



# Language Hubs

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# AfL in MFL: Ensuring students don't get lost

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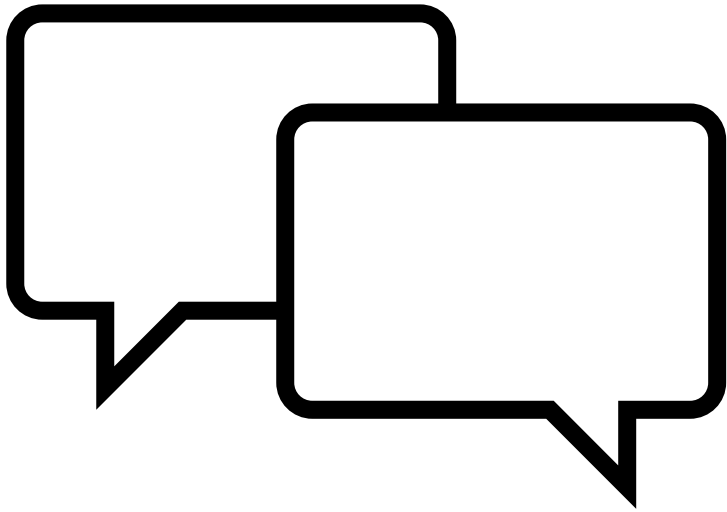
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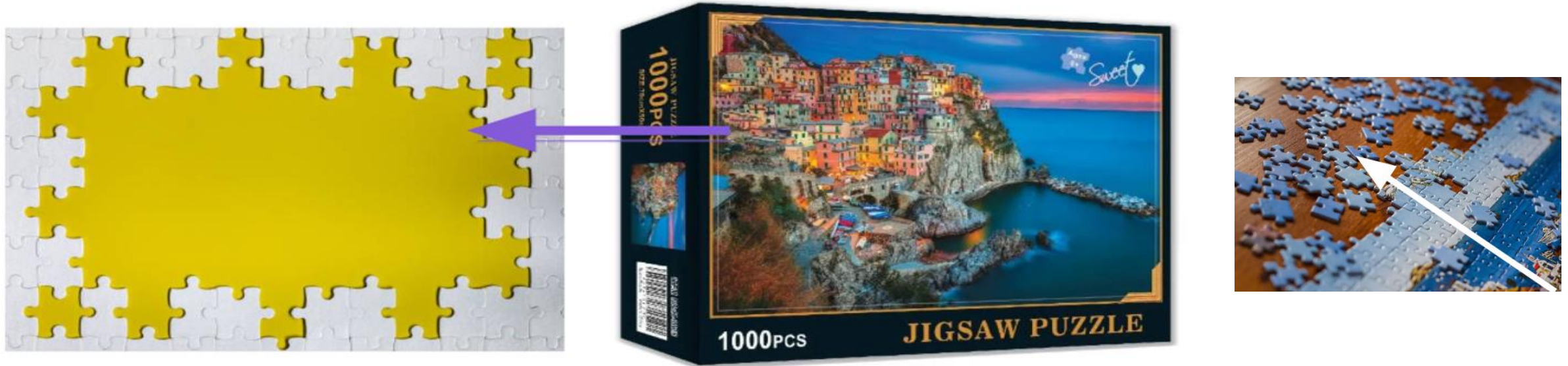
# Share your understanding in small groups (5 minutes)



MFLPR 2016 15.1 Assessment is a central part of learning, and **effective teachers gauge pupils' understanding continuously, subtly adapting** what they plan to do to ensure that the pace is maintained and that all pupils get the right blend of **challenge and support** in their teaching. Assessment techniques for languages vary from specific tests of vocabulary or grammar points to free writing and oral presentations on themes of the pupils' choice. All of these have their place, and the selection of the right assessment for a specific purpose is an important part of teachers' pedagogical expertise

# Discussion point: Research

	Where the learner is going	Where the learner is	How to get there
<b>Teacher</b>	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
<b>Peer</b>		Activating students as learning resources for one another	
<b>Learner</b>		Activating students as owners of their own learning	



