

The Role of L1 in the Spanish Class



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Presentation outline



- Use of L1 and TL
- Questionnaire results
- Theories
- Advice on when to use L1 and TL
- Developing teacher's confidence in using TL and getting pupils going too, without totally banning L1 in the classroom.

Experience and theories



- Our experience of language learning
- Your experience of language learning
- Where you are at now
 - How confident are you feeling about using target language in your lessons?
 - How confident are you feeling about the amount of target language which you use?



Do you think the use of English in the language class is acceptable?



When do you think is acceptable to use English in the language class?

- Teaching Grammar
- Teaching Oral
- Defining/explaining vocabulary
- At beginner level
- Classroom management
- Other

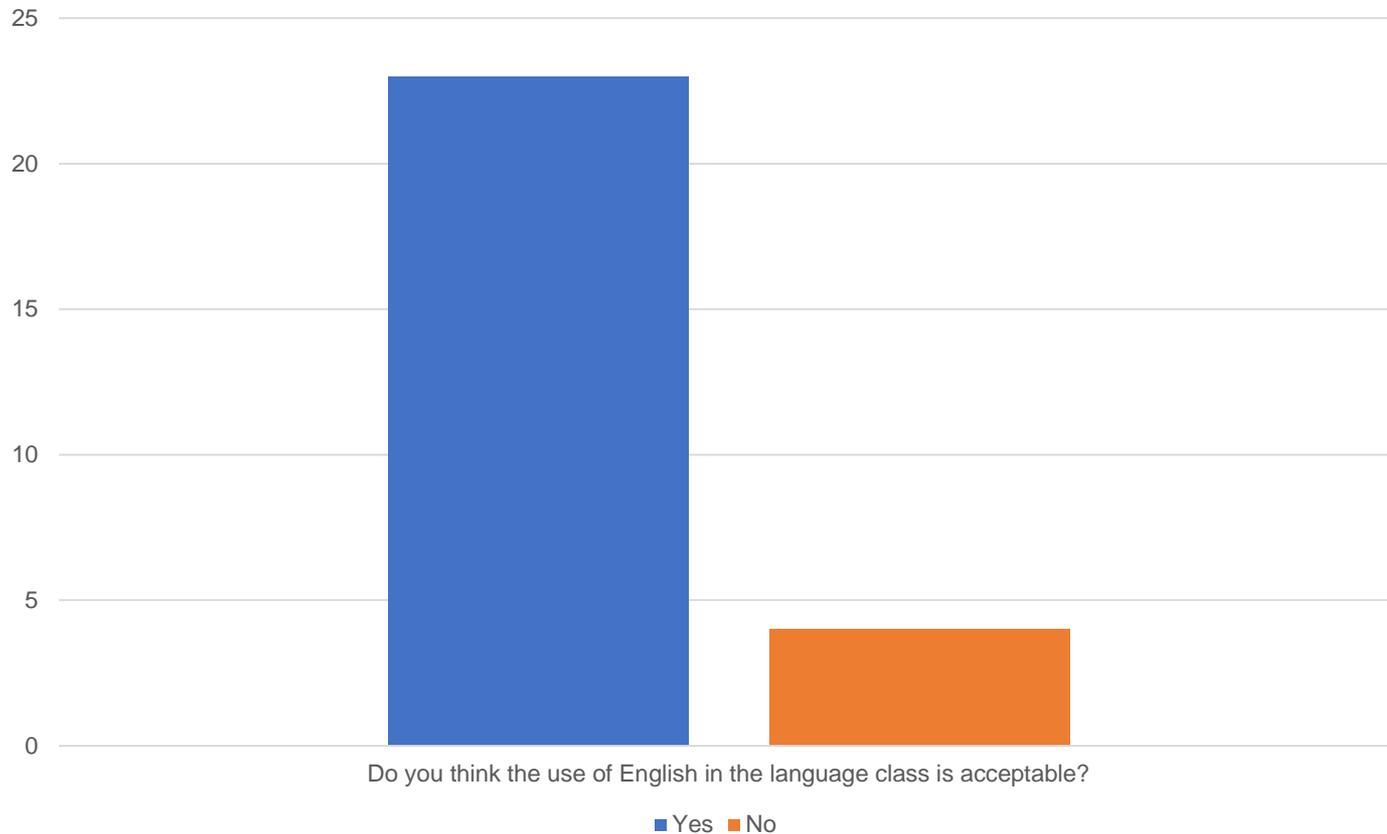
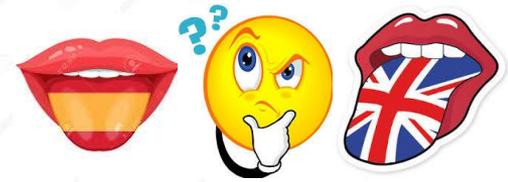


Do you think that there are certain situations where it is only acceptable to use the target language?



