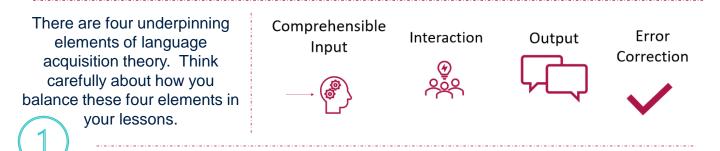


What are teachers doing to get their students talking in their lessons?

Key Take Aways from TTLH's Motivation and Oracy Teach-Meet Tuesday 26th November 2024



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!**

(1) 4b 40/	AUTUMN TERM	SPRING TERM	SUMMER TERM
"Less than 1%	Hola / Buenos días Hello / Good morning/day	¿Puedo abrir/cerrar la ventana?	He terminado.
of Language	Adiós	Can I open/close the door?	I have finished.
Departments	Goodbye Cómo estás?	Can I open/close the door?	l haven't finished.
, have a	How are you?	Necesito un boli/una cola . / need a pen / a glue.	Nearly. Casi
strategic	bien / mal / cansado/a / emocionado/a well / bad / tired / excit- ed + (others)	Necesito papel.	Lo siento. <i>I'm sorry</i> .
approach to	Gracias / Por favor / De nada Thank you / Please / You're welcome	No tengo mi cuaderno / pizarra I don't have my exercise book/ whiteboard.	No sé. <i>I don't know.</i> Por supuesto.
the use of TL in	Sí / No <mark>Yes / No</mark>		Of course.
their	¿Me puedo quitar la chaqueta? Can I take off my blazer?	iQué guay! How cool!	Okay
classrooms."	¿Cómo se dice?	Me mola I love it	
Bianka Zemke, Webinar Sept	¿Qué significa? What does it mean?	(other basic opinions - me gusta etc)	
2024.	¿Puedo ir al baño? Can I go to the toilet?	Year 7 TL Progression Matrix.	
	Perdón por llegar tarde. Sorry for being late.		

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.
- 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?

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

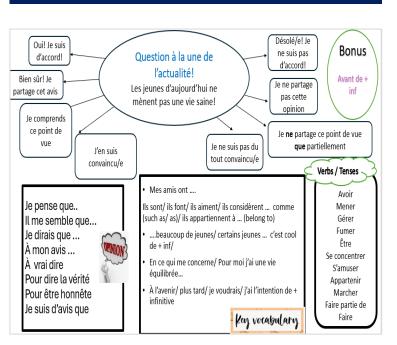
2)

LanguageHubs

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



Things to consider:

- 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!
- 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!

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



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."