

Modern Languages ITE Subject Studies Curriculum Map

2026/27

Background and Rationale

The LJMU ML curriculum is underpinned by consideration of theories of second language acquisition. We study teaching methodologies that complement different theories and their appropriateness in different contexts/ with different students, e.g. extent of target language usage, explicit/ implicit grammar teaching, phonics, modes of vocabulary learning. We look at the communicative approach, more traditional approaches and the Conti method. To support progression and the needs of different students, student teachers learn about theories of motivation in second language learning, formative/ summative assessment (incl. statutory assessment), transition from primary to secondary, and adaptive teaching. We also draw on the LJMU 'learning profiles' with different needs for student teachers to learn skills for adaptive teaching. Additionally, we focus on teaching and learning of the cultural dimension, trips and contacts with target language countries, literature, film and cross-curricular education.

The curriculum essentially focuses on student teachers' pedagogical content knowledge to develop learners' self-efficacy and intrinsic motivation. It seeks to foster success and enjoyment, aspiring to mitigate contextual factors that sometimes result in negative feelings about the value of second language learning in the UK.

Curriculum Themes

- (1) **Second language acquisition** – We explore the research evidence about how young people best learn a second or later language and the implications for different teaching methodologies. We promote a critically eclectic approach, where student teachers select approaches that are also contextually informed.*
- (2) **Theories of motivation and self-efficacy** – It is more important than ever that modern languages teachers know the reasons for students' motivation (or absence of this) in learning modern languages. We want our student teachers to understand the theory in the field of second language acquisition behind this, especially in the UK context, and what this means for practice. We also want our student teachers to promote students' feelings of success and confidence to engender enjoyment and motivation.*
- (3) **Communication** – MLs must essentially be about communication with others. Whilst grammar, writing and translation are important, we want to also prioritise confidence in developing speaking skills and pronunciation for meaningful communication. We promote appropriate use of the target language of the ML teacher and student use of target language in the classroom.*
- (4) **Adaptive practice** – Access to second language learning should be inclusive for all students. We pay attention to various pedagogical strategies to promote student accessibility and participation in learning.*

(5) *Intercultural understanding* – Learning another language should not just be about linguistic learning for the sake of communication, but also about forming relationships with others and critically reflecting on why one's own and other peoples' cultures influence world views. Research tells us that young people are also curious and motivated by learning about the target language's culture(s).

The themes are interconnected by providing the building blocks for academic progression. They consider different students' needs and motivations. The themes build on theory and research with a strong focus on practical application in different contexts.

Adaptive Practice

When learning about each teaching methodology, e.g. grammar, extent of teacher target language usage, reading comprehension etc., we consider adaptive strategies that will support young people with different needs, ranging from different SEND, high attaining and social/ emotional factors. We refer to ML specific literature in this area and draw on the LJMU 'learning profiles' to consider practical application.

Five Essential Readings

These are listed in alphabetical order rather than ranked in order of importance.

1. Gianfranco Conti's [Language Gym](#) Blog

2. Lamb, M. (2017) The motivational dimension of language teaching, *Language Teaching*, 50:3, 301-346. DOI: 10.1017/S0261444817000088

3. Pachler et al. (2023) [A practical guide to teaching foreign languages in the secondary school](#) Routledge: London (eBook in LJMU library)

