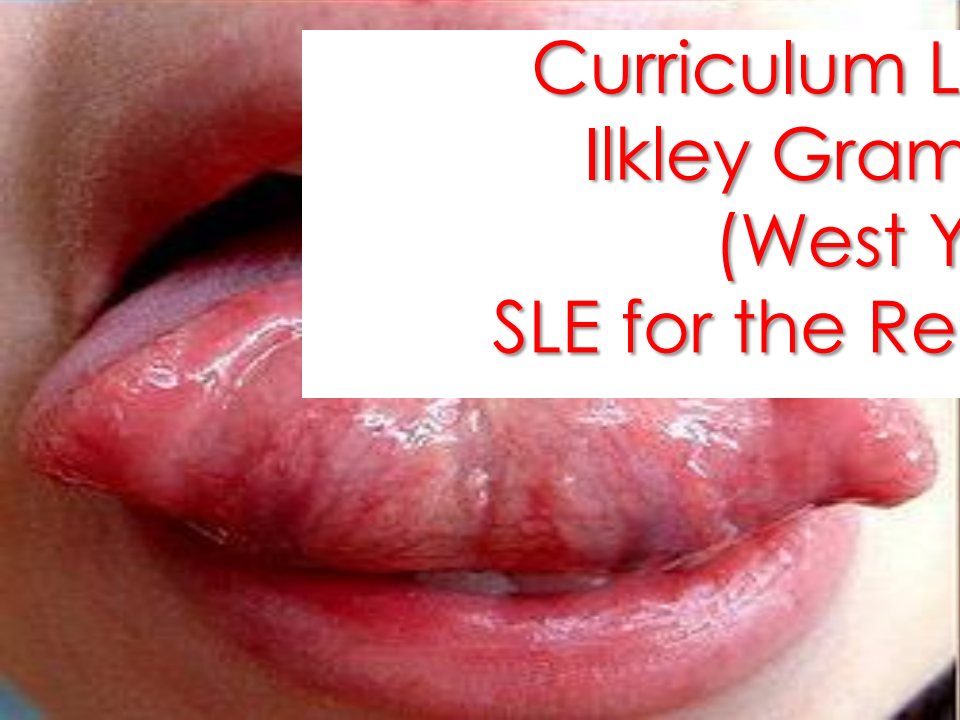




Mr Kevin Kehoe
@elsenorkehoe



Curriculum Leader of MFL
Ilkley Grammar School
(West Yorkshire)
SLE for the Red Kite Alliance







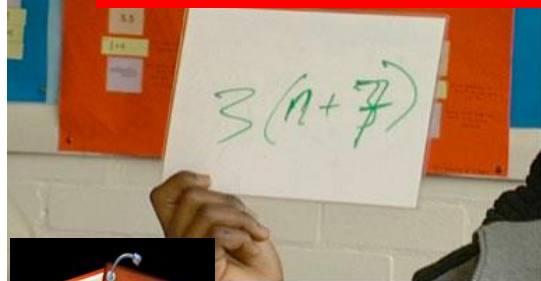


Doodle Buddy



Quizlet

Engaging Learners (and boys) in MFL learning



- Understanding how to plan for **progress**, **differentiation** and **engagement of boys** in MFL lessons
- Easy win differentiation that doesn't '**kill**' you helps you 'work smarter' and also doesn't '**dumb down**' the teaching.

What engages learners and boys in MFL learning?

