

Learning Languages

The evidence base: from theory to practice: Notes compiled by workshop attendees

Scenario 1

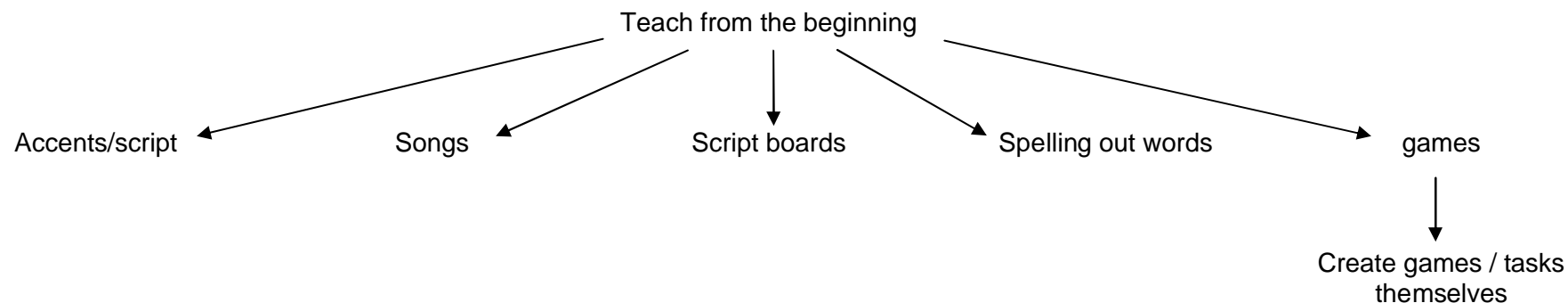
You have a year 9 class at the beginning of the year. You know that some, but not all, of your students have been doing some language learning in years 7 and 8. You know they have been working at curriculum levels 1 and 2 but not exactly what they can do. You know that the students are very eager to speak the language they are learning.

Design the teaching and learning programme for term 1.

1. Alphabet/script.
2. Self introductions, greeting, etc.
3. Numbers
4. Family/pets
5. Hobbies/sports
6. Likes/Dislikes

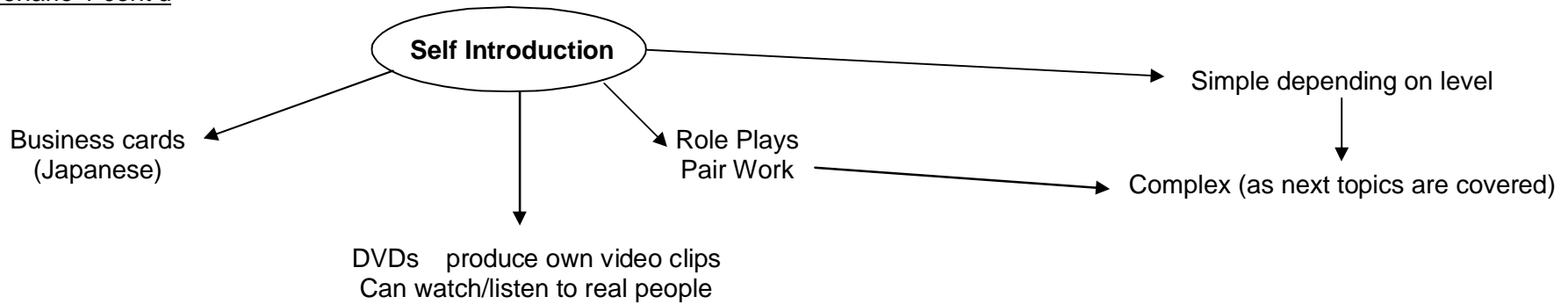
Differentiated tasks different levels of prior knowledge.

Alphabet/Script



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Scenario 1 cont'd



Numbers

Teach them in blocks

Numbers randomly Games / in class / groups / pairs

Why/how numbers are used Ages / telephone numbers / addresses Numbers in context

Special number features of that language / culture



Can now add more information to self introduction

Family/Pets

Consider types of families

Relationship words / size of family / extended family

How people are related to me (the student)

Family tree (real / imagined)

Family album / powerpoint

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Scenario 3

Your students are working at level 3 and 4 of the learning languages curriculum. A survey has told you that about a third of the students do not know what progress they are making in the language and feel they are not good at it. You think that all your students are progressing and would like to support this third to have more confidence in their own progress.