4. Smith, S. and Conti, G. (2016) [The language teacher toolkit](#). Place of publication unspecified.

5. Steve Smith's [Youtube channel](#)

Study Programme

	Title and Objectives	Essential Reading and Student Activity (pre or post session) NB Essential is in bold and supplementary texts are in regular font	Placement Activity / Focus for GM	PE Links	ITTECF Links
7 th September AM	Introductions Icebreakers Course overview Subject Knowledge Development and Tracking	See readings for 11 th September (should be completed in advance of session)	N.A. not yet in school	Q3	3.2, 3.4, 3.5, 8.1
11 th September AM	The role and nature of the subject Why do we teach foreign languages? What is your personal philosophy and how does this relate to personal experiences? Are your personal experience and related philosophy relevant to the students you will teach? How have various educational policies reflected different purposes of learning foreign languages? How do you reconcile all of this and monitor your views as the AY progresses? We will also look at the macro context in the UK, with the crisis of languages uptake.	Broady, E. (2023) Foreign language teaching: Understanding approaches, making choices (Chapter 1) . In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Pachler et al. (2014) Learning to Teach Foreign Languages in the Secondary School: 'On becoming a foreign languages teacher'. Chapter 2	N.A. not yet in school	Q3	1.1, 1.2, 3.1, 1b, 3c
11 th September PM	Theories of Language Acquisition and Ofsted Research Review We will examine some theories of second language acquisition and how these relate to different teaching methodologies. We will look at how these theories / methodologies have been reflected in various	Ofsted (2021) A review of research into factors that can affect the quality of education in languages Available from: https://www.gov.uk/government/publications/curriculum-research-review-series-languages Smith, S. (2023) Research based practice: Findings from cognitive science and second language acquisition research (Ch 4) In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School.	N.A.	Q1,2 and 3	3.2, 3.5, 3.6, 3.7 3.c, 3.d, 3.e, 3.f, 3.g, 3.h, 3.i, 3.j, 3.k, 3.l, 3.m, 3.n

	iterations of the National Curriculum and look at the current Ofsted research review, considering implications for your own teaching.	Schulz, R. A. (1991). Second language acquisition theories and teaching practice: How do they fit?, The Modern Language Journal, 75:1,17-26. <u>Steve Smith Youtube on Comprehensible Input</u> <u>Conti on MARSEARS and EPI</u>			4.a, 4.b, 4.d, 4.e
18 th September AM	Communicative Language Teaching and Target Language You will learn about the principles of communicative language teaching, experience modelled examples of this methodology and create a ‘target language bank’ for classroom instructions and students’ use of TL in the classroom	Ofsted (2011) Research and Analysis findings on MFL achievement and challenge (2007 to 2010) highlighting the use of Target Language as a main challenge: http://www.ofsted.gov.uk/resources/modern-languages-achievement-and-challenge-2007-2010 Crichton, H. (2009) ‘Value added’ modern languages teaching in the classroom: an investigation into how teachers’ use of classroom target language can aid pupils’ communication skills, Language Learning Journal, 37:1, 19-34. Littlewood, W. and Yu, B. (2011). First language and target language in the foreign language classroom, Language Teaching, 44:1, 64-77. Mitchell, R. (1994) “The Communicative Approach to Language Teaching. In: Swarbrick, A. (ed) (1994). Teaching Modern Languages. Open University Pachler et al. (2014) Chapter 8 “Pedagogical approaches”	N.A.	Q3	2.7 and 2.9 4.1 – 4.4 7.9 2.a, 2.c, 3.e, 4.a, 4.b, 4.e, 4.g, 4.h
18 th September PM	Presentation, Practice, Production (PPP) and relationship with planning We will look at the PPP paradigm and consider how to integrate this into planning of lessons. As counterpoint, we will consider Conti and Smith’s emphasis on	Pachler et al. (2014) Chapter 5 “Pedagogical approaches” <u>Steve Smith Youtube video on PPP</u> Mackay, C. (2019) Learning to Plan Modern Languages Lessons. London: Routledge		Q5	2.7, 2.9, 4.1 -4.4 and 4.6 2.a, 2.b, 2.c, 2.d, 2.e, 2.g, 2.j, 2.k, 4.a, 4.b,