## The Three Pillars



Phonics



Vocabulary



Grammar

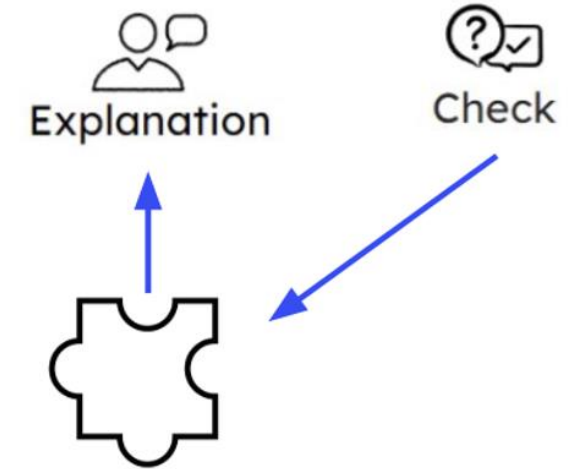
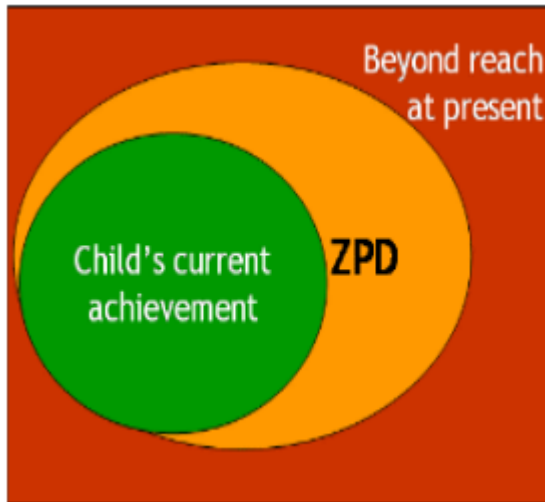
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# Check for understanding

what was the key knowledge in this part of the lesson?



\_\_\_\_\_ did the pupils get it?

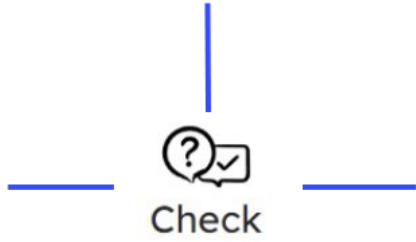


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# Effective and efficient?

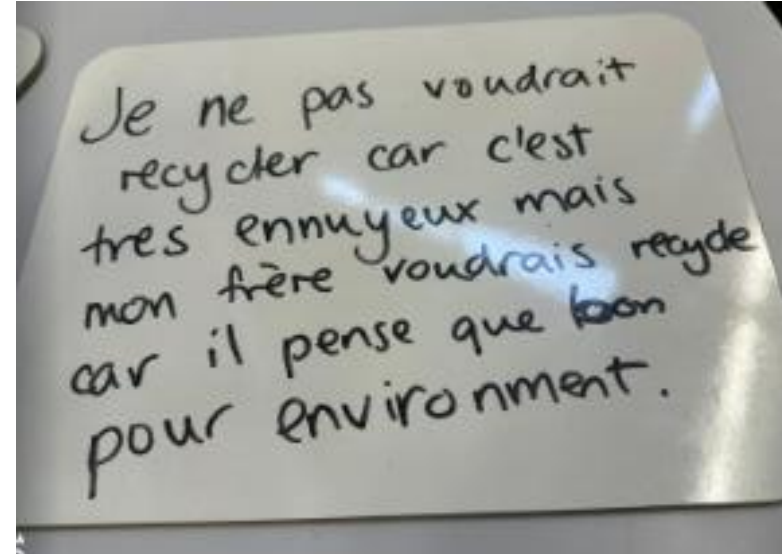
what was the key knowledge in this part of the lesson?

was my AfL measurable?



did the pupils get it?

how do I know the pupils got it?





