

Session 1: HMIe Improving Scottish Education

ACE is moving fast, more info coming as to how to deliver.

Improving Scottish Education: www.hmie.gov.uk/documents/publication/hmiebnl0306.pdf

areas for dev:

1. success learning for all
2. achievement
3. leadership for learning (all teachers in classroom)
4. responsibility and accountability

Language ed need to build on its strengths – what do we want it to be...we don't yet know – what do we want to change

WHAT ARE OUR STRENGTHS: see “ A Portrait of Current Practice...”
and slide 3.

- teaching good where purpose is explained
- variety of approaches
- good questioning
- how do learners retain – jotters, vocab guides – set as expectation of class
- opportunity for collaboration
- appropriate challenge
- resources beyond text book
- collaboration with SFL

ISSUES:

- too teacher lead
- pace
- expectation
- challenge for higher attainers
- 4 skills
- differentiation
- insufficient focus on individuals – work with small groups encouraged
- active involvement,

relevant content: sometimes text content not suitable – no parallel - web stuff.

Let higher attainers run pace, reading independent

ICT doesn't impact on attainment but on LEARNING

BIG TEN CLASSROOM FACTORS: (last child)
tenth and most important is the child

BUILD ON STRENGTHS

Content and Language Integrated Learning (CLIL)

(EMIL en français)

Teaching a subject (anything) via the medium of FL. Content drives language – look at content and decide language needed.

- chateaux fort ppt. How to build a castle done in French – highlighted preps, group work

BIG POINT COMING OUT OF ALL SESSIONS IS PRIMARY LIAISON

EU commission report on CLIL see handout for definition.

Language dependent on content not chronology – doesn't ignore grammar...lang being used to learn (and not just learning a language)

ideal way to get out of idea of discrete subjects maybe will show students how they are all linked

major plank of ACE is interdisciplinary cooperation – smt wil have to consider

how to succeed with CLIL:

1. curricular link – who do we already work closely with? Easier to set up suitable content
2. talk about where project is going. Involve learners. Involve learners abroad. Global citizenship big agenda on world issues. Develops notion of self and others
3. what are learning outcomes? How long will it take? Allow time for collaboration
4. which lessons is it going to take place? Not about repeating content already taught in mother tongue

effects of CLIL

- teachers and students may benefit
- students will see subjects not independent blocks

successful CLIL work not dependent of greatly proficient linguists.

Difference between speaking and talking. Lang teachers good at it. CLIL needs more, students need to be able to say what they want to say...to take risks and not worry about mistakes...this becomes TALK any kind of spontaneous lang use, chat banter, discussion. Needs to be taught and practised.

Support for teachers

- working in this context must have opp to look at how we work.

CONTENT – depends on topic, must be thought through

COMMUNICATION- what kind of lang do my students need (diff order of doing things)

COGNITION- thinking skills must challenge students, enable independent thought, responsibility for own learning (David Leet – thinking skills)

CITIZENSHIP/CULTURE- study THROUGH language enable us to look at other cultures. Must look at curric as self and otherness

A CURRICULUM FOR EXCELLENCE

(Not official perspective)

Has been a delay in order to allow greater deliberation

won't get sight of outcomes until 2007

what can mfl do to contribute to 4ACE capacities:

- successful learners – mfl produces successful learners, can do more than we think. At SG lang results are on a par with english and better than in maths
- confident individuals – stressful to do what we ask. Must boost individuals confidence...don't expect perfection...COMMUNICATION. Accept that sometimes may have to resort to mother tongue
- effective contributors – got to build conf to enable effectiveness
- responsible (worldwide) citizens – mfl can deal with global citizenship issue because we have spent a period in a different culture. We know how society works. If we cannot do this no one can. We have the experience. Need to teach that being different is just being different, tolerance, appreciation of different cultures.

Don't need topic areas as they are. Need to take a look at global issues which are important to teenagers eg relationships – look at life for teenagers in the world, make comparisons.

Need to overtake the exam syllabus????? Can we do this if SQA not on board

Opp for mfl to link with other subjects on interdisciplinary projects...particularly in citizenship (history, mod stud, culture and civilisation) ask for help from other depts. Surely we know more history than a 14 year old

WHAT SHOULD TOPICS BE?

CAN WE GET SUBJECTS TOGETHER?

Building the curriculum:

section for languages

proposals for 3 skill:

- listening and talking (not speaking)
- reading
- writing

view p6 to s3 as a learning continuum – should be no drop out/ no change in language

what is relevant to adolescents? Usually what it is like to be a teen in another country, also global issues (energy, poverty etc.) we are not just teachers of mfl – we are teachers of children.

In a class there are lots of different learning styles must address them all. May have to go over things again and again

- primary teachers have a sound knowledge of how learners learn...can we benefit from it

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In P6 and P7 should be able to investigate and report back on culture and geography (cause and effect)

In secondary use meaningful relevant contexts....what is relevant to learners...can we ask them?????

assessment must support curriculum not drive it!!!!!! will this be possible

min level of competence to be achieved by end S3 thereby assuming continuation of lang study.

Common Euro Framework : certifying competence in a lang other than own. Need to be moving into this common currency of proficiency BUT it is very diff to ACE

Euro Lang Portfolio: evidence to prove CEF level> Should consider this as a matter of urgency

Languagae Passport: what i can do in my language. Allows tailoring of learning needs

WORKSHOP DISCUSSION TASK. ACE writing group interested in getting these results. Can we do it a meeting .Yellow sheet.

LISTENING

rare to see skill of listening being taught

Pupils can hear but they think that this is listening. (1/20 kids likely to have hearing impairment)

Do do we. We are surrounded by noise and can't listen.

We must give some background to our listening tasks – shostakovich – we must lay down the groundwork

transfer that to class. Class should be prepared for what they are about to listen to. Ensure success

What makes listening difficult:

- speed
- unclear
- blurred word boundaries
- temporary
- incomplete
- hesitation
- slang
- exists only in time, can't replay it

how should we develop it in class:

- surrounded by talk (eg baby)
- routine – constant reinforcement
- repetitious, adapted, clearly enunciated, gestures, expressions

how can we do this in class?

- Improve quality of sound reproduction
- content must be looked at
- use mfl more in non testing situations. Use model of “prattle”. Just speak French and German. Hopefully it will attune ears. Read to students...what can we read fairy tales, harry potter,
- can create richer environment by altering content (use songs “la vie en rose”). Don't be afraid to give text as accompaniment – helps develop list skills

mental process of listening:

- bound up with memory
- short term is here and now
- echoic memory helps recall
- longterm is world knowledge
- all 3 work together at once when listening
- short term mem only hold mem for 10 secs (leads to learners panic)

strategies:

1. memorisation – the more words the learner has available the easier the listening. Learn vocab by heart
2. try to rely on memory – prattle does not have to be concerned with teaching point
3. detailed intro to texts we are using
4. don't use recordings initially use own voice

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5. be clear
6. simplify lang
7. link to printed text
8. use familiar stories initially
9. develop cultural knowledge
10. tell stories

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