



مرحبا العالم
Hallo Welt
Hej Värld!
Hello World
Ciao Mondo
ハローワールド!
¡Hola mundo!
世界您好
Salut le Monde!



Helen Stokes

Making connections between
languages with translation skills:
for easier transition between KS2
and 3.

Objectives

The objectives will be to show teachers how they can make connections between languages and within languages to help switching between languages easier, when children move between KS2 and 3.



Transition

- When children make the transition from KS2 to KS3, they have already been learning a language for 4 years, but they may be moving to a school where they will learn a different language in Year 7 and will begin again on their language journey.

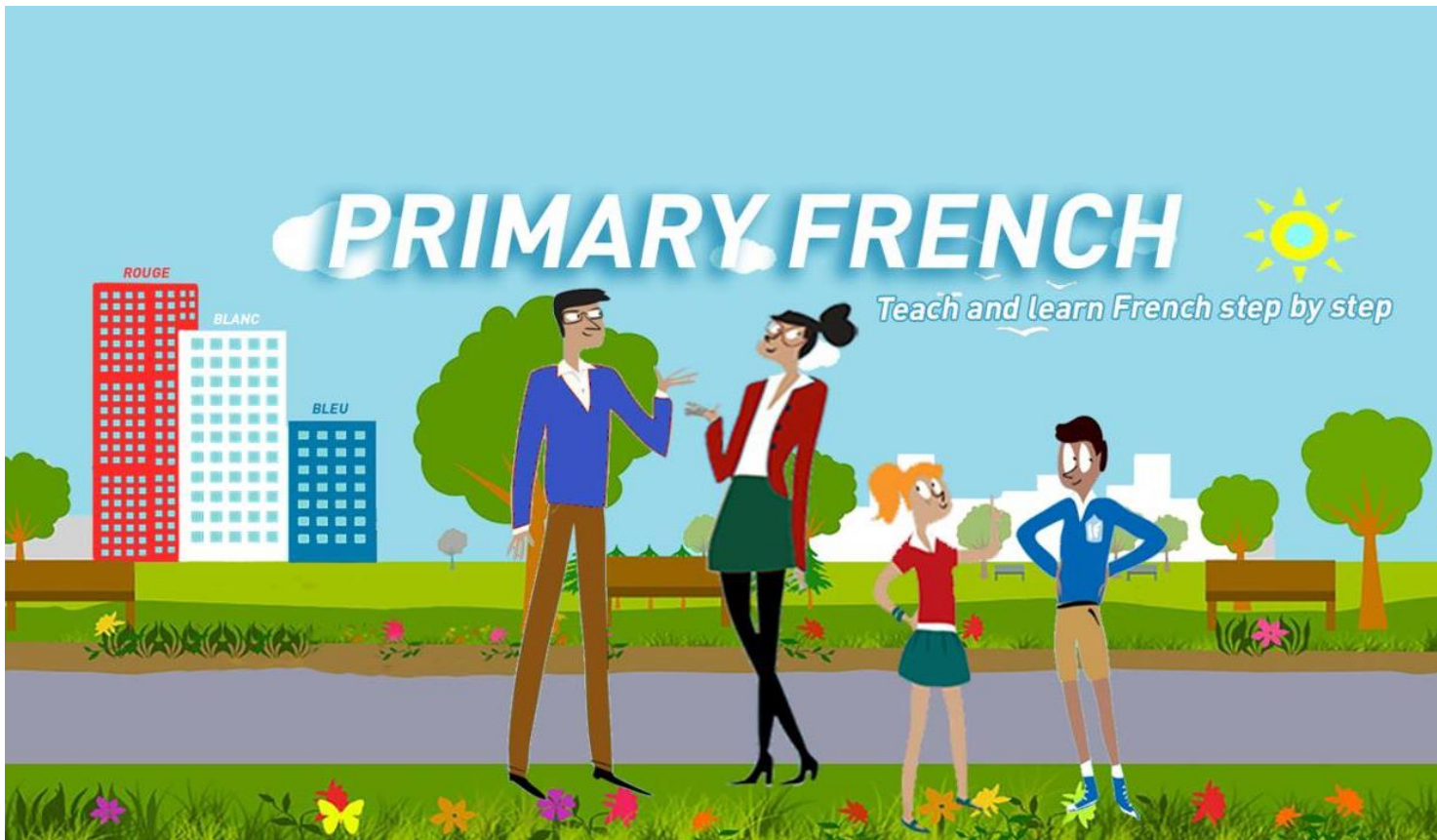


How can we keep them motivated so that they will want to learn languages beyond KS3?

- Make it fun! Share your love of languages with them. Your enthusiasm will infuse them. They won't forget it.