## Check

### Asking the right questions at the right time:

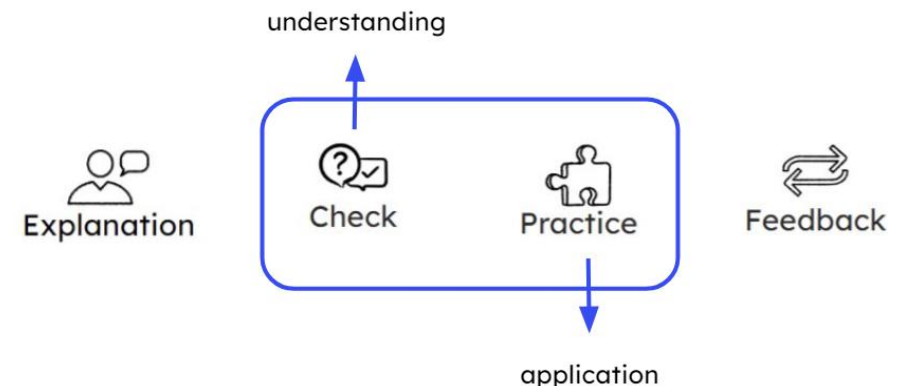
What was the key knowledge in this part of the lesson?

#### Key Learning points:

- Discussing what we would like to do for the environment using “je voudrais + infinitive”

**Which of the following should not be used to check understanding in the learning cycle?**

1. Choose the correct translation of “I would like to recycle” – “je voudrais recycler” / “je voudrais recycle” ✓
2. How do you form the conditional mood?
3. Write 5 things you would like to do for the environment





# Effective and efficient?

Students in schools where formative assessment practices were embedded made the equivalent of two additional months' progress in their Attainment 8 score. Students with the lowest prior attainment made even more progress than those with the highest prior attainment.



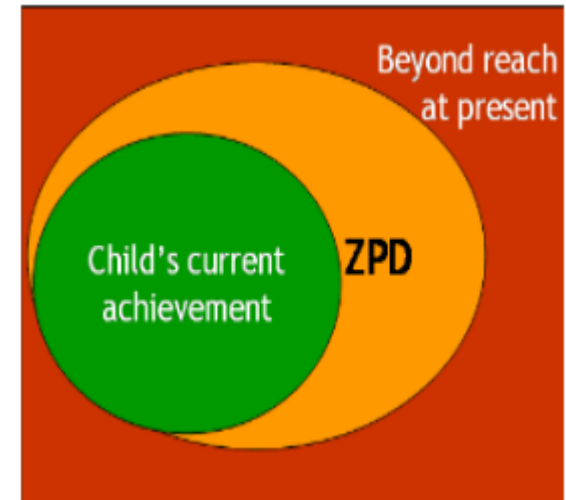
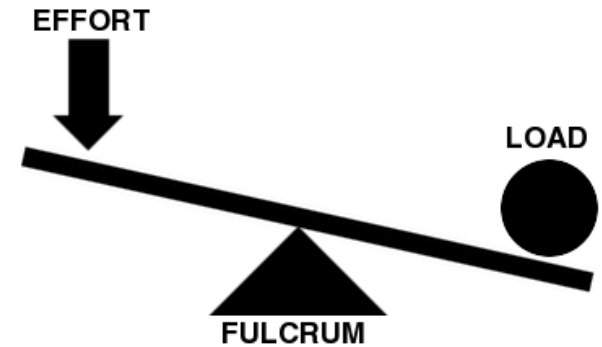
*I didn't get feedback - I don't know if I'm getting it right...*



*I know my teacher isn't properly checking, I'm going to blag it...*



*I know whether I got this right or wrong. I know how to move forwards...*



## 4 types of “check for understanding”

- Multiple choice statements with plausible distractors – which is correct? – Justify your answer
- True or False – Justify your answer
- Matching information
- What is missing?

### The Three Pillars



Phonics



Vocabulary



Grammar

# Which of these sentences means “I would like to recycle”?

1. Je voudrais recycle.
2. Je voudrait recycler.
3. Je voudrais recycler. ✓
4. Je voulais recycler.

Challenge: Explain why you have chosen this sentence.

True or false.

## True or False?


The phrase “je voudrais” is always followed by an infinitive verb

True

False



### Justify your answer

- 1) Where you want to say you would like **to do** something, je voudrais is followed by an infinitive 
- 2) Je voudrais can either be followed by an infinitive or a present tense verb

True or false.