1. Is there an appropriate range of activities?
2. Timed, short and snappy activities
 - ✓ Snappy starter/bell activity
 - ✓ Visual stimuli
 - ✓ Colourful resources on presentation
 - ✓ Timers allowing for differentiation and challenge
 - ✓ Traffic lighting to allow them to challenge themselves
 - ✓ They choose the next person to answer so they feel ownership of the learning (phone a friend!)
 - ✓ Is their competitiveness exploited?
 - ✓ Is their learning style catered for VAK?
 - ✓ Appropriate and timely use of ICT/ iPads?
3. Is it clear to boys what progress they are expected to make and is this challenging?
 - ✓ Are outcomes clearly differentiated and revisited during the lesson
 - ✓ Signposting in the lesson to show their progress

Traffic lighting for challenge



It creates:

- 1) Choice
- 2) Challenge
- 3) Colour
- 4) Engagement
- 5) Control
- 6) Extension
- 7) Sense of achievement

An alternative to this is use the Olympic colours of
Gold/ Silver/ Bronze

[Or just type your time into the box below!]

Time Left:
00:30
Minutes:Seconds

Countdown

Co-operative learning structures

StandUp, HandUp, PairUp



RallyRobin



Timed Pair Share



Fan-N-Pick



RoundRobin



Create choice & differentiation



Differentiating outcomes

Target Setting



- **Set targets** at the beginning of the lesson based on outcomes (on a post-it or orally as the student walks through the door!)
- Ask **pupils** to set targets and judge if they have **met** these targets at various points in the lesson.
- Could be on post-its, on whiteboards etc. Could set targets for next lesson.
- Most important is to have the individual targets you set for them to do **DIRT time** in their books when marking their homework.

Oscar:

- Answer 2 questions correctly = 2 merits
- Finish at least 2 tasks = 3 merits
- Help someone else = 4 merits

En mi dormitorio hay....

Los resultados:



- Describing at least 5 pieces furniture in your room (Level 2)
- Understanding when nouns agree in SEX and number with the bedroom item they are describing (Level 3/4)
- Describing your room in detail in a short paragraph with verbs, connectives and adjectives (Level 4)

En mi dormitorio hay...



Una estación de iPod



Una cama (litera)



Una consola de juegos



Una lámpara



Un armario



Una mesa



Unos pósters



Un espejo

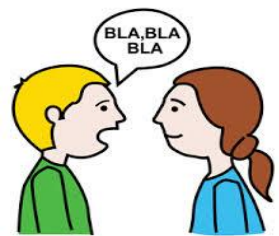


Una televisión



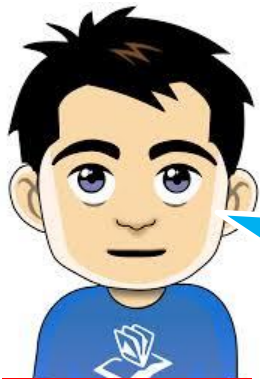
- Fácil
- Bastante difícil
- Difícil

Extra: terminado? www.wordreference.com
Buscad las otras palabras *(search for the others)



Habla: Con tu compañero/a

(Take turns to test your partner on the vocabulary)



Persona 1

Primero:
español- inglés

1. Una cama
2. Una lámpara
3. Un...

1. A b...



Persona 2

Segundo:
inglés - español

Success criteria:

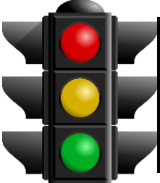
Name at least 5 correctly in Spanish to English

Name at least 3 of the more difficult words

Name at least 2 from English to Spanish

Test your partner on the extension vocab

Take note
of your
partners
score



- Difícil
- Bastante difícil
- Fácil

Para empezar..
Reto: Contesta a tres preguntas o más
Rise to the challenge!!!!

1) ¿Es positiva o negativa o las dos (both)?

2) What are the two activities mentoned?

3) Spot the quantifier(s) and change it to another quantifier

8) Can you adapt this phrase for yourself?

4) What does 'por un lado/ por otro lado' mean?

5) Translate the phrase.

7) Me gustaría and me encantaría mean?

Por un lado me gustaría ver la tele porque sería relajante pero por otro lado me encantaría hacer deporte porque sería más energético

Extensión:

- 1) Can you make up a similar sentence using different adjectives
- 2) What tense is it written in?

Create a challenge and competition



Connecting to create challenge

Numbered heads together!

Can you think how to translate the following sentences?



