

Learner and continuing professional development resources

Modern foreign languages

Soap opera interactive resource



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Our mission

The Quality Improvement Agency (QIA) will champion and facilitate excellence and innovation in post-16 education and training services in England.

Our promise

QIA will be a critical friend to the further education (FE) system, challenging sector organisations and those engaged in learning, teaching and training to achieve their potential.

We will be respected for the quality of our expertise, appreciated for the insight we offer and valued for the positive difference we make.

We will be an honest broker, creating programmes to help accelerate improvement and connecting organisations with those programmes through delivery partners.

We will work with government to ensure policies are informed by the knowledge and experience of the FE system and help organisations implement new initiatives.

language

Foreword

by Andrew Thomson



I am delighted to be able to introduce this innovative, stimulating Modern Foreign Languages (MFL) resource developed by QIA as part of the Teaching and Learning Programme. This extends the set of MFL resources disseminated nationally by QIA in autumn 2006. This programme is now managed by QIA and forms a substantial part of our work. It is designed to transform teaching, training and learning in selected curriculum areas.

The Teaching and Learning Programme has already been very successful in disseminating exciting teaching and learning resources to the FE system. The programme has three enablers:

- subject specific teaching and learning resources
- subject coaching networks
- professional training for Subject Learning Coaches.

Together, these three enablers support teachers, tutors, trainers and managers to raise standards of practice and deliver learner success.

This resource has been developed in consultation with teachers, tutors, trainers and other experts from MFL. It includes new approaches to designing and managing teaching, training and learning, provides practical activities for learners, stimulates professional development and will help your organisation to test out new approaches and techniques in this curriculum area.

I hope you find this resource and the approaches of real benefit to you and your organisation. I am certain you will find it provides an excellent opportunity for your teachers, tutors, trainers and managers to improve their professional development and support QIA's mission of excellence for the FE system as a whole.

Andrew Thomson
Quality Improvement Agency
for Lifelong Learning (QIA)
Chief Executive



Section 1

Introduction

“The activities help students engage in the lesson, stimulate their creativity and enhance their imagination.”

**Dr Younis Ali
Lahweij, Thames
Valley University**

Welcome to a new and exciting interactive resource designed to support teachers, tutors and trainers* in delivering inspirational MFL learning sessions. Based around characters in a soap opera, Cliffhanger Studios contains video prompts, character cards and a storyboard creator for preparing and presenting engaging role-play activities. Teachers can adapt activities for a range of situations, levels and learners, and use features of the resource to stimulate the development of vocabulary, grammar and the four main language skills in a cultural context. It is suitable for all MFL teachers and can be used with the full range of language learners in a variety of learning environments.

This resource extends the existing Soap opera activity from the MFL resources disseminated nationally in autumn 2006 as part of QIA's Teaching and Learning Programme. Copies of these resources can be found on QIA's Excellence Gateway at <http://teachingandlearning.qia.org.uk/#mfl>.

Teachers and learners alike find the 'Soap opera' approach to be a valuable stimulus for language learning due to the realistic nature of scenarios taking place in a busy residential, commercial building and the opportunities

for creative use of language that role play offers. This resource provides video clips with a cliff-hanger to stimulate discussion on what happens next in English, French, German and Spanish. The outcomes of discussion can be recorded using the interactive storyboard creator.

*Note: The term 'teachers' will be used throughout these guidance notes to denote teachers, tutors and trainers.

1. Contents of the resource

a. A guidance booklet, which includes:

- pedagogical support for using this resource
- continuing professional development (CPD) and learner activities.

b. A CD-ROM, which includes:

- an interactive resource to stimulate role play, create opportunities for creative use of language and develop all main language skills
- a set of video clips of realistic soap scenarios and examples of outcomes
 - two aimed at beginner level: 'First day surprises' and 'Alarming behaviour'








- one at intermediate level:
'Mysterious noises'
- one at advanced level:
'Save our shop'
- a set of audio files for these scenarios to be copied onto CD, MP3 player or USB key
- additional guidance on e-learning and MFL including a sample session plan and sample word chart
- a poster demonstrating the various ways this resource could be used
- a demonstration video showing how the interactive resource can be used.

2. How to get started

Insert the disc into the CD-ROM drive. Cliffhanger Studios should then start automatically. If it does not, navigate to the CD-ROM drive and double click on the file 'studios.exe'.

Choose your preferred language or access the demonstration video from the first screen, then select a new project to launch the foyer of Cliffhanger Studios. From the foyer, you will find doors leading to:

Image	Explanation
	<p>Foyer – access the key features of Cliffhanger Studios</p>
	<p>Storyboards – create and edit storyboards, adding characters, backgrounds, and written and spoken role-play dialogue</p>
	<p>Stories – view video clips and storyboards showing characters in Cliffhanger Studios in a number of realistic dilemmas with prompts for 'pause and reflect' activities</p>
	<p>Characters – view, create, edit and print out character cards</p>
	<p>Resources – access and add to the audio and image archives, view, edit and create talking worksheets and find additional guidance including the demonstration video in the Teachers' area</p>

Further guidance on using each section can be found in a step-by-step guide in the Teachers' area on the CD-ROM.

