



THE UNIVERSITY OF
MELBOURNE

Success in the primary school

Andrea Truckenbrodt
Faculty of Education



1



Finish this sentence

By the end of Primary School, I want my learners to

- skills
- knowledge
- understandings
- attitudes/mindsets

Compare the pair

- Turn and talk to the person next to you
- Circle any commonalities
- Underline any differences

2

2



So, what are you currently doing to foster ‘success in PS language learning’?

- 1 You have one minute to think of strategies, activities and/or tools you use that promote success in Languages at your school.
- 2 You have two minutes to jot down as many of your ideas as possible
- 3 You have three minutes to share your favourite/most successful tip with your partner and hear theirs

Perhaps do Activity 3 over lunch?

3

3



Suggestion #1: Share your vision

Our goal at Happy Days Primary School is for students to enjoy learning French and be curious and open-minded about other languages and cultures. We want them to:

- feel confident in communicating in French on familiar topics about themselves and their world;
- become knowledgeable about how language works, comparing French with English and other languages.

We achieve this outcome by providing a varied, coherent curriculum based on the Australian Curriculum French (V9.0). Our program is carefully sequenced to revisit and build on students’ prior knowledge and support their confidence and self-efficacy in using French in a limited range of contexts. Cultural links are integrated to promote Francophone culture and global, intercultural understanding.

4

4



Student confidence in acquiring another language is developed using imitation, modelled language, and careful scaffolding leading to more independent and creative use of the language. We teach, reinforce and re-use a core set of vocabulary and grammatical structures through a range of different but interrelated topics. We use as much French as possible in our teaching and learning but we strategically make use of students' full linguistic repertoire including English and home languages. We want our student to feel proud that they are multilingual. At the primary level, spoken interactive skills are prioritised but students' literacy skills in both English and French are developed. Students learn through spoken, written and digital language activities, songs, games, dialogues, hands-on activities and special events. Students engage with a range of interesting, age-appropriate written texts such as picture-story books, poems, recipes and plays. All student learning is seen as a success, with high value placed on willingness to participate and apply classroom learning.

5

5



Suggestion #2: Plan for mastery



6

<https://www.youtube.com/watch?v=X-jMIAj9pK8>

6



Cognitive load theory and retrieval

“The human brain can only process a small amount of new information at once, but it can process very large amounts of stored information.”

<https://education.nsw.gov.au/about-us/educational-data/cese/publications/literature-reviews/cognitive-load-theory>

“Retrieval practice boosts learning by pulling information out of students’ heads, rather than cramming information into students’ heads.”

Source: <https://www.retrievalpractice.org/why-it-works>

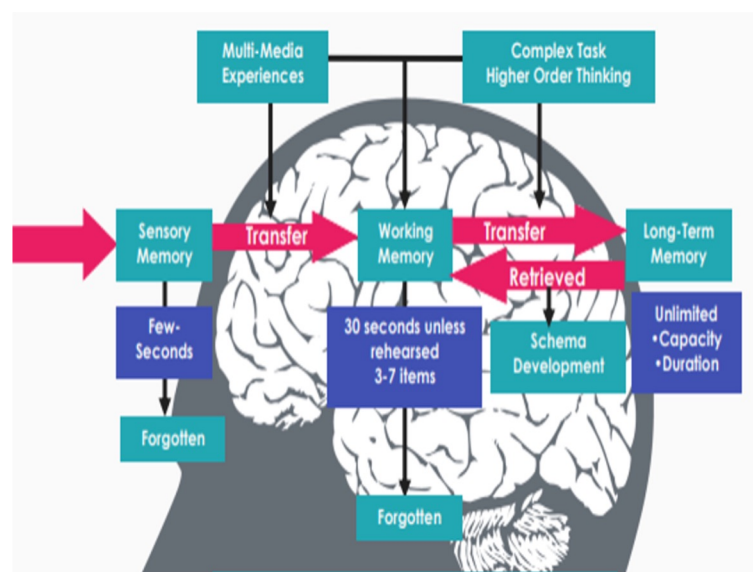
See also AERO Publication: [Spacing and Retrieval Practice Guide](#)