1. In your groups (give pupils a number 1-4)
2. 30secs-1minute silent thinking time for each answer **ON YOUR OWN**
3. Write answer in back of your book!
4. Stand up! (after the reflection time is up)
5. Everyone helps to come up with possible answer
6. Person No.1 writes 1st then 2, then 3 etc..
7. First team to come up with correct or most accurate answer sit down!





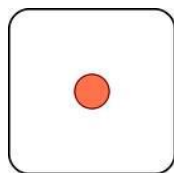
- I am passionate about history because the classes are interesting
- ✓ Me apasiona la historia porque las clases son interesantes
- I do well in Spanish because I go abroad a lot
- ✓ Se me da bien el español porque voy al extranjero mucho
- I get good marks in Sciences because they are practical and useful
- ✓ Saco buenas notas en las ciencias porque son prácticas y útiles
- I am very weak at ICT because it is challenging and I don't really understand the teacher
- ✓ Estoy muy flojo/a en la informática porque es desafiante y no entiendo bien al profesor
- Maths enrages me because it is boring and the teacher is unkind and strict
- ✓ Me dan rabia las matemáticas porque son aburridas y el profesor es desagradable y estricto



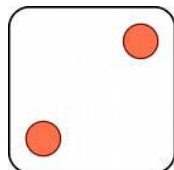
Difícil ~ Difficult (A/A*)
 Bastante difícil ~ quite difficult (B)
 Fácil ~ easy (C)



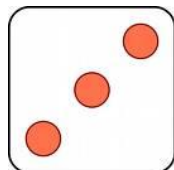
Persona



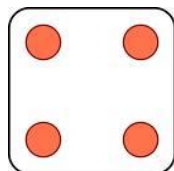
Yo



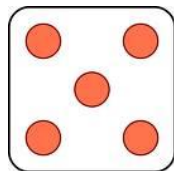
Tú



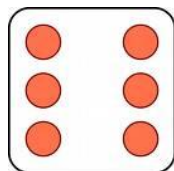
Él/ella



Nosotros

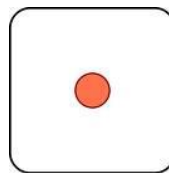


Vosotros

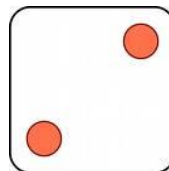


Ellos/ ellas

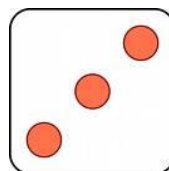
Verbo



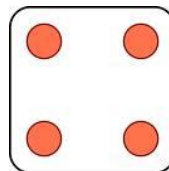
Hablar



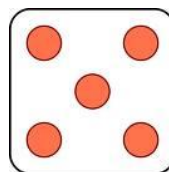
Cantar



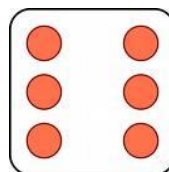
Llegar



Llorar



Escuchar

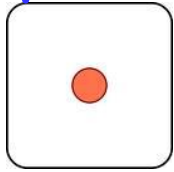


Comprar

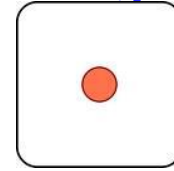
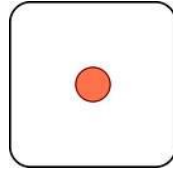
Opinión

pasatiempo

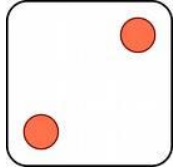
adjetivo



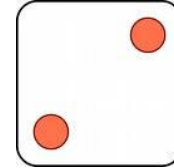
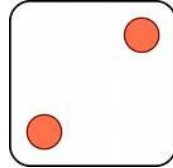
I don't like