Work produced using Cliffhanger Studios can be saved by selecting 'File/Edit' and 'Save'. Work is stored in a project zip file that can be stored locally and is approximately 80MB. This file can also be copied onto a USB key so that work prepared in one session can be re-opened in another session.

Once familiar with this resource, you may wish to go further in improving your skills in using digital technologies. To assist you, we have included some

e-learning guidance from the previous MFL resource on the CD-ROM. You will also find a sample session plan for the use of this resource and copies of the video and sound files of the scenarios featured. These are available so that teachers without access to whiteboards and laptops in the classroom can also use the materials as a stimulus for activity.

This CD is available to download from the Excellence Gateway. It has been developed for use on a Windows PC and requires microphones for audio upload.



Section 2

Underpinning principles

“I enjoyed the experience! I have not used a resource like this before and feel it will be useful.”

**Veronica Reed,
Learner**

1. Main aims

The main aims of the resource are to:

- support teachers in the effective use of digital resources
- promote inspirational teaching and active learning for individual or group work
- support MFL Subject Learning Coaches in their promotion of the objectives of the Teaching and Learning Programme
- stimulate and challenge learners at all levels of competence
- develop learners’ main language skills and build up expertise in vocabulary and grammar in a variety of realistic contemporary contexts
- encourage creative and imaginative use of language whilst protecting learners’ sensitivities regarding personal information
- contribute towards the continuous improvement of IT skills and Skills for Life
- help meet diverse learner needs and personalise learning.

In addition, the CPD elements of the resource can contribute towards teachers’ 30 hours (or pro rata) of CPD. See Section 4 for full details of how this contribution can be made.

Subject Learning Coaches will be able to help teachers develop ways of using the CPD aspects of the resource to meet the needs of their colleagues in the most effective way (see Section 4).

2. E-learning guidance for teachers

This resource provides an example of how digital technologies can be used within a blended learning environment to assist the learning process and help teachers support individual learners’ needs. Further details of how this can be approached are found in the CPD activities and session plan. Teachers can also use free and inexpensive software to develop interactive questionnaires, puzzles, drag and drop and other games-based learning activities.

This resource offers the teacher and learner several e-learning or blended learning opportunities:

- The resource could be copied for learners so it is available at times and locations to suit them.
- Learners can work independently or in groups within Cliff-hanger Studios to develop their

language skills, IT competence and Skills for Life.

- The teacher could use Cliffhanger Studios as a base resource and add flexible, differentiated assignments for learners.
- Learners could develop their own audio stories and make these available as podcasts on internal or external websites.
- Learners could create their own video cliffhangers and outcomes.
- Learners could work virtually with learners in other countries and exchange audio/video stories.

3. Equality, diversity and inclusivity

The MFL interactive teaching and learning resources positively promote equality, diversity and inclusivity and are sensitive to the values and belief systems of all learners.

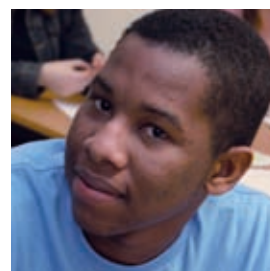
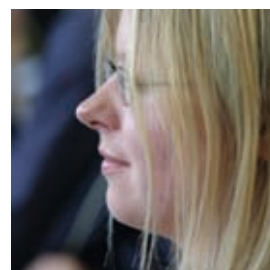
Teachers must ensure that the content of their multimedia resources, their pedagogical approach, delivery and assessment recognises and values diversity, but avoids the dangers of stereotyping. It is important that this message comes across clearly not only in CPD sessions but also to learners.

Teachers should undertake regular and recorded equality and diversity audit checks to maintain and sustain this.

4. Benefits of the interactive resource for teachers

The interactive resource provides teachers with an innovative, engaging tool for:

- using digital resources as a stimulus to develop learners' group and individual work
- encouraging creative and imaginative use of language using digital resources within a blended learning solution
- encourages experimentation and innovation in the design and delivery of learning
- meeting diverse learner needs and personalising the learning process
- gaining confidence in their use of IT
- assessing learners' work during and after learning
- protecting learners' sensitivities regarding personal information
- providing a stimulating and rewarding experience for all learners, building on existing vocabulary and grammatical understanding



- supporting their learners with the development of their ICT skills and Skills for Life.

The resource will also provide staff with opportunities to meet the requirement to complete their 30 hours (or pro rata) of CPD.

