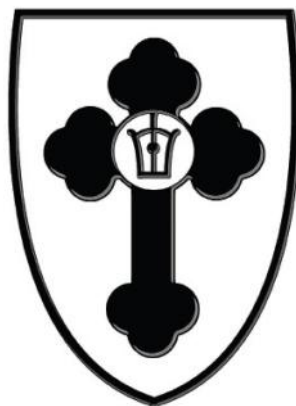


# MODERN LANGUAGES

**WILLIAM BROOKES  
SCHOOL**



**Modern Languages**

**Parents' Modern  
Languages Guide  
2009 - 2010**

### French Assistant

We have a part-time French Language Assistant, whose contribution to classes from Year 7 to the Sixth Form is invaluable. Sixth Form students currently have 20 minutes each on their own with our Assistante, Stephanie Aubry from France, who is in on a Monday and Thursday.

### Courses

- In Years 7 to 9 students work from Expo 1, 2 and 3 which are topic-based courses which develop oral, listening and reading skills in an interesting and lively way. The colourful students' books are backed up with a wide variety of listening material and individual student worksheets.
- In Years 10-11, students follow the 'Edexcel' GCSE course.
- The second language, German, is available from Year 8 in addition to French. In Years 10 & 11 it can be taken to GCSE either alone or in addition to French. We use the 'Echo Express' and 'Logo Rot' courses.

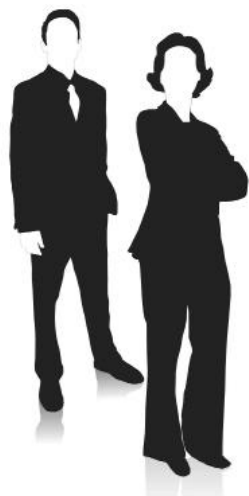
## AIMS

At William Brookes School, our general aim is to provide the opportunity for all students in the school to learn at least one Modern Foreign Language and to encourage awareness, understanding and tolerance of ways of life other than their own.

We aim to develop the students' effective communication in the foreign language in a variety of survival situations, not only linguistically but socially. Our priority in the classroom is, therefore, to practise and develop oral, listening and reading skills in situations which are relevant and realistic.

For many students, the study of a Modern Foreign Language offers the unique opportunity for a fresh start in a new subject. We aim to develop their self-confidence and powers of expression and, most important of all, to do this by making language learning an enjoyable experience for all students.

### MFL STAFF:



Mrs C Crowther	Head of Department, French, German
Mrs H Mersh	Acting Head of Department, French
Mrs K Ellison	2nd in Department, French, German
Miss A Thomas	French
Ms A Skinner	French
Ms C O'Keefe	Teaching Assistant

### Examinations:

- Both GCSE French and German are offered at Foundation and Higher Levels (Edexcel).
- Year 12 students are following the AS EDEXCEL in French.
- Year 13 students are following the A2 EDEXCEL in French.

## Visits and Exchanges

To increase the relevance of the subject matter in the classroom, students are encouraged to correspond with pen-friends and the Foreign Language team organises visits and exchanges abroad each year. We organise an annual 3 day residential trip to Le Touquet for Year 7 students, and operate a successful exchange programme with our partner school in Vouvray in the Loire region of France. This scheme is available to students in Year 9 who spend a week living as members of a French family. They attend school in France and we organise visits to places of local interest for them such as chateaux and the science park “Futuroscope” in Poitiers. We also spend a full day seeing the main tourist sights in Paris.

As a “Coubertin School” we enjoy a special

partnership with 2 schools in Germany, in Berlin and Erfurt, as well as schools in Austria and France. Older students, including the Sixth Form, correspond regularly by e-mail and individually, and small group visits and special projects have become a recent feature. Much Wenlock is twinned with Cysoing in Northern France and Sixth Form linguists have the opportunity to stay with French families to develop their skills further, as well as to complete a work experience placement over there, should they so wish.

To further raise our students’ language awareness, we also organise events for the whole school such as European Awareness Week and the successful French Bastille Day which is for all our students in Year 8. There are also French plays performed at The Edge.

## RESOURCES

We make regular use of cassette players, overhead projectors, television, and videos in our specialist language rooms. We also make regular and increasing use of one of the computer suites and our 8 computers and interactive white boards, situated in rooms 7, 8, 9 and 10, to support work in our subject.

## Teaching Methods

We approach the teaching of languages in a variety of ways. Much of the work is topic based. These topics provide a focus for learning language that can be used in everyday situations. Rôle play is used extensively to encourage the use of language which is relevant and useful to all students. We aim to be as true to ‘real life’ as possible. In order to create authenticity, photographs and aural and video tapes using native speakers, are an integral part of lessons. A variety of language games and activities is used to maintain enjoyment and to encourage active participation by all members of the class. A lesson may involve oral and listening exercises with the whole class. Sometimes the children may work in pairs or small groups on rôle play or listening activities. They may be also asked to work individually on worksheets or on the computer. At all times students are encouraged to ask for advice and to correct mistakes with their teacher in lesson time.

## Grouping

For the first year, students are taught French in mixed ability groups using appropriately graded materials and tests. Students are encouraged to take an active rôle orally, but less confident students, through

listening and understanding, need not feel they are left behind.

Thus we feel students progress at their own rate and benefit from the mixed ability situation. Additional help is available through in-class learning support. Setting arrangements operate in Year 8, allowing more appropriate and effective targeting of resources for more able linguists and for slower learners alike. In addition, this policy has the benefit of preparing students for the more rigorous demands of examination courses in Key Stage 4, where setting also operates. In addition to French, selected students in Year 8 have the opportunity to study German for 1 hour every fortnight, this increases to an hour a week in Year 9.

## Marking and Homework

Teachers assess and reward good oral work and participation in class. Regular listening and reading exercises and tests are formally marked for a more objective assessment. However, greatest emphasis is placed on responding to oral and comprehension work, particularly in the early stages. Written work is corrected for spellings, but often only with the addition of comments and encouragement, which are more appropriate. Whenever possible, some marking is done in class so that students understand their own mistakes and are more able to correct them. We also aim to equip students with the skills to check and improve their own work as well as that of their peers and individual targets are set regularly. Students are set homework every week. This can include a learning homework, i.e. vocabulary, new phrases and structures which we consider important for good progress. These learning homework assignments can then be followed up and tested in class.



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