

AREA OF LEARNING AND EXPERIENCE

Languages, Literacy and Communication

Guidance to help schools and settings develop their own curriculum, enabling learners to develop towards the four purposes.



AOLE

Languages, Literacy and Communication

Session aims

- 1. Develop a better understanding of world languages
- 2. Make connections between languages
- 3. Group work – create a lesson on multilingualism and diversity



Schedule of the day

- 09:00 – 10:00 Directed reading task
- 10:0 – 10:30: Introduction to world languages
- 10:30 – 10:45: Directed task – EDL site
- 10:45 – 11:00: Esperanto
- 11:15 -12 Making connections between languages
- 12:00 – 13:00: Lunch
- 13:00 – 15:00: Group work to create a lesson based on the multilingualism and diversity
- 15:00 – 16:00: Feedback from groups





There are over
6000 languages
in the world





94% of the world does NOT
speak English as their 1st language.

75% of the world does NOT
speak English AT ALL





At least half the
world's population
are

- BILINGUAL
or
- PLURILINGUAL

Plurilingualism

A plurilingual person has:

- a repertoire of languages and language varieties
- competences of different kinds and levels within the repertoire

Plurilingual education promotes:

- an awareness of why and how one learns the languages one has chosen
- an awareness of and the ability to use transferable skills in language learning
- a respect for the plurilingualism of others and the value of languages and varieties irrespective of their perceived status in society
- a respect for the cultures embodied in languages and the cultural identities of others
- an ability to perceive and mediate the relationships which exist among languages and cultures
- a global integrated approach to language education in the curriculum

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A plurilingual person living in a multilingual society is able to draw on:

- a repertoire of languages and language varieties
- competences of different kinds and levels within the repertoire

QUIZ
TIME

QUESTION 1



In which European country are there twice as many pigs as people?

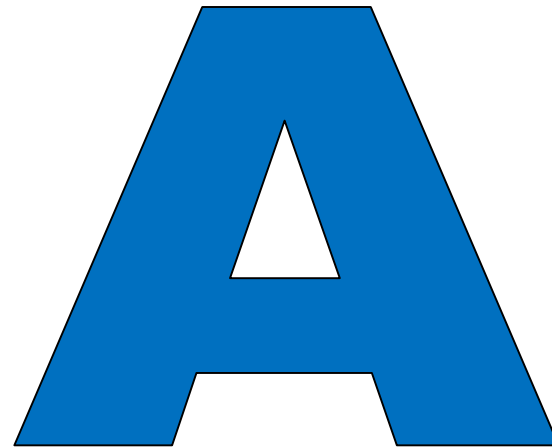
- a) Germany
- b) Denmark
- c) Ireland



Question 2

Which country uses the internet code SE
(eg . www.website.se)

- a – Sweden
- b – Switzerland
- c – Singapore





Question 3



Who is the patron Saint of Portugal?

- a – St Andrew
- b – St George
- c – St Patrick

B

QUESTION 4

What does 'Real' mean in the football team name Real Madrid?

- a) Great
- b) Real
- c) Royal



Question 5

What percentage of UK companies are losing business because they do not have someone who can speak a language?

- a – 5%
- b – 10%
- c – 20%

C





Languages rated
by managers in UK
firms as useful to
their business

Source: 542 firms questioned in 2012
CBI/Pearson Education and Skills survey



Question 6

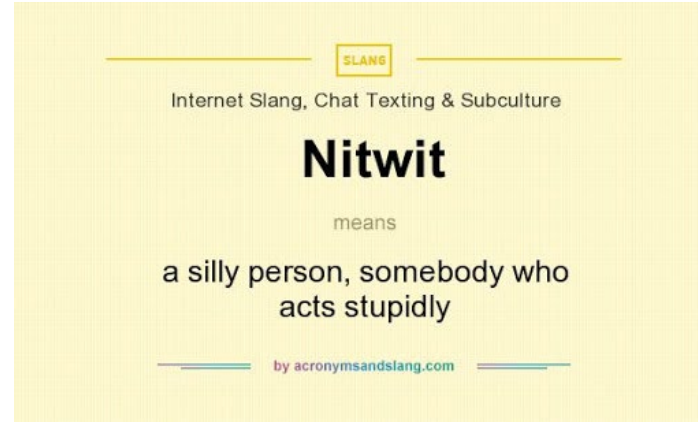


How many people are injured in wildlife related accidents in Sweden each year?

- a – 8
- b – 80
- c – 800



C



QUESTION 7

Which European language gave us the words "cookie", "nitwit" and "sleigh"?

- a) Norwegian
- b) Dutch
- c) Czech

QUESTION 8



What percentage of the world's population live in a country where English is **NOT** the mother tongue?

- a) Over 30%
- b) Over 60%
- c) Over 90%





QUESTION 9

Where did denim originate from?

- a) New York - USA
- b) Nime - France
- c) Milan - Italy



Denim was first produced in the French town of Nimes.

The word denim came about because “de Nîmes” translates as “from Nimes”.

Question 10

In which country is Pidgin English an official language?

- a – China
- b – Papua New Guinea
- c – Jamaica



B

Question 11

Not including Russian, what language is the mother tongue of the greatest percentage of European?

- a – Spanish
- b – German
- c – English

B

QUESTION 12



How much British trade is done with non-English speaking countries?

- A. 35%
- B. 50%
- C. 60%



13. About how many European languages are there in total?

A

25

B

75

C

125

D

225

14. Which of these European languages is the oldest?

A

English

B

Welsh

C

French

D

Spanish

“If you talk to a man in
a language he understands,
that goes to his head.
If you talk to him in his
language, that goes to
his heart.”

