Metalinguistic awareness and links to L1 Literacy

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A sample of FL literacy attainment targets:

• link the spelling, sound and meaning of words

• reading aloud or using familiar words and phrases*

• read carefully and show understanding of words, phrases and simple writing

• write phrases from memory, and adapt these to create new sentences, to express ideas clearly

• describe people, places, things and actions orally* and in writing
A tabula rasa?

• In primary language learning the children are not “blank slates” (Porter, 2014)

• What kinds of knowledge/skills about FL literacy do young children bring to the FL classroom?
  – What do they already know?
  – What needs to be taught/learned?
  – Any challenges? Any opportunities?
Word Recognition

Research Evidence – Practice
Recognising FL words

How do we teach this in the first language?

- Phonics - linking sounds with spellings;
- Red words/tricky words – memorising whole words that cannot be sounded out;
- Reading aloud activities – to check for pronunciation which shows us that the sound “version” of the word has been identified; we can also check for understanding through intonation, etc (eventually!).
FL word recognition: L1 resources

- Phonological awareness:
  - Segmenting the spoken word into syllables, identifying onsets and rimes;
  - Manipulating the spoken word (e.g. change the “c” /k/ in “cat” to make a new word).
  - Foundational word recognition skill in alphabetic languages (Castles, Rastle & Nation, 2018);
- May transfer across languages L1 to L2 (Durgunoğlu, Nagy & Hancin-Bhatt, 1993; Lesaux, Geva, Koda, Siegel & Shanahan, 2008)
- Learning a L2 helps with L1 literacy (Murphy, Macaro, Alba & Cipolla, 2015)
FL word recognition: More L1 resources

- Print experience hones and shapes cognitive and linguistics resources (including word recognition skills) depending on the writing system (Geva, 2006)
  - English readers will know not to always “trust” the code so will utilise a range of word recognition strategies e.g. phonological decoding and whole word:
    - **Could**
    - **Thought, cough, plough**;
  - Spanish readers will prefer decoding to recognise words as this strategy works in Spanish which has consistent sound/spelling links.
FL word recognition: What to teach?

- Recognise and produce new FL sounds;
- Learn new letters;
- Learn which letters make which sounds;
- Practise decoding words (just like we do in learning to read and write in English):
  - Sometimes sounding out and blending
  - Sometimes recognising whole words (not so important in “transparent” writing systems such as Spanish, Italian).
FL word recognition: Pedagogic challenges

• Challenge is to override L1 sound/spelling links (where these differ)
  – Takes time and practice;
  – Consider awareness raising/contrastive activities;
  – Avoiding the FL written word won’t help!

• Learning sound/spelling links in primary and secondary schools is a slow process (Cable et al., 2010; Porter, 2019; Woore, 2011).
Recognising & producing new sounds

Visuals and gestures could help make the sounds memorable
Exemplar words to aid memorisation (like English phonics instruction
Practise linking sounds to letters

Phonics Swatting

- Suggestion: Phonics swatting: letters on the IWB. Children hear a sound and tap the letter(s)

- Could extend this to words which model one (or more?) sounds to identify and tap which GPC they heard

- Differentiation – e.g. contrasting ON/AN

From Porter (2014)
Practising new sounds

Tongue twisters can be a helpful way to practise sounds. Longer ones better for upper KS2?

ñoño yanes come ñame en las mañanas con el niño.

Bonjour cochon grognon.

Montre-moi ton torchon!
Recognising new sounds
Contrasting L1/FL sound/spelling links (Catlin, 2019)

What are the main challenges facing our novice FL readers?
Which other French graphemes would be puzzling to English speakers?
Why do you read CH as SH?

Because that’s just how it is in French!

But WHY?
Formative assessment

- How will we know if the phonics is “working”?
  - Can they read aloud the exemplar words?
  - Do they know which letters make which sounds and vice versa?
  - Can they read unfamiliar words?

- What about FL writing? *(children are learning to write when they learn English phonics)*
  - How could we assess this? Spelling? Dictation?
Onde  
Plonger 
Monde 
Chaton 

This Photo by Unknown Author is licensed under CC BY-SA
Écoutez and remplissez les blancs

B_______
Bl_______
B_______
Bl_______
S_______
C_______
Br _______che
Br _______che
Reading Strategies

Research Evidence – Practice
Reading strategies

How do we teach these in primary schools?

– Engage children with sufficiently challenging texts;
– Infer meaning from context;
– Summarise or identify key points (main ideas) in text;
– Use graphic or semantic organisers;
– Develop questioning strategies;
– Monitor their own comprehension and identify challenges.

