

Transcript: TRG 3.4 French Showcase

Length of Talk: 18:34 minutes

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Slide 1:

Welcome to this showcase of differentiation with the French SoW.

We will explore teaching activities from Y7 French Term 1.2 weeks 3-7, looking at supporting lower proficiency learners through differentiation by support, task and outcome.

Slide 2:

The main aim of weeks 3-7 of the second half of the first term in Year 7 is to ensure that students acquire a good verb lexicon.

This is essential so that they can understand and create interesting sentences and so that they have a solid bank of verbs which can be manipulated, over the coming months and years, for different persons, numbers, tenses, moods, and aspects.

Slide 3:

This is the excerpt from the Scheme of Work.

Initially, we list three subparts (je, tu, il/elle) because resources and activities will use these three over the course of these lessons.

Note also that je and il/elle use the same verb form, i.e., the 'short' form given on NCELP verb slides, and all three subparts sound the same (the oral forms are indistinguishable). So, written comprehension and written production will contrast, in pairs, 'je' with 'tu' and 'il / elle' with 'tu', to provide ample practice in the 's' agreement for 2nd person singular (tu).

Re-visiting intonation questions allows various combinations of practice in interactions, with both 2nd and 3rd person singular forms.

From week 5 we move on to plural persons, pairing these with the more familiar singular forms in each case, all the while using the high frequency regular –er verbs.

Slide 4:

Now that we have seen how progression is built in across a series of weeks, let's now look in detail at differentiation to support lower proficiency learners within the resources themselves, in particular starting with week 6 of T1.2

Across the series of lessons on –er verbs, we not only practise each time the –er verbs from each week's specific vocab set, but also recycle the verbs from the previous lessons.

As we have said, this is to ensure that students acquire a good verb lexicon, in particular focussing on highly frequent verbs.

Where students' retention of these verbs is poor from week to week, providing visual support can be valuable to allow students to access the tasks, without comprehension of the key verbs becoming a barrier.

This allows focus to be maintained on the learning points, in this case, understanding and producing third person singular and plural verb endings.

Let's look at one way to do that.

Slide 5:

The pair of lessons we will look at in detail is pair 4 out of 5, where the focus is regular –er verbs and features use of additional infinitives, other than the three which are newly introduced this week.

To further support students' understanding of the –er verbs used in this activity, where retention is weak, teachers could make use of the Y7 Language Guides in class.

If students are not able to readily recall the meanings of the verbs used, they can be directed to pages 22-24.

This supports the reading, listening and production activities across the two lessons.

Students could be asked to highlight the infinitives in a particular colour.

To promote recall, rather than having the sheet on the desk for constant referral and in order to maintain a degree of challenge, ask students to have this help sheet face down on their desks and that they try to remember vocab items and grammar rules before they check the sheet.

Once checked, they should turn the sheet back over.

Another way to make use of this sheet would be to ask students to read the sheet for 2 minutes ahead of the activity as a quick refresh, either asking students to make no further reference to it, or limiting the number of times the sheet could be referred to ('lifeline' style).

These methods could be particularly useful for mixed ability groups where various levels of challenge are required to meet the span of ability across the group.

Where students' retention is very poor, then allowing the sheet to be referred to throughout may be of benefit.

Remember though that some 'attempt to recall' is needed to strengthen memory, so it may be better to reduce the number of items students are required to produce, and instruct them to repeat tasks, with less support each time. i.e. whilst others produce 5/6 items, they produce 2 or 3, several times, referring to the sheet initially, then reducing their own reference to it.

Slide 6:

Now a support activity intended as a pre-task scaffold activity.

After the reading activity, the grammar slide is repeated with an additional note to draw students' attention to pronunciation.

This then sets up discreet practice of this specific point ahead of the listening activity itself.

This would be of particular value for use with lower proficiency learners to enable them the greatest chance of success with this tricky grammar point.

Slide 7:

This is the pre-task scaffold activity. Here, students experience the pronunciation of third person plural through modelling from the teacher and repetition, firstly with *ils+ verb*, then with *elles+verb*, using various combinations of custom animation.

The original teacher notes are included in the notes field for your reference.

Slide 8:

Here is the listening activity from lesson 1 so you can see the activity itself.

It is also included for reference so you can see how the listening tasks gradually progress in difficulty from lesson 1 to 2 of this sequence.

The original teacher notes are again included for reference here.

This is an example of a bimodal task which connects the spoken form with the written form simultaneously, as in this case listening alone does not indicate singular or plural.

Read these if you wish to find out more on bimodal tasks and see the task procedure in full.

Now click to bring up the example.

Slide 9:

No narrated audio. Audio from the lesson resource.

Slide 10:

If teachers feel that transcribing the whole verb presents a barrier, ask students to produce the verb ending, offering the stem as visual support as an in between step.

Students could have a go at transcribing the verb, but if not sure and do not have immediate recourse to the Language Guide, wait for the clue of the stem. Again, click to bring up the steps.

Slide 11:

No narrated audio. Audio from the lesson resource.

Slide 12:

Before we move on, some teachers within the network report they find it useful when differentiating for lower proficiency learners to use an even further simplified grammar explanation slide such as this, to minimise written language.

Slide 13:

Now that we have seen ways of differentiating by support, let's now look at differentiation by task type to support lower proficiency learners.

This is specifically lesson 2 of Y7 Term 1.2 week 6.

Slide 14:

Now the progression to the listening activity in lesson 2.

Before we look at differentiation here, if you are not already familiar with this activity, spend a minute looking at how it works.