	extended receptive processing (i.e. more attention to the second P) before moving to production, linking with research on memory, retrieval and spaced practice and Rosenshine's principles.				4.d, 4.e, 4.g, 4.j, 4.k
25 th September (all day)	ITAP 1 How do I start lessons in a calm and purposeful manner? To begin to be able to: 1. Start a lesson a calm a controlled manner 2. Obtain silence and pupils' attention 3. Respond effectively to disruption during teacher talk We will look at classroom management issues particular to foreign languages and consider strategies about how best to manage these. Some areas for focus: Target language entry routines ML starters Target language for silence Positive attention	See references provided in generic ITAP resources AND for ML: Barton, A. (2006). Getting the Buggers Into Languages 2nd Edition. A&C Black. Macías, D.F. (2018). Classroom management in foreign language education: An exploratory review. Profile Issues in Teachers Professional Development, 20(1),153-166. Debreli, E. and Ishanova, I. (2019). Foreign language classroom management: Types of student misbehaviour and strategies adapted by the teachers in handling disruptive behaviour. Cogent Education, 6(1)	See generic ITAP guidance and also consider ML specific issues addressed	Q8	1.1 1.2 1.4 1.5 1.7 7.1. – 7.8 7.9-7.10 8.4 1.e, 1.f, 1.g, 1.h 7.a, 7.b, 7.c,7.d, 7.e, 7.f, 7.g, 7.h, 7.i, 7.j, 7.l, 7.m, 7.q
2 nd October (all day)	ITAP 2 How to I model and explain knowledge, processes and skills in my subject? To begin to be able to: 1. Model and explain one aspect of my subject 2. Break down complex concepts or	Literature in ML tends to cross over into other areas, rather than focussing on modelling / explaining in particular. See generic literature from lead lecture. GP will make reference to other sources on this curriculum map that may be helpful.	See generic ITAP guidance and also consider ML specific issues addressed	Q5	2.4, 4.3, 4.5 2.b, 2.e, 4.a, 4.e, 4.i, 6.a, 6.k 7d

	skills into bite-size chunks 3. Practise the ‘hand-over’ from teacher to pupil activity In ML, we will focus our attention on - Transactional language and instructions - Explaining and modelling tasks in the TL in the ML classroom - Dual coding - Scripting TL in early-stage lesson planning - Explaining and modelling phonics and grammar (inductive and deductive) - WAGOLLS and success criteria - Sentence builders - Language learning strategies				
9 th October (all day)	ITAP 3 How do I ask and respond to questions in my subject? To begin to be able to: 1. Ask effective questions to check pupil understanding	Mewald, C. (2023) Assessment for learning: Exploiting positive backwash on foreign language teaching and learning (Ch 3). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Steve Smith Youtube video Grammar through Q and A Steve Smith Youtube video on assessment	See generic ITAP guidance and also consider ML specific issues addressed, e.g.:	Q5 and 7	4.6 1.c 4.i, 4.m, 4.n, 5.m, 5.n, 5.o, 5.p

	2. Respond effectively to hesitant or incorrect pupil responses Explore different modes of pupil responses (e.g. written responses) -	<u>Conti on assessment</u> <u>Conti, G. (2015) To what extent does Bloom's taxonomy actually apply to foreign language teaching and learning?</u>	Observe and reflect on different types of questioning: -When learning new vocab -When promoting recall/ checking prior knowledge -To check understanding and deconstruct misconceptions -For facilitating language practice, e.g. speaking, incl. pronunciation, reading and listening comprehension, grammar learning (inductive and deductive) -critical cultural awareness		6.1, 6.2, 6.a, 6.f, 6.g, 6.h
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			-to raise language awareness -Wait time -Think/ pair /share -MWB usage -Facilitating culture of error -Targeted questioning (support and challenge) -Extent of TL use: what qs can easily be asked in TL?		
16 th October (all day)	ITAP 4 How do I deploy a subject-specific pedagogy effectively? To begin to be able to: 1. Use subject-specific pedagogy to support pupil knowledge, understanding and skills 2. Promote the use of appropriate subject-specific vocabulary	Exploration of different grammar teaching methodologies We will examine the advantages and disadvantage of focus on forms and focus on formS / deductive / inductive grammar teaching and consider application to the lessons you plan for your learners. Rifesser, J. and Hazell, C. (2023) Teaching grammar as and in context in the foreign languages classroom (Ch 9). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School	Carry out observations of grammar teaching with different classes/ languages Activity: Make notes in relation to issues raised at LJMU / in literature.	Q1,2,5,9	2.1 3.3 – 3.6 3.10 3.a, 3.b, 3.c, 3.d, 3.e, 3.g, 3.h, 3.i, 3.j, 3.k, 3.n, 5.k- 5.n