## Correct or incorrect?

“Je voudrais recycle”

Correct

Incorrect 

### Justify your answer

- 1) Where you want to say you would like **to do** something, je voudrais is followed by an infinitive. 
- 2) The verb has been conjugated incorrectly using the wrong ending.

## Match the key vocabulary

la circulation

le réchauffement de la Terre

les glaciers

les espèces en danger



## What word is missing from this sentence?

A cause de la réchauffement de la Terre, je voudrais \_\_\_\_\_  
l'électricité.

- 1) gaspiller
- 2) économiser
- 3) pas
- 4) beaucoup

Which of these sentences means...



### “I must do some research”?

- 1) Je doit faire de la recherche.
- 2) Je dois fais de la recherche.
- 3) Je dois faire de la recherche. ✓

### “I can encourage others”?

- 1) Je peux encourage les autres. ✓
- 2) Je sais encourager les autres. ✓✓
- 3) Je peux encourager les autres. ✓✓
- 4) Je peut encourager les autres.

### “We want to get a degree”?

- 1) On voudrait obtenir un diplôme. ✓
- 2) Nous voulons obtenir un diplôme. ✓
- 3) On veut obtenir un diplôme. ✓
- 4) Nous voulez obtenir un diplôme.

### Now translate:

We must get a degree.

***Nous devons obtenir un diplôme.***

### Now translate:

Teachers want to work with children.

***Les profs veulent travailler avec les enfants***

Number 1 is also a correct sentence but means « we would like to ». This is a good sentence to use in your work because it uses the conditional tense.

**CHALLENGE**

Be ready to explain why the other choices are incorrect



# Vivo means...

1. I am
2. I live ✓
3. I speak

Challenge: How do you say the other options in Spanish?

How would a boy say “I am Honduran” in Spanish?

1. Soy Honduran.
2. Soy hondureña.
3. Soy hondureño. ✓

Challenge: Why did you choose this answer?

Amir celebrated the Christmas meal with Océane. Who did what ? Choose Amir (je) or Océane (elle). Then write what each person did in English.



Q	Amir	Océane	anglais	R
1	✓			1
2		✓		2
3		✓		3
4	✓			4
5		✓		5
6	✓			6
7		✓		7
8	✓			8



Réveillon = special festive meal usually eaten on Christmas Eve or New Year's Eve in the evening.

En retard = late

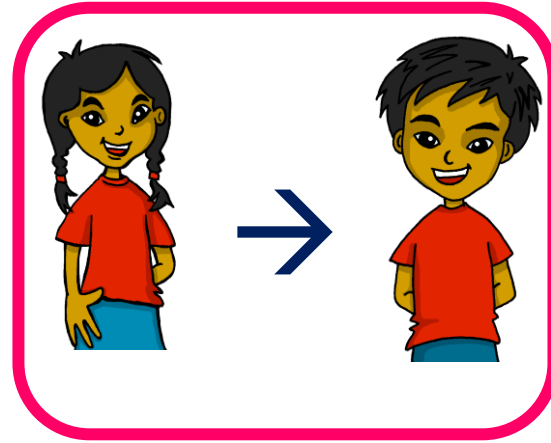
**Sofía is speaking with Quique:** Who is speaking?

1

1



2

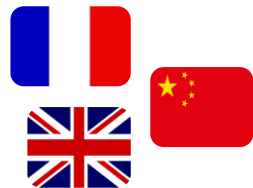


Which image are they talking about?

1



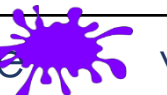





2





Your friend Axelle is writing a blog about his visit to a concert but the auxiliaries have been missed. Choose the correct auxiliary verb.

	ai	suis	a		avons	sommes	ont
<b>1</b> Je  allée à un concert de rock.		✓		<b>4</b> Nous  chanté beaucoup car j'adore les chansons.	✓		
<b>2</b> Je  venue au concert avec mon meilleure amie.		✓		<b>5</b> Mes amies  acheté des boissons pour nous.			✓
<b>3</b> Elle  acheté les billets l'année dernière.			✓	<b>6</b> Nous  attendu longtemps pour acheter un souvenir.	✓		

### CHALLENGE

Is Axelle male or female? How do you know?  
EXTRA: Summarise in English what happened in the concert.

