

AIMS

The aims of the Working Together project are twofold, and the two aims are linked.

1. Improve access to Modern Language study for pupils who are causing concern because of learning difficulties or because of lack of motivation.
2. To gain a better understanding of the factors which hinder learning in Modern Languages and develop approaches which make it seem easier and more enjoyable.

METHODS

- ML AND LS teachers working as a team
- Focusing on a particular pupil or group of pupils
- Sharing perspectives on what it is which is making learning difficult
- Sharing ideas about how to reduce the barriers and how to engage pupils in their learning
- Collaborating in implementing those ideas with the target group
- Systematically planning, recording and evaluating the developments
- Disseminating good practice within the department, the school and perhaps beyond.

PHASE 1

Establish a starting point, plan for an initial response and move towards implementation.

A. Observation

Certain pupils had problems with concentration
with sequential memory
reading instructions

However

These pupils enjoyed an element of competition
listening exercises
moving around

- 6 minutes maximum concentration span
- Unable to stay focussed on longer tasks
- Quickly forgot instructions
- Difficulties learning/memorising new language.

B. Analysis

Planning grid - To be completed when planning for a specific group.

Factors to take into account	Effect on ML learning	Teaching/Learning strategies	Additional support requirements
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Our aim: Keep pupils on task and complete more work during each lesson.

- Textbook not accessible to all
- Way language had been taught in the past had to change
- Behaviour was becoming an issue as teaching styles were not meeting the needs of all pupils

PHASE 2

Implementation of strategies

- Evaluation of behaviour and expectations in whole class and in group work
- Time management
- Multi-sensory teaching styles
- Explored a variety of learning styles with the pupils
- Peer teaching
- Pupil feedback
- Pre-determined support materials provided by Learning Support teacher

Strategies for whole class/ group work

Critical skills technique - What makes a quality audience/group?

- Pupil derived rules and expectations.
- A grid to read before group work and then use afterwards to evaluate performance.
- Pupils clearly knew the expectations

Consequences

- ✓ Group work became enjoyable for more pupils. Pupils with concentration problems were more focussed which benefited others and lessons could be more group orientated.
- ✓ Behaviour improved greatly. Clear rules and expectations that were shared by all. No arguing, as the rules were pupil derived.

Strategies to aid the individual

- Short/timed tasks broken down into manageable chunks. Pupils given clear times for each activity (with some flexibility). On occasions, pupils given own list of tasks in order to tick off work as and when completed.
 - ✓ More work completed in class
 - ✓ Pupils stayed focussed for longer
- Multi-sensory teaching styles. Activities include: video of pupils talking about their favourite things, French breakfast, labelling a real skeleton,

presenting vocabulary by using variety of methods for the same words and pupils producing illustrated vocabulary booklets.

- ✓ Pupils more motivated due to a desire to take part and get out of seats.
- Exploration of learning styles. In preparation for assessments, we discussed different learning styles and continually gave examples of good and varied learning styles throughout the term. Pupils taught how to prepare for writing and speaking through mind-mapping, memorising through pictures and effective note taking. Pupils given flexibility to experiment with their preferred learning technique.
 - ✓ More confident pupils. In the past, many pupils gave up quickly in writing and speaking assessments. Through mind-maps and pictures, many found success in an area that they had only known failure.
 - ✓ A realisation that not understanding something or being able to memorise something is not always due to being "thick".
- Peer assessment. Pupils find grammar difficult to grasp. More able pupils were given the task of producing teaching material in order to help their peers gain a better understanding. 2 "teachers" worked with 2 pupils. Result: 1 to 1 teaching for less able. Had prizes for best teacher and most improved pupil.
 - ✓ Motivation was unbelievable as a very mixed class worked closely as a team.
- Feedback by pupils resulted in teacher self-evaluation. "What did you like about the lesson?" "What could have made the lesson better?" Anonymous and very honest!
 - ✓ An immediate evaluation of how the lesson has gone.
 - ✓ A tool that enabled the pupils to understand how others in the class felt about a particular activity or lesson.
- Pre-determined support material. SFL produced support material needed for specific tasks e.g. numbers sheets, time worksheets and games, a bank of laminated vocabulary banks to be used when needed and advice about materials needed in order to aid dyslexic learners when using a dictionary
 - ✓ More independent learners. Fewer hands up as the needs of specific individuals were catered for.

PHASE 3

Developing inclusive approaches

3 Pathways

- Encourage independent learners
- Personalise learning
- Develop group work

All interlinked - see attached

CONCLUSION

Pupil survey

Beginning of project

80% - Important to be able to speak another language

72% - I'd like to be able to speak French well

22% - I usually enjoy French lessons

Downfalls

- Time for making resources and meeting with SFL
- Cost - photocopying and resources

What the pupils gained

- ✓ A feeling of success in a subject that they had always found difficult
- ✓ Life skills
- ✓ The first steps into becoming independent learners
- ✓ A greater understanding into their own preferred learning style
- ✓ A more enjoyable learning environment where pupils are engaged and on task.

What I have gained

- ✓ A feeling of achievement. Many pupils found success in a subject that they found difficult
- ✓ An insight into the barriers that make learning a language difficult and how these can be overcome by forward planning.

Were the aims achieved?

By understanding the factors that hinder Modern Language learning and by developing approaches that simplify and make lessons more enjoyable, many learning difficulties were overcome by the motivation of my pupils.