

Improving
literacy through languages
and improving
languages through literacy

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What we are going to look at:

- What our programmes of study say about languages and literacy
- Concrete examples of research and activities which support the teaching of languages and literacy:
 1. transferable skills (Spanish)
 2. T1/T2/T3 vocabulary (French)
 3. literacy in Y7, Australia (German)
 4. the Iris project (Latin)
 5. Reading University research

What our programmes of study say about languages and literacy:

PLEASE USE THE SHEETS TO CROSS REFERENCE THE PROGRAMMES OF STUDY IN ENGLISH AND LANGUAGES AT KS2 & KS3

Useful links:

KS2 languages vs KS2 literacy

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

KS3 languages vs KS3 literacy

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/244215/SECONDARY_national_curriculum_-_English2.pdf highlight similarities

of words used!

Lots more on ALL website!!

In case you had any doubt the languages and literacy support each other:

<http://all-languages.org.uk/wp-content/uploads/2016/04/Developing-languages-and-literacy.pdf>

“Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. **The skills, knowledge and understanding gained make a major contribution to the development of children’s oracy and literacy and to their understanding of their own culture/s and those of others.** Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this critical area as well as giving them a new perspective on their own language.”

More interesting reading:

<http://www.all-languages.org.uk/news/features/building-solid-foundation-linking-literacy-language/>

Research 1: what literacy skills transfer across English and Spanish and which need to be taught explicitly in each language?

http://www.cal.org/twi/toolkit/QA/lit_a3.htm

These skills will therefore help improve the learning of any language!

Universal concepts and skills that transfer across all languages:

- Alphabetic and orthographic awareness (but teachers need to teach children the different letter names and sounds in the two languages).
- Meaningfulness of print
- **Habits** and **attitudes** about reading and writing. Students who are successful readers and writers in their first language and who have good study habits in that language are able to transfer these attitudes and habits to reading and writing in a second language. **Seeing oneself as a literate person and a successful student transfers across languages.** This does not need explicit teaching in a second language.
- **Higher level thinking** and **metacognitive skills and strategies**. These skills transfer across languages: All good readers possess the skills of **skimming**, paraphrasing, summarizing, **predicting**, **using dictionaries** and other resources, and note-taking.
- **Content knowledge**. Knowledge transfers across languages: Content mastered in one language transfers to a second language.

Language-specific issues that have to be explicitly taught:

- (in certain languages) Print directionality.
- **Grammar and orthographic features.** Each language has its own grammatical system and spelling system.
- **Words.** Vocabulary is language-specific and must be taught in each language, although in the case of related languages, such as Spanish and English, **transfer can be facilitated through explicit instruction in cognates and common roots and affixes** across English and Spanish.
- **Cultural schema.** These are cultural assumptions, values, and themes that are embedded in each language and culture. All literature is culturally based; however, the cultural values embedded in a text are language specific and do not transfer from one language to another. It is important that teachers explicitly teach the cultural schema that students need in order to successfully interact with text that is written in their second language.

Research 2: teaching Tier 2 vocabulary

<https://classteaching.wordpress.com/2016/12/08/teaching-tier-2-vocabulary/>

T1 vs T2 vs T3 vocabulary

Having this awareness can help support the less able and stretch the more able.

PLEASE COMPLETE THE FRENCH TASK ON YOUR TABLE

Match up the French words with the English translations. Write the French and English in your books. Use a dictionary to help you.

fatigué
voyage
améliorer
descendre
timide
cultiver

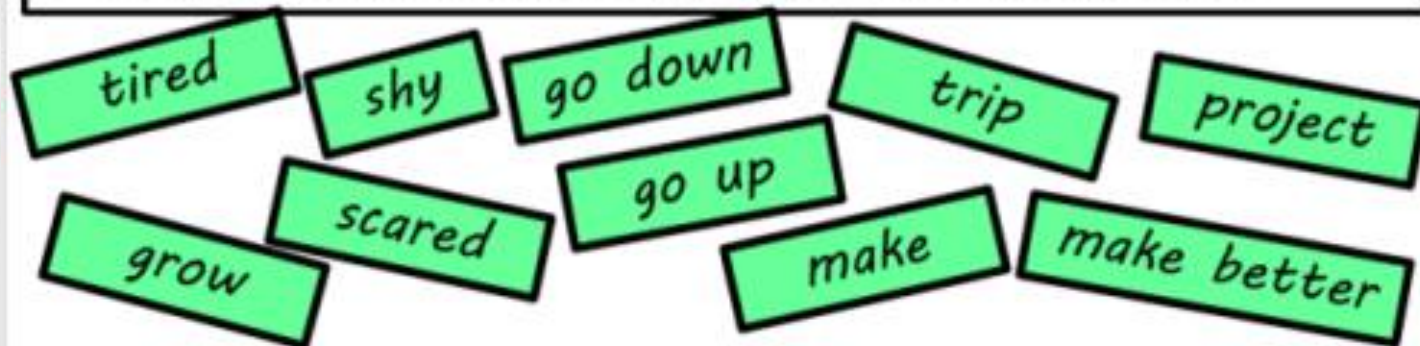
journey
to improve
grow
shy
tired
to go down

Now can you work out the meanings of these English words?

fatigued
timid
descend
cultivate
ameliorate
voyage

Read the sentences. Choose a word from the boxes below to replace the underlined word in each sentence, keeping the same meaning.