5. Benefits of the interactive resource for learners

With help and guidance from the teacher, learners will develop a range of skills using activities that:

- motivate and engage them with stimulating experiences
- build on their existing knowledge of vocabulary and grammar to develop and improve all their language skills
- enable them to use language creatively to create their own scenarios and role plays
- allow them to reflect on their own learning
- provide stimulating and challenging opportunities to practise using words and phrases and develop their language skills in a variety of ways with effective feedback
- provide opportunities to develop their IT competence



- provide opportunities to improve their communication and thinking skills
- provide opportunities to develop their overall Skills for Life.

6. Key principles of good practice in the teaching and learning of MFL

The design and content of this interactive resource is based on both generic and MFL-specific key principles of good practice in teaching and learning, detailed in Section 2 of the QIA MFL Continuing professional development activities toolkit, issued nationally in autumn 2006.

The commonly accepted generic principles of good practice include:

- thorough planning and preparation, linking with schemes of work and previous learning
- planning to meet the needs of all learners through differentiation and personalised learning
- sharing learning aims and outcomes with learners
- engaging all learners at all times in active learning

- creating a stimulating learning environment
- developing a good rapport with learners
- improving learners' confidence
- promoting independent and collaborative learning
- providing a variety of activities and teaching strategies
- using good quality learning resources
- demonstrating effective session organisation and management
- ensuring good time management
- ensuring learning outcomes are met
- checking understanding
- using appropriate main assessment strategies
- reviewing learning
- evaluating the teaching and learning in each session to inform future planning.

The MFL-specific key principles include:

- structuring learning sessions to contain a starter activity, main learning activities and plenary activity – see sample session plan on the CD
- ensuring that all teaching, training and learning resources

positively promote equality and diversity – see Section 3 of this booklet

- ensuring that due consideration is taken to meet the needs of learners requiring support for Skills for Life
- ensuring that languages are taught within the context of the relevant culture
- using the taught language throughout learning sessions, whatever the level of competence, in order to fully develop learners' language skills
- meeting learners' individual needs and aspirations
- preparing learners for learning
- planning MFL sessions – see sample session plan
- ensuring compliance with the law on copyright
- evaluating ideas, approaches and activities and taking into account learner feedback.

Full details of these principles are included on the CD-ROM.

Section 3

How to use the interactive resource

"Learners doing homework could prepare their own ideas for role play independently, using the stills and backgrounds available."

**Carol Flett,
Bracknell and
Wokingham
College**

The Soap opera and other associated resources can be used to develop a flexible and innovative approach to the teaching of MFL. The resource can be used in a number of ways:

- in teacher-led class-based learning sessions
- for small or large group work
- as part of a blended learning solution
- for independent learning
- for e-learning
- for CPD.

If your organisation has nominated a MFL Subject Learning Coach, they will be able to help you discover innovative ways of using the resource and adapting the activities to meet the needs and aspirations of your learners.

If you are a Subject Learning Coach you will be able to use the resource to support MFL colleagues with their CPD. You will be able to show, by example, how flexible and innovative approaches to teaching MFL can be enhanced by the use of ICT. Using this resource with colleagues will help them:

- understand and use a range of teaching/learning strategies

and delivery methodologies (for example, active learning through role play, collaborative learning, effective use of group work, independent learning, blended learning, e-learning, experiential learning and reflection)

- develop effective ways of improving learners' main language skills of listening, speaking, reading and writing and building up learners' knowledge and understanding of vocabulary and grammar
- promote and develop learners' creative use of language
- plan inspirational learning sessions and opportunities based on the resource
- identify opportunities for the integration of Skills for Life.

You can also ensure that colleagues share their good practice and consider ways of linking exploration and use of the resource with other curriculum areas.

1. Getting started

There are many ways of using the resource, which you will discover as you explore and become familiar with it. Differentiation can be achieved through learner choice in responses (including cultural context,

scenes, sets, vocabulary and use of characters), feedback, self-evaluation and opportunities for additional activities.

The following steps will help you get started and guide you through the process which may cover a number of sessions.

All steps taken should involve the maximum use of the taught language at an appropriate level and at every stage you should be innovative and flexible when considering how you could use the resource. Try to identify opportunities for individual/personalised learning, blended learning and e-learning. You may want to write these down as you go through the resource and use them when going through the session plan included on the CD.

Step 1. Teacher preparation

- Become familiar with the resource by watching the demonstration video and where possible participating in the CPD activities in Section 4 of this booklet.
- Select a video scenario appropriate to your learners' needs. The video clips featuring native speakers provide learners not only with authentic use of language but also use of gesture and other cultural

contexts, including facial expression.

- Decide what specific aspect of the taught language you wish to develop and reinforce through the additional activities such as vocabulary and grammatical structures.
- Draw up a session plan including a starter activity, the main learning activities and a plenary activity. Try to identify at least one innovative/flexible use of the resource for each session plan.

