

Multilingual Language Learning for Algerian Teachers

Below you will find a range of ideas for you to try out in your classrooms that can work when teaching English or French. Most have been contributed by Algerian teachers and teacher trainers. If you want to contribute, just visit the following webpage: <http://goo.gl/OGaoi3>

Thanks to everyone who contributed!

Jason Anderson

BACK-TRANSLATION CLASS ACTIVITY

TYPE OF ACTIVITY	Translation of short texts
TYPE OF CLASS WITH WHICH IT WORKS WELL	high school / Pre-intermediate level Pair work
TIME NEEDED	20-30 minutes
RESOURCES AND PREPARATION REQUIRED	Handouts : Find 2 short texts (50-100 words each) in English
HOW TO DO THE ACTIVITY	Select texts for re-translation. Each pair receives one of the 2 texts in English (L2). The pairs translate the text into L1 (Arabic or Berber). They then exchange their translation with a different pair, and translate their peers' text back into English. Finally the double translation L2-->L1-->L2 are examined and compared with the original texts. They can do this in groups of 4, including both pairs.
NOTES	The ultimate analysis of the re-translated texts by students and teacher's feedback enables us to raise learners' awareness of vocabulary, grammar, style and language transfer. It also allows for useful peer and self-correction.
HOW IT HELPS LEARNING	Back translation can improve the reliability and validity of research in different languages by requiring that the quality of a translation is verified by an independent translator translating back into the original language. Original and back translated documents can then be compared.
NAME OF CONTRIBUTOR	Nouredine Yaddaden

DISCUSSING GRAMMAR CONNECTIONS BETWEEN ARABIC AND ENGLISH

TYPE OF ACTIVITY	Grammar activity
TYPE OF CLASS WITH WHICH IT WORKS WELL	Hi school
TIME NEEDED	1 hour
RESOURCES AND PREPARATION REQUIRED	Learners' notebooks, whiteboard and chalk pen
HOW TO DO THE ACTIVITY	This example deals with 'wish' structures, but the underlying method could be used with a wide range of complex grammar points whenever contrasting the 2 languages is useful <u>Engage learners</u> Ask students questions as follows:

	<p>How are you today ? (expecting one student to say he is tired) All answers are accepted . If you were at home , what would you do then ? (e.g. answer 'If I were at home I would relax'.) Teacher : It means you wish you were at home . etc.</p> <p>Elicit or provide rules <u>present wish</u> = a desire = wish + verb (in the past). <u>past wish</u> = a regret =wish + verb (past perfect). <u>future wish</u> = a hope = wish + would / wouldn't .</p> <p>Controlled practice (e.g.) Complete the following sentences 1- a - Many students are upset today . b - I wish 2- a - Some historians neglected to save their international cultural heritage. b - I wish 3- a - My best friend is leaving next week . b - I wish</p> <p>Key: 1b- I wish they were not upset. 2b- I wish they hadn't neglected to save the international cultural heritage. 3b- I wish he would not leave (next week).</p> <p>Language contrast – English and Arabic Tell students to work in pairs to discuss and compare the same rules in Arabic when a speaker uses a past tense to express a present wish. They may speak any language they like at this stage. This link between Arabic and English seems to be so helpful to the learners. This stage could be done before the controlled practice.</p> <p>Free practice Tells students to work in pairs. They should tell their partner their wishes for present changes, past changes and future changes (in English), and can then make notes as appropriate. This activity motivates the majority of learners since all they have desires and hopes. Even here links between the two languages are appropriate.</p>
<p>NOTES</p>	<p>1- I use this strategy only when a see a clear relation between Arabic and English . 2- There is no need to speak Arabic yourself or to write the rules in Arabic, just provide an opportunity for the learners to work in pairs to remember the rules they have seen in their Arabic grammar lesson about 'how to express wishes'.</p>
<p>HOW IT HELPS LEARNING</p>	<p>This strategy helps learners to remember these rules when they want to express the wish easily, due to the clear links between English and Arabic. As they are allowed to discuss in pairs, differentiation naturally occurs as stronger learners see and explain the links to weaker learners. It also helps them to remember important rules about Arabic!</p>
<p>NAME OF CONTRIBUTOR</p>	<p>Hakmi Abdelkarim Elaich - Elbayadh -Algeria</p>

