UCS HAMPSTEAD

UCS Research Review

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Designed by Alice Hunt

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Editorial

The 2023 issue of the UCS Research Review (University College School's educational research journal), brings a selection of original research produced by the staff across the UCS Foundation and shared with a wider audience once a year. It is a privilege to be able to read, first hand, the innovative, thought-provoking research produced by colleagues in a wide range of educational topics. Not only that, but also to liaise with teachers who compose the small but hugely talented Editorial Board and generously donate their time and expertise reviewing the articles submitted.

I could not forget to mention Emma Taylor, who created this journal and successfully published its first ever edition last year. In fact, Emma was also the first Head of Research at UCS bringing together, via multiple initiative such as the journal club, the school's commitment to evidence informed policy and practice. We can only hope Emma remains a close contact of our academic community and continues to share her love for academic research.
The journal is organised into two main sections. The first section is dedicated to original research developed by staff and the second one is dedicated to book reviews.

Charlotte Carter, the Head of Research at the Pre-Prep, writes an account of her two-year research project about children's writing in the Early Years and Key Stage One, having UCS as her context. In the true spirit of the research informed education, Charlotte intended to explore and implement effective pedagogy for the teaching of writing.

Similarly, Emma Kindell brings us an interesting account of her exploration of strategies for checking understanding through questioning in Year 12 geography lessons. She bases her practice on some well-known educational literature, including Rosenshine (2012) and Sherrington (2021), and concludes with an optimistic view of how research can support teachers to improve their practice.

The Modern Foreign Languages department at UCS continues with their tradition of being active contributors to scholarly exploration with two excellent articles related to languages learning in secondary schools. Helen Lawrenson provides an interesting analysis of the current political context in the UK, deeply affected by Covid-19 and Brexit, and how the teaching of MFL fits in this scenario. Her essay is a result of UCS' involvement in the University College London (UCL) and the Higher Education Innovation and Enterprise Fund (HEIF)'s project 'Developing a Partnership between Universities and Schools in Order to Enhance the Student Experience of the Spanish A-level'. A must-read in this journal.

Following that, Maria Pia Maggioni presents us with the results of her second participation in the Subject Expert MicroProgramme organised by the UCL Institute of Education Confucius Institute for Schools. Pia described her action research entitled "What impact does a Geography based soft CLIL framework have on KS3 Mandarin students' self-efficacy?" advocating for the importance of cross-curricular activities in schools.

Last but not least, Jessica Harris and James Firth collaborate in an article filled with reflections about team-teaching and how they used collaborative centralised feedback, standardised teaching delivery and regular review meetings formed one of the key elements in successfully sharing sets.

The second section of this journal is dedicated to reviews of recently published books with a focus on teaching and learning. I would like to express my gratitude to Kirti Shah, Joe Sharp, Patrick Milton, Duncan Bryson and Keith Bugler for submitting their informative and good humoured reviews. Their reflections and style definitely make the reviews an easy read.

This journal would not be possible without all the contributors taking the time to submit articles, essays and book reviews. It is their consistent, committed, behind the scenes work that makes our progress in the pedagogical project of this school in line with the latest development in education. Academic work can sometimes be a lonely exercise that few would like to endure, but it is certainly one that brings a great sense of achievement to the one who persist. I do hope you enjoy the results of their efforts.

Yours,

Adriane Martini

Adriane Martini is a Teacher of Psychology and Head of Research at UCS Senior Branch.

Editorial Board for this edition: Helen Laurenson, Kirti Shah, Kumar Viswanathan and Adriane Martini

Original Research

Boys and Writing: What Works?

Charlotte Carter

Abstract

The purpose of this article is to outline a two-year research project undertaken into children's writing within the Early Years and Key Stage One setting at UCS Pre-Prep. The aim of the project was to explore and implement effective pedagogy for the teaching of writing, based on the wider literature and research, with a particular focus on the seven principles of effective writing teaching outlined in *How Writing Works* (Wyse, D. 2017) and the subsequent '*Teaching Writing Research Project*'. Therefore, aiming for an increase of pupil attainment in writing.

Writing progress was monitored through lesson observations, book looks and informal discussions with staff. Children and staff were surveyed to explore what they consider 'what makes a good writer'. Staff meetings were held to review the project and embed flexible next steps and professional development with the aim of improving the teaching of writing and outcomes for pupils.

Findings from the project demonstrate there was an initial disparity of opinions on what makes a good writer between staff and pupils. From the initial observations, teachers then focused on improving the teaching and learning of compositional skills.

Introduction and Context

The teaching of writing in education is a topic of concern and interest to teachers and researchers alike. Teaching children to be literate is one of the major goals of education worldwide (United Nations, 2017). Over the last decade evidence has accumulated nationally and internationally that pupils' attainment in writing lags behind that of reading (Andrews, Wyse and Hoffman, 2010). Although writing has received less attention in research compared to reading there is robust evidence about a range of teaching practices that are effective in improving children's writing (Graham & Harris, 2016; Wyse, 2017). However, a lot of this research was conducted with Key Stage Two children.

The Teaching Writing Research Project (TWRP), conducted by Dominic Wyse, sought to investigate effective writing teaching by bringing together teachers' expert knowledge of practice with researchers' knowledge of theory and evidence in order to develop new practices. The teachers involved with the project were able to implement key findings from Wyse's literature review into their own settings.

After being involved in the project for two years, teachers found that:

- The pupil's writing becomes authentic as they attend to the audience and purpose.

Seven principles of effective writing teaching (as proven in Randomised Controlled Trials).

Increase the amount of time spent writing (EF 0.24). Emphasis on process of writing (EF 0.48)

Create a supportive writing environment in the classroom (Enthusiasm; scaffold learning; pupil independence; clear goals)

Develop pupils' skills, strategies and knowledge (planning, revising and editing; knowledge about creativity)

Teach pupils about 'self-regulation' (pupils reflect on their use of writing strategies)

Use assessment for learning techniques (EF 0.87 Adult feedback; assessment of learning feeding into teaching; encourage pupils' self and peer evaluation)

Teach keyboard use as well as handwriting

Teach writing across the curriculum (different text structures for different purposes)

Wyse, D. (2017). How Writing Works.

- The children's perceptions of themselves as writers change; they start to understand themselves as writers.
- Increased confidence in the teaching of writing.
- Writing takes on a holistic approach across the curriculum, rather than being located in literacy alone.
- The children are more independent in their approaches to writing.
- Significant improvement to pupil progress and outcomes in writing.

Improving outcomes for pupils' writing was an area highlighted on UCS Pre-Prep School's Improvement Plan, therefore this area of research was seen as an opportunity for collaborative, research led professional development amongst staff to meet this target.

Methods and Results

The initial stage of the study involved teaching staff and pupils taking part in a questionnaire. Teaching staff at UCS Pre-Prep were asked to record their thoughts in response to the following question: 'What skills do children need in order to become successful writers?' There were no limits as to how much the staff members could write. All the responses were gathered and then analysed and categorised into 7 main areas:

1. Stories and reading
2. Creativity, purpose, ideas and inspiration
3. Vocabulary
4. SPAG and phonics
5. Handwriting and motor control
6. External factors, such as metacognition, time to write and feelings
7. Talk and Speaking & Listening (S&L)

Stories/Reading	12
Creativity/Ideas	32
Vocabulary	14
SPAG/Phonics	16
External	15
Talk and S&L	8

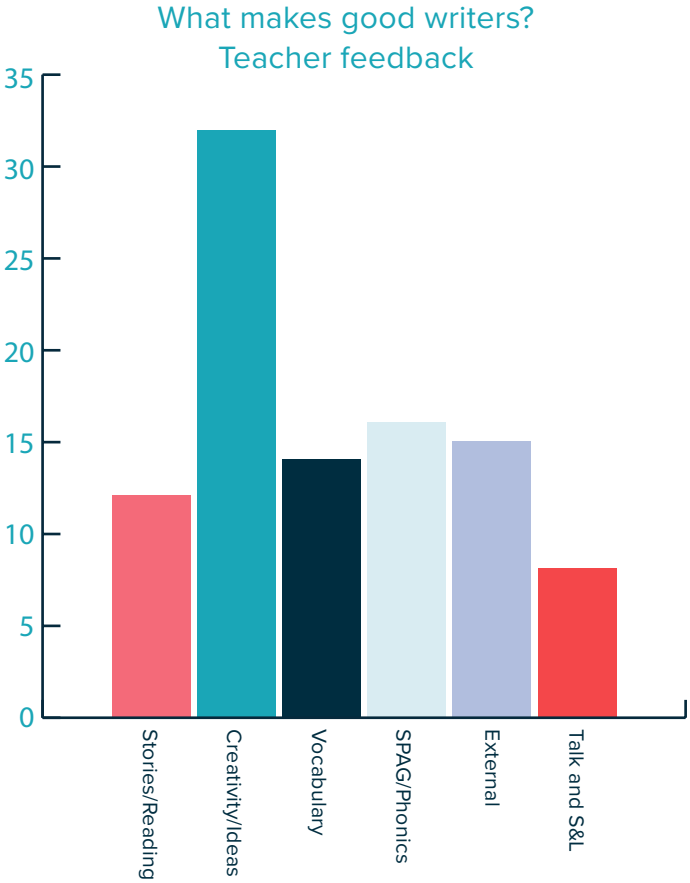

Table 1: Teacher perceptions on what makes a good writer

Twelve pupils were selected to answer the writing survey. Six children from Year One and six children from Year Two were randomly selected, with a range of writing abilities. The interviewer recorded the answers provided by the children. The answers were then read back to the children to confirm their responses. All children were asked consent and allowed to withdraw at any point.