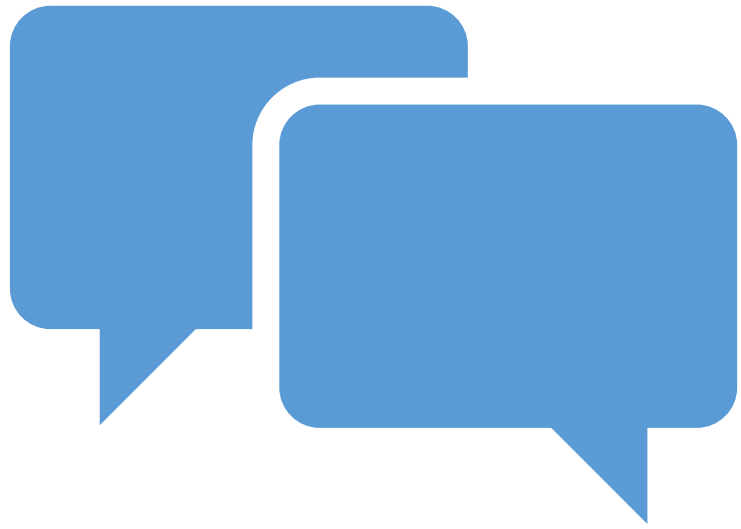
Nelson Mandela



DIRECTED TASK

<https://edl.ecml.at/Games/LanguageQuiz/tabid/1873/language/Default.aspx>

- Play at least ONE of the 7 quizzes about languages.
- Click on one of the language facts, games or fun tiles.
- Be prepared to share one new thing you have learnt from the site about languages



Feedback from directed task

Share your favourite thing
you have learnt about
languages in the chat!



WHAT IS ESPERANTO?

<https://lernu.net/en/esperanto>



One global language?

- Should we have a common global language for communication? If so, should we teach Esperanto in schools in Wales?
- 'Why do we need more than one language?' 'If we speak the same language there are less differences between us, therefore leading to less global conflict'

Making Connections Between Languages





TRIPLE LITERACY

Work out the meaning of this word in Welsh:

French : fenêtre

Italian : finestra

German : Fenster

Welsh? ffenestr

Work out the meaning of this word in Welsh:

French : église

Catalan: església

Spanish : iglesia

Welsh? eglwys

Work out the meaning of this word in Welsh:

French : école

Italian : scuola

Portuguese: escola

Welsh? ysgol

Work out the meaning of this word in Welsh:

French: pont

Italian : ponte

Portuguese : ponte

Welsh? pont

Which month is this in Welsh?

French : mai

Spanish : mayo

German : Mai

Welsh? Mai

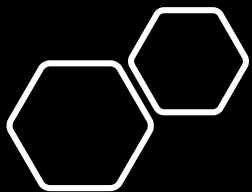
Which number is this in Welsh?

French : trois

Spanish : tres

Italian : tre

Welsh? tri



Developing skills across languages

A focus on skills development underpins the whole curriculum in Wales. In English, Welsh and MFL, learners develop and apply their communication skills through the skills of oracy, reading, writing and wider communication.

It is important to recognise these common features so that learners can build on their skills and make connections across their language learning.

Across languages, learners should be given opportunities to communicate accurately, with confidence, enjoyment and interest in an increasing range of contexts.

Whole-school activities might include:

- establishing a common terminology across languages for language concepts, structures, etc.
- reviewing the programmes of study for all languages and planning complimentary activities, topics, themes such as fairy stories, local area, healthy eating
- using common strategies for helping learners memorise spellings s encouraging all teachers to make explicit links across languages, e.g. through comparing, reflecting on and discussing language s creating multilingual wall displays across the school
- developing multilingual frames to support writing and speaking

A common approach to reading

The school decided to develop reading skills and improve learners' strategies for spelling and punctuation. Time was set aside during registration periods for learners to read in English, Welsh or French. A set of new Welsh and French readers were bought for this purpose and a log sheet, already being used in the English department for recording books read, noting new vocabulary and opinions, was adapted for use in Welsh and French. Language lessons incorporate activities focusing on sound-spelling links so that when learners find new words through their reading, they are confident in their pronunciation.

The language departments also developed a 'Know your grammar!' chart for every learner as a reference for their written work. These charts have an explicit grammar focus and examples in English, Welsh and French.

Teachers produced a chart of spelling sounds and learners each have their own triple literacy vocabulary book, noting new words in all three languages. As a result of these strategies, learners generally read more and improved their English vocabulary. They developed their dictionary skills and learned to identify cognates and similarities in three languages. They now approach texts in Welsh and French with more confidence and enthusiasm and the focus on spelling and sounds has especially improved learners' confidence when reading aloud. Certificates and prizes are awarded every week to 'The Linguist of the Week'. Next steps included adding another language, and Italian is now also part of the reading and grammar strategy.

Enwau + y Fannod Nomen + Artikel Nouns + Articles

Mae enw yn air sy'n enwi peth neu deimlad.
A noun is a word which names a thing or feeling.

Yn Almaeneg mae pob enw yn wrywaidd (der), benywaidd (die) neu'n ddi-genedl (das).
In German every noun is either masculine (der), feminine (die) or neuter (das).

Er enghraifft / For example

y bachgen	der Junge	the boy
y lamp	die Lampe	the lamp
y gwningen	das Kaninchen	the rabbit

Hefyd, gall enwau fod â bannod amhenodol, e.e. llygoden, eliffant ac ati.
Yn Almaeneg mae'r rhain hefyd yn wrywaidd (ein), benywaidd (eine) neu'n ddi-genedl (ein).
Nouns can also have indefinite articles, e.g. a mouse, an elephant etc.
In German these are also masculine (ein), feminine (eine) or neuter (ein).