Step 2. Learner preparation

- Provide learners with relevant vocabulary, customising the downloadable vocabulary lists to meet their needs, and using visual prompts and the sample word chart on the CD if helpful.
- Prepare learner activities linked to the video clip (see example learner activities in Section 4).
- Provide learners with oral practice of vocabulary to be used, checking understanding, pronunciation and intonation.
- Introduce learners to character cards, check understanding and stimulate discussion of characters in the taught language at an appropriate level.



- Highlight any opportunities for independent/personalised learning and ensure learners are confident in this approach or discuss and resolve issues.

Step 3. Viewing selected video scenario

- Show the selected scenario to learners as many times as they need.
- Ask them to grasp the general meaning of the scenario and note down any unknown words and phrases.
- As appropriate, ask learners to describe or discuss features of the scenario environment and the characters.

Step 4. Check comprehension

- Ensure that learners have understood the scenario through oral activities such as question and answer.
- Initially draw additional meanings from learners in groups using mini-whiteboards.
- If necessary, provide additional meanings on the whiteboard.

Step 5. Potential scenario outcomes

- Ask learners, in groups or pairs, to discuss possible outcomes of the scenario for

the set characters in the taught language through the 'Pause and reflect' available at the end of each scenario. Check their understanding and use of language.

- Use this as an opportunity to focus on any desired aspect of vocabulary or grammar depending on the language (e.g. use of the negative, verb tenses).
- If appropriate ask learners to undertake any other relevant activities to develop and reinforce specific points of the language and develop more formal reading and writing skills (see Section 4 of this booklet for ideas).
- Extension work from these activities can be set for independent study outside the session if appropriate.

Step 6. Creation of storyboard scenario outcomes

- Ask learners, working in groups, to plan and write out their own scenario outcome in the taught language, and enter the new dialogue onto speech bubbles by creating storyboard scenarios.
- Ask each group to role play and record this outcome and share it with other groups and the teacher for feedback.



Step 7. Viewing of pre-recorded scenario outcomes

- Show pre-recorded video scenario outcome to learners.
- Check their understanding and vocabulary.
- Ask groups to compare their outcomes with the pre-recorded ones in terms of quality of language and feed back to the entire group.
- As appropriate ask learners to reflect on and discuss the topics and issues raised in the video scenarios e.g. starting a new job, cooking, travel, crime and punishment, local shops.

Step 8. Creating own scenarios

- Ask groups of learners to create new scenarios orally and in writing, making full use of the role-play scenebuilder tool in terms of scenes, characters, props, image bank and audio bank (see below regarding the role-play tool).
- Ask them to record their new scenarios in writing and into the interactive resource for sharing and teacher assessment.
- If appropriate, ask learners to work together outside the session to prepare this.

- If appropriate, show examples of actual 'soaps' in the taught language to learners.

2. Role play

A key feature of the Soap opera interactive resource is the opportunity it provides for learners to develop their skills and creative use of language through spontaneous role play in the classroom. It is commonly acknowledged that active role playing is a highly successful way of learning another language. By motivating and encouraging the creative development of language skills in a safe, virtual, environment even the least confident learners can risk making mistakes. It is also a way of introducing realistic scenarios that engage learners' interest.

When planning role-play activities it is important to bear in mind the importance of:

- good teacher preparation
- learner preparation, in terms of vocabulary and language structures
- strategies for providing additional language needed during role-play activities, for example, teacher as walking dictionary, time out for learners to check words





- constructive approaches for correction of errors during or after the role playing, such as whole group correction of common errors on board and peer correction.

By using the Soap opera and associated resources learners benefit from the stimulus of a number of exciting cliffhanger scenarios to create their own spontaneous, original role play. The resource provides them with characters, setting and exemplars to stimulate their own ideas which they can then develop into a role play through discussion and practice in the classroom.

The resource enables learners to capture role-play dialogues and store them for production and/or assessment. The challenge for teachers is to stress that role play should be a spontaneous activity based on the rich stimuli

provided by the scenarios, as given in the resource or as adapted by teachers themselves.

Teachers and learners will find it highly rewarding to make full use of the role-play tool to create engaging scenarios and promote effective learning.

A sample list of suggestions for learner activities is given below, but these are neither comprehensive nor prescriptive. The list of activities is for guidance only and should be adapted to meet the needs of your learners. A range of ideas for additional activities is provided in Section 4 and technical guidance is provided in the step-by-step guide in the Teachers' area of the resource.

Note that learners can use the interactive resource both in group learning sessions or

working independently at home or in the classroom either on PCs or laptops with speakers and microphones.

- Select preloaded backgrounds or add your own, and discuss/ describe orally or in writing to develop language skills.
- After discussion, add existing characters to the set.
- Create new characters by customising the character card templates including importing images from image bank or elsewhere, developing creative use of language.
- Discuss aspects of characters to learn and practise specific vocabulary.
- Complete gaps in incomplete character cards with teacher prompts if appropriate.
- Complete missing words from the speech bubble for comprehension and writing practice.
- Complete blank speech bubbles with dialogue or audio recordings, or drag and drop pre-prepared dialogue in a bubble within the scene to the correct character.
- Discuss and create new dialogue, orally and in writing to develop comprehension, oral and writing skills.
- Beginners can use the talking worksheets for a matching

exercise where learners match images to speech tags, using the drag and drop functionality.