How to use translation skills to help make connections?



- From the early days of learning a language, I encourage the children to use sentences and I connect it to English, that they are learning in class.
- The main resource I use is:

The Primary French project



Activities:

- Reading book in the target language:

Early reader books intended for French children are ideal. The children can read them and easily understand the text, even though they don't know every word, by using skills they used when they learnt when they started to read English.

They can use the pictures and key words to help with understanding.



Miam Miam !

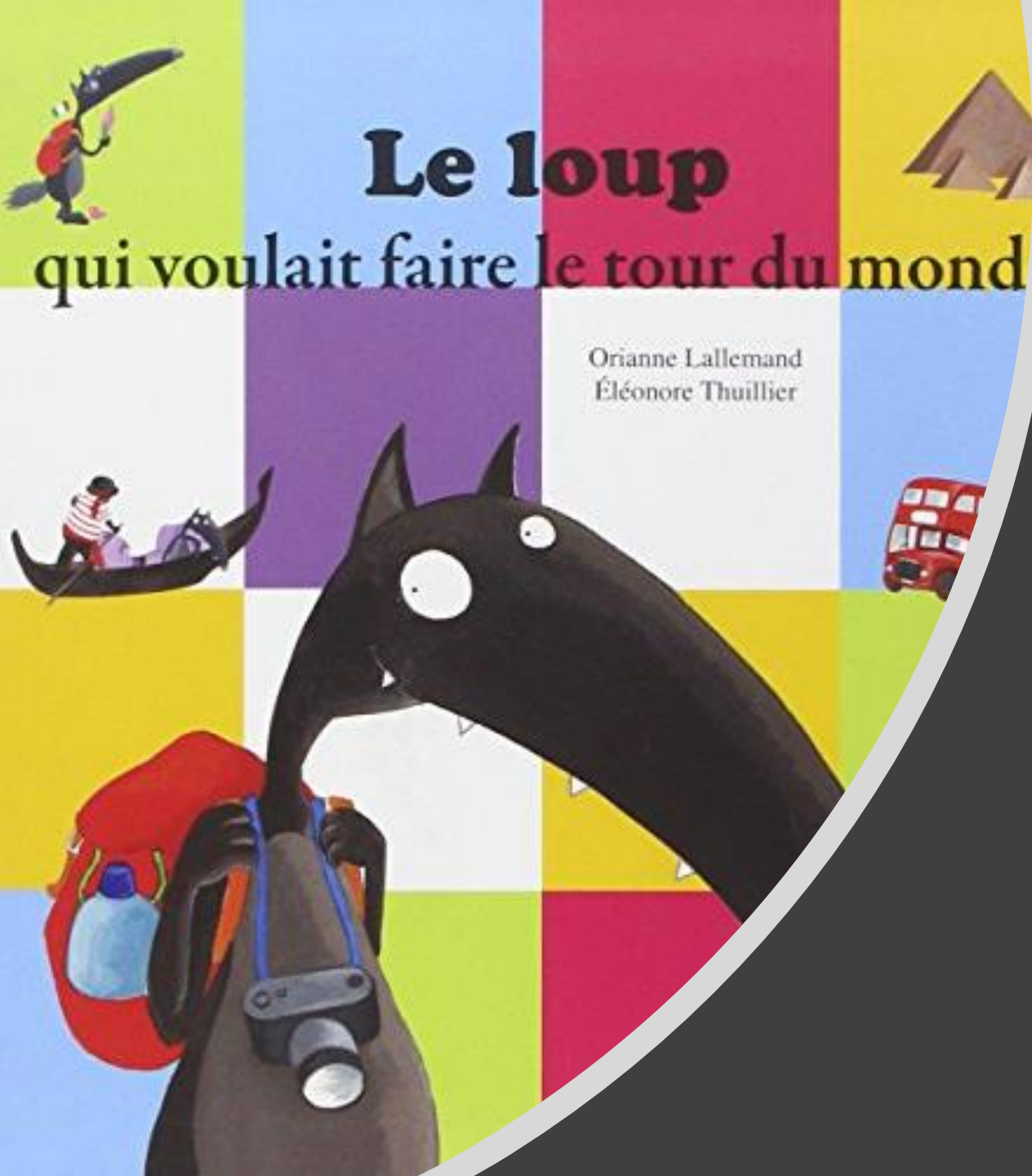


J'apprendre a lire avec Sami et Julie

- This is a series of books that have different levels.
- They can be used just for reading, but also for translation.

Super, Sami adore.





- They are simple enough for children, who are just starting to learn.
- They can use many picture books, such as Le Loup series.
- This will help them progress to more complex books. It will also give them skills to transfer to other languages.

