



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

24th October 2019

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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

RESEARCH IN PRIMARY LANGUAGES (RIPL) (2018)

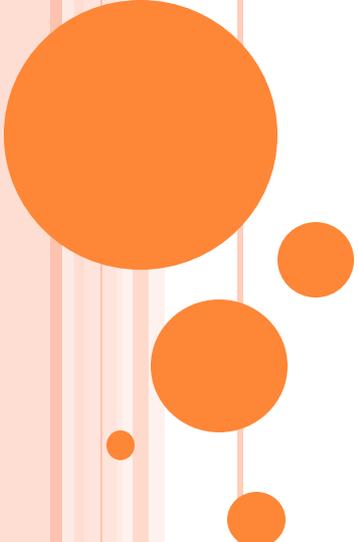
- A number of challenges to implement primary languages policy:
 - Time allocation
 - Teacher subject knowledge
 - Language proficiency
 - Limited access to professional development
 - Lack of shared & agreed understanding of pupil progress at the point of transition
 - Variability of initial teacher training
 - In frequent Ofsted inspection of primary languages



Institute of Education



UCL

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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

Hidden from students



Session 5: Promoting Curiosity & Exploring Creativity within the Primary Language Classroom

Hidden from students



Session 6: Sustaining and Promoting Language Learning beyond the Primary Classroom

Hidden from students



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> 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



LITERATURE REVIEW OF BEST PRIMARY PRACTICE

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

ASSESSMENT OF MODULE: RESEARCH PROJECT



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



CLASSROOM PRACTICE

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

However...Apsel, (2012) & Bruton (2011), as cited in Pižorn, K. (2017) maintain that CLIL is exclusive and mostly attracts high achievers.

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).

SCHOOL VISIT AND ITS POTENTIAL



TIME ALLOCATED FOR LANGUAGES IN PRIMARY SCHOOLS

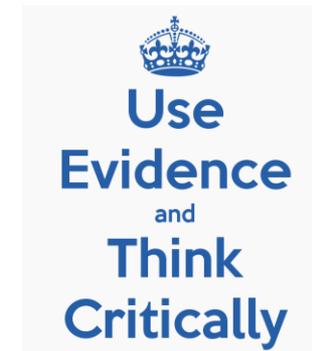
Around four out of five schools (81%) report that they allocate a set time per week for language learning, and this tends to be between 30 and 60 minutes.

Language Trends (2019)

On day 4 & 5 of the module we explore planning and cross curricular approach to language learning



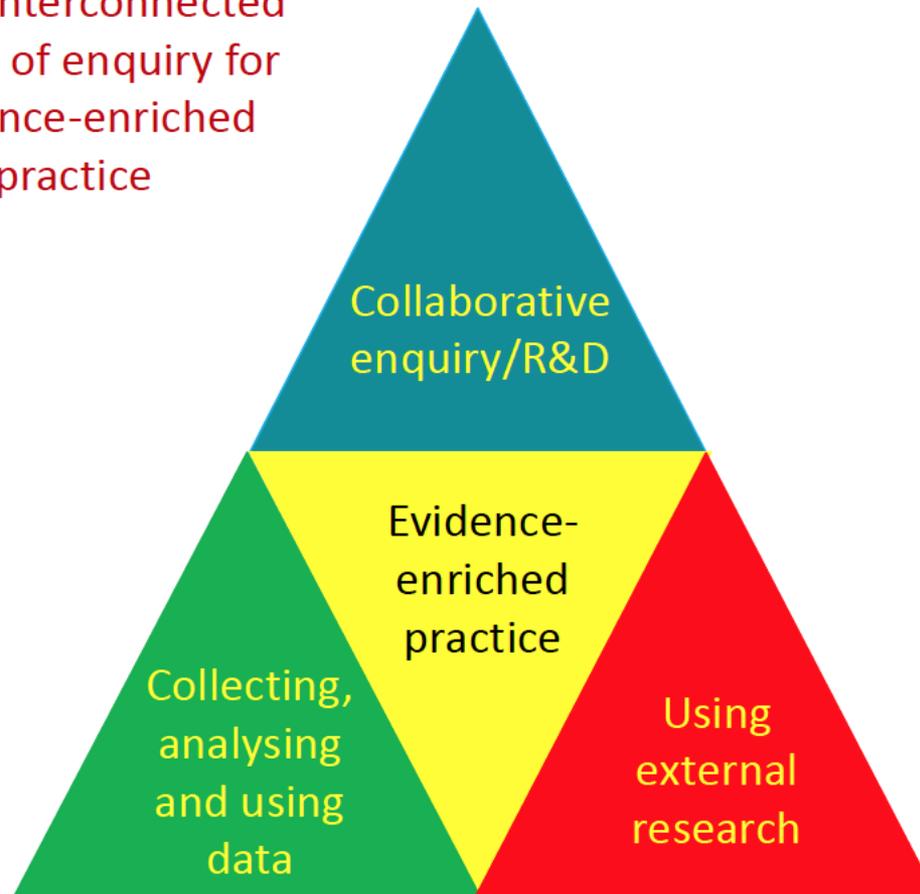
- Subject and pedagogical knowledge
- Practical experience
- Research literacy, research based-knowledge, theory and scholarship and research-related skills and inquiry