The children were initially asked 'do you enjoy writing? And to give it a score:
1 = I hate writing
2 = I dislike writing
3 = I neither dislike not like writing
4 = I like writing
5 = I like writing

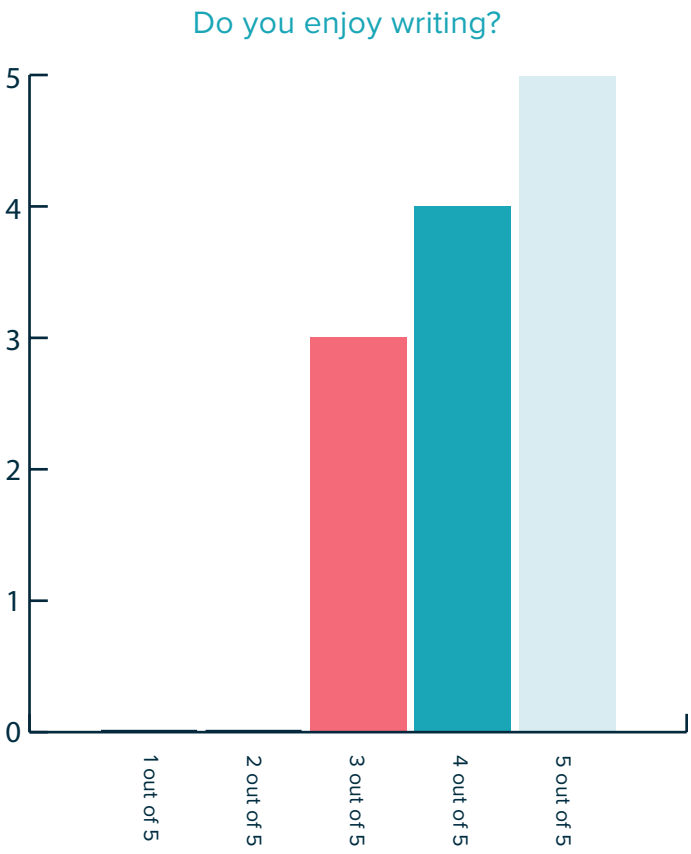

Table 2: Pupil responses to 'do you enjoy writing?'

As seen in Table 2, the pupils generally enjoy writing. When asked, the pupils who scored their love for writing a 3 out of 5, they explained that they do not enjoy writing longer pieces because it is 'tiring' or 'boring'. This demonstrates the importance to provide a range of writing tasks with varying lengths and purposes. When asked about when and where they write, half of the children talked about independently writing at home for different purposes. They described themselves writing diaries, letters and stories. Two of these children discussed an ongoing piece of writing they add to. All the children saw themselves as good writers. When asked if they are good writers, all the children replied 'yes' without hesitation. The more able Year Two children explained that their favourite piece of writing was one they wrote at home, without any adult intervention. They could describe the plots in detail and enjoyed the freedom. This demonstrates the importance of providing a choice of writing tasks or allowing creative freedom for the more able writers.

The pupils were then asked how they knew they were a good writer and what makes a good writer. They were provided with the skills identified in the teacher questionnaire. They picked their top three skills. You can clearly see a contrast in what their teachers perceive to be a good writer.

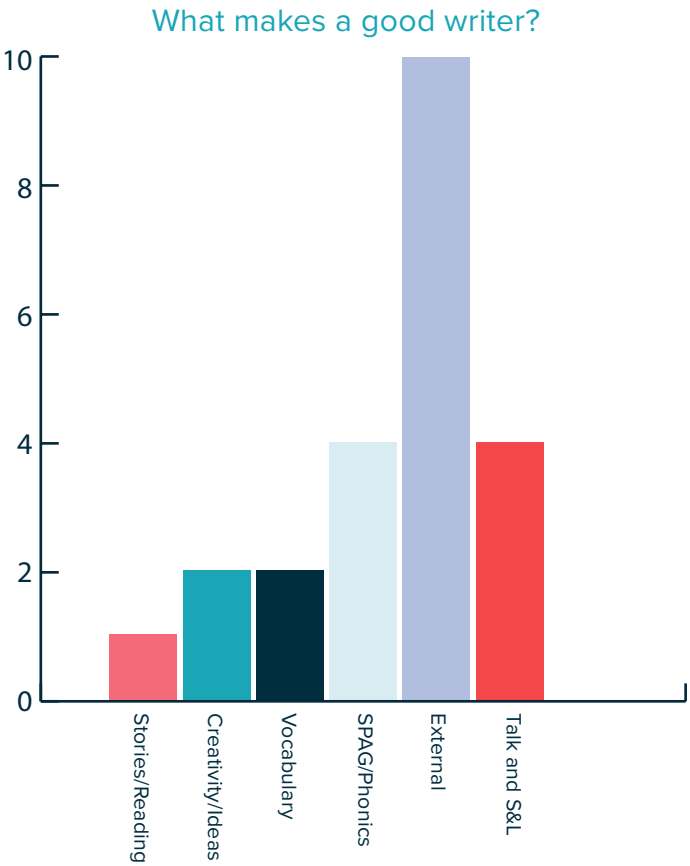

Table 3: Pupil's perceptions on what makes a good writer

When asked 'why do you like writing?' and 'how do you know you are a good writer?' 5 of 12 children talked **only** about handwriting and 10 of 12 children mentioned handwriting in their answers. Examples of comments include: 'I'm a good writer because I do good handwriting' and 'it was good because it has loads of handwriting'. The teacher feedback shows that less teachers view handwriting as a skill required for children to be successful writers.

Thinking skills are integrated into the boy's perceptions of themselves as writers. When asked to give advice to younger children, some children said that you have to 'try your best' and 'think hard'. 2 out of 12 children talked about the need for ideas and creativity. These children were more able Year Two children. The lack of talk around these skills could be a side effect of scaffolding and modelling, an important teaching practice in the formative writing years. In the teacher questionnaire, this was highlighted as the most important skill. 8 of 12 children talked about how they really enjoy publishing their work or making books. They described themselves feeling 'proud' of these pieces or describe them as their favourite pieces.

Overall, Findings from staff and children's surveys demonstrated a difference between what teachers value about writing and what the pupils value. Teachers value composition whereas pupils value transcription.

COMPOSITION (authorial element)	TRANSCRIPTION (secretarial element)
Capturing ideas	Physical effort of writing
Selecting words	Spelling
Grammar	Capitalisation
Adaptation for an audience	Punctuation
Viewpoint	Paragraphs
	Legibility (handwriting)

Scaffold: Two Sides of the Writing Process (from Writing and the Writer Smith, F 1982)

These findings were shared with staff. As a collective body, we agreed to further develop the teaching of composition. Teachers explored the Seven Principles as previously mentioned and assessed their strengths and weaknesses and discussed what they want to further develop in their teaching. Overall feedback requested for training with a focus on vocabulary and modelling, which was delivered throughout the year. Teachers also explored the differences between creative methods for teaching writing and teaching creative writing.

Discussions and Recommendations

Discussions with the children and evidence from the books shows the positive impact teaching vocabulary had on the children's outcomes. It was noticed that accelerated progress was being made. More able writers were writing more at length and had been provided with choice in their writing. This could be a possible impact of higher level modelling. However, the children who benefited the most were low/middle attaining writers. When advanced and adventurous vocabulary, and a good quality model is provided for all children, all the children tend to meet this higher standard. When talking to the children, they have a sophisticated awareness of purpose and audience, as well as the writing process as a whole, resulting in metacognitive processes in writing. This was an impact of teachers using a 'voice' when thinking aloud and including the children in their writing process.

Charlotte Carter is a Year Two Class Teacher, Director of Research and Pedagogy, and Assessment Coordinator at the UCS Pre-Prep Branch.

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Reflections on developing strategies for checking understanding through questioning in Year 12 geography lessons

Emma Kindell

Abstract

In this article, I reflect on my experience of developing strategies for checking understanding through questioning in Year 12 geography lessons. In class, I increased my use of a number of techniques recommended in the educational literature, including 'cold calling', 'think, pair, share', and 'say it again, better'. I reflected on the impact I felt this had and asked pupils for some feedback. Overall, I thought that the strategies used had a number of positive effects, mirroring the benefits suggested in the literature. These included encouraging greater pupil participation in lessons, increasing teacher awareness of pupil understanding and enabling pupils to better practise their subject knowledge and understanding.

Introduction

I identified checking understanding through questioning as an area of my teaching practice that I wanted to develop. I decided to focus in particular on my two Year 12 physical geography sets. This was because I was currently teaching them a unit on glaciation, a sub-disciplinary area that most pupils have not studied before, and one that requires them to develop knowledge and understanding of many new geographical concepts, processes and landforms. Due to the nature of the subject content, I have found that my lessons tend to have a greater emphasis on teacher-led explanation and questioning. Therefore, I was keen to develop my practice in this area, although I implemented many of the strategies discussed in my other classes too.

Background to the topic:

'Teachers use a lot of questions' (Zwozdiak-Myers and Capel, 2016: 147).

Reflecting on my own teaching practice, I ask students many questions throughout the school day and often these are in relation to a particular topic or concept being studied in their geography lessons. Zwozdiak-Myers and Capel (2016: 148) refer to Wragg and Brown's (2001) identification of three types of question related to subject-based learning, which may overlap: '*empirical questions* requiring answers based on facts or on experimental findings; *conceptual questions* concerned with eliciting ideas, definitions and reasoning in the subject being studied; and *value questions* investigating relative worth and merit, moral and environmental issues'. Developing '[e]ffective use of questioning is [therefore] a valuable part of interactive teaching' (Zwozdiak-Myers and Capel, 2016: 147) with all three of these question types featuring in my Year 12 physical geography lessons on glaciation.

The role of subject-based questioning is a key aspect of Rosenshine's (2012) ten 'Principles of Instruction'. Rosenshine's (2012: 14) third principle states that teachers should: 'Ask a large number of questions and check the responses of all students: Questions help students practise new information and connect new material to their prior learning'. Furthermore, Rosenshine (2012: 16)

argues in his sixth principle that teachers should: 'Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors'.

Sherrington (2021: np) argues that '[i]n the flow of instructional teaching, checking for understanding is supported by a range of questioning techniques, all underpinned by cold calling [or hands-down questioning] – so that every student engages in thinking and is ready to respond'. However, '[i]t can be important to switch between cold calling, asking individuals – and pair-share, where everyone has a chance to air their thoughts and rehearse their explanations' (Sherrington, 2021: np). Referring to Black and Wiliam's (1998) *Inside the Black Box*, Sherrington (2021: np) states that '[w]hen teachers only select students who volunteer and are worried about getting through the material, they tend to ask less demanding questions in order to keep going forwards'. '[T]he teacher, by lowering the level of questions and by accepting answers from a few, can keep the lesson going but is actually out of touch with the understanding of most of the class' (Black and Wiliam, 1998: np). Further evidence also indicates the value of cold calling in terms of improving the equity of gender participation (Dallimore et al., 2019), an aspect which is particularly important to consider in my co-educational Year 12 classes.

