

Webinar 4: Handout 8

Strategies for supporting language transfer and L2/Lx learning

Instructional strategies for supporting transfer of knowledge and skills across languages

- Begin instruction in L2/Lx with similarities to the L1 (i.e., same letters that represent the same sounds or words that have the same meanings) and progress to differences between the languages
- Use simpler speech: shorter sentences, slower pace, simple words
- Assess and build on student background knowledge of the content (what they already know)
- Provide contextualized experiences (hands-on learning, realia, interaction, drama, pictures, etc.)
- Use scaffolding: visual aids, graphic organizers, peer activities, L1 support, etc.
- Scaffold language use (e.g., repeat and expand student responses when appropriate)
- Integrate peer, small-group and whole-class discussions into lessons

Instructional techniques to support second language learners

- Create links to personal experiences and background knowledge (personal connections)
- Encourage use of the first language (new vocabulary & concepts should be understood in both/all languages if possible)
- Give students time to process and test out ideas (discussions & projects)
- Enhance meaning with pictures, objects and actions (realia or drama)
- Practice and play with the sounds of an L2/Lx (language games)

Additional Resources:

FHI 360. (2017). Five Techniques to Support Second Language Learners in the Classroom. Global Education. Available at <https://www.fhi360.org/resource/five-techniques-support-second-language-learners-classroom>

Louge, N. (2016). Learning to reading in multilingual contexts: Best practices from the field. Presentation for the Global Reading Network. Available at <https://globalreadingnetwork.net/resources/mother-tongue-based-multilingual-education-mtb-mle>

Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for Language Use in Education: Best Practices and Practical Steps to Improve Learning Outcomes*. Washington, DC: U.S. Agency for International Development. Available at <https://globalreadingnetwork.net/eddata/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes>

Teacher's guide and instructional strategies to support language transfer:

Examples from Uganda

In Uganda, English instruction begins in grade 1 as a subject, and in grade 4 language of instruction transitions from local language to English. To support the teaching and learning of multiple languages and transition from learning in a Ugandan language to learning in English, the USAID-supported Uganda School Health and Reading Program and the LARA program (implemented by RTI International in collaboration with its partners and the Ministry of Education, Science, Technology, and Sports) developed teacher's guides that included activities and design elements to support teachers in doing so.

The image below is from the grade 2 English teacher's guide. In grade 1, students learned their letters in the local language. The column on the right includes guidance to teachers on how to explicitly explain to learners the differences and similarities between letters from different languages. Because the English teacher's guide is used by teachers teaching in 12 different languages, the word "language" is used in place of the name of a specific language.

<p>Step 2: Letter Names and Sounds (7 minutes)</p> <ol style="list-style-type: none">Display the new letter on the chalkboard, point to it and say its name and sound.Repeat with learners as they point to the letter in their pupil books.Repeat with individual learners.Teach the gesture that is related to the letter sound. (See pupil book.)Say the letter name and sound together with the class.Repeat with selected learners.Review the letters by switching between giving the letter sounds, the letter names or the gestures. Learners respond with the missing parts.<u>Option:</u> Have learners air write or write the letter on the desk or their arm. <p><u>Continuous Assessment:</u> Assess 3-5 learners' ability to identify letter names and sounds. Mark on the CAM Form.</p>	<p>Compare the English alphabet to the local language alphabet. Suggestions:</p> <p><i>This English letter has the same sound and same symbol as language X.</i></p> <p><i>This English letter has the same symbol but the sounds are different.</i></p> <p><i>This English letter is not used in language X.</i></p> <p>When you show how to air write a letter, your back should be to your learners.</p> <p>Do not add an extra vowel to consonant sounds. Say /t/ not /tuh/.</p>
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Source: USAID/Uganda School Health and Reading Program. Teacher's Guide: English I can read and write, Primary 2 (2014). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at: <https://globalreadingnetwork.net/eddata/p2-english-teachers-guide>

The image below is in the grade 4 English pupil book. To support transition from learning in a Ugandan language to learning in English at this grade level, a section was added to the English book to support the development of academic language. The transition lessons (see “transition text week” in columns below) use informational text structure, glossaries, graphics and bolded terms, which will be helpful when engaging with textbooks in other subjects. There are four weeks of activities for each transition text. The transition lessons are distinct from the English lessons. They are a distinct section in the pupil book and have grayscale on the side of the page to find them easily. Informational text is often considered useful across contexts because topics tend to be more culturally neutral.


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Source: USAID/Uganda School Health and Reading Program. Pupil Book: English I can read and write, Primary 4 (2015). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at: <https://shared.rti.org/content/pupil-book-english-i-can-read-and-write-primary-4>

This image below is on page 60 of the grade 1 English teacher's guide. In Uganda, grade 1 English is a subject, and the purpose is primarily oral language development. This activity is included to provide teachers an optional activity for supporting language development. Note that the teacher reads the word (from a distance) and asks the children to point to the item. The use of labels is to develop print awareness and to learn the English word for something that is likely known in the local language.

4.1 Parts of the body



(Page 1, Page 12)

Do More

Read the Room

On recycled cardboard or paper, draw pictures relevant to the theme (arm, leg, etc). Label the drawings in both English and local language. Post the drawings and labels throughout the room - from the ceiling, on the walls. Say a word and ask learners to point to it.

Vocabulary Words

- ears • eyes • nose
- arm and hand • head • leg and foot

Vocabulary: Phonological Awareness

- ears (1) • eyes (1) • nose (1)
- arm (1) • head (1) • leg (1)
- foot (1)

Sentence Structures

1. Show me your...

This is my...

2. Show me your...

These are my...

Concept of Word: Text

Picture 1: I use my brain to think, think, think

Picture 2: I use my nose to smell

Picture 3: I use my eyes to blink, blink, blink

Picture 4: I use my throat to yell

Concept of Word: Actions

Picture 1: Touch head with one finger and nod three times.

Picture 2: Touch nose with one finger and pretend to smell something.

Picture 3: Touch under eyes and blink three times.

Picture 4: Touch throat with hands. Open mouth wide to yell.

References

NPSCU Teacher's Guide

- Competences for Assessment, pages 79-80
- Sample Scheme of Work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

NPSCU Curriculum Scope and Sequence

- Page 25

Source: USAID/Uganda School Health and Reading Program. Pupil Book: *English I can read and write, Primary 1* (2015). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at <https://globalreadingnetwork.net/eddata/p1-english-teachers-guide>