

# MFL Teachers Training Workshop

9th October 2012, The Piggott School

Dr Rachel Hawkes

*Language and Literacy skills for all*

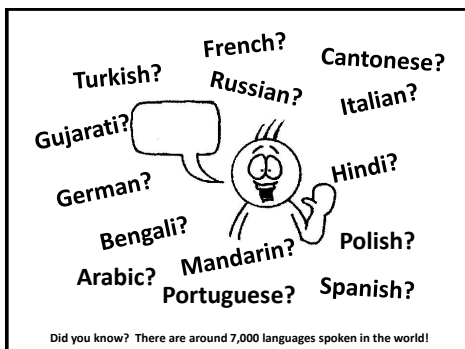


languages departments have a particular role to play in inclusion.

- key methods for teaching vocabulary and spelling
- developing dictionary reference skills
- specific strategies reading - skimming and scanning are done very well in languages



*Celebrate the linguistic heritage of your students. Recognise language skills as a talent, whichever language it is.*



### Strategies for inclusion:

- Language as identity
- Recognition of language as talent
- Language as useful knowledge
- The importance of names

We have many students whose English would not mark them out as different, (they have worked hard to make this the case). Parents are keen for their children not to be seen as different academically and sometimes deliberately don't mention that they speak another language at home.

The key messages that a languages department can give is that we want to recognise other languages of heritage as important, for several reasons. They are important for identity, for the self-esteem of the learner, so that they don't feel they are a different person at home and at school because of the language which is bound up with culture etc.. We also want to be clear that we recognise language knowledge as a talent, whichever language it is. Finally, we need to remember how significant names are and ensure that we, and others, pronounce them correctly.

Name of Language	
I use this language....	
Name of Language	
I use this language....	
Name of Language	
I use this language....	

With my mum  
 With my dad  
 With my brother/sister  
 with my grandparents  
 With my friends  
 at home  
 in school  
 to read to talk  
 to sing  
 to write to pray  
 to listen to play  
 to hear stories to read

## Languages spoken @ CVC

Afrikaans	Greek	Maltese	Shona
Arabic	Gujarati	Mandarin	Spanish
Bengali	Hausa	Malayalam	Swedish
Cantonese	Hebrew	Norwegian	Tagalog
Dutch	Hindi	Nyanja	Turkish
Farsi	Hungarian	Panjabi	Ukrainian
Finnish	Icelandic	Polish	Valenciano
French	Italian	Portuguese	Urdu
German	Japanese	Russian	Welsh
	Lithuanian	Serbian	

More than 38 languages are spoken by students at CVC

### Getting to know your class in Y7

Use the time when students are new to you to find out about their language heritage. The information they give you can be used to call on their expertise when they are learning French, Spanish, German etc., to ask for similarities and differences.

### Hold a celebration event for year 7

Encourage students to read in different languages and share their poetry etc.

When we teach a foreign language, we start at the beginning but we are working with learners who have a higher level of consciousness about learning processes because they are older and have been in formal education for a few years. The effect of this can provide a boost to transferable skills. It provides a second bite at the cherry.

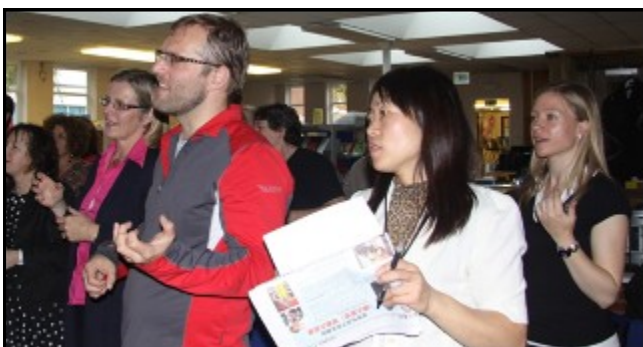
*MFL teaching contributes significantly to literacy*

青青园中葵，朝露待日□。  
阳春布德泽，万物生光辉。  
常恐秋节至，□黄华叶衰。  
百川东到海，何时复西归？  
少壮不努力，老大徒伤悲。

Green is the helianthus in the garden,  
waiting for sunlight to dry its morning  
dew.

