

Switching from one language to another within our lessons: how do we manage those transitions with and for our students?

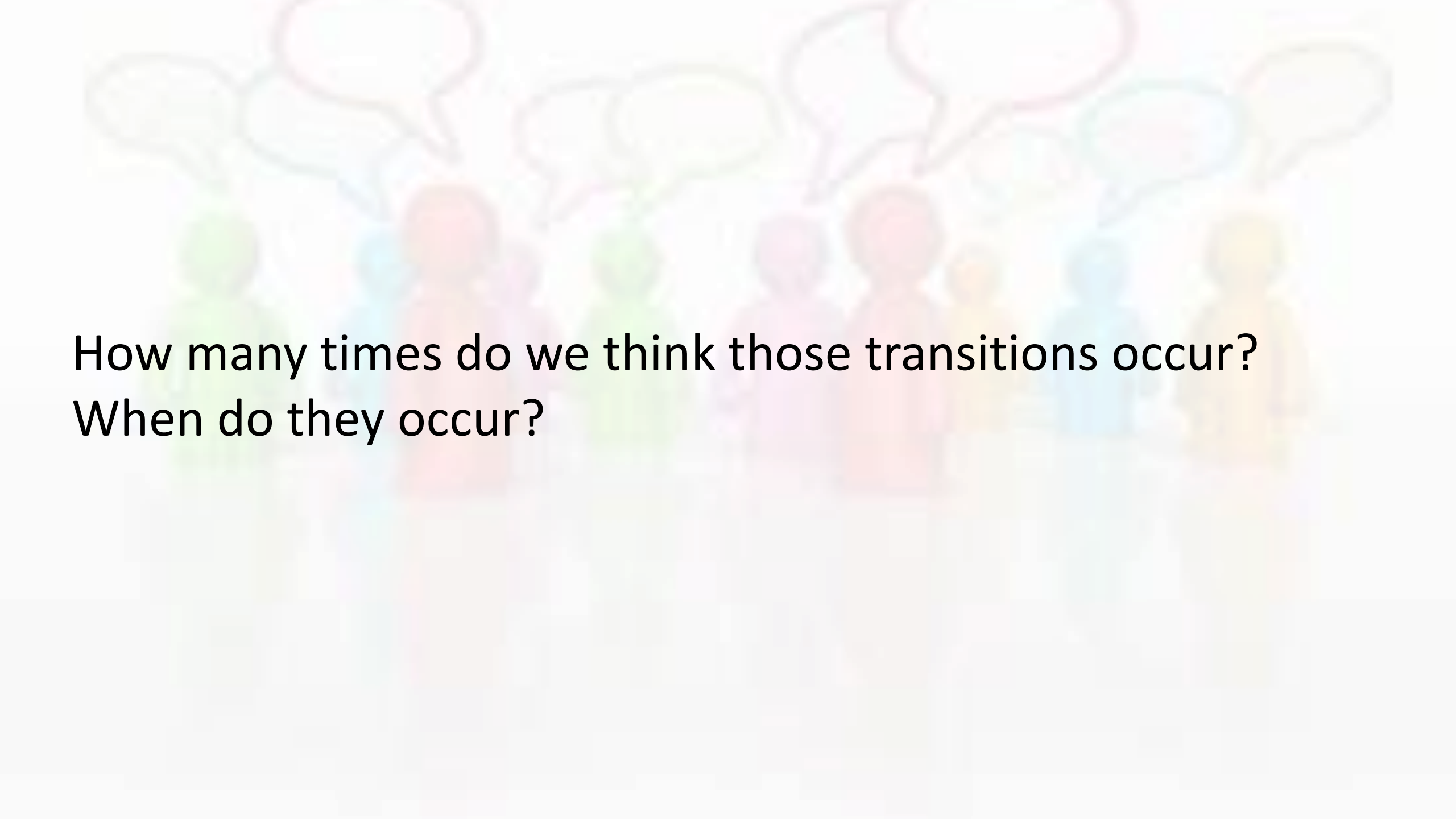
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How many times do we think those transitions occur?
When do they occur?

Tips from the British Council:
the more the better

Research by L Meiring and N Norman:
learner's use of the target language
critical

Research by Ernesto Macaro: code-
switching

Research by Peter Dickson: tackling grammar an issue

THE USE OF TARGET LANGUAGE IN THE CLASSROOM

Avoiding strategies: use of pictures and actions

Research by Baohua Yu: developing a
learning environment (relationships and
behaviour)

Ann Swarbrick and the communicative
approach

at KS2

at KS3 “translate short written text accurately into the foreign language”

at KS4

The use of TRANSLATION SKILLS in developing listening, speaking, reading and writing

History of translation and techniques

at A level

<https://www.teachingenglish.org.uk/article/translation-activities-language-classroom>

at university

Research about T1 T2 and T3 vocabulary
leading to higher thinking skills

EXPLOITING THE LINKS BETWEEN WORDS
IN DIFFERENT LANGUAGES

How it supports literacy

Cognates

cognate

ADJECTIVE

•1Linguistics

(of a word) having the same linguistic derivation as another (e.g. English father, German Vater, Latin pater)

‘the term is obviously cognate with the Malay segan’

- *‘English mother and German Mutter are cognate words.’*
- *‘However, many linguists think he chose cognate terms too broadly to bolster his reconstruction.’*
- *‘The Greek ‘graphein’ (to write) and ‘grate’, ‘grind’ and even ‘scratch’ are probably cognate etymologically.’*
- *‘“Saxon” is cognate with stranger in most Celtic languages, while ‘Welsh’ means foreigner in old Saxon.’*
- *‘There is an interesting but short section on the local adaptive value of cultural rules including dialects and cognate words.’*

•2formal Related; connected.

‘cognate subjects such as physics and chemistry’

1.2.1 Related to or descended from a common ancestor.

Compare with [agnate](#)

NOUN

•1Linguistics

A cognate word.

- *‘More than a dozen words and cognates are employed throughout the Old Testament for beauty.’*
- *‘The many lexical and grammatical cognates in English and Dutch probably give the Dutch learners of English a considerable head-start in the learning process.’*
- *‘The successful bilingual readers also mentioned strategies specific to bilingual contexts, such as use of cognates and translating.’*
- *‘The word neshama is a cognate of nesheema, which means literally ‘breath.’’*
- *‘It’s a very old word, with cognates in most Germanic languages.’*

•2Law

A blood relative, especially on the mother's side.

Origin

Early 17th century: from Latin cognatus, from co- ‘together with’ + natus ‘born’.

Pronunciation

cognate

/ˈkɒɡneɪt/

By rote

Grammar taught
when vocabulary knowledge is secure

GRAMMAR

At KS3

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- use accurate grammar, spelling and punctuation

At KS2:

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Theories on grammar teaching

<http://www.education.leeds.ac.uk/assets/files/staff/papers/Borg-ELTJ-53-3-2.pdf>

At KS2

Authentic resources

TALKING ABOUT CULTURE

At KS3

Comparisons: similarities and differences

The EAL child

[KS3 National Strategy 2004 pages 9 and 10](#)

Exposure through social media and TV

OUR PUPILS' OUT-OF-SCHOOL EXPERIENCES

The bilingual child

Parental influence
eg [onethirdstories](#)



CONCLUSIONS