What are teachers doing to get their students talking in their lessons?

There are four underpinning elements of language acquisition theory. Think carefully about how you balance these four elements in your lessons.

Comprehensible Input

Interaction

Output

Error Correction

(1)

Christina Fee from Bishop Walsh School shared their TL progression maps. Mapping out teacher and student use of TL allows for increased comprehensible input and opportunities for output. Each term, new TL structures are introduced. There's a balance between classroom language and idioms that students can build into everyday speech. ¡**Es pan comido!**

"Less than 1% of Language Departments have a strategic approach to the use of TL in their classrooms."
Bianka Zemke, Webinar Sept 2024.

AUTUMN TERM

Hola / Buenos días
Hello / Good morning/day

Adiós
Goodbye

Cómo estás?
How are you?

bien / mal / cansado/a / emocionado/a
well / bad / tired / excited + (others)

Gracias / Por favor / De nada
Thank you / Please / You're welcome

Sí / No
Yes / No

¿Me puedo quitar la chaqueta?
Can I take off my blazer?

¿Cómo se dice?
How do you say?

¿Qué significa?
What does it mean?

¿Puedo ir al baño?
Can I go to the toilet?

Perdón por llegar tarde.
Sorry for being late.

SPRING TERM

¿Puedo abrir/cerrar la ventana?
Can I open/close the door?

¿Puedo abrir/cerrar la puerta?
Can I open/close the door?

Necesito un boli/una cola .
I need a pen / a glue.

Necesito papel.
I need paper.

No tengo mi cuaderno / pizarra
I don't have my exercise book/ whiteboard.

¡Qué guay!
How cool!

Me mola
*I love it
(other basic opinions - me gusta etc)*

SUMMER TERM

He terminado.
I have finished.

DONE!

No he terminado.
I haven't finished.

Nearly.
Casi.

Lo siento.
I'm sorry.

No sé.
I don't know.

Por supuesto.
Of course.

Vale
Okay

Year 7 TL Progression Matrix.

Things to consider:
1. How much language is realistic for students to learn and use each term?
2. Include useful classroom language and genuine authentic phrases which students might build into their everyday speech.
3. Co-create your TL matrix with input from all teachers in the department.
4. Don't forget about teacher use of TL too. How does teacher use of the TL develop from year 7 – year 11? Agree a set of core structures which all teachers use consistently. This will support students in split classes to benefit from a consistent approach.
5. Consider longevity. How do you maintain teacher and student use of the TL throughout the entire term?

(2)

Marie-Claire D'arcy-Barron from Blessed William Howard School reminded us about the power of praise. Could this encourage our students to use the TL more consistently? She suggested introducing regular praise certificates for:

Pronunciation Professors, Vocabulary Victors
+
Grammar Gurus

3 Jay Patel and Nathalie Charlery from Erdington Academy build structured 'debate time' into their year 10 lessons, providing an opportunity for students to talk about a **hot topic, interact with each other** and speak in the TL, **forcing output.**

Year 10 Hot Topic Debate Support

Oui! Je suis d'accord!
Bien sûr! Je partage cet avis
Je comprends ce point de vue
J'en suis convaincu/e

Question à la une de l'actualité!
Les jeunes d'aujourd'hui ne mènent pas une vie saine!

Désolé/e! Je ne suis pas d'accord!
Je ne partage pas cette opinion
Je ne suis pas du tout convaincu/e
Je ne partage ce point de vue que partiellement

Bonus
Avant de + inf

Verbs / Tenses
Avoir
Mener
Gérer
Fumer
Être
Se concentrer
S'amuser
Appartenir
Marcher
Faire partie de
Faire

Je pense que..
Il me semble que...
Je dirais que ...
À mon avis ...
À vrai dire
Pour dire la vérité
Pour être honnête
Je suis d'avis que

OPINION

- Mes amis ont ....
- Ils sont/ ils font/ ils aiment/ ils considèrent ... comme (such as/ as)/ ils appartiennent à ... (belong to)
- ....beaucoup de jeunes/ certains jeunes ... c'est cool de + inf/
- En ce qui me concerne/ Pour moi j'ai une vie équilibrée...
- À l'avenir/ plus tard/ je voudrais/ j'ai l'intention de + infinitive

Key vocabulary

Things to consider:
1. Map out your **hot topics**. Can these link to the GCSE theme you are working on? Or a whole school PHSE focus? Could you students choose the hot topic?
2. Pre-teach the language they need to be able to engage in the debate.
3. Plan 'debate time' into your SOL. You need 30 mins per lesson to do it properly.
4. Consider your groupings. Groups of two or four work well.
5. Think about error correction. Focus on pronunciation in the moment. Pick up grammar later!
6. Remember the bigger picture – yes it takes a lot of lesson time but your students are listening, responding and communicating. All of this will help motivation and prep for the GCSE!

4 Shelley Walklate from Cardinal Griffin School shared a strategy to support students to improve their reading aloud through careful annotation.

DUAL

Je vais   Je voudrais   très   Dans trois ans

Dot Silent Letters   **U**nderline key graphemes   **A**ccents – circle them!   **L**iaison – identify it!

If anyone knows who created this strategy, please let us know and we'll credit it to the original author!

5 Conversations in the breakout rooms were also incredibly rich. Traciean Richards from King Edward VI Handsworth School for Girls shared a great strategy being used in her department, which builds on the concept of intentional monitoring.

Intentional teacher – student interaction

"We each have a clipboard with the names of students in our class and each term we aim to have some individual 'talk time' with all of them. We speak to them whilst pupils are working on a task, It's 2 mins max and we ask them 2 questions linked to the work we are doing. We don't mark or grade the interaction, just tick off that we have spoken to them and then as a department we identify common themes which are cropping up multiple times, pronunciation, grammar problems, questions they can't answer."