Teaching grammar:
Teachers’ TV The Queen of French Grammar http://www.tes.co.uk/teaching-resource/The-Queen-of-French-Grammar-6084708/
Wells, M. Reflections on grammar-implicit teaching (2000) CILT

Cross-curricular approaches & CLIL:

Intercultural Understanding:

**Authentic materials:**

**ICT & MFL:**
http://oro.open.ac.uk/11617/1/S0958344008000335a.pdf
http://www.cilt.org.uk/home.aspx
http://www.interactive-teaching.org.uk/
http://www.lepointdufle.net/
www.bbc.co.uk/education/languages
www.bbc.co.uk/schools/gcsebitesize
www.linguanet.org.uk
www.ALL-languages.org.uk
www.puzzlemaker.com
www.zut.org.uk
www.wildfrench.co.uk
www.momes.net
www.cvc.cervantes.es
www.interdeutsch.de/studien1.htm

Teachers’ TV Secondary Modern Foreign Languages using
Teachers’ TV ICT Special: Secondary MFL http://www.tes.co.uk/teaching-resource/ICT-Special-Secondary-MFL-6083813/
http://www.naace.co.uk/thirdmillenniumlearningaward/schoolawardvideos