TEACHER PROFESSIONALISM AT UCL INSTITUTE OF
EDUCATION



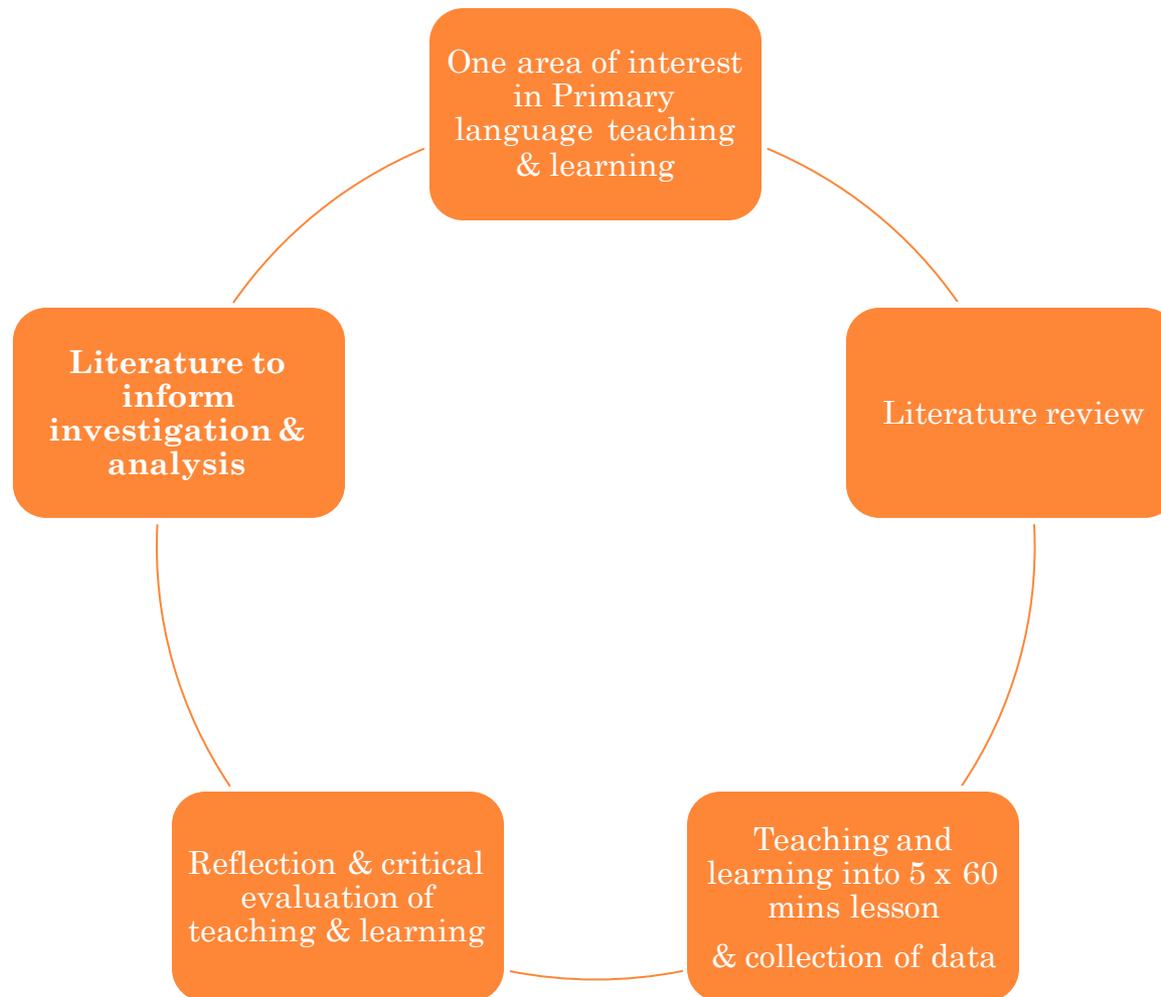
Three interconnected
modes of enquiry for
evidence-enriched
practice