FL reading strategies: L1 resources

– Cognates (depending on language distance);
– Knowledge about text structure and genre;
– Contextual knowledge;
– Awareness of strategies such as inferring, predicting;
– Metacognition – planning, evaluating progress;
FL/L2 reading strategy instruction

- Moderately helpful for reading (Plonsky, 2011; Taylor, 2014);

- Strategy instruction helpful for young learners for language outcomes and for developing self-regulated learning (Ardasheva, Wang & Adesope, 2017);
FL reading strategy instruction – what to teach?

- Raise **awareness** of the strategy; name the strategy e.g. perseverance;

- **Model** using the strategy/strategies with text;

- Let children **practise** using the strategies independently through scaffolded experiences with sufficiently challenging FL texts;

- Guide children to **reflect** on which strategies they used and how helpful they were (Woore, Graham, Porter & Courtney, 2018).
FL reading strategies: Pedagogic challenges

– gauging the appropriate level of challenge;

Text should mostly have familiar language to facilitate comprehension (95% coverage or 1 unfamiliar word per two lines – Hirsh & Nation, 1992)

– finding suitable FL texts;

– time – difficult to engage in higher order literacy activities in a 30-minute lesson (Graham et al., 2017; Porter, 2019)

– metacognition is still emerging in many KS2 learners.
Les écoliers francophones

On parle français partout....!

Où est Franck?

Bonjour, je m’appelle Franck.
J’habite au Congo et je parle français.

Je porte un t-shirt bleu clair.

Je porte un pantalon noir.

Je ne porte pas de chaussures.
¿Dónde está Constanza?

Hola me llamo Constanza.
Vivo en Chile y hablo español.

Llevo una camisa azul.

Llevo una falda negra.

No llevo una cinta en el pelo.
Unfamiliar language

¿Dónde está Constanza?

Hola me llamo Constanza.
Vivo en Chile y hablo español.

Llevo una camisa azul.

Llevo una falda negra.

No llevo una cinta en el pelo.

Option 1: Pre-teach
Option 2: Use reading strategies
Llevo una falda negra.

- PROMPTS: What words do you know?
- CLUES (Additional resources): Can you work out from the picture what a falda might be?
- CLUES (Sentence patterns): What word normally comes before an adjective?
- REFLECT: You managed to work out a word you didn’t know. How did you do that?
Understanding text & strategy use

Cross-curricular KS2 Resources
Django était un excellent guitariste. Quand il était petit garçon, il n’habitait pas dans une maison. Il était un nomade. La chanson “les yeux noirs” est du style jazz.
Celia Cruz: Guantanamera

Celia fue una cantante muy famosa.

Cuando era pequeña vivía con su familia en La Habana, Cuba.

Celia era el símbolo de la cultura Latina.

Aquí, en esta fotografía, lleva un vestido largo y elegante.

El ritmo de la canción “Guantanamera” es ritmo de salsa.

Ibrahim Arce (Narcy Studios photographer), most likely [Public domain], via Wikimedia Commons
Strategies: reading for meaning

• Cognates

• Word order – word class: is this likely to be a noun? An adjective?

• What’s the sentence about? Can I make an educated guess?

• What do I know about this subject/topic/area already?

• Perseverance: keep going, keep reading.

• Check/evaluate: are your ideas/predictions right?
Bespoke stories (Porter, 2014)

- Cognates: do these words look like English words?
- Quel – what – exclamations (with punctuation) – same as English?
- Using “syntax” (word order & relationships between words) as a clue?
Bespoke stories (Porter, 2014)

La folie animale

Les autres font un pique-nique, mais il tombe des cordes.

Use the picture as context
What does the word look like?
What does it sound like?
Ask about noun gender – masculine or feminine?
Contrastive: “font” make – words have partners (collocation) – make a picnic. What do we say in English?

Learning phrases
Set the scene for “it’s raining cats and dogs”
Think about language difference – where do these sayings come from? Why?
Are these memorable? Do they give a feeling of progress?
Formulaic chunks in building language.
Formative assessment

- How will we know if learners understand sentences and text?
- How will we know if learners are starting to use strategies to unlock meaning in challenging text?
Django Reinhardt: Les Yeux Noirs

Django était un excellent guitariste. Quand il était petit garçon, il n’habitait pas dans une maison. Il était un nomade. Le chanson “les yeux noirs” est du style jazz.
La fourmi noire a six pattes longues et deux antennes courtes.