Whether you pronounce the e or not changes the tense of the verb. Past participles ending –er change to é which is pronounced. Present tense verbs ending in –er change to e. Remember in the present tense this e is silent.

Listen out for the last SSC in each word to determine if it's a past participle or a present tense verb.



	verb	infinitive meaning	past participle (ending in é)	present tense (je/tu/il/elle)
1	cess _	to stop/quit	✓	
2	sembl _	to seem		✓
3	illumin _	to light up		✓
4	encourag _	to encourage	✓	
5	tir _	to pull	✓	
6	tomb _	to fall	✓	
7	entr _	to enter		✓
8	gard _	to keep		✓



# [ai] ou [a]?

**1** [clear] clar

**2** [feature] trat

**3** [male] male

**4** [thick] épas

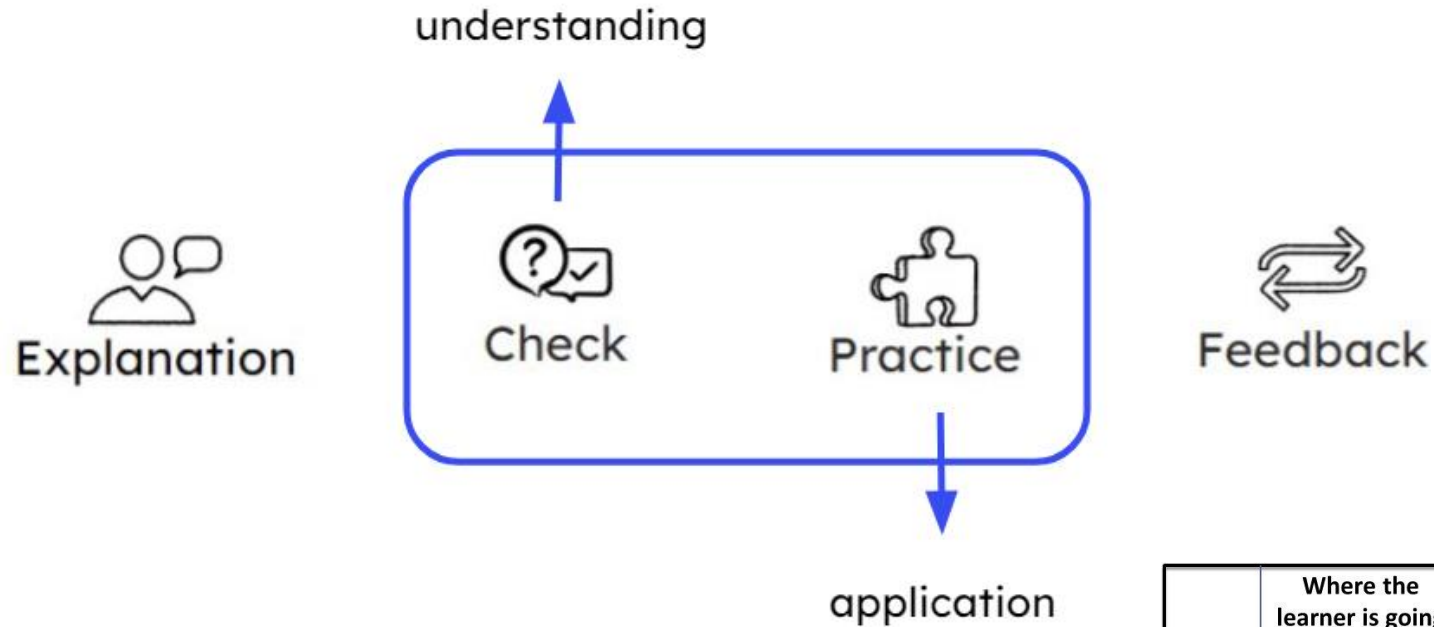
**5** [stadium] stade

**6** [rank] grade

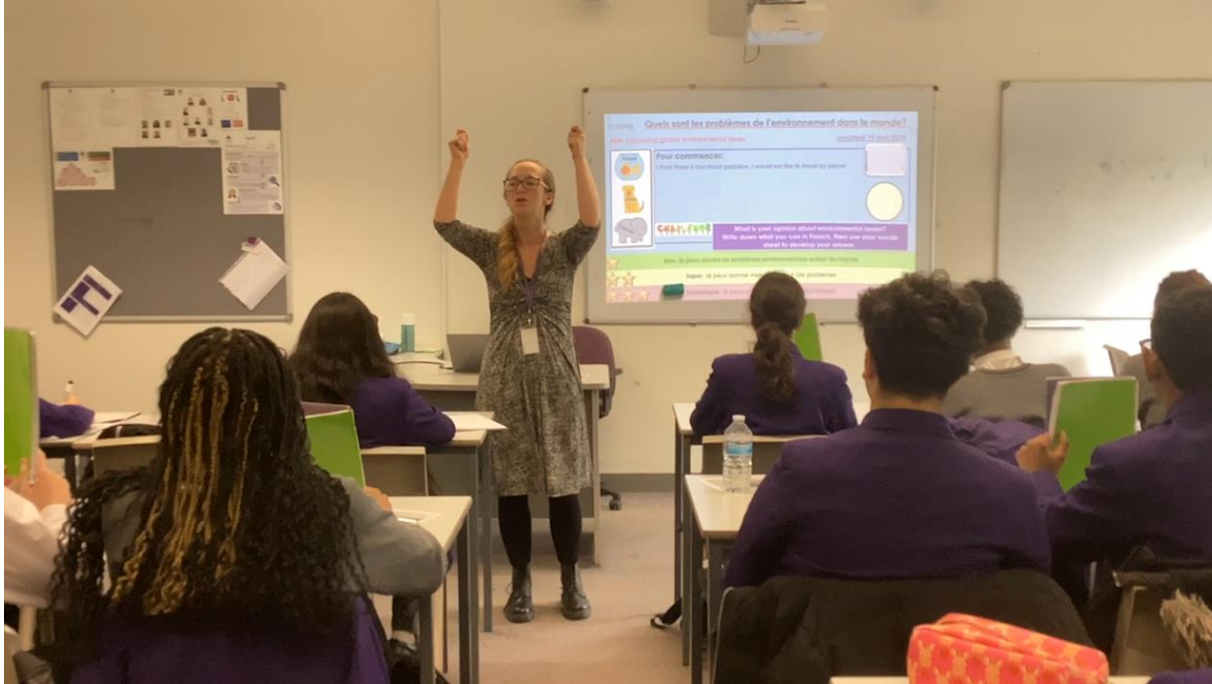
**7** [wish] souhat

**8** [chair] chase

# Making Assessment formative



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How does the **teacher respond** to the AfL in the video?

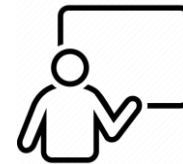


By the end of the questioning episode **has the knowledge gap been filled?**

How does the teacher know for sure?

