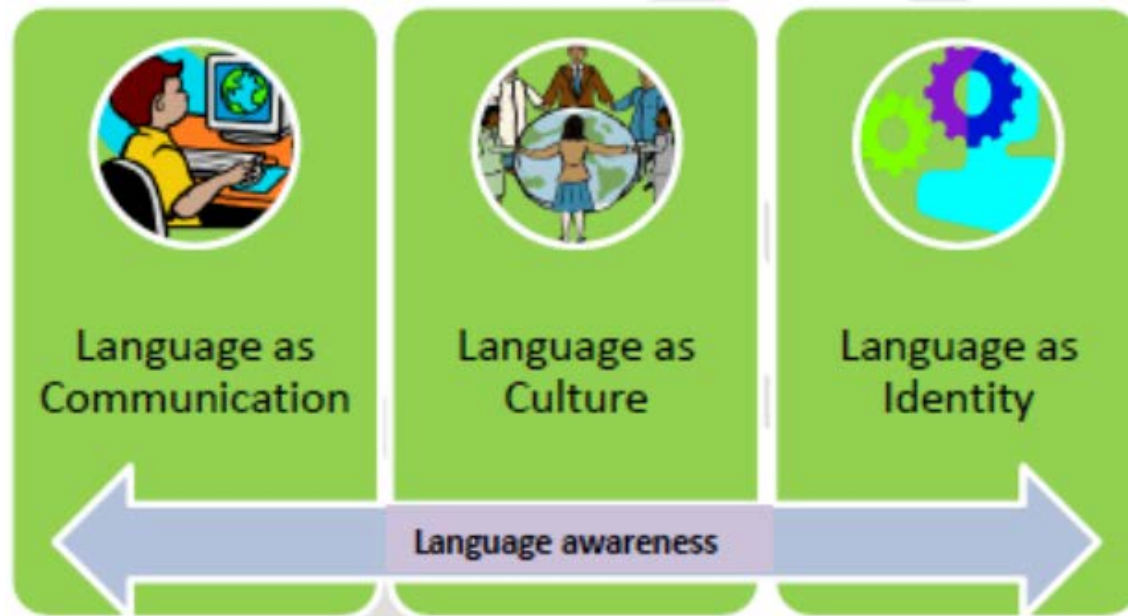


AMLA

Accelerated Modern Language Acquisition



A KS2/3 model for effective cross-phase learning
April 2014

David Matthews and Wendy Cobb

Contradictions

- ↑ Modern language learning is statutory for KS2 from September 2014
- ↑ Modern languages are taught at KS3 by the majority of secondary schools
- ↓ Academies are exempt from following the National Curriculum
- ↓ A modern language is not compulsory at KS4
- ↑ The EBACC gives weight to languages at KS4

The problem with teaching native English speakers...

- ‘Everyone else’ wants to speak English
- The weakness of the old justifications: travel... employment abroad...
- The dominance of English in film, music and computer-game cultures

The New Rationale

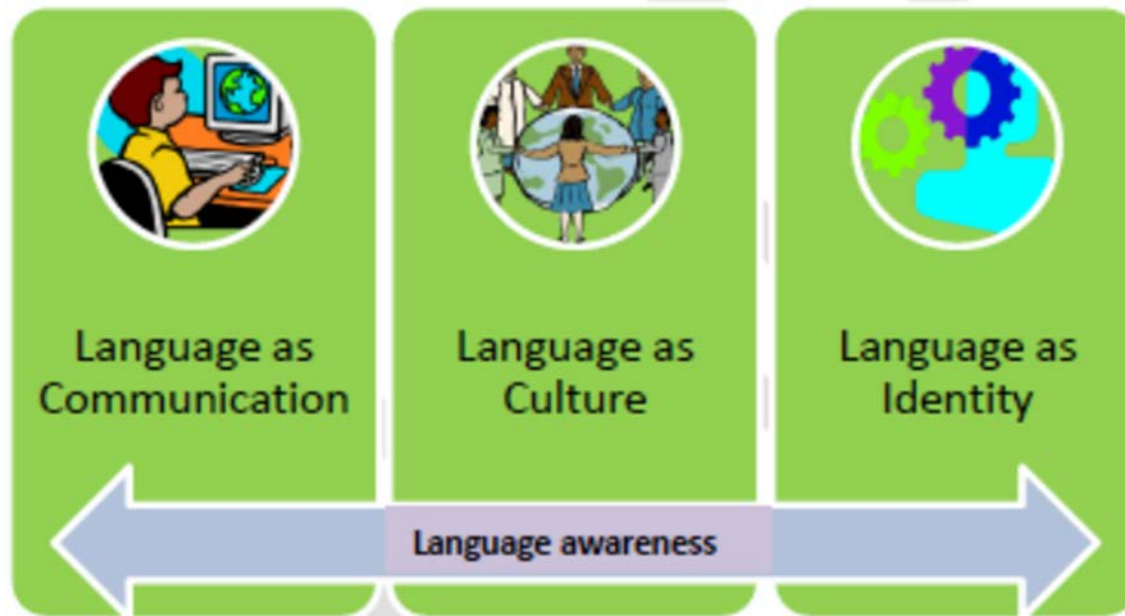
- Enhanced intellectual development
- “You never really understand a person until you consider things from his point of view... until you climb inside of his skin and walk around in it.” [Harper Lee: *To Kill a Mockingbird*]
- Communication...Culture...Identity