Light spring bestows kind nourishments  
and its myriad of things are illuminated.  
I dread the advent of autumn,  
when leaves turn yellow and flowers  
wither.

Hundred streams flow eastwards into  
the sea - will they ever return west?  
Alas, he who wastes his youth is left only  
to grieve in old age, all in vain.



### key transferable skills in MFL:

1. With foreign language phonics, we take the sounds that are different to English to teach the patterns. We break down the sounds of words into syllables to facilitate pattern-building and to focus on accurate spelling.
2. We also teach students how to go about learning vocabulary. The first thing is to work out what you know. We break down these stages for students. Do you know how to read it aloud? Do you know what it means? Can you spell it? Can you use it in a sentence?
3. We also teach strategies for memorising. We teach how important it is to be 'active' when you learn. Looking at a list of words for 10 minutes is unlikely to produce lasting retention. What should learners do? We fill that gap. We practise these sorts of activities in the lessons.
4. We also draw attention to links between English and the foreign language.
5. Finally, we focus explicitly on breaking syntax down into its component parts – adjectives - verbs – nouns.

**Key methods for learning spelling and vocabulary**

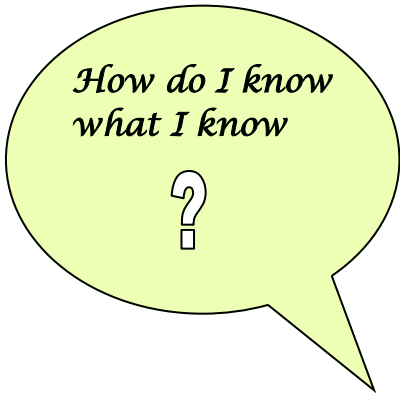
Sound-writing links first  
 Knowing what you know  
 Active 'doing' to learn  
 Making links

Sound – spelling links in Spanish taught through phonics.

1  <b>araña</b>	2  <b>elefante</b>	3  <b>idea</b>	4  <b>olvidar</b>
5  <b>universo</b>	6  <b>cerdo</b>	7  <b>ciclista</b>	8  <b>casa</b>
9  <b>coche</b>	10  <b>cucaracha</b>	11  <b>gimnasia</b>	12  <b>hamburguesa</b>
13  <b>España</b>	14  <b>zum</b>	15  <b>guitarra</b>	16  <b>llave</b>

They know the country name España, so I think you can introduce this well in the TL. Use phrases like 'Hay regiones distintas/diferentes en España'. 'Vamos a practicar la pronunciación'. Take them through each one, eliciting answers from them as much as possible, and encouraging them to make links. E.g. Galicia – l = idea, ci = ciclista. Prompt them where necessary, giving them first the gesture, and only supplying the right sound where absolutely necessary.





**How do I know what I know?**

1 I can pronounce the word	
2 I know what it means	
3 I can spell the word	
4 I can use the word in a sentence	

**For example:**

**1** The word 'mère' is pronounced 'mair'  
**2** It means 'mother'  
**3** It is spelt m- è - r - e  
**4** It can be used in this sentence:  
**Ma mère s'appelle Jenny.**

Take your list of language and rate your knowledge of each. Then decide how you need to improve:

- Practise pronunciation
- Learn what the word means
- Practise how to spell the word
- Create sentences with the word

Work with a partner to learn the words, testing each other (50 pts)

Use your core language sheet and vocab book to create new sentences with the words (50 pts = 5, 100 pts = 10)

Use the Look, Cover, Say/Write, Check method (50 pts)

Record yourself saying the words and the English meaning - use this to test yourself (50 pts)

Make own flashcards on card and use them to test yourself over and over (50 pts)

Use WordArt and type words out in alphabetical order (50 pts)

Write each word 3 times & translate once (50 pts)

Rachel Hawkes

Look at the following Spanish words and award them a number (1 – 4) according to the criteria below:

1. I can pronounce this word/phrase
2. I know what it means
3. I can spell this word/phrase
4. I can use this word/phrase in a sentence

1. la semana pasada	2. tengo	3. fuimos	4. me encanta
5. las instalaciones	6. no puedo	7. quisiera	8. barato
9. muchas tiendas	10. llevar	11. tuve que	12. estaba
13. cansado	14. cómodo	15. compré	16. veinte

