MULTILINGUAL LITERACY

Professional Learning School Project

Ysgol Gyfun Gŵyr 2015-2018

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- Ysgol Gyfun Gŵyr is pleased to present this document following a three-year project as Professional Learning school for Multi- lingual literacy in ERW. It is the result of three years of trialling lesson ideas, reviewing progress and adapting content.

- This document is designed as a **step by step guide** to implementing the project into all language departments in a school. It requires the language departments, of Welsh English and MFL to collaborate, in order to achieve the best result for the learners. As all languages will be taught together within the Languages, Literacy and Communication Area of Learning and Experience in the New Curriculum for Wales, this learning pack may prove to be a useful tool for teachers.

- The document includes the file names needed to **access readymade lessons** written by the collaborating team and trialled in YGG. Each lesson includes a PowerPoint of the lesson, a lesson plan and a pupil worksheet. Lessons are designed to encourage pupils to be actively engaged with their learning, exploring and building on connections between languages. The **rationale** of each step is explained, together with its place in the overall package.

- **Ideas for development** in non-language departments such as Geography, History, Science and Maths are also included.

- Schools could choose to run the **programme** as it has been run in YGG, according to the timetable included, or alternatively adapt or develop certain elements. We have referred to areas which we feel could be developed further in the course of the document.

- The lessons have been designed for a Welsh medium school but can be adapted for teaching in an English medium school [specific example given in 2B – parts of speech.]

- Having reached the end of the process, it has become clear that no one element is entirely new or original. The **innovation l**ies in the process of bringing the different elements together with the pupil firmly in the centre, in a logical and systematic series of lessons. This has proved to have a positive effect on all types of learner of different abilities and linguistic backgrounds.
- A short evaluation of the project by a student from Cardiff University concludes from lesson observations and pupil voice that this approach gives access to all to language learning and 'has the potential to change language education in Wales.'

11th July 2018

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THE MULTI-LINGUAL LITERACY PROJECT

INTRODUCTION AND CONTEXT

1. Language acquisition

- We have all acquired a language at some stage in our past including our mother tongue or 'first language' yet it is a skill we have acquired on the whole without reflecting on **how** it happened. As a young child the process of language acquisition happens naturally without it necessarily being questioned.
- When we consciously attempt to improve the language/languages we speak, or start to learn additional languages, an **active** awareness of skills and strategies can help us move forward faster and more effectively. Hence as well as learning the language itself we can learn **about** languages.

2. Why do we need to improve?
- Language is key to our everyday lives and education. Therefore, our level of linguistic competence has a direct impact on our past, present and future achievements. In education, native languages {Welsh, English] tend to be regarded as standalone subjects in a curriculum and their power to influence the success of **all** curriculum subjects is sometimes overlooked. The learner is often faced with three or more different approaches to language learning as defined by the language department instead of a common approach effective for the learner's needs.

3. Background to the project

- Earlier work on triple literacy, particularly by CILT Cymru gave us a sound starting point for this project. However, we soon abandoned the term 'triple' as we saw many commonalities between many languages and began to use these to build our lessons, hence our preferred term of **multi-lingual literacy.**

APPLICATION

4. To whom is it relevant?

- As the cultural landscape of Wales becomes increasingly diverse, it has become apparent that all learners – whatever their linguistic background- could benefit from applying similar key strategies across languages. Many learners in Wales receive their education in a language different to the language of their home. Therefore, the application of common strategies will deepen their understanding of their own languages as well as facilitate the learning of further languages

5. Languages Literacy and Communication.

*   By recognising the common needs of all language learning and at all levels of competence, the project has evolved into a joint venture between all languages departments. It also places the learner at the centre of the process and provides opportunities for developing the four purposes of the new Curriculum for Wales.

6. Creativity
*   Learners are encouraged to experiment with new language ideas and thereby gain a deeper understanding of how languages have evolved and how they will continue to do so. This is particularly relevant in the current era of rapid technological change and globalisation.

    What next? Potential for further development/application

*   This approach to language learning could be enhanced to support all curriculum areas by improving standards through increased knowledge and competence in language specific to each curriculum area. Some ideas for this enhanced work are included in the document.