Er enghraifft / For example

ci	ein Hund	a dog
cath	eine Katze	a cat
tŷ	ein Haus	a house

Gallent enwi pethau cyffredinol:
They can name general things:

tristwch	Traurigkeit	sadness
deallusrwydd	Intelligenz	intelligence
cyfeillgarwch	Freundschaft	friendship

... neu bethau penodol:
... or specific things:

y goeden	der Baum	the tree
pâr o drowsus	die Hose	a pair of trousers
y plentyn	das Kind	the child

Gallent hefyd fod ar ffurf unigol neu **luosog**:
They can also be in a singular or plural form:

bachgen = bechgyn	ein Junge = die Jungen	a boy = boy s
cath = cathod	eine Katze = die Katzen	a cat = cat s
crys = crysau	ein Hemd = die Hemden	a shirt = shirt s
y brawd = y brodyr	der Bruder = die Brüder	the brother = the brother s
y wers = y gwersi	die Stunde = die Stunden	the lesson = the lesson s
y car = y ceir	das Auto = die Autos	the car = car s

Enwau + y Fannod Nomen + Artikel Nouns + Articles

Ansoddeiriau Adjectifs Adjectives

Mae **ansoddair** yn disgrifio **enw** ac yn ei wneud yn fwy diddorol!
An **adjective** describes a **noun** and makes it more interesting!

Fel arfer ... / Usually ...

Mae Jac yn gyrru
car coch.

Jacques conduit une
voiture rouge.

Jack drives a **red car**.

OND weithiau ... / BUT sometimes ...

Mae'n **hen gar**!

C'est une **vieille**
voiture!

It's an **old car**!

Aros funud! / Wait a minute!

Y blodyn **gwyrdd** > Y blodau **gwyrdd**
Yr het **werdd** > Yr hetiau **gwyrdd**

La fleur **verte** > Les fleurs **vertes**
Le chapeau **vert** > Les chapeaux **verts**

The **green** flower > The **green** flowers
The **green** hat > The **green** hats

Ansoddeiriau Adjectifs Adjectives

Classroom activities to consider in all languages might include:

- games identifying sounds and listening games such as 'Simon Says'
- learning greetings in English, Welsh and other languages, and using them when answering the register
- comparing sound–spelling links and reading aloud, including reading their own writing in different languages
- looking for simple similarities and differences in language and identifying rules
- using some common or linked themes and activities in English, Welsh and a modern foreign language
- using common methods for recording new words, learning spellings, using dictionaries
- finding information or reading in one language and responding in another
- storytelling or drama using the same stories or types of stories, e.g. fairy tales.

Triple Literacy Project in Pentrehafod

Good afternoon all

It was lovely to "see" you all today.

Please find attached as promised.

1. Some additional guidance for the directed tasks from Bridging 1.

2. The micro teach instructions I have given to my MFL students (remember that this will change slightly from subject to subject so listen carefully to **YOUR** subject tutor). Dates will be the same for all. Wed 28th Oct - plan. Thurs 29th - deliver lesson to peers. Fri 30th - share and reflect on the lessons.

3. The PPT is general microteach guidance for all subjects, primary and secondary.

4. Harvard referencing handbook

Here is the ECAD6007 assignment title put in another way:

'Using a chosen critical incident from your bridging experience, write a critical evaluation on why that incident occurred and how you might learn from it in your own teaching practice. Use research and learning theories to support your comments'.

Hope these help.

Best Wishes

Kelly

Writing task based on language structure

Sue Palmer writing skeletons adapted & translated to support structure of writing.

Trial use of extended writing mats.

Assess and compare quality of written outcomes.

Aims

- Provide pupils with the skills to read and understand a complex text in English, Welsh & French / German (report)
- Enable pupils to transfer language acquired from reading to develop extended writing in English, Welsh & French / German (report)
- Teach word types and develop dictionary skills
- To allow pupils to transfer skills