- Match labels to words to categorise them, e.g. as nouns or adjectives. For example, 'What does Georgina wear for a party, shopping in town or eating out?'
- Import recorded audio from the archive or audio that is provided within the resource, and match it to written speech bubbles.

3. Structure of learning sessions

The Soap opera and associated resources are flexible and can be used to provide starter, main or plenary activities, as demonstrated in the sample session plan. Alternatively, it can be combined with other resources to maintain the recommended three-part session structure, used as part of a blended learning solution or e-learning.

4. Ensuring equality of opportunity

i. Equality and diversity

It is essential to ensure that all teaching, training and learning resources positively promote equality and diversity. Teachers should therefore ensure that they embed equality, diversity and inclusivity firmly in the planning and delivery of resources and check that all activities and resources are sensitive to the values and beliefs of all learners.

Teachers should self-audit their own equality and diversity practice and challenge and eliminate stereotyping in the use of this resource.

ii. Inclusivity

Although the resource is strongly visual in nature, certain aspects will be accessible to learners with visual impairments. An audio version of the cliffhangers is provided on the CD-ROM and can be used for listening comprehension work and oral work.

Teachers of groups of visually impaired learners can also consider adapting and developing the cliffhanger scenarios and outcomes into forms of simple sound or board games

to develop learners' listening and oral skills in an active and engaging manner.

iii. Transposing materials into other languages

When transposing the materials into another language, it is important to achieve a balance between the natural use of language and appropriateness of levels. It is always helpful to have it reviewed by other colleagues who speak the taught language.

iv. Cultural context

The scenarios have been designed to ensure that there are no cultural anomalies. When preparing learning sessions using the interactive resource you can take the opportunity to provide your learners with any relevant specific cultural information relevant to the scenario – e.g. forms of greeting, gesture, proximity to others etc. Learners can use this information in their interactions, e.g. developing their own outcomes or undertaking other extension activities.

5. Assessment for the interactive resource

When using this resource and additional linked activities, teachers will have many opportunities to assess, both formative and summative, to check on their learners' development of:

- listening and reading comprehension skills
- oral skills
- written skills
- creative use of language
- grammar
- vocabulary.

In addition teachers are able to assess learners':

- analytical and problem-solving skills
- discussion skills
- ability to work collaboratively and independently.

Forms of assessment can include written and oral tests, teachers' observation and recording of skills, grammar and vocabulary development during pair or group activity, and also peer assessment, especially of learners' overall communication skills in the taught language. Assessment could also include Podcasts, video presentations, MP3 recordings or the

use of mobile recording devices such as mobile telephones or cameras with audio input. Teachers should try to identify one innovative method of assessment for each group of learners.

Teachers' records of outcomes of assessment can take many forms including written, video, audio and digital. Teachers and peers can also provide feedback in a variety of ways to groups or individuals, including verbal, written (on paper or via email/text message).

Some examples of ways to assess these aspects of language learning include the following. Note that teachers must always provide learners, in groups or individually, with detailed feedback on the outcomes of assessment.



Aspect of language learning	Examples of ways of assessing to check on learning
Listening and reading comprehension skills	<ul style="list-style-type: none"> • Teachers questioning of group or individual understanding of video scenarios and any supporting/extension materials • Peer assessment via prompts and answer sheets • Self-assessment via listening comprehension and reading comprehension tests with answers
Oral skills	<ul style="list-style-type: none"> • Teacher observation of group discussion for planning and practising creative role play in classroom • Peer assessment of effectiveness of verbal communication (e.g. is the message clear?) • Teacher assessment of learners' audio/video recordings
Written skills	<ul style="list-style-type: none"> • Teacher assessment of written extension work such as messages, letters, reports, minutes of meetings • Peer assessment of effectiveness of written communication (e.g. is the message clear?)
Creative use of language	<ul style="list-style-type: none"> • Teacher observation of role-play development • Teacher assessment of creative written work such as a written extension role-play dialogue
Grammar	<ul style="list-style-type: none"> • Teacher observation of use of appropriate level structures and accuracy in role plays and discussion • Formal tests of grammatical structures or tests of other written forms such as messages, letters, essays, reports
Vocabulary	<ul style="list-style-type: none"> • As for grammar • Verbal or written word recognition tests • Peer assessment from checklists
Analytical and problem-solving skills	<ul style="list-style-type: none"> • Teacher observation of learners' discussion about characters, planning of role play and use of digital resources on CD-ROM
Discussion skills	<ul style="list-style-type: none"> • Teacher observation of learners' discussion about characters, role plays and extension activities
Ability to work collaboratively and independently	<ul style="list-style-type: none"> • Learners' participation in group activities using the interactive resource and extension activities • Learners' ability to use aspects of the resource alone and to produce extension work



Section 4

CPD and additional learner activities

“The resource is good for livening up a class and creating more interest in the language.”

