

Session 4.6 Workshops

AIM High in MFL: Accelerative
Integrated Methodology

Suzi Bewell

Introduction to the

Accelerative Integrated Methodology

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A NEW LANGUAGE!

Wendy Maxwell, M.A.

Master Language Teacher, Author, and AIM Program Creator

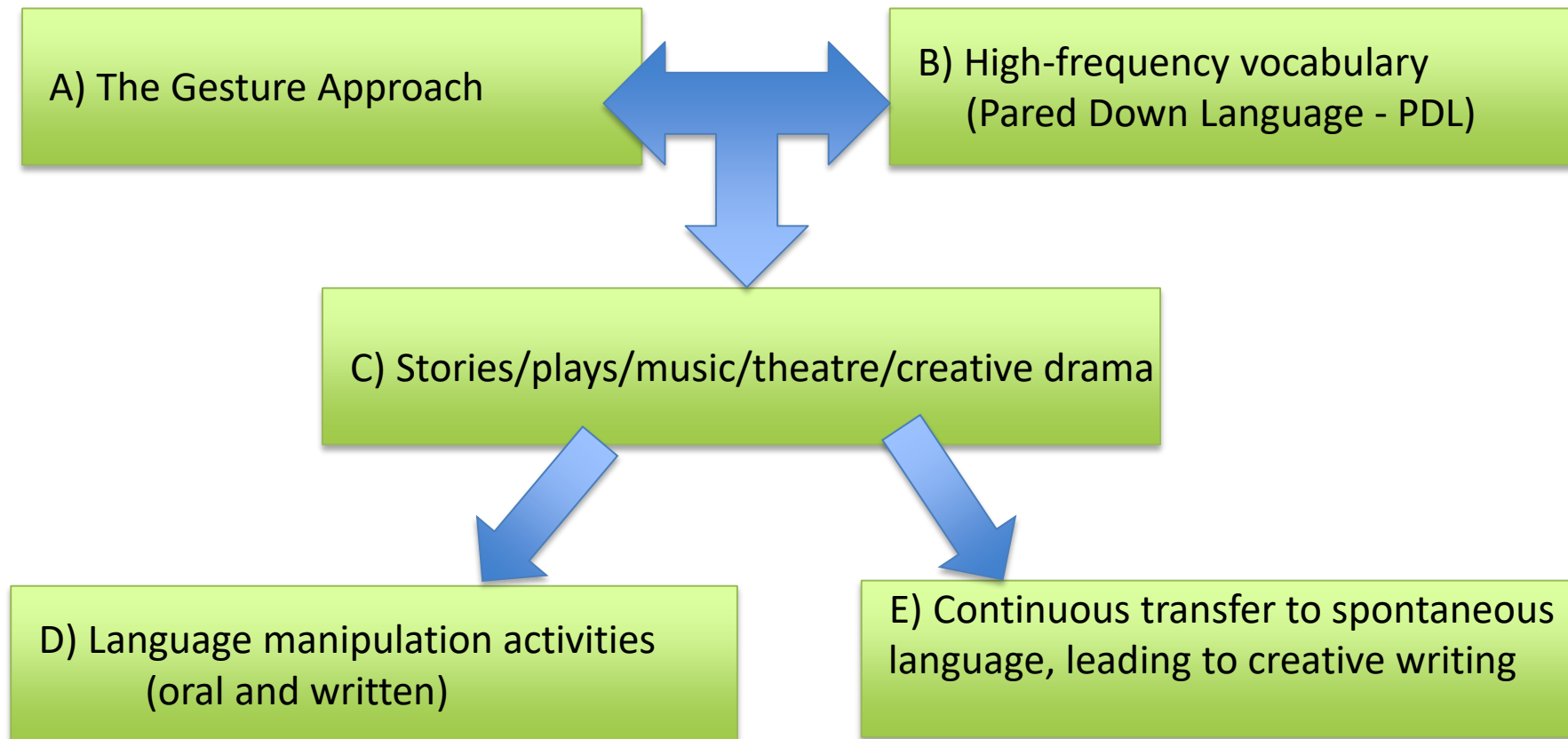


- ✧ Author of AIM's:
 - French- *Histoires en action!*
 - Histoires en action pour les tout petits*
 - Jeunesse en action!*
 - ESL - *Stories in action!*
 - Spanish - ¡*Jóvenes en acción!*
 - ¡Historias en acción!*
 - Mandarin – *Donggan Gushi*
 - Japanese – *Akushon Banashi*
- ✧ Recipient of:
 - Prime Minister's Award for Teaching Excellence (1999)
 - H.H. Stern Award for Innovation in Second Languages (2004)
- ✧ Keynote Speaker: Paris, Tokyo, The Hague, Amsterdam, Seoul
- ✧ Media appearances: CBC, Radio-Canada, Citytv, CTV



“No one learns to speak a second language; one must speak a second language to learn it.”