Look at the following Spanish words and award them a number (1 – 4) according to the criteria below:

1. I can pronounce this word/phrase
2. I know what it means
3. I can spell this word/phrase
4. I can use this word/phrase in a sentence

1. la semana pasada <i>(last week)</i>	2. tengo <i>(I have)</i>	3. fuimos <i>(We went)</i>	4. me encanta <i>(I love (it))</i>
5. las instalaciones <i>(the facilities)</i>	6. no puedo <i>(I can't)</i>	7. quisiera <i>(I would like to)</i>	8. barato <i>(cheap)</i>
9. muchas tiendas <i>(lots of shops)</i>	10. llevar <i>(to wear)</i>	11. tuve que <i>(I had to)</i>	12. estaba <i>(I/s/he/it was)</i>
13. cansado <i>(tired)</i>	14. cómodo <i>(comfortable)</i>	15. compré <i>(I bought)</i>	16. veinte <i>(twenty)</i>

Look at the following French words and award them a number (1 – 4) according to the criteria below:

1. I can pronounce this word/phrase
2. I know what it means
3. I can spell this word/phrase
4. I can use this word/phrase in a sentence

1. la semaine dernière <i>(last week)</i>	2. j'ai <i>(I have)</i>	3. nous sommes allés <i>(We went)</i>	4. j'adore <i>(I love)</i>
5. les équipements <i>(the facilities)</i>	6. je ne peux pas <i>(I can't)</i>	7. je voudrais <i>(I would like to)</i>	8. pas cher <i>(cheap)</i>
9. beaucoup de magasins <i>(lots of shops)</i>	10. porter <i>(to wear)</i>	11. j'ai dû <i>(I had to)</i>	12. c'était <i>(it was)</i>
13. fatigué(e) <i>(tired)</i>	14. confortable <i>(comfortable)</i>	15. j'ai acheté <i>(I bought)</i>	16. vingt <i>(twenty)</i>







# Strategies for reading

“Does the teacher remind pupils of important core skills – for examples how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic?”

Reading, writing and communication (literacy)  
Distance learning materials for inspection within the new framework –  
guidance and training for inspectors  
OFSTED (October 2011)

Hallo! Ich heiÙe Stefan. Ich bin dreizehn Jahre alt und mein Geburtstag ist am 4. April. Wie heiÙt du und wie alt bist du?

Ich wohne in S¼ddeutschland in einer kleinen Stadt, die Bad Hersfeld heiÙt. Sie liegt in der N¼he von Frankfurt. Ich komme also aus Deutschland aber meine Eltern kommen nicht aus Deutschland. Mein Vater, der John heiÙt, kommt aus England und meine Mutti ist Franz¼sin. Sie ist in Paris geboren. Wir wohnen in Deutschland denn mein Vater hat einen Job hier. Er arbeitet f¼r eine groÙe Computerfirma in Frankfurt.

Ich besuche die Schule in Bad Hersfeld, wo ich wohne. Ich mag die Schule aber sie ist manchmal langweilig. Ich mag Mathematik und Deutsch aber ich finde Englisch schwierig.

Ich bin sportlich und habe viele Hobbys. Mein bester Sport ist FuÙball aber ich mag auch Tennis. Ich mag auch Comics – ich habe viele Comics zu Hause.

1. Read the text quite quickly. Don't stop when there are words you don't understand. You are just trying to pick up on the gist (main message) of the text this time around. Now see if you can assign an appropriate heading to each paragraph. There are more headings than you need! **Put numbers 1,2,3,4 under the 4 most appropriate headings.**

My school	My parents	My routine	My hobbies	Where I live	Myself

2. Read the text again. Highlight every sentence where you are pretty sure you can guess the overall meaning, even when you don't know the meaning of each word. How many sentences have you highlighted? **Write that number here** \_\_\_\_\_ (total number of sentences = 16)

3. Read the text again. This time, see if you can interpret the likely meanings of the following words (that you have never met before!) They appear in order in the text to help you find them.

1. mein Geburtstag		5. die Schule	
2. Stadt		6. schwierig	
3. mein Vater		7. auch	
4. arbeitet		8. viele	

4. Circle the word that best describes your understanding of this text now:  
I understand all / most / about half / less than half / none of this text.

