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Foundations for Success: Phonology, Vocabulary and Grammar – Module 2



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Language hub updates

- Thank you!
- Language hubs will end, but postential opportunities for further collaboration
- CPD day Tues 6th May TBC



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Language hub updates

11am-1pm: **UCPD 4: Planning for Success 1**

1pm-1:30pm: Lunch

1.30pm-3.00pm: **UCPD 5: Planning for Success 2: Curriculum Design and Development**

4pm-5pm National Webinar with Hubs and their Partners: Transition (UCPD 7) online

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Module definition slide



Foundations for Success with The three pillars: Phonology, Vocabulary and Grammar

- Meaning making and meaning seeking

Session Aims

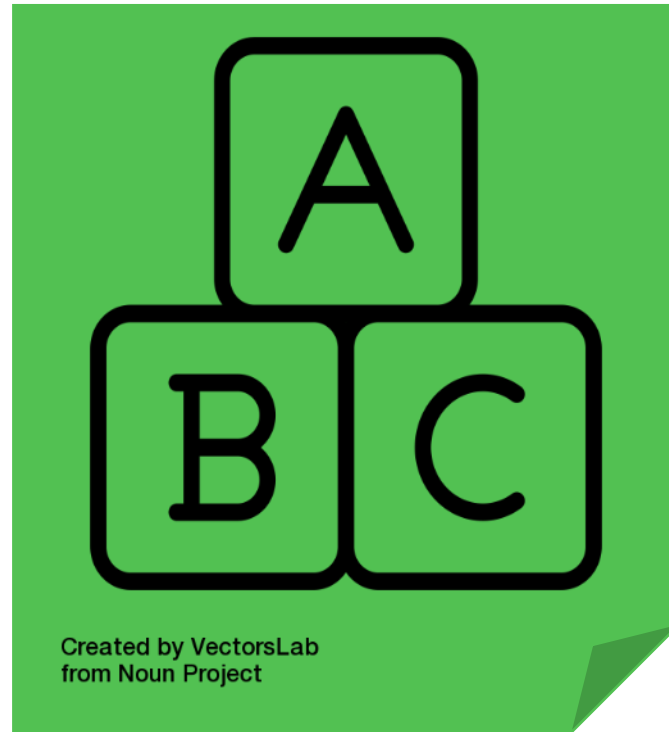
In this session we will concentrate on the foundational building blocks of language learning: Phonology, Vocabulary and Grammar.

As learners encounter a new language it is important for teachers to build their confidence in listening, speaking, reading and writing through an integrated programme of study.

Developing secure knowledge of the foundational building blocks will support successful communication, enabling pupils to understand how sounds, words and grammar combine to convey meanings that matter to learners.

The Three Pillars visuals

The Three Pillars of language teaching are...



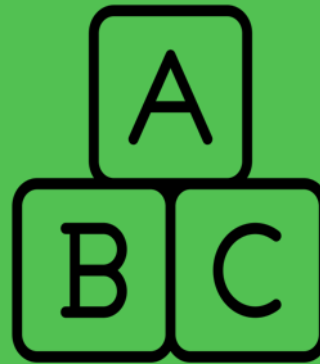
The Three Pillars names

The Three Pillars of language teaching are:



Created by iconsmind.com
from Noun Project

Grammar



Created by VectorsLab
from Noun Project

Phonology



Created by luca fruzza
from Noun Project

Vocabulary

An Introduction to the Three Pillars



[Watch the video _ the three pillars](#)



Task 1



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Question about the video

In the video, Bernardette Holmes describes the importance of the Three Pillars.
She adds a fourth one: which one is it?



Created by Gung Yoga
from Noun Project

Question about the video

In the video Bernardette Holmes describes the importance of the Three Pillars. She adds a fourth one: which one is it?

Bernardette Holmes adds :
the cultural pillar.

Know that

- ❖ Foundations for success will rely on principled practice and **build systematically on phonology, vocabulary and grammar** underpinned by knowledge about language and intercultural understanding.
- ❖ Supporting language learning involves complex processes, taking account of **cognitive neuroscience and language acquisition theory**.
- ❖ Introducing a new language should take account of **children's existing linguistic repertoire**.
- ❖ The MFLPR2016 informs the **foundational core content** of each CPD module and the co-creation of the Universal CPD modules.



Know how to

- Engage with current guidance from **the MFLPR2016 and the Ofsted Curriculum Research**
Review focusing on foundational knowledge and consider the extent to which your own planning and teaching practice reflect these recommendations.
- Critically evaluate and respond to current research evidence to **inform constructive change** in classroom practice.
- Identify new areas of research taking into account **learners' needs, interests and outcomes**.



Know why

- Successful teaching optimises learning outcomes through **careful planning and sequencing of learning** that builds progressively on prior knowledge.
- **Insights from cognitive science** can inform our understanding on how learners learn most effectively.
- Such insights should also be informed by **specific research in how to teach** a new language in multilingual contexts.



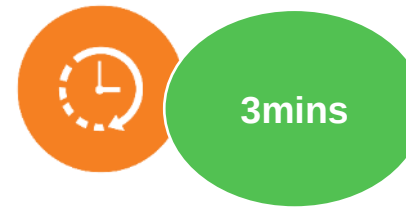
MFLPR key recommendations relating to the three pillars



Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use in order to build the skills needed for communication.

(MFLPR, 2016, 14)

Task 2



4.3 Teachers should develop a strong repertoire of techniques for teaching vocabulary and having pupils practise, reinforce and use it. This repertoire should be a subject of constant professional development and discussion.

5.2 Grammatical knowledge of a language is cumulative.

5.3 We recommend that standard grammatical terminology is taught to pupils.

6.2 There is significant evidence, including from the most effective practitioners, that direct and systematic teaching of phonics in the new language is a more reliable method for assuring accurate pronunciation and spelling.

6.3 Teachers need to know in detail the systems of correspondences in English and in the languages they are teaching. They should introduce their patterns clearly, directly and in a sensible sequence from the beginning of the course. They should focus specifically on differences between the systems of the new language and English, and provide plenty of practice so that pupils learn to pronounce and read words accurately. (MFLPR, 2016, 14)

4.3 Teachers should **develop** a strong repertoire of techniques for **teaching** vocabulary and having **pupils** practise, reinforce and use it. This repertoire should be a subject of constant professional **development** and discussion.

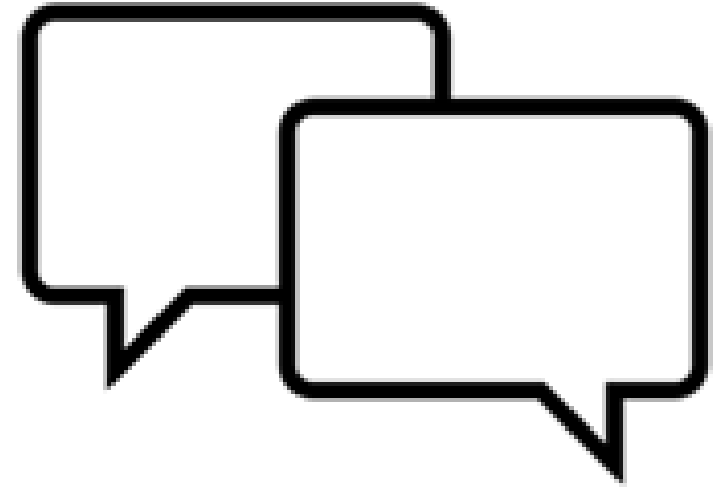
5.2 Grammatical **knowledge** of a language is cumulative.

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6.3 Teachers need to know in detail the systems of **correspondences** in English and in the **languages** they are teaching. They should introduce their **patterns** clearly, directly and in a sensible sequence from the **beginning** of the course. They should focus specifically on differences **between** the systems of the new language and English, and provide **plenty** of practice so that pupils **learn** to pronounce and read **w**ords accurately. (MFLPR, 2016, 14)

Task 3: Think Pair Share



Ofsted Curriculum Review: Building on firm foundations

National Consortium for Languages Education



How do you
think the
balance
between these
elements can
achieved?

“The goals of having pupils broaden their horizons, converse fluently with others, fully explore cultures and strengthen their economic prospects can only be reached if we build firm foundations of language learning” (Ofsted, 2021, p.11).

Foundations to help build communicative competence

National Consortium for Languages Education



Remember:



The three pillars of phonology, grammar and vocabulary are not ends in themselves – their purpose is to enable pupils to communicate effectively



Both images developed by AI

The Four Pillars of core content definition

National Consortium for Languages Education



Phonics

Grammar

Vocabulary

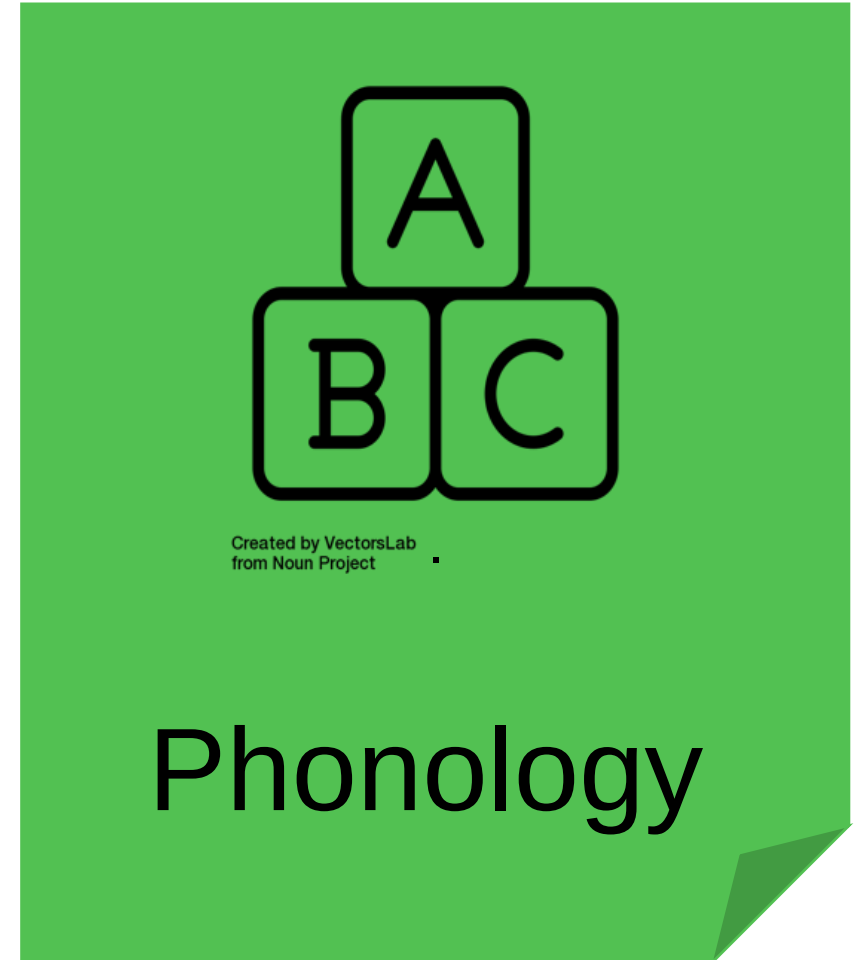
Intercultural
dimension

Refer to
Module 6 for
details

Phonology



Developed by AI



Task 3: Matching task



Metalanguage check

Morphology ☐

- The study of written and printed symbols (the visual appearance of language).

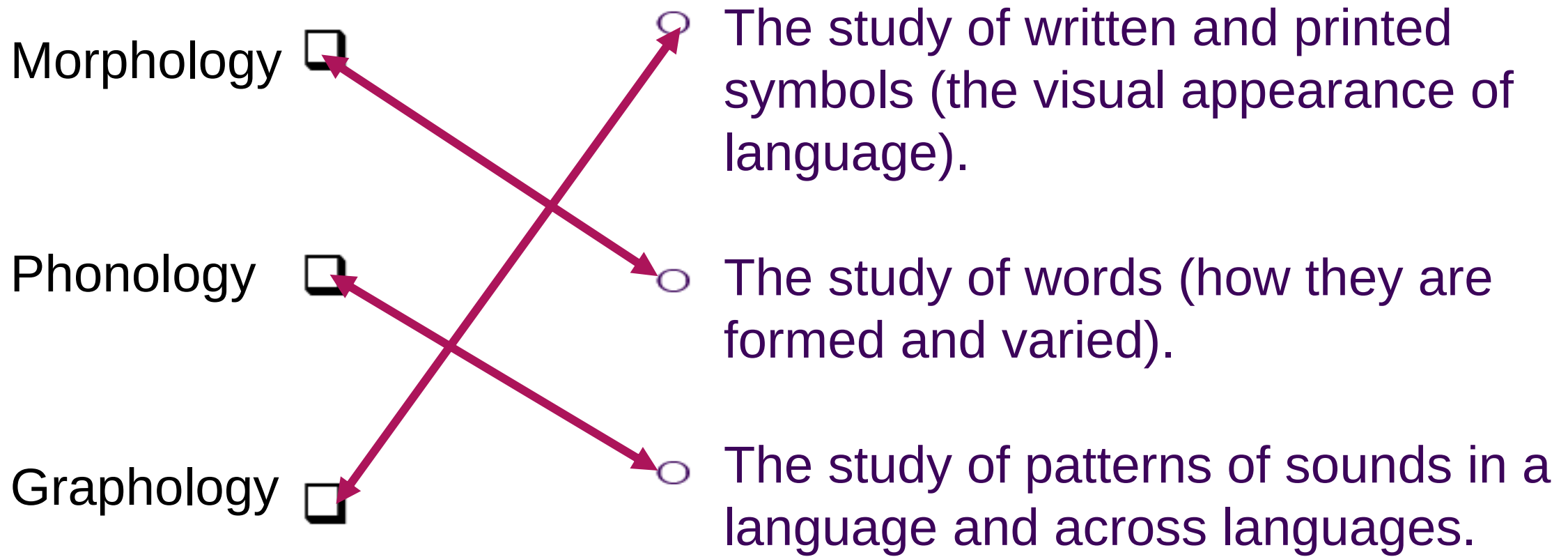
Phonology ☐

- The study of words (how they are formed and varied).