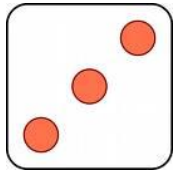
difficult



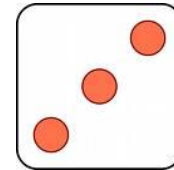
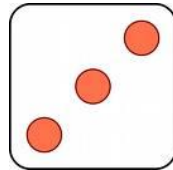
I hate



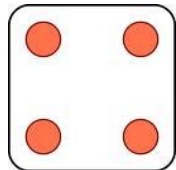
boring



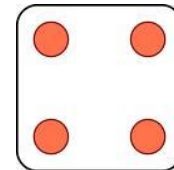
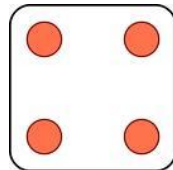
I really don't like



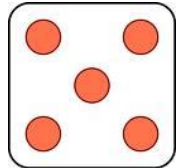
useless



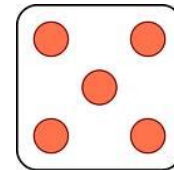
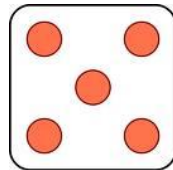
I don't like at all



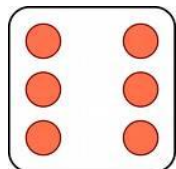
challenging



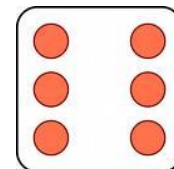
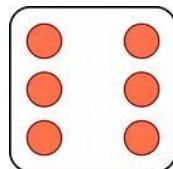
It bores me



stupid



It annoys me



unbearable

Tools/ activities and variation



The Internet



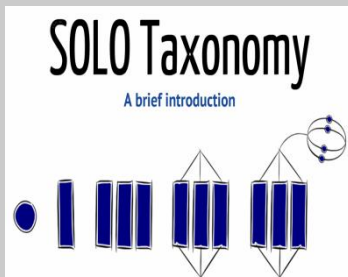
Cooperative
Learning
Structures



Vocab
learning
and
games
via
Quizlet



Electronic
Textbooks



QR Codes

Olympics Articulate: You say we pay!

Outcome:

Explain what happens in each sport
in the Olympic games

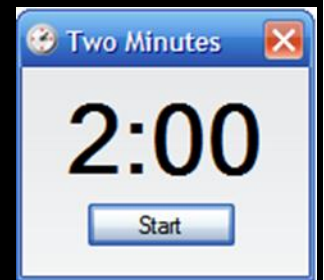
Player 1 = Back to the board whilst
player 2 explains sport without
mentioning it (then swap)

Player 1

- 100 metres
- Football
- Beach Volleyball
- Marathon
- Shot Putt
- Swimming: Freestyle
- Skeet
- Cycling



- Bronze
- Silver
- Gold

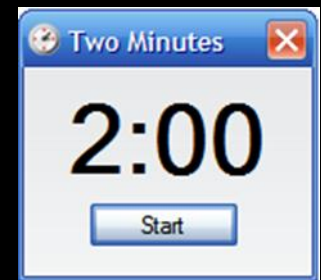


Player 2

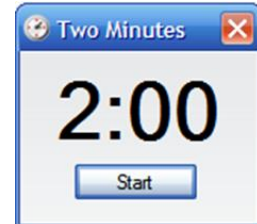
- 110 metre hurdles
- Table Tennis
- **Gymnastics**
- **Judo**
- Diving
- Kayaking
- **Darts**
- **Synchronised Swimming**



- **Bronze**
- **Silver**
- **Gold**



Player 1



- J'aime le français parce que c'est cool
- J'adore faire de la natation
- Je kiffe jouer au foot
- Je déteste faire du vélo
- J'adore télécharger de la musique
- Ce que j'adore c'est aller sur des blogues
- I love to play games online
- I don't like to chat online

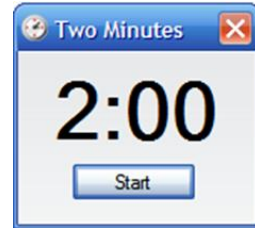


➤ Bronze

➤ Silver

➤ Gold

Player 1



- ¿Te gusta el fútbol?
- ¿Cuál es tu deporte favorito?
- ¿Qué comes normalmente?
- ¿Haces bastante ejercicio?
- ¿Te gustaría hacer un deporte extremo?
- ¿Llevas una vida sana?
- ¿Fumas o bebes alcohol?