Design the next series of lessons for your students.

Benchmark class – establish profile

- e.g.
- Vocabulary acquisition
 - Linguistic understanding
 - Cultural (inter-) knowledge
- } L3-L4

⇒ Group students (relating to others p + c)

⇒ Determine level of support needed

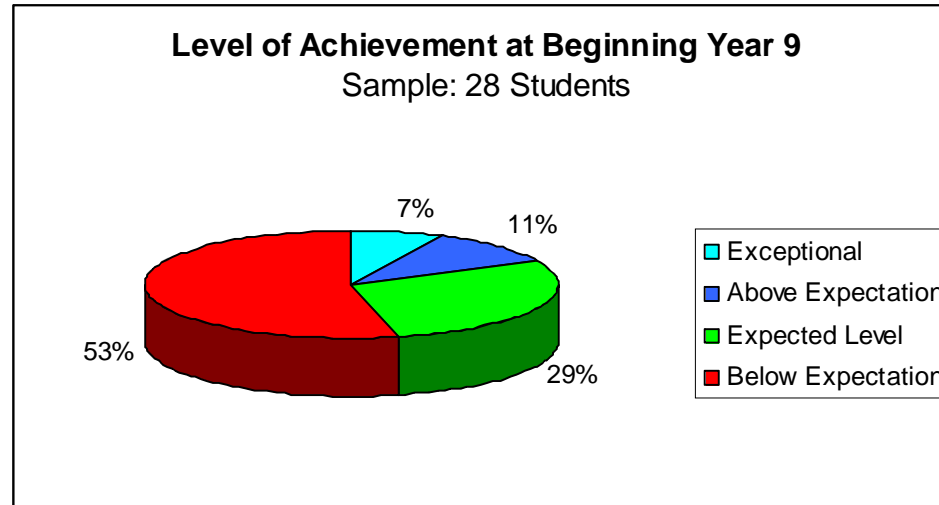
⇒ Plan

- Select a theme of appeal (with students' input) e.g. entertainment (broad diversity)
- Apply to AOs – establish success criteria with a focus on student understanding of desired outcome
- Wide range of activities (kc)
- Manage input
 - *context for learning (e.g. close reading, inquiry)
 - *resourcing
 - *monitoring progress en route

⇒ Reporting back and demonstrating competence

- Teacher-peer feedback; concrete evidence e.g.
 - “full mark” speed completed; or
 - displayed work (model); or
 - feedback sheet

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Scenario 1

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Design the teaching and learning programme for term 1.

Scenario 2

You are teaching a language at year 7/8. You are using the Learning Languages Series and are improving your language alongside your students' learning. You are pleased with the interest and engagement of your students. You would like to integrate your languages programme more into the rest of your students' learning and make connection with the rest of their learning more explicit. You worry that you yourself may not be able to cover all the language they may need.

Design the next series of lessons for your students.

Scenario 3

Your students are working at level 3 and 4 of the learning languages curriculum. A survey has told you that about a third of the students do not know what progress they are making in the language and feel they are no good at it. You think that all of your students are progressing and would like to support this third to have more confidence in their own progress.

Design the next series of lessons for your students.

Scenario 4

You have a class studying for NCEA level 1. Your assessment plan for the course includes the internal achievement standard for the conversation assessment. As the time draws near, about a third of the students come to ask you not to have to be assessed for this standard. Your personal belief about language learning is that the ability to communicate and interact is essential. You wonder if you have not provided students with enough opportunities to develop and develop confidence in these skills. You ask yourself what changes you can make to build these skills in students.

Design the next series of lessons for your students.

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Scenario 5

Some of your students have returned from an immersion experience. You want to build on their new confidence in speaking and new cultural knowledge and at the same time to help the other students in your class to benefit too.

Design the next series of lesson for your students.