Graphology ☐

- The study of patterns of sounds in a language and across languages.

Metalanguage check solution



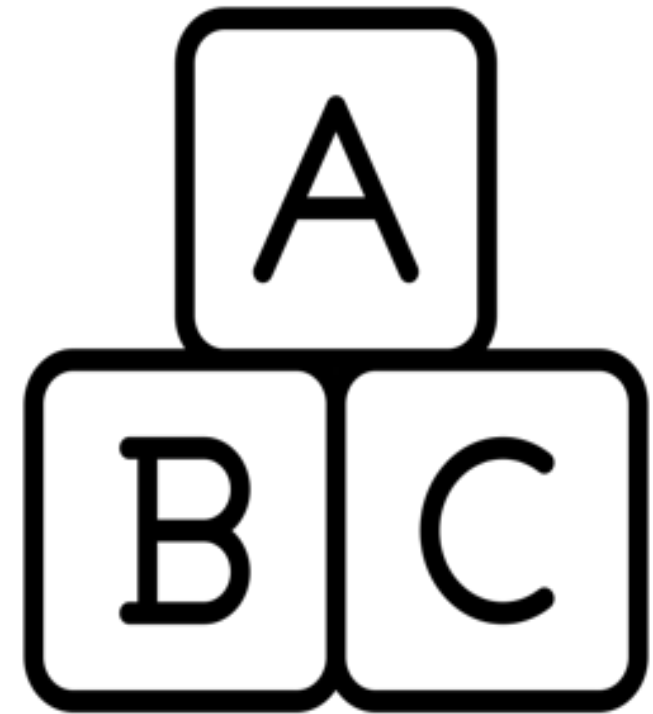
Concept check

What does teaching phonics mean?

Teaching phonics is:
“explicit instruction in the systematic relationships between written symbols and the sounds they represent”
(Woore, 2023, NCLE commissioned paper)

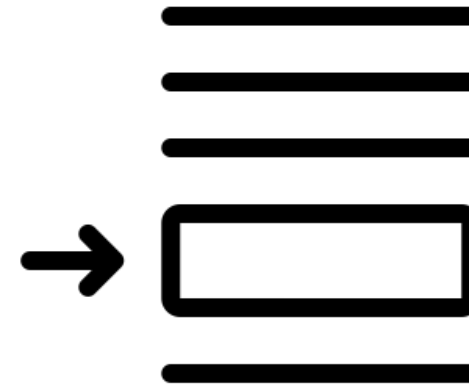
What is SSC?

Spelling-sound correspondences (SSC)



Created by VectorsLab
from Noun Project

Task 4: missing words



Created by Lana Ko
from Noun Project

Phonology (word bank)

Phonology is the study of the 1) _____ system of a language and includes how sounds are organised and classified (phonetics) and how they function to convey 2) _____. Phonology involves recognising individual 3) _____ these are the distinct units of sound that make up a 4) _____ e.g /d/ /o/ /g/. These are also known as phonics. Phonology involves phonics, 5) _____, intonation and syllable stress (prosody) and accent. Phonics bridges pronunciation and 6) _____ and includes sound and symbol 7) _____ otherwise known as phoneme to grapheme 8) _____.

correspondences relationships reading pronunciation word meaning
phonemes sounds

Phonology (missing word output)

Phonology is the study of the 1) **sound** system of a language and includes how sounds are organised and classified (phonetics) and how they function to convey 2) **meaning**. Phonology involves recognising individual 3) **phonemes**; these are the distinct units of sound that make up a 4) **word** e.g /d/ /o/ /g/. These are also known as phonics. Phonology involves phonics, 5) **pronunciation**, intonation and syllable stress (prosody) and accent. Phonics bridges pronunciation and 6) **reading** and includes sound and symbol 7) **relationships** otherwise known as phoneme to grapheme 8) **correspondences**.

Prior language experience

Pupils bring their prior knowledge of literacy – in English and in other languages – to the L2 classroom.

Pupils construct meaning and also the sounds of written words, based on the text they see but also their prior knowledge of writing systems.

1	2	3
汪汪	ワンワン	гав гав
4	5	6
هاو هاو	wau wau	woof woof

to English readers, (3) may look like 'rab rab', but in Russian's Cyrillic alphabet, it actually says 'gav gav'.

Which other languages do pupils in your classrooms speak, besides English?

How might their knowledge of other writing systems affect their phonics learning in the language you are teaching them?

Does teaching L2 phonics work?

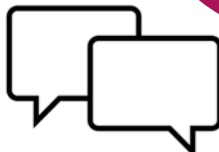
Research on L2 phonics is still at an early stage

Does teaching L2 phonics make a difference?

“L2 learners who are taught phonics are more likely to develop more accurate spelling-sound correspondences (SSC) knowledge than those who are not” (Woore, 2022, p.241).

Do learners acquire knowledge of L2 SSC without explicit phonics instruction?

“Without explicit instruction, many learners continue to rely on L1-based knowledge as a ‘heuristic’ to decode and spell L2 words, even though this may lead to incorrect outcomes” (Woore, 2022, p.241)



For example, ‘est’ and ‘et’ in French, ‘hay’ in Spanish, ‘weil’ in German are commonly mispronounced by English speakers.

Can you think of any other pronunciation difficulties that learners experience? How do you help them overcome them?

Does teaching phonics work?

How does knowledge and understanding of L2 phonics help learners?

Teaching phonics does have a positive effect on phonological decoding but doesn't help with working out the meaning of new words by sounding them out.

Phonics instruction helps with L2 vocabulary learning, as well as motivation for learning the language (Woore, 2022; Woore, 2023).

How should phonics be taught?

1 Phonics instruction should match learners' needs.

(e.g. only teach sound-spelling correspondences which are different for L1 and L2; plurilingual learners should be encouraged to find similarities between the different languages they understand)

2 Phonics should be assessed

(e.g. dictation and reading aloud enable assessment of pupil knowledge. But what is 'correct' pronunciation? How do we expose them to varieties of TL?)

3 Phonics should start with awareness raising

(e.g. give pupils a list of words which are similar in L1 and pupils listen for differences – such as 'chat' in French and English)

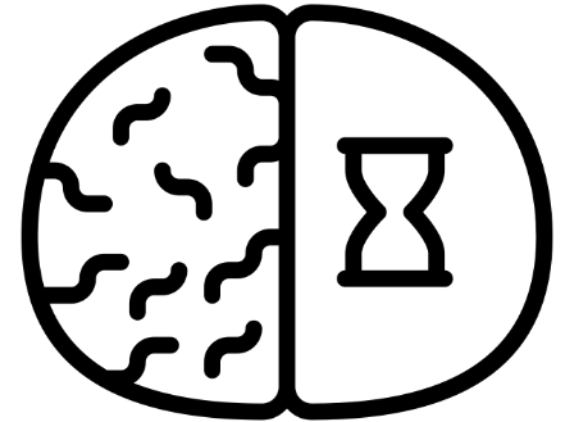
4 Phonics should be integrated within the wider language curriculum

(e.g. include short phonics practice each lesson over a period of months to reinforce the SSCs and link this to wider, engaging activities.)

Task 5: thinking time



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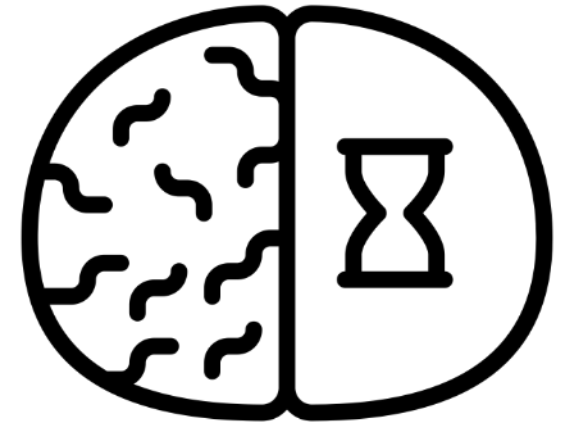


Task 3: thinking time

How would you define the word
grammar?



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Created by Berkah Icon
from Noun Project

Grammar describes the language system and how words work together to make meaning. Grammar includes word order (syntax) meaning how a language organises words into meaningful phrases and clauses. Grammar classifies parts of speech and uses specific terminology such as noun, pronoun, article, adjective, adverb, verb, preposition, conjunction.

Grammar includes inflections meaning how the form of words changes according to the function that the word is fulfilling in the sentence, for example, conveying person, number, gender, tense (past, present, or future), aspect (is an action complete or ongoing), mood (stating a fact - indicative, asking a question - interrogative, giving a command - imperative, expressing doubt or lack of certainty - subjunctive).

Grammar involves studying how words take shape by looking at the internal structure of words (morphology). It involves morphemes which are the smallest units of meaning in a word and how they can combine to create new meanings. They include root words, prefixes and suffixes, for example, in French faire – to do or to make can combine with the prefix *re* and can mean to redo or remake; rapide combined with the suffix ment changes from an adjective to an adverb.

L1 and L2 – similar but not the same



Can you think of any other differences between L1 and L2, where L1 is acquired naturally and L2 is learnt?

	L1 Non-tutored	L2 Tutored from 11+
Use of target language	Constant	Variable
Exposure	Massive	Limited
Word play	Willingness to play with and enjoy sounds/language	No such joy
Trial and error	Permitted/encouraged	Controlled
'Whole' language	No grading/selecting	Restricted/graded content
Motivation	Driving force to meet needs	Limited, sometimes nil
Maturation	Learner matures with language	Maturity ahead of language
Goals	Immediate	Distant

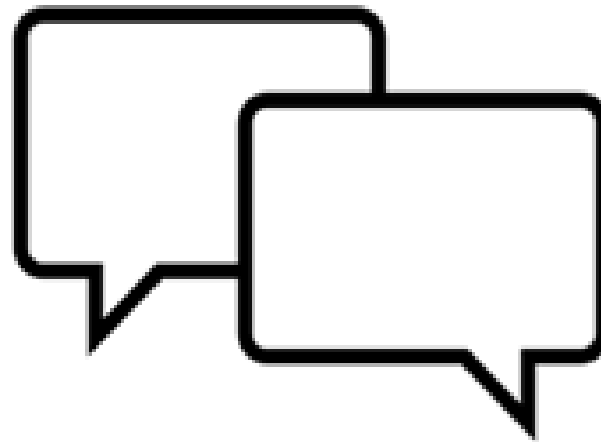
Implicit versus explicit

Without exposure to the target language, and particularly through interaction, learners will find it difficult to make progress with learning to communicate in it.

Some easy rules can be taught explicitly, but these are limited in number and complex rules need to become embedded over a period of time through language use. That doesn't mean that at some judicious point an explanation cannot be given or extracted from the learners.

Becoming aware that they can communicate early on must surely be a motivating factor in wanting to continue learning the language. (Macaro, 2023, NCLE commissioned paper, p.6)

Task 6: sharing best practice



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Etherow Hub

‘Alongside encouraging natural communication and spontaneity, we teach grammar explicitly, to enable pupils to begin to manipulate and play with language, to say what they want to say.

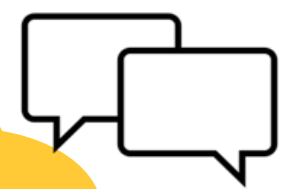
We aim to build grammar in a logical sequence. We think about “threshold concepts” meaning the concepts that pupils first need to master, in order to progress to the next concept.’



Do you have any
effective practice to
share?

Solent Hub

‘Phonics lessons include the cultural context of the target language, exposing pupils to authentic pronunciation and intonation through exposure to native speakers and real-life language situations.’

Two simple line-art icons of speech bubbles, one slightly behind and to the right of the other.

Do you have any
effective practice to
share?

Grand Union Hub

'Explicit teaching of vocabulary is prioritised across all key stages with entitlement vocabulary mapped out across learning journeys and curricula. The word selection includes a range of tier 3 academic vocabulary (usually grammatical terminology) and tier 1 target language words. The grammatical terminology supports pupils to access the concepts in the SoW e.g. past participle, frequency expression, cognate etc. Tier 1 vocabulary has been deliberately chosen to support pupils and give them access to a broad range of language e.g. umbrella terms (asignatura), vocabulary that pupils often get wrong/false friends (travailler) or vocabulary that pupils struggle to remember e.g. fleißig'



Do you have any effective
practice to share?