TRANSLATION MINGLE

<p>TYPE OF ACTIVITY</p>	<p>Translation / vocabulary revision</p>
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TYPE OF CLASS WITH WHICH IT WORKS WELL	Middle and high school especially, but possible at any level.
TIME NEEDED	10-15 minutes
RESOURCES AND PREPARATION REQUIRED	You will need some small pieces of blank paper (1 per student).
HOW TO DO THE ACTIVITY	Give each learner a piece of paper . Tell them to write down a word that they have learnt in English recently. They should write their word in English on one side, and a translation in mother tongue on the other side. Give them 2 minutes. Collect in the cards, checking the translations are acceptable. Shuffle the cards and give each learner one. Give them a few seconds to read both sides of their card and check that they can pronounce their word in English. Now they stand and ‘mingle’ around the room. They should find a partner and show their card to their partner, either in English or in mother tongue (they can choose). Their partner has to say the translation. If they do, they get 1 point. After both students have done this, they change partners. They can continue doing this for 5 to 10 minutes or until they have translated everybody else’s word. Find out who got the most points at the end.
NOTES	Sometimes several learners choose the same word. This doesn’t matter, and indicates that they have found this word interesting or important. They will probably learn it very well if it is repeated a few times. However, if you want to stop this happening, just give each learner a letter from the alphabet – a, b, c, etc. They must choose a word that includes this letter. Avoid ‘q’, ‘x’ and ‘z’. Mingle activities require learners to stand, move around the room and talk to several different students, but always working in pairs, like when we are at a party.
HOW IT HELPS LEARNING	This activity is a good vocabulary revision game, and shows the learners that translation is a useful way to revise and remember new vocabulary. It also allows them to choose which words they want to revise, and also to choose which way they want their partner to translate, thereby giving agency to the learners over their own learning.
NAME OF CONTRIBUTOR	Jason Anderson

LITERAL TRANSLATION ANALYSIS

TYPE OF ACTIVITY	A classroom presentation about the importance of careful translation
TYPE OF CLASS WITH WHICH IT WORKS WELL	English language students at university
TIME NEEDED	15 minutes to 1 hour
RESOURCES AND PREPARATION REQUIRED	Figs 1-4 below. You can also Google ‘Funny Arabic translation mistakes’ to get more ideas. The teacher may ask learners to bring real life translations of different brands that they have come across.
HOW TO DO THE ACTIVITY	Present the pictures of falsely translated notices and signs either using a PC, or by printing and copying from this document. Students should use their notebooks to write down the difference between the literal translation and the ‘pragmatically’ correct translation. In small groups, they share them with their classmates and then the teacher elicits the errors at the end. Fig.1 is of the pictures used by students to show the wrong translation.

Fig. 2 is extremely funny as the one who translated this is not able to translate correctly some of the terms. S/ he translated them word for word at the expense of the context.
 Figs 3 and 4 are very humorous when translated into English.



Fig. 1

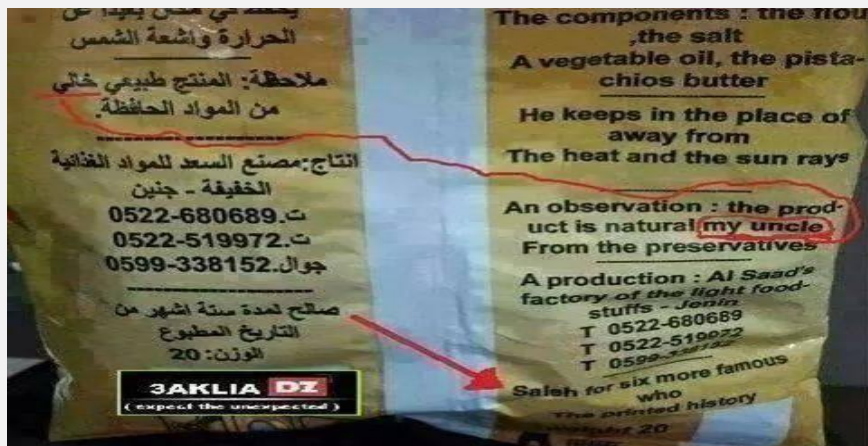


Fig. 2



Fig. 3



Fig. 4

NOTES	Some pictures are so funny and can distract students from the topic. Thus, the teacher needs to remind them of the objective of the lesson and keep them concentrating.
HOW IT HELPS LEARNING	<p>This activity type raises students awareness of the danger of literal translation. It enables them to see that the pragmatic meaning or message of the text is more important than the individual words.</p> <p>It enriches their vocabulary,</p> <p>It helps them find similarities and differences bet L1 and L2 when comparing the 2 structures.</p> <p>It enhances T and Ss interaction and brings fun in the classroom which enhances the learners' motivation.</p>
NAME OF CONTRIBUTOR	Messaouda Ladjini