7

7



Supporting long term memory retention and retrieval



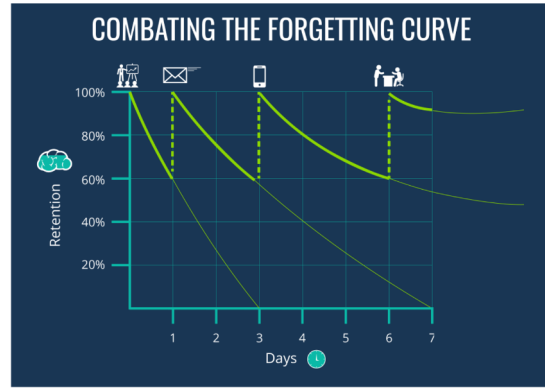
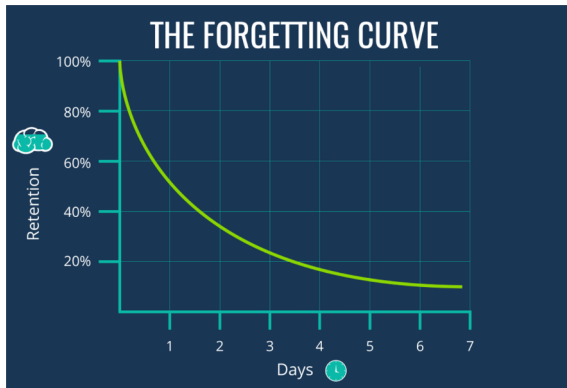
Source: Dataworks Educational Research, Hollingsworth & Ybarra (2017)

Explicit Direct Instruction.

8



Spaced repetition combats Ebbinghaus' forgetting curve



Source: Growthengineering.co.uk

9



AITSL 1.2 Understand how students learn

Tried and Tested – Spacing and retrieval practice

[Download \(PDF, 127KB\)](#)

Improve students' long-term retention of learning

Australian Professional Standards for Teachers | Focus Area 1.2 Understand how students learn

Spacing and retrieval practice can improve students' long-term retention of their learning. **Spacing** is the practice of sequencing learning so that information is delivered across two or more lessons rather than just one. **Retrieval practice** is the strategy of getting students to actively recall their learning. When students are asked to bring information that they have previously learnt to the front of their mind to answer a question, rather than looking up the information in a textbook or having the teacher explain it again, it makes the information more retrievable or accessible in the future.



10



High Frequency Functional Classroom Language

- accessible able to be used and retained by students
- communicative able to be used by students to communicate what they want/need to say
- meaningful able to be understood by learners
- relevant able to be used in the classroom context
- interactive and teachers able to support interaction between learners
- versatile able to be used across a range of contexts
- manageable able to be learnt by beginning language learners at school

Supporting students to be able to use this language spontaneously provides them with the confidence that they can learn and speak a language.



Useful words and phrases 1

USEFUL WORDS AND PHRASES	
Hai!	Hello!
Sampai jumpa!	Goodbye!
Nama saya [name].	My name is...
Apa kabar?	How are you?
baik	good
lumayan	ok
kurang baik	not good
permisi	excuse me
terima kasih	thank you
maaf	sorry
boleh	yes, you may
tidak boleh	no, you may not
tunggu	wait
Ini [noun].	It's a [noun].
Ini bukan [noun].	It's not a [noun].
Silakan duduk.	Please sit (down).
Silakan berdiri.	Please stand (up).
Lihat!	Look!
Dengarkan!	Listen!
Cukup!	Enough!
Giliran saya.	My turn.
Giliran kamu.	Your turn.
Semoga sukses!	Good luck!
Saya menang!	I won!
Bagus!	Well done!
Selesai.	Finished.

ADJECTIVES	
Hebat!	Great!
Asyik!	Fun!
Mudah!	Easy!
Sulit!	Difficult!
ADVERBS	
cepat cepat	quickly
diam diam	quietly
pelan pelan	slowly
CONJUNCTIONS	
karena	because
dan	and
tetapi	but

NUMBERS	
nol	zero
satu	one
dua	two
tiga	three
empat	four
lima	five
enam	six
tujuh	seven
delapan	eight
sembilan	nine
sepuluh	ten

COLOURS	
merah	red
kuning	yellow
biru	blue
hijau	green
merah muda	pink
hitam	black
putih	white

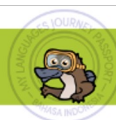
DAYS	
hari Senin	Monday
hari Selasa	Tuesday
hari Rabu	Wednesday
hari Kamis	Thursday
hari Jumat	Friday
hari Sabtu	Saturday
hari Minggu	Sunday
hari ini	today
besok	tomorrow
kemarin	yesterday