## Reading for gist

This involves reading a passage to get a general idea of what it's about, but not worrying about understanding the complete content or every specific idea.

For example, read this summary of a new film release and decide upon the genre of the film:

- a. Liebesfilm
- b. Horrorfilm
- c. Zeichentrickfilm
- d. Komödie
- e. Krimi
- f. Actionfilm
- g. Science-Fiction Film

You only have 30 seconds!

### Skimming

Learners read for the general content of a text. An example of skimming in real life is when we look through an article to get a general idea of what it's about, before reading in detail.

#### Example:

Read the film summary again and answer these questions:

Is it a story about ...

- a) a wedding b) an accident c) a holiday?

Is the action set in ...

- a) England b) France c) Germany?

You have 45 seconds!

### Identifying key words

Underline the key words in a text, or complete a table with key words from the text.

#### Example:

Read the film summary again and complete the following table with key words.

You have 2 minutes

Visit Rachel's website for more detail.



Mr. Bean mag den Regen in England nicht so gern. **Zum Glück** gewinnt er im Lotto: eine Woche Urlaub an der Côte d'Azur. **Urlaubsreif** und mit seiner neuen Videokamera fährt **der Töpel** ins Ausland. Dabei **verursacht** er **eine Spur der Verwüstung** in Südfrankreich. Irgendwie **schafft** er **es** sogar in den Wettbewerb der Filmfestspiele von Cannes und **treibt** auf dem roten Teppich **sein Unwesen**. **Gleichzeitig** gibt es ein Missverständnis und man hält ihn für einen Kidnapper, denn der kleine Stefan ist immer an seiner Seite, seit er seinen Vater am Bahnhof **verloren** hat.

### Scanning

Learners search a text quickly for specific information.

An example of **scanning** in real life is looking quickly through the headlines of newspaper for articles of interest.

#### Example:

Read the following 5 questions & read the text to find answers:

What does Mr Bean win?

How long is Mr Bean in France?

In which French city is Mr Bean?

What colour is the carpet Mr Bean finds himself on?

What's the boy called who befriends Mr Bean?

You have 60 seconds!

Wer?	
Was?	
Wo?	
Warum?	
Problem?	
Resultat/Ergebnis?	



## Reading as a stimulus for speaking and writing

Hotseating

Exploiting more challenging texts

Hotseating is a good way to exploit texts in any KS4 text-book.

The idea is that the text, rather than being useful as reading comprehension, provides some very useful language to be 'harvested' by students to help structure their own spoken responses. In this way it provides both the stimulus material for the class to generate questions and for one member of the class (or the group, if you can set this up as a group activity) to be 'hotseated' to answer the questions as if s/he were Julio.

- 1 Me llamo Julio y tengo quince años. Vivo con mis padres y mi hermano en el centro de Madrid. Mi colegio está bastante cerca, y por eso normalmente voy a pie o en bicicleta. Cuando hace mal tiempo, voy en autobús. ¡Mi hermano es más perezoso que yo, y siempre va en autobús!
- 2 Mi cole es masculino y privado. Somos seiscientos alumnos y hay por lo menos sesenta profesores. A mi parecer los profesores son muy simpáticos, aunque hay algunos que son muy severos.
- 3 El colegio tiene unas instalaciones impresionantes. Por ejemplo, hay dos piscinas y ocho pistas de tenis. También hay una pista de atletismo y varios campos de fútbol y de rugby. A mí me interesan los deportes, pero no juego en ningún equipo, aunque la semana pasada participé en una competición de natación. A mi hermano no le gusta nada jugar al fútbol. ¡Prefiere jugar con el ordenador!
- 4 Lo que más me gusta del colegio es el salón de actos porque es muy grande, ¡como un centro comercial! Mi asignatura preferida es el teatro porque es muy divertido y soy una persona muy creativa. Hace seis meses fuimos un fin de semana a Inglaterra con el colegio. El sábado por la noche un grupo de alumnos fue al cine, pero yo fui con otro grupo a ver una obra de Shakespeare en Stratford. El teatro era muy grande y fue una experiencia impresionante, pero como no hablo muy bien inglés, no entendí mucho.
- 5 La verdad es que no me gustan demasiado los idiomas. En marzo del año que viene iré a Francia con el colegio. Pasaré una semana con una familia francesa y tendré que hablar francés. ¡Tengo mucho miedo!



