

## Guidance for Observation and Target Setting in Secondary Foreign Languages

### National Curriculum Purpose of study

Languages are an integral part of the curriculum. Learning a language is ‘a liberation from insularity’ and provides an opening to other cultures. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

### 6 Key Questions to ask when observing Foreign Languages lessons:

	Question	Additional Information
1.	Does the teacher make appropriate use of <b>target language</b> in the transactional language of the classroom with <i>appropriate scaffolding</i> ?	<i>Do they use carefully chosen phrases that are used repeatedly so they are known/ recognised by learners (avoiding cognitive overload)? Do they use visuals or the written word to support comprehension and language acquisition? Is teacher’s target language gradually increased in a logically sequenced way?</i>
2.	How does the teacher <b>‘flood’ comprehensible input</b> in the lesson?	<i>Do they focus on repeated use of language of a particular bank of vocabulary / structures with multiple examples in different modes (reading, listening, speaking, and writing) over time to help learners acquire the language?</i>
3.	Are learners given opportunities to <b>speak</b> in the target language? Are they encouraged to <b>pronounce</b> words <b>accurately</b> (with attention to <i>phonics</i> )?	<i>Speaking opportunities can be through whole class, pair work and group work. Teachers may use games, competitions or a rewards to encourage learners. In attending to phonics, student teachers should draw learners’ attention to sound-letter correspondences and learners should practise these with reading, listening and speaking activities.</i>
4.	Is <b>grammar</b> taught and presented in a clear and concise way that is <i>understandable</i> to learners? Are learners encouraged to <i>notice grammatical structures</i> in reading and listening work as well as being asked to accurately <i>produce</i> it in speaking and writing?	<i>Do student teachers build on prior knowledge with grammar teaching? Are they careful to avoid cognitive overload? Are learners encouraged to discuss and apply their grammatical understanding?</i>
5.	How does the teacher make creative use of topics and materials that are <i>salient to learners’ interests</i> ?	<i>Is the foreign language taught and learnt <b>in contexts</b> that are motivating?</i>
6.	Are learners given opportunities to <b>explore the target language culture(s)</b> , comparing similarities and differences with their own and to critically consider reasons for these? Does the teacher promote <i>openness to other cultures</i> in their incorporation of the cultural dimension?	

## Potential Foreign Languages Specific Targets on Lesson Analysis Forms.

<b>Lesson design and delivery, including sequencing and choice of teaching methods (CCF curriculum &amp; pedagogy) Next Steps:</b>
Firmly embed learners' receptive knowledge of new language through extensive 'narrow' reading and listening work to flood comprehensible input before asking learner to <i>produce</i> language <a href="https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/">https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/</a> <a href="https://gianfrancoconti.com/2017/07/22/eight-narrow-reading-techniques-that-will-enhance-your-students-vocabulary-and-reading-skills/">https://gianfrancoconti.com/2017/07/22/eight-narrow-reading-techniques-that-will-enhance-your-students-vocabulary-and-reading-skills/</a>
Provide lots of highly structured controlled productive language tasks which recycle language modelled through receptive skills (should also draw on 'old language' taught a while ago). <a href="https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/">https://gianfrancoconti.com/2022/05/18/the-real-marsears-how-an-epi-sequence-truly-unfolds/</a>
Develop learners' awareness of relationship between English and the L2 ( i.e. drawing on prior knowledge) when teaching grammar.

<b>Pupil progress in this lesson and use of assessment (including questioning) (CCF assessment) Next Steps:</b>
Share success criteria through modelling / exemplification, prompting learners to identify 'desirable' structures / phrases / parts of speech etc.
Invest time in preparing learners, using success criteria, to engage in self-assessment and peer-assessment
Provide opportunities to recycle, revisit and assess knowledge of previously taught grammar / structures with new vocabulary / in new contexts

<b>Comments about student teacher's developing Subject Knowledge and Pedagogy (CCF curriculum &amp; pedagogy) Next Steps</b>
Ensure your target language (in spoken form and resources) is accurate and understood by learners
Carry out independent study on any grammar / vocab that you feel less confident with (to be specified as appropriate)
Develop or adapt existing resources to provide phonics practice <a href="https://resources.ncelp.org/catalog/facet/area_of_research_sim">https://resources.ncelp.org/catalog/facet/area_of_research_sim</a> <a href="https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages">https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages</a>
Carry out private study to equip you to teach A Level text / film
Raithby, K. and Taylor, A. (2020) <i>Teaching Literature in the A Level Classroom</i> . Routledge.
Plan a unit of work set in a cultural context of the target language to promote intercultural understanding / competence. Incorporate the development of the <i>savoir</i> skills / alternative models within <a href="https://sk.sagepub.com/reference/the-sage-encyclopedia-of-intercultural-competence/i2461.xml">https://sk.sagepub.com/reference/the-sage-encyclopedia-of-intercultural-competence/i2461.xml</a> (student teachers can provide login through Athens)
Following modelling, flooding and controlled practice, plan and provide opportunities for developing automaticity (fluency)
Teach grammar using pairs of features in reading and listening activities (Student teachers have NCELP resources for this available from Canvas)