The original teacher notes are included for reference.

Slide 15:

Here is the activity in full.

Students could be asked to complete the first part only- write the correct ending.

With a mixed ability class, keep the slide as is, to include both support and challenge options.

With a setted group, simplify the slide if you feel this would help.

Gauge with your groups how to explain the different levels of challenge within the activity.

Some students feel reassured by having a simplified option, others enjoy giving the challenge a go.

You will know how best to set this up.

A suggestion in the original teacher notes is that teachers could consider asking students to mark their work in two sets, to allow students to feel successful and give the teacher an indication of how students did with the two aspects of the task.

Slide 16:

Here is one example of what a simplified version might look like.

We are not losing the focus on the learning points -but in a more supported way that will allow lower proficiency learners a greater chance of success with these quite tricky learning points.

To facilitate the students not having to listen to the second part of the recording, I would simply press escape after the first part of the sentence and click back into slide show using the shortcut key at the bottom of the screen for the next sentence.

Again, although we have altered the task, the learning point still offers progression from lesson 1 to 2.

In lesson one, students wrote the correct verb with corresponding subject pronoun only.

The added element here is that students work at sentence level, writing the correct verb ending, informed this time by their hearing of 'le or les' or 'la or les'

and then translate the whole sentence.

Slide 17:

Here is alternate way that this activity could be altered, should you wish to make use of both parts of the audio per sentence, naturally, eliciting translations into English as part of the feedback.

Slide 18

Now onto differentiation by outcome, looking at an activity from T1.2 week 4.

Slide 19:

Here students have the opportunity to come up with their own sentences, based on prompts in French.

The primary focus is the correct subject pronoun with corresponding verb ending whilst also offering practice with the a secondary learning point of correct use of the preposition 'à'.

Teachers could set differentiated expectations for task completion.

For example, all students attempt 2 in the 'je' form and 2 in the 'tu' form (for example), most attempt 3 of each and some attempt all 4 of each.

Slide 20:

This is the answer slide.

To enable students to experience success, consider correct use of the preposition as bonus points, so that students who succeed with the primary aim of the verb ending, but not the preposition, are recognised for this.

Slide 21:

One particular activity in this sequence of learning taken from Term 1.2, from week 5 offers an extended text to consolidate a range of high frequency verbs learnt across the first three weeks of this sequence.

In order to support lower proficiency learners, differentiation here is offered by support, task and outcome.

Slide 22:

This dictogloss activity combines receptive and productive modes in both oral and written modalities, to consolidate students' knowledge of this suite of high frequency –er verbs.

The speed of the audio is quite slow, to maximize students' understanding, given that comes in the first term of Year 7.

The audio can also be paused to give students additional thinking time and the time to make any necessary notes.

Slide 23:

Teachers could use this as a scaffold during the listening activity to structure students' listening.

Notice that the verbs listed appear in the order they are heard within the audio.

During the listening, students tick whether it is *je* or *nous* they hear associated with the activity, plus, if they can, write any additional information that they hear such as 'in the house' or 'at school'.

This then helps students with the write up, as a record of which person to put the infinitive into.

Alternatively it could be used as a stand alone vocab list during the listening if teachers remove the final three columns.

Do bear in mind the ways the vocab sheet could be used to support recall as discussed on slide 5 and the importance of providing some attempt to recall, given it is needed to strengthen memory.

Slide 24:

Here is the transcript.

Teachers could display this text after pairs have had a go at piecing together their version in French as a comparison to the original.

Slide 25:

In order to bring the activity to a close and ensure students' comprehension of the text in its entirety, written sentences are proposed for translation.

This step may not be needed if the pairs have managed fairly accurate representations of the text.

Teachers could simply take some quick feedback then collect the work in for marking for individualised feedback.

If, however, students have only managed a partial understanding of the text through listening, and teachers wish to ensure learning is fully exploited, this could be used.

Here, in order to gain a full understanding of the text, students have a go at translating the individual sentences, making use of the vocab sheet if necessary.

Here differentiation would be by outcome.

Teachers would see successful translations of certainly the regular high frequency -er verbs in the 'je' or 'nous' form, with the extra detail being successfully translated by some students.

Conducting whole class feedback once all students had attempted the translations would then bring this activity to its close and ensure understanding for all.

Slide 26:

This is a suggestion of how the translation task could be adapted to further support lower proficiency learners, should teachers wish to maintain focus on comprehension of the verbs alone, whilst offering support of the sentence in English, to aid students' understanding of the whole text.

Slide 27:

Here we will see how one school who are using the NCELP French SoW with Year 7 have adapted the production tasks for lower proficiency learners.

Slide 28:

This is the activity as it stands – for reference. The school use this with their higher proficiency learners.

Slide 29:

In the SoW this is originally proposed as an open-ended task.

Here the school have adapted this to by giving prompts in English to guide student responses.

Slide 30:

This is the answer slide to allow the teacher to conduct whole class feedback.

Slide 31:

We can see here how the school have adapted this task to support lower proficiency learners.

They have taken the models for singular and plural over two slides. Firstly here with the singular.

Slide 32:

And now in the plural plus provided the English translations in case to offer for visual support.

Also in this adapted version of the task, answers are only required in the affirmative.

Slide 33:

For the written production element of the task here, students are asked to concentrate on producing the verb ending only, with the subject pronoun and stem being provided.

This maintains the focus on the learning point of first person singular and plural of regular –er verbs, but removes, for example, literacy barriers.

Slide 34:

Thanks to Specialist Teachers at Cardinal Hume Catholic School for kindly sharing these examples.