What do you think is the opinion of the Post-A Level students who completed the questionnaires?

Do you think the use of English in the language class is acceptable?

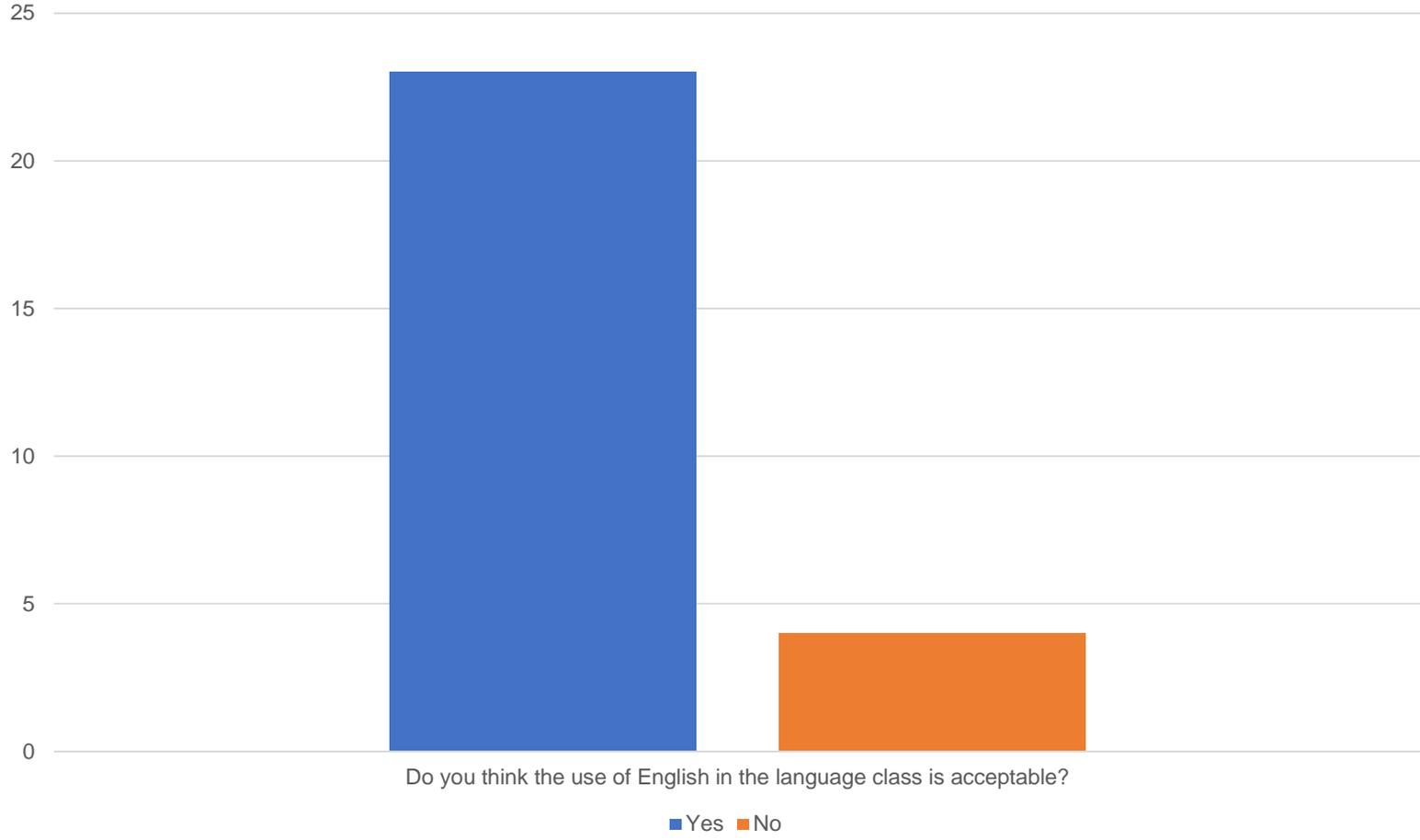




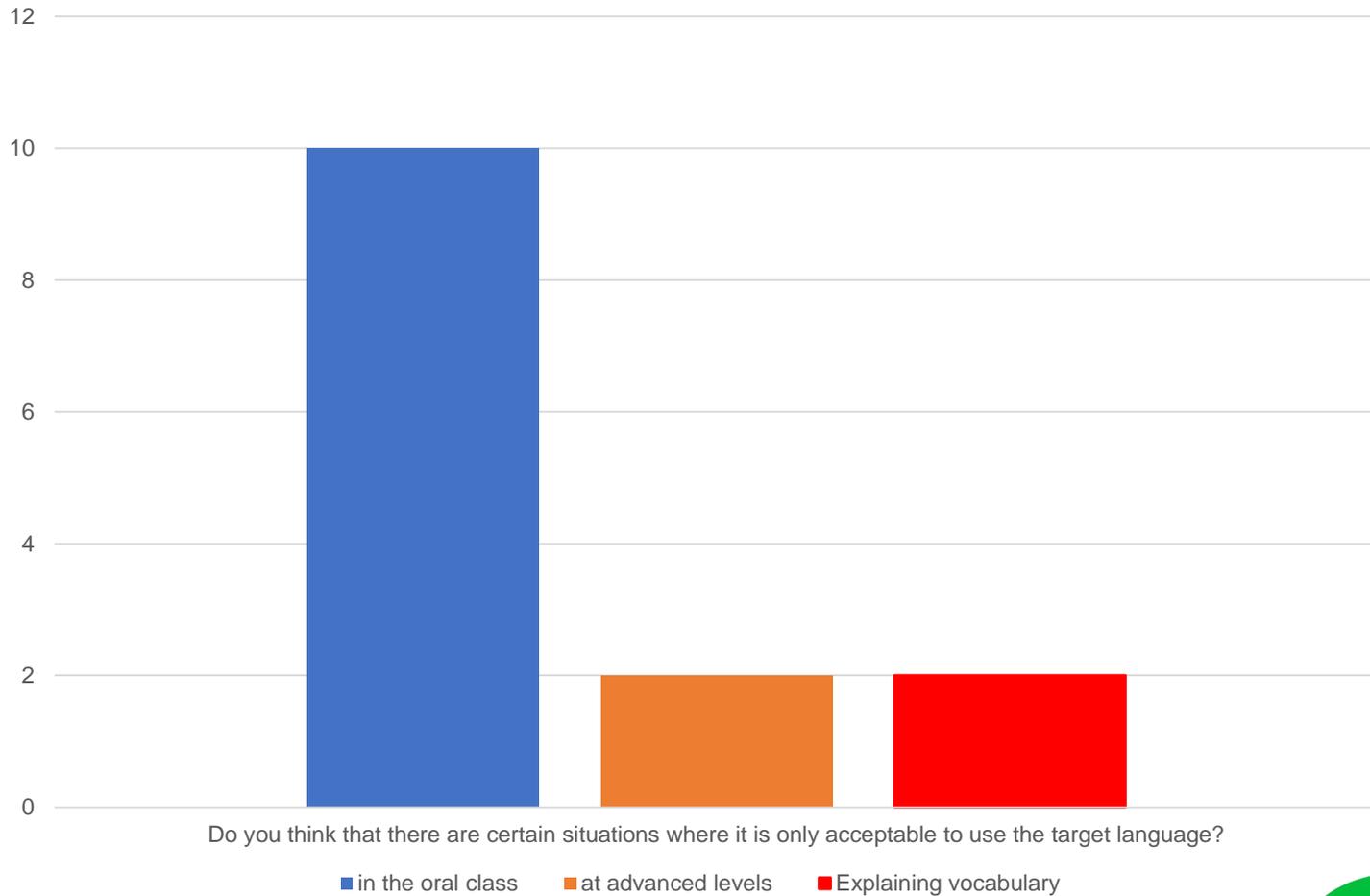
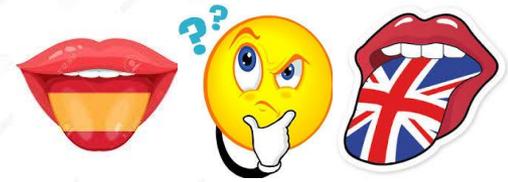
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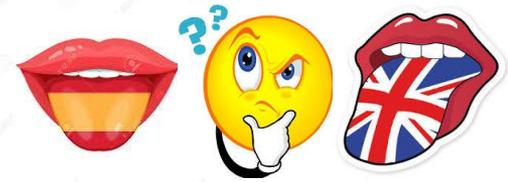
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Do you think that there are certain situations where it is only acceptable to use the target language?



