The Primary National Curriculum (2014) and FL Literacy

- Describe people, places, things in writing.
- Write phrases from memory and adapt these to make new sentences.
- Read carefully and show understanding of words, sentences and simple writing.
- Read aloud familiar words and phrases accurately.
- Link the spelling, sound and meaning of words.
Foreign Language (FL) Learning

- Teaching FL literacy *could* support:
  - Progression in FL literacy and FL oracy (Drew, 2009);
  - Improved FL reading comprehension (Macaro & Erler, 2008);
  - Improved FL strategy use and learning of function words (Macaro & Mutton, 2009);
  - Potentially low-achieving FL learners (Graham et al., 2014; Porter, 2014)
  - Likelihood to continue learning FLs post KS3 (Erler & Macaro, 2011)
  - Development of L1 foundational reading skills (Murphy et al., 2014)
Teaching FL Literacy: Potential Challenges

• Primary FL often oracy-focused (Graham et al., 2014; Jones & Coffey, 2006; Cable et al., 2010);

• Provision: teacher linguistic proficiency/confidence; time (e.g. Graham et al., 2014)

• Age-appropriate pedagogy important in supporting primary FL outcomes (Murphy, 2014);

• Secondary FL literacy instruction often lacks independent & imaginative work: outcomes focus? accuracy? (Ofsted, 2011)
Phonics and FL Phonics Research

• Swift and efficient word recognition central to reading (Vellutino & Fletcher, 2005).

• Phonics instruction plus “authentic literary events” are important in reading acquisition (Stanovich, 2000: 364).

• FL phonics (phonological decoding – Woore, 2013):
  – Phonics versus analogy – small gains for both (Woore, 2011);
  – Learning sound/spelling links takes time and is challenging (Woore, 2011; Cable et al., 2010); inconsistent development (Woore, 2013).
Teaching FL Phonics: Challenges & Considerations

• Learners with English as L1:
  – Trusting the “code” doesn’t always work.....
  – L1 reading shapes and hones word recognition skills.

• Shared orthography (letters):
  – Learners have to turn off their L1 sound/spelling link knowledge (Woore, 2013)
  – L1 decoding skills are often highly automatized and therefore resistant to change or deletion as outside of attentional control (e.g. Mitchell, Myles & Marsden, 2013: 140-144.)
Teaching French Phonics
The study’s background

- Action research, mixed methods approach.
- Two small, rural primary schools (NOR=<90).
- Two intact, mixed year classes (ages 9-11).
- One 50 minute French lesson per week over 22 weeks.
- Sample (n=45); 53.3% male, 46.7% female; Y6 = 25; Y5 = 20.
- Relatively high SES (2 pupils FSM).
- SEN (n=6, school 2); IEP (n=2, school 1).
FL Phonics: Systematic and Explicit

• Focus on FL sounds

• Practising linking FL sounds and spellings:

• Practising these sounds in extended literacy activities which includes writing: bidirectional decoding – print to sound and sound to print

• Weekly: phonics focus or phonics review
### Which sounds? Which spellings?

<table>
<thead>
<tr>
<th>Spelling</th>
<th>Sound</th>
<th>L1 Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>ON</td>
<td>Novel</td>
<td>Existing</td>
</tr>
<tr>
<td>AN/EN</td>
<td>Novel</td>
<td>Existing</td>
</tr>
<tr>
<td>IN/AIN/IEN/EIN</td>
<td>Novel</td>
<td>Novel &amp; Existing</td>
</tr>
<tr>
<td>U/Û</td>
<td>Existing</td>
<td>Novel and Existing</td>
</tr>
<tr>
<td>LL</td>
<td>Existing</td>
<td>Existing</td>
</tr>
<tr>
<td>O/EAU/AU/Ô</td>
<td>Existing</td>
<td>Novel &amp; Existing</td>
</tr>
<tr>
<td>É/ER/EZ/ET</td>
<td>Existing (adapted)</td>
<td>Novel &amp; Existing</td>
</tr>
<tr>
<td>Final –p</td>
<td>Final silent letters common in English</td>
<td>Final silent letters sometimes unshared</td>
</tr>
<tr>
<td>Final –e</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final –t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final –s</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Focus on FL Sounds