A Local Solution

How can we encourage primary and secondary schools to invest in coherent, cross-phase language learning across KS2 and KS3?

- Intellectual development with gains in attainment at KS2 for primary schools
- An 'extra' qualification and EBACC points for secondary schools
- Working in clusters of primary and secondary schools to inform best practice, develop a common purpose, reduce turbulence, benefit the children

AMLA



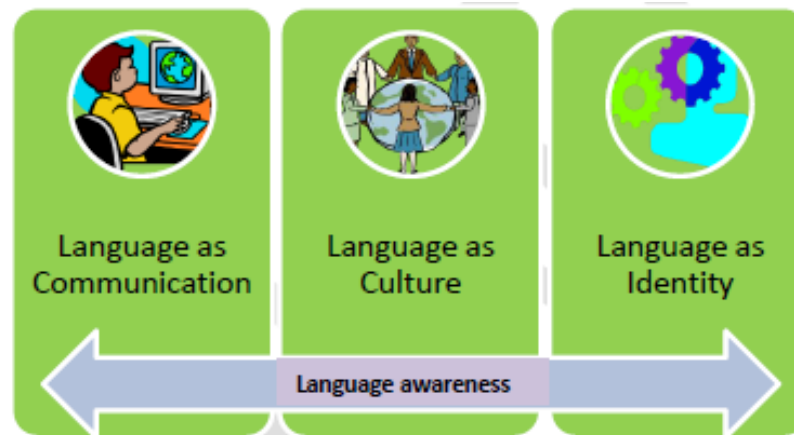
Accelerate Modern Language Accreditation
by adopting a local solution

Enhanced intellectual development

- Anecdotal evidence
- Victorian Curriculum and Assessment Authority
<http://www.aussieeducator.org.au/education/specificareas/lote.html>
- Lessons from Abroad (June 2012) by Teresa Tinsley and
Therese Comfort
<http://www.cfbt.com/en-GB/Research/Research-library/2012/r-lessons-from-abroad-2012>
- Literacy
- Numeracy
- Critical and creative thinking

AMLA – a KS2/3 partnership

- Research and explore
- Draft
- Pilot
- Refine
- Translate
- Disseminate
- Evaluate
- Communicate



- **Language as Communication:**
 - interpreting, creating, and exchanging 'meanings that matter'
- **Language as Culture:**
 - recognising the interrelationship between language, culture and learning
- **Language as Identity:**
 - reflection and evaluation – understanding self as communicator/self as learner

2014 Modern Languages

Purpose of Study

- Learning a foreign language is a **liberation from insularity** and provides an **opening to other cultures**.
- A high-quality languages education should foster pupils' curiosity and **deepen their understanding of the world**.
- The teaching should enable pupils to **express their ideas and thoughts in another language** and to understand and respond to its speakers, both in speech and in writing.
- It should also provide opportunities for them to **communicate for practical purposes, learn new ways of thinking and read great literature in the original language**.
- Language teaching should **provide the foundation for learning further** languages, equipping pupils to study and work in other countries.

AMLA model – a community approach

- Intercultural understanding
- Working with the community
- Strategic professional development
- Language awareness KS1 and 2
- Meta language
- Community languages
- Bilingual learners
- School self-evaluation tool

*Leadership, Planning, Teaching
and Learning, Transition, Community
Engagement, Global Participation*

Teaching provides appropriate challenge for all language learners.