NOUNS	
pensil	pencil
gunting	scissors
lem	glue
penghapus	eraser
buku	book
air	water
makanan	food

HOW ARE YOU FEELING?	
Ada apa?	
Are you ok?	
Saya	panas
I'm	hot
	dingin
	cold
	lapar
	hungry
	haus
	thirsty
	capai
	tired

QUESTION WORDS	
Kapan?	When?
Di mana?	Where?
Dengan siapa?	With who?
Ada berapa?	How many?
Apa ini?	What is this?
Warna apa?	What colour?

Useful words and phrases 2



WHAT DO YOU LIKE?	
Kamu suka	apa?
You like	what?
Saya suka	bahasa Indonesia
I like	Indonesian
	binatang
	animals
	olahraga
	sports
	sekolah
	school

I WANT TO...	
Saya mau	membaca
I want to	read
	menulis
	write
	berbicara
	speak
	bernyanyi
	sing
	bermain
	play

MAY I...?		
Boleh saya	ke	kamar kecil?
May I	go to	the toilet?
		perpustakaan?
		the library?
		kantor?
		the office?
		luar?
		outside?
		sini?
		here?
		sana?
		there?
	pinjam	pensil
	borrow	pencil
		gunting
		scissors
		lem
		glue

WITH WHOM?	
Dengan	siapa?
With	who?
	guru
	the teacher
	teman
	a friend
	semua
	everyone
-	bertiga
	in a group of 3
-	sendirian
	by yourself, alone

ADD MORE USEFUL WORDS AND PHRASES

22

Source: My Languages Journey Passport (Indonesian), Victorian Department of Education

13



Suggestion #3: Plan for progress

- Plan across 7 years (i.e. 28 terms) in primary school or 2/3/4 (8, 12 or 16 terms) compulsory years in secondary school
- Content and skills of repetitive topics (e.g. major festivals) should be cumulative
- Break big topics down
- Identify 'core' grammar and vocabulary and find opportunities to revisit and consolidate it
- Maximize learning time

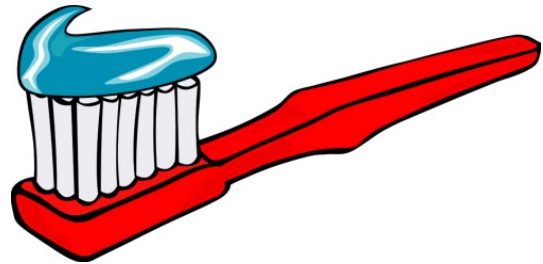
Key strategy: The 3Rs – Routines, Revision and Repacking

14



Routines

- activities that you do regularly
- activities that give a lesson/a week/a program structure
- activities that are 'good' for you



15

15



Why incorporate routines?

They:

- ✓ are efficient, once established they save time
- ✓ develop a momentum of their own
- ✓ eventually become uncontested, part of your classroom culture
- ✓ are a planning tool
- ✓ can provide regular opportunities for learners to revisit (and remember) previously encountered material



16

16



Singing

Essere o non essere

Sono, sei, é, siamo, siete, sono

baa-baa, black, sheep, have you, any, wool

Sono, sei, é, siamo, siete, sono

yes sir, yes, sir, three bags, bags, full +

Questo é il verbo **essere**

One for, the, ma, ster and, one, for the slave

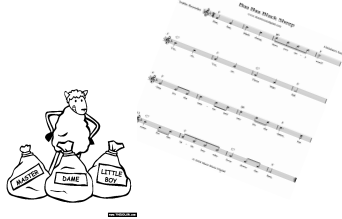
Questo vuol dire 'to be' in italiano

Sono, sei, é, siamo, siete, sono

baa-baa, black, sheep, have you, any, wool

Sono, sei, é, siamo, siete, sono

baa-baa, black, sheep, have you, any, wool



- Greeting song
- Days of the week song
- Forming a circle song
- Packing up song
- Happy birthday song
- Alphabet song
- Lining up song
- Brain break song (e.g. Heads, Shoulders, Knees and Toes)
- National anthem chorus



Date, date (season/weather chart)





