EARLY LANGUAGE LEARNING: WHAT IT LOOKS LIKE IN AN ITE UNIVERSITY SETTING FOR PRIMARY PGCE STUDENTS.

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FROM ITE TO THE CLASSROOM

Early Language Learning: What it (can) look(s) like…
Workshop organised in the context of the OWRI MEITS project,
University of Cambridge
Location: Lucy Cavendish College
Cambridge, 24-25 October 2019
A number of challenges to implement primary languages policy:

➢ Time allocation
➢ Teacher subject knowledge
➢ Language proficiency
➢ Limited access to professional development
➢ Lack of shared & agreed understanding of pupil progress at the point of transition
➢ Variability of initial teacher training
➢ In frequent Ofsted inspection of primary languages
French, Primary Languages
AT UCL Institute of Education
The Primary Specialism at the UCL Institute of Education

- **Session 1:** Introduction – Current Perspective on Primary Language Learning
- **Session 2:** Theoretical Perspectives and Implications for Teaching
- **Session 3:** Classroom Settings and School Visit
- **Session 4:** Inclusive & Creative Practice in the Primary Languages Classroom
- **Session 5:** Promoting Curiosity & Exploring Creativity within the Primary Language Classroom
- **Session 6:** Sustaining and Promoting Language Learning beyond the Primary Classroom

- Using technology to support language learning, planning & assessment
- Resources - MFL lessons and examples
Rationale

- Classroom as unique and complexed
- what we know from research and reading is that no two classrooms will have the same dynamics
- Encouraging teachers to look closely into their own practice through classroom research
- Dr Hairon Salleh [https://www.nie.edu.sg/profile/hairon-salleh](https://www.nie.edu.sg/profile/hairon-salleh) tells us that “it is becoming more urgent that we are able to know that our practice of teaching is effective because student outcomes are now more wide-ranging”.

- “When you think of a broadened set of learning outcomes, you need to broaden your pedagogies,” says Dr Hairon Salleh
UCL Institute of Education Primary PGCE

- Research informed
- Linked to literature
- Subject specialism at Master Level
- Evaluation of teaching and learning of MFL researched in school
- Presentation and subject specialist input
Teachers as researchers: the ultimate form of professional development?

Tom Sherrington, headteacher at King Edward VI Grammar School in Chelmsford believes teachers should be engaged in research about education.
After 3 days of lectures, seminars and 1 school visit

An introduction to practitioner research & ethical consideration students submit a proposal in December on their return from a block placement

In January after 5 days of lectures, seminars & tutorials practitioner research inquiry through teaching of 5 1 hour or 10 half-hour lessons

Students are on placement for 5 weeks

Mid February upon return to university they submit and outline of their presentation this is followed one day of teaching and by individual & group tutorials

In the Summer term they present their findings
School Visit and Exposure to Primary Languages Pedagogy

- Collaboration with Nadine Chadier; passionate linguist and teacher of language at all levels: Rhodes Avenue for the last five years
- Vital part of students development in their confidence and future as primary MFL specialists
- Film Project (2019) in collaboration with Nadine Chadier and St Jerome Bilingual Primary School
Language learners bring different ideas and preconceptions of the learning process to the classroom. These are referred to as language learning beliefs.

Being in school and observing language learning by pupils and language teaching by a language teacher will provide opportunities to see and observe at first hand, the process.

“So far, little is known about how children perceive their learning activities and how they conceptualise the process of learning a foreign language.”

(Annika Kolb (2007) How Languages are Learnt: Primary Children's Language Learning Beliefs, International Journal of Innovation in Language Learning and Teaching, 1:2, 227-241)
Subject and pedagogical knowledge
Practical experience
Time allocation in ITE provision equally not satisfactory (RILP, 2019)
So we encourage cross-curricular learning of languages
But Do Coyle (2019) and our experience lead us to believe otherwise.
We recently filmed a CLIL lesson:
(Nadine Chadier’s CLIL lesson October (2019) with Year 2).
TIME ALLOCATED FOR LANGUAGES IN PRIMARY SCHOOLS

Around four out of five schools (81%) report that they allocate a set time per week for language learning, and this tends to be between 30 and 60 minutes.

Language Trends (2019)

On day 4 & 5 of the module we explore planning and cross curricular approach to language learning.
- Subject and pedagogical knowledge
- Practical experience
- Research literacy, research based-knowledge, theory and scholarship and research-related skills and inquiry
Three interconnected modes of enquiry for evidence-enriched practice

Collaborative enquiry/R&D

Evidence-enriched practice

Collecting, analysing and using data

Using external research

Stoll (2015)
THE PROCESS OF STUDENTS INVESTIGATION INTO THE TEACHING OF PRIMARY MFL
TEACHER SUBJECT KNOWLEDGE

Not all students on this module have French

Intercultural Understanding (IU) Strand of the KS 2 Framework for languages

Knowledge about language (KAL)

Language Learning Strategies (LLS)

Year 1 Intercultural Understanding – Paris & its monuments video clip
Teacher Subject Knowledge


Makes a case for using learners’ linguistic knowledge

&

This academic year for the first time we invited Dr. Michelle Sheehan
  Linguistics in Modern Foreign Languages Project
  @InMFL www.linguisticsinmfl.co.uk

to do a workshop with the students

Video clip: Year 2 Knowledge about Language, grammar & comparison
Pupils’ progression

Students are introduced to CEFR or the Common European Framework of Reference for Languages on day 1.

We move to ‘Can do statements’ or all the lessons that they are likely to plan for their placement.

However crucial to demonstrate knowledge and understanding of assessment in language learning and the connection between lack of progress and disengagement.