Is this an **effective** use of lesson time?

**What does the classroom teacher do when students can't answer a question?**



**Challenge:** How could the teacher have re-designed the AfL question to more effectively check for understanding?



# Making Assessment formative



🎯 **Goal:** Curriculum - plan effective AfL, pre-empt and address **misconceptions**

## 📌 Plan responses to misconceptions

Plan your responses to the likely misconceptions and errors that students will make. This promotes deeper student understanding

- *Prioritise: ensure most significant misconceptions are tackled directly. Plan when to tackle smaller errors*
- *Name it: clearly highlight the misconception and make it clear why it's an error*
- *Make it concrete: re-teach the concept using concrete examples and ensuring the explanation is very clear*
- *Make students accountable: ensure students can explain the key concept and the misconception after the re-teach or explanation*

Explore this step

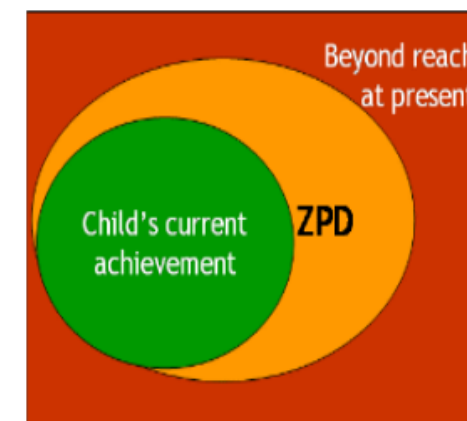
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How does the teacher respond differently to the AfL in this video?