Task 7: pair work



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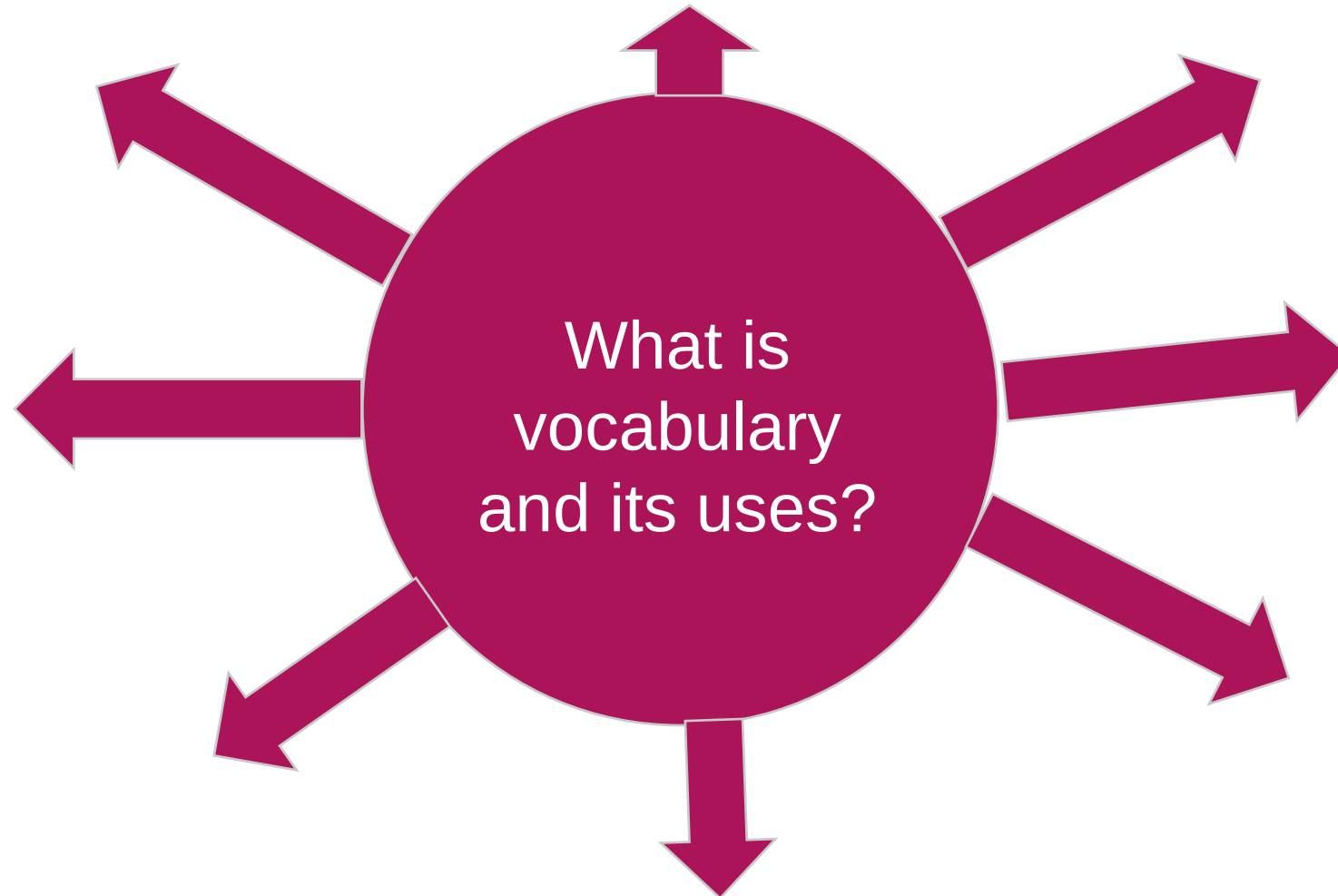


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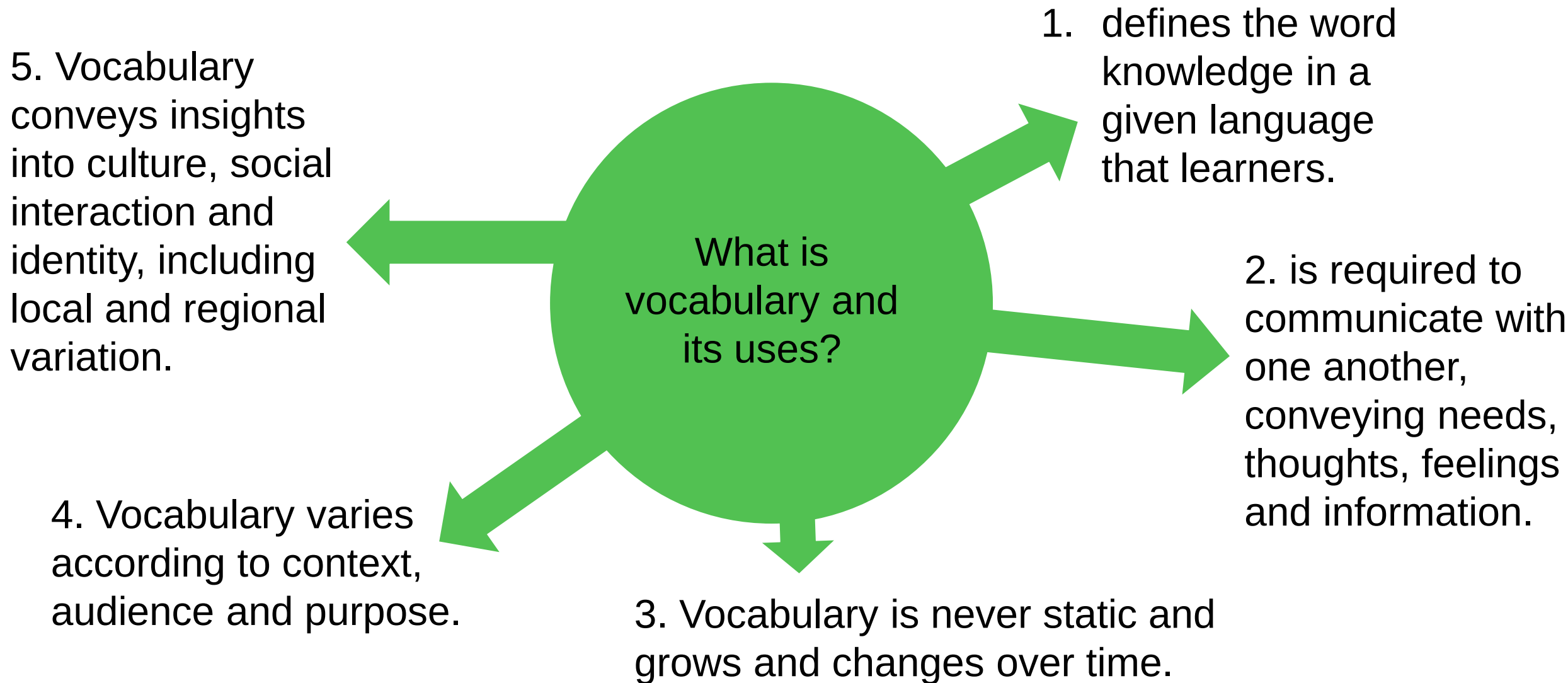


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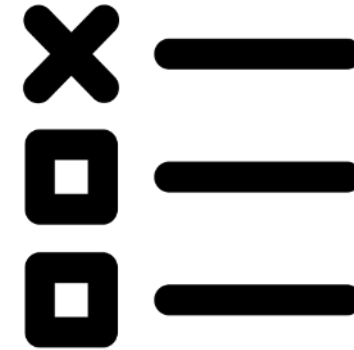




The definition of vocabulary.



Task 8: Gap Fill



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Fill the gap video task



Contextualised vocabulary learning
Petersen et al., 2012; Lado & Austin, 2011

LanguageHubs

1. Learners need large amounts of input.
2. The input needs to be comprehensible and meaningful.
3. Learners need to pay attention to new linguistic forms in the input (p. 190).
4. There has to be mental and emotional investment.

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Learners need _____ of input.

The input needs to be _____.

Learners need to _____ to new linguistic forms.

There has to be mental and emotional _____.

[Watch the video Importance of contextualising vocabulary learning on Vimeo](#)

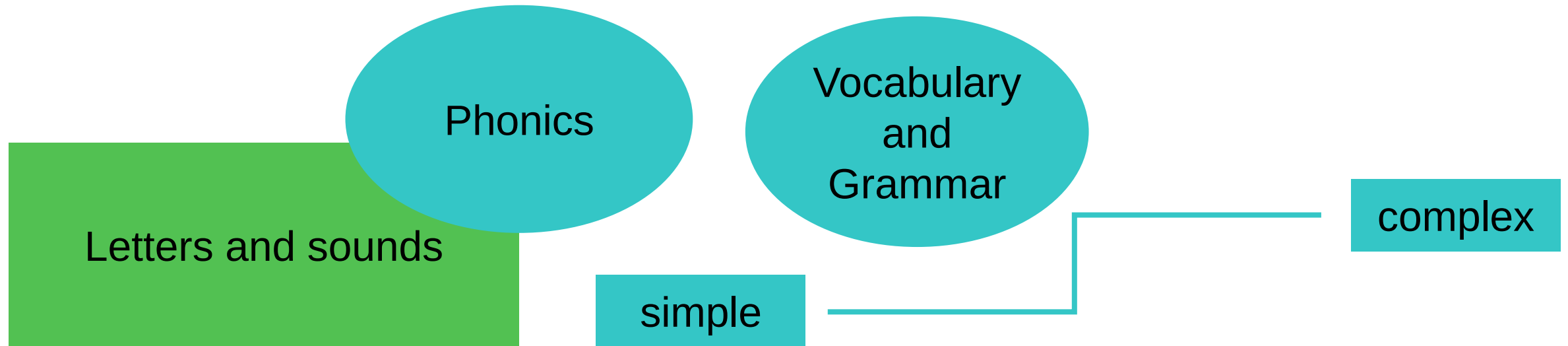
1. Learners need large amounts of input

2. The input needs to be comprehensible and linguistically rich.

3. Learners need to pay attention to new linguistic forms in the input
(p.190)

4. There has to be mental and motivational 'involvement'.

How do we integrate the Three Pillars?



Grapheme (what it looks like/how it reads) to phoneme (what it sounds like/how it is said) correspondences

Discrete presentation vs. integrated presentation in context

What is the research evidence?
How can we best support the
three pillars?

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Importance of
systematic
reviews

Objective
evaluation of the
research quality

Definitive
answers rarely
possible

Murphy *et al.*
(2020) – funded
by the EEF

Ref. The Motivation Module slide 30-32

Conclusion	Explanation	Implications	Conclusion	Explanation	Implications
Focusing attention and intentional learning activity on form and meaning of individual vocabulary items enhances vocabulary uptake, but this must be strategically applied; interactive tasks as a follow-up are helpful	Contextualised input or word lists? Depends on type of learning required (vocabulary breadth or depth?)	Balanced approach – some word lists, some contextualised input	Both inductive (discovery) and deductive (explicit) types of explicit instruction are effective, but inductive may be slightly more effective under certain conditions	Deductive better for explicit tests; inductive better for actual usage	<u>Balance</u> of both inductive and deductive
Vocabulary learning is facilitated by tasks with high involvement load	Vocabulary learning from reading or listening can be helped via 'need', 'search', 'evaluate' (see next slide!); use of L1 or contrastive vocabulary explanations; 'noticing' is essential.	Contextualised input with carefully designed accompanying tasks; ensure learners have to 'notice' the words you want them to learn	Processing instruction may be worth considering as a structured approach to presenting difficult grammatical concepts	Pairs of grammatical features; form-meaning connection; lots of input-based, and 'task essential' practice: 'it is the amount and nature of practice that seems to have the biggest benefits for learning' (NCELP)	<u>Judicious</u> use for certain hard-to-learn features; task-essential practice; <u>focus on meaning-making and practice, information-gap</u>
The use of well-selected and graded L2 video clips and TV programmes, especially with L2 captions and some guidance from teachers, is an effective means of learning new vocabulary	Pre-teaching of key words is helpful; L2 captions rather than L1 subtitles; their use can enhance contact time and amount of exposure to L2.	Plan use of short video clips carefully; collate a bank of appropriate resources (see OLLA!); integrate into SOW	Teacher language competence, experience and number of hours' instruction are more influential factors than instruction type; learner individual differences matter; high quality oral input is helpful	High-quality spoken models; maximise contact time (out of school learning?)	Lots of high-quality <u>spoken input</u> ; <u>balanced approach</u>
Teachers should carefully consider learners' proficiency level when adopting extensive or intensive reading approaches to vocabulary development [also true for video]	Difficulty level needs to match learner proficiency level; effective inferencing skills need to be taught.	As above; teach inferencing skills.	Technology systems which provide immediate feedback on grammatical exercises can assist learners in achieving competence in grammatical structures	Feedback on form and meaning	Investigate technology possibilities

Conclusion	Explanation	Implications
Effective approaches include explicit attention to both lower-level and higher-level processes .	Phonics and strategy instruction together	Ideally both phonics and strategies should be taught in an integrated way with interesting and challenging texts
Technology-supported learning can contribute to the development of oral reading fluency by facilitating student-centred learning.	For example, recording oneself reading aloud.	Judicious use should be made of technology that offers opportunities for self-assessment and feedback
Watching video material supported by captions can assist learners in aural word recognition	Listening and reading together strengthens phonological knowledge and vocabulary learning	Increase use of multimodal materials for 'reading while listening'

In module 3 you studied Murphy *et al.* (2020, p.55)'s integrated theory

Suggested break

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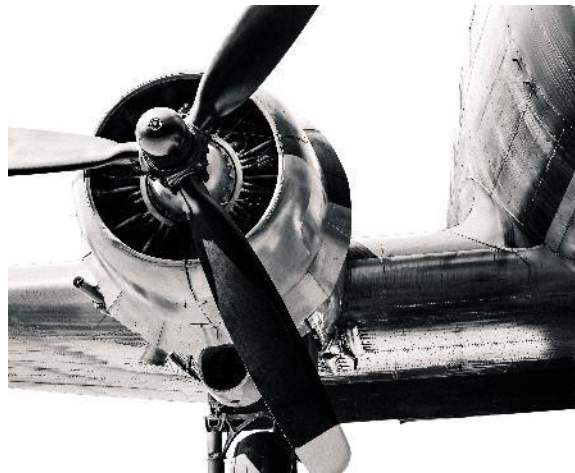


Famous quote



«Il semble que la perfection soit atteinte, non quand il n'y a plus rien à ajouter, mais quand il n'y a plus rien à retrancher. »

Antoine de Saint Exupéry.