Mandarin Day Chart

龙年

星期



一	二
三	四
五	六
日	

今天 是 日



Year 2 Mandarin Writing Mat

 红	 龙	 马	 爸	 今天
 朋友	 有	 没有	 上	 下
 坐	 车	 去	 国	 在
 年	 生日	 狗 龙 马 猴 牛 猪 兔 羊 鼠 鸡 蛇 虎	 中国	 学生



Hiragana writing and vocabulary mat

あ 	い 	う 	え 	お 
か 	き 	く 	け 	こ 
さ 	し 	す 	せ 	そ 
た 	ち 	つ 	て 	と 
な 	に 	ぬ 	ね 	の 

Created by T.Anderson



Repackaging

Create contexts in which students revisit material they have learnt before. However:

- the topic looks different;
- there is some new material;
- learners get a clear sense that they are extending their skills or their linguistic repertoire.

WHY?

To give learners a sense of progress and consolidate their current knowledge. With limited programs 'less is more'.





How? Strategic Planning

- plan across year levels
- identify core language (vocabulary and grammar features) that you regard as central and find ways to re-use and re-visit this same language without being repetitive
- sometimes less is more, break big topics down
- generate a sense of progress (not just linear)



23

23

Food



Vocabulary areas

- fruit
- vegetables
- drinks
- sweets
- breakfast/lunch/dinner
- lunch order
- specific types of foods: pizza, cake, sandwiches
- junk food/healthy food
- cultural meals
- from paddock to plate

Contexts

- describing food (at the market)
- expressing food habits and preferences
- making food - following a recipe
- buying food (shop/market/canteen)
- ordering food (a meal/an item)
- selling food

24



A food scope and sequence

Prep 1 - It's fruit break

- fruit vocabulary; I like/I don't like ..., I'm hungry
- What am I book? Describing fruit in terms of colour, size and shape, sweet/sour, hard/soft

Year 1 - In my lunchbox: sandwiches

- bread/bread roll, butter, common fillings plus lettuce, tomato, meat, cheese and other items from *The Very Hungry Caterpillar* (Lifecycle unit)
- I have, it has; I would like, with, and, lunch
- revise fruits, I like, I'm hungry

Year 2 - From paddock to plate

- common products (milk, butter, cheese, meat, bread, eggs, potatoes, chips, sausages, bacon)
- from X we get ..., X come + animal
- procedural language for making chips and/or butter (add, shake, chop, peel, fry)
- revision of farm animals, food vocabulary covered in Years 1 and 2

25



A food scope and sequence

Year 3 - I'm thirsty: drinks

- drinks (water, juices, fizzy drinks, smoothie, coffee, tea, hot chocolate), I'm thirsty, healthy, unhealthy, At + mealtimes I drink ..., hot, cold
- procedural language for making a fruit smoothie
- revision of fruits, expressing likes and dislikes, lunch, vocabulary from previous years (e.g. milk)

Year 4 - Let's cook – vegetable soup

- vegetables, salt, pepper, sausage, bacon bones (German pea soup), vegetables, kilo, grams
- procedural language for making soup
- Language required to buy and sell fruit and vegetables at the market
- revise vocabulary to describe colour, shape and size of vegetables

Year 5 - A German café

Year 6 - Visit to a restaurant

26



Number in Year 7 (7 – 10 Sequence)

Term 1

- counting to 20
- mobile numbers
- age

Term 2

- Time (o'clock, 24 hour clock – if appropriate)
- numbers to 60

Term 3

- purchasing food or drink (numbers to 100 or larger depending on the currency)

Term 4

- Advent calendar (ordinal numbers to 31)

