

Let's discuss the translation method

How do you help your learners to understand challenging texts?

Jason Anderson

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- 1) field - क्षेत्र
- 2) Goblin -
- 3) villain - चित्रपट, अलनायक, फाटु
- 4) dwarf - एखादी गोवट ओडून चालवणे
- 5) ready - एखादी गोवट करव्यास समर्थ
- 6) straight - सरळ रेषित, समोर, सरळ, न वाकलेला
- 7) follow - एखादी गोवट समजणे, नक्षात येणे, कळणे
- 8) following - पुढचा, नंतरचा
- 9) plainer - स्पष्ट, सरळ, समजायला सोपे
- 10) bush - एक झुडूप
- 11) hide - लपवणे
- 12) coward - लपवणारा, डोळ्यांतून पाणी
- 13) ... बढाई मारणे

many of your elders who care for you to do :
सहाय्यी पाठे पाळणे
Ask them to help stop leaf burning
to emphysema and other dangerous diseases. Shed leaves from
composted and turned into fertilizer. This is a simple practice that e
even a tiny compound can undertake. Ask them to stop the dumping of organic garbage.
streets 24 hours a day. If schools were to separate wet and dry garbage
leaf = पाठे

www.jasonanderson.org.uk



Plan for the workshop

1. Introduction: Theories of learning behind this workshop
2. The challenge we face
3. Silent individual reading and reflection
4. Pair / small groupwork – comparing practices
5. Pair / small groupwork – how we sequence specific practices
6. Feedback / plenary discussion



Theories of learning behind this workshop

- There is no best method (Prabhu, 1990).
- Noticing, describing and justifying our practice helps us to become critical, reflective practitioners (Schön, 1987).
- Our community of practice is a primary source of professional learning (Lave & Wenger, 1991).
- Today we are going to discuss something that is widespread but rarely discussed, a 'taboo' of sorts.
- Each teacher's context is different (even in the same school), so avoid peer judgement. Instead, try to understand difference.
- Jason, as a non-Indian, is not the authority in the room.



The challenge we face: How do I help my learners to understand challenging texts?

- Two positions can be identified on a cline:

1. Develop their English language reading proficiency independently, so that they can access and understand the texts (indirect approach, arguably more useful for future).

1 2 3 4 5 6 7 8 9 10

10. Build their knowledge of what's in the texts, so that they can remember this and pass their exams (direct approach, arguably faster).

- Where do you 'stand' on the line? Why? THINK ONLY... FOR NOW 😊



Silent individual reading and reflection

Read through the example techniques. Annotate as follows:

- ✓: I do this. ✗: I don't do this.
- 😊: Sounds interesting. ☹️: Sounds like a bad idea.
- There's space for you to add other techniques.