SUMMARY STRUCTURE OF THE TEACHING MODULE

Stage 1- Establish an understanding of the evolution of Indo-European languages,
Many learners have an outline knowledge of the history of Wales, Britain and Europe over the last 2000 years or so. This knowledge can be built upon in order to focus on how languages borrowed from and lent to each other leaving clear evidence [words and structures] in the languages we speak today. As a foundation to the more detailed learning it is important to establish this knowledge before proceeding to stage 2. This stage has been successfully trialled in Year 5 and 6 in the Gŵyr primary cluster and has also been taught in Year 7.

Stage 2- Build on the commonalities and distinctions between languages as a result of the understanding gained in Stage 1.

Stage two develops an awareness of connections between languages and provides focussed and analytical strategies to decode meaning. There are two strands to this stage:
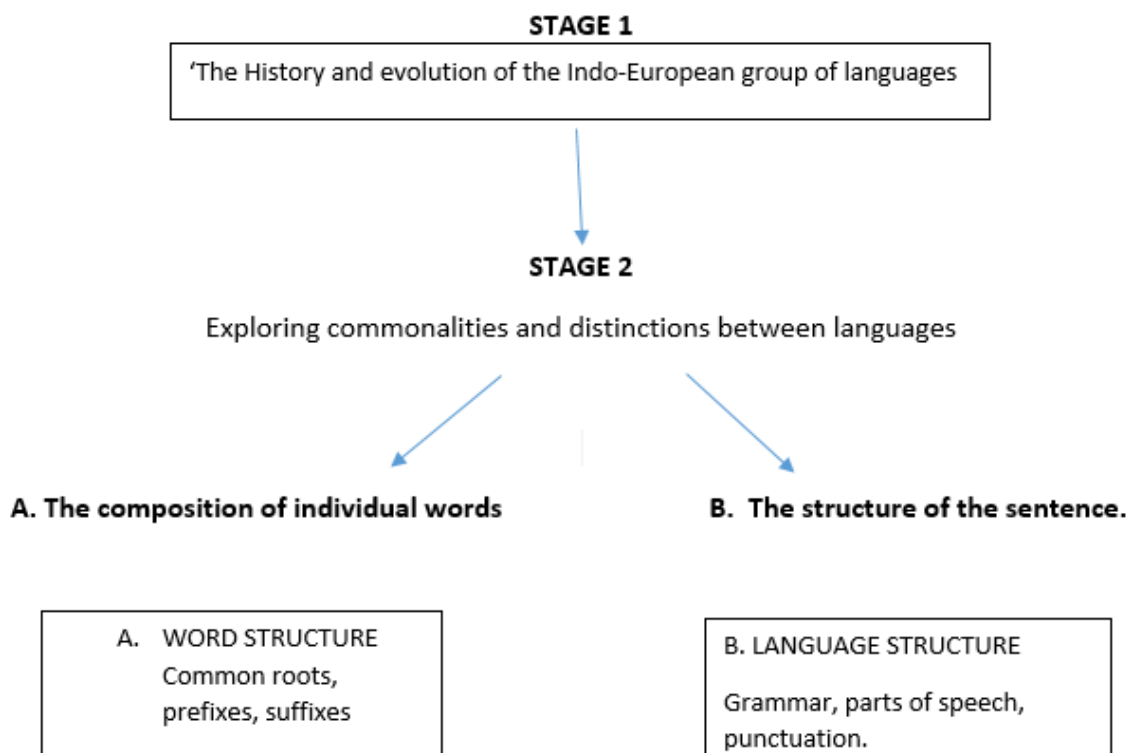
A. The composition of individual words

Stage 2A looks specifically at how words are constructed, including common roots, prefixes and suffixes.

B. The structure of the sentence

Stage 2B looks at how words assembled to create meaning, how we use the different parts of speech, [noun, verb, adjective etc,] and the more complex aspects of grammar.

The figure below shows the relationship between the key elements: -

STAGE 1

'The History and evolution of the Indo-European group of languages

STAGE 2

Exploring commonalities and distinctions between languages

A. The composition of individual words

B. The structure of the sentence.

A.   WORD STRUCTURE
Common roots,
prefixes, suffixes

B. LANGUAGE STRUCTURE

Grammar, parts of speech,
punctuation.