Key Essential AIM Components (Accelerative Integrated Methodology)



Essential Elements of AIM





What are the key AIM strategies that help students to rapidly develop oral AND written proficiency and improve student communication?

Strategy #1



Students need to learn vocabulary they will use every day!

How?

Pared-Down Language

***Provides necessary vocabulary for
Meaningful/authentic/every day (CEFR)***

The Pared-Down Language - PDL



- Simplification of verbs – easy to learn!
- Emphasis is on the teaching of VERBS unlike thematic approach
- Only necessary, high-frequency words and expressions introduced during the first 100-200 hours of instruction
- Pleasant repetition

The Pared-Down Language - PDL



Le français fondamental (Gougenheim et al., 1959)

Threshold Level (Van Ek, 1975)

Zone of Proximal Development (Vygotsky, 1978)

The Natural Approach (Krashen, 1983)

Simplification of language (Clark, 1985)

Common European Framework of Reference for Languages
(Council of Europe, 2001)

Neurolinguistic Approach (Netten and Germain, 2013)



The Pared-Down Language - PDL

Proficiency is developed “most effectively when a small number of structures are used and re-used”

(Netten and Germain, 2013)



Strategy #2

Students need to actively experience – see, feel and hear - the language simultaneously

How?

The multi-modal Gesture Approach!

Focus on action/language as active process/interacting for genuine purpose (CEFR)



“Internal grammar cannot be developed by using partial sentences and single word answers...a teacher needs to ensure that the students always construct a complete sentence.”

Netten and Germain, 2013

The Gesture Approach



- Teaching accompanied by gestures helps memory (Goldin-Meadow, 2001) - memory stores
- Allows the teacher to present vocabulary, syntax and grammar kinesthetically, auditorially and visually – learning styles/Multiple Intelligences (Gardner, 1985; Daniels, 1994)



The Gesture Approach



- ✓ Meets the learning needs of boys as well as girls
- ✓ Gestures are natural and concrete, not arbitrary or abstract
- ✓ Oral language production maximized
- ✓ Supports development of listening skills, spoken production, spoken interaction
- ✓ *Students constantly involved in language creating*



Let's do some gestures !



The Gesture Approach

“Talking with our hands may actually make thinking easier”

Susan Goldin-Meadow



Vivieros De, & McLaughlin (1982)

Newport & Meier (1985)

Daniels (1994)

Goodwyn, Acredolo & Brown Willows (2002)

Macedonia & Knosche, Max Planck Inst. For Human Cognitive &
Brain Sciences, Leipzig, Germany (2011)



“I work with my hands and
learn by doing. What I hear
I forget. What I do I remember.”

- Maria Montessori

The Pared-Down Language + Gestures



AIM is unique:

Linguistic power – through PDL and gestures we place ourselves at students' level – build language with them



Strategy # 3



Students need to speak in/hear only the target language to successfully acquire it!

How?

AIM's strategies, systems and systematic design support you!

It is recommended that teachers and students use French both inside the classroom and when feasible, beyond it.
ONT FSL Curriculum, 2013/CEFR/ACTFL 90%+



Target Language Only!

Ensure that the only language heard and spoken is the the target language...no exceptions!

(Output hypothesis - Swain & Lapkin, 1995)

Pierre Calvé (1983) – stresses importance of the 'target language only' rule – cornerstone of AIM's success.

Strategy #4



Students need to feel engaged, have a purpose
outside of language acquisition alone
– as in immersion

How?

Stories/theatre/drama/choreography

A cross-curricular balanced literacy-based approach!

IMMERSION-LIKE EXPERIENCE

Authentic tasks, context for vocabulary and grammar (CEFR)

Why do stories?



“Children new to [a language] find in a story context for understanding. It is not word lists that command their attention, but the lives of characters that fill the tales they read or listen to, ...in the literary stories they meet.

How painful it must be for those children alien to [a language] to sit day after day without feeling connected to what is happening in the classroom. And yet, through storying, how quickly they enter the activity, making sense of what is happening, building their own versions, listening, telling, retelling, talking about, reflecting upon - responding.”

David Booth and Bob Barton
Professors, University of Toronto

Student-created rap – French only !

Three grade eight boys





Let's dance!