Practical strategies implemented:

I used a number of different techniques inspired by the educational literature to develop my use of questioning to check for understanding, some of which I already used in my teaching practice to an extent:

- Increasing my use of retrieval practice in starter activities (see Rosenshine, 2012), including whole class feedback and checking the answer with a peer
- Increasing my use of mini-whiteboards in starter activities, as well as at other points during the lesson, to gauge the level of whole class understanding (see Sherrington, 2018)
- Increasing my use of cold calling (see Sherrington, 2018)
- Implementing 'pose, pause, pounce, bounce' (which is when the teacher asks a question, gives the class thinking time, asks a pupil to answer and then asks another pupil to build on their response) (see Morrison McGill, 2011)
- Implementing 'think, pair, share' more frequently (see Sherrington, 2018)
- Asking pupils to 'say it again, better' (which is when the pupil gives an answer and then the teacher asks them to rephrase it, for example by using more accurate terminology) (see Sherrington, 2018)
- Asking pupils to summarise the lesson up to a certain point, or to repeat task instructions (see Rosenshine, 2012)
- Asking pupils whether they agree or disagree with another pupil's idea (see Rosenshine, 2012)

I started integrating more of these techniques into my lessons and decided to speak to my students about this. I explained to them that the strategies were based on educational literature and that I would ask them for feedback on which techniques they preferred.

Effectiveness and impact on pupils:

From my perspective as the teacher, I felt that there were three key positive impacts of the techniques used, many of which resonate with the benefits suggested in the educational literature cited above.

First, I thought that the methods encouraged greater participation from *all* pupils and motivated them to remain better engaged with lesson content. It was, of course, important to think carefully about which technique to use, and how and when to use it most effectively given the specific teaching context. For example, when teaching a particularly challenging topic; using cold calling in a supportive manner by asking a pupil to rephrase a new process or idea in their own words, and offering them the option of 'phoning a friend' for some help if needed before returning to them to reattempt their answer (see Sherrington, 2018).

Second, I felt that my awareness of pupils' understanding of subject knowledge improved, therefore enabling me to better 'determine how well the material ha[d] been learned and whether there [was] a need for additional instruction' (Rosenshine, 2012: 14). I noticed this particularly when asking pupils to summarise a new process or idea, and often found it especially helpful to ask the same question to several students to determine their level of understanding (see Sherrington, 2018). One challenge of pausing more often to recap content was that it did tend to slow down progress through the course specification, as acknowledged by Sherrington (2021); a possible solution to this could be to explore the opportunity for integrating more 'flipped learning' into the scheme of work to make more lesson time available for checking understanding through questioning. In this pedagogical approach, 'the conventional notion of classroom-based learning is inverted so that students are introduced to the learning material before class with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities facilitated by teachers' (Advanced HE, 2020: np).

Third, the questioning techniques enabled pupils to practise their subject knowledge and understanding (Rosenshine, 2012). Starter activities were particularly effective in terms of helping them to 'strengthen previous learning' that would be necessary in order 'to understand new material' (Rosenshine, 2012: 13). Strategies such as using mini-whiteboards to draw annotated diagrams also enabled students to practise their understanding of new geographical processes and landforms, and for me to see and address 'misconceptions' quickly (Rosenshine, 2012: 16; see also Sherrington, 2018).

Responses from the short questionnaire that I asked pupils to complete, giving feedback on five of the techniques used, also indicated their positive impacts and confirmed some of my own thoughts about the usefulness of different strategies. For example, 77% of pupils said that answering starter questions to facilitate retrieval practice was fairly or *really* useful for their learning, but only 31% *enjoyed* this activity to some extent. On the other hand, drawing annotated diagrams on mini-whiteboards ranked higher in terms of enjoyment (54% said that they enjoyed or really enjoyed this), but only 31% found it fairly or really useful. Whilst 54% said that cold calling was useful or really useful, only 8% enjoyed this to some extent. This further indicates the importance of using cold calling in a supportive manner, and, more broadly, the findings highlight the significance of using a range of techniques that suit the needs and preferences of different pupils. With 'say it again, better', 69% of students found this fairly or really useful for learning, and 'summarising the presentation/instructions up to that point' also scored highly in terms of utility with 62% of pupils finding this useful for learning to some extent. I found the feedback on these final two techniques particularly helpful as I was unsure how students perceived the utility of these strategies, and it has encouraged me to continue to use them in lessons. Whilst this feedback has been useful in terms of informing my teaching practice, it is important to acknowledge that I only generated feedback from a very small sample of pupils; it might be difficult for some pupils to judge what helps them to learn most effectively; and I did not ask for any responses on the reasons for their views (which could be an area for further research).

Final Thoughts:

Developing my strategies for checking understanding through questioning remains an ongoing focus in my teaching practice. I would like to explore the role that flipped learning could play in creating more time for checking understanding through questioning in Year 12 lessons, and would also like to consider in more depth the effectiveness of the different strategies when used in teaching other year groups.

Dr Emma Kindell is a Teacher of Geography at UCS Senior Branch.

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‘Why Languages Need a Re-brand’

Helen Laurenson

The start of the second decade of the twenty-first century has certainly been eventful for many reasons. The twin spectres of Brexit and Covid have dealt many blows, both personal and collective, encouraging a swelling sense of insularity and autonomy, from trade deals to vaccine nationalism. Nowhere has this been more keenly felt than in the area of modern languages study, recognised empirically in several key reports published between 2016 and 2022.[1] Squarely grounding language education as pivotal in a global business, economic, diplomatic and cultural context, the 2020 Joint Statement states, ‘we are at an extraordinary moment in human history. Cooperation within and across borders is vital as we work to solve global challenges. Clear and precise communication is more crucial than ever before to the health and security of every nation’.[2]

In the language teaching and learning context, this situation is depressingly familiar, a volte-face to the bad old days of the linguistic dominance of English as *lingua franca*, a suspicion of our European neighbours, and of languages as a niche, idiosyncratic choice, a rather quirky underling to the masters of STEM, Economics, Medicine and Law. Curriculum reform, severe grading in languages, cognitive dissonance, along with the perceived non-vocational status of languages are but a few of the ‘push-pull’ factors that have punctuated the decline in uptake in Modern Languages. With the UK independent sector now looking like the last bastion of language teaching and learning, recent A-level languages’ uptake data from Eton Group looks like the *coup de grâce*. Urgent measures are now required to stem the exodus from languages at A-level, and a re-branding of their value, functionality and essential complementarity are needed. It is becoming increasingly obvious that languages cannot hold their own in a much-changed academic and global panorama. In an unstable world, parents and pupils are rightly valuing vocational subjects where job prospects are clear and the perception that languages only lead to teaching and translation is rife.

The present research

Languages have not been compulsory in maintained schools beyond the age of 14 since 2004, with Ofsted noting that the number of entries in modern languages halved between 2002 and 2019.[3] With 10-15% being considered a good rate of transition from KS4-5, languages do not come close[4] and the recruitment implications are not restricted to A-level uptake, but with smaller numbers studying languages at tertiary

1 Born Global: Implications for Higher Education, British Academy, 2016; Languages for the Future, British Council, 2017; Languages in the UK: A call for action, The British Academy, 2019; The Importance of Languages in a Global Context: An International Call to Action Joint Statement by The British Academy, American Academy of Arts and Sciences, Australian Academy of the Humanities, Academy of the Social Sciences in Australia, The Royal Society of Canada.

2 *Ibid*., p. 2

3 Darren Churchwood, Recent trends in modern foreign Language entries in anglophone countries, Ofqual, 2019, p. 6.

4 Oliver Hopwood, ‘Planning for Growth in Modern Languages: Some Fundamentals’, paper given at UCL webinar, ‘Modern Languages: Challenges and Solutions’, 14 October, 2021.

level it is proving increasingly difficult to recruit sufficiently proficient language teachers. It was this context in mind that UCS became involved in the University College London and HEIF (Higher Education Innovation and Enterprise Fund) project led by Professor Stephen Hart of UCL, 'Developing a Partnership between Universities and Schools in Order to Enhance the Student Experience of the Spanish A-level'. UCS, along with Westminster School, City of London School for Boys, Canford School, the University of Glasgow, UCL and the Instituto Cervantes, London undertook a 12 month funded research project which aimed to 'develop new insights on how to enhance the links in the Spanish A-level between the linguistic, cultural, literary and filmic components of the syllabus'.

UCL INNOVATION & ENTERPRISE

UCL

UCL'S HEIF KNOWLEDGE EXCHANGE AND INNOVATION FUND APPLICATION

Summary of aims and objectives of the project:

This project, working with other universities in the UK, with Secondary Schools and Sixth Form Colleges, and the Instituto Cervantes in London, seeks to develop new insights on how to enhance the links in the Spanish A-level between the linguistic, cultural, literary and filmic components of the syllabus. This project grew from the partnerships formed in the creation of the online magazine, Bulletin of Advanced Spanish (https://bulletinofadvancedspanish.com/), which was founded in 2017 to act as a bridge between University Spanish Studies and Sixth Form Spanish Studies. Spanish is a popular A-level subject, attracting the highest number of entrants studying a foreign language in the UK, 7,932 in the summer of 2019. This project is very timely given recent and forthcoming changes in the A-level curriculum, including the reform of the A-level in 2017, when literature and film were re-introduced into the syllabus and exam, and the discontinuation of the Pre-U Spanish exam from 2023 onwards. This project aims to focus on the student experience of the Spanish A-level through (i) two Opinio surveys of Spanish A-level teachers and students, in 2021 and 2022; (ii) Task and Finish meetings and Workshops designed to advance good practice; (iii) the creation of a hub of archived materials; and (iv) a report summarising the examples of good practice. The partnership involves UCL, the University of Glasgow, University College School, London, the City of London School, Canford School, Westminster School, and the Instituto Cervantes, London.

The four phases of the project were as follows:

Describe fully the activities to be undertaken and how they will increase the impact of the underpinning research

The project will be focussed on developing this partnership through four core activities as follows:

(i) designing, delivering and implementing two Opinio surveys of a representative number (i.e. 5-10%) of (a) Spanish A-level teachers, and (b) A-level students, in 2021 and 2022, in order to gauge the successes and challenges encountered in the implementation of the new A-level syllabus and exam, as reformed in 2017; see https://www.aqa.org.uk/resources/languages/as-and-a-level/plan/summary-of-changes;

(ii) designing and delivering workshops designed to exchange best practice on how to train the younger generation and give them the skills and tools they need to succeed in the modern world, including communication (both written and oral) skills in Spanish; translation skills from Spanish to English and vice-versa; the ability to articulate knowledge and understanding of Hispanic culture, literature and film in Spain and Latin America; and the possession of sound research skills (including online research); in particular we will be focussing on how to create more coherence between the linguistic components and the literature/film/culture components of the A-level Spanish syllabus in order to enhance the student experience

(iii) creating a national Spanish online platform acting as a hub combining an archive of useful teaching materials (i.e. texts) as well as an online repository of podcasts on relevant topics; HEPs, for example, spearheaded by UCL and the University of Glasgow, will be able to offer lectures/presentations on important A-level topics which all Secondary Schools and Sixth Form Colleges can sign up for and download, via the Bulletin of Advanced Spanish; we will draw on UCL's experience in setting up this platform, particularly the model set up by the Englicious site

(iv) writing up a concise report summarising the results of the knowledge exchange created as a result of (i), (ii) and (iii), and highlighting the examples of good practice which will enhance the student experience.