Margaret Herring, learner

A. CPD activities

The following CPD activities are intended as examples to support you in making effective use of the interactive resource and enable you to develop the learners' language skills and improve their grasp of vocabulary and grammar.

Prior to using the resource it is important that you consider carefully the key principles of and good practice in language learning (see Section 2). Also explore which specific approaches to language teaching and learning will enable your learners to gain most from using the resource (e.g. active learning, collaborative learning) whilst considering how you will plan for differentiation, assessment and feedback to check and promote learning.

Subject Learning Coaches or other trained facilitators preparing to lead group sessions should take into account the participants' levels of IT competence and the accessibility to technology within their teaching environment or organisation. It will be helpful in CPD sessions to mix confident and less confident IT users as this will also help to improve their coaching and communication skills.

Remember that the CPD activities described below can contribute towards your 30 hour (or pro rata) CPD requirement.

A CPD activity proforma has been provided on the CD with guidance on keeping a personal record of your activities in order to plan your self development.

1. Starting to use the Soap opera interactive resource

Main learning objectives

- To enable you to consider the various forms of teaching and learning which could be applied to the use of this interactive resource.
- To promote innovation in teaching and learning.
- To develop confidence and competence in the use of ICT in teaching and learning.
- To provide you with an opportunity to explore ways of using the resource to engage learners and to promote active development of language skills, vocabulary and grammar through stimulus role play and spontaneous role play.
- To provide you with an opportunity to share good practice.

- To enable you to become familiar with and confident in using the resource.

Guidance notes for Subject Learning Coaches or teachers

a. Running a CPD session:

1. Watch the demonstration video and ensure you understand how the resource can be used.
2. Practise using the interactive resource, with the help of the resources in the Teachers' area of the CD and suggestions in this booklet.
3. Select an appropriate cliffhanger video clip as an exemplar for the CPD session (decide on language and level).
4. Prepare a session plan, reviewing the example on the CD-ROM.
5. Lead by example to encourage others to be innovative in their approaches to teaching and learning.
6. Share the objectives of the session with participants.
7. Print out character cards from the resource. Give copies to participants. Ask them, in groups, to explore and record on a flip chart a range of activities in which the cards could be used with learners to promote active use of role play, in a variety of learning environments.
8. Ask them to think about other forms of teaching and learning that will be involved in the role plays and other activities (e.g. collaborative learning with pair work and group work). Ask them to consider how and why they will prepare for this (e.g. in selecting pairs or groups and arranging the room)
9. Ask groups to share the outcomes of their discussion and reflect on what they have learnt from this.
10. Show participants the video scenario.
11. Afterwards, ask them to follow the 'Pause and reflect' activity and devise their own outcomes using the role-play tool.
12. Ask participants to discuss ways in which these activities could most effectively be used with groups of learners, what additional activities might be appropriate and any innovative methods they can think of to deliver the activity and assess the outcomes.
13. Ask learners to reflect on what they have learnt and how they have learnt it.
14. Ask them to identify not only the teaching and learning approaches they have considered using with learners but

also the ways in which they have learnt from this session. Ask them to explain how they might use the learning process they followed in the session (if successful) with their learners. Ask them to give one example of an innovative approach they are going to try with their learners.

Variations

- Ask participants to consider how best they could assess learners' oral work and provide feedback during the role-play activities. Ask them to give one example of an innovative approach to assessment they are going to try with their learners.
- Ask participants to reflect on how they could provide extension opportunities to ensure that learners have good opportunities to develop formal reading and writing skills.

b. Working independently:

1. This CPD process can be spread over a period of time to fit in with your other commitments.
2. Watch the demonstration video and seek the help of your Subject Learning Coach if you need further support at this stage.
3. Practise using the interactive resource, with the help of the

resources in the Teachers' area of the CD and suggestions in this booklet.

4. Focus initially on one appropriate cliffhanger video clip (decide on language and level) and print the relevant character cards.
5. Explore the characters and consider the ways in which the cards could be used with your learners to promote active language learning in a variety of learning environments.
6. Follow the processes described above for the group CPD session, seeking the help of your Subject Learning Coach at all stages.
7. Think of one example of an innovative approach you can try with your learners. Discuss this approach with your Subject Learning Coach.

Resources

- Access to a computer or laptop with speakers and a microphone for practise in using the interactive resource
- Printed character cards
- CD-ROM
- Flip chart and pens
- Video/audio recording equipment.