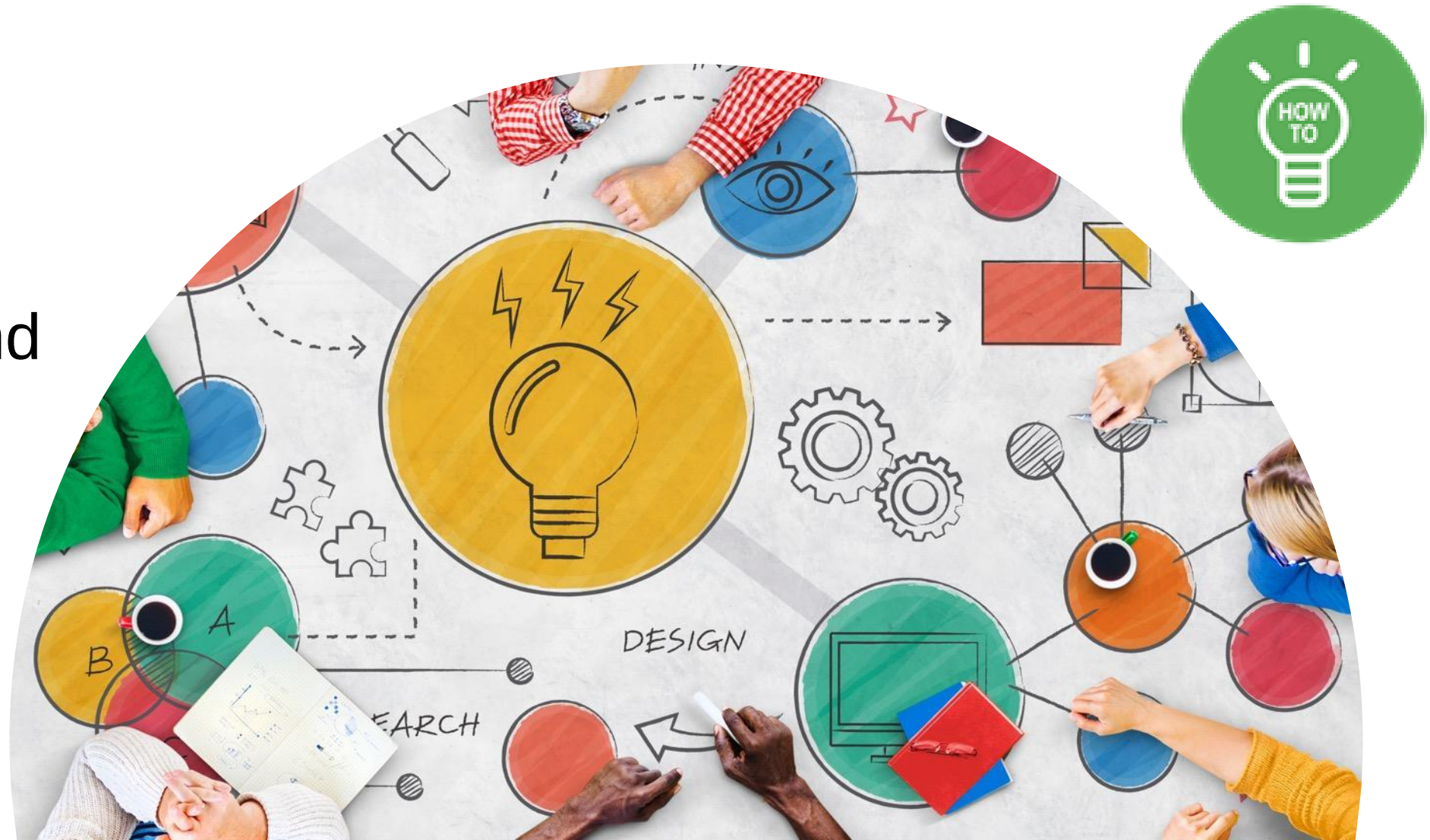


Using one authentic document for the
three pillars and four skills

“Perfection is achieved, not when there
is nothing more to add, but when there
is nothing left to take away.”

— Antoine de Saint-Exupéry, Airman's Odyssey

How can you combine the three pillars and use only one authentic document?



Collection of Spanish poems



Poesía tonta

Mamá.
Yo quiero ser de plata.
Hijo,
Tendrás mucho frío.
Mamá.
Yo quiero ser de agua.
Hijo,
Tendrás mucho frío.
Mamá.
Bórdame en tu almohada.
¡Eso sí!
¡Ahora mismo!

Federico García Lorca

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Antonio Machado

Romance sonámbulo

Verde que te quiero verde.
Verde viento. Verdes ramas.
El barco sobre el mar
y el caballo en la montaña.
Con la sombra en la cintura
ella sueña en su baranda,
Verde carne, pelo verde,
Con ojos de fría plata.
Verde que te quiero verde.
Bajo la luna gitana,
Las cosas la están mirando
y ella no puede mirarlas.

Federico García Lorca

Collection of Spanish poems



Parejas

Cada abeja con su pareja.
Cada pato con su pata.
Cada loco con su tema.
Cada tomo con su tapa.
Cada tipo con su tipa.
Cada pito con su flauta.
Cada foco con su foca.
Cada plato con su taza.
Cada río con su ría.
Cada gato con su gata.
Cada lluvia con su nube.
Cada nube con su agua.
Cada niño con su niña.
Cada piñón con su piña.
Cada noche con su alba.
Gloria Fuertes

Dame la mano

Dame la mano y danzaremos;
dame la mano y me amarás.
Como una sola flor seremos,
como una flor, y nada más...

El mismo verso cantaremos,
al mismo paso bailarás.
Como una espiga ondularemos,
como una espiga, y nada más.

Te llamas Rosa y yo Esperanza;
pero tu nombre olvidarás,
porque seremos una danza
en la colina y nada más.
Gabriela Mistral

Guiding principles: Modelling* in language teaching.

In this exemplar, the three pillars are interconnected, you will teach grammar, vocabulary and phonology together using the same authentic material entitled: “La Torre”.

It is a famous poem in Spanish by Antonio Machado which is used in primary schools in Spain because it has a very simple and transferable vocabulary, accessible grammar yet with two tenses: past and present.

Its imagery is vivid and poetic which is useful to integrate other school subjects such as visual arts, DT or drama.

The teaching principle in focus here is modelling.

According to the Bell foundation, “* Modelling is providing learners with a written or oral model of the language that the teacher would like the learner to produce.” Modelling is crucial to teach phrases rather than just keywords

(Cameron 2003, Cameron and Besser 2004)

Step 1: Listening activity



Created by popcomarts
from Noun Project

[Play the file \(audio only\)](#)

The listening strategy



Created by popcomarts
from Noun Project

**Step 1**

Listen without looking

**Step 2**

Identify cognates

**Step 3**

Listen and read the subtitles/text

**Step 4**

Identify the main topic

**Step 5**

Recognise more words

Created by Imami Kurniadi
from Noun Project



Created by Ian Rahmadi Kurniawan
from Noun Project



Created by Iconism
from Noun Project

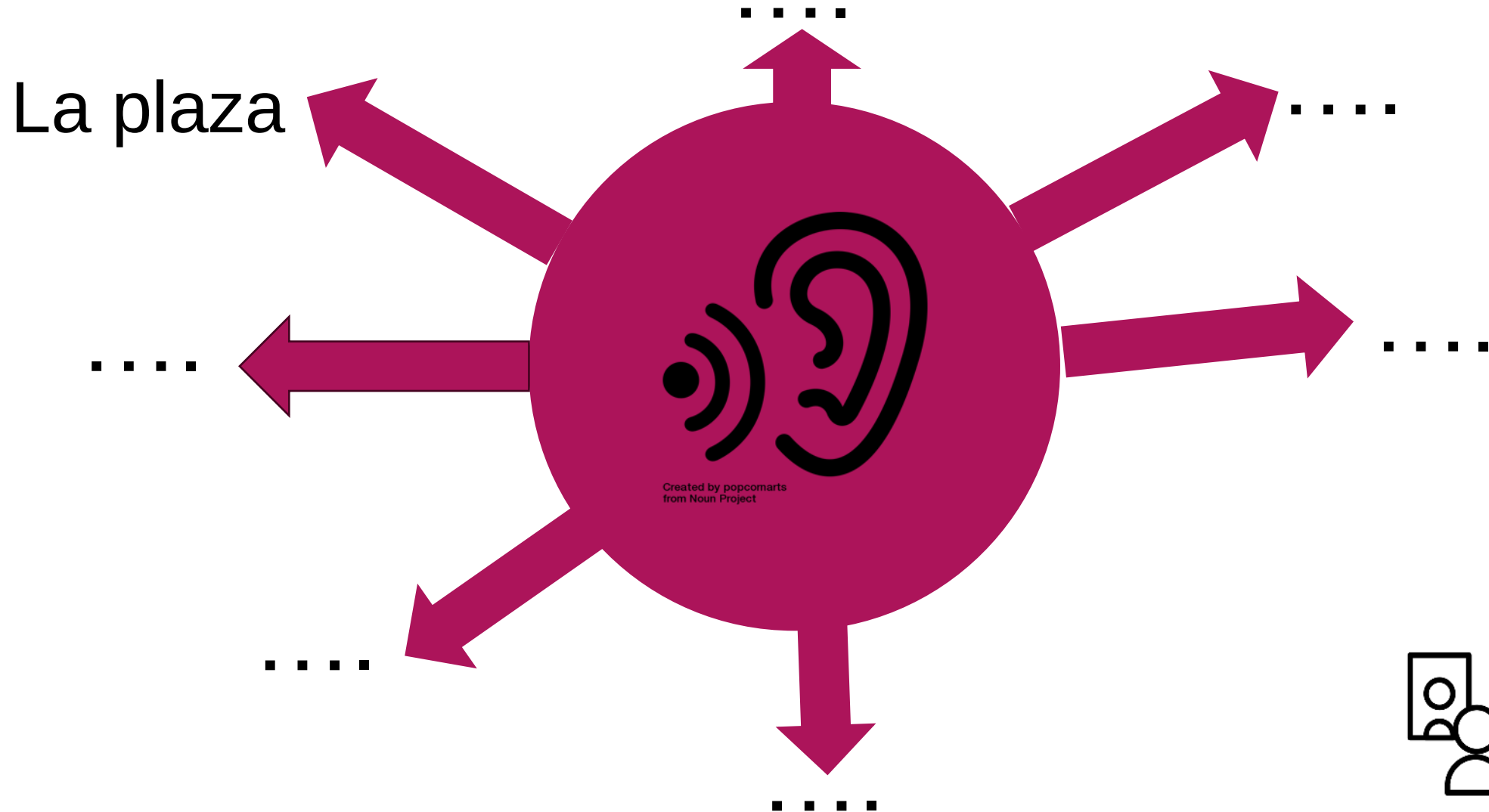


Created by Agnieszka
from Noun Project



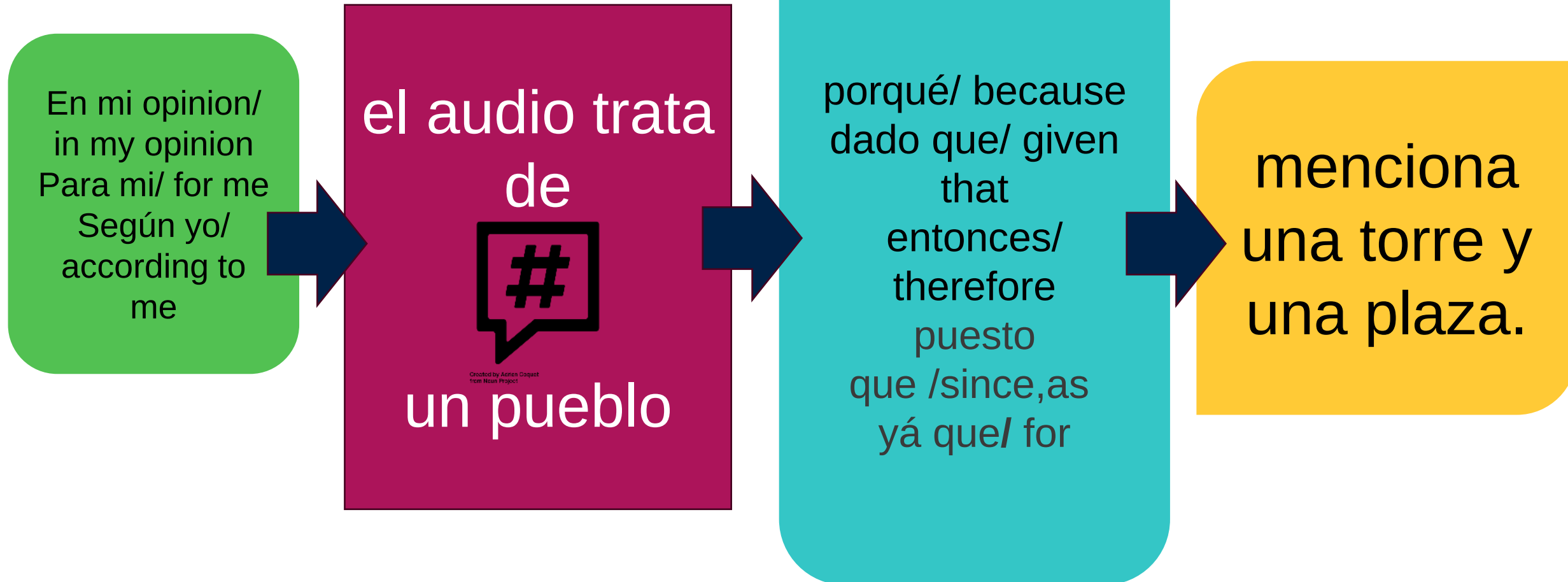
Created by Muhamad Arslan
from Noun Project

Activity 1: word recognition / identification



Finding the main topic

¿Cuál es el tema?