Using the June 2021 issue of the online *Bulletin of Advanced Spanish* as a platform via four Opinio surveys, data was collected:

Survey for the Bulletin of Advanced Spanish

1. **I am...**
   - ◯ Year 11 GCSE student
   - ◯ 1st year Sixth Form Modern Languages student
   - ◯ 2nd year Sixth Form Modern Languages student
   - ◯ University Modern Languages student
   - ◯ Modern Languages teacher in Secondary school
   - ◯ Modern Languages teacher in Sixth Form College
   - ◯ Modern Languages university teacher/lecturer/professor
   - ◯ Other

2. **Would you like to see a new option in Paper 2 of the A-level Spanish exam on Science & Technology in Spanish?**

	1	2	3	4	5	6	7	8	9	10	
Disapprove	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Approve

3. **Would you like to see a new option in Paper 2 of the A-level Spanish exam on Business & Economics in Spanish?**

	1	2	3	4	5	6	7	8	9	10	
Disapprove	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Approve

4. **Would you like to see a new option in Paper 2 of the A-level Spanish exam on Film-making in Spanish?**

	1	2	3	4	5	6	7	8	9	10	
Disapprove	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Approve

5. **Would you be more in favour of these options if you knew that there would be options at University to study these subjects alongside a language?**

	1	2	3	4	5	6	7	8	9	10	
Disapprove	◯	◯	◯	◯	◯	◯	◯	◯	◯	◯	Approve

Finish

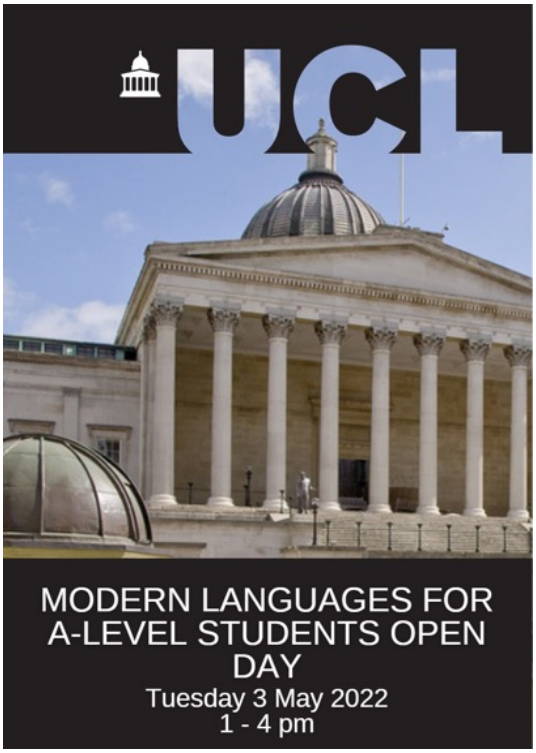
In June, 2022, the results were published in the *Bulletin of Advanced Spanish* by Stephen Hart:

'we asked respondents to rate their approval rating for each of these proposals on a scale of 1 (negative) to 10 (positive).....it is clear that these proposed options have met with a ringing endorsement across the ML community. All of the options, that is, Science (Q.1), Business (Q.2), and Film-making (Q.3) were looked on favourably by respondents'.[5]

5 https://bulletinofadvancedspanish.com/upgrading-a-level-spanish-five-answers/

Implications

One of the main drivers of the research project was to investigate thoroughly why conversion rates from KS4 - KS5 are so low across languages, typically at just 5%. This aspect was researched and presented across two colloquia, the first a UCL webinar, 'Modern Languages: Challenges and Solutions', held on 14 October 20216 and at a UCL Modern Languages Open Day held on 3 May, 2021.



Programme

13:00-13:30 Registration in Foster Court, University College London

13:30:14:00 'Re-framing language A-level in the Post-Covid Context': Plenary lecture delivered by Dr Helen Laurenson, Head of Modern Languages, University College School

Language	1 French	2 German	3 Italian	4 Spanish	5 Mandarin / Comparative Literature	6. Portuguese
14:00 - 14:30	Seminar on French A-level film: La Haine and Les 400 coups: Dr Patrick Bray	German Language Seminar': Dr Dagmar Paulus	Italian Language Seminar': Mr Andrew Campbell	Spanish Language Seminar': Dr Mazal Oaknin	Comparative Literature: Seminar on Ricardo Piglia, *The Way Out* (*El camino de Ida*): Dr Emily Baker	Portuguese Language Seminar': Dr Joana Rita Ramalho
14:30 - 14:45	Break					
14:45 - 15:15	1. Seminar on French A-level literary text: Molière, *Le Tartuffe*: Dr Thibaud Maus de Rolley	2. 'Opening lines', a seminar on the beginnings of a selection of German A-level literary texts: Dr Sebastian Coxon	3. Seminar on Italian A-level literary text: Leonardo Sciascia: *Il giorno della civetta*: Professor John Dickie	4. Seminar on Spanish A-level literary text: Gabriel García Márquez, *Crónica de una muerte anunciada*: Professor Stephen M. Hart	5. 'Mandarin and the Chinese literary text': Dr Amy Li	6. Seminar on Portuguese A-level literary text: Lídia Jorge, *A costa dos Murmúrios*: Professor Zoltán Biedermann
15:15 - 15:45	1. 'French Language Seminar': Dr Marie Fournier	2. Seminar on German A-level film: Dr Meererid Davies	3. Seminar on Italian A-level film: *I cento passi*: Dr Cristina Massaccesi	4. Seminar on Spanish A-level film: *Como agua para chocolate*, dir. Alfonso Arau: Dr Nathanial Gardner	5. 'Comparative Literature: Word, Image, Sound': Dr Lucy Bollington	6. Seminar on Portuguese A-level film: *Abril Despedaçado*: Dr Ana Cláudia Suriani da Silva
15:45 - 16:15	Q & A with UCL Modern Languages undergraduates					

6 UCL webinar

In the final report of the research project, Stephen Hart concludes:

'Based on the positive results of the survey our recommendations are as follows:

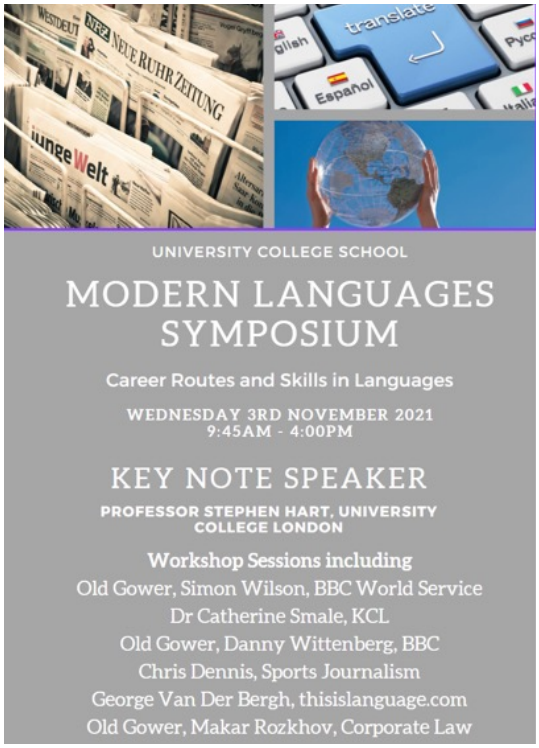
i. Create sample exam papers and sample curricular materials for each of the Three A-level options in Science & Technology in Spanish, Business and Economics in Spanish, and Film-making in Spanish

ii Contact A-level boards offering Spanish to gauge their opinion on these new options and provide assistance to them if they would like to include options of this kind in their current Spanish A-level curriculum.

iii Encourage and incentivise ML university departments to create new courses that will allow students taking these options to continue these curricular combinations to BA level.

The survival of the study of languages at A-level - obligatory at GCSE in the independent sector, and therefore artificially bolstered - is now contingent on their essential connectivity and complementarity with other disciplines - similar to the way in which Mathematics has smartly aligned itself with Engineering, thus acquiring the protective mantle of a practical and vocational application. Languages need to be re-packaged as an additional skill which will give candidates the edge in job applications - culturally competent, tolerant and bilingual doctors, engineers and scientists will always be much valued. To this end, as a department we aim to do just that - Mathematics and German combined forces in October Half-Term on a trip to Berlin and there are plans for a French and History of Art trip in the near future. Similarly, the Modern Languages Careers Symposium held in November 2021 proved to be a recruitment success.

The pedagogical buzz word of *cross-curricular links* whilst frequently populating the minutes of meetings and Departmental Development Plans, frequently falls at the first hurdle due to 'thin



timetabling'.[7] Ideally, the cross-curricular should be embedded in the Lower School through dynamic and exciting collaborative projects with Art, History, PE and English amongst others. What better than looking at the Cuban Missile Crisis through original propaganda in Spanish, or exploring war through an analysis in Spanish of Goya's *Los Desastres de la Guerra* and Picasso's *Guernica*? It is in the Lower School that interest in languages is sown; the start of a continuum of skills, cultural competences and practical application.

It is here too that we might take inspiration from both the Pre-U syllabus and undergraduate modules, through a multi-media approach under a thematic heading. This would address the often questioned 'usefulness' of a language, and could cover various disciplines across different year groups. Whilst the initial logistical challenges across departments might take time, once established, a cross-curricular programme would reap benefits as regards the reinvigoration and re-positioning of languages within the curriculum. It would also serve to promote traditionally less popular languages such as German under the umbrella of themed study - the art of Otto Dix in 'War' or the 'Immigrant Experience in Film' through *Almanya - Willkommen in Deutschland*. The study of films on Immigration in a variety of languages, for example, would also broaden pupil experience, opening a space for debate on tolerance, cultural competences and empathy. Languages are the natural bedfellow of movements such as BLM (the Conquest of Latin America, Post-Colonial literature, the Immigration crisis) and the more recent and controversial 'Everyone's Invited' (Gender Politics and the Individual v society in García Lorca's dramatic and poetic production, to name but one possibility). The dismantling of the perceived 'usefulness' of Spanish and French as opposed to German or Italian through pupil immersion in these languages via a series of themes would be of benefit.