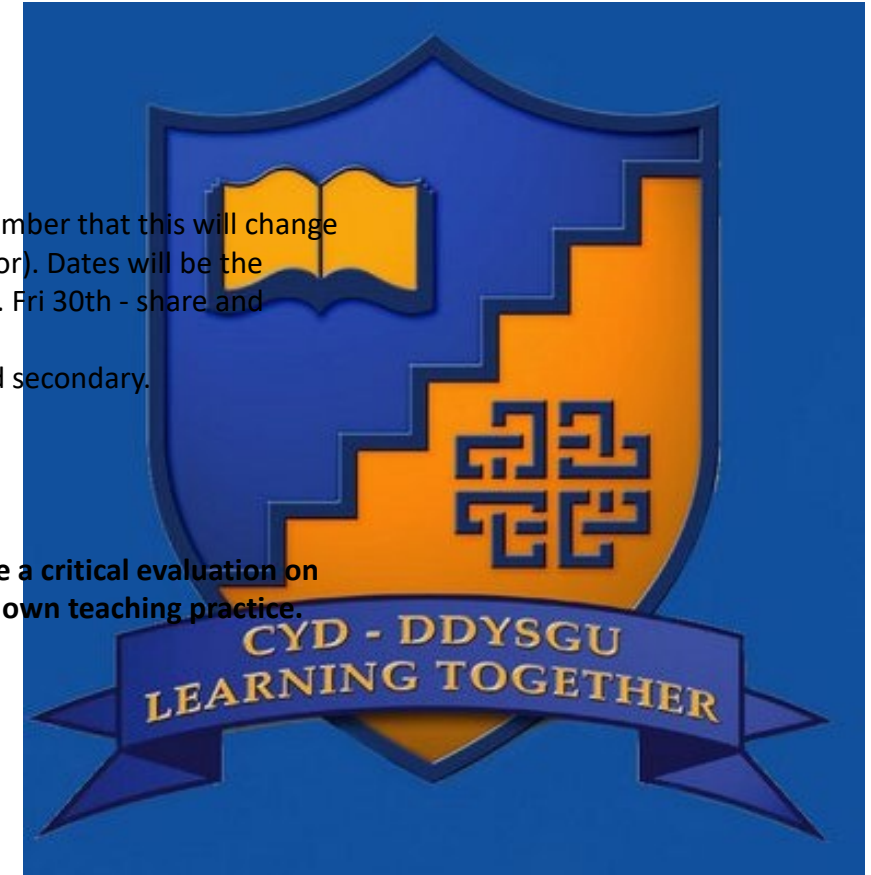
Strategies

Reading

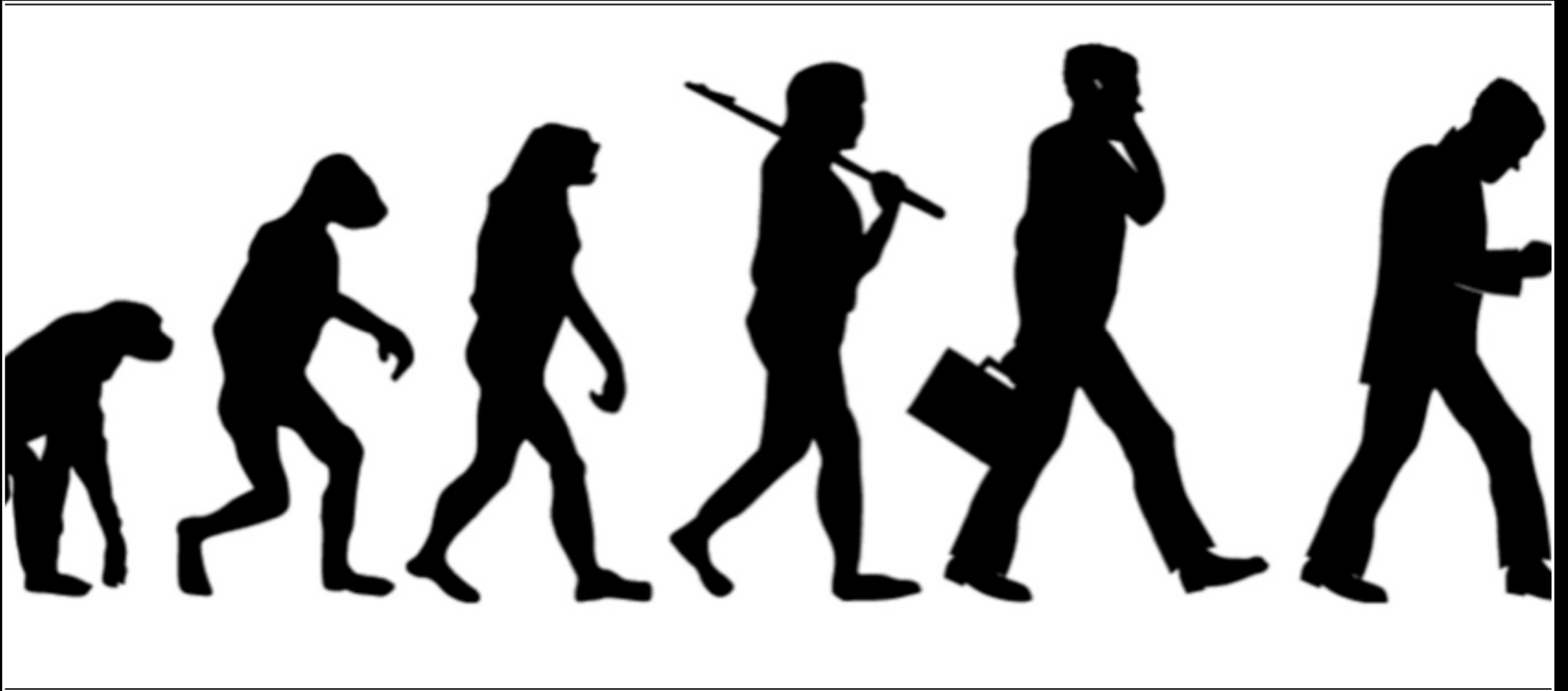
- Create a report on a common theme. Translate into all three languages; this will include more complex vocabulary in English.
- Develop common strategies across the three languages to enable pupils to access/ read the text. Link strategies to the 8RB's.
- Develop a common text marking code to enable pupils to identify word types. Formally teach the correct terms for the word groups:
- *nouns, verbs, adjectives, adverbs, connectives,*
- *pronouns, prepositions & cognates*
- Develop dictionary skills to understand tricky words from the reading text. Teach how to use monolingual and bilingual dictionaries.

Writing

- Pupils write an extended report in all 3 languages encountered in reading task.
- Sue Palmer writing skeletons adapted & translated to support structure of writing.
- Trial use of extended writing mats.
- Assess and compare quality of written outcomes.