Enrichment and thinking skills activities challenge bilingual children and more able children.

Teaching recognises a range of learning styles and allows children with poor literacy skills to progress well

Teaching promotes the development of confidence in the use of metalanguage.

Children confidently use appropriate technical language to explain their understanding and to reflect on their language learning.

AMLA Model – Planning for Progression

- Provides a structure which allows teachers to draw on existing resources in a progressive way by clarifying expectations at each stage.
- Links to the Primary Literacy and Maths Curricula
- Organised into 4 stages
- Examples for teaching through subject contexts
- Core language
- Language manipulation
- Progression exemplars

Scheme overview

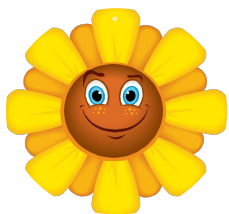
Grammar and linguistic structures

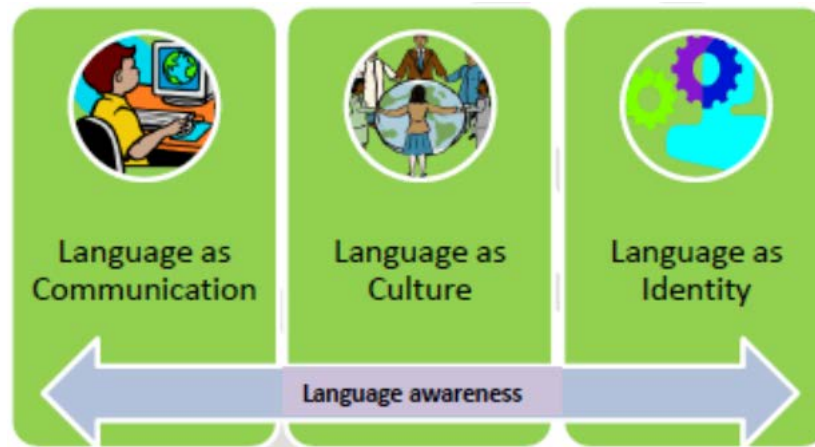
Core vocabulary at a level suitable for non-specialists:

- Classroom requests and responses (inc. language of clarification)
- Teacher language – instructions and praise
- Question and answer phrases
- Conjunctions, adjectives and adverbs
- Metalinguage and dictionary references

Topic vocabulary provided within the theme progression documents

Theme	Language Topics	Other Curriculum Links
All About Me	Families, Friends, Home, Clothes	PSHE, History
Health	Food, Drink, Parts of the Body	Science, Design Technology
Journeys	Countries, Transport, Weather	Geography, History,
Pastimes	Sports, School	PE, Science
Creative Arts	Colours, School, Parts of the Body	Art, Music
Natural world	Animals, Landscape	Science, Geography





- The key aim of the programme is to develop confidence in using and manipulating language to create and interpret meaning.
- Therefore the focus is on skills acquisition rather than learning lists of vocabulary.

Progression Exemplars

Theme - Pastimes

Teacher's prompt : Que fais-tu le weekend ?

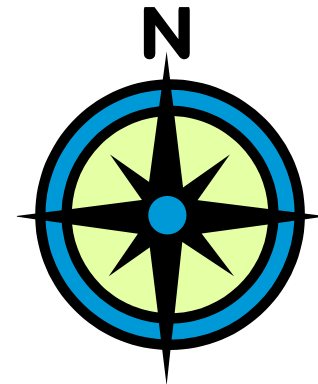
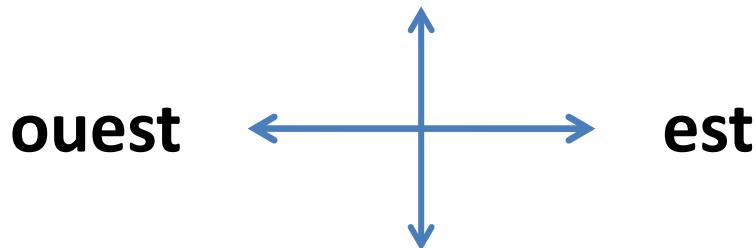
- Je joue au tennis.
- Le samedi je joue au tennis et le dimanche je joue au football.
- Le samedi je joue au tennis. J'aime le tennis...c'est cool mais je déteste le football.
- Le samedi je joue au tennis avec mon frère.
J'adore le tennis parce que c'est très amusant mais je déteste le football. A mon avis c'est trop difficile !

