**Professional Development Consortium in MFL – Final Report**

Sent in by Theresa McGarrick, Wallingford School, Wallingford

1. Which of the eight Principles have you incorporated into your teaching or language-related work? (See the Principles listed on page 2).

Principle 5

1. How many other teachers in your department/ other colleagues have also worked with the Principles?

Not sure as I am only part-time (0.2)

1. Please outline briefly the ways in which you have used the Principles: e.g. classes involved, type of activity used.

With year 11 I have worked on improving their Listening and reading skills in preparation for Mock Exams in these skills. I devised some activities based around False Friends, Synonyms, Opposites, Words which sounds similar in French and Negatives. We have also looked at cognates, near cognates and links between the French and English languages.

1. Has implementation of the Principles had any impact on students' learning? If yes, please outline briefly what these were:

Students felt more confident about tackling questions especially questions on the Higher papers. I feel that students are beginning to panic less when faced with a more challenging passage of written French. There is still some way to go with Listening, but I have our French assistant working on listening with small groups of year 11 students.

1. Did you experience any difficulties in implementing the Principles? If so, please outline briefly what these were:

No

1. Will you continue to use the Principles in your teaching/related work? If so, in what way?

Yes, because I believe them to be essential principles in Language Learning. I only teach year 11 and year 13 French this year, but I am very interested in using them from scratch with a Year 7 class in the future, as there would be a greater impact with beginners. It is very hard to “unteach” bad habits with year 11s!