- Bronze
- Silver
- Gold



Las pizarritas: mini white boards



- fácil
- Bastante difícil
- Difícil

Mira

(look at the example)



En mi dormitorio hay una
estación de iPod

Escribe

(write your answer on your iPad/ MWB)



Verifica

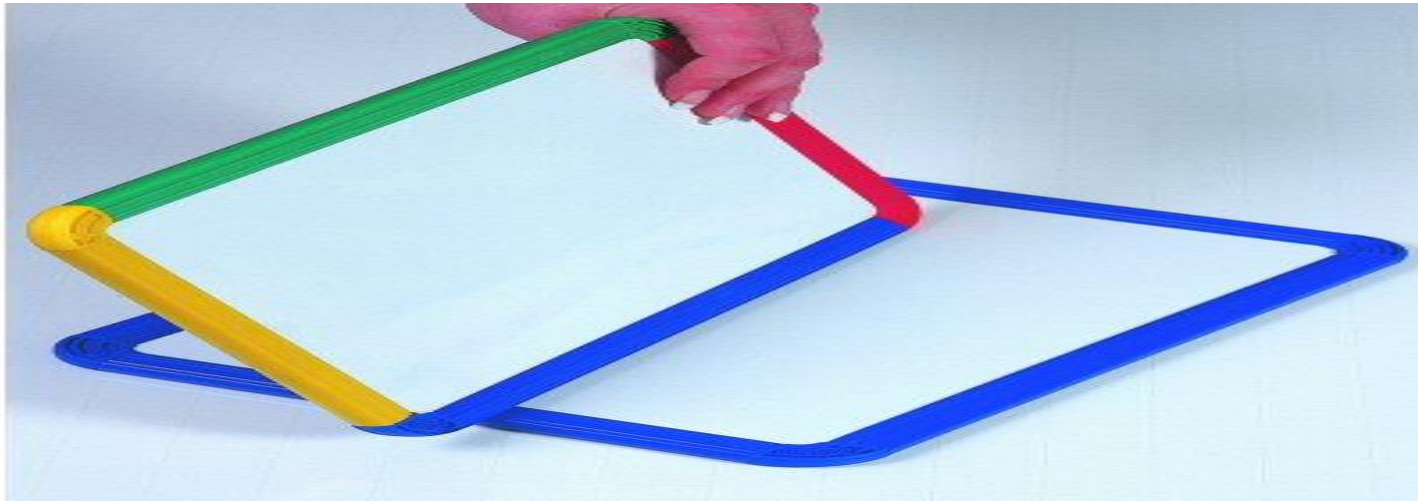
(check your answer)



En mi dormitorio hay una
estación de iPod

✓ MWB's

Objective: to recall some greetings of participant countries



AIM HIGHER/ success criteria:

- Correct spelling
- Name the Country also
- Can you give me another word in that language or think of the pronunciation



Las pizarritas: mini white boards



- fácil
- Bastante difícil
- Difícil

Look Hands up
Pens down



Ciao

Write



Check



Ciao

Look Hands up
Pens down



hallo

Write



Check



hallo

Look Hands up
Pens down



ahoj

Write



Check



ahoj

Look Hands up
Pens down



Witham

Write



Check



Witham



**Give them options and create
more challenge**



Connecting to create challenge

SHARE





Las pizarritas



- In my bedroom there is a lamp
- In my bedroom there is an iPod dock
- My room has a (bunk) bed

Choose
your own
bedroom
item

En mi dormitorio hay una lámpara

En mi dormitorio hay una estación de iPod

Mi dormitorio tiene una cama (litera)



Elige la respuesta corecta
(choose the correct answer)



Build a
Kahoot
around
these
questions

1. ¿Cómo se dice: 'I live in a house in the countryside'?