27



Prep	Year 1	Year 2
<p>Greetings and getting to know you 1</p> <p><i>Good morning</i> <i>Good night</i> <i>Good-bye</i> <i>Wie heißt du?</i> <i>Ich heiße</i></p> <p><i>Song: Good morning song</i> <i>Song: Good morning, what's your name song (Frere Jacques)</i></p>	<p>Greetings and getting to know you 2</p> <p><i>Good afternoon</i> <i>Family vocab: Mum, Dad, brother, sister, baby</i> <i>Wo ist ...?</i> <i>Hier ist er/sie/es.</i></p> <p><i>Song: Family song (Where is thumbkin?)</i> <i>Song: Good morning, what's your name song from Prep (Frere Jacques)</i></p>	<p>Greetings and getting to know you 3</p> <p><i>Good evening</i> <i>Wie geht's?</i> <i>Danke, gut</i> <i>Nicht so gut</i> <i>Wie alt bist du?</i> <i>Ich bin</i></p> <p>Answer the question of which class they're in <i>Ich bin in Klasse 2.</i></p> <p><i>Number rhyme song</i></p>
<p>Move that body</p> <p>Name some of the following parts of the body: <i>Kopf, Achsel, Knei, Fuß, Augen, Ohren, Nase, Mund, Hand, Arm, Bein, Bauch</i></p> <p><i>Song: Heads, shoulders, knees and toes</i> <i>Song: Hände auf die Augen song (AT)</i></p> <p>Game: Beetles using body parts</p>	<p>My body</p> <p><i>Extra colours: brown, grey, blond, orange – dark and light</i> <i>Extra body parts: Haar, Gesicht, Körper</i></p> <p><i>Das ist mein/e + body part/family member</i></p> <p><i>Mein Haar ist + colour</i> <i>Meine Augen sind + colour</i></p> <p><i>Song: Hokey, Pokey</i></p>	<p>My body in sickness and in health</p> <p><i>throat</i> <i>My + body part hurts</i> <i>Get well soon</i> <i>Here is + water/bandaid</i> <i>Have a lie down.</i> <i>Frau Doktor/Herr Doktor</i></p>

28



Factors to consider when planning across year levels

Which texts and activities are most suitable for learners at different ages and stages?

Have you got something special at each year level?

Have you distributed any extra workload for you across the years?

Have you taken other school activities and your school context into consideration?

Have you exposed learners to a range of text-types and genres?

29



Revision ...

gives learners more opportunities to consolidate their understanding or refine a skill

allows learners to make connections between topics

makes sure the learners don't forget what they've learnt (Mastery Learning - builds their sense of competence)

30

30



Some revision ideas



Teach the students how revision works and how to revise (analogy with learning a sport skill)



Strategically incorporate revision in your planning documents (every year, every unit, every lesson)



Compile a revision bank



Task learners with making their own revision materials



Develop and/or use materials/tools with a revision focus

31



Revision Tools



<http://hyenacart.com/TeacherByDeCards>

Languages
Online



32



Compile a revision bank

- develop a series of resources (worksheets, games, activities – paper-based and digital) that revise previously encountered materials
- encourage/insist students complete these when you're absent, they've finished early, as preparation for tests/exams
- have the materials available in the room for learners to use when they have the opportunity (early finishers box)
- let parents know the materials exist
- make a recording of the teaching of tricky grammar points for students to access as often as required
- develop and implement a take home book reading scheme

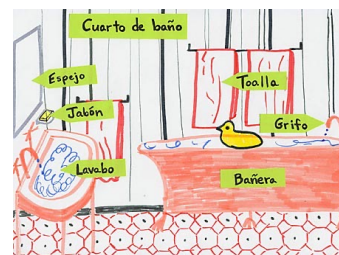
33





33



Learners make their own revision materials

- Card games, eg. Memory, Dominoes, Snap, Go fish
- Draw a memory scene
- Make a revision power point to use with the class
- Board games



apple	
banana	
lemon	
grapes	

34



Activities with a revision focus

- Cross offs
- Target language crosswords/Word finds
- Board games
- Odd-one-out
- Text sort (Known and new texts, jumbled up)

35

35



Cross-offs

1. Create a list of revision topics
2. Create a table and populate the table with vocabulary from the different topics
3. Students colour in the topic boxes in different colours (e.g. seasons - green, pronouns - yellow). This becomes the legend.
4. They then read the words in the table and colour them in according to the legend.
5. Students compare their 'quilts' and identify any differences

