“Facing and embracing”: recognising the challenges and opportunities with new MFL directions

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Starter:

Your ideal languages learner –

Note down what characteristics, skills and attributes you would like your ideal language learner to have...

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Andre Gide:

“One doesn't discover new lands without consenting to lose sight, for a very long time, of the shore.”
Today’s plan:
1. Understand major changes
2. Reflect on current practice
3. Plan for change

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Perhaps in Einstein’s words,

- “If you always do what you’ve always done, you will always get what you’ve always got.”
The changes.
- 25% split across skills
- Target language questions
- No dictionaries at any time
- Prescribed themes, not chosen
- Direct, cumulative build from KS2
- Linear assessment - final summer
- No mixing of tiers
- Allocation of marks to gr. accuracy
  - (10% in the spk. and wrt. units)

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Over to you.

- What is y/our current practice?
- **Take the KS4 learner document.** To one side, note down the teaching habits and tendencies that are and have been common at present, e.g. with controlled assessment

**Think about:**

- Learning habits, use of time, priorities, control of the subject matter and themes
Some detail.

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## Assessment objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO1 Listening</td>
<td>25%</td>
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<tr>
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<td>25%</td>
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<tr>
<td>AO1 Speaking</td>
<td>25%</td>
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<tr>
<td>AO1 Reading</td>
<td>25%</td>
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<tr>
<td>AO1 Writing</td>
<td>25%</td>
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</tbody>
</table>

In each of AO2 and AO4, at least 10 per cent of the marks available for that assessment objective must be allocated to knowledge of, and accurate application of, the grammar and structures of the language prescribed in the specification.
And by the way...

Look at the connections...

- **KS2**: Languages statutory Y3 to Y6
- **KS3**: Assessment without NC Levels
- **KS4**: New GCSE - new grading system / new level challenge

Take a look...

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Listening

- **listen attentively** to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words**

Speaking

- **engage in conversations**; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- **speak in sentences**, using familiar vocabulary, phrases and basic language structures
- **develop accurate pronunciation and intonation** so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*

Reading

- **read** carefully and show understanding of **words, phrases and simple writing**
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- **write phrases from memory, and adapt these** to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Grammar

- **understand basic grammar** appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

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**KS2**

- listen to **a variety of forms of spoken language** to obtain information and respond appropriately
- **transcribe** words and short sentences that they hear with increasing accuracy

**Speaking**

- **initiate and develop conversations**, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- **speak coherently and confidently, with increasingly accurate pronunciation and intonation**

**Reading**

- **read** and show comprehension of **original and adapted materials from a range of different sources**, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- **read literary texts in the language, such as stories, songs, poems and letters**, to stimulate ideas, develop creative expression and expand understanding of the language and culture

**Writing**

- **write prose using an increasingly wide range of grammar and vocabulary**, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

**Grammar**

- **identify and use tenses** or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a **variety of key grammatical structures** and patterns, **including voices and moods**, as appropriate
- develop and use a **wide-ranging and deepening vocabulary** that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.
New GCSE:
new grading system / new challenge
• Over to you.
• What is y/our current practice?
• Levels and grades... Discuss what your school is doing.
Themes.
Language contexts will be organised in a specified number of broad themes, addressing relevant matters relating to:

- identity and culture
- local, national, international and global areas of interest
- current and future study and employment

(These 3 are AQA, other EB’s similar)
Listening: changes

- **Listening.**
  - Foundation length: 35 minutes including 5 mins reading
  - Higher length: 45 minutes including 5 mins reading
  - 20 - 30% of marks for responses to questions set in the assessed language
  - Responses in the assessed language should not be assessed for quality of language, but **purely for comprehension.**
Planning for listening:

- Target language in the classroom
- Make listening a task not a test
- Use authentic materials as much as possible
- Mix and match text book / past paper audio
- Use listen and read – make multiple uses of transcripts
- Encourage repeated listening to the same passage
- Use self-created differentiated passages (hard □ easy)
- Teach prediction and note-taking explicitly
Reading: changes

- 10% to 15% of marks for AO3 for questions/tasks requiring **translation**.
- **Learners are expected to:**
  - 'recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts'.
  - ‘We expect an awarding organisation to interpret the reference to an 'extended written text' as being to a text which is –
    - for the Foundation tier, a minimum of 90 words
    - for the Higher tier, a minimum of 150 words
Reading: continued

... for GCSE Qualifications in Chinese or Japanese:

- ☐ for the foundation tier, a minimum of 80 characters in length, and
- ☐ for the higher tier, a minimum of 130 characters in length.
## Reading: changes