- a) Vivo en un piso en la ciudad
- b) Vivo en una casa en el campo
- c) Vivo en un chalet en el norte de la ciudad
- d) Vivimos en una casa en las montañas

2. ¿Cómo se dice: 'he lives in an old block of flats in the centre'?

- a) Vive en (un piso en) un bloque antiguo en las afueras
- b) Vivo en (un piso en) un bloque moderno en el centro de la ciudad
- c) Vive en (un piso en) un bloque antiguo en el centro
- d) Viven en un chalet en las montañas





Las pizarritas



- Give me one way to engage pupils/boys
- Give me 3 ways to engage boys
- Give me 3 plus ways and add another

Choose
your own

Snappy activities

Challenge and competitions

Vary activities and ensure they are stimulated
by the resources



Stand up, Hands up, Pair up

- Stand up
- Walk around the room until I say stop
- Turn to the person on your left (this can vary to be boy/ girl / shoe size/ birthday/ hair colour etc)
- Explain to them 'What engages MFL learners/boys and
- how could you improve it or what works well for you?'

Give them a high five

Say thank you for sharing the information



DEMONSTRATE



Demo

TEAM MARKERS

Boys

Girls



Show Progress: TEAM MARKERS

- Divide the class into two teams
- Make them stand in two rows lined up towards the board
- Hand the first student in each line a board marker
- Student 1 has to write a piece of vocab or sentence they have used in the lesson or past series of lessons
- Student 2 then does the same
- Student 3- another etc
- Have a **timer on/fun music** and the team with the most correct answers on the board wins!



Food tech: terminology for cooking



TEAM MARKERS

Chicos
(Boys)

Chicas
(Girls)



Quiz quiz trade



Can you think how to translate the following sentences?

1. Go around the class until I say STOP!!
2. Ask the person nearest to you the question on the card
3. When they have got it correct swap cards and move on to someone else
4. Everyone speaks in turn to ask the question on their card
5. Success = At least 5 questions
6. First person to get 8 sit down!



P: ¿Cómo se dice **'The bad thing is that there is a lot of traffic'** ?

R: Lo malo es que hay mucho tráfico

P: ¿Cómo se dice **'My town is noisy and crowded'**?

R: mi pueblo es muy ruidoso y concurrido

P: ¿Cómo se dice **'there are lots of shops and a main square'**?

R: Hay muchas tiendas y una plaza mayor

P: ¿Cómo se dice **'The good thing is that it is clean'**?

R: Lo bueno es que es muy limpio

QUIZ QUIZ TRADE

- Using the card you have been given, walk around the room using stand up, hand up, pair up

- Student
- stud

- Stu
- stu

- Swa

- The same
- used for a Fan 'n' Pick

Flip the learning:
Use this resource
as a starter for the
following lesson as a
'Fan 'n' Pick'
exercise



Q: **Name 3
Madonna songs**

A: Person must
name 3 Madonna
songs (give them
clues if you can!)

Q: **What are the 7
(supposed) colours of
the rainbow?**

A: Red, yellow, pink,
blue, purple (violet),
orange and green

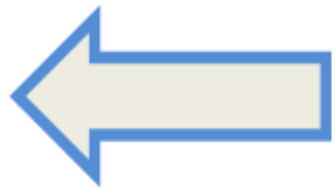
Q: **Name 3 of the 7
dwarves**

A: **Sleepy, Sneezy,**
Grumpy, Doc, Happy,
Bashful and Dopey

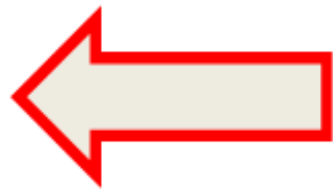
Q: **Name 2 South
American Capitals**

A: **Quito, Buenos Aires,**
Montevideo, Caracas,
Barsilia, Santiago, Lima,
Bogota, La Paz, Cayenne,
Paramariba,
Georgetown, Stanley,
Asunción)