Reflection

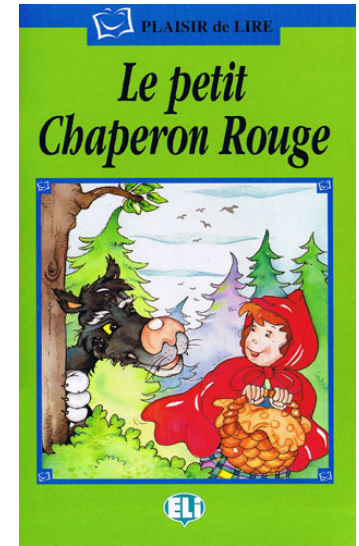
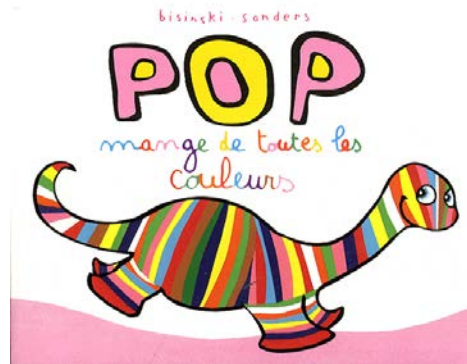
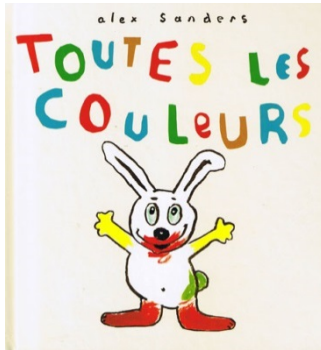


- Discuss how many words and phrases you know for wet weather in English e.g. it's raining cats and dogs, drizzling, torrential, it never rains but it pours
- Are there any similar expressions for weather in languages you speak?
- What other weather idioms do we know? *Storm in a teacup*

orange



'Great Literature'

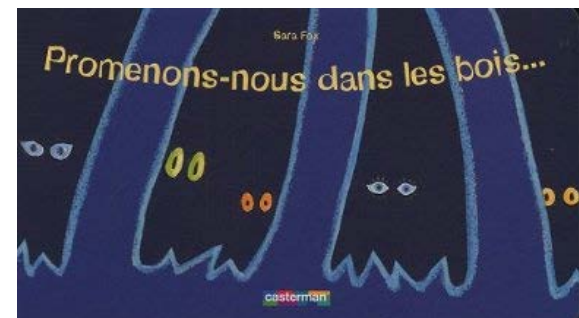


Il était une fois...

Le Petit Chaperon Rouge - Perrault

Le Petit Chaperon Vert - Solorateff

Un Petit Chaperon Rouge - Clément



Creative writing using models

J'aime ...

la fleur rouge

le soleil jaune

le chat noir

et la pomme verte



Je n'aime pas ...

la fleur noire

le soleil rouge

le chat violet

et la pomme brune



Je déteste ...

la fleur grise

le soleil noir

le chat rose

et la pomme blanche



Name a colour

Name 3 things that are that colour

Name 3 things that sound like that colour

Name 3 things that taste like that colour

Name 3 things that feel like that colour

Bleu

le ciel, les yeux

la jacinthe des bois

la cloche, l'eau

la mer du matin

la myrtille, le fromage

la crème glacée

la tristesse, le froid

les larmes de Marie.

bleu	blanc	rouge	rouge	blanc	bleu			
------	-------	-------	-------	-------	------	--	--	--

vert	orange	noir	orange	vert	orange			
------	--------	------	--------	------	--------	--	--	--

rouge	jaune	orange	bleu	jaune	vert	blanc	noir	
-------	-------	--------	------	-------	------	-------	------	--

Language Awareness

Abé nono

Abé nono

Oyé oyé abé nono

Oyé oyé abé nono

Oyé bé nono yé

Oyé bé nono yé

Fumma fumma fumma wé

Fumma fumma fumma wé

Ouhélé ouhélé, a ima malawé

Ouhélé ouhélé, a ima malawé

Tango

Tango

Zimmala fumma fumma wé

Zimmala fumma fumma wé

É ouhélé,

É ouhélé

Ma i ma malawé

Ma i ma malawé

Spelling and Vocabulary Awareness

English	Spanish	French
error	error	
drama	drama	
probable	probable	
gourmet	gourmet	gourmet
client		client
important		important
golf	golf	golf
collection		collection
action		action
danger		danger
improbable	improbable	improbable
restaurant		restaurant
rectangle		rectangle