<table>
<thead>
<tr>
<th></th>
<th>Literary text Qs</th>
<th>Translation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Edexcel</td>
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<tr>
<td></td>
<td></td>
<td>Foundation: 2 Qs – 9/50 = 18% total</td>
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<td>Higher: 2 Qs – 9/50 = 18% total</td>
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<td></td>
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<td>Foundation: 38 words – 7/50 = 14%</td>
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<td>Higher: 55 words – 7/50 = 14%</td>
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<td>AQA</td>
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<td>Foundation: 2 Qs – 12/60 = 20%</td>
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<td></td>
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<td>Higher: 2 Qs – 12/60 = 20%</td>
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<tr>
<td></td>
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<td>Foundation: 37 words – 9/60 = 15%</td>
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<td>Higher: 50 words – 9/60 = 15%</td>
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<td>Higher: 2Qs – 10/50 = 20%</td>
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<tr>
<td></td>
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<td>Foundation: 36 words – 5/50 = 10%</td>
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<td></td>
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<td>Higher: 50 words – 5/50 = 10%</td>
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<td>WJEC</td>
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<td></td>
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<td>Foundation: 2Qs – 12/60 = 20%</td>
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<td>Higher: 2 Qs – 14/60 = 23% total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Foundation: 36 words – 6/60 = 10%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Higher: 55 words – 6/60 = 10%</td>
</tr>
</tbody>
</table>
Planning for reading:

- Read for different **purposes**
- Read a **variety** of material – including **literary** texts!
- **Combine** reading with speaking and writing
- Combine reading with listening: use transcripts alongside listening material - **sight and sound link**
- Read to **translate**
- Read to develop **vocabulary**
Speaking: changes

- Spontaneity! Spontaneous speech. “The awarding organisation must take all reasonable steps to minimise the predictability of each such assessment.”
- Preparation time (between 10 and 12 minutes)
- Teacher-conducted, audio-recorded, externally assessed
- Conversation (more than one topic, only one chosen by the learner)
- Two further tasks, from: (role play, response to visual stimulus, response to textual stimulus, response to stimulus with visuals and text)
- Foundation – 7-9 minutes  Higher – 10-12 minutes
Speaking: ‘spon-’ what?

What are the ‘spontaneous’ requirements of the new GCSE?

- Ask questions (Role Play / Text stimulus)
- Use the correct style and register (Role Play)
- Describe a photo (Picture description)
- Respond to ‘unexpected’ questions (RP/TS, PD and conversation)
- Give extended answers (PD and conversation)
- Respond with developed answers to questions on a variety of familiar topics – one chosen, one unexpected (conversation)
Planning for speaking:

- Maximise use of target language in the classroom!
- Teach students how to ask questions and do this often
- Repeat speaking activities immediately
- Decrease support / remove completely – memory
- Plan in favour of genuine **language use** rather than language practice activities
- Increase the opportunities for unscripted interaction in every lesson
- Focus on working **from memory** as often as possible – have explicit memory / retention strategies
Writing: changes

- 20% of marks for AO4 for questions/tasks requiring translation.
- Learners have to:
  - 'translate a short passage* from the assessed language into English' as part of the assessment of their ability to understand and respond to written language,
  - and, 'translate sentences and short texts* from English into the assessed language' as part of the assessment of their ability to communicate in writing.

* 'short passage' or 'short text' = 
  - for the Foundation tier, a minimum of 35 words, and
  - for the Higher tier, a minimum of 50 words.
Writing: continued

- ☐ for GCSE Qualifications in Chinese or Japanese:
  ... for the foundation tier translation, a minimum of 35 characters for translation from Chinese into English, and a minimum of 20 words for translation from English into Chinese, and;
  ... for the higher tier translation, a minimum of 50 characters for translation from Chinese or Japanese into English, and a minimum of 35 words for translation from English into Chinese or Japanese
Planning for writing:

- know how to form simple, compound and complex sentences
- have a bank of structures and core language that they can manipulate well across a the range of contexts at GCSE
- have language stored in long-term memory
- be attentive to detail, able to spot and correct errors
- vary vocabulary and structures
- write for different purposes, showing an awareness of style and register
Back over to you.

- How will you plan?
- Go back to the KS4 learner document. On the other side, note down the teaching habits and tendencies that we need to encourage and foster in our learners...

Think about:

- Learning habits, use of time, priorities, control of the subject matter and themes
Thank you!

Any questions?

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I am convinced that life is 10% what happens to me and 90% how I react to it.