Evolution of Languages

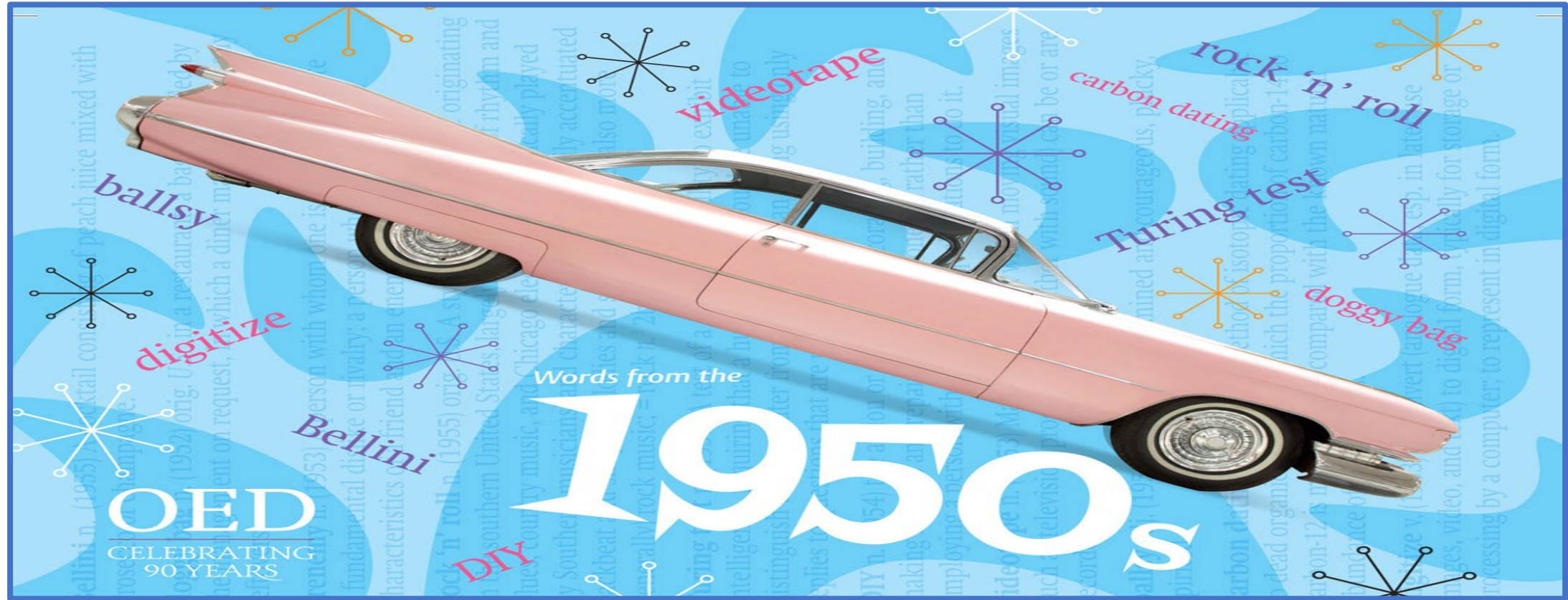


The evolving nature of language



Languages change and evolve over time

Words that your grandparents might have used:



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
The world Adding Quality Quality Transforming Thinking Together

Duck's arse

A man's hairstyle,
associated especially with
the 1950s, in which the hair
is slicked back on both sides
and tapered at the nape.



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

APLP
PDPA
Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership
Transforming Learning Together

Beatnik

A young person in the 1950s and early 1960s belonging to a subculture associated with the beat generation.

‘her long black hair and comfortable clothes are the badge of the artist and beatnik’