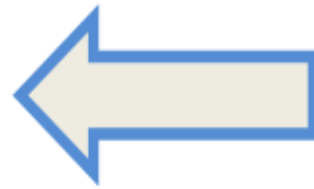
Name three things
you learnt in today's
lesson



Name two key
terms you used in
today's lesson



Name three things
you learnt in today's
lesson



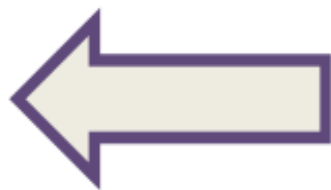
Name two key
terms you used in
today's lesson



What are you
not fully
confident with
from today's
lesson?



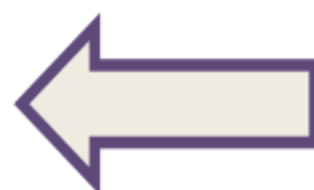
What skills have you
used today?



What are you
not fully
confident with
from today's
lesson?

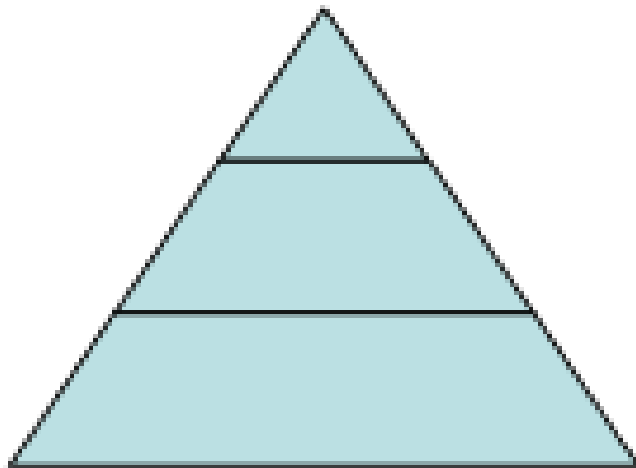


What skills have you
used today?



R.E.F.L.E.C.T.I.O.N: PYRAMID

- Students complete a pyramid diagram by filling in **the bottom layer** with 3 things they learnt today
- **The middle layer** with 2 things that had previously learnt about the same topic and
- **The top layer** with 1 question they have that remains unanswered about the topic. These can then be used to form a starter for the next lesson.



R.E.F.L.E.C.T.I.O.N: PYRAMID

- Can you fill in the Pyramid as per the previous slide about today's TLC session?

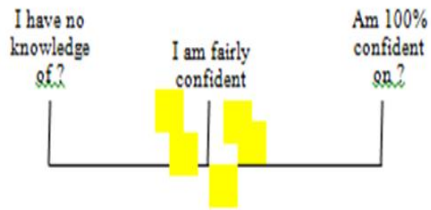


Any
question(s)?

2 things you can share
or may have done previously
as a good REFLECTION activity

3 things you have learnt and/or
can take away from today

REVIEW



Likert
Scale



Video
Journal



iBrainstorm



Play Teacher

Hinge
Questions



AfL: Peer
assessment, mini
whiteboards etc



Quiz, quiz, trade



Engaging learners and boys in MFL is possible

So:

1. *Use visual stimuli and colourful resources*
2. *Have high expectations of all and create competition*
3. *Plan for 'pace, variety & challenge' make things snappy where possible*
4. *Demonstrate progress on a regular basis: signpost, let them play teacher and allow them to express themselves (use AFL)*
5. *Change the learning style in each activity (Visual/auditory or kinaesthetic)*
6. *Create a sense of ENJOYMENT!!*