PROVERB EQUIVALENTS

TYPE OF ACTIVITY	Listening Comprehension (translation is integrated in this task as it is with some other tasks I set for my students)
TYPE OF CLASS WITH WHICH IT WORKS WELL	High school especially, but possible also secondary school
TIME NEEDED	30 – 40 minutes
RESOURCES AND PREPARATION REQUIRED	<p>Teaching aids:</p> <p>The board and some chalk. In the language lab for English students at the university. You can use a laptop with loud speakers to enable secondary students to listen to the audio passage.</p>
HOW TO DO THE ACTIVITY	<p>Ask learners to listen carefully to a recoded article about technophobia (see here: http://www.learnenglish.org.uk/central_mp3/articles/technophobia-article.mp3)</p> <p>The teacher writes the activity on the board and asks students to write down their answers in their notebooks. Within the questions there is one related to a proverb translation. The proverb mentioned in the audio file is "YOU CAN NOT TEACH AN OLD DOG NEW TRICKS". Students are supposed to find the equivalent of such a proverb in their language (Arabic). The teacher listens to the various answers and decides on the appropriate one. S/he may ask them about the context they use these proverbs according to their culture.</p>

	<p>After this, put a range of common English proverbs on the board, and learners work in pairs or small groups to think of possible Arabic translations:</p> <ol style="list-style-type: none"> 1. A bird in the hand is worth two in the bush. 2. A stitch in time saves nine. 3. Don't count your chickens before they have hatched. <p>etc.</p> <p>If students have access to a computer, they can check the answers themselves by searching for the proverbs, reading the explanations and then discussing further.</p>
NOTES	<p>Sometimes students like to mention not only proverbs in standard Arabic but also in local spoken varieties of Arabic. Speakers of Kabyle and other languages may also like to share the literal meaning of equivalent proverbs in their languages.</p>
HOW IT HELPS LEARNING	<p>This activity helps to raise learners' awareness of the two cultures (their L1 and also the L2). It may also get them more engaged in learning.</p> <p>It also develops learners creative and critical thinking skills as they analyse how very different comparisons can mean the same thing.</p>
NAME OF CONTRIBUTOR	<p>Messaouda Ladjini</p>

FRENCH – ENGLISH VOCABULARY COMPARISONS

TYPE OF ACTIVITY	Comparative analysis of structures in two languages
TYPE OF CLASS WITH WHICH IT WORKS WELL	High school
TIME NEEDED	20 minutes
RESOURCES AND PREPARATION REQUIRED	Chalk board or whiteboard only
HOW TO DO THE ACTIVITY	<p>Write 5-7 words on the board that are similar or identical in spelling between French and English. If there are minor differences, write them on the board in French (e.g. 1 - no difference: information, station, attention, condition; e.g. 2: minor differences: copie, énergie, théorie, mélodie). The first 2 or 3 words should be familiar to learners, and the last 3 or 4 should be less familiar or new words. Using the first one as an example, ask the learners to provide the meaning of the French word (translation to mother tongue is OK), and the correct pronunciation in French. Then ask: What is different in English? Elicit any differences in meaning (sometimes none), and pronunciation (usually considerable, often including word stress). Then tell learners to do the same for the second word in pairs. Elicit that the differences in pronunciation are usually the same as the first word. Then let them continue to work in pairs to try to guess the pronunciation and meaning of the remaining words in English, drawing on their knowledge of the French and English languages.</p>
NOTES	<p>Other examples can be found on the following page on Wikipedia: http://en.wiktionary.org/wiki/Appendix:English-French_relations</p> <p>If you want to caution learners about 'false friends', include one at the bottom of your list and before they start the main exercise, tell them that one pair show a difference in meaning, and they must find it while they do the exercise. If possible, discuss this with the French teacher beforehand, and find out what lexical sets they have been learning recently.</p>
HOW IT HELPS LEARNING	<p>Some teachers are worried about learners confusing French and English, and so they keep them separate in the classroom. Psycholinguistic research indicates that they are not separate in learners' brains, and that the confusion is a real and constant challenge for learners. By dealing with this in class and guiding learners through the confusions, we can help learners to understand</p>