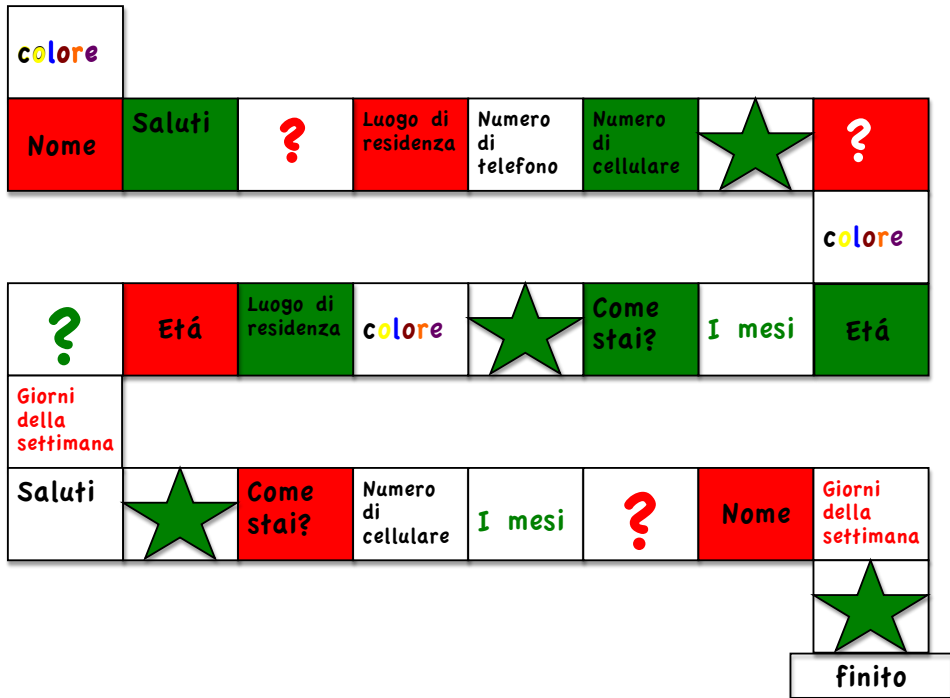
ITALIAN CROSS-OFF

- Days of the week
- Months of the year
- Colours
- Pronouns
- Seasons
- Greetings/Salutations
- School things

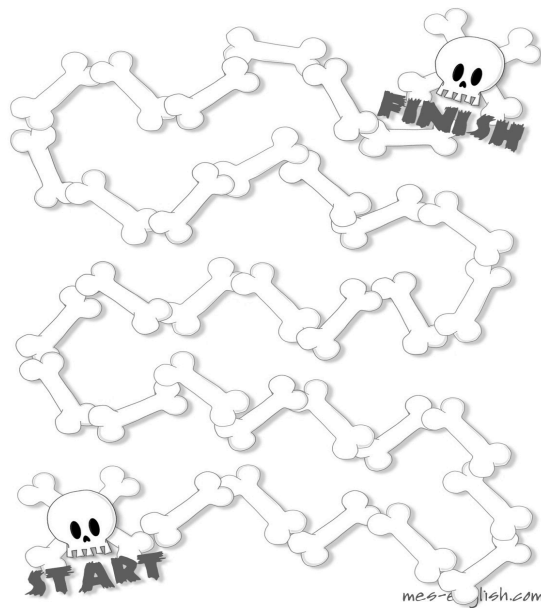
lunedì	l'estate	azzurro	la gomma	l'italiano
io	giovedì	mercoledì	tu	ciao
salve	é	il libro	buongiorno	agosto
marrone	luglio	la tuta	buon onomastico	l'astuccio
il diario	aprile	venerdì	gennaio	giallo
sabato	la matita	buonasera	verde	l'inverno
rosso	lei	ottobre	bianco	martedì
il riga	venerdì	loro	la primavera	grigio
maggio	giugno	lo zaino	arancia	fantastico
nero	arrivederci	domenica	lui	il quaderno

Colour all the words according to the legend given above. Some words will be left over and they make a secret message. Write it here.

36



Board Game: revising verbs



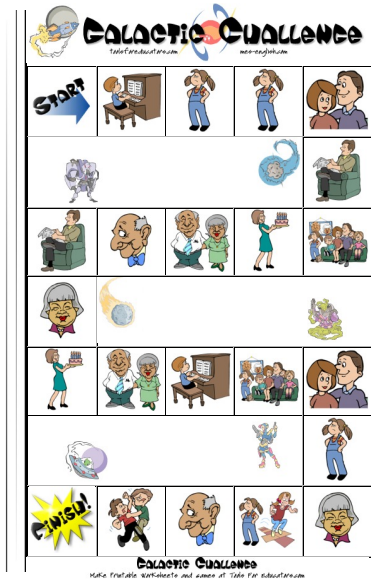
mes-e.ish.com



Board game: revising nouns

Tools for Educators.com - Make Printable Board Games

<http://www.toolsforeducators.com/boardgames/family1.php>



1 of 1

24/04/12 9:02 AM

39



Tricky - Odd-one-out

sisters	son	mother	six
him	her	he	his
garden	dog	bedroom	outside
big	tall	yellow	happy