Finally, the thoroughly enriching plethora of cross-curricular cultural possibilities afforded through languages make the content of the recent DfE GCSE MFL Subject Content Consultation[8] even more perplexing. In short, the *reductio ad absurdum* of the syllabus content to 90% of words taken from 2,000 most frequently occurring words in the target language, the removal of overarching themes and specific topics, all rubric and questions in English and the return to a dictation exercise, sounds a death knell in everything stated above. There is further depressing food for thought in the statement, 'cultural content will not be specified or tested in the revised subject content'. A new GCSE that has all the attraction of a glorified vocabulary test will not benefit the cause of language learning in the UK. Despite this, we move forward with positivity, making useful links with HE and comparable schools in order to improve the pupil experience.

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7 Hopwood, Ibid.,

8 https://consult.education.gov.uk/ebacc-and-arts-and-humanities-team/gcse-mfl-subject-content-review/supporting_documents/GCSE%20MFL%20subject%20content%20document.pdf

Developing effective practices for teaching partners in shared sets:

Jessica Harris &
James Firth

Introduction

Feedback consistently features as one of the most impactful teaching interactions with students (Hattie and Timperley, 2007). Executing quick, student specific and consistent feedback is routinely cited as being vital for good student outcomes; furthermore, analysis of evidence from the Education Endowment Foundation (EEF) has suggested effective feedback could lead to as much as eight months of additional progress for students (Enser, 2019). When sharing sets within the same subject, communicating similar messages in feedback is important for students to understand how to improve and to ensure that conflicting advice is avoided as well as being *"critical to students being able to make links between different topics...and develop mental maps of their subject"* (Rosenshine, 2012) . At UCS, especially in the A Level courses, subjects are taught by two or more teachers, therefore investigating practical tools for effective and consistent feedback is especially pertinent.

For this year we, Jessica Harris and James Firth have shared a Transitus and Sixth set. Due to the way the Geography syllabus works, this meant that James was teaching modules on Physical geography whilst Jess taught the Human content. In addition, there are several elements of the course which we jointly deliver; this includes preparing students for their synoptic Paper 3 as well as outlining the requirements for their coursework (NEA). As a result, we have had the opportunity to discuss and trial many techniques to ensure we are teaching our mutual sets as effectively as possible. Consequently, we have found that, due to this regular communication and trialling of different teaching practices, we have become effective teaching partners. Detailed below are some of the things which have worked best for us, and which we hope will be of interest to others.

The challenges of teaching shared sets:

Below are some of the key challenges we faced in teaching a shared A-Level set which, once we acknowledged they existed, we could try to combat and minimise.

Challenge 1: Consistency for students

One aspect that can be challenging is ensuring consistency for students; at A-Level especially, it is key that students know exactly how to answer exam questions, thus teachers need to be on the same page regarding what is required. When this is being delivered across two sets, it is very possible that students might be getting different, or sometimes conflicting, advice from their teachers. From a student's perspective, this lack of consistency can be frustrating, leading to slower progress and negative repercussions for student-teacher relationships (William, 2017).

Challenge 2: A holistic approach

It is also likely that when content is split between two teachers, as in the case in Geography, students begin to mentally split the course in this way too. For a subject like Geography, this is problematic as thinking synoptically and seeing the relationship between all modules is a key skill on which students are examined (Enser, 2019). This rather segregated type of thinking is also unhelpful for helping students to adjust to university style thinking where there are less rigid boundaries between topics and subject areas.

Challenge 3: Knowledge of students

Lastly, one issue that can make learning harder for A-Level students is if there are inconsistent techniques or approaches to learning taken by different teachers. By teaching in a singular way with little communication with your paired teacher, it takes longer to know what works for each student and uncover the teaching practices which specific classes prefer. This may lead to students preferring one teacher to the other or viewing part of the course less favourably.

Solving paired teaching issues:

Solution 1: Collaborative centralised feedback

One solution was to use a centralised feedback sheet to record all comments that students received on essay style questions (see above). After completing questions, students had a set routine in both Human and Physical lessons to record the areas they need to work on to improve for next time, along with what elements to keep. This was beneficial as it meant it was easy to keep track of how students were doing on both sides of the course as well as pick up trends for certain style questions that may be covered by both Human and Physical teachers. It also had the added benefit of showing clearly when students were not acting on feedback and making the same mistakes repeatedly, allowing us to make interventions when necessary. One knock on impact for the students that did use the spreadsheet effectively was that it marked the progress they made across the year and could serve as a reminder of how far they had come.

"I feel as if it is a great way to keep track of my essays and how I have done and I will be able to look at all the weaknesses that I have improved on and all the big issues that are repeated"
Student Voice on the Centralised Feedback Sheet.

Date	**Transitus**		**Sixth**	
Essay Title	Globalisation Essay 1 (12marks)	Globalisation Essay 2 (12marks)	"Assess the extent to which geopolitical power stems from human and physical characteristics" (12marks)	Geopolitical redo essay
Teacher 1 comments	JMH - Getting to grips still with the PEEL structure.		JMH - WWW: Some excellent knowledge shown throughout. EBI: Most people ended up in Level 2 due to a lack of clear argument. Instead of just stating significance you need a clear ARGUMENT from the start which you stick to in EVERY paragraph. We looked at a student's essay as an example.	JMH - WWW: Much better the second time around - most people achieved Level 3. EBI: One or two instances where the argunment hadn't been developed.
Student 1	- Rank significance, condense intro and tell argument immediately, build an argument ater every paragraph	WWW: well ecplained answer, supported with evidence and ranked the significance well. EBI: make argument even clearer and wirte more succinctly.	Did ok but the knowledge was not well selected and the essay seemed rushed. got a 6/12. I would make the structure much clearer and more concise.	The explanation is confusing and not clear at all. I should be much clearer and more concise. Don't explain the topic before the example.
Student 2	To create an argument at the start of my essay and establish it before I begin to the write thte body.	Make a judgement on what is the most significant argument and continue this through the essay.	Make sure to write a link in each paragraph with each other and the question. Write the bluff statement at the sart so there is a clear arguement outlined at the start. Make sure to make clear the paragraphs that are 'human' and 'physical'	Make sure there is a clear link between each point and the overall argument and the question.
Student 3	Write fromally - don't use the word 'obscene', be specific - reference the globalisation process, give better balance - both sides of argument.	Make opening argument clerer - which factors are more significant, also be more succinct as there will be less time.	Great opening bluf ranking sentence, put most significant point first.	Explain why it is 'hugely significant', condense bluf.

"It is useful to look back at progress and how I have developed, and understand what to do and what not to do in an essay"
Student Voice on the Centralised Feedback Sheet.

A challenging area when using this technique is training students to synthesise the teacher feedback that they received in essays into an accurate summary on the centralised document. Especially at the beginning of the academic year, students lacked clarity or simply skipped some of the most important elements of their feedback. Enforcing a structure of; 'What Went Well' and 'Even Better If' structure helped students to summarise their feedback, along with individual discussions whilst they filled out the sheet. A further challenge was to get students into a routine of referring back to the feedback sheet before they write their next essay.

Solution 2: Standardising teaching delivery

Whilst we both retained a lot of flexibility in how we chose to deliver content, we made a conscious effort to ensure we were on the same page for certain aspects of delivering the course. Early on in the year, we had an essay moderation meeting to ensure that our marking was on the same level and we knew exactly how we were both coming to certain grades. This meant that, for students, they knew one teacher wasn't a "generous" or "harsh" marker and they were likely to get very similar feedback regardless of who they came to for support. What helped with this also is that we had predetermined how we would instruct students for certain mark questions; for example students the same format would be expected in a Physical and Human 20 mark question and we would use identical diagrams and language to explain this. Students reported in an anonymous survey at the end of the year, that they felt marking in the subject was *"one of the most consistent of any of their subjects"*.

Solution 3: Regular review meetings

Regular review meetings and ad hoc chats where we would discuss our lessons and students quickly became a normal part of our week. This meant that both teachers had a reasonable knowledge of what was going on in the other side of the course and could adapt accordingly. It also meant we could cater to needs much faster and get the best from them. For example, our Transitus class enjoys collaborative tasks but, due to the competitive nature of some of the students, it is essential to predetermine the roles people will have to ensure the class has balance. By sharing this information ahead of time we could maximise the gains made from activities like this but also ensure that we were not overloading the class with too many tasks that were similar in nature. In addition, this regular review allowed us to trial new approaches, such as methods of delivering feedback, so that gradually our teaching was becoming more and more tailored to the needs of our students.

Conclusion

As a result of the actions above, we know the students we teach much better and have formed a strong working relationship. The solutions above have gone a long way in ensuring our mutual sets are as well catered for as possible and have clear expectations from us as a joint partnership. These are definitely not an exhaustive list of solutions and some of the existing strategies will need to be tweaked for next year, but in our experience the team teaching in a considered way in my experience has massively helped share the workload and onus of having shared sets.

Summary of new actions completed through the academic year:

- Consolidated feedback sheet: collating all feedback on a whole class document.
- Internal pair marking standardisation for interim homeworks and tests
- Standardised teaching of examination techniques across teaching pairs.
- Regular review meetings to discuss effective teaching techniques and consistent behaviour strategies.

James Firth is a Teacher of Geography, Foundation Environmental Impact Coordinator, and Duke of Edinburgh Award Manager. Jessica Harris is a Teacher of Geography. Both work at UCS Senior Branch.

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What impact does a Geography based soft CLIL framework have on KS3 Mandarin students' self-efficacy?

Maria Pia Maggioni

Abstract

In the academic year 2021/2022 I carried out an action research project with my year 9 Mandarin students as part of my second participation in the Subject Expert Micro-Programme organised by the UCL Institute of Education Confucius Institute for Schools. This research was carried out by 7 classroom teachers, based in 7 different secondary schools across the United Kingdom. The research topic chosen derived from observations that the teacher researchers made in their daily practices. Personally, I have always been an advocate for the importance of cross-curricular activities though these, in a regular school context, seem to always be hard to develop alongside the needs of the specifications and exams, time being the main obstacle. In the past years, the Mandarin Pre-U Sixth Form students had the opportunity to take part in a Chinese Geography seminar which was really well received. This has made me wonder what else can be done for younger learners.

Introduction and Context

As a group of teacher researchers we decided to experiment with Geography amongst all other possible subjects. The reasons for this are twofold. Firstly, geographical features of water bodies and mountains are associated with two of the commonest radicals in Chinese language, namely 山, 水, and 氵. Secondly, Chinese words for 'city' 城市, 'countryside' 农村, 'seaside' 海边, 'mountainous area' 山区, as well as direction words, including east 东, west 西, south 南, north 北, preposition word in/ on/ at 在, and 'side' 边, are all core vocabulary for the GCSE Chinese course.