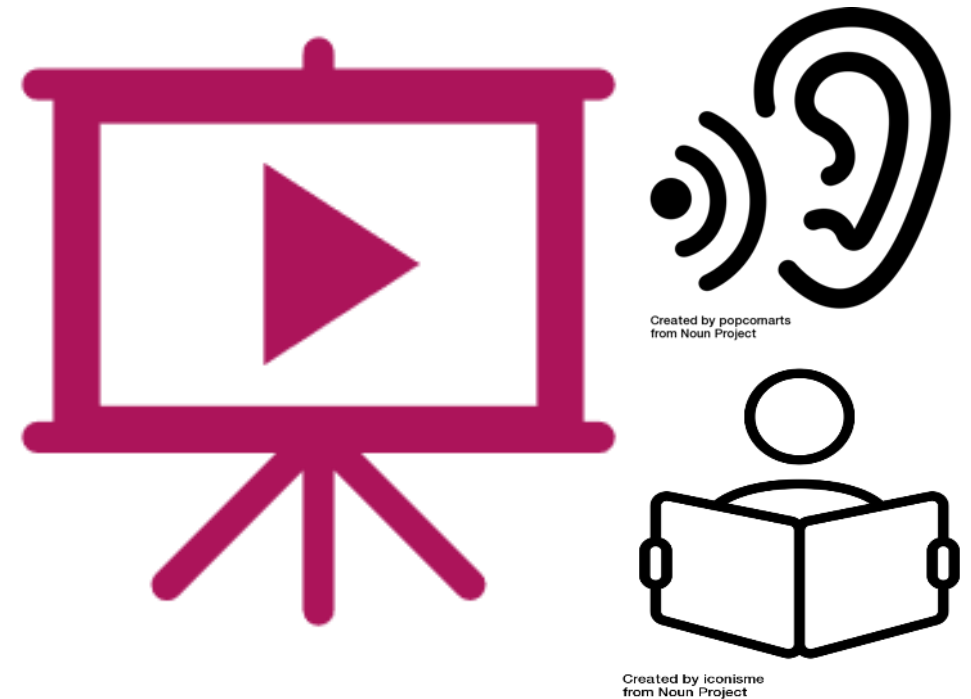


What does the research say on caption reading?



[Watch the video __ Phonics and Motivation \(Murphy et al. 2020\) Videos with captions, reading and listening together on Vimeo](#)

Step 2: Listening and reading with caption activity



[Watch the YouTube video with animation and audio file](#)

Word Mat: Video or photo description

En la video hay/ on the video
there is, there are
En la imagen hay/ on the
picture there is, there are
La foto, video muestra/ the
picture, film shows

Veo / I see
Puedo ver/ I can see
Hay/ there is, there are
Me parece que hay/ It seems
that there is, there are

Por la derecha/ on the right
Por la izquierda/ on the left
En el centro/ in the middle
Arriba/ at the top
Debajo/ at the bottom

En mi opinion/ in my
opinion
Para mi/ for me
Según yo/ according to me



Creo que/ I believe that
Pienso que/ I think that
Imagino que / I imagine that
Supongo que/ I suppose that

Es / it is
Son/ they are

Importante
Interesante
Cultural
Aburrido/boring
Divertido/entertaining
Listo/intelligent
Pertinente/ relevant
Cultural

Porqué/ because
Dado que/ given that
Entonces/ therefore
puesto que /since,as
ya que/ for porque.

Step 3: Writing and speaking activity, video or photo description



Created by Zahirulizul
from Noun Project



Created by New River
from Noun Project

[Watch the YouTube video with animation and audio file](#)

Correction slide/ example of outcome



En la video hay un caballero al centro.
Puedo ver un hombre y un caballo.
Tambien, me parece que hay una
mujer.

En el fondo, veo una torre.

Supongo que la video muestra un
pueblo en España.

Creo que la video es interesante
y divertido porque hay muchas colores
y me gusta la animacion. En mi
opinion, ella es muy colorida y bonita.

[Watch the YouTube video with animation and audio file](#)

Put your hand up task

It is better to use:

Word lists

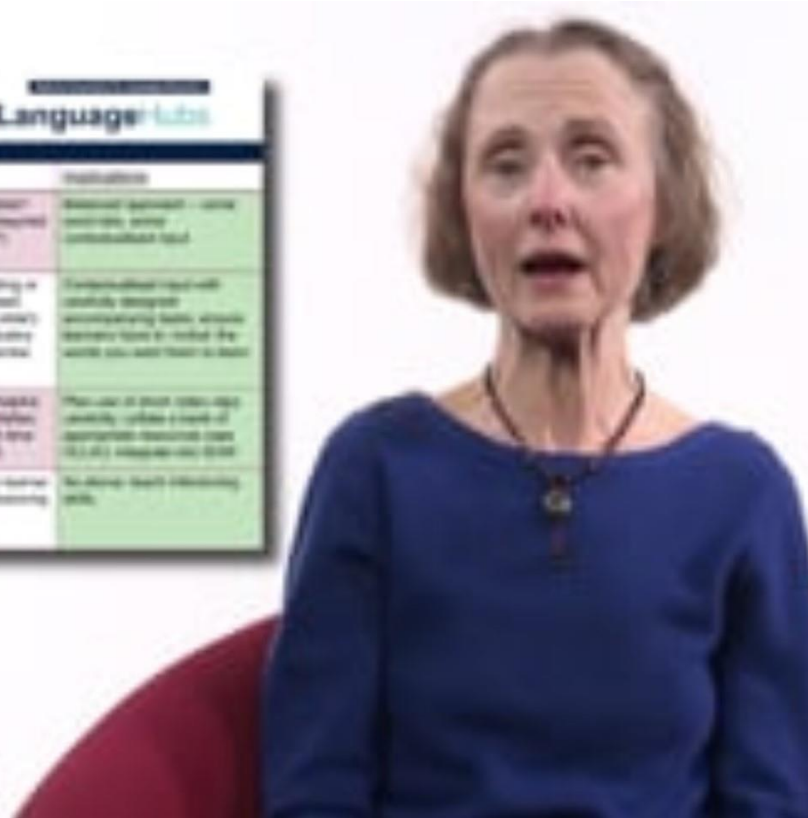
It is better to
use:

Contextualised
vocabulary



Watch the video to get the answer

Vocabulary Murphy et al. (2020, p.49)		
Contextual	Decontextual	Motivational
Providing attention and meaning-making activity on form and meaning of individual vocabulary items (contextual vocabulary lists) that must be individually noted (decontextual lists as a follow-up activity)	Contextual input is used when students are not in learning (contextual vocabulary lists as a follow-up activity)	Decontextual input is used when students are in learning (contextual input)
Students learning to differentiate words with high frequency and low	Students learning from reading or listening (contextual input) or from word lists (decontextual input)	Students learning from reading or listening (contextual input) or from word lists (decontextual input)
The use of word lists and graded or contextualized input (e.g., word lists and word lists) is an effective means of learning new vocabulary.	The use of word lists and graded or contextualized input (e.g., word lists and word lists) is an effective means of learning new vocabulary.	The use of word lists and graded or contextualized input (e.g., word lists and word lists) is an effective means of learning new vocabulary.
Students should probably receive vocabulary instruction that is contextualized and includes a focus on word meaning and use.	Students should probably receive vocabulary instruction that is contextualized and includes a focus on word meaning and use.	Students should probably receive vocabulary instruction that is contextualized and includes a focus on word meaning and use.



[Watch the video Vocabulary and Motivation \(Murphy et al. 2020\) The balance btw word lists and contextualised input on Vimeo](#)

The importance of a reading strategy



[Watch the video _The Three Pillars and Meaning Making on Vimeo](#)

Teaching by modelling*

You should give standard and systematic strategies to your pupils so that they know how to study a text step by step:

**Step 1**

read the whole text

**Step 2**

highlight the cognates

**Step 3**

underline the new words

**Step 4**

look them all up in the dictionary

**Step 5**

check for understanding

Step 1: Read

La plaza

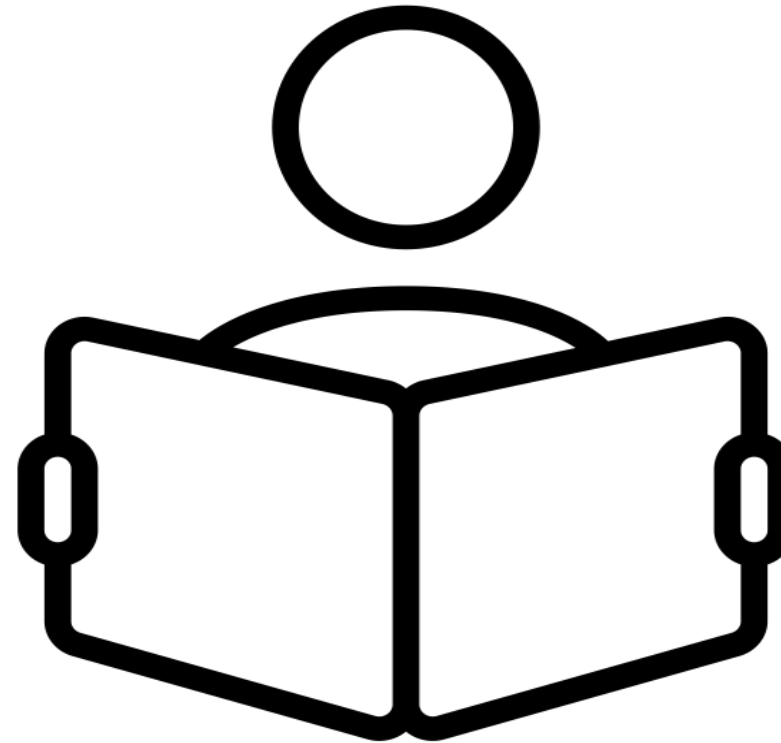
La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

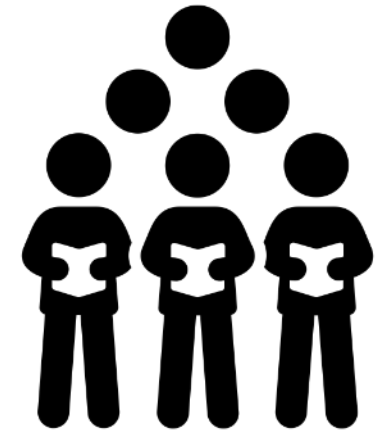
Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



Created by iconisme
from Noun Project



Created by Adrien Coquet
from Noun Project

Step 2: Cognate Race

La plaza

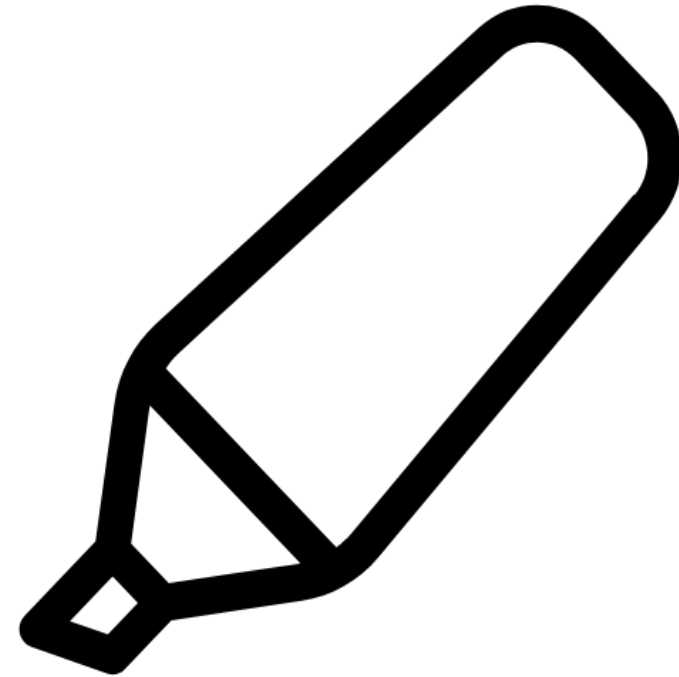
La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor,

(Antonio Machado)



Created by Kreev Studio
from Noun Project

Step 3: New Vocabulary search

La **plaza**

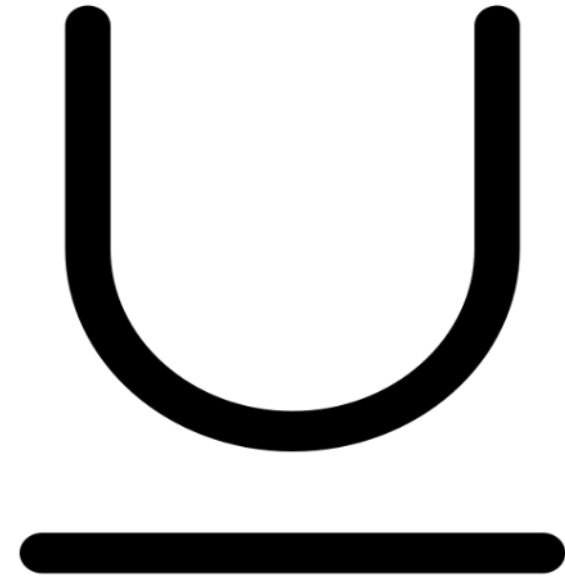
La **plaza** tiene una torre,
La torre tiene un balcón.