	3. Recognise and respond to common pupil misconceptions associated with learning my subject	Meiring, L. and Norman, N. (2014) Grammar in the modern foreign language classroom. In Pachler, N. et al. (eds) (2014) Learning to Teach Foreign Languages in the Secondary School : A Companion to School Experience, 65-75, Oxon: Routledge Steve Smith Youtube on Grammar Conti on Grammar Ellis, R. (2006) 'Current issues in the teaching of grammar: an SLA perspective.' TESOL Quarterly 40:1, 83-107.	Identify pupils' grammar misconceptions in the observed lessons. Discuss departmental grammar teaching policy with mentor Target: With mentor, identify two grammar points that you could teach with two different classes. Discuss and analyse the effectiveness of your teaching and pupils' learning.		
23 rd October AM	Planning We will look closely at the LJMU lesson plan proforma and consider important element of ML lesson Vocabulary teaching and learning	Mackay, C. (2019) Learning to Plan Modern Languages Lessons. London: Routledge Steve Smith on teaching vocabulary Bjork, R.A. and Kroll, J.F., 2015. Desirable difficulties in vocabulary learning. <i>The American journal of psychology</i>, 128(2), pp.241-252.	Activity: Identify a class you (the mentor) will teach next week and talk through the various steps in planning one of their lessons, i.e. do some live planning, voicing out loud what you are thinking of as you go through this process and note down various steps/ construct/ retrieve resources.	Q5	3.2, 4.1 - 4.11 4.a, 4.b, 4.d, 4.e, 4.g, 4.h, 4.j, 4.k, 5.k-5.m 7.c, 7.q
23 rd October PM	Phonics We will look at the importance of familiarising students with sound-letter correspondences and the value of decoding text.	Woore, R., 2022. What can second language acquisition research tell us about the phonics 'pillar'?. <i>The Language Learning Journal</i>, 50(2), pp.172-185. Woore, R (2014). 'Developing reading and decoding in the modern foreign languages classroom', in Debates in modern languages		Q3,4	3.3 3.5 3.9 3.10 4.1-4.11

	We will explore resources to teach phonics and consider how we can implement these in our teaching.	education, edited by P Driscoll, E Macaro and A Swarbrick, Routledge, 2014. https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages#print-or-save-to-pdf http://www.rachelhawkes.com/Resources/Phonics/Phonics.php	This will make your tacit expert knowledge explicit to your mentee. If appropriate, discuss how you may plan for questioning / target language usage. Discuss with mentee the ML department's approach to phonics and how this is reflected in various SoW. Target: Identify a couple of teaching episodes where mentee could teach some phonics to a couple of classes in the following week and discuss possible resources (to use / create).		3.a, 3.d, 3.e, 3.g, 3.l, 3.o, 3.p 4.a, 4.b, 4.e, 4.h
6 th November AM	Listening We will look at Language Learning Strategies (LLS) that help learners to develop listening skills and also how to integrate grammar learning and listening.	Chambers, G. (2023) Developing listening skills in a foreign language (Ch 6). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Graham, S., & Santos, D. (2008). <u>Rethinking the teaching of listening: from a focus on product to a focus on processes</u>. University of Reading.	Observe how expert ML colleagues develop listening skills. Target: Teach lessons that begin to incorporate	Q3, 4	3.5 3.7 3.10 4.3 4.8 3.d, 4.c, 4.e, 4.f, 4.j

	This session will also draw on some NCELP resources to model integration of grammar learning through the receptive skills of listening.	Conti, G. and Smith, S. (2019) Breaking the Sound Barrier: Teaching Language Learners how to listen. Independently Published.	language learning strategies in the skills of listening		
6th November PM	Speaking We will focus on strategies for promoting spontaneity and automaticity (and consider the issues of <i>foreign language anxiety</i> and notions of ‘<i>fluency</i>’) Mop up formative assessment (elements not covered in ITAP2) (attention to assessment will also be integrated into other sessions)	Graham, S. (2023) Developing speaking skills in a foreign language (Ch 7). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Pachler et al. (2014) Ch. 10 Conti on speaking Horwitz, E., 2001. Language anxiety and achievement. <i>Annual review of applied linguistics</i>, 21, pp.112-126. Tavakoli, P. and Hunter, A.M., 2018. Is fluency being ‘neglected’ in the classroom? Teacher understanding of fluency and related classroom practices. <i>Language Teaching Research</i>, 22(3), pp.330-349. Tavakoli, P., 2023. Making fluency research accessible to second language teachers: The impact of a training intervention. <i>Language Teaching Research</i>, 27(2), pp.368-393. For assessment, see readings associated with ITAP 3	Activity: Review with mentor how well student teacher has been using target language in the classroom to date and how s/he has encouraged / taught pupils to use TL for ‘transactional’ purposes. Target: Identify next steps / actions to improve this Discuss the planning/ teaching of parts of lessons where student teacher intends to focus on developing - pupils’ automaticity and spontaneity (in relation to a particular topic) - developing pupils’ strategies for approaching translation	Q2,3,4,7	2.2 – 2.5 2.7 -2.9 3.5 3.7 3.10 4.3- 4.5 4.9 6.3, 6.4, 6.5, 2.a, 2.c, 2.d, 2.h, 2.i, 2.j, 2.k 3.d, 3.k, 3.l 4.b, 4.d, 4.e, 4.l, 4.m 6.a, 6.c, 6.d, 6.e, 6.h, 6.i, 6.j, 6.k, 6.l, 6.o

