

Liz Black

Friday 12<sup>th</sup> March

4.41- 5.11

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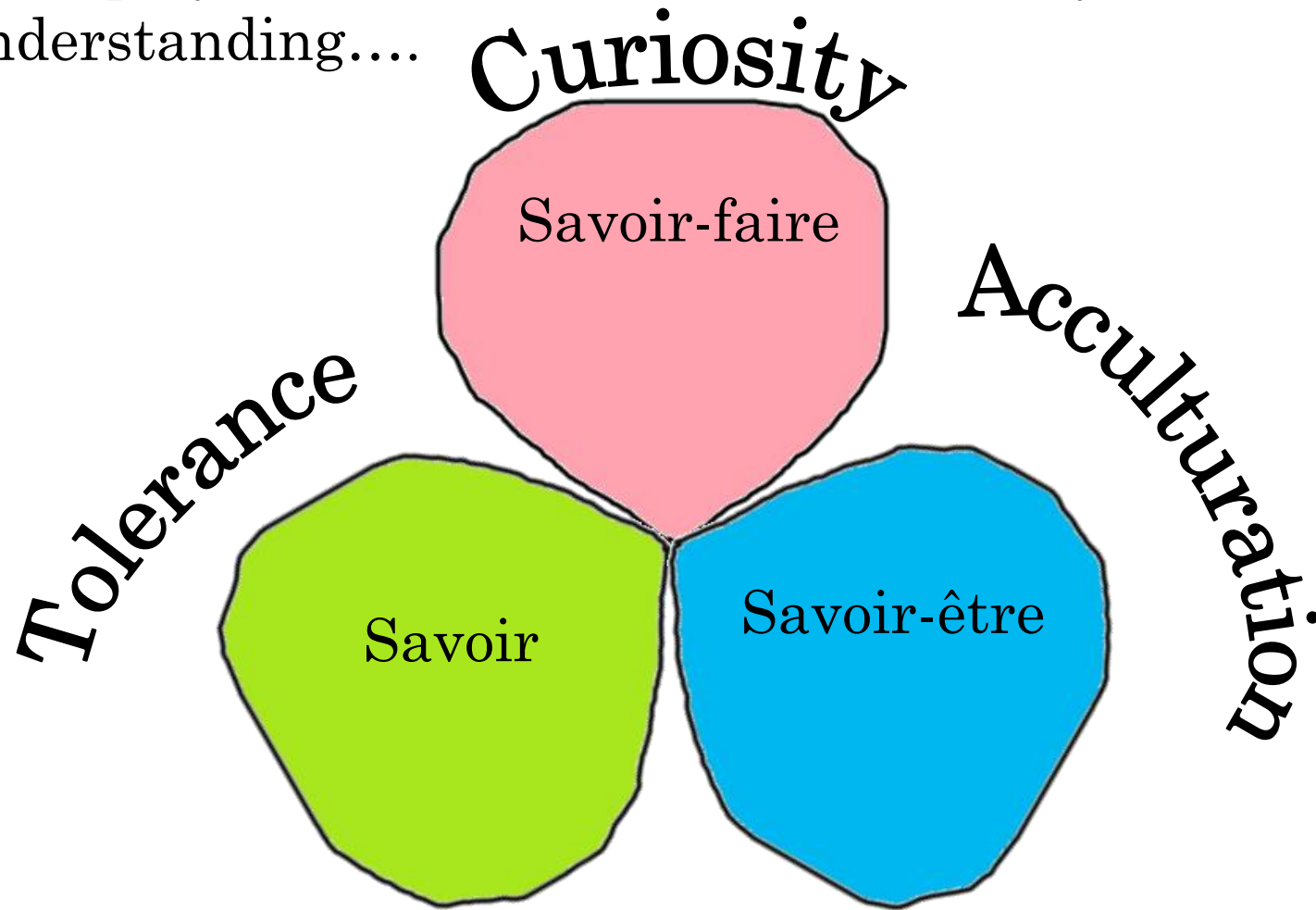
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**Stimulating curiosity and developing students' investigative skills also leads to greater international thinking.**

**Classroom based research with teachers using authentic materials has really made me think.**



CILT project with Jim McElwee ICU - Layers of understanding....