El **balcón** tiene una **dama**,
La **dama** una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la **plaza**,
La plaza con su **balcón**,
Con su **balcón** y su **dama**,
Su **dama** y su blanca flor.

Antonio Machado



Created by Braja Omar Justico
from Noun Project

Step 2: Dictionary Race

La **plaza**

La **plaza** tiene una torre1,
La torre1 tiene un balcón.

El **balcón** tiene una **dama**,
La **dama** una blanca2 flor3.

Allí4 pasó8 un caballero5,
¿Quién6 sabe7 por qué pasó8?

Y se ha llevado9 la **plaza**,
La plaza con10 su **balcón**,
Con su **balcón** y su **dama**,
Su **dama** y su blanca2 flor3.

- 1 torre= tower
- 2 blanca= white ♀
- 3. flor= flower
- 5 Caballero= knight
- 6 quién = who
- 7 saber= to know
- 8 pasar= to happen
- 9 llevarse= to arrive
- 10 con= with



Created by Muhammad Arslan
from Noun Project

Step 3: Checking understanding

La plaza

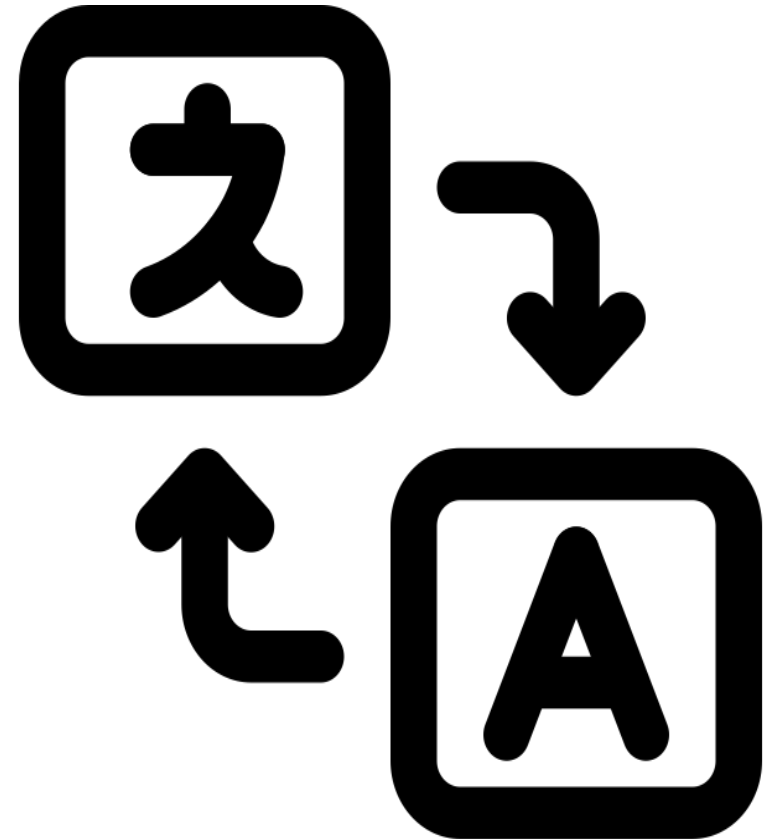
La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



Created by Iqbal Widiyanto
from Noun Project

Solution slide with expected outcome

La plaza

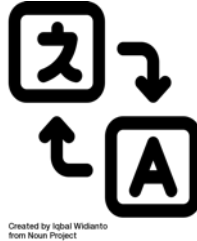
La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



The square

The square has a tower,
The tower has a balcony.
The balcony has a lady,
The lady a white flower.
A gentleman passed by there,
Who knows why he passed by?
And he took with him the square,
The square with its balcony,
With his balcony and his lady,
His lady and her white flower.

Antonio Machado

Use of technology

Joe Dale's technology and the three pillars Using Padlet for Vocabulary Practice:

- ❖ Employing the Magic Padlet feature to create a visual and interactive vocabulary exercise.
- ❖ Integrating images, IPA, and example sentences to reinforce learning.
- ❖ Allowing students to record and submit their pronunciation for review.

[How to make images more accessible using AI image creation with Padlet](#)



How to use Joe Dale's tutorial: Padlet



Imagining Machado's plaza

You can motivate your pupils to work on their own translation from Spanish to English by asking them to use Padlet's "I can't Draw" AI program to create an illustration from the poem.

Use the Spanish version A and the English translation B and ask the pupils to describe each illustration and then compare them both.



A

Developed by AI, using Padlet's "I can't draw", Spanish prompt

B

Developed by AI, using Padlet's "I can't draw", English prompt

How to use Joe Dale's tutorial: Perplexity



A

Developed by AI, Spanish prompt



B

Developed by AI, English prompt

En la primera/segunda imagen (In the first/second image) hay...
Se puede ver (One can see)
Hay (There is/are)...
A la izquierda/derecha (On the left/right) hay...
En el centro (In the center) hay..
En el fondo (In the background) hay../puedo ver...
En primer plano (In the foreground) hay../puedo ver...

La imagen muestra (The image shows)...
Está situado/a (It is located) en..
Parece ser (It seems to be)..
Da la impresión de (It gives the impression of)...

En mi opinión (In my opinion)..
Me parece que (It seems to me that)...
Creo que (I believe that)...
Desde mi punto de vista (From my point of view)...

A diferencia de (Unlike)...
En comparación con (Compared to)...
Mientras que (While)...
Por un lado/ por otro lado (On the other hand)...
Sin embargo (However)...
En ambas imágenes (In both images)

How to use Joe Dale's video: Perplexity

Me gusta mucho el poema porque...

la estructura es simple pero ...

las imágenes son muy ...

captura la esencia de ...

En mi opinión..

tiene un ritmo ...

utiliza repeticiones de manera...

Refleja elementos típicos de ...

En mi opinión...
Yo pienso que...
Creo que...
Me parece que...
Considero que...
Desde mi punto de vista...
A mi juicio...
Para mí..

Verbos de opinión
(Opinion verbs)

Opinar
Creer
Pensar
Considerar
Parecer

Expresiones de
acuerdo/desacuerdo
(Agreement/disagreement)

- Estoy de acuerdo
- No estoy de acuerdo
 - Tienes razón
- Estás equivocado/a

From the surface to the deep

Recycling authentic texts to re-use them allows pupils to retrieve information that they have just learnt and to consolidate their learning.

It is reassuring for them as the text is familiar. This concept is reflected in the theory of the Spiral Curriculum (see Bruner, 1960, Principled Practice SpT Pack).

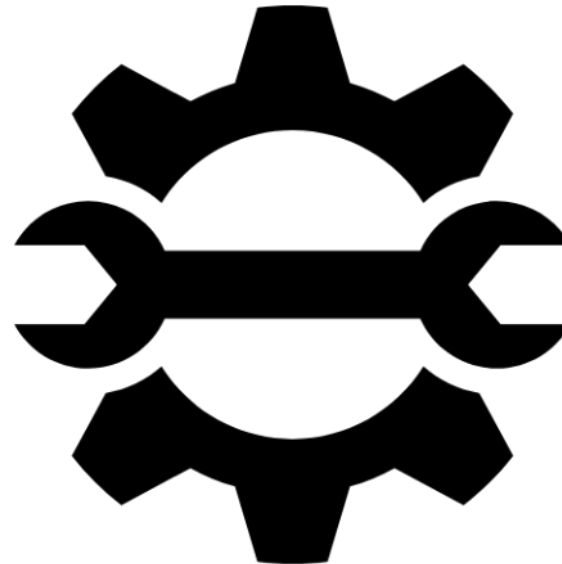


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Teaching a poem explicitly through grammar



Created by luca fruzza
from Noun Project



Created by Adi Waluyo Noto Carito
from Noun Project



Created by Edy Subiyanto
from Noun Project

Put your hand up task

It is better to
teach:
Inductive
grammar

It is better to
teach:
Conductive
grammar.



Watch the video to get the answer



[Watch the video _ Grammar and Motivation \(Murphy et al. 2020\) A Balanced Approach - inductive and deductive on Vimeo](#)

Grammar focus: singular to plural

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



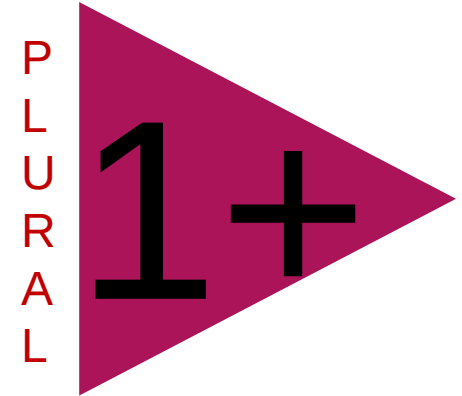
Las plazas

Las plazas tienen unas torres,
Las torres tienen unos balcones.

Los balcones tienen unas damas,
Las damas unas blancas flores.

Allí pasaron unos caballeros,
¿Quién sabe por qué pasaron?

Y se han llevado las plazas,
Las plazas con sus balcones,
Con sus balcones y sus damas,
Sus damas y sus blancas flores.



Grammar analysis: verb search

La plaza

La plaza **tiene** una torre,
La torre **tiene** un balcón.

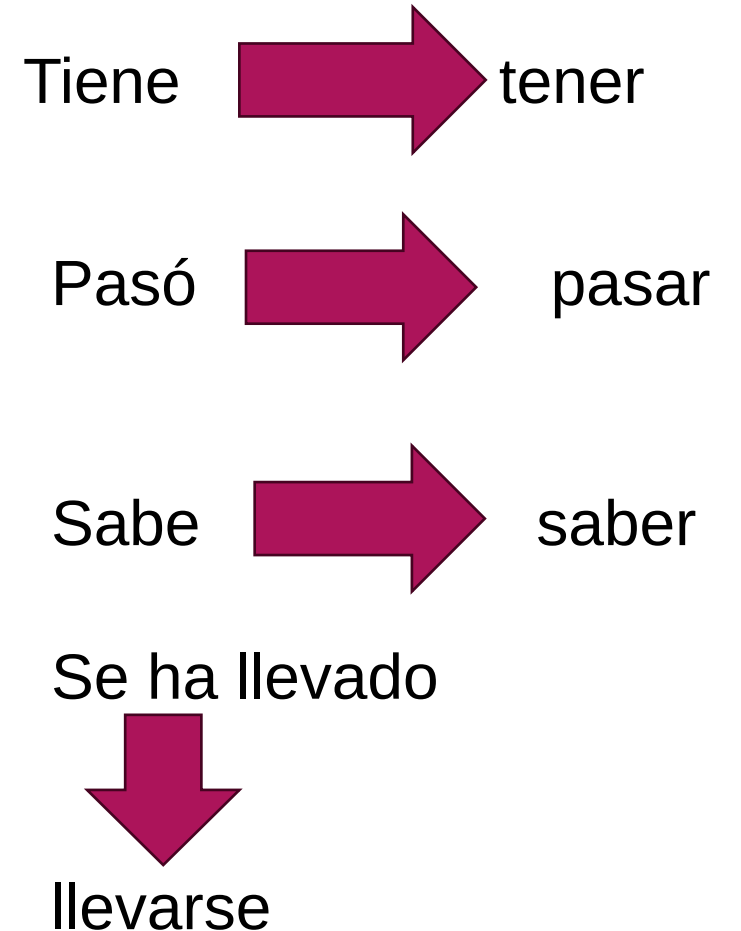
El balcón tiene una dama,
La dama una blanca flor.

Allí **pasó** un caballero,
¿Quién **sabe** por qué pasó?

Y **se ha llevado** la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)

¿Cual es el infinitivo de los verbos?