13 th November AM	AS2 Briefing Navigating academic/ research literature in ML Establish understanding of differences and aims of different documents/ research publications Gain awareness of how different publications are structured Begin to develop skills to critically appraise different publications	Articles / documents to be provided	Discuss departmental approaches to motivating students in ML lessons Target: Teach a lesson episode focussing on generating students' motivation.	Q9	8.9, 8d
13 th November PM	Motivation in Second Language Learning We will look at the development of theories of motivation in second language learning and their implications for teaching students in secondary schools in the UK. Reading We will look at applying LLS to reading, Conti's 'narrow reading', reading and decoding, and integration of focussing on form within texts	Molway, L. (2023) Nurturing motivation for foreign language learning (Ch 2). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Coleman et al. (2007) Motivation of UK school pupils towards foreign languages: a large scale survey at Key Stage 3, Language Learning Journal, 35:2, 245-281. Lamb, M. (2017) The motivational dimension of language teaching, Language Teaching, 50:3, 301-346. Collen, I. (2023) Developing reading and writing skills in a foreign language (Ch 8). In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Pachler et al. (2014) 'Teaching receptive skills. Reading and listening (Ch.9) ' in: Learning to teach foreign languages in the secondary school. Pp 214- 233. Oxon: Routledge <u>Conti's blog posts on Reading</u>	Discuss departmental approaches to teaching reading comprehension. Target: Teach lesson episode(s) involving students' learning of reading strategies.	Q1, 6	1.1, 1.7 5.2 7.3 -7.4 7.6 and 7.7 3.5 and 3.10 4.5 1.a, 1.c, 1.e 7.b, 7.d, 7.p 3.d, 3.e, 3.g 4.e 3.5 3.7 3.10 4.3 4.8 3.d, 3.q, 4.c, 4.e, 4.f, 4.j