It was also agreed that, instead of comparing students' motivation on Mandarin learning before and after one cross-curricular session featuring Geography and Mandarin, there would be 4 sessions delivered on different dates. This is because to change a mindset and viewpoint usually takes time.

To carry out this project, it is agreed that a series of 4 cross-curricular sessions (combining Mandarin and geography) are designed and agreed by all team members. The same four-part intervention will be delivered at all participating team members' schools, although some minor adjustments might have to be made to suit individual school or class's needs.

The key framework used to design the four-part intervention is Content and Language Integrated Learning (CLIL).

Content and Language Integrated Learning (CLIL)

Following Horwitz's (1988) suggestion, this research project team at the initial stage tried to identify an effective language learning strategy

(LLS), namely cross-culture activities, hoping to have a positive impact on pupils' motivation on Mandarin learning. In 2020, Jaekel assesses the impacts from LLS use and the year 9 foreign language learners' self-efficacy on their language proficiency. Self-efficacy is one's belief whether he or she can shape his or her development. Jaekel (2020) concludes that 'students may best be supported by enhancing their self-efficacy while they should carefully choose their strategies'. During this research, Jaekel employed the Content and Language Integrated Learning (CLIL) LLS. Hence the research team for this project decided on looking deeper into the CLIL model, as the chosen LLS for this research.

CLIL uses the 4Cs (content, communication, cognition, and culture) to guide planning a unit of work. It is believed that for content learning to be effective learning, students must be cognitively engaged, while communication is achieved. It is hoped that students in this research project feel rewarded and get the sense of achievement that the knowledge gained from different school subjects, geography in this case, can be applied in Mandarin lessons. If learners possess a positive self-efficacy, they would be more willing to take on tasks, although Mandarin is usually perceived as a difficult language to learn. As any particular CLIL model or methodology needs to consider the relative value or importance of the 4Cs above, it would be sensible for this research project to design activities that offer learners opportunities to develop their self-efficacy which in turn will feed on their motivation, reduce anxiety for Mandarin acquisition and eventually will increase their Mandarin abilities.

As CLIL is most beneficial for learners as a frequent and short exposure (Marsh, 2002), this research project uses four 15-minute interventions delivered over a period of weeks time. Moreover, learners' attitude to Mandarin learning and their self-efficacy are reflected and noted on a series of questionnaires. In other words, there will be six stages of the intervention, which are divided by four self-efficacy reflection questionnaires and four interventions.

Our intervention will be four 15-minute slots, one per week over consecutive (where possible) weeks. The content of those four session will be:

- rivers and mountains (Yangtze River, Yellow River, Pearl River; Mt. Taishan, Mt. Hengshan, Mt. Songshan, Mt. Huashan)
- cities (Beijing, Shanghai, Xi'an, Shanghai, Chengdu and Hong Kong)
- famous landmarks (The Great Wall, Oriental Pearl Tower, Terracotta Warriors, Victoria Harbour, pandas)
- weather (wind, cloud, rain, snow, thunder, lightning)

We are also going to develop two questionnaires in which we will be asking students to think about their self-efficacy as well as the impact of the CLIL approach. Students will be asked to answer these questionnaires before, during and after the interventions.

Motivation

From the early stage of this research project, the focus among the researchers has been on student motivation and how to keep students motivated. In particular, one of the activities that seem to promote pupils' motivation is cultural activities. It seems that the Mandarin learners' motivation plays a key role for their academic performance and indeed when deciding whether they would take Mandarin as one of their GCSE options. This somehow echoes what Genc *et al.* have found out from their research in 2016, that is, there is a positive relationship between Turkish English as Foreign Language (EFL) undergraduates' motivation and their learning process. Additionally, these research subjects' beliefs about language learning (in this case, English as Foreign Language), are affected by their English self-efficacy. In other words, 'what people think, believe, and feel affects how they behave' (Jaekel, 2020). Genc *et al. 's research* findings indicate that EFL students' beliefs related to difficulty of English language, i.e. the target language in this case, were not their main concern. However, in the context of this research project, Mandarin has been commonly perceived as a difficult language to learn. In her quest to find out what negative beliefs possessed by second language learners that can significantly affect their language learning, Horwitz (1988) uses her Beliefs about Language Learning Inventory

(BALLI), a 34 item questionnaire, to reach her conclusion. Horwitz (1988) advises that,

"to make learners aware of their own preconceived notions about language learning and their possible consequences, teachers should include discussions about the nature of language learning as a regular part of their instruction" (Horwitz, 1988)

The final part of Horwitz's (1988) 'Inventory', which includes 4 questions, links to 'motivations and expectations' and will be adapted for the data collection stage of this project. Additional questions, whether the pupils in this research project think it is difficult to learn Mandarin and what they feel about their Mandarin learning, will also be included in this project's questionnaire, as these are likely to influence their motivation on learning the language.

Findings

There were 6 sets of data collected from each school, namely four self-efficacy questionnaires and two CLIL experience questionnaires.

Despite having collected six sets of data per school, only five were considered in our data analysis. One of the four self-efficacy questionnaires has been taken out of the data analysis because the data collected wouldn't have been comparable (because it was done at different points though affecting students' perception of self-efficacy).

Two of the schools taking part in the research project have also had to be taken away from data analysis because their timing wouldn't have been comparable.

Total valid data items: 88

When analysing the collected data from all the schools, we can describe it by looking specifically at the following: Mean, Median, Mode, Range, Standard deviation, Minimum, Maximum.

The description below refers to the five data analysis tables that follow (table 1 to 5) which represent: self-efficacy baseline, self-efficacy (during the) intervention, self-efficacy delayed (post-intervention), CLIL first, CLIL second.

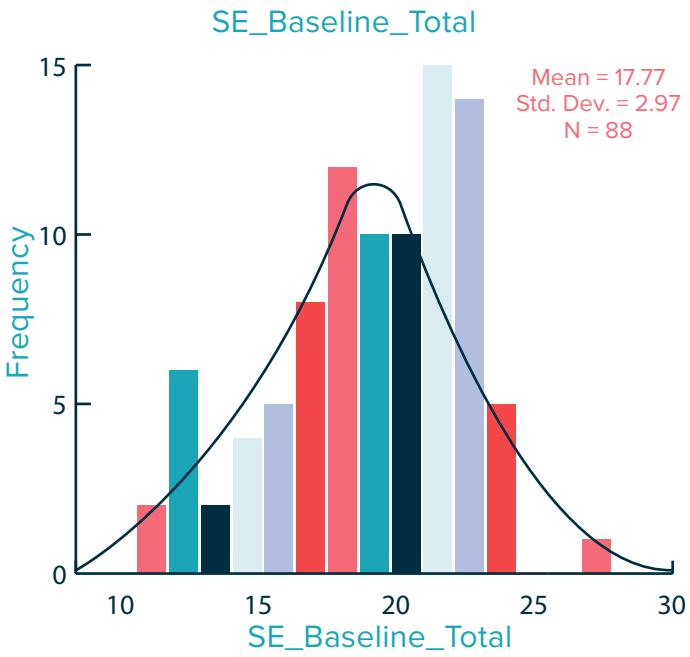
Looking at and comparing the three self-efficacy tests, we can notice the following:

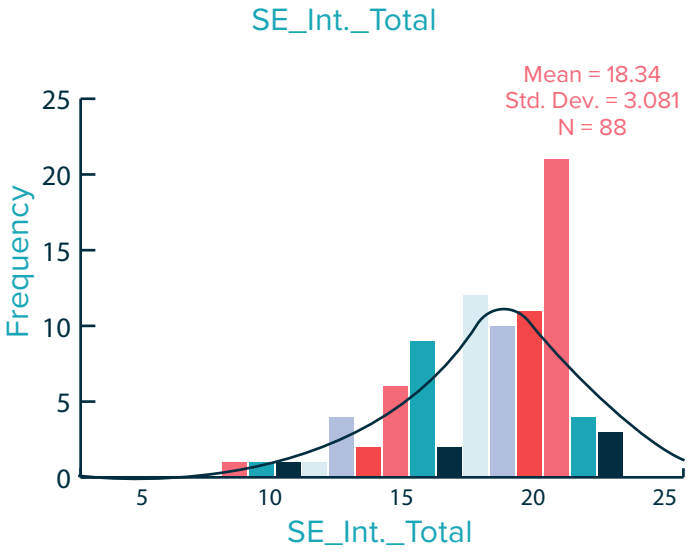
- the mean increases from 17.77 to 18.34 in the during-intervention questionnaire, and then decreases slightly to 18.19 in the post-intervention questionnaire
- the median increases from 18 to 19 in the during-intervention questionnaire and then decreases back to 18 in the post-intervention questionnaire
- the mode increases from 20 to 21 in the during-intervention questionnaire and then decreases further to 18 in the post-intervention questionnaire
- the standard deviation always increases, from 2.97 in the pre-intervention, to 3.08 in the during-intervention and to 3.10 in the post-intervention questionnaires
- the range stays the same at 14 in pre and during-intervention questionnaires and increases to 15 in the post-intervention
- the minimum decreases from 11 to 9 between pre and during-intervention questionnaires and increases back to 10 in the post-intervention questionnaire
- the maximum decreases from 25 to 23 between pre and during-intervention and increases to 25 in the post-intervention

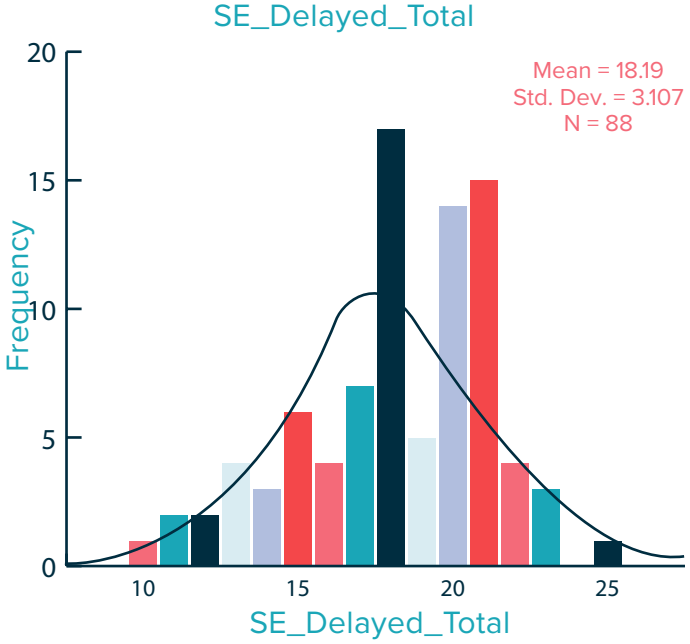
Looking at the same details but from the CLIL questionnaires, we can see that between the first and the second CLIL experience questionnaires:

- the mean increases from 32.56 to 34.15
- the median increases from 33.50 to 35.00
- the mode increases from 34 to 37
- the standard deviation decreases from 6.35 to 5.91
- the range decreases from 33 to 26

Thinking about the range,maximum and minimum, we could also think about the means and distribution. Therefore, another level of analysis takes into account the skewness and the kurtosis for the three Self-efficacy questionnaires and it is better shown by the three graphs overleaf.