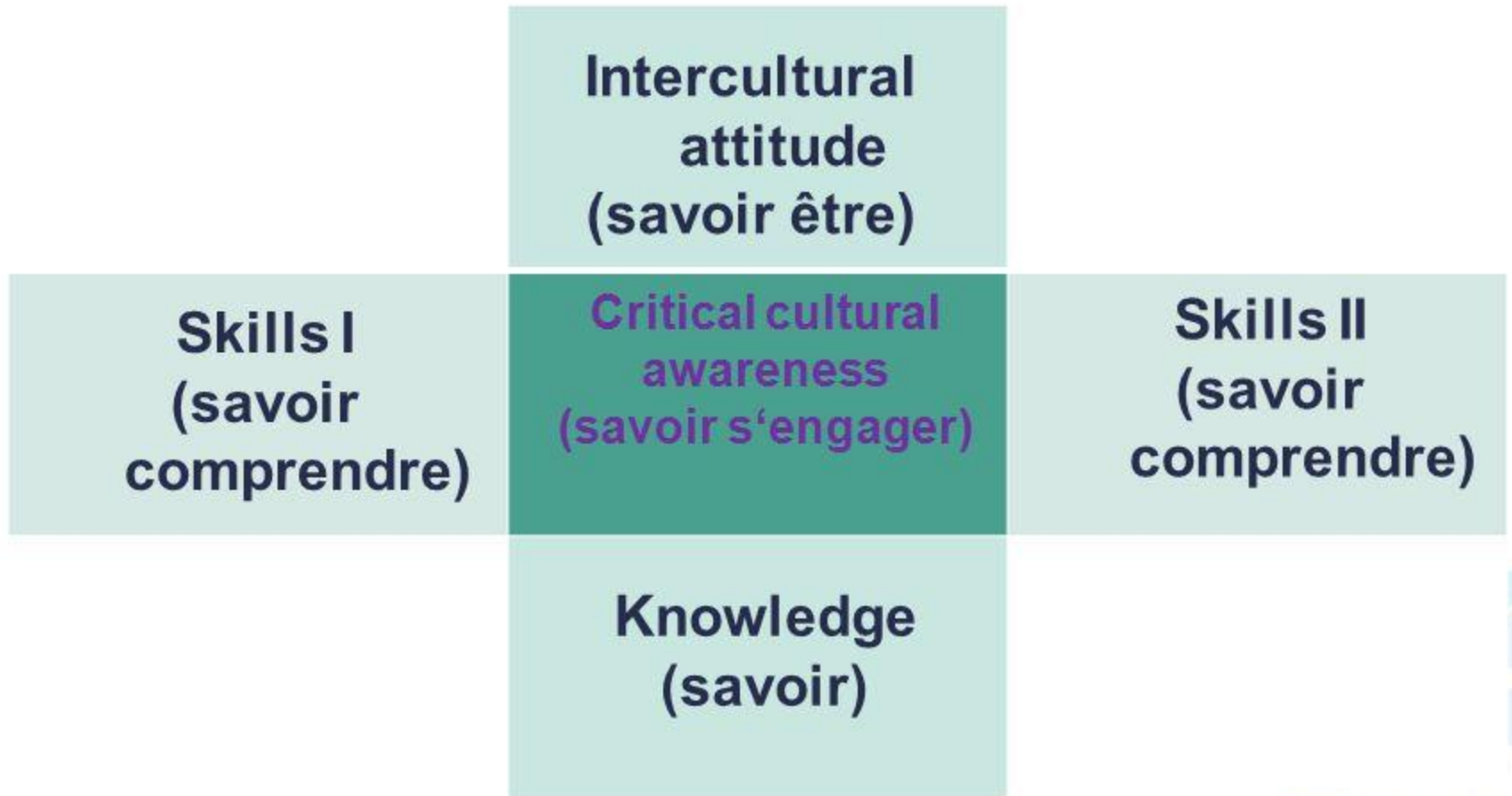


Savoir : “knowledge about”