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

Holmes & Miles (2019) in the *White Paper: Primary Languages Policy in England –The way Forward. R*

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:

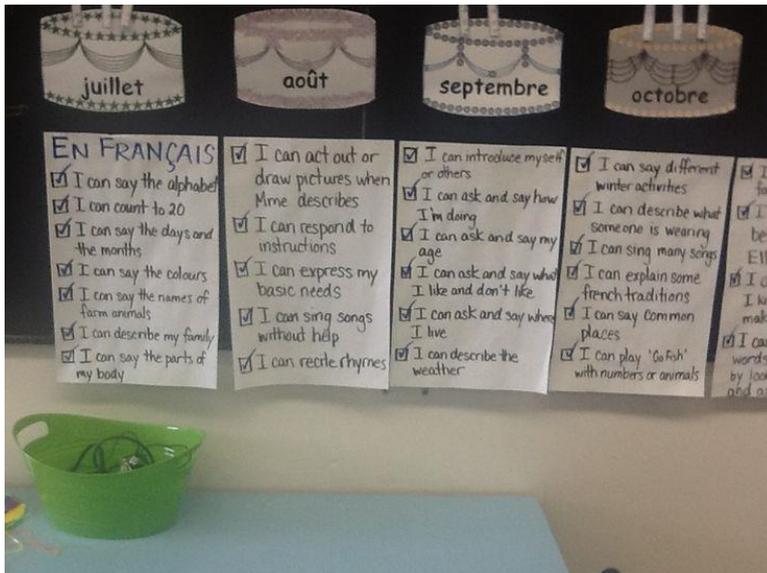


EXPERT SUBJECT ADVISORY GROUP MODERN FOREIGN LANGUAGES. (2015)

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

CONTD.

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

E) Write one sentence **IN SPANISH** about any Spanish culture topic we did as a class. (Comida, ^{been Very} ~~interesada~~ Tradiciones, Flamenco, Fútbol)

El fútbol es una cosa muy importante en España y el más famoso es el de Barcelona contra el Real Madrid.

E) Write one sentence **IN SPANISH** about any Spanish culture topic we did as a class. (Comida, Tradiciones, Flamenco, Fútbol) Me encanta
Agua and Coco Agua.

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

E) Write one sentence **IN SPANISH** about any Spanish culture topic we did as a class. (Comida, Tradiciones, Flamenco, Fútbol)

En la cultura Española la gente danza to el folclore.

‘Me encanta’ – illustrates linguistic competence, recalling + understanding

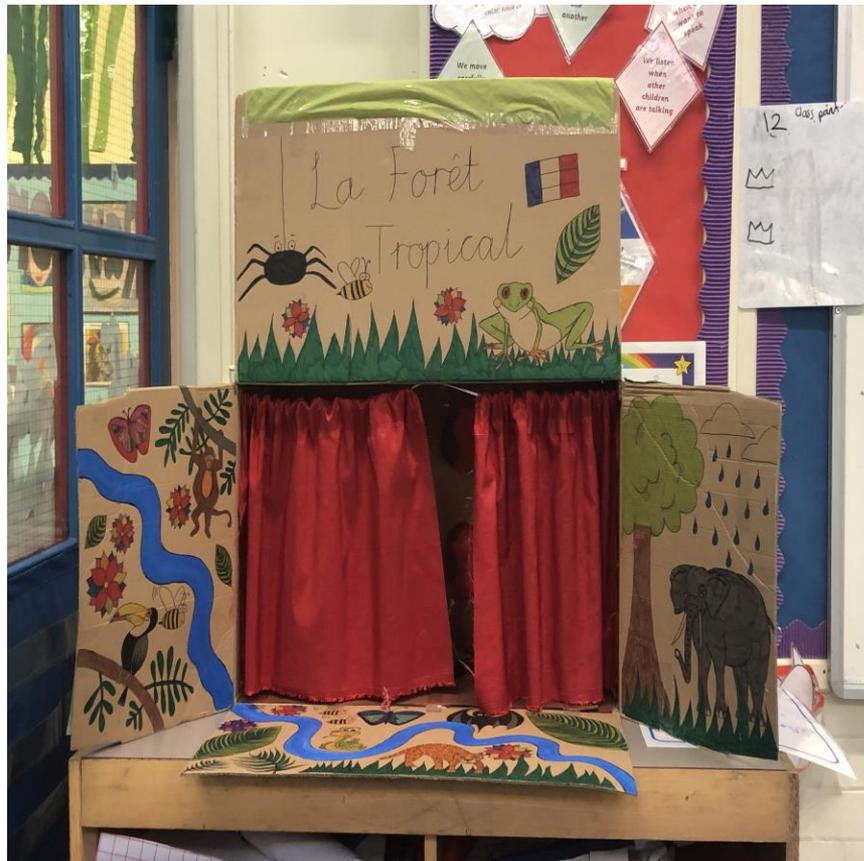
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STUDENTS TRAINING & THEIR ACHIEVEMENTS IN SCHOOLS



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)

Barnes, J. and Shirley, I. (2007). Strangely familiar: cross-curricular and creative thinking in teacher education. *Improving Schools*, 10(2), pp.162-179.