<http://www.teachingexpertise.com/resource/s/modern-foreign-languages-mfl-activity-which-is-the-odd-one-out-3057>

40



Suggestion #4: Demonstrate progress

My Languages Journey Passport

Available in: Chinese, French,
German, Indonesian, Italian,
Japanese, Spanish



41



My Languages Journey Passport

A resource for language teachers and as a means of engaging foundation to year 3 students and their families in language education.

Passports are a free resource for Victorian government schools.

Non-government schools can order the Passports for \$1.50 each.

- order copies of [My Languages Journey passport](#) (government school)
- order copies of [My Languages Journey Passport](#) (non-government school)

For suggestions on how to use the Passports:

- download the [My Languages Journey Passport Teacher Guide](#)
- view a recorded MLTAV webinar on [using the My Languages Journey Passports](#)

Downloadable PDF versions of the Passports in A4 and A5 sizes are available on request.

For queries, or to request a downloadable PDF version contact:

languages.passports@education.vic.gov.au

42

42

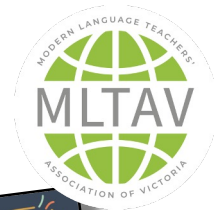


Suggestion #5: Promotion

- of yourself as a multilingual professional with particular skills in grammar/language, literacy and intercultural understanding
- of ALL languages
- of your program and your learners



Posters available for download from MLTAV website



Filled with ideas that students can use to Lead Languages in their school!

This resource was developed by MLTAV as part of the 'Building Languages Leaders' - a project funded by the Department of Education's Victorian Challenge and Enrichment Series





45



46



7. I can
greet students and
families in our language
at the school gate.

47



11.
I CAN
HELP CREATE DISPLAYS
AND SIGNAGE IN OUR
LANGUAGE FOR SPECIAL EVENTS,
OCCASIONS AND CELEBRATIONS.



48

13.
I can lead my
class to participate
in games and/or
"brain-breaks"
in our language.

49

20. I CAN HAND OUT A
"CAUGHT YOU SPEAKING"
LANGUAGE AWARD TO STUDENTS
INSIDE OR OUTSIDE THE CLASSROOM.
THE REWARD TICKET COULD GO INTO
A LUCKY DRAW AT THE ASSEMBLY.

50



21. I CAN HELP THE LANGUAGE TEACHER SET UP A "LANGUAGE CORNER" IN EACH CLASS TO PROMOTE MORE LANGUAGE USE.

51



So, what were the 5 suggestions to foster successful Primary Languages Programs?

1. Share your vision
2. Plan for mastery (foster a sense of competence/self-efficacy)
3. Plan for progress (3 Rs)
4. Demonstrate progress (to learners, colleagues and parents)
5. Promotion

52

52



Danke schön!

Email me if you'd like a copy of the presentation

Dr Andrea Truckenbrodt
Language and Literacy Education
Faculty of Education
University of Melbourne
andrea.truckenbrodt@unimelb.edu.au



53

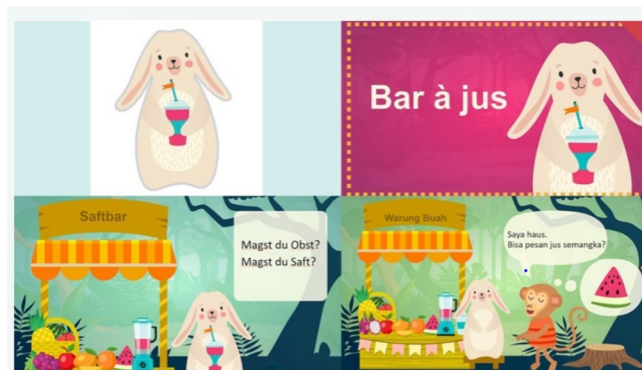
53



Juice Bar F-2 Units of Work

Available in:

Chinese, French, German,
Indonesian, Italian, Japanese,
Spanish



57



Let's Celebrate Yr 8 Units of Work

Available in:
French, German, Indonesian,
Italian, Japanese, Spanish