Le singe rose a deux petits yeux noirs et une grande bouche orange.

Le léopard rouge a des taches noires. Il a quatre grandes pattes avec des griffes pointues.

Le serpent vert ouvre sa bouche pour montrer ses deux grands crochets gris. Il a une langue violette et fourchée.
Writing

Research Evidence – Practice
L1 writing

How do we teach this in primary schools?

- Models: WAGOLL; WILF; WALT

Writing as a process:

- Purpose – a reason to write;
- Planning – brainstorming ideas, reflection, reviewing, adapting.

Writing as a product:

- Accuracy;
- Grammar, use of vocabulary.
L1 writing research

Evaluation of multiple investigations for writing instruction found the following helpful:

• Writing strategy instruction
• Writing strategy instruction plus self-regulation
• Text structure instruction
• Creativity/imagery instruction
• Scaffolding such as: peer assistance, product goals, assessing writing all help (Graham, McKeown, Kiuhara & Harris, 2012)
FL writing – L1 resources

- knowledge about genre and text layout (especially in upper KS2);
- understanding sentence patterns which might be shared (depending on language distance);
- knowledge about conjunctions in English i.e. how to make extended sentences;
- Metacognitive/self-regulatory strategies relating to writing.
FL sentence writing: What to teach?

• stories with repetition for language models;
• change words within practised stories (as per attainment target);
• core vocabulary then add adjectives, adverbs and/or verbs;
• conjunctions – links to SPAG – they know how to use these in L1!
• FL grammar – FL writing is an opportunity to reflect on sentence patterns (Manchón, 2014)
Extended Texts

Les écoliers francophones
On parle français partout.....!

Où est Franck?

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Je porte un pantalon noir.

Je ne porte pas de chaussures.
Written activity: Francophones/Hispanophones

Mon uniforme scolaire

Bonjour, je m’appelle ........................

Je porte

Je porte

Je porte

Je ne porte pas

Adjust the framework to focus assessment
Or
Don’t include a framework at all and let them write creatively!
Voici le lion.
Il est féroce.
Il aime chasser des antilopes.

Il est de quelle couleur?
Independent, creative writing

Framework for developing writing
SUPL workshop (Dugdale, 2019)
Strategies for Reading and metacognition

• The children were presented with the ppt presentation. They listened to each animal description, were asked to read aloud and were asked what they thought it meant.

• Once they had done this for the lion (without a dictionary or teacher support), they were asked how they knew what it meant. What suggestions do you think they made?

• They explained that there was a picture, there was language that they already knew (il est and il aime), they used context for voici and they used their knowledge of English and cognates.

• Once these strategies were shared (including asking for other ideas if cognates and context was not enough) they continued in the same way for the remaining four animals.
Scaffolded writing in French – les prédateurs

Nouns, adjectives and verbs

<table>
<thead>
<tr>
<th>Voici</th>
<th>il est</th>
<th>il aime</th>
<th>couleur</th>
</tr>
</thead>
<tbody>
<tr>
<td>le lion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>le gorille</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>le renard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>le martin-pêcheur</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>l'aigle</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Les prédateurs

Vaici le lion
Vaici le lian
Vaici le renard
Vaici l'aigle
Vaici le garille

Name some other predators in French?
Scaffolded writing in French – les prédateurs

Nouns, adjectives and verbs

• Once the children had completed their tables, they were presented with the following piece of text and were asked to use their reading strategies to try to guess the animal. *Can you guess what it is?*

Voici le grand requin blanc.

Il est féroce.

Il aime attaquer les lions de mer.

Il est gris.
Scaffolded writing in French – les prédateurs

Nouns, adjectives, verbs and conjunctions

• The next step was to look at how we could extend our sentences or add more information.

Voici le grand requin blanc.

Il est féroce mais doux.

Il habite dans l'océan.

Il aime attaquer les lions de mer.

Il est gris et blanc.
Scaffolded writing in French: les prédateurs

Writing

- Next, in their books using their table to refer to and the WAGOLL, the children wrote the first draft of their own piece of writing.
Scaffolded writing in French: les prédateurs

Writing

• Once this was edited, they were able to create their work on a template for display.


References


Catlin, B (2019). *Phonics*. SUPL Teacher Presentation presented at the FL Literacy in Primary Practice Workshop on 19th July 2019 at the University of Southampton.

Dugdale, S (2019). *MFL in the school library and scaffolded writing in French*. SUPL Teacher Presentation presented at the FL Literacy in Primary Practice Workshop on 19th July 2019 at the University of Southampton.