1. The land is used to cultivate a wide range of crops.
2. Although she was feeling better, she still looked fatigued.
3. Volunteers were able to ameliorate conditions in the refugee camp.
4. The airplane is scheduled to descend soon.
5. In 1907 he started on a voyage that would last two years.
6. Despite being timid, he had a good friendship circle.



Research 3:

Teaching literacy in Y7 German Australia: “to make clear connections between teaching German and the development of literacy”.

<http://www.agtv.vic.edu.au/files/Literacy-NSW.pdf>

HAVE A LOOK AT AND TRY TO COMPLETE THE ACTIVITIES ON YOUR TABLES. DO YOU / COULD YOU DO THIS WITH YOUR PUPILS?

- **Recognising cognates**

A cognate is a word which resembles, in meaning and in form, a word in a different language.

Literacy link: Using cognates to support languages learning and the development of literacy can be a useful tool for supporting the development of meaning as well as for making comparisons between languages.

- **Information gap**

In these activities, some students hold information that others do not. The topic is usually specifically defined, e.g. someone's daily routine or their likes and dislikes.

Vehicles for this activity may include questionnaires, barrier games and cross-group games.

Literacy link: The nature of the activity compels the student to listen for specific detail and match aural understanding with print.

- **Sequencing**

This type of strategy requires students to reorganise written text, pictures or symbols into an appropriate sequence.

Literacy link: In drawing students' attention to the logical and reasonable order of words, this activity requires an understanding of the verbal and visual clues associated with the flow of thought from beginning to end.

- **Listening activities**

These activities require students to listen actively in order to discriminate among elements of information. It is a strategy that can be used to familiarise students with a specific text or teaching point.

During global listening, students may be given the opportunity to listen repeatedly and

be guided by general questions, which they may be encouraged to discuss, e.g. What might be happening? Where might this be taking place?

Listening may also be used in more prescriptive ways, requiring students to listen for specific details or for reasons, facts, opinions or instructions.

Literacy link: By identifying the purpose and language features of a text through active listening, students learn to interpret speech patterns and varying tones, locate key words and main ideas and to predict meaning from the context.

- **Cloze**

A cloze refers to a text from which key words have been deleted. The reader is asked to fill in the spaces.

Literacy link: Students are compelled to use their understanding of language structures, grammar and context to make a meaningful attempt at identifying or locating the missing word or words. These exercises slow down the reading and focus the students' attention on the meaning of the text.

- **Modelling**

Modelling involves students in structured demonstrations of what effective communicators do. It can be a useful way of teaching language content while pausing to take the time to consider literacy demands.

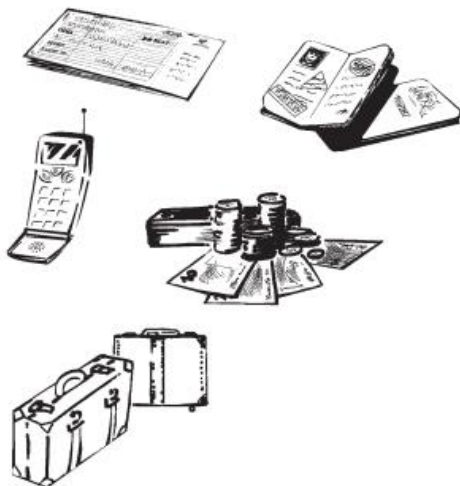
Literacy link: The process of modelling can slow the construction of text. It offers students a useful framework for developing and refining their understanding of particular text types and provides an opportunity for closer textual analysis.

Stimulus text 4: **Reiserezept**

Students discuss what is required when preparing for an overseas trip. Klaus has listed what he thinks he needs to organise and bring. Graphics of these nouns should be provided, where possible.

The verbs in brackets are included for more proficient students. Deleting them will not alter the text meaning.

- *Flugschein (bekommen)*
- *Reisepass (beantragen)*
- *Geld und Reiseschecks (besorgen)*
- *Fotos von der Familie und Freunden (zusammenstellen)*
- *Reiseführer (kaufen)*
- *alles in einen Koffer packen*
- *deutsche Lieder (lernen)*
- *Reiseroute (anfertigen)*
- *Brief für die Gastfamilie (schreiben)*
- *ein Handy (mitnehmen)*
- *alles in einen Topf schmeißen, umrühren, und in Australien viel Spaß haben!!*

**Language features**

- Compound nouns
- Nouns, singular and plural
- Infinitives.

Literacy skills

- Locating information
- Scanning for key words
- Associating text with picture
- Using a bilingual dictionary
- Comparing and contrasting English with German.

Activity 1**Orientation**

The students highlight known words and cognates. Together they guess the meaning of new words.

Literacy skills

- Interpreting cognates and using them to infer meaning
- Collaborating with others to identify clues to meaning.