Figure: Janette Davies, Anna Vivian Jones 2018

DELIVERY OF THE PROJECT

A timetable was developed establishing 'stage 1' knowledge at the beginning of Year 7 and moving on through different parts of stage 2 every few months through Year 8 and Year 9.

Lessons were created to fit with schemes of work in the relevant departments giving a live context to the learning. The decision to deliver the content in this way was to encourage learners to engage with the strategies as an integral part of their language learning rather than an add-on topic taught separately. As a result we decided not to incorporate pupil worksheets into one booklet to be moved between lessons. Instead, the worksheets were included in the subject exercise book at the time of completion.

Consideration was given at each stage to which department would provide the most suitable context for **leading** the learning whilst the other language departments reinforced and developed the key learning points in subsequent lessons.
Example: **Prefixes.**

This provides a holistic approach to the learners with each department collaborating reinforcing and developing the key knowledge.

Schedule for YGG 2017-18

	2017 2018	September	October	November	December	January	February	March
YEAR	DEPT							
YEAR 7	CYMRAEG	Elfenau iaith	gwreiddyn geiriau			STORY OF LANGUAGES stage 1		enwau 3
YEAR 7	ENGLISH	Parts of Speech	blended words ROALD DAHL				nouns 1	
YEAR 7	MFL	STORY OF LANGUAGES stage 1		WORD ROOTS PETALOSO stage 2A		PAS dictionary skills		les noms 2
YEAR 8	CYMRAEG	Posteri Bod				santes dwynwen		
YEAR 8	ENGLISH	Posters to be				Parts of speech RECAP		
YEAR 8	MFL	LES VERBES ETRE						
YEAR 9	CYMRAEG		rhagddodiad 2				suffixes	
YEAR 9	ENGLISH			PREFIXES		compound nouns Shakespeare	SUFFIXES	
YEAR 9	MFL		les prefixes 1			Elfennau iaith Ffrangeg	les suffixes	
	key	STAGE 1						
		STAGE 2A						
		STAGE 2B						
		not yet written						

Stage 1- establish an understanding of the evolution of Indo-European languages= how, what and why.

The Story of languages

Lesson 1 of 2 - The story of Languages

Intended audience: Year 7

Lesson was delivered by the Modern Languages Department in Gŵyr but could delivered by any language department or the History department.

DOCUMENTS

: 1.CAM 1 stori ieithoedd

: 1.CAM 1 stori ieithoedd taflen disgybl

: 1.CAM! stori ieithoedd cynllun gwers.

Summary

This lesson looks at the influence on the English language of invading or migrating peoples such as the Celts, Romans, Saxons, Vikings and Normans.

It answers the question, 'Why does modern English comprise words from many different origins?'

It introduces the concept that Indo- European languages are related and knowledge of one can enhance knowledge of another. e.g. église, eglwys, ecclesiastical

Cross curricula potential

- Geography through place names and geographic features referred to through names e.g. Penlan, yr afon Avon,
- Welsh: the effect of mutation within compound nouns [names of geographical places.]
- Celtic roots to place names in Britain.
- History: Adding some linguistic elements to key historical events. e.g. Roman 'centurion' could lead to an exploration of the stem 'cent', cant, 100.

Lesson 2 of 2 - The story of languages –the Welsh perspective

Intended audience: Year 7

Lesson delivered by Welsh department

DOCUMENTS

[P] **: 2.CAM 1 hanes y Gymraeg**

[W] **: 2.CAM 1 hanes y Gymraeg taflen disgybl**

[W] **: 2.CAM 1 hanes y Gymraeg cynllun gwers.**

Summary

This lesson focuses on the Welsh Curriculum, and asks the question 'Which came first English or Welsh?'

Lesson 3. Additional resources

Intended audience Year 5,6 or 7

DOCUMENTS

[P] **: 1.CAM 1 stori ieithoedd adnoddau ychwanegol**

Summary

This PowerPoint is an extract of the lessons delivered in the Gŵyr primary cluster. Not all lessons are fully developed but there are ideas for topics to explore further, for example months of the year, days of the week, numbers. The Stage 1 materials focus on Celtic connections.