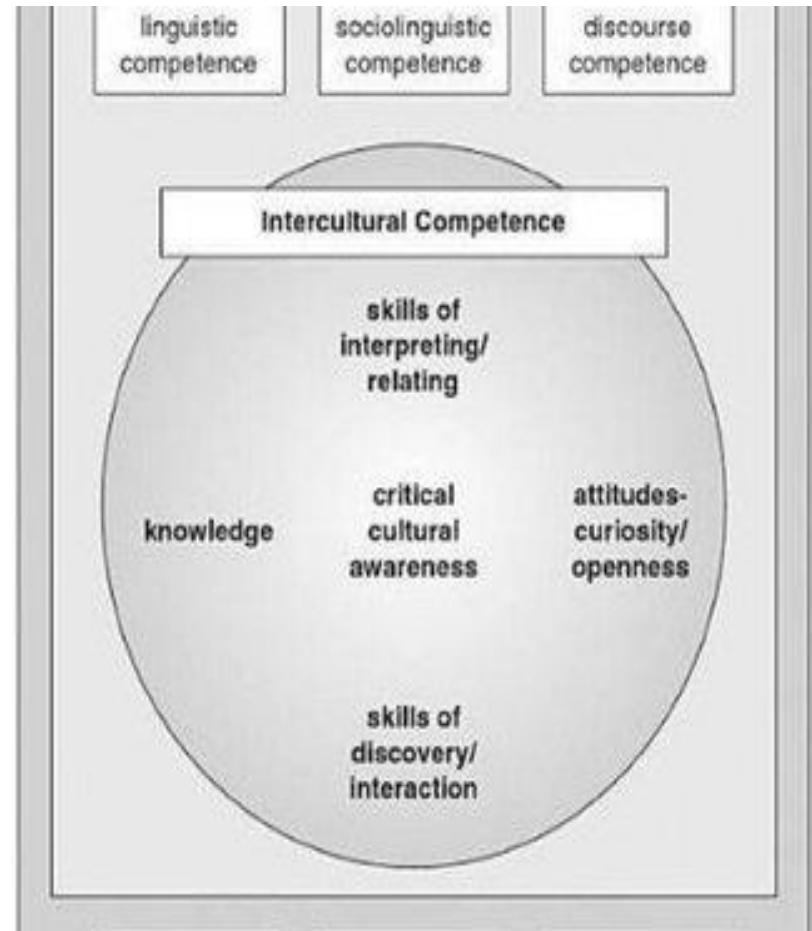
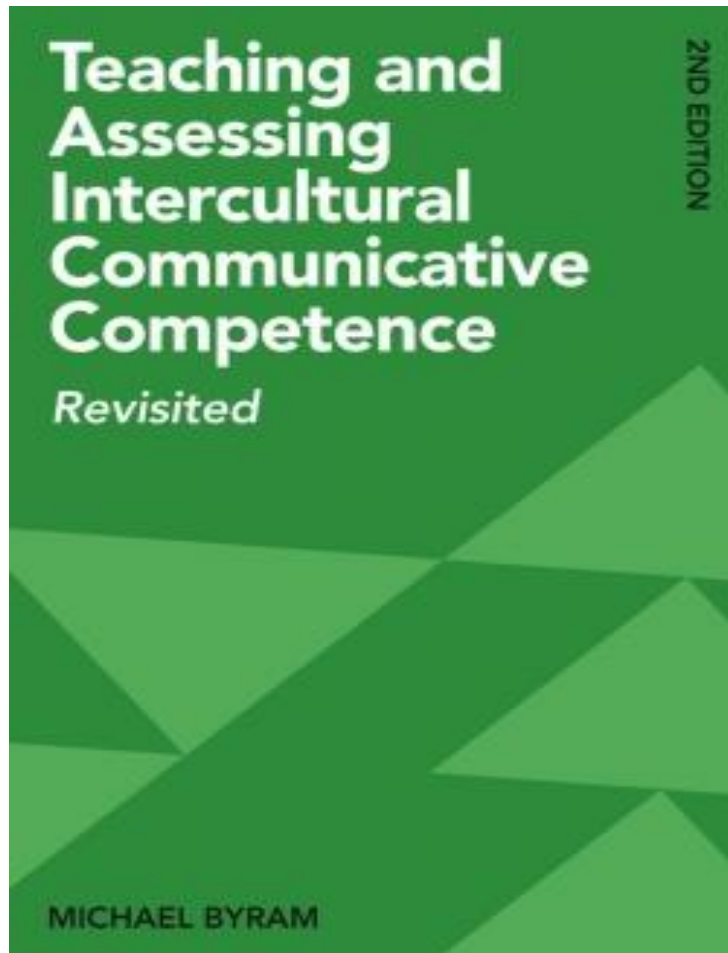
Savoir-faire: skills and competences and the ability to manage socially

Savoir-être: way of working with other people: understanding and accepting etiquette of other society

## Byram's Model of Intercultural Communicative Competence (1997)



# 5 'savoirs'



# Aims: to explore

- a) how using authentic texts stimulates curiosity to learn another language
- b) developing whole school approaches may give us more curriculum time

Developing a rich curriculum for all encourages students to be open and reflective and talk about things that matter to them?