Strategy #5



To make language 'stick' students need an emotional attachment to the new language

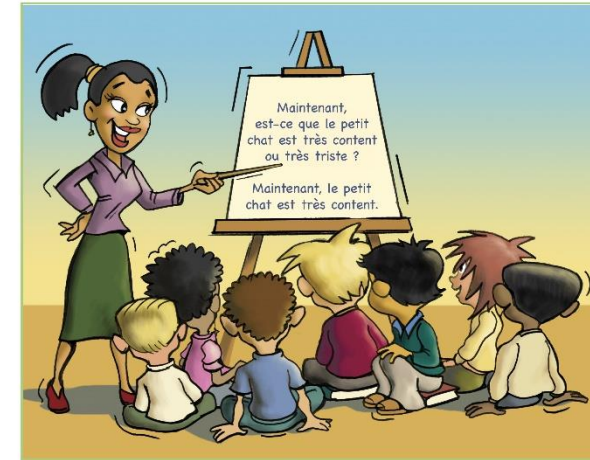
How?

Through AIM's gestures, drama songs, raps, choreography, integration of rhythm and emotion

Emotional language and Rhythm



Researchers such as Buchanan, T. (2007), Sprenger (1999) have shown that emotion has a strong influence on memory. This has important implications regarding effective teaching.



Les questions

Paroles : Wendy Maxwell Musique : Matt Maxwell

Maintenant, on fait des questions,
Tout le monde ensemble et ça, c'est bon !
Avant la question, la réponse après.
On dit une phrase complète tout le temps,
c'est vrai !



Strategy #6



Students need to produce language constantly in dynamic interactions for a purpose

How?

AIM's focus on constant Cooperative Learning,
Oral and written together/constant 'safe' production

Collaboration, Spontaneous interaction (CEFR)



- Students speak *together* as the teacher gestures
- Daily cooperative learning in partner/group activities – positive interdependence
- Students always developing oral *in tandem with* written proficiency, supporting with ideas as they write together

AIM: focus on Literacy!

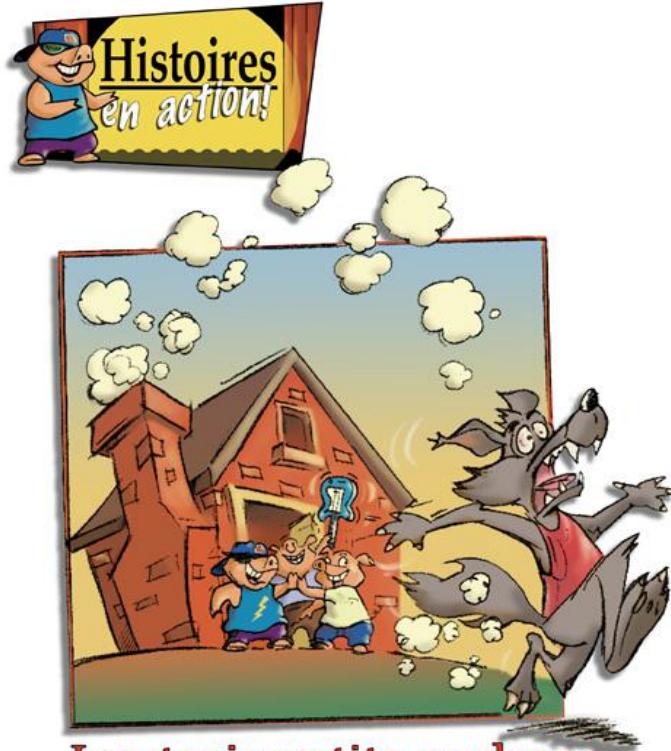


Strategy 8

Use story as starting point for *scaffolded*
language manipulation activities,
creative writing

***Use language for meaningful purpose – creative, critical
thinking
– Learner autonomy
(CEFR)***

Begin with a story...



Les trois petits cochons

CAHIER D'ÉLÈVE

WENDY MAXWELL



¡Jóvenes en acción!



Whole-Class Activities Book

Wendy Maxwell, M.A.

Translated by Marcia Pastorek B.A.

Marco el Mago

Students learn to manipulate words...in a simple way at first



Cahier 2A

Nom: Faith Wang

Classe: 3H



Choisis le bon mot

Choisis le bon mot et écris le mot sur la ligne.

1. Cette histoire se passe dans le pays d'Afrique ✓ (~~d'Afrique~~, de Canada).
2. L'Afrique est un pays ✓ (~~un pays~~, une province)
3. En Afrique, il fait très, très chaud ✓ (~~chaud~~, froid) et le soleil brille ✓ (brille, ne brille pas) tout le temps.
4. Quand la pièce commence, il n'y a pas ✓ (il y a, il n'y a pas) de nuages dans le ciel.
5. La terre est sèche ✓ (sèche, mouillée).
6. Le guépard dit qu'il a très soif ✓ (~~soif~~, faim) et il veut de l'eau ✓ (~~l'eau~~, la pizza)
7. Le zèbre espère ✓ (~~espère~~, pense) qu'il pleut bientôt ✓ (~~bientôt~~, après une semaine).

