

# MEP TEACHER TRAINING FILMS: INSTRUCTIONS FOR USE



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# MEP TEACHER TRAINING FILMS

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## Teachers

There are four teachers in total delivering the lessons and each teacher has their own individual thumbnail so that their film or clips can be easily identified. The four teachers are:



**Melissa Carr – Dartford Grammar School**

[Melissa's Lesson Plan](#)



**Kim Wang – Queen Mary's Grammar School  
Walsall**

[Kim's Lesson Plan](#)



**Jane Woo – Christ's College, Finchley**

[Jane's Lesson Plan](#)



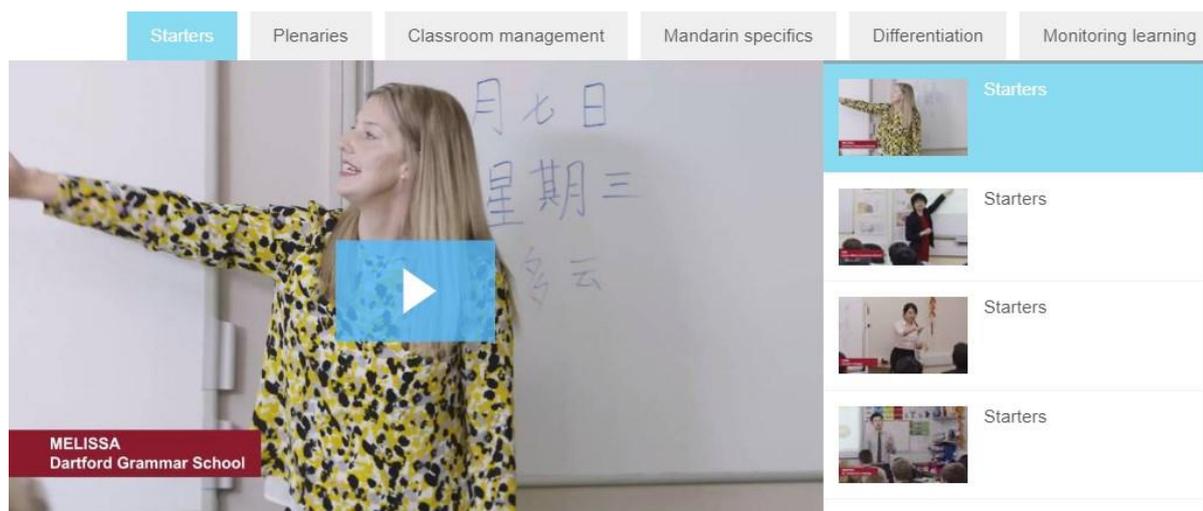
**Newton Leng – St Catherine's College,  
Eastbourne**

[Newton's Lesson Plan](#)

## Using the MEP Teaching Training Film Clips

To access the MEP Teacher Training Clips go to the following webpage on the IOE CI website:  
<https://ci.ioe.ac.uk/mep-teacher-training-films/>

Scroll down the page until you reach MEP Teacher Training Clips. You will see the following film player.



This film player features 235 individual clips of different sections of four Mandarin Chinese lessons which cover a range of different teaching topics. The teaching topics covered in the lessons can be found in [Appendix 1](#) of this document.

There are six main teaching topics in total, which are featured in the tabs along the top of the film player e.g. starters, plenaries, classroom management etc.

Navigate through the six main teaching topics by clicking the topic tabs along the top of the film player.

After you have clicked on a topic tab, a list of film clips relevant to that topic will appear down the right-hand side of the player.

Some film clips cover more than one topic, and as a result are duplicated in different topic categories (they appear within more than one topic tab). When you click the play button on a clip, you will see an opening image which lists all the teaching topics that appear in that clip.

## Using the MEP Teacher Training Entire Films

To access the MEP Teacher Training Clips go to the following webpage on the IOE CI website:  
<https://ci.ioe.ac.uk/mep-teacher-training-films/>

Scroll down the page until you reach MEP Teacher Training Entire Films. You will see the following film player.



Each of the four classroom films can be watched in their entirety from start to finish on this film player. Each entire classroom film is between 55 minutes and one hour 35 minutes long.

The lesson plans for each filmed lesson are included [here](#). The lesson plans contain information about the different topics featured in each lesson, as well as indicators of class size and materials used.

Each classroom film is listed down the right-hand side of the film player. Pick the classroom film you would like to watch by clicking on the thumbnail and pressing the play button on the main screen of the film player.

## Using the Films for Self-study

You can use these films as a self-study resource. There are many ways in which you can approach this, but here are a few suggestions;

### Entire Film

You might like to watch the whole lesson films at first, so that you can get a feeling for a lesson in mainstream secondary school, general things to consider might be:

- a. The physical space?
- b. The student body?
- c. The interaction between students?
- d. The interaction between students and teachers?
- e. The expectations and behaviour systems in place in the classroom?

What do you think about these differences? How might they benefit learning?