Grammar analysis: verb search

La plaza

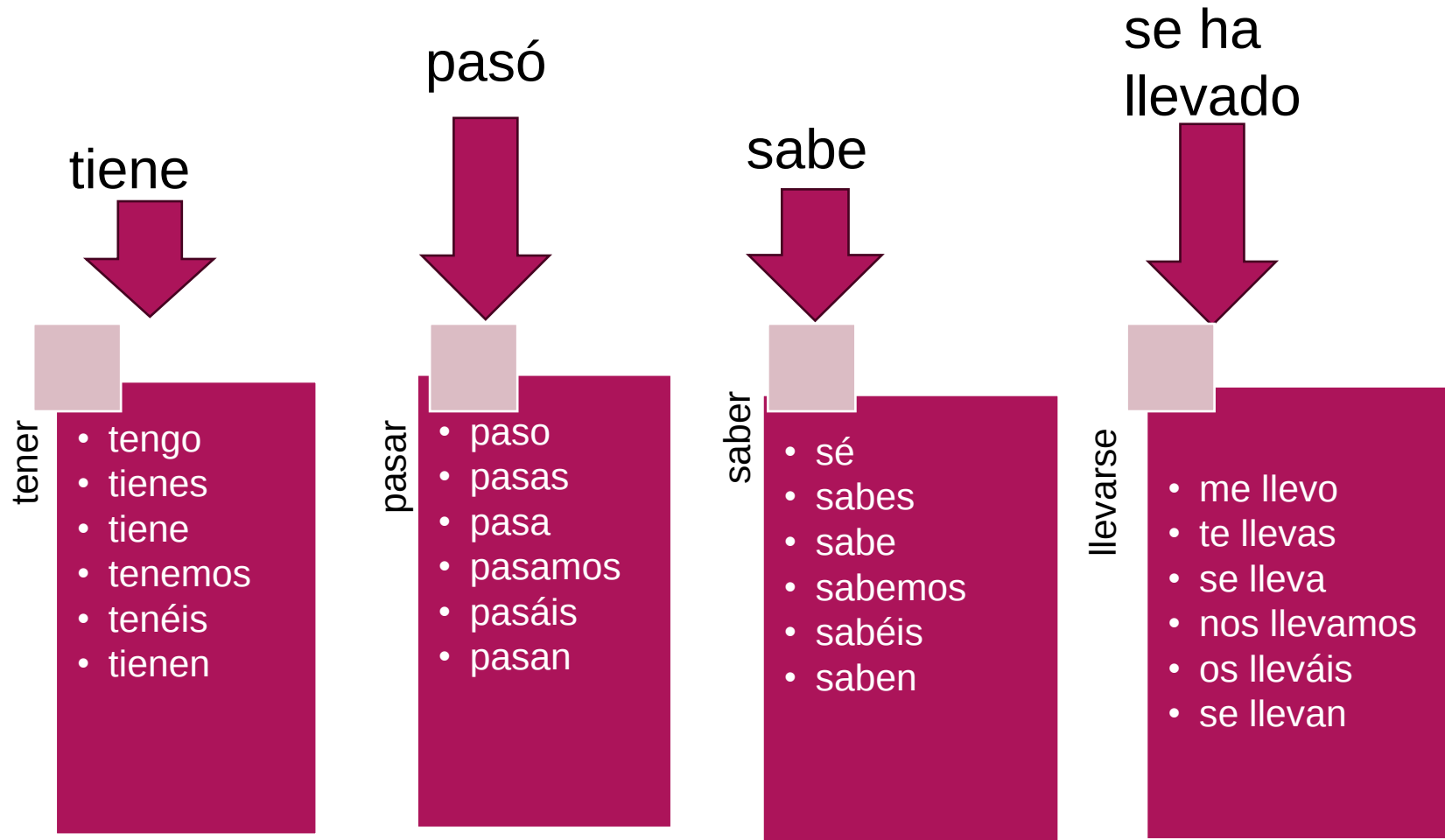
La plaza **tiene** una torre,
La torre **tiene** un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí **pasó** un caballero,
¿Quién **sabe** por qué pasó?

Y **se ha llevado** la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



Focus on conjugating

La plaza

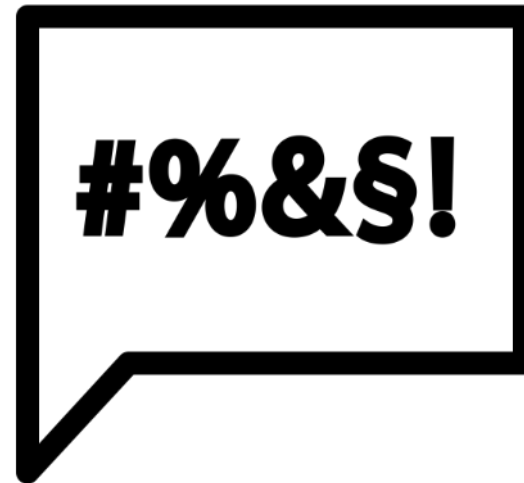
La plaza **tener** una torre,
La torre **tener** un balcón.

El balcón **tener** una dama,
La dama una blanca flor.

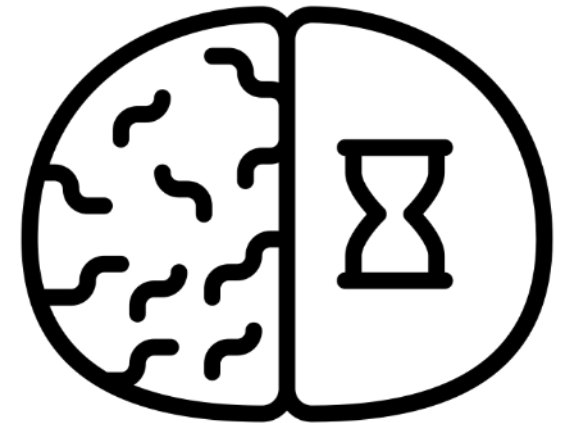
Allí **pasar** un caballero,
¿Quién saber por qué pasar?

Y **llevarse** la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)



Created by luca fruzza
from Noun Project



Created by Berkah Icon
from Noun Project

Grammar analysis: verb search

La plaza

La plaza **tiene** una torre,
La torre **tiene** un balcón.

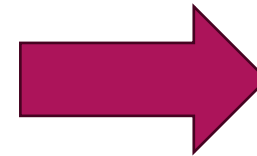
El balcón tiene una dama,
La dama una blanca flor.

Allí **pasó** un caballero,
¿Quién **sabe** por qué pasó?

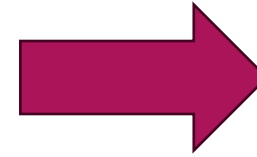
Y **se ha llevado** la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Antonio Machado

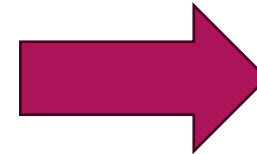
¿Cuál es el tiempo de los
verbos en el poema?



presente



pasado



futuro

Grammar analysis: verb search

La plaza

La plaza **tiene** una torre,
La torre **tiene** un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí **pasó** un caballero,
¿Quién **sabe** por qué pasó?

Y **se ha llevado** la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Antonio Machado

Cambia el tiempo de los
verbos

Presente:

tiene

Pasado:

Tenía
tuvo

Futuro:

va a tener
tendrá

Presente:

pasa

Pasado:

Pasó
pasaba

Futuro:

va a pasar
pasará

Suggested break

National Consortium for Languages Education



Poem's structural analysis

After reading and translating the text, the pupils are invited to study the form/shape of the text

- ❖ Highlight the repetitions in red
- ❖ Circle the patterns in blue
- ❖ What do you notice?

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)

Poem analysis

After reading and translating the text, the pupils are invited to study the form of the text.

- ❖ Underline the repetitions in red
- ❖ Circle the patterns in blue
- ❖ Frame internal rhymes in green
- ❖ What do you notice?

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Part 1: descripción

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Part 2:

Antonio Machado

Poem analysis

After reading and translating the text, the pupils are invited to study the form of the text.

¿Qué significa la repetición de **tiene una**?

¿Qué significa la repetición de **con su**?

¿Qué significa el cambio desde **una dama a su dama**?

¿Por qué el poema sigue una estructura tan simple?

¿Por qué hay tantas repeticiones de vocabulario?

La plaza

La plaza **tiene una** torre,
La torre **tiene** un **balcón**.

El **balcón** **tiene una** dama,
La dama **tiene** una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza **con su** **balcón**,
Con su **balcón y su** dama,
Su dama **y su** blanca flor.

Antonio Machado

Poem analysis

After reading and translating the text, the pupils are invited to study the form of the text.

- ❖ Underline the repetitions in red
- ❖ Circle the patterns in blue
- ❖ What do you notice?

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor

Antonio Machado

El poema tiene dos partes que son muy distintas.

Hay una descripción de la ubicación en la primera parte. En la segunda parte, hay una acción (el caballero se ha llevado) y podemos ver que el poema nos explica la idea de posesión/propiedad con el cambio de una dama a su dama.

Increasing the 'Involvement Load'

The retention of words depends on the degree of involvement in processing these words.

The amount of 'involvement load' depends on:

- Need How necessary is it to know this word to complete the task? How much does the learner 'need' or really choose to do the task?
- Search How hard does the learner have to work to find the meaning of the word?
- Evaluate How much does the learner have to think about how to use this word in different contexts or about different aspects of its meaning?
- Evaluate is the most important element, and often means using integrated skills!

What does this look like in practice?

Different involvement loads – which is the higher in each case?

Need

1. Teacher requires learners to use a particular word from a text in a sentence
2. Learner is interested to look up the meaning of an unknown word in a dictionary while reading a story

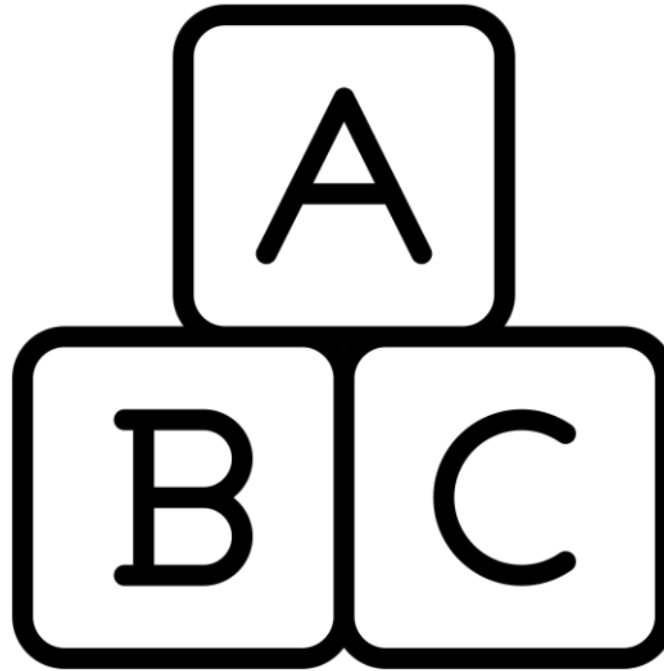
Search

1. A learner works out a word's meaning by looking for clues in the words that come before and after it
2. A word's meaning is provided as a gloss in the margin

Evaluate

1. After reading, learners complete a gap-fill based on the text, choosing from a set of words, which permits guess work
2. After reading, learners write a paragraph to express their feelings about the passage, choosing some of the words from the text

Teaching a poem explicitly through vocabulary



Created by VectorsLab
from Noun Project

Missing word

La plaza

La **plaza** tiene una torre,
La tiene un balcón.

El tiene una dama,
La dama una flor.

Allí un caballero,
¿Quién sabe pasó?

Y se ha la plaza,
La plaza balcón,
Con su balcón y ,
Su dama y su blanca .

(Antonio Machado)



Created by popcomarts
from Noun Project

Spot the mistake

La plata

La bolsa tiene una blusa,
La blusa tiene un botón .

El botón tiene una mancha,
La mancha una pequeña flor.

Allí pasó un caballo,
¿Quién se acuerda por qué pasó?

Y se ha llevado la bolsa,
La bolsa con su blusa,
Con su blusa y su botón,
Su botón y su pequeña flor.

(Antonio Machado)

La plaza

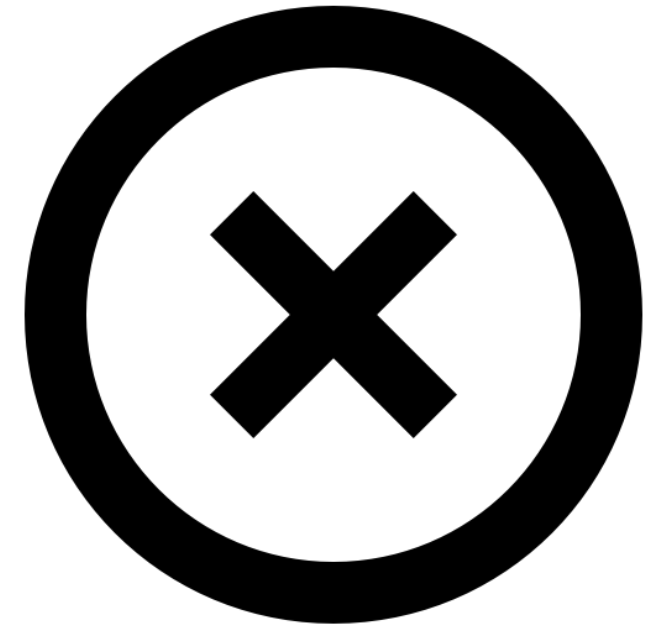
La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

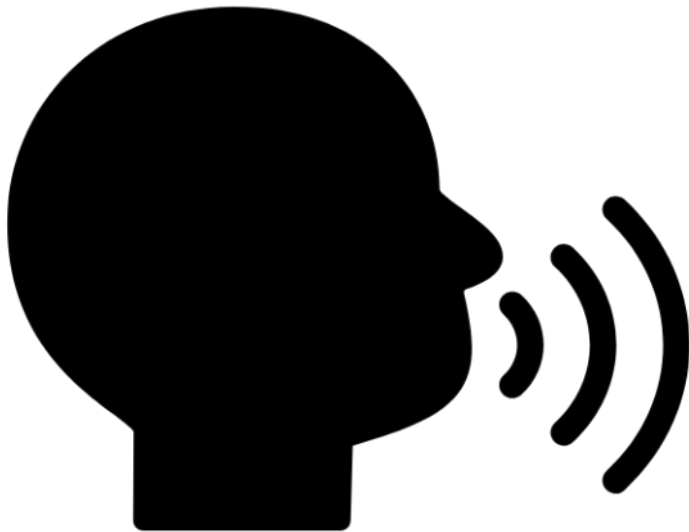
Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

(Antonio Machado)

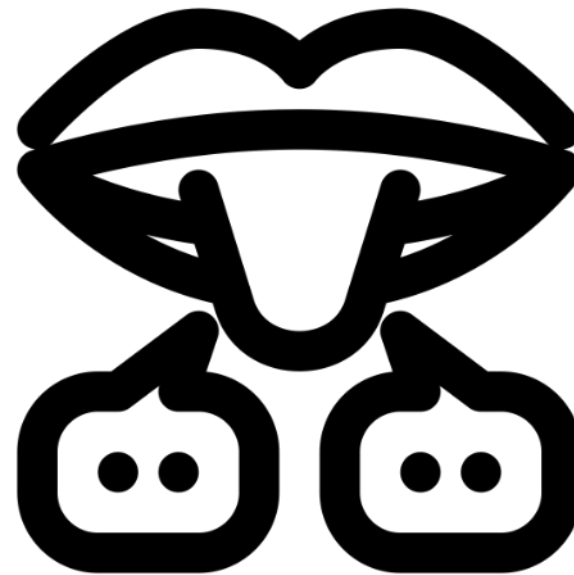


Created by Cayner Curitana
from Noun Project

Teaching pronunciation explicitly with phonology symbols



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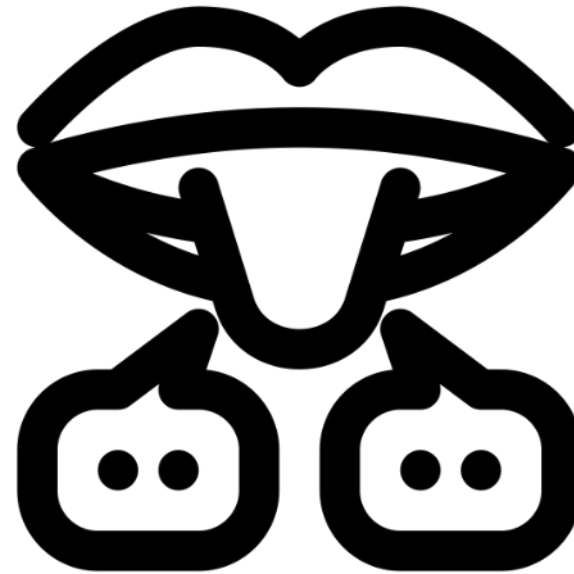
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Do you teach these phonology symbols to your pupils?