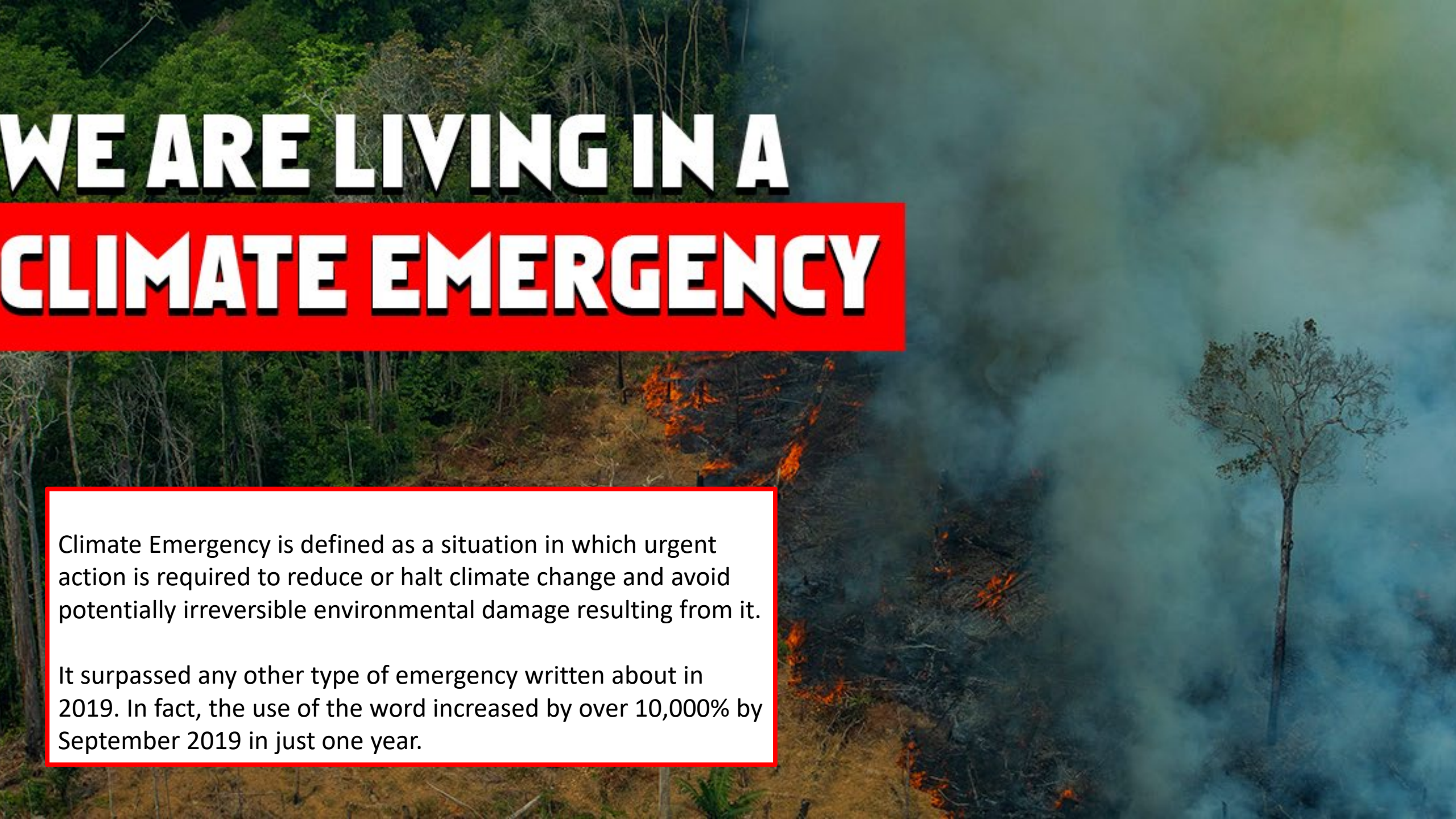
Skiffle

- A kind of folk music with a blues or jazz flavour that was popular in the 1950s, played by a small group and often incorporating improvised instruments such as washboards.



New words (words
your grandparents
might not use):





WE ARE LIVING IN A CLIMATE EMERGENCY

Climate Emergency is defined as a situation in which urgent action is required to reduce or halt climate change and avoid potentially irreversible environmental damage resulting from it.

It surpassed any other type of emergency written about in 2019. In fact, the use of the word increased by over 10,000% by September 2019 in just one year.

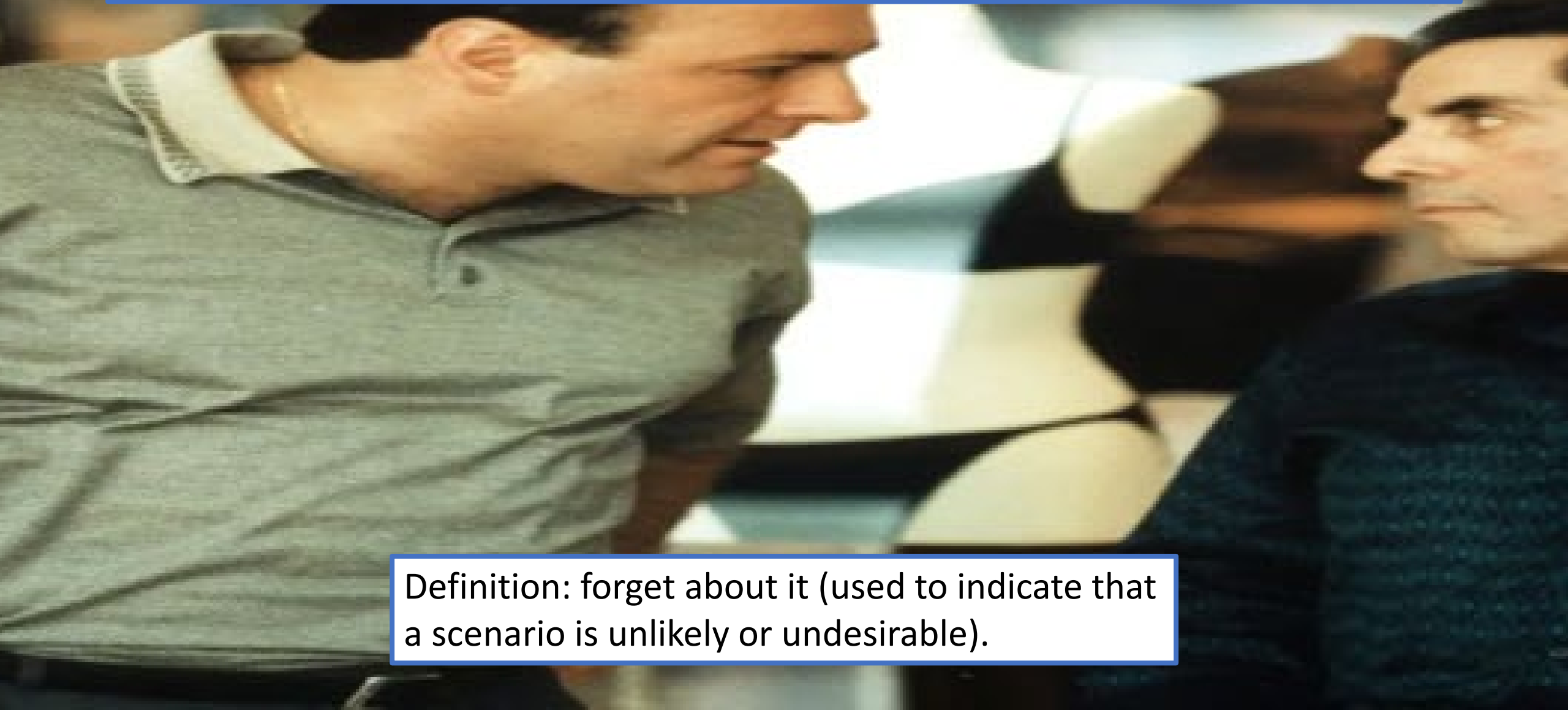


Permaculture

Permaculture is an old word that's recently become more popular. It is a portmanteau word, which means it combines two words to make a new one. In this case, it mixes permanence and agriculture and is based around the concept of sustainable farming and gardening.

"Fuhgeddaboutit" is a product of "The Sopranos."

Definition: forget about it (used to indicate that a scenario is unlikely or undesirable).



Freegan

A photograph showing two young women scavenging food from a dumpster. One woman, with long dreadlocks and tattoos, is crouched inside the open dumpster, reaching for items. The other woman, with blonde braids, is in the foreground, looking down at the food. The dumpster is filled with various items, including a large orange plastic bag, a white container, and some green leafy vegetables. The background shows a residential area with a wooden fence and trees.