Cognates

English	Spanish	French
triangle	triángulo	triangle
diameter	diámetro	diamètre
probability	probabilidad	probabilité
rectangle	rectángulo	rectangle
to estimate	estimar	estimer
octagon	octágono	octogone
parallelogram	paralelogramo	parallélogramme

Patterns

English	Spanish
artist	artista
pianist	pianista
problem	problema
client	cliente
important	importante
part	parte
absolutely	absolutamente

What patterns can you see in the different languages?
Can you sort the languages into groups?



English	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
French	lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche
Spanish	lunes	martes	miércoles	jueves	viernes	sábado	domingo
Italian	lunedì	martedì	mercoledì	giovedì	venerdì	sabato	domenica
Afrikaans	Maandag	Dinsdag	Woensdag	Donderdag	Vrydag	Saterdag	Sondag
German	Montag	Dienstag	Mittwoch	Donnerstag	Freitag	Samstag	Sonntag
Hungarian	hétfő	kedd	szerda	csütörtök	péntek	szombat	vasárnap
Slovak	pondelok	utorok	streda	štvrtok	piatok	sobota	nedeľa
Zulu	uMombuluko	uLwesibili	uLwesithathu	uLwesine	uLewishlanu	uMgqibelo	iSonto
Arabic	الاثنين	الثلاثاء	الأربعاء	الخميس	الجمعة	السبت	الأحد

Language as Identity

What's in a name?

Yoruba

In Yoruba culture, personal names often reflect the circumstances under which a child was born:

- Ige: born feet first;
- Taiwo: 'pre-tasted the world', given to the first of a set of twins;
- Kehinde: 'the one who lagged behind', given to the second of a set of twins;
- Idowu: given to the child born after a set of twins.

Exploring names in many languages

- directionality
- rhyme
- rhythm
- stress
- accents
- sound symbol relationships
- words within words
- capital letters
- consonants and vowels
- alphabetical order

Juan

Hélène

Ylenia

Hope

Kovács János

欢

Amandeep Singh

Where in the world?

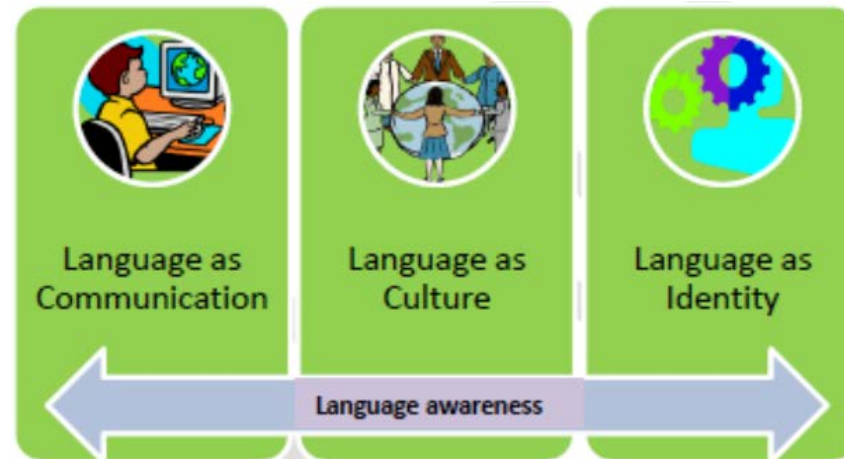
Anglia	Ispania	Francia	Anglija
Frankrig	Angleterre	Spagna	Spanien
Espagne	Franta	Inghilterra	Frankreich
Engeland	España	Francia	Sasana
Španělsko	Inggeris	Spanja	Franza

- Je m'appelle Julien et j'ai un chat.
- Me llamo Pedro y tengo un gato.
- My name is Matthew and I have a cat.
- My name is Cat and I have a matthew.
- I have Matthew and I am Cat.



AMLA

Accelerated Modern Language Acquisition



amla.org.uk

[Administration: tnorton@thehive-croydon.org](mailto:tnorton@thehive-croydon.org)