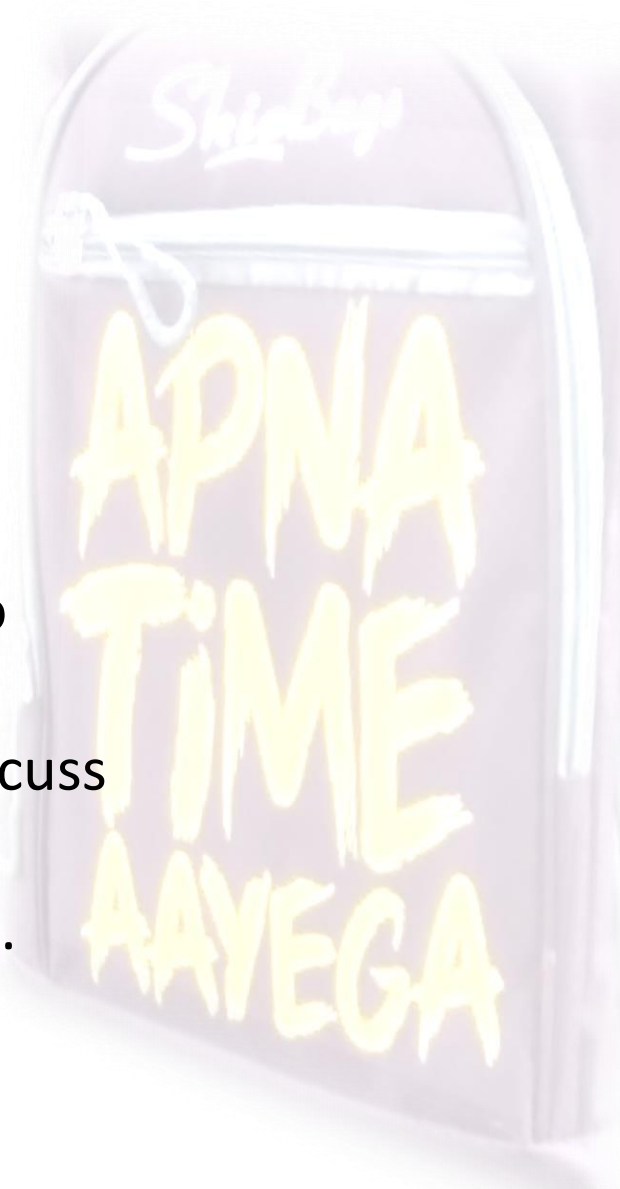
Ask if you're not sure what something means.

Try to be true to who you really are with your learners, and be proud of this.



Find a partner or small group

1. Introduce yourself and your context.
2. Find out which techniques your partner wants to talk about.
3. Share what you have written, discuss as required (how...? why...?) and share any concerns.
4. Don't attempt to convince, instead try to understand a different perspective.
5. Be aware that we won't have time to discuss them all.
6. OBVIOUSLY: There are no 'right' answers.



The example techniques...

A. Understanding the text

1. T translates (sections of) the text /summarises in L1.
2. T paraphrases/simplifies (sections of) the text in English.
3. T asks questions to check understanding of the text (in English and/or L1).
4. SS write answers to comprehension questions on the text.
5. SS translate or summarise (sections of) the text.
6. SS ask each other questions about (sections of) the text (in English and/or L1).

B. Learning the vocabulary

1. While reading through the text, T translates key words for SS to note down.
2. T pre-teaches vocabulary before reading the text. SS record in notebooks in L1.
3. T assigns vocabulary learning tasks for homework.
4. T tests SS on past vocabulary they have studied.
5. SS test each other on past vocabulary they have studied.

C. Developing independent reading skills

1. T reads the text while SS listen and follow in books.
2. T nominates SS to stand & read aloud sections of text.
3. T gets SS to read quietly, in pairs or bench groups.
4. T instructs SS to read the text individually silently.
5. T gives SS tasks relating to the text to work on (e.g. write a summary, scanning, etc.)
6. T provides supplementary reading practice (e.g. reading for pleasure).

D. Ensuring learners have notes they can understand and use for revision

1. T gets SS to annotate textbook text.
2. T gets SS to create bilingual vocabulary lists.
3. T gets SS take notes about content/figures of speech, etc.
4. T gets SS to buy bilingual study guides/digests.
5. T conducts regular revision of prior texts throughout year.
6. T gives summary notes on each text (in English and/or L1).

...add your own!