2. Creating new scenarios

Main learning objectives

- To show you a variety of uses of the role-play tool and support you in devising activities using it to enhance learning and support learners in its use.
- To enable you to explore and reflect on the various forms of teaching and learning you could use for these activities and to provide opportunities for learners' independent learning.
- To provide you with an opportunity to explore ways of using the tool to engage learners and promote active development of language skills, vocabulary and grammar.

Guidance notes

a. Running a CPD session:

1. Ensure that you are familiar with the function of the role-play tool.
2. Prepare the CPD session plan.
3. Share objectives of session with participants.
4. Show participants relevant parts of the demonstration video and check understanding.
5. Give groups of participants blank character templates and ask them to create new characters and a new scenario on a flipchart, in an appropriate language at a selected level.
6. Provide an opportunity for groups to share their work and ask them to consider the processes they used and how this could be applied to their learners' work in the classroom. Also, ask them to explore strate-

gies for promoting independent learning for a range of learners and how they can prepare for that.

7. Ask groups to use these characters and the many functions of the role-play tool to create and record a new scenario.

8. Ask groups to share their outcomes and reflect on their own process of learning and development during this CPD session and consider how best they can adapt this for learner development.

Variations

- Ask participants to explore, devise and share appropriate forms of learner assessment and feedback for role play and scenario creation.
- Ask participants to discuss and share constructive strategies for correcting learner errors – oral and written – when using this resource.

b. Working independently:

1. This CPD process can be spread over a period of time to fit in with your other commitments.

2. Look at the relevant parts of the demonstration video and practise using the role-play tool,

seeking the help of your Subject Learning Coach when needed.

3. Follow the processes described above for the group CPD session, seeking the help of your Subject Learning Coach at all stages.

Resources

- Access to a computer or laptop with speakers and a microphone
- Downloaded character cards
- CD-ROM
- Flip chart and pens.

B. Additional learner activities

This resource provides a wealth of opportunities for innovation and additional learning activities to develop learners' language skills and their ability to use the taught language in a confident and creative manner.

Below are some suggested activities and their main learning objectives. Two example activities with more detailed guidance notes are also included. Neither example is comprehensive or prescriptive and should be adapted to meet the individual needs of your learners.

When preparing and delivering these activities, you should ensure that they take into account issues of equality and diversity as outlined in Section 2. Wherever possible you should provide your learners with opportunities to learn independently by structuring activities in such a way that learners can work outside learning sessions with the help of digital and mobile technologies.

Seek the support of your MFL Subject Learning Coach at all stages of planning and reflection.

1. Summary suggestions for additional learner activities

Abbreviations for development of: Listening skills – LS Comprehension skills – CS Oral skills – OS Reading skills – RS Writing skills – WS Vocabulary building –VB Grammar development – GD Creative use of language – CL Analytical/discussion skills – DS	
Activity	Main learning objectives
1. Ask learners to watch and listen to video and match words and phrases to their meanings in English.	CS, RS,

2. Show a video with the sound off as a starting point for discussion e.g. 'Where and who are they?', 'What are they saying?', 'What happens next'? Build up vocabulary using the resource.	OS, DS, VB
3. Use a video still to practise description or conjecture of backgrounds, situations and characters.	CS, OS, DS, VB, GD, CL
4. Use video scripts to practise an appropriate tense/level e.g. 'Where is she standing?', 'What is he wearing?', 'How will he help them?', 'What would you do then?'	OS, GD, VB
5. Using the pre-produced character cards or teacher/learner generated ones, ask learners to take on the role of a character and in role, discuss their relationships with other characters.	OS, VB, DS, CL
6. Use a character card to stimulate cultural comparisons between the same character in different nationalities.	RS, OS, DS
7. Use related articles from the Internet to practise reading and comprehension skills e.g. cooking, holidays, urbanisation.	RS, CS
8. Use the word chart, prepared on a PC, to brainstorm vocabulary prior to viewing the video scenario.	VB, OS
9. Use the character cards to discuss and develop a prequel/background story to one of the video scenarios e.g. 'Why is she a fire fighter?', 'What happened before...?'	OS, CL, DS, GD
10. Ask learners to word process a newspaper article referring to the video scenarios e.g. smoke coming out of Kate's flat, Lily's court case, the closing of the local shop.	WS, CL
11. Create three characters, pick up any three objects and develop a connection between them to create a new scenario.	CL, DS, OS
12. Use the background of rooms to express likes and dislikes (e.g. 'I like large light rooms', 'I prefer small cosy ones', 'I like modern furniture and décor', 'I dislike heavy old furniture', 'I like green walls', and so on).	CL, OS, DS, GD
13. Add props to the backgrounds to practise the use of prepositions	GD, OS, VD

2. Detailed example learner activities

A. Example of a language activity used at different levels

Character of Amir	Examples of language development
Beginners	Vocabulary building for body, clothing, height, colours and contents of room. Adjectives and prepositions.