This particular text lends itself to 5 different 'hotseats' so that the role of answerer can be rotated around the group. The rest of the group have to generate questions on the content of the text. The idea is that the answers should 'use up' all of the information provided by the text.

## ¿Cuántas frases podemos hacer?

practicar deportes acuáticos cocinar nadar  
usar regar las plantas  
necesario importante vivir  
sirve para el agua beber  
jugar bañarse cuidar sobrevivir  
esenciales

Por ejemplo:

Water is important for swimming.  
El agua es importante para nadar.

Water is necessary for surviving.  
El agua es necesaria para sobrevivir.

Give students 10 minutes to make as many phrases as they can. If you need to, depending on your class, give them a couple of English phrases that they can make from these words to start them off.

Rachel has many more examples on her website!



# Literacy in English and foreign languages

## Outstanding (1)

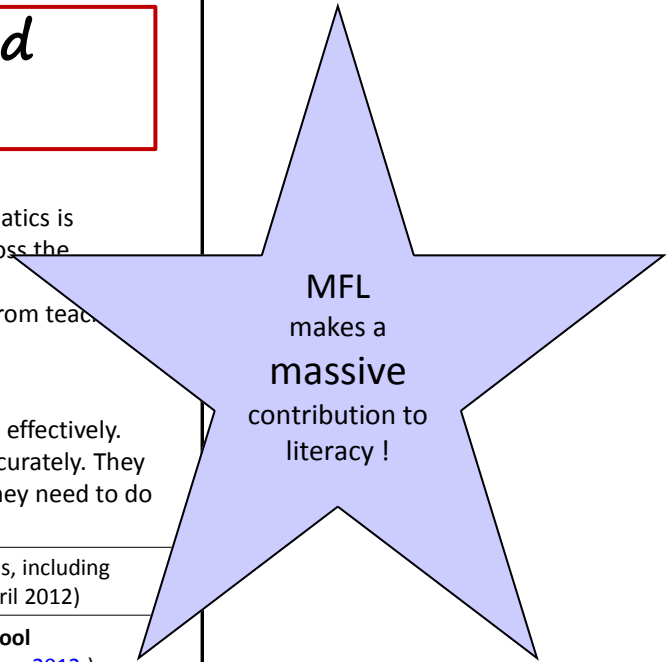
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.
- Consistently high quality marking and constructive feedback from teachers ensure that pupils make rapid gains.

## Good (2)

- Reading, writing, communication and mathematics are taught effectively.
- Teachers assess pupils' learning and progress regularly and accurately. They ensure that pupils know how well they have done and what they need to do to improve.

Removed: "Every opportunity is taken to successfully develop crucial skills, including being able to use their literacy and numeracy skills in other subjects." (April 2012)

Ofsted September 2012 Grade descriptors – Quality of teaching in the school  
<http://www.ofsted.gov.uk/resources/school-inspection-handbook-september-2012> )



## Marking code for writing

AE	Adjective ending required/incorrect
C	Capital letter required
G	Gender incorrect
HV	Hilfsverb required/incorrect
INF	Infinitive verb required
M	Meaning unclear
P	Partizip required/incorrect
PI	Plural form required/incorrect
R1/2/3	Row 1/2/3 required
S	Singular required
Sp	Spelling incorrect
SNAP	SNAP ending required/incorrect
T	Tense incorrect
V	Verb required
WO1/2/3	Adjust word order accordingly
WWW	Wann? Wie? Wo? word order required

## Literacy across the curriculum

...The recently published Teaching Standards enshrine the expectation that all teachers will promote 'high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject'

## Identify areas of overlap

- Making links (word families)
- Strategies for accurate spelling, memorising and retention of new vocabulary
- Key reading skills – skimming, scanning etc.
- Research and reference skills - focus on written accuracy and the importance of checking
- Marking for accuracy and for quality of language

## Whole school marking for literacy?

Spelling mistake	Punctuation problem	Missing apostrophe	Meaning unclear
Missing words			New paragraph
Capital letters	Grammatical error	Check tenses	Use subject-specific language