A freegan is also a portmanteau that combines the words free and vegan. Sometimes known as a 'dumpster diver', a freegan is a person who believes it is wrong to throw away food when millions of people around the world are hungry. For this reason, they only eat food they can get for free, which would usually have been thrown out or waste. Often freegans rely on food found in supermarket dumpsters.

Love bombs



An effusive demonstration of approval or affection, esp. used as a form of psychological manipulation designed to gain a person's trust, loyalty, or..."

Griefer



griefer, n.: “In online gaming: a person who derives enjoyment from spoiling the game for others by playing in a way that is intentionally disruptive and...”

Currywurst

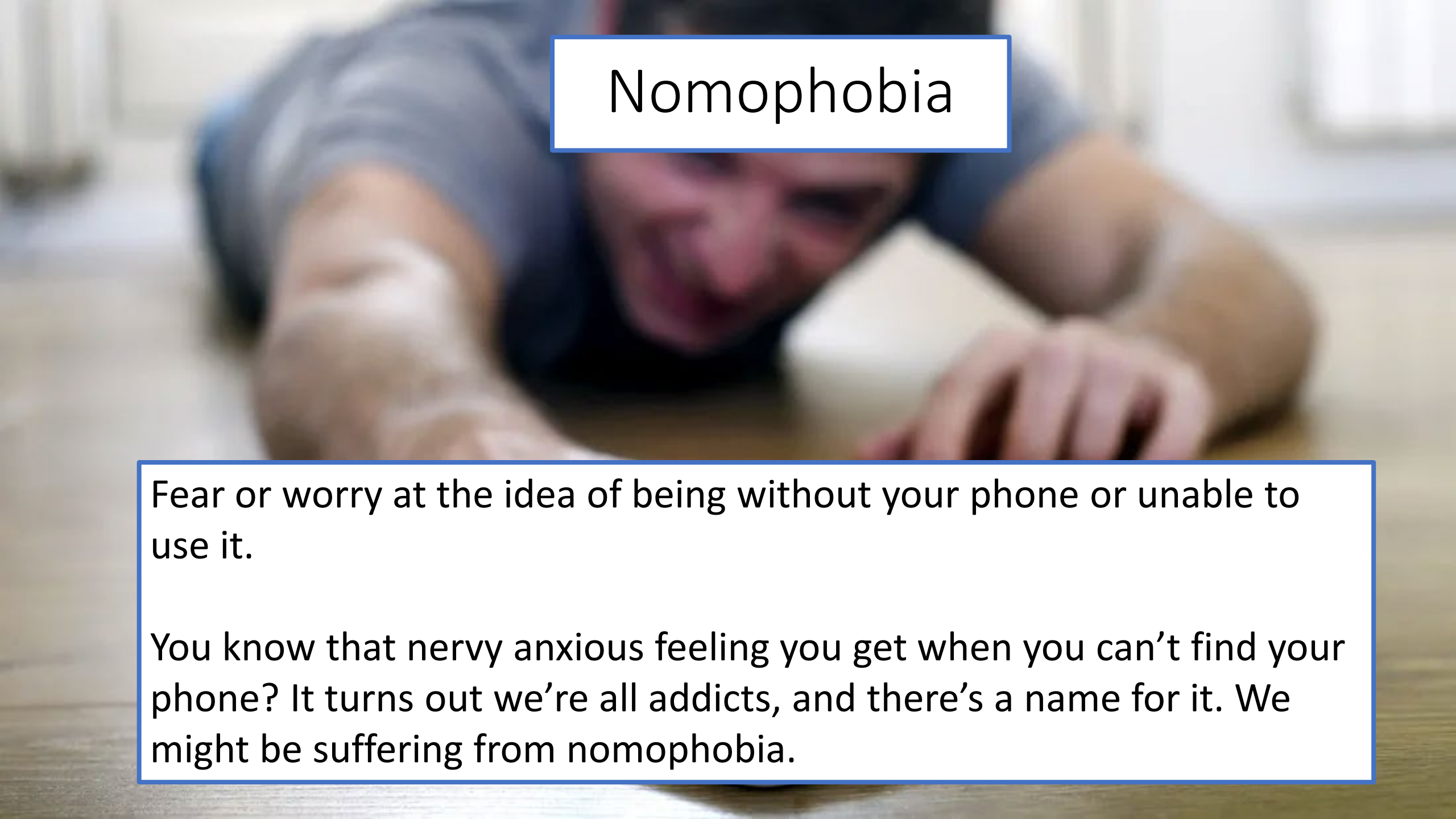


currywurst, n.: “A dish consisting of German sausage covered with a sauce of tomato ketchup mixed with curry powder.”

When it's not a phone or a tablet, it's a
"phablet."

A woman with brown hair tied back, wearing a blue and white striped shirt, is shown from the side, looking at a large smartphone (phablet) she is holding. The device's screen displays a landscape photograph of a river valley with mountains in the background. The background of the entire image is a blurred green forest.

Definition: a smartphone having a screen which is intermediate in size between that of a typical smartphone and a tablet computer.



Nomophobia

Fear or worry at the idea of being without your phone or unable to use it.

You know that nervy anxious feeling you get when you can't find your phone? It turns out we're all addicts, and there's a name for it. We might be suffering from nomophobia.