Intermediate	Description of Amir, his occupation, temperament and emotions. The placement of objects in his room.
Advanced	Discussion of reasons for Amir's actions. Conjecture about his current and possible future career.

B. Examples of learning that can be gained from using video scripts

Alarming behaviour - beginner level

Planning – to include

Comprehension exercises to learn the vocabulary connected to the video.

Viewing the video.

'Pause and reflect' activity discussion, e.g. 'What happens next?'

Practice exercises of grammar points.

Learners acting as selected character for these exercises.

Learning activity	Starting point in script	Additional examples
Vocabulary connected to the video	Vocabulary list in resource	
Vocabulary connected to occupation	I'm a fire fighter	I'm a policeman I'm a taxi driver I'm a mother
Verbs at appropriate level	I cook	I write I paint
Negatives	I'm not a good cook	I'm not a good gardener I'm not a good painter
Adverbs	I cook well It smells bad	I don't cook well I cook badly
Emotions	I'm happy	I'm sad
Question form	What now?	What is she cooking? Why is the baby crying?
Outcomes	I can give you some lessons I can babysit for you	I can learn to cook She can apologise

Getting away - intermediate level

Planning – to include

Vocabulary learning/revision.

‘Pause and reflect’ activity e.g. ‘Whom do they need to contact?’

Create a scenario – use three questions with ‘need to’/‘have to’ in them.

Give the questions to another group to answer.

Gap filling exercise – ask learners to replace words and phrases.

Activity	Starting point in script	Additional examples
Have to /need to	We have to be at the airport	I have to go to the beach I need to get help
		He’s late – what does he need to do?
Future tense	I am going to ring the bell I will...	She is going to start the car They will be late

Save our shop - advanced level

Planning – to include

Vocabulary learning revision.

Watch the video.

Discuss the pros and cons of the supermarket vs. the corner shop.

Debate on any subject that engages learners e.g. caravanning vs. villa holidays.

Activity	Starting point in script	Additional examples
Vocabulary – words and key phrases for describing pros and cons	I would have said the supermarket’s...	The advantage/ disadvantage of...
Discussion of good things versus bad things	The superstore’s more convenient	Local shops serve the community and use less energy
Debate on issue of local shops vs. super-market	It’s another case of corporation putting local shops out of business	Debate on any other engaging topic
Linking phrases	Well, maybe I’ll just start....	Having a supermarket is good but actually having a corner shop is more convenient

Comparison of adjectives	More convenient	Larger, smaller, more expensive
Language register and tone - formal vs. informal / idiomatic	Examine language used by different characters	Practise making the same point in different situations e.g. in a formal letter, to a friend, to an official, when happy or angry

C. Example oral activity

A. Instructions to learners on-screen

Main learning objectives

To develop oral and discussion skills, build up vocabulary and introduce use of conditional tense.

Guidance notes

1. Ask learners to work in pairs to discuss the problems of a difficult relative or friend (e.g. 'They are always late', 'They don't help').
2. Give them a brief introduction to the basic use of the conditional tense (e.g. 'What would you say' or 'I would') and provide any additional vocabulary needed.
3. Ask the pairs to use a mini-whiteboard or flipchart to record three key pieces of advice they would give to someone facing the problem.
4. Ask all pairs to share feedback with the whole group and fill in any gaps.

Variations

5. Ask pairs to imagine that they are in a difficult situation with a relative, friend or colleague. Ask them to identify what the problems are and to discuss possible solutions.

For example 'My father/daughter/colleague always criticises me' followed by 'It would be a good idea to ask your grandmother/partner to talk to them or 'It would be sensible to discuss it with...' or 'You could write a letter to explain how you feel.'

Main assessment opportunities

Development of oral skills, ability to express opinions in the taught language and initial grasp of use of conditional tense.

D. Example of reading and writing activity

Guidance notes

1. Provide learners with vocabulary or revise vocabulary relevant to shops and shopping by working through a relevant article/news item in the taught language at an appropriate level from the Internet or other source.
2. Ask learners, working in small groups, to identify the difficulties of the local shop closing down and note their findings on mini-whiteboards or flipcharts.
3. Ask them to identify and record in writing the advantages of supermarkets for themselves or for one of the characters in the video.
4. Arrange for groups to share findings and vocabulary and phrases.
5. Ask learners, as themselves or as a character, to word process an email or letter or text a substantial message to another person, telling them that the local shop has closed and a huge supermarket has opened near them. They can express any view or emotion.

Variations

6. Ask learners individually to write a letter of complaint to the local authority or newspaper, explaining how this change has affected them and their community.
7. Ask learners, in pairs, to use a blank storyboard to create a new dialogue based on this theme and record this when ready.

Main assessment opportunities

Development of writing and reading comprehension skills and building up of vocabulary.

The contents of this pack can be downloaded from the Excellence Gateway at <http://excellence.qia.org.uk>

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