Activities become increasingly challenging...



Corrected page 1___ page 2___ page 3___ page 4___

Activity Sheet 4A

Name: _____

Class: _____

My Silly Sentences

Write silly sentences and draw a picture.



1. The pig likes to read a book and sing with the wolf on the wood house.

Activities become even more challenging...

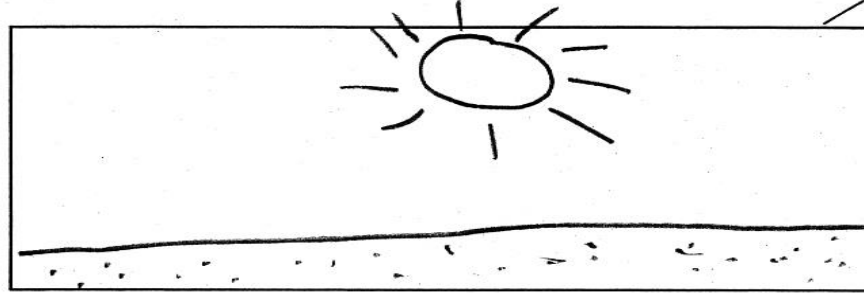


Cahier 3A

Nom: Latoria

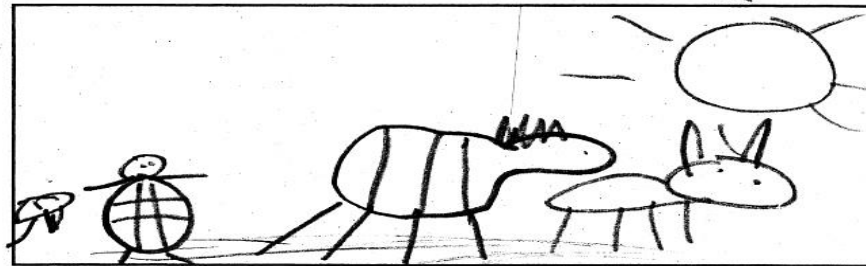
Classe: 3H

Mets les mots en ordre et dessine une image de la phrase.



1. Afrique ~~En le fait~~ brille ~~il~~ chaud ~~et~~ soleil très

En Afrique il fait très chaud et le soleil brille



2. Tous parlent les ensemble animaux

Tous les animaux parlent ensemble

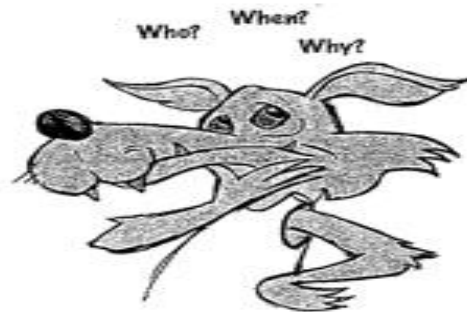
Activity Sheet 6A

Name: _____

Class : _____

Total Questions

Write the answers on the lines.



1. Is the name of the first little pig Peter or Pat?

The name of the first little pig is
Peter.

2. Does the first little pig listen to music or play the guitar?

The first little pig plays the guitar.

3. When the play begins, does the first little pig like his house or not?

When the play begins the first little pig
likes his house.

4. Does the first little pig or the second little pig say "Look! I have a straw house!"?

The first little pig says "Look! I
have a straw house!"



Activity Sheet 7A

Name: _____

Class : _____

Partial Questions

Write the answers on the lines.



1. Who is nice and plays the guitar?

Peter, the first little pig is nice and plays the guitar.

2. Who is bad?

The wolf is bad.

3. Who makes the straw house?

The first little pig makes the straw house.

4. Who likes his straw house?

Peter, the first little pig likes his straw house.



Questioning is a key strategy...



Cahier 5 A Je m'appelle Faith W. Classe 3H

Questions totales

1. Est-ce qu'il y a cinq, six ou sept personnages dans la pièce?

~~Il y a~~ 6 personnages.

rien



2. Est-ce que cette histoire se passe au Canada ou en Afrique?

~~Cette~~ histoire se passe en Afrique.

3. Est-ce que qu'il fait très chaud ou froid en Afrique dans cette histoire?

~~Il fait~~ chaud dans cette histoire.

Strategy 9

Questioning is key!



Total and Partial questions –
scaffolding and differentiation

100s of gestured questions per kit
(play-based and spontaneous)

AIM philosophy: students **MUST** respond
in a complete sentence

Creative writing





"The greatest sign of success for a teacher is to be able to say: "The children are now working as if I did not exist."

- Maria Montessori



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