We base our assessment work on the following 3 principles:
Effective assessment practice in language learning should foster motivation, enjoyment and progress in learners.

Assessment should support learners to feel confident and successful and help build resilience, enthusiasm and persistence in continuing to learn languages.

Assessment should be embedded in the language learning process, respecting that language development includes making mistakes whilst also establishing high expectations for individuals.
PROGRESSION OF WORK
CONT'D.

Quantitative Data – assessing children’s newfound knowledge of Spanish culture as well as their literacy skills.

Intertwining target language with newfound cultural knowledge – links back to my query question.

‘Me encanta’ – illustrates linguistic competence, recalling + understanding prior phrases taught.

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STUDENTS TRAINING & THEIR ACHIEVEMENTS IN SCHOOLS
Can children learn a MFL via doing cross-curricular activities in Art and Drama?

Nora Obbadi

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METHODOLOGY

Planning
- Action research / qualitative
- Five 1hr lessons
- Establish a positive learning environment
- Learning objectives and pedagogy
- KS2 Languages curriculum
- KS2 framework for languages

- Collecting data
- Observations during the sessions
- Assessment for learning
- Responses and puppet making
- Final puppet show (audio and video)


STUDENT EVALUATION

Strengths

- Children’s confidence grew
- Relationships grew stronger between the children
- French vocabulary and alphabet
- Research can be applied on a wider scale

Weaknesses

- Time constraints and restrictions
- Sewing difficulties
- Size of the puppets
Good outcomes from this project
How has this transformed my teaching as a Foreign Language teacher?
HER FINDINGS

Increased confidence (Ozdeniz, 2000)
Creativity (Barnes and Shirley, 2007)

Developed an appreciation and enjoyment in learning MFL

Becoming a creative and effective FL teacher (Loveless, Burton and Turvey, 2006)

Self-development (Barnes, 2015)
Year 4 project: Does learning about intercultural understanding develop language skills and promote positive language learning attitudes? Does this motivate children to learn a foreign language?

Made use of Byram’s Model of Intercultural Communicative Competence (ICC) and

- Interlacing oracy and literacy skills with intercultural understanding motivates children to learn MFL
- Teacher = important role in constructing ideas + attitudes about other languages and cultures for their pupils (Irimia, 2012)
- Continually assess pupils by collecting qualitative data
- Majority of my year 4 pupils eager to learn more about Spanish culture post project
Byram’s Model of Intercultural Communicative Competence (ICC)

1. Savoir Être / Attitudes
- What?
  Curiosity, openness, express wonder and interest in other people's behaviour and beliefs
- How can this be developed in the classroom?
  Using visual aids (photos/videos) to arouse curiosity and interest; brainstorming; face-to-face projects, i.e. working with a classmate who originates from a different country; authentic texts

2. Savoirs / Knowledge
- What?
  Knowledge of how social groups and identities function; knowledge about social interaction; how other people see oneself
- How can this be developed in the classroom?
  Presenting factual information, i.e. texts, film, internet, authentic material; addressing issue of stereotypes

3. Savoir Comprendre / Skills of Interpreting
- What?
  Ability to compare cultures via document/text, i.e. interpreting a document from one culture, and being able to relate it to documents from one's own culture
- How can this be developed in the classroom?
  Activities that involve careful reading, analysis and interpretation of texts — in order to achieve a change of perspective

4. Savoir Apprendre / Skills of Discovery + Interaction
- What?
  Ability to acquire new knowledge of a culture and to operate knowledge, attitudes and skills
- How can this be developed in the classroom?
  Role plays; pair/group work; observation tasks
How can children become more aware of the similarities and differences between people, culture and tradition?

How can cross-cultural fairy-tales be used to expand children’s oracy, literacy and intercultural awareness of the target language (s)?

The project was inclusive and children were excited to take part.

Project evolved from cross-cultural fairy-tales to collaboration with parents.

The sessions were rushed through due to 'unstructured' lesson timings which are not unusual for the EYFS.

Behaviour management - use props to indicate turn taking during talking circles.
Does partnering the teaching of Spanish vocabulary and phrases with prior knowledge of British Sign Language (BSL) aid second language acquisition and retention?

Zimmer (2001)
Use of gestures enhances memory

Macedonia & von Kriegstein (2012)
Use of gesture improves learner language development.

Cross (1977)
Sign and spoken second languages utilise the same learning techniques.
Do EAL pupils find it easier to learn an additional language using their language learning strategies and are they more confident in learning a new language?

- Like the students in the study by Poulter (2017), I too have developed more confidence as a teacher in learning a new language.
- The importance of planning when teaching MFL, especially when language being introduced for the first time.
- The importance of KS2 framework for languages- incorporating listening, speaking, reading and writing.
- One area I would like to include more would be intercultural understanding.
- Podcasting research by Alexandra Ritt Gustad (2014).
- My study and the research of Gursoy (2017) show that children use language learning strategies- which is why its so important that as teachers we need to incorporated LLS into our teaching practice.

Students’ confidence after the project as they are finishing their final placement in school and the PGCE course
THE TEACHING OF FOREIGN LANGUAGE SHOULD ENABLE PUPILS TO EXPRESS THEIR IDEAS AND THOUGHTS IN ANOTHER LANGUAGE AND TO UNDERSTAND AND RESPOND TO ITS SPEAKERS, BOTH IN SPEECH AND IN WRITING.

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- In frequent Ofsted inspection of primary languages
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CONCLUDING REMARK

- https://www.youtube.com/watch?v=d9V-zUlrhEE

Merci. Je vous souhaite bonne continuation!

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- Language Trends (2019)