Santes Dwynwen

Lesson 4. Santes Dwynwen

[P] **: 4 CAM 1 Santes Dwynwen**

[W] **: 4 CAM 1 Santes Dwynwen taflen disgybl**

[W] **: 4 CAM1 Santes Dwynwen cynllun gwers.**

Summary

This lesson looks at cognate links between languages and allows the learner to experience connections in the context of a familiar story.

STAGE 2 LESSONS

Stage 2- Exploring commonalities and distinctions between languages as a result of the understanding gained in Stage 1.

2A : The composition of individual words

> **Prefixes**

Lesson 1 of 3- prefixes
Intended audience: Year 8 or 9

Lesson delivered by the MFL department

DOCUMENTS

    🄿   **: 1 CAM 2A prefixes IM**

    📄   **: 1 CAM 2A prefixes IM taflen disgybl**

    📄   **: 1 CAM 2A prefixes IM cynllun gwers.**

    📄   **: 1 CAM 2A prefixes test**

Summary

This lesson is designed to promote learner awareness of prefixes applied to words and their effect on the meaning, for example, 'possible, impossible, deconstruct, reconstruct'. It also encourages learners to think about links with other languages and how prefixes are widely used to reduce the number of core words needed in a language.

Learners were tested before this series of lessons on a list of words in three different languages. They were re-tested after the lessons and it was clear that a strategy for decoding new words in whatever language had been learned and could be applied independently by the learner.

Lesson 2 of 3
Intended audience: Year 8 or 9

Lesson delivered by the Welsh department
DOCUMENTS

[P] **: 2 CAM 2A rhagddodiad Cymraeg**

[W] **: 2 CAM 2A rhagddodiad Cymraeg taflen disgybl**

[W] **: 2 CAM 2A rhagddodiad Cymraeg cynllun gwers.**

Summary

This lesson builds on the knowledge acquired in the MFL lesson and looks in particular at how the application of a prefix has an effect of mutation on the second part of the word. This encourages pupils to think about mutation in this and other contexts and improves spelling system.

Lesson 3 of 3- prefixes
Intended audience: Year 8 or 9
Lesson delivered by the English department

DOCUMENTS

[P] **: 3 CAM 2A prefixes English**

[W] **: 3 CAM 2A prefixes English taflen disgybl**

[W] **: 3 CAM 2A prefixes English cynllun gwers.**

Summary

This lesson builds on the knowledge acquired in the previous two lessons and moves the focus onto Latin and Greek prefixes allowing access to more sophisticated word decoding.

4. Additional resources – cross curricula opportunities

Given that all subject areas have their own set of specialist vocabulary, other subjects can of course benefit from this type of approach. This series of lessons fits well with the needs of other curriculum areas, for example science and geography. A version of the lesson was delivered in Biology. A broader version of decoding strategies was delivered in French KS4 and KS5

DOCUMENTS

[P] : 4 CAM 2A decoding strategies French

[P] : 4 CAM 2A prefixes geography/maths

[P] : 4 CAM 2A prefixes science

[W] : 4 CAM 2A prefixes science taflen disgybl

This topic also lends itself to lesson starters/quizzes looking at one prefix at a time or one root at a time and exploring their place in different languages.

Next steps

Once the learning is established an all school policy of encouraging pupils to decode meaning where possible can strengthen learner independence.

All staff need to be aware of the strategies taught by the languages departments in order to build on this in their own subject areas,

Lesson 1 of 1 -suffixes
Intended audience: Year 8 or 9

Lesson delivered by the English Department

DOCUMENTS

[P]   **: 5 CAM 2A suffixes English**

[W]   **: 5 CAM 2A suffixes English taflen disgybl**

[W]   **: 5 CAM 2A suffixes English cynllun gwers.**

Summary

This lesson is designed to promote pupil awareness of suffixes applied to words and their effect on the meaning and grammatical function. It uses grammar teaching concepts from Stage 2B [parts of speech] to simplify the learning. It also provides an opportunity to look at irregular spellings, for example beautiful, restful, but beautifully, restfully.

Next steps.

The team felt there is benefit from looking at suffixes in Welsh, French and other languages taught in schools, however these lessons have not yet been written.