Greenwood, R. (2013). Subject-based and cross-curricular approaches within the revised primary curriculum in Northern Ireland: teachers' concerns and preferred approaches. *Education 3-13*, 41(4), pp.443-458.

Kerry, T. (2015). *Cross-curricular teaching in the primary school*. 2nd ed. New York: Routledge

Loveless, A., Burton, J. and Turvey, K. (2006). Developing conceptual frameworks for creativity, ICT and teacher education. *Thinking Skills and Creativity*, 1(1), pp.3-13.



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

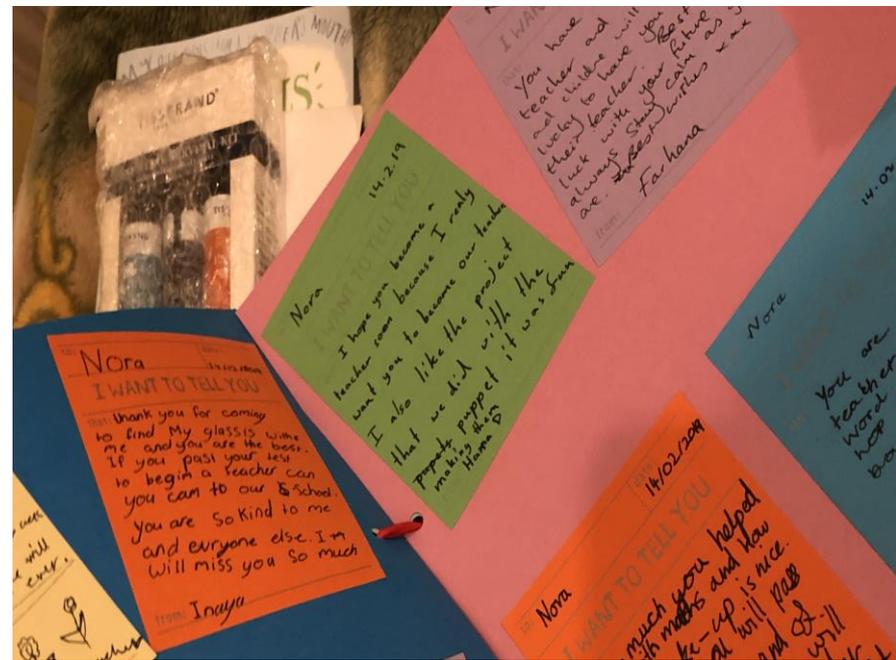
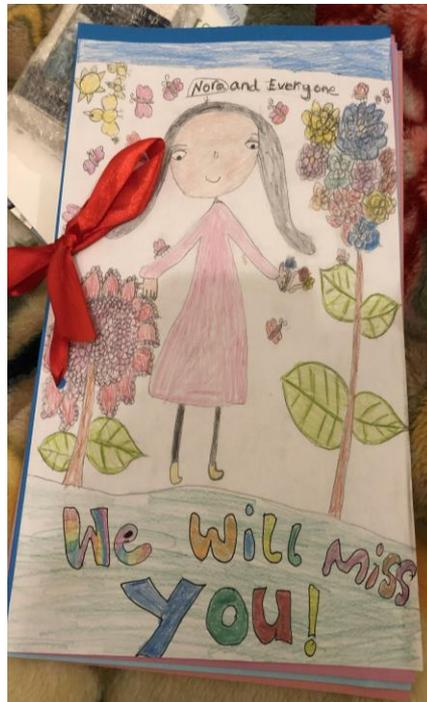
- Time constraints and restrictions
- Sewing difficulties
- Size of the puppets



IMPLICATIONS

- Good outcomes from this project
- How has this transformed my teaching as a Foreign Language teacher?

This slide belongs to Nora Obbadi. It is used here with her permission.