Activity 2**Matching text to illustration**

Two sets of cards are required. One set of cards depicts illustrations of the text and the other has text only. The teacher jumbles the cards and the students match up text cards with picture cards.

Literacy skill

- Associating text with picture.

Activity 3**Listening for detail**

Provide the students with a copy of the stimulus text. In mixed proficiency groups, students number, in order, the appropriate item from the text below as they hear it mentioned. Students listen as often as they need.

- To differentiate, you might consider giving groups a copy of the following text.

Hallo, ich bin Klaus.

Ich mache eine Reise nach Australien.

Zuerst muss ich einen Reisepass beantragen.

Dann gehe ich zur Bank, um Geld und Reiseschecks zu besorgen.

Dann kaufe ich einen Reiseführer.

Dann muss ich Fotos von der Familie und von meinen Freunden zusammenstellen.

Dann bekomme ich von der Schule meinen Flugschein.


Schließlich schreibe ich für meine Familie die Reiseroute auf.

Literacy skills

- Locating key words
- Inferring meaning
- Using known words and sounds to understand and read new words.

Activity 4**Adapting information**

The students rewrite the *Reiserezept* according to their own personal preferences or substitute a selection of items.

 The students use a word processing package to rewrite the *Reiserezept* according to their own preferences.

Literacy skill

- Constructing a text for a specific purpose.

Activity 5

The teacher demonstrates how to locate a word from the stimulus text in a bilingual dictionary. Identifying the most appropriate meaning also needs to be discussed. Then the students use a bilingual dictionary to find the appropriate meaning of verbs highlighted in the text:

e.g. **bekommen:** means ..., found on page ...

Students may also cross-reference by looking up the English:

e.g. **to get:** means ..., found on page ...

Literacy skills

- Locating specific information
- Using a bilingual dictionary
- Comparing and contrasting English with German.

Research 4:

Latin: the Iris project

In the news:

<http://www.scotsman.com/news/education/deprived-children-in-glasgow-to-be-taught-latin-1-3783380>

<http://www.telegraph.co.uk/education/educationopinion/10495484/Secondary-education-learning-Latin-for-literacy.html>

Official page:

<http://irisproject.org.uk/index.php/literacy-through-latin>

And more specifically:

<http://irisproject.org.uk/index.php/literacy-through-latin/39-latin-at-key-stage-2>

COMPLETE
THIS TASK IN
YOUR
GROUPS
AND DISCUSS

Practice Sheet 1

PART ONE: meaning of Latin words

PLEASE CIRCLE THE CORRECT ANSWER

1. Which of these words is the correct translation of “aqua”?

LAND

WAVE

WATER

2. Which of these words is the correct translation of “est”?

AND

IS

ARE

3. Which of these is the correct translation of “terra”?

SUN

LAND

MOON

4. Which of these is the correct translation of “in initio”?

IN THE BEGINNING
MIDDLE

IN THE END

IN THE

Research 5: Reading University research

<https://pmlresearch.com/>

<http://www.nuffieldfoundation.org/primary-modern-languages-impact-teaching-approaches> .

<https://langlitresearch.org/>

=conclusions supporting the less able

Conclusions

- English literacy levels became increasingly related to L2 outcomes and motivation by the end of Y7 with a widening gap between the least and most able pupils
- Results highlight the reciprocal nature of the relationship between English literacy, self-efficacy and L2 outcomes even at the earliest stages of language learning

Conclusions

- Emerging evidence that a more literacy-based approach in primary school may help lower ability learners particularly in L2 production
- The written form could assist these learners by serving as prop to:
 - help them retain and recall words
 - to notice patterns in language input
 - help them be better prepared for the more literacy-focused pedagogy in secondary school

Conclusions

- Important to note that the findings should NOT be used to justify the removal of certain learners from FL study
- Need to devise and adopt teaching practices and interventions to ensure learners of all levels are capable of some success:
 - Systematic teaching for FL literacy skills (not just phonics)
 - More equal balance between literacy/oracy activities
 - Greater differentiation in language lessons (e.g. more time for test taking; allowances for spelling mistakes)

Other interesting projects:

a) Sue Cave's

<http://www.cavelanguages.co.uk/sharing-good-practice>

Action Research Project Report: Word Class Actions

<file:///G:/T%C3%A9l%C3%A9chargements/Action%20Research%20Project%20Report%20-%20Word%20Class%20Actions.pdf>

b) Help with transition

<https://allconnectblog.files.wordpress.com/2016/01/all-connect-transition-toolkit.pdf> for ideas of projects based on literature and books sections 3 and 9

<http://www.nuffieldfoundation.org/primary-modern-languages-impact-teaching-approaches>

Show how much transition is important when we talk about literacy

Extra useful resources:

- [French grammar mats](#) courtesy of Lightbulb Languages
- [Spanish grammar mats](#) courtesy of Lightbulb languages

Also 2 Facebook groups: [Languages in Primary Schools](#) (AKA LiPS) and [Secondary MFL Matters](#)

FIN
Merci!!

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