Cognates

- Cognates: Children love to see what they can understand. Cognates build their confidence with translating. They are interested to see that there are so many words that very similar to French, for example.
- I put flashcards around the words, or use a game on the whiteboard for the children to see if they can say the words and know their meaning. To make it more interesting I include some 'faux amis'.

Examples of True Cognates

English | French

- ✓ hockey | hockey
- ✓ dentist | dentiste
- ✓ chocolate | chocolat
- ✓ radio | radio
- ✓ fruit | fruit
- ✓ soccer | soccer
- ✓ scientist | scientifique
- ✓ taxi | taxi
- ✓ pizza | pizza
- ✓ dictionary | dictionnaire
- ✓ example | exemple



Links between words:

- Let children see that languages can be like jigsaw puzzles. They translate the easy parts first, such as the words they already know, then cognates, pictures that may help. Then words with accents that have been introduced over time, to replace letters, usually from French to English it is an 's', eg étable is a stable (replace the é with an 's' and it becomes a stable, or école is school).
- Sometimes a circumflex will replace an 's' , for example l'hôpital is a hospital. Although, this could also be a cognate.

Activities:

Dictionnaire français-latin

Louis-Marie
Quicherat

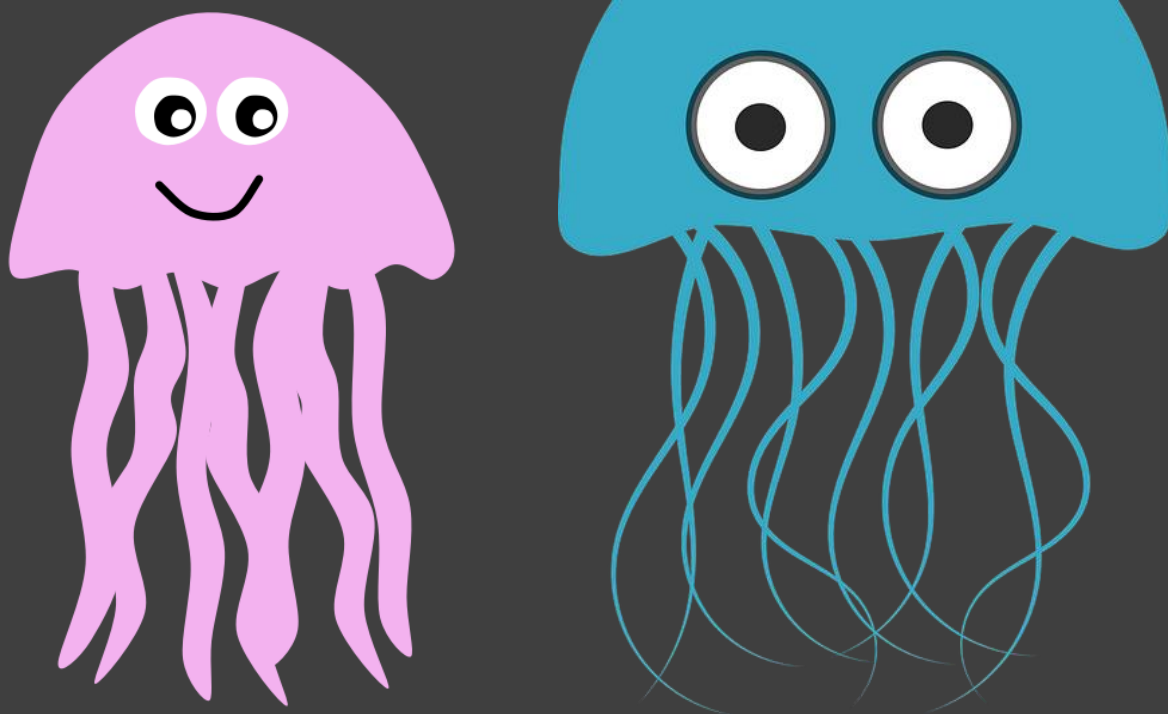


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- Give the children a short text, without pictures. Ask them to translate it, using the skills that they have learnt. Can they translate it with just this?

If they find it challenging, then they can have a dictionary.

- Use a text and break it up into sentences, ask the children to translate their strip (individually, pairs and small groups). Once they have completed the sentences, see if the children can put the sentences together to make sense.



Finally:

- Can the children connect words in their target language with other factors:
 - Example –
English – jellyfish
French – une méduse
Spanish – una medusa
Italian - la medusa

Some of the children immediately recognised this as being connected to the Greek gorgon Medusa. I showed the connection between these languages.



Any Questions?



Thank you for
listening.



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