Theories of target language use

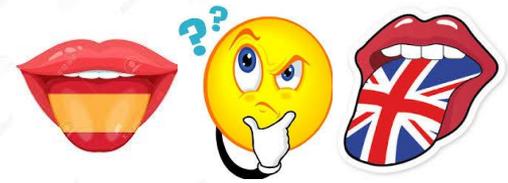


1. [The direct method](#)
2. [The bilingual method](#)
3. “As much as we can!”
4. People do not agree! [The Language Gym](#)

Current advice:

[From the British council](#)

[Research I can relate to](#) , also [here](#)



Many of the language teaching theories of the 20th century (from the Direct method to the Communicative method) advocate a monolingual teaching of languages, where the use of translation and the students' first language are banned from the classroom.

The monolingual teaching of languages is an idea that has persisted 'almost unquestioned for over a hundred years.' (Cook 2010: 5).

Can you think of any reasons for this?



The international dominance of English native speakers, who find absolution in **the dogma of monolingualism** when they cannot understand the language of their pupils, together with **the cheaper mass production** of strictly English textbooks in Anglo-American mother countries, constitutes one of the reasons behind the **sanctification** of, and the demand for, monolingualism in the classroom.

(Butzkann and Caldwell, 2009:22)

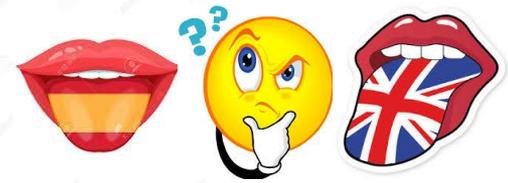


I also hope to show that the reasons behind the rejection of translation in the 20th century were more **political and commercial** than pedagogic or linguistic...

(Cook, 2010:xvi)

This “English-only” policy has, of late been classified as “oppressive” ... and “neocolonialist”

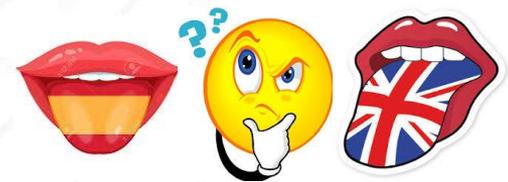
(Butzkann and Caldwell, 2009:22)



Another reason for **L1 Taboo** is the idea that for FL learning the student needs to experience as much language immersion as possible.

However, mere **language immersion is not sufficient for FL learning.**

Research studies have shown that some students, after ten months abroad on their sandwich year, had little to show beyond a superficial fluency in the trivial give-and-take of restaurant, bar, disco or games field. They returned even less well equipped to sustain a difficult discussion of any depth in the FL than when they left their home university. Mere immersion had not worked on them (Hawkins 1988)



Immersion can become submersion and drowning, at least at the lower levels.





Another reason for the dominance of the direct and communicative method is the desire to imitate L1 acquisition.

Brainstorm:

Are there any differences between FL and L1 acquisition?

One of the main difference is the hours of exposure:

Young children are attentive to what people are saying perhaps 10 hours a day, or **70 hours a week**. Contrast that with students who spend a mere **5-6 hours a week** in a conventional language class.

(Butzkann and Caldwell, 2009:30)

Affective reasons for using L1



Rivers, in her language learning diary (1979: 74) confesses:
“**One feels such an idiot** when one cannot express one’s own personality at least from time to time’.