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

Majority of my year 4 pupils eager to learn more about Spanish culture post project

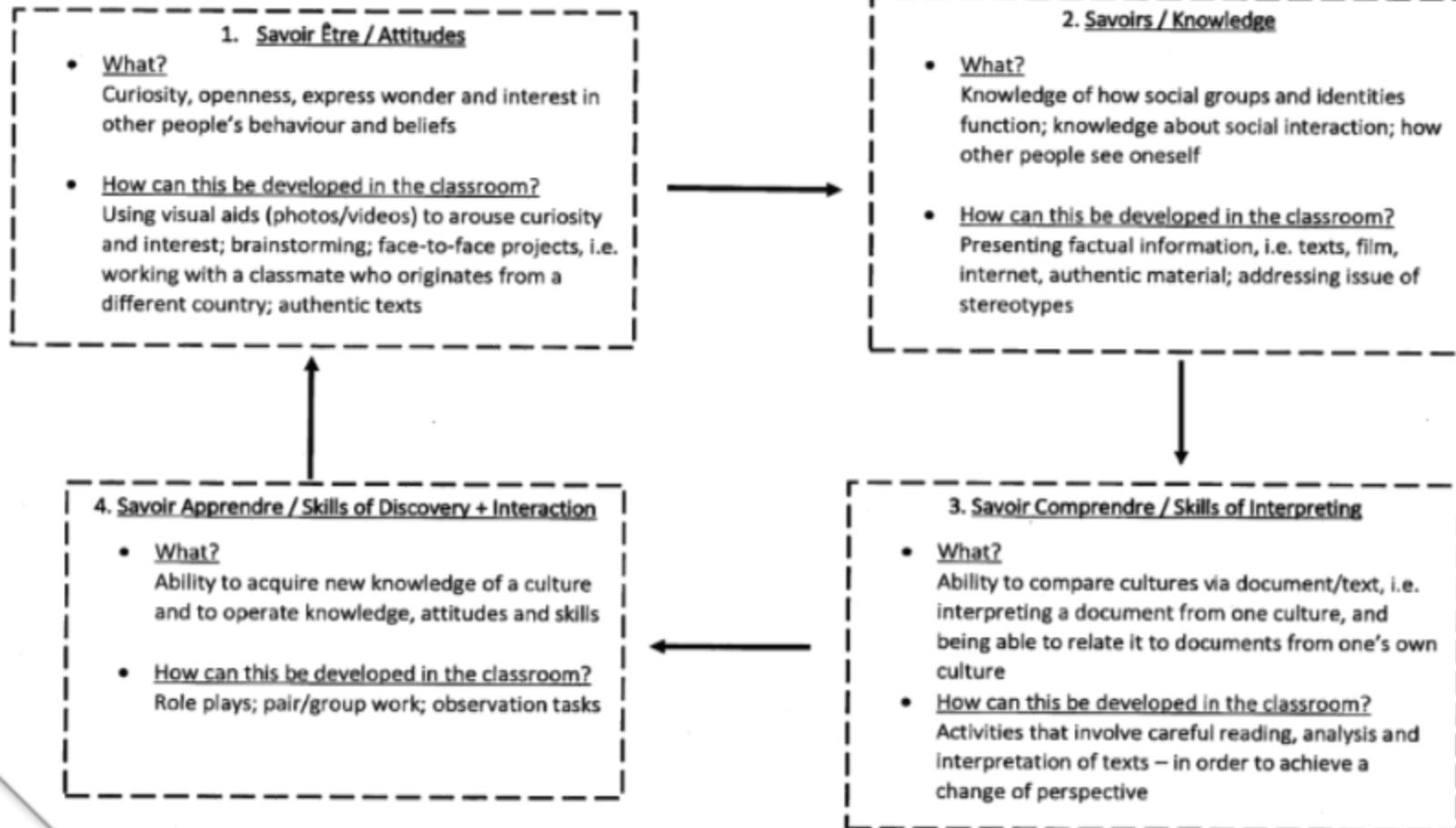
Interlacing oracy and literacy skills with intercultural understanding motivates children to learn MFL

Teacher = important role in constructing ideas + attitudes about other languages and cultures for their pupils (Irimia, 2012)

Continually assess pupils by collecting qualitative data



Byram's Model of Intercultural Communicative Competence (ICC)



- *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.

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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

(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.

- Time allocation for FL in schools
- Teacher subject knowledge
- Language proficiency
- Limited access to professional development

- Language proficiency
- Lack of shared & agreed understanding of pupil progress at the point of transition
- Limited access to professional development
- In frequent Ofsted inspection of primary languages
- Variability of initial teacher training



CONCLUDING REMARK

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

Merci. Je vous souhaite bonne continuation!

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