# Successes and suggestions

Whole school literacy policies have been successful.

Language lessons support EAL learners.

Teachers supporting reading initiatives by sharing their personal reading recommendations has been **powerful**.

**Suggestion 1** Can we use assemblies and tutor group time to cover headlines / world issues so that the students are exposed to the themes before we look at authentic texts in language lessons?

# Successes and suggestions

Whole school approaches to environmental issues and decolonising the curriculum are already making a difference.

**Suggestion 2** Add whole school approaches to **international thinking**

More curriculum time for what we consider important aspects of language learning are:  
understanding otherness,  
developing tolerance and empathy

# Successes and suggestions

Scientists are currently constantly collaborating across the world with great success. Students are interested in this because it affects everyone across the world so much.

Teachers collaborating across the world and across subject disciplines is also **powerful**. We can learn so much from each other.



# “On the cusp...” 1999

David Bowie's interview with Jeremy Paxman

There are so many easily  
accessible authentic ‘texts’



Photos    Headlines    Photojournalism

Podcasts

Tik Tok    Instagram    Snapchat  
(or make your own with Textingstory app)

Webcams for live weather reports

# Exploring the world

....[windowswap.com](http://windowswap.com) or View from my window



Airbnb hotels campsites theme parks

Virtual tours of museums, cities, going to  
supermarkets

websites like [www.tasteatlas.com](http://www.tasteatlas.com)

drive and listen <http://driveandlisten.herokuapp.com/>

radio.garden Explore the world in real time!  
Dutch radio and digital research project

# Live clips of environmental issues e.g. endangered species being born in different zoos across the world - blogs of their development

Pit being checked

These are  
amazing and  
really stimulate curiosity  
in classrooms  
across the world

<https://www.zoo-berlin.de/de>

so many different languages  
available



Lexicographers are debating the 'explosion of expression' due to the Corona virus pandemic

Tony Thorne - Kings College slang specialist

Language is constantly changing and new meanings are being created.

Visual literacy GIFS emojis



*Worauf freut ihr euch, wenn die Pandemie überstanden ist? Bitte nur mit GIFS antworten*

**ZDF heute @ZDFheute**

## **ZDF heute @ZDFheute**

Pest, Cholera, Pocken: Die Erfahrungen und Erkenntnisse von damals helfen uns heute im Kampf gegen das [#Coronavirus](#). Und trotzdem wird es wohl nicht die letzte Massenerkrankung sein. **Eine Visual-Story:**

**Was wir aus Pandemien und  
Seuchen gelernt haben**

Und warum Corona wohl  
trotzdem nicht die letzte  
Pandemie sein wird



**Suggestion 3** Have an additional learning objective and use more verbs?

Identify

Investigate/Research/ Explore

Compare

Imagine

Discuss

Appreciate

Plan and present to peers... i.e. their findings

Could this be used as a form of assessment? Could students record evidence themselves when they feel they have made progress?

# Implications for planning

When we are planning lessons / sequences of learning we need to analyse which words are **key** in helping students understand the headline, film clip/extract/text you are using?

Then give them opportunities to use them.

# Thinking hard about **why** and **how** we implement changes?

## Collaborating with other curriculum disciplines

## PSHE/Geography/ History/Art/Music

History

Richard Kennett **Why this why now**

<https://onebighistorydepartment.com/2020/02/11/why-this-why-now>



# Reading and links to resources

Oxford languages report

*Words of an unprecedented year 2020*

<https://pages.oup.com/ol/word-of-the-year-2020>

Research into emoji language

<https://www.gold.ac.uk/news/emoji-language/>

Schools Week: Edition 240 Feb 21 2021

P. 31 How can we help students transfer learning to new contexts?

Richard Kennett: Blog post <https://onebighistorydepartment.com/2020/02/11/why-this-why-now>

Lessons for a just and sustainable world

<https://leedsdec.co.uk/global-learning-lessons-mfl/>

Poetry French/German/Spanish/Mandarin

<https://www.queens.ox.ac.uk/anthea-bell-prize-teaching-resources>