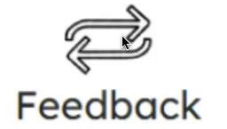
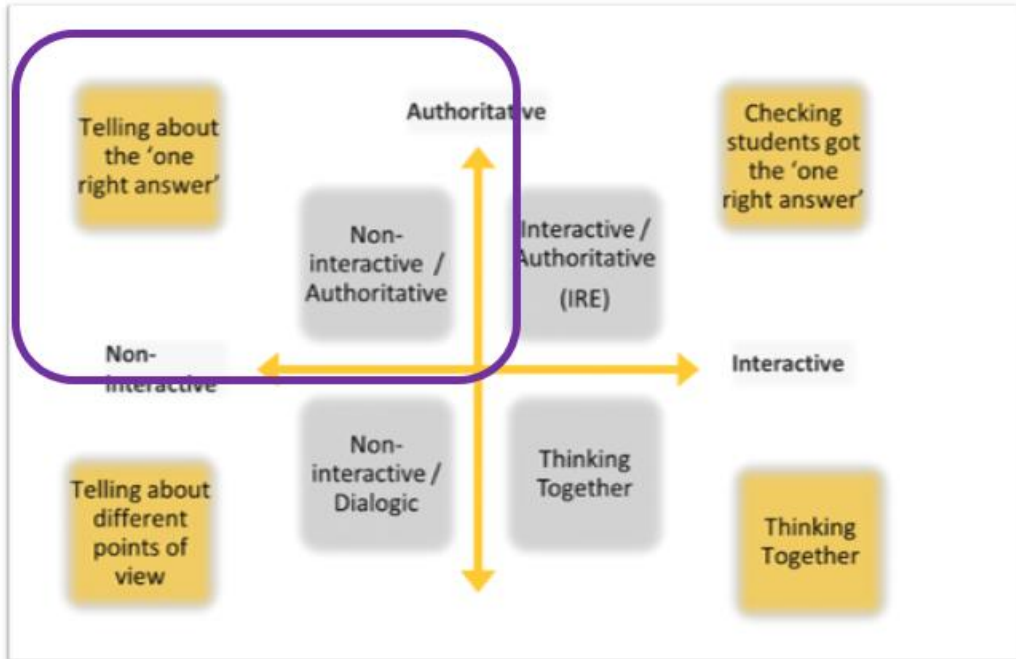
By the end how has the knowledge gap been filled?

How does the teacher know for sure?

Why is this a more effective use of lesson time?



# How can questioning be used to develop student understanding?



It is important that after explanation, modelling and questioning that **pupils have the opportunity to practise and that this practice requires them to think hard about the material they have just encountered** (Willingham, 2009).

## Planning

- ✓ Find a closed AfL task in a lesson. Imagine students have a knowledge gap and get it wrong.
- ✓ Script 1-2 sentences that you'll use after to explain the knowledge gap to students.
- ✓ Plan how you might then use another quick closed AfL activity to check for understanding (how might you do this without creating a slide)

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Explore this step

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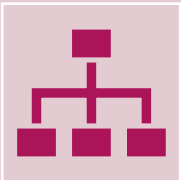
# Activity: Discussion points



Task 1: Thinking about your current AfL practice in MFL lessons



Task 2: How effectively does your current AfL practice check for understanding and progress students' understanding through addressing misconception?



Task 3: Is there a shared understanding of assessment in your departmental team? How can you support others in your team to develop their understanding and practice?



Task 4: Identify priority areas for further development in AfL to achieve consistently high standards across your departmental team.



# Feedback