20 th November AM	Writing and translation We will look at the importance of recycling language, incorporation of chunks, attention to success criteria and focus on form where appropriate. We will look at scaffolding strategies to promote confidence and skills with translation. We will also look at creative ways of incorporating translation into lessons.	Pachler et al. (2014) Ch. 10 <u>Steve Smith Youtube video on writing</u> <u>Steve Smith on translation (1)</u> <u>Steve Smith on translation (2)</u> <u>Commentary on translation SS opinion piece</u> <u>Conti on translation</u> <u>https://www.teachit.co.uk/cpd/teaching-and-learning/teaching-translation-ideas</u>	Discuss with mentee how to -model success criteria in TL writing to students (which can also be used for peer and self-assessment) -develop writing skills through chunking strategies -scaffold translation to help students develop related skills and confidence.	Q2,3	2.1 2.7 – 2.9 3.5 – 3.7 3.10 4.3 4.5 4.9 6.6 2.c, 3.d, 3.i, 3.k, 4.a, 4.b, 4.e
20 th November PM	Developing GCSE exam skills (Input from expert practitioner) Multiling profiler	<u>https://www.youtube.com/watch?v=6Rtt1lBA8QQ&list=PLLfN2Wg68-yKday98PeRPRIxgbtafVAU</u>			
27 th November (all day)	Adaptive teaching and learning in ML We will explore some different needs of learners in ML learning and how to make adaptations to support these students, including use of specialist technologies In addition to referring to literature specified here, we will also consider knowledge related to theories of learning from other aspects of the course.	Kormos, J. (2020) ‘Specific Learning Difficulties in Second Language Learning and Teaching’, <i>Language Teaching</i>, 53, 129–143. Leons, E. et al. (2009) Students with learning disabilities and AD/HD in the foreign language classroom: supporting students and instructors. <i>Foreign Language Annals</i>, 42:1, 42-54. Graham, S., Macfadyen, T. and Richards, B., (2012) Learners' perceptions of being identified as very able: insights from modern foreign languages and physical education. <i>Journal of Curriculum Studies</i>, 44:3, 323-348	Activity: Review of planning and teaching to date that has accommodated pupils' particular needs and plan next steps for further development in this area. Discuss with SENCO/ TAs if appropriate to provide further insights	Q1, 6	1.3 1.6 1.8 2.6 5.1 – 5.8 7.9, 7.10 8.5 – 8.6 8.8 1.a, 5.a – 5.e, 5.g – 5.j, 5.m, 7.n, 5.q, 8.h, 8.i, 8.j, 8.k, 8.l, 8.n
4 th December (all day)	The Cultural Dimension How can we integrate the linguistic and cultural	Holmes, P. and Nemouchi, L. (2023) The (inter)cultural dimension in foreign languages teaching. In: Pachler, N. and Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School	Target: Select appropriate class to teach a cultural lesson relating to	Q3	1.2 3.1 3.7 3.a, 3.c, 3.d

	dimensions of language learning? What is the purpose of cultural learning, what frameworks help us to structure learning (e.g. Byram's savoirs model) and what do we need to consider from the learners' perspectives when dealing with the cultural dimension? (all day)	Peiser G and Jones M. (2013). "The influence of teachers' interests, personalities and life experiences in intercultural languages teaching." <i>Teachers and Teaching: Theory and Practice</i>, 20:3, 375-390 Peiser G and Jones M. (2013). "The significance of Intercultural Understanding (IU) in the English Modern Foreign Languages curriculum: a pupil perspective." <i>Language Learning Journal</i>, 41:3, 340-356.	Christmas in TL country/ies. Discuss with mentor insights from LJMU learning on cultural dimension (e.g. Byram's savoirs framework) and consider possible ideas for further incorporation of this, also taking current provision for cultural learning within the KS3 and KS4 Fr / Sp / Ge curriculum in school into consideration.		
18 th December AM	Show and tell Looking ahead to mid-term planning/ prep for alt placement	Richards, J. (2013) Curriculum Approaches in Language Teaching: Forward, Central, and Backward Design. RELC Journal, 44:1, 5-33	N.A. due to Christmas holidays	Q10	2.a, 2.d-f, 8.o
18 th December PM	Review of subject knowledge development			Q9	8.2 8.b, 8.e
26 th February AM	Assignment support Guidance on how to analyse data from practitioner research and interrogate in light of literature	Refer back to literature reviewed for first assignment	Discuss possibilities for translating knowledge from GCSE training into teaching practice with KS4 class(es)		
26 th February PM	GCSE AQA visit	Materials provided by AQA		Q7	3.5 4.5 4.6

	We will have a visit from a colleague from AQA who will present and scrutinise the exam spec and work through nature of assessment tasks and marking procedures. TBC				
5 th March AM	Transition issues in ML (from pri>sec) We will explore transition issues from primary to secondary and consider implications for schemes of learning in Year 7.	Ofsted 2016 Foreign Languages & Science Provision in Primary Schools focus: pp.2-4 Language Trends 2025 – see pp.14-18 in particular Ofsted (2021) Languages in outstanding primary schools Jones, J. (2010) The role of Assessment for Learning in the management of primary to secondary transition: implications for language teachers, <i>Language Learning Journal</i> , 38:2, 175-191.	Discuss: What does the ML department know about the primary ML experiences of pupils before they arrive in Year 7? How do they build on prior experiences to support progression? Challenges? Activity: Arrange discussion with Head of Y7 / colleague responsible for transition arrangements to discuss how school receives information about primary ML experiences / possible data on progress of pupils and associated challenges	Q3	5.1 5.2 3c
5 th March PM	Primary MFL A primary expert will discuss issues in PMFL and model successful pedagogical strategies.	N.A.			
12 th March AM	ICT in ML	Strasser, T. (2023) Digital tools in foreign languages teaching and learning: Educational applications (Ch 5). In: Pachler, N. and	Discuss possible ideas for trialling a new application to	Q2,3,7	5.9, 5k