Lesson 1 – blended words. Roald Dahl
Intended audience: Year 7

Lesson delivered by the English Department

DOCUMENTS

[P]   **: 6 CAM 2A blended words English**

[W]   **: 6 CAM 2A blended words English taflen disgybl**

[W]   **: 6 CAM 2A blended words English cynllun gwers.**

Summary

The aim of this lesson is to introduce the idea that words can be blended together to make new words, in this instance in a creative and fun way as demonstrated by Roald Dahl.

Lesson 2 – Compound nouns. Shakespeare
Intended audience: Year 9

Lesson delivered by the English Department

DOCUMENTS

　　: 7 CAM 2A compound nouns English

　　: 5 CAM 2A compound nouns pupil worksheet

　　: 5 CAM 2A compound nouns lesson plan.

Summary

The aim of this lesson is to discover the innovative approach to language used by Shakespeare and to explore different ways of making compound words.

Lesson 3 – Word roots PETALOSO

Intended audience: Year 7 or 8

Lesson delivered by the MFL Department

DOCUMENTS

　　: 8 CAM 2A word roots petaloso

　　: 8 CAM 2A word roots petaloso taflen disgybl

　　: 8 CAM 2A word roots petaloso cynllun gwers.

Summary

This lesson looks at word roots or stems. It looks at a new word created by a 7 year old boy in Italy 'petaloso'. The word is now in the official Italian dictionary and reminds us that language continues to evolve to meet the needs of our society.

Extension activity

 Explore the creation of new words to meet new technological development

Additional resources

Topics in MFL are introduced with a vocabulary sheet designed to encourage pupils to look for cognate links. The French or German or Spanish word is provided, and the pupil has to fill in the cognate [usually English] and translate into Welsh

For example

French	soldat	Boucher	Docteur
English	soldier	Butcher	Doctor
Welsh	milwr	cigydd	meddyg

DOCUMENTS

 : 8 CAM 2A vocabulary sheet multilingual

Stage 2- Exploring commonalities and distinctions between languages as a result of the understanding gained in Stage 1.

2B: The structure of the sentence - <u>Parts of Speech/ Elfennau iaith</u>

<u>Rationale and further information</u>
The aim of this method is to provide **extra layers of suppor**t for learners who find it difficult to relate to metalanguage. Our trials have shown that some pupils remember noun as 'yellow circle' but in doing so they have processed and retained the meaning of what a noun is.
The Welsh, English and MFL departments, have adopted this **uniform approach** in order that the learner is aware of and builds on the commonalities between languages.
It is a 'pupil friendly' way of teaching the parts of speech.

<u>Delivery</u>
The 'shape concept' lessons were taught in the first term of Year 7. KS4 MFL were also fast tracked through the lessons in order to assist with processing gap fill exercises, i.e. By understanding the role of a word in the sentence a rationale can be applied to identifying the type of word that is missing.
All departments refreshed and developed pupils understanding of dictionary annotations, e.g. French dictionary   'bouche' nf = noun feminine

<u>Application</u>
Each colour of the system is available as a highlighter. Highlighters can therefore be used to draw the appropriate shape over the words instead of providing expensive colour photocopies. Shapes were chosen that are relatively easy to sketch by learners.

Parts of the classroom can be labelled in the target language using the yellow circle to represent a noun in order to further embed the concept.

<u>Future potential</u>
Once the shapes are established as a reference point for pupil understanding, they are included whenever relevant to any task e.g. on a PowerPoint or other teaching materials. Pupils are reminded from time to time to keep the knowledge current.

Parts of Speech

Combined Language Department **Sequence**
Intended audience: Year 7

Delivered by: The core language department of the school.

Elfennau iaith – introductory materials

P : 0 CAM 2B Tasg Tanio

Summary
A refresher of what pupils remember from primary school. In YGG, instead of one lesson, a 10-minute refresher for each part of speech was built into a series of lessons and pupils built up their own fact file. Colours and shapes were introduced at this point

This can be supported by posters in all languages in the classrooms

P : 0 CAM 2B Posters

Lesson 1 of 3 – Elfennau iaith

Lesson delivered by: Welsh department [in YGG]

DOCUMENTS

P : 1 CAM 2B elfennau iaith

W : 1 CAM 2B elfennau iaith taflen disgybl

W : 1 CAM 2B elfennau iaith cynllun gwers.