Link a word, picture and preferably gesture to a sound
Le Manuel Phonique (Lloyd & Molzan, 2006)
Practice: Sound to Print

- 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 – three slides: assez difficile, difficile, très difficile. Children can choose what “level” they want to try or the really brave can have the class choose for them!
Practice: Print to Sound

- Phonics spotting
- Whole class, quick-fire activity under timed conditions
- Could be used as a beat the teacher activity or in teams.

<table>
<thead>
<tr>
<th></th>
<th>U</th>
<th>LL</th>
<th>ON</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Û</td>
<td>LL</td>
<td>U</td>
<td></td>
<td>Û</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>ON</td>
<td>ON</td>
<td>LL</td>
</tr>
</tbody>
</table>
Guided reading and/or independent work. Includes targeted sound spelling links: ON, É, ER, EZ, AN, EN plus final silent –s, final silent –e.

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

L'éléphant se trouve dessous.
Il veut essayer nager.
Qu'en pensez-vous?

Les ours dansent toute la nuit.
Quel désordre!
Results
Monsieur Laurent travaille au marché. Il vend beaucoup de fromage puis c'est un plat bien connu en France.
Learning sound/spelling links

Differences between pre-test, post-test and delayed post-test:

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>s.d.</td>
<td>Range</td>
</tr>
<tr>
<td>L2Read Aloud Text</td>
<td>2.64</td>
<td>1.525</td>
<td>0-6</td>
</tr>
</tbody>
</table>

[Delayed post-test mean 3.09; s.d. 1.781; range 0-7; p = .023; effect size .11 (small)]

- Significant but relatively small effect size.
- Range shows wide variation (max score 10).
- Significant attrition at delayed post-test (small effect size).
- The learning appears slow and unstable.
The nature of learning L2 GPCs

Nasal vowels – slow and inconsistent

Travaille’s success could be attributed to regular practice over five/six weeks involving writing
Sound to Print writing

18.1.12

nage / & palpe / Sauter / mor-o /

Sigle / grogne / crache /

Se / bat / Ondule /

Chasse /

Court /

travailleur /

19.1.12

nage / Sauter / Sigle / grogne / Se bat /

chasse / court /

Travaille / palpe / mor-o / crache /

ondule /
# Sound/spelling link progression

<table>
<thead>
<tr>
<th>Familiar Words</th>
<th>Unfamiliar Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cochon</td>
<td>Ongle</td>
</tr>
<tr>
<td>Billet</td>
<td>Paille</td>
</tr>
<tr>
<td>Singe</td>
<td>Câlin</td>
</tr>
<tr>
<td>Enfant</td>
<td>Gant</td>
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<tr>
<td>Putois</td>
<td>Usine</td>
</tr>
</tbody>
</table>

These words were mostly from Le Manuel Phonique

These words were unknown
The Role of Familiarity: Word Card

- Familiar words (first word for each sound) seem influenced by practice? Evidence of instability?
- Differences between familiar and unfamiliar words: children don’t seem to apply learned exemplar words to new contexts
Implications for Teaching & Learning

• Learning FL sound/spelling links is a slow process
  – Errors could be part of the learning (see written data).
  – The L1 (first language) is ever-present and seems to play an ambivalent role.
  – After 22 weeks of regular instruction, these links were still emerging.

• Learners tended not to generalize knowledge of FL sound/spelling links to novel contexts
  – Applying learned GPCs to novel context (unfamiliar words) particularly difficult.

• Reading (aloud) and writing practice could help word recognition
  – Travaille: familiar, frequent but also regularly practised in writing (half the exposure compared to phonics exemplar words).
  – Successful whole word recognition did not seem to support generalization of links.
  – Carefully consider teaching activities for sound to print.
References


Thank you!

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