You might then want to watch the video again, and think about specific aspects of teaching that interest you, for example;

- How does the teacher start and finish the lesson?
- What methods does the teacher use to manage behaviour?
- How does the teacher ensure that all pupils contribute to the lesson?
- What instructions does the teacher give?
- What language does the teacher use? How does this affect learning?
- What types of activities does the teacher use? Why?
- How does the teacher differentiate activities to include all learner abilities? Is it effective?

### Individual clips

Think about your own teaching - are there areas where you would like to improve, or bring in new methods and ideas? Look at the list of areas identified above, and choose 1-3 that interest you the most.

Before you watch the clips, think about your own teaching for these areas; for example, if you choose “target language” think about when you use the language being taught, and when you use the student’s language in the classroom. Why do you teach in that way?

When you watch the clips, observe the moments when the teachers use Chinese, and when they use English. Think about why they switch, and at what moments. Are there times when you think the teacher could have still used Chinese? How?

After you watch the clips, have a look at your lesson plans for the following week; can you change any element in them now, to reflect what you have observed? Are there some things you might like to try out? Write them into your lesson plan and, most importantly, reflect on the result after you have tried the new approach in your own lesson. Did it work? Why/why not? How can you change again to be even more successful?

Once you feel confident in changing one area, move onto another target area.

It is helpful to find a colleague to do this with, or a small group, so you can share thoughts and ideas, and motivate each other!

## Using the films to train teachers

As the trainer, you will need to be familiar with the films so it is beneficial to take the time to explore the films in their entirety and also the clips.

### Entire Films

The four lessons cover a range of topics with different groups of students e.g. some are single sex classes while others are mixed groups. It is a good idea familiarise yourself with the content of the lesson by looking at the [lesson plans](#); the structure as well as the activities. As a result, you might decide to focus on one film to start with. You can choose to watch the class from the beginning to the end to get to grips with how the lesson is delivered. You can then decide to select certain clips with certain topics to focus on and decide how you use them in your lectures, tutorial discussions or training courses/events.

### Film Clips

You may want to start directly with the film clips to select different topics to use in your training. In this case, you will need to spend time choosing suitable clips. It is always a good idea to see the whole lesson so you have a better understanding of a particular activity/step in the context of the lesson.

Once you've decided the parts of the material to be used, you can decide how best to use them. Some examples that have worked well with PGCE students are:

1. Show the clips to the trainees and ask them to reflect on any elements that struck them e.g. effective use of pair work, teacher's questioning etc.
2. Set questions for the trainees to fill in whilst watching the footage e.g. list the strategies used in classroom monitoring. The questions can then be followed by group discussion on how effective the strategies are.
3. Set questions for the trainees to discuss in pairs or small groups before watching the clip e.g. is it possible to use 100% target language in a year 7/8 classroom? The trainees are encouraged to predict what will happen in the classroom. This can be followed by watching the film/clip and further discussions.
4. Ask the trainees to view the clips before the training. The trainees can use their own time at their own pace to watch and digest what they have seen. During the training time, they can exchange ideas and insights. Provide some questions so the trainee teachers have a focus to work and reflect on.

### Lesson plans

Trainee teachers, especially when at the early stages of their training, can find lesson planning quite daunting. The [lesson plans](#) of the four teachers are excellent examples of Mandarin lesson planning. The trainee teachers can be asked to analyse them in general or with a focus e.g. how the lesson objectives are set to cater to the needs of all the students; how a particular activity engages the students for a particular skill; what is the teacher's thinking behind using a particular authentic material; how did the scaffolding impact the lesson?

Part of the lesson plan could be removed for the students to fill in during/after watching the film, e.g. what were the strategies the class teacher have used to monitor the students' progress and adjust the teaching.

## Appendices

### Appendix 1: MEP Teacher Training Films – Topic List

Starters:	-Examples of starters
Plenaries – Activities/Reflection:	<p>Activities</p> <ul style="list-style-type: none"> <li>-Pair/group/individual activities</li> <li>-Progressing the 4 skills:             <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul> </li> <li>-Using authentic resources</li> <li>-Identifying key characters</li> <li>-Practice including movement</li> <li>-Cards for sentence building activities</li> </ul> <p>Reflection</p> <ul style="list-style-type: none"> <li>-Reviewing and recycling language</li> <li>-Recap and review activities</li> </ul>
Classroom Management:	<ul style="list-style-type: none"> <li>-Knowing your learners</li> <li>-Rewards and sanctions</li> </ul>
Mandarin specifics:	<ul style="list-style-type: none"> <li>-Pinyin</li> <li>-Grammar</li> <li>-Character writing strategies</li> <li>-Tones</li> <li>-Teaching culture through language</li> <li>Target language</li> <li>Task-based learning</li> </ul>
Differentiation:	<ul style="list-style-type: none"> <li>-Task</li> <li>-Outcome</li> <li>-Level of support</li> </ul>
Monitoring learning:	<ul style="list-style-type: none"> <li>-Setting lesson objectives</li> <li>-Sharing successful criteria</li> <li>-Self and peer-assessment</li> <li>-Questioning</li> </ul>