/k/

/θ/

/rr/



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Phonics: Pronunciation

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Antonio Machado

La pronunciación de fonemas como la 'r' fuerte, la 'll' y la 'Z', fonemas más complicados para los alumnos

LL = symbol /ʎ/

ll	/ʎ/	Similar to the English LLi in million. In parts of Spain and most parts of Latin America it is pronounced as [j]. It is the most widely accepted in Spain.	Calle Elle Lluvia millón
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La pronunciación de fonemas como la 'r' fuerte, la 'll' y la 'Z', fonemas más complicados para los alumnos

R = /rr/

rr	[rr]	strongly trilled in a way that does not exist in English	torre burro irreal perro
----	------	--	-----------------------------

Phonics: Pronunciation

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Antonio Machado

La pronunciación de fonemas como la 'r' fuerte, la 'll' y la 'Z', fonemas más complicados para los alumnos

Z = /θ/

Z	/θ/	Like the English th in thin. In parts of Andalusia and Latin America this is pronounced like the English s in same, And is known as seseo	Zapato Zorro Zumbar luz
---	-----	---	----------------------------------

Reading games

La plaza

La plaza tiene una torre,
La torre tiene un balcón.

By syllable

El balcón tiene una dama,
La dama una blanca flor.

By word

Allí pasó un caballero,
¿Quién sabe por qué pasó?

By half
sentence

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

By line

(Antonio Machado)



Pronunciation and phonics

Encourage your pupils to use their acting skills developed in drama class in the language classroom.



La plaza

La plaza tiene una torre,
La torre tiene un balcón.

El balcón tiene una dama,
La dama una blanca flor.

Allí pasó un caballero,
¿Quién sabe por qué pasó?

Y se ha llevado la plaza,
La plaza con su balcón,
Con su balcón y su dama,
Su dama y su blanca flor.

Antonio Machado

Acting out the actions described in the poem.



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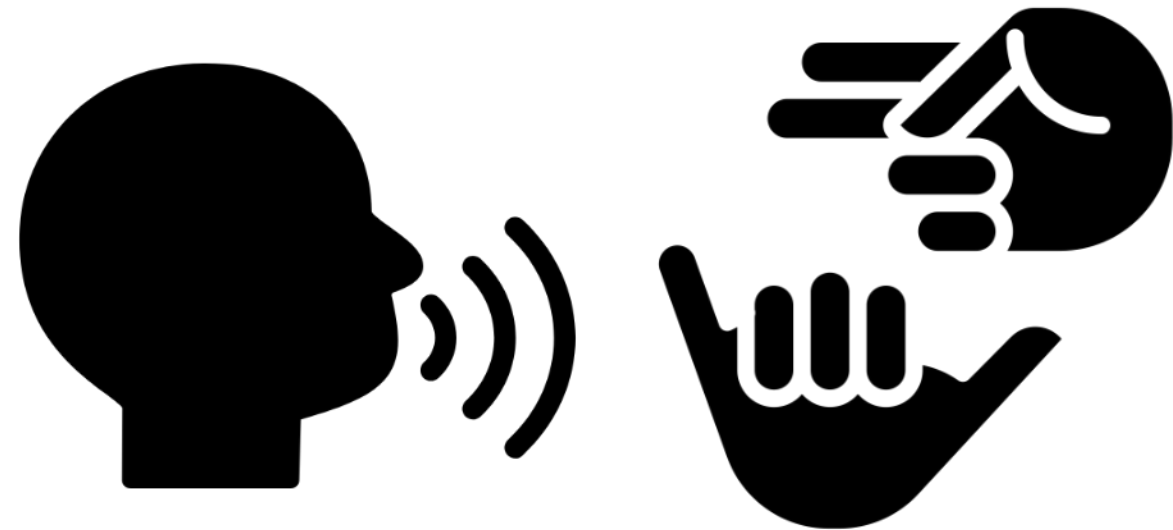
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Spanish Sign Language slide

Use Spanish sign language to help your pupils learn the vocabulary:

- ☐ (la) torre
- ☐ (la) plaza
- ☐ (la) flor
- ☐ (el) caballero

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Sign language videos

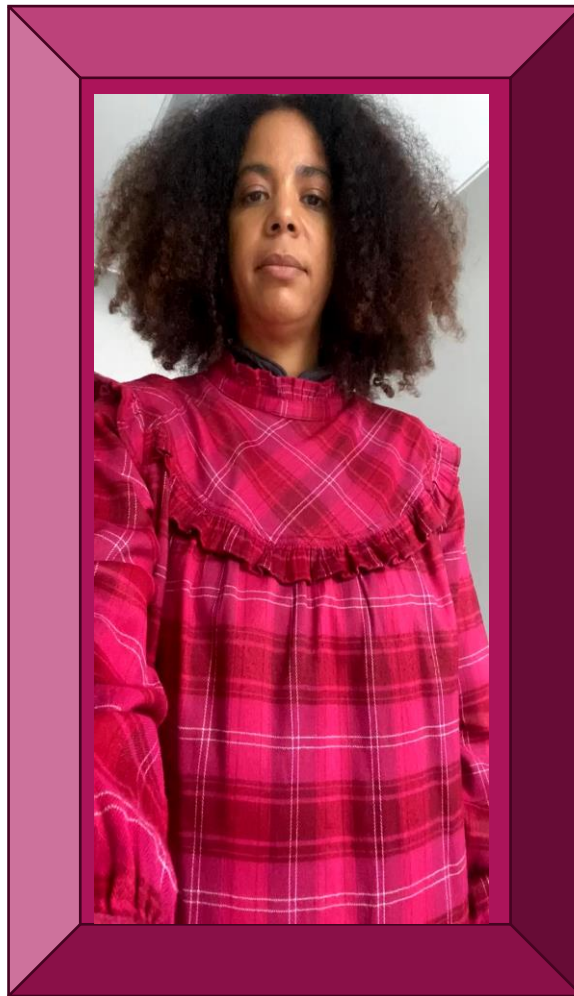
National Consortium for Languages Education



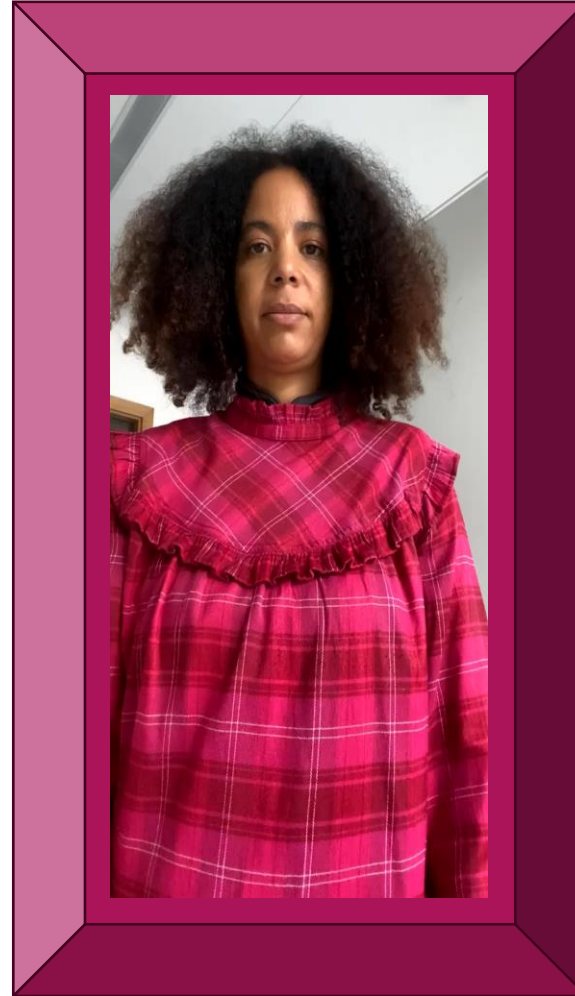
la torre



la plaza



el caballero



la flor



Introducing singing



[Watch the Online YouTube video with a song using La plaza poem as lyrics](#)

Creative writing with grammar focus

La plaza

La plaza tiene una torre,

Ask your pupils to
describe a square
(My Town GCSE
topic)
Describe La Plaza de
Espana en Sevilla.



Grammar and vocabulary slide

La plaza de Espana en Sevilla

La plaza tiene una torre,
La plaza tiene unos árboles.
La plaza tiene un canal ...
La plaza tiene un puente ...
La plaza tiene una farola de ...
La plaza tiene una fuente con ...
La plaza tiene un palacio ...
La plaza tiene unos/unas...

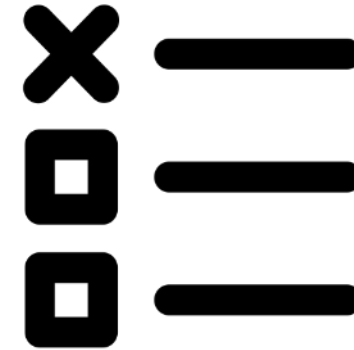


Culture : Literature

- ❖ **Use** traditional authors and work taught in primary and secondary schools in the Target Language Countries
- ❖ **Introduce** authors and work linking to important historical events in the Target Language countries.
- ❖ **Include** authors and work representative of the cultural diversity of the Target Language countries.
- ❖ **Offer** a wide range of fiction, poetry and cartoons.
- ❖ **Connect** literature that may have influenced the Arts.



Task 9: Group task



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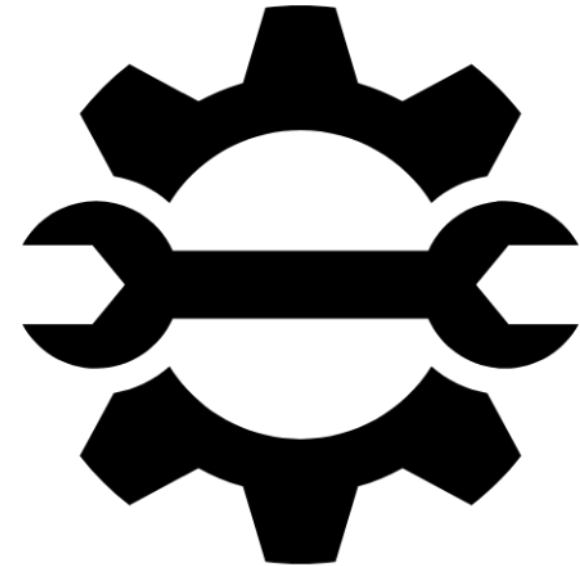


Group workshop

National Consortium for Languages Education



Photo by Giuseppe Lombardo from Noun Project



Created by Adi Waluyo Noto Carito
from Noun Project

Ana Tijoux: Las horas

Hace horas que te espero
y hace horas no te veo
hace horas que te quiero pero
hace horas que te pierdo
hace horas que te espero
y hace horas no te veo
hace horas que te quiero pero
hace horas que te pierdo, hace horas que te pierdo
en esta esquina sólo me acompaña esta
tímida neblina el sabor de tus besos
impregnados al vapor de este solitario invierno
quizás me olvidaste
o quizás la verdad tú solo me borraste
este amor es un chiste triste triste
cómo se siente cuando todo lo perdiste, la miel la piel y el riel
cuál es el sentido cuando la vida luego es tan cruel
dame más tiempo frecuente un momento
juro que mi sombra será tan discreta como tu silencio
pero nunca me respondes ...



Plenary: sharing list of activities



Photo by Giuseppe Lombardo from Noun Project



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Activity list

List of activities to do with one authentic document

- Rhyme analysis (pattern in form)
- Repetition and identification of pattern
- Sounds (choir practice)
- Phonemes connections
- Vocabulary with pattern (verbs, champ lexical)
- Change the tense of the verbs
- Verb identification
- Patterns in grammar
- Ping Pong reading
- Creative writing with scaffolding: give a possible template to rewrite the poem, finish the poem, extend the poem
- Odd one out verb
- Listening (missing word)

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ευχαριστώ

Gracias

谢谢

Danke

Diolch

Fa'afetai

Dziękuję

Bedankt

Kiitos

Merci

Paldies

Tak skal du have

Ласкаво просимо

شكرًا لك

Teşekkürler

אדאנק

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