In the Self-Efficacy questionnaires:

- the range doesn't change
- the minimum and the maximum change
- the medium increases by 1 meaning that more students express a better self-efficacy sense
- it is less dispersed meaning that for the middle ability students their self-efficacy increased signifying that the actions were beneficial to the majority of students. The difference between the minimum and maximum has narrowed.

In the CLIL experience questionnaires, it can be noted that the CLIL experience is in strong positive correlation with their Self-Efficacy.

Three questions of the CLIL questionnaires are particularly linked to the self-efficacy and there are:

- Question 1, 3 and 6 for the first set of CLIL experience data
- Question 3 for the second set of CLIL experience data

We can therefore hypothesise that Q3 (I feel I made progress in the Chinese language) is crucial.

Interpreting the bell graphs:

Skewness and kurtosis are between -1 and 1 which means that the data falls within the normal curve of distribution.

Considering 68% as representative of the majority of students and referring back to the first two tables, adding up or subtracting the standard deviation to the mean, we could say that the majority of students scored between:

- 20.74 and 14.80 in SE1
- 21.42 and 15.25 in SE2
- 21.29 and 15.08 in SE3

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We can therefore hypothesise that Q3 (I feel I made progress in the Chinese language) is crucial and it is linked to the concept of metacognition (the idea of guiding students to see their own progress)

This is also linked to the self determination theory that competence in learning will increase motivation. Q3 has proved that the more progress that students made during the intervention, the higher self efficacy that they will achieve.

Interpreting the Self-Efficacy bell graphs:

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Another interesting angle of analysis is taken from the answers to the CLIL Q10 which were the only piece of qualitative data at our disposal.

The question asked: What were you most pleased with? Mention the best thing about the lessons.

The table below shows different answers from students which seem to show appreciation for similar types of aspects.

CLIL Q10 Analysis (students' comments)

	Number of Students	Number of responses considered	Topic mentioned	Chinese culture mentioned	Teaching resources and activities mentioned	Other
Pia CLIL1	8	8	5	0	2	1
Pia CLIL2	8	7	2	1	5	0
Yishan 1	10	9	3	0	5	1
Yishan 2	10	9	4	2	3	0
Mu CLIL 1	15	15	5	5	5	1
Mu CLIL 2	15	14	8	2	2	1
Liu Yun 1	25	10	1	1	7	1
Liu Yun 2	25	10	1	2	7	0
Jennifer 1	25	25	16	2	8	0
Jennifer 2	25	25	13	6	5	1
Hanghang 1	32	18	4	6	8	0
Hanghang 2	32	16	8	6	2	0

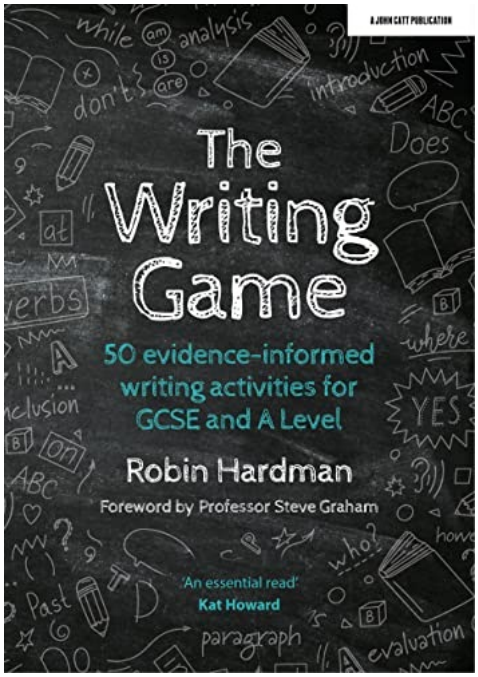
CLIL1: after the 1st intervention after learning about rivers and mountains
CLIL2: after the 3rd intervention after learning about Chinese cities landmarks

Maria Pia Maggioni is the Head of Mandarin, Teacher of Mandarin, Italian and French at UCS Senior Branch.

Book Reviews

Review of the Writing Game, 50 evidence informed writing activities for GCSE and A level, by Robin Hardman

Duncan Bryson



In History, as in many other subjects, there is often a gap between intelligent opinions and lively debates in class and the quality of the written work the teacher then receives. All too often a student who appears to have engaged well with the material produces a rather formulaic and predictable essay. When faced with a blank sheet of paper many students appear to forget their excellent ideas and revert to the comfort of filling the void with whatever they feel is relevant.

As teachers we often feel pressure to cover content and embed knowledge, which can make us feel like there is precious little time to work improving the extended writing skills of our students. Many of us strive to plan and deliver fun and engaging lessons, for both us and our students, and see writing exercises as rather dull, or perhaps a struggle for some in the class, so include them less than we should. Perhaps we even think that there are students who can write well, who have that gift, and those that can't.

The Writing Game is an attempt to show that the debate between skills and knowledge is something of a false dichotomy. It is a book that is full of activities that are designed to encourage students to express their knowledge in a way that improves the clarity of their written expressions and make the building blocks of effective extended writing. There are activities that help students write more concisely, that help them identify poor writing, or encourage better use of paragraphs. There are more advanced activities that could be used with A level students to reinforce the structure of a well argued paragraph. There are many activities that encourage group and peer review to improve each other's work . At the heart of all of them is writing. Sometimes these will be bullet points, or sentences or paragraphs, but they are all ways in which to embed writing into learning.

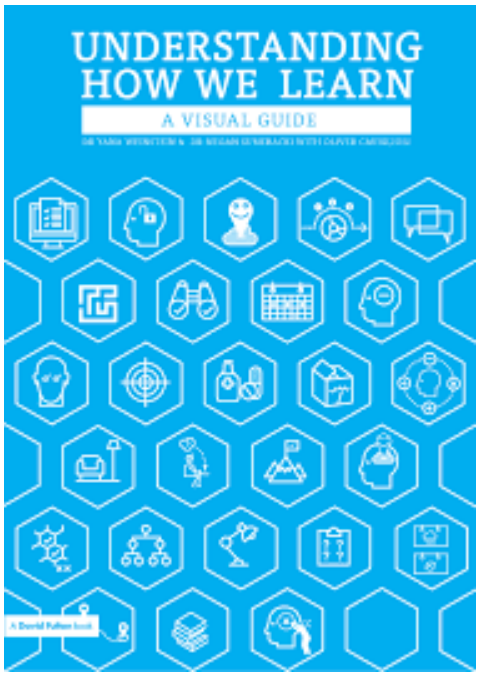
There are too many individual activities to list, but an example that appealed to me was a group activity, where five students were tasked with writing a paragraph. One student was the scribe, in charge of good phrasing, vocabulary and punctuation; one was the encyclopaedia, who would provide evidence and knowledge; another was the analyst, who explains the significance of each point; a fourth was the contrarian, who had to give the counter argument; and one was the judge, who made the final decision. By giving each student a character that corresponded to the vital parts of a paragraph, each has a responsibility to deliver that part, and the result is a well constructed, analytical piece of writing, rather than a bland description, or a list.

There are other activities that I found less exciting, but that may be more appropriate for different types of work. All of them take the form of a briefly outlined idea, with variations and an explanation, that you could adapt to your own needs and subject. As such it is a book that helps you come up with ideas for teaching, rather than a collection of ready made resources. As such I have found it thought provoking and useful.

Duncan Bryson is a Teacher of History at UCS Senior Branch.

Understanding how we learn: A Visual Guide By Yana Weinstein, Megan Sumeracki, Oliver Caviglioli

Joe Sharp



I have often found educational literature and advice to be anecdotal, subject specific and not particularly useful. This book, however, was the opposite. Yana Weinstein and Megan Sumeracki write with concise conviction and are complemented beautifully with illustrations by Oliver Caviglioli in this informative and useful book on learning. Written from a background of research in cognitive psychology they are able to explain clearly how we learn and therefore provide effective strategies to help improve learning. As a long time fan of the Learning Scientists, I have been trying for years to implement their strategies into my own teaching and it was empowering to read the wealth of research that has gone into each strategy and learn how to use them more effectively in the classroom.

Split into four parts, the book starts with how educational practice doesn't often use research and evidence-based findings and how myths such as learning styles can be promulgated within a school or educational twitter circles. Exploring a lab-to-classroom model and introducing the experimental approach of behavioural psychology, cognitive psychology and neuroscience to improve how we teach.

The second part delves into the basics of the human cognitive process and whilst I may be an Economics teacher by trade, I found myself particularly engaged by the potentially dull (sorry, Biology department) topics of perception, attention and memory. The experiments, diagrams and worked examples helped here.

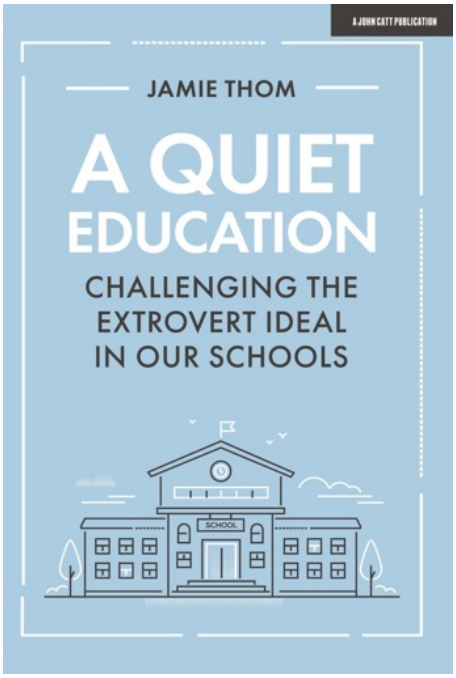
Part three is the most practical from a teaching perspective as it lays out six strategies for effective learning: spaced practice, retrieval practice, interleaving, elaboration, dual coding and concrete examples. Explaining through research why these strategies are effective, and through case studies and questions, it explains how they can best be implemented. These strategies are split into three parts; planned learning, development of understanding and reinforcement of learning and I can see clearly how they can be used to improve planning for individual lessons, schemes of work and beyond.