Summary

The key parts of speech are taught simultaneously using the shapes and colours method to identify the part of speech. Knowledge is developed and reinforced through the exercises.

Lesson 1 of 3 – Parts of Speech ENGLISH VERSION

Lesson intended for : English department of English medium school.
This is an English Department version of the 1 CAM 2B elfennau iaith lesson above

[P] **: 2 CAM 2B Parts of Speech**

n.

[W] **: 2 CAM 2B Parts of Speech pupil worksheet**

[W] **: 2 CAM 2B Parts of Speech lesson plan**

Lesson 2 of 3 Elfennau iaith/Parts of Speech

NO DOCUMENTS

The second language department adapts this approach to whatever the current task is in the scheme of work [novel, creative writing etc]. The teacher selects a passage and the pupils use the shapes to label sentences chosen by the teacher. The rationale for this exercise is for the pupil to connect the same concepts to a different language.
There is no specific lesson available for this process, but the second language department needs to be aware of lessons taught by the First language department and to refer to them when speaking to the pupils.

Lesson 3 of 3 – Elfennau iaith
Intended audience Year 9 or older

Lesson delivered by: MFL department

DOCUMENTS

[P] **: 3 CAM 2B elfennau iaith ffrangeg**

[W] **: 3 CAM 2B elfennau iaith ffrangeg taflen disgybl**

[W] **: 3 CAM 2B elfennau iaith ffrangeg cynllun gwers.**

Summary

This lesson looks at the structure of the sentence and its component parts in order to make logical choices for the words that are missing. The skill is required for GCSE and A level Modern languages.

<div style="border:1px solid #000; text-align:center"><u>Enwau</u></div>

Lesson 1 of 1 – Nouns
Intended audience Year 7

Lesson delivered by: English department

 : 4 CAM 2B nouns

 : 4 CAM 2B nouns pupil worksheet

 : 4 CAM 2B nouns lesson plan

Summary
This lesson encourages the learner to think about the importance of nouns and their role in a sentence.

<div style="border:1px solid #000; text-align:center"><u>Dictionary skills [nouns]</u></div>

Lesson 1 of 1 – dictionary skills
Intended audience Year 7

Lesson delivered by : MFL department

 : 5 CAM 2B dictionary skills French

Summary
Having developed the concept of a noun in the English lesson, MFL looked at the concept of gender of nouns and how to identify nouns through dictionary annotation

Further development

- A shape and colour is needed for 'Preposition'.
- Share the shape /colour concepts with non- language departments when introducing new words/terminology.
- Share the concepts with Primary feeder schools.

<div style="text-align: center; border: 1px solid #000;">

The verb to be/ bod / être

</div>

Lesson 1 of 2
Intended audience Year 8

Lesson delivered by: MFL department
DOCUMENTS

: 6 CAM 2B être

: 6 CAM 2B être taflen disgybl

: 6 CAM 2B être cynllun gwers

: 6 CAM 2B être qqt

: 6 Poster bod to be être

Summary
Prior knowledge is needed on personal pronouns.

The objective is to establish an understanding of how an infinitive is conjugated differently to different personal pronouns. By using three languages simultaneously, the concept is given a wider base to enhance understanding

Lesson 2 of 2
Intended audience Year 8

Lesson delivered by: Welsh department
DOCUMENTS

: 6 CAM 2B BOD TT cymraeg

Summary
This lesson is a quick refresher to reinforce the learning in the French lesson and to address some common errors when learners write in Welsh

Project contributors

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- The staff and pupils of the Gŵyr primary cluster
- The pupils of Ysgol Gyfun Gŵyr

With special thanks to Ceri Anwen James for allowing us to adapt her work on shapes representing parts of speech.

All documents are available on the HWB Network:
' Multilingual Literacy ERW Llythrennedd Amlieithog'

Further resources

https://www.youtube.com/watch?v=zz4OvDDws5E

https://www.bbc.co.uk/programmes/p026z828.

http://mentalfloss.com/article/74782/french-phrases-hidden-english-words

https://www.youtube.com/watch?v=gEFF-AFhj1k