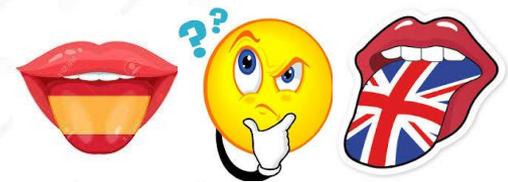
(Butzkann and Caldwell, 2009:35)

Teachers who were themselves put to the test of learning a new language ... were surprised how **vulnerable** they felt as beginners and how **overwhelming, frustrating, and humiliating** the experience was (Probyn 2001; Barnard, 2002)

(Butzkann and Caldwell, 2009:39)

Anxiously avoiding the mother tongue can impair the communicative quality of a lesson.

(Butzkann and Caldwell, 2009:36)



At this point we need to stress **the crucial role of monolingual, communicative activities and tasks**, but because of the restrictions of time in the classroom it is necessary to struck a balance between the use of L1 and TL.

FL teachers should ensure that the FL is the normal working language of the classroom.

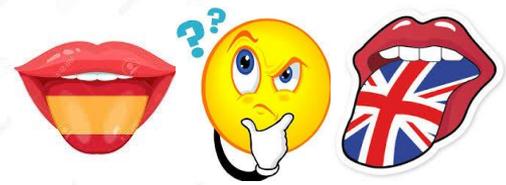
In what follows we will look at strategies for the use of both TL and L1.

When and how to use L1



Conducting the very first lessons in L1 will provide the necessary **scaffolding** for the pupils. Later, with the help of the sandwich technique, the normal business of the class can be conducted in the TL.

When and how to use L1



The sandwich technique

Statement in L2 - restatement in L1 - restatement in L2

asombroso – amazing - asombroso

It is a quick way to make classroom communication possible in a very discreet manner (like whispered interpreting).

L1 insertions can be a “**conversational lubricant**” (Butzkamm 1998) to keep the communication running smoothly.

When and how to use L1



L1 mirroring is the term use for literal translations and adaptations with a view to making the foreign structures salient and transparent to learners.

(Butzkann and Caldwell, 2009:106)

‘I have 11 years’

‘I have thirst’

‘It makes heat’

When and how to use L1



Allow a a pupil who is at a loss for a word to use L1 before continuing in the TL.

Teachers create vocabulary request sheets for topics that interest their students (travel, sports, hobbies, etc.)

Use of bilingual word cards

Getting students to read at home L1 texts on the same topic that is going to be covered in class.

When and how to use L1



Translation – Suggested Activities

Oral translations into the L1 of short texts to practise reading comprehension.

Summarising or a gist translation of an article into the L1

Comparing film (or book) titles

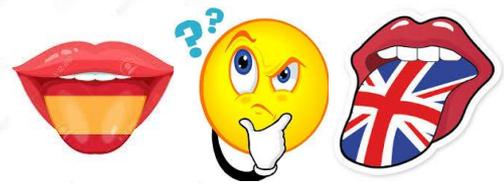
Proverbs and set expressions: ‘and they lived happily ever after’

Dialogues from cult films and commercials

Selected film scenes could be translated and then acted out in both languages.

Songs

When and how to use L1



Translation – Suggested Activities

Something that can provide both motivation and support for translation at various levels of attainment is short text such as that found in globalised advertisements for Coca Cola, cars, electronic equipment, etc. ... Often such internationalisation provides thematically similar advertisements (sometimes with localised cultural enrichment) for which students have been already prepared in meaning terms through the L1 parallel versions.

(Butzkann and Caldwell, 2009:200)

When and how to use L1



A “**classroom glossary**” on the wall so that students can express their needs.

Classroom management: taking the register, asking the whereabouts of absent children, dealing with late arrivals, distributing books, calling for attention, praising, setting up and explaining games, setting up homework, collecting money for school trips ...



<https://onethirdstories.com/>

STORIES THAT START IN ENGLISH
AND END IN A DIFFERENT LANGUAGE



HOW DOES MY CHILD LEARN FROM THE CLOCKWORK METHODOLOGY™

The **Clockwork Methodology™** works because it helps children learn a new language in the same way that they expand their vocabulary in their native tongue.

When kids are listening or reading, they often hear new words that they don't understand.