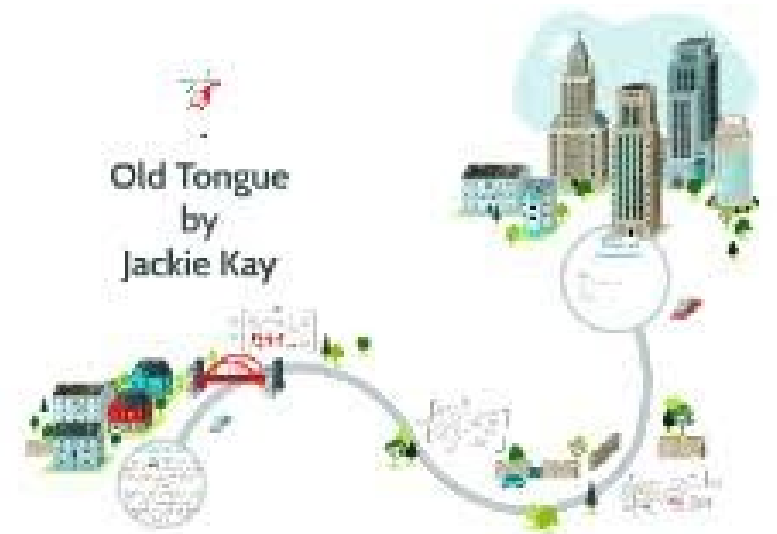
Sober-curious



Experimenting with a period of not drinking alcohol.

There was a time when being sober had a stigma. We now welcome a generation who are less fixated on drinking. It's not in the dictionary yet, but expect people to be more curious about going alcohol-free.

Language and identity



Wordle Task: What
words or phrases
do you use now but
didn't in the past?

[https://www.menti.com/
gziza3x98u](https://www.menti.com/gziza3x98u)

digit code 93 81 90 6



Diarhebion Proverbs

- Yw diarhebion yn dysgu rhywbeth i ni am ddiwylliant?

- Do proverbs teach us about culture?

- All that glitters is not gold
- Nid aur yw popeth melyn
- No todo lo que reluce es oro
- Morgenstund hat Gold im Mund
- The early bird catches the worm

- Don't count your chickens until they hatch
- Paid cyfri dy ieir nes eu bod nhw wedi dodwy
- Paid gwario ceiniog nes ei chael
- Il ne faut pas vendre la peau de l'ours avant de l'avoir tué
- (Don't sell the bearskin until they have killed the bear)
- Men moet de huid van de beer niet verkopen eer men hem geschoten heeft
- Non dir quattro se non l'hai nel sacco

- You can't teach your grandmother to suck eggs
- Paid dysgu pader i berson
- Gwneud eich gorau glas
- (To do your blue best)
- Work until you are red in the face
- No one who can rise before dawn three hundred sixty days a year fails to make his family rich

GROUP TASK

Create a lesson based on
the multilingualism and
diversity

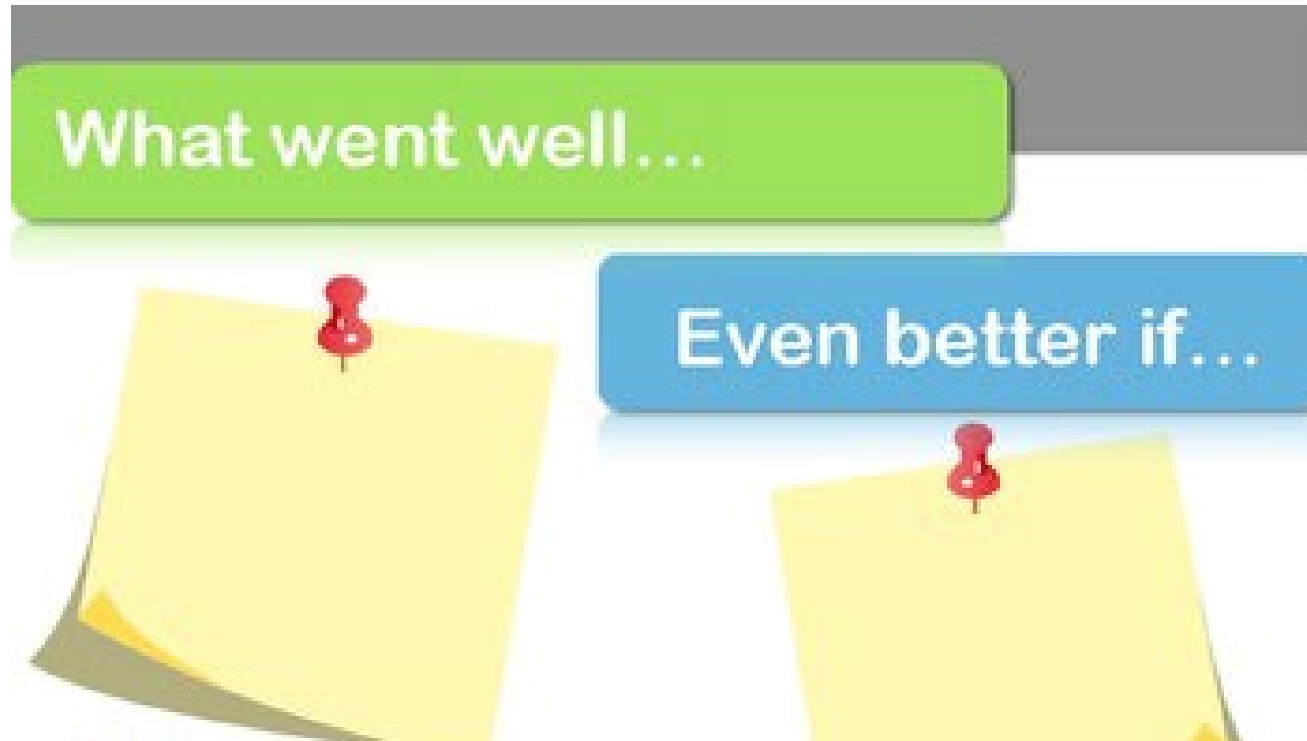


Go to www.menti.com and use the code 93 81 90 6

What words or phrases do you use now but didn't in the past?



Return at 3pm



Each group's
lesson will be
peer-assessed.