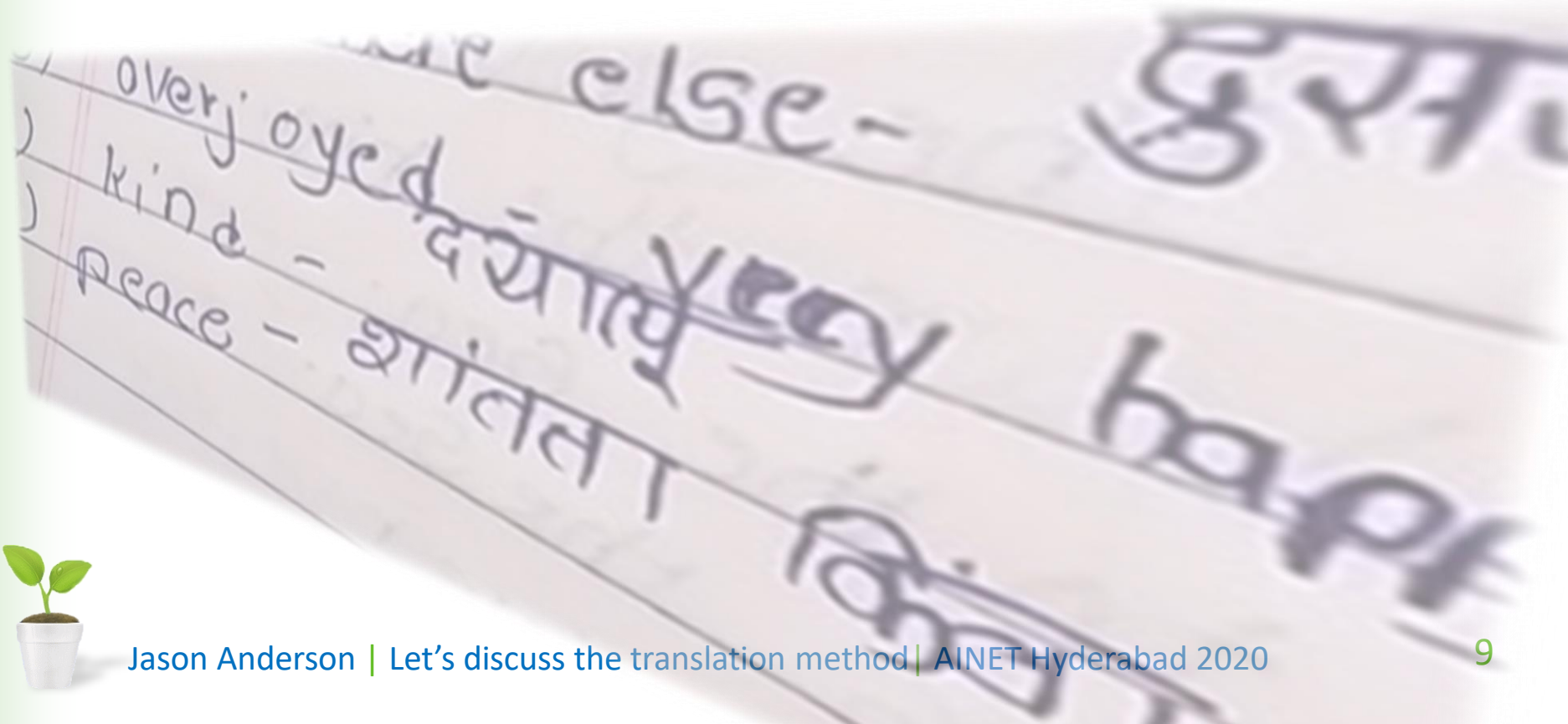
Sequencing of activities

- If, and when, you want to, begin discussing the order in which you do what you do. You might want to note it down on a piece of paper. Explain why you do it like this.
- As you listen, ask questions about anything that doesn't seem clear.



Plenary discussion

- Not only ‘What do you think?’, but also ‘What did you learn from others today?’



Resources and references

- If you want to do this workshop with colleagues, find the resources online here:
- <http://www.jasonanderson.org.uk/downloads/AINET-2020-lets-discuss-the-translation-method.pdf>
- <http://www.jasonanderson.org.uk/downloads/AINET-2020-lets-discuss-the-translation-method-slides.pdf>

References

Prabhu, N. S. (1990). There is no best method – Why? TESOL Quarterly, 24(2), 161-176.

Schön, D. A. (1987). Educating the reflective practitioner: Towards a new design for teaching and learning in the professions. San Francisco, CA: Jossey-Bass.

Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge: CUP.