	We will review applications that you find useful for teaching and learning in ML. We will also explore the use of AI tools for supporting second language learning.	Redondo, A. (eds) (2023) A Practical Guide to Teaching Foreign languages in the Secondary School Recommendation: Become a member Language Teaching with AI Facebook Group	facilitate teaching and, or learning based on recent show and tell / review of a new app/ website.		
12 th March PM	Film/ literature and creativity We will explore imaginative ways of incorporating film, songs, poems and excerpts from literature into our teaching (also making links with cultural dimension).	Hofweber, J., & Graham, S. (2017). Linguistic creativity in language learning: Investigating the impact of creative text materials and teaching approaches in the second language classroom. Scottish Languages Review, 33, 19-28. Pachler, N. and Allford, D. (2000) 'Literature in the communicative classroom'. In Field, K. (ed) (2000) Issues in Modern Foreign Languages Teaching. London: Routledge Raithby, K. and Taylor, A. (2020) Teaching literature in the A Level modern languages classroom : a teacher's guide to success. London: Routledge. Taylor & Francis Group Steve Smith Youtube on exploiting cartoons https://frenchteacher.net.blogspot.com/2018/03/what-can-you-do-with-films-in-mfl.html https://www.creativeml.ox.ac.uk/research/language-learning/	Discuss which topic(s) on the timetable in Phase 3 would lend themselves to the integration of film/ song / some type of literature. Target: STs to plan and teach at least one lesson to include this and reflect on response of students and impact of chosen activities.		
19 th March AM	Primary Prep		Discuss your ideas about the implications of primary experience for Year 7 teaching in the future. Are there implications for designing Y7		5.1, 5.2, 2g
19 th March PM	Primary in Action You will spend the afternoon teaching primary students. Morning is preparation time.				

			Schemes of Learning? What type of knowledge about prior learning will you draw on in the future that you may not yet have considered?		
16 th April AM	Cross-curricular learning We will explore opportunities for cross-curricular learning and analyse the benefits of this.	Watts, C. and Forder, C. (2012) <i>Living Languages. An Integrated Approach to Teaching Foreign Languages in Secondary School</i>. Routledge	Discuss for which class it may be possible to develop a sequence of lessons that are characterised by a cross-curricular theme and which theme would be most appropriate. Target: Identify when this sequence of lessons can be taught in Phase 3.		3.1 (wider vision), 8.3, 3.c, 3.d, 3.f, 7.m, 8.f
16 th April PM	Post 16 and A Level Exploration of pedagogy and resources for teaching A Level	Raithby, K. and Taylor, A. (2020) <i>Teaching Literature in the A Level Classroom</i>. Routledge. www.frenchteacher.net A level specifications and support resources	Discuss: Based on the session at JMU, plan (target) the application of new strategies you could implement with post 16 students. If there has not been the possibility to teach post 16 to date, does the		4.1 – 4.11 3.5 1c 4.a – 4.p as possible for post 16, depending on placement

			school have links with other schools / colleges that could facilitate this experience at the end of Phase 3?		
23 rd April (all day)	Review of subject knowledge development and future planning				8.7
30 th April AM	The ML trip abroad Virtual exchange We will look at how to plan a study trip abroad to optimise linguistic and cultural learning and also consider logistical / health and safety issues We will explore issues with organising online virtual exchanges.	Secondary MFL Facebook group – sharing ideas re suitable itineraries. Peiser, G. (2015). “Overcoming barriers: engaging younger students in an online intercultural exchange.” <i>Intercultural Education</i>, 26:5, 361-376. Snow, D. and Byram, M (1997) Crossing Frontiers: the school study visit abroad, CILT (some relevant bits in spite of its age!)	Discuss departmental provision for trips abroad (and related issues) / virtual interaction with peers online.		1.1 1.2 3.1 8.3 3.c, 8.f
30 th April PM	Show and Tell				