<https://onethirdstories.com/>

STORIES THAT START IN ENGLISH AND END IN A DIFFERENT LANGUAGE



But when they come across them in 'intelligible contexts', they're able to come up with a theory about what the word means.

They might get this a little bit wrong at first but that's okay. In fact, making mistakes is a key part of learning a language. But as a child is exposed to the word in multiple and varied contexts, they'll develop their understanding of what it means, be able to recall it faster and soon be able to use it in their own speech and writing.

Teachers Talking Spanish



How it can help us, with concrete suggestions, recycling language:

- “Escuchad / Escuchad a John”
- Using hooks: 5, 4, 3, 2, uno y medio, 1, 0 (which children join in with!)
- Use cognates when possible
- Gives pointers and helps to make connections between words in Spanish and words in English
- Add instructions as you go along (rather than lessons on them)
- Helps with vocabulary, pronunciation and grammar
- Encourages to be playful

1 Instructions and requests: getting started

- 1 Introduction to Teachers Talking Spanish
- 2 Looking and listening
- 3 *Pronunciation check*
- 4 Showing and pointing
- 5 *Pronunciation check*
- 6 Speaking and repeating
- 7 *Pronunciation check*
- 8 Reading and singing
- 9 *Pronunciation check*
- 10 Gender and plural
- 11 *Pronunciation check*
- 12 Writing and drawing
- 13 *Pronunciation check*

2 Instructions and requests: moving on

- 1 Words and sentences
- 2 *Pronunciation check*
- 3 Starting and stopping
- 4 *Pronunciation check*
- 5 Getting active
- 6 *Pronunciation check*
- 7 Reflexive verbs
- 8 *Pronunciation check*
- 9 Infinitives and negatives
- 10 *Pronunciation check*

3 Instructions and requests: going further

- 1 Requests and instructions for one child
- 2 *Pronunciation check*
- 3 Requests and instructions needing extra attention
- 4 *Pronunciation check*
- 5 More requests and instructions for one child
- 6 *Pronunciation check*
- 7 Back to reflexive verbs
- 8 *Pronunciation check*
- 9 Don't do that!
- 10 *Pronunciation check*
- 11 Making a polite request
- 12 *Pronunciation check*

4 Teaching and learning: getting started

- 1 Back to gender and plural
- 2 *Pronunciation check*
- 3 Presenting new nouns
- 4 *Pronunciation check*
- 5 The first person
- 6 *Pronunciation check*
- 7 Modelling
- 8 *Pronunciation check*
- 9 Sequencing
- 10 *Pronunciation check*

a helping hand to fluency in KS2

5 Teaching and learning: moving on

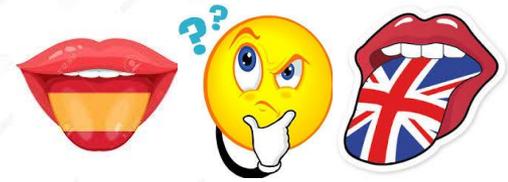
- 1 Right and wrong
- 2 *Pronunciation check*
- 3 Pronunciation and spelling
- 4 *Pronunciation check*
- 5 True or false
- 6 *Pronunciation check*
- 7 Do it again!
- 8 *Pronunciation check*
- 9 Drawing an activity to a close
- 10 *Pronunciation check*
- 11 Talking about work
- 12 *Pronunciation check*

6 Teaching and learning: going further

- 1 Looking ahead
- 2 *Pronunciation check*
- 3 Checking for learning
- 4 *Pronunciation check*
- 5 What are they thinking?
- 6 *Pronunciation check*
- 7 Using the verb *to have*
- 8 *Pronunciation check*
- 9 Looking back
- 10 *Pronunciation check*
- 11 More verbs in the past
- 12 *Pronunciation check*
- 13 Sequencing in the past
- 14 *Pronunciation check*
- 15 And finally...

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How would YOU introduce these phrases?