The book finishes with useful and practical guides for teachers, parents and students and I would strongly advise all parties to read this book. The beauty of this book is in the clarity of presentation, each chapter and subtopic have a clear summary guide before and after with their own extensive bibliography. The illustrations and use of dual coding throughout mean that a thirty second flick through one of the chapters can convey a huge amount of information and useful case studies, strategies and tips. Whilst some of the writing is concise, possibly veering on the side of skeletal, it can sometimes read like a textbook. However, the clue is in the name, *Understanding how we Learn: A Visual Guide*, and the visuals and layout are what make it an accessible read and not confined to those confident with pedagogical vocabulary. This also increases the audience that can benefit from the book and as a teacher I know that I will regularly revisit this book and refresh my memory of its contents reassured that all the strategies and tips are founded in thorough research.

Joe Sharp is a Teacher of Economics at UCS Senior Branch.

A Quiet Education - Challenging the Extrovert Ideal in our Schools by Jamie Thom.

Keith Bugler



Are schools, as with so many spaces in our society, inevitably designed for extroverts? Loud, noisy and with a focus on discussion, they can often seem that way. The question posed by author Jamie Thom is where this leaves the quiet, thoughtful and introverted section of any pupil cohort, and what can we as teachers do about it?

Thom's key thesis is that there is an extensive focus in classrooms on pupil communication and collaborative work, which disadvantages individuals with a quieter, more reflective and thoughtful outlook. Working in a school where many of our pupils are vocal and enthusiastic classroom contributors, and where our recent ISI report noted with approval the many excellent collaborative classroom projects, I do think Thom's argument is a relevant one to UCS.

Concise and well written, the book is divided into three sections. Firstly, Thom focuses on introverted pupil's experiences and explains the psychology behind the introvert/extrovert continuum. The middle of the book focuses on strategies for introverted teachers to thrive in a working environment which can be exhilarating, but also exhausting. The final section is a paean to the skills displayed by introverted individuals, and how by embracing quieter, more reflective learning environments, our more extroverted learners can benefit too.

The first section is probably the weakest part of the book. Frustratingly, after taking an entire chapter to explain the differences between introversion (a well-recognised and quantifiable personality trait), and shyness, the book then uses the terms interchangeably for the remaining chapters. The pedagogical points in chapters 1-6 are often basic best practice with which most teachers will be familiar, and Thom indulges in Myers-Briggs wooliness, which undermines the academic rigour the book deserves. However, when each chapter finishes with five open ended socratic style questions such as "are you prone to over-narrating what happens in your lessons", he allows scope for reflection as a practitioner, providing value for even the less convincing chapters of the book.

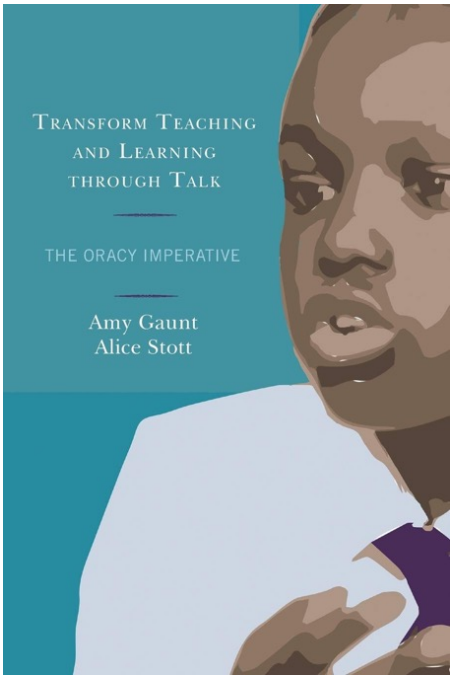
Conversely, I found the middle and final sections to be thought-provoking and encouraging for teachers who identify as introverts. The chapters on avoiding burnout and quiet behaviour management are well worth reading for all teachers. It was also pleasing to see how UCS has already adopted many of Thom's suggestions for more thoughtful and reflective teacher CPD, such as our offer of coaching for staff and year long PDP programmes, which encourages quiet and reflective thinking on our own teacher practice. One of the final chapters looks at ways of modelling metacognition, a current area of interest to UCS, and how a quiet space for reflection, away from dialogue and group work, is an absolute necessity to develop our students' metacognitive skills.

Ultimately, I would suggest it is a book worth dipping in and out of rather than reading cover to cover, but it is a worthwhile addition to our common room reading section.

Dr Keith Bugler is a Teacher of Chemistry and a Deme Warden at UCS Senior Branch.

Transform Teaching and Learning Through Talk: The Oracy Imperative By Amy Gaunt & Alice Scott

Kirti Shah



A book about talking! Who would have thought we need a book about that. The most famous material on Teacher Talk is possibly the "80:20" rule - that teacher talk should be around 20% of all the talk in the classroom. But that's a controversial idea.

Nothing too controversial about this book which places the spotlight back on pupils and their talk: how to teach them to talk, to learn through talk, to listen, how to improve the quality of their talk and how to teach them to use the language of your subject.

One might think that in a school full of bright pupils, we have little need to concern ourselves about this: our pupils surely talk quite enough! But the striking thing about this simple, accessible book is that it refreshes oracy, and our understanding of it, with straightforward but compelling tools and techniques.

Though much of the evidence and examples are drawn from younger years, I can see how many of the techniques can (and will!) be used in my sixth form Economics classroom: I often comment on how learning Economics at A level is like learning a new language and this book has given me lots of ideas to improve the speed and competency with which pupils can adopt this new language and use it to accelerate their progress.

When non teachers think of teaching, they perhaps have the image of a lecturer or at least of someone at the front, filling up an empty vessel - the pupil - with knowledge. Of course we know that this is not how pupils learn best but this book confirms the very many benefits of improved oracy - and thus of using a variety of teaching and learning techniques - to improve retention, cognitive function, reasoning and problem solving skills across all subjects. We often, in our classes - invite discussion, but how do we ensure that that discussion is of the highest quality? Of course it's not just that students should talk - we want them to contribute a well considered thread that challenges others and raises the level of understanding for the whole class. This book shows us how to achieve this.

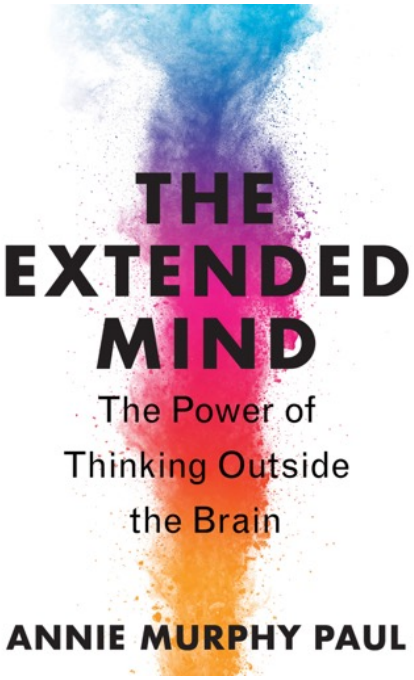
The book draws upon the Oracy Framework devised by the University of Cambridge which was then put into practice at School21 - a pioneering and unique school in East London (https://www.school21.org.uk/our-story) and thus has plenty of interesting and applicable examples from across all subjects.

Apart from relearning a wealth of techniques, I particularly liked the ethos: "the power of sentences comes from their ability to shape thinking" and "ways of thinking are embedded in ways of using language" (P 66). Being reminded of these simple truths, which we all know but which get lost in the bustle of our day, are reason enough to read this book. Simple, clear, useful and a quick read, it's definitely one to dip into.

Kirti Shah is a teacher of Economics at UCS Senior Branch and leads in Women in Leadership Network.

The Extended Mind (2021) by Annie Murphy Paul

Patrick Milton



"Use your head!" - a phrase I remember being uttered to me by many of my teachers in my school days, perhaps because I wasn't using it very much! In The Extended Mind, Annie Murphy Paul argues that just using our heads is not always enough. Sure, our brains have evolved to be phenomenal organs enabling an abundance of higher cognitive skills, but it is easy to overlook the fact that many of the tasks our brains have evolved to perform, do not always factor in the way we think and function in contemporary life, and certainly in school. We need to shift our paradigm of thinking beyond a brain-bound model and embrace the "extra-neural resources" available to us. The Extended Mind sheds light on the cognition that can happen outside of our skull and looks to our bodies (embodied cognition), our surroundings (situated cognition) and our relationships (distributed cognition) to fire up our learning.

Embodied cognition is based on the principle that the brain receives all information through sensory input from the body, as such, our bodies can often be a beat ahead of our thinking. Trusting our intuition and adopting an introspective approach can aid the learning process. Annie Murphy Paul suggests that utilising mindfulness, gesture and movement in the learning process are methods of developing this bodily thinking.

Situated cognition shifts the focus to the environment in which we learn as a tool for accelerating learning and productivity. The metaphor of the 'brain as a computer' is often banded around, especially by cognitive psychologists, although it is ultimately flawed. Indeed a computer will work just as well in a cafe, a classroom, a park etc, so long as the wifi and battery power are in good supply! Whereas as humans, experimenting with the location in which we work, and how information is presented around us, can dramatically impact our cognitive capabilities.

Distributed cognition refers to utilising the relationships we establish in the learning process. A concept already embedded in the UCS Learning Values. The social brain thrives and can work collaboratively, often with less effort than when working alone. Annie Murphy Paul refers to the concept of a cognitive apprenticeship, in which cognitive loops between experts and novices are established to share knowledge and enhance understanding.

Whilst Annie Murphy Paul has borrowed the original concept of the extended mind from philosophers Andy Clarke and David Chalmers, in this book she extends this line of thought and adopts an evidence-based, psychological approach and uses a vast array of research to argue the empirical value of thinking outside the brain. As a psychology teacher, I thoroughly enjoyed the book, but I would suggest saving The Extended Mind for enjoyment over one of the longer holidays. It is dense and takes time to digest, but you won't regret it. It is also worth noting that it is not aimed directly at teachers, that said Emma Turner, David Goodwin & Oliver Caviglioli have published The Extended Mind in Action, which condenses the ideas and applies them within an educational context, complete with Caviglioli's exquisite infographics. The latter may be more appealing to busy teachers during term time.

Patrick Milton is the SENCO, Director of Teaching & Learning (Pupils) and Teacher of Psychology at UCS Senior Branch.

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