Mirad
Escuchad
Escuchad a John y mirad esto
Mirad aquí
Mirad la frase
Mirad
Mirad la página 24
Mirad la palabra número 2
Mirad el párrafo y escuchad el CD
Todo el mundo, mirad la imagen A y escuchad la cinta

Un boli
el boli
los bolis
unos bolis
una hoja
la hoja
las hojas
unas hojas
Coge un lápiz
Coge un rotulador
Coge una goma
Coge una regla
Coge los bolis
Coge los lápices
Coge las hojas
Coge las reglas

Leed el párrafo en silencio
Leed la frase en voz alta
Cantad conmigo
Todos juntos conmigo
En español
En francés

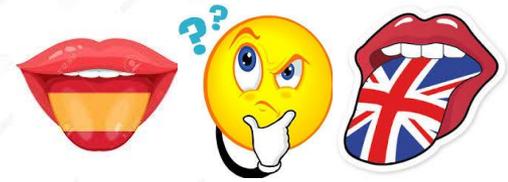
Escribid la frase
Subrayad el título
Copiad el ejemplo
Copia la lista
Mirad la imagen
Dibujad un animal imaginario

Hablad bajo
Hablad alto
Hablad más alto
Repetid rápidamente
Decid gracias
Decid buenos días
Decid Adiós



NOW HOW DO WE GET THE CHILDREN TO SPEAK TO US AND TO EACH OTHER IN SPANISH?

- How do you do it?
- To speak to each other in Spanish: during pair and group work
- To speak to us and each other in Spanish: during games
- To speak to us in Spanish: classroom routines



To teach hacer : hacer trampas, which means to cheat

Masculino/feminino : ¡Tramposo ! ¡Tramposa !

Tener : tengo razón
 tienes razón
 tiene razón

Estar : estoy equivocado/a

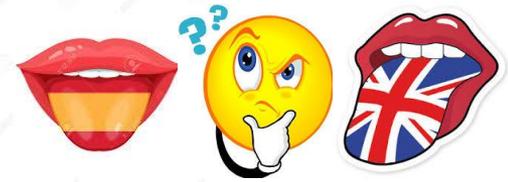
Question : ¿estás equivocado/a?

Negative : No estoy de acuerdo

Possessive : es mi turno / es tu turno

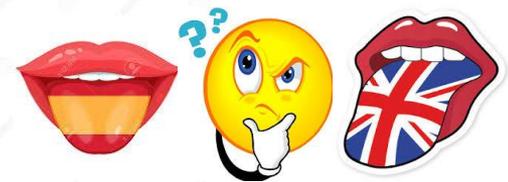
Es el turno de ...

Praise: ¡choca las cinco!



NOW DO THE QUIZ AND COME UP WITH WHAT YOU/YOU THINK THE CHILDREN WOULD LIKE TO KNOW HOW TO SAY IN SPANISH

<https://www.euroclubschools.online/spanish-easter>



Other resources and practical advice:

- [ALL Connect: KS2 Speaking](#) , accessible to all through the [ALL website](#); [target language pages 12 and 13](#)
- [ALL Connect: KS2 Language Coordinator's Handbook](#); [pages 47-55, target language for the classroom](#) , including a languages ambassador / monitor
- [ALL The Barry Jones Archive: Target language. You speak, they speak: focus on target language use](#)
- [A module on teacher's use of the target language](#)
- [The Open University](#)
- [Practical tips by Flashsticks](#)

Is it about...

finding the right balance for YOUR class(es)?



Now how confident are you feeling about using target language in your lessons?

How confident are you feeling about the amount of target language which you will be using in the future?

Last quotes to challenge us:

“Overexpose the learners to a wealth of superfluous.” (Daniel Alliot, June 2017)

“You can do a lot with a bit of language.” (Jenny Carpenter, November 2017)

Resources



Consejería de educación:

<https://www.mecd.gob.es/reinounido/portada.html;jsessionid=AABA3C3185244DE8FA87EE6AF394468A>

Instituto Cervantes: <http://www.cervantes.es/default.htm>

redELE:

<https://www.mecd.gob.es/educacion/mc/redele/portada.html>

Todoele - <http://www.todoele.net/>

marcoELE - <http://marcoele.com/>

El tarro de los idiomas - <http://www.eltarrodelosidiomas.com/>

Lapiz de ele - <https://www.lapizdeele.com/>

abcdeELE - <https://abcdeele.com>

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THANK YOU!
¡Y GRACIAS...

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Download the presentation at <https://nattalingo.co.uk/general-blog/the-role-of-11-in-the-language-classroom/>