	<p>this complexity. By ignoring it, we abandon the learners to one of the biggest challenges of language learning. Meanings and especially usage will differ with some of these words, but noticing that they have a common root will enable the learners to recognise and successfully predict the meaning when they encounter it in a written or spoken text.</p>
NAME OF CONTRIBUTOR	Jason Anderson

FUN WITH IDIOMS

TYPE OF ACTIVITY	Translation of the English idioms
TYPE OF CLASS WITH WHICH IT WORKS WELL	High school (all levels)
TIME NEEDED	55 minutes
RESOURCES AND PREPARATION REQUIRED	Flashcards (pictures interpreting English idioms); handouts or learners' copybooks; the board.
HOW TO DO THE ACTIVITY	<ul style="list-style-type: none"> • Give each group of 4 learners a flashcard. The groups are asked to look at their illustrated English idiomatic expression and find the right translation/ the equivalent idiom in their mother tongue (Arabic or Kabyle, or both). The learners in each group are of course not allowed to communicate with other groups. • Monitor and check how the learners translated the English idioms. After 15 mins the students should have finished. • Give all the learners of each group 10 to 15 mins to make the English idiom illustrated in their flashcard in a sentence of their own in "English". Move around and check learners' sentences, and in each group select the best. • Invite a member of a group to write his/her example (the best one selected) on the board. The learners in the other groups are then asked to guess the meaning of the English idiom and get its equivalent in Arabic or Kabyle. The first learner who gets the right answer gets 1 point for him/her and for his/her group. Repeat this activity with other groups to allow all the learners in the class to understand all the English idioms illustrated in the flashcards. This would take 15-20 mins. • Give the learners homework asking each of them to translate some Arabic/Kabyle idioms into English and put each of them in "a sentence of their own" in "English".
NOTES	In Béjaia we have two mother tongues, Arabic and Kabyle. Some speak Arabic and others Kabyle, and most understand and speak the two. Most also mix these two mother tongues with French. For this reason, the teacher should know all these mother tongues to make sure the students really understood the English idioms.
HOW IT HELPS LEARNING	This translation activity with flashcards is good because it helps learners to "really understand" the English idioms and "use them in their right context". It really motivates learners a lot to "speak" and "write" in "English" as they work in a funny way, just like in a game, mainly when scoring. This happy atmosphere of learning also makes learners "learn and remember" because they are involved / integrated/ they show all their competences in "using English". In order to further help learning, the images can be stuck on the walls of the classroom or on a noticeboard for the future. All of us have very powerful visual memories, and this is why illustrations of idioms are so useful.
NAME OF CONTRIBUTOR	Ms Nadira CHIBANE

Example idiom illustrations:

Illustrated Idioms

Idiom 1



It's raining cats and dogs.

Idiom 2



It's a piece of cake.

Idiom 3



He's saving money for a rainy day.

Idiom 4



He's learning the ins and outs of cooking.

English Idioms: The Body



English Idioms: Happiness



TRANSLATION DICTATION

Spoken interpretation of a written text

TYPE OF CLASS WITH WHICH IT WORKS WELL	middle school, high school
TIME NEEDED	20-30 minutes
RESOURCES AND PREPARATION REQUIRED	You need a short, simple text in Arabic and a different one in English (c.30-100 words, depending on level) that you can display on the board. The easiest way to do this is to write each text on a piece of flip chart/A1 paper with a marker pen. The texts can be related (e.g. 2 news bulletins), but don't have to be.
HOW TO DO THE ACTIVITY	Sit the students in pairs so that they are sitting face to face with their partner, with one member of each pair (student A) facing towards the chalkboard/whiteboard, and the other one (student B) facing away from it. Explain that you will show a text but only student A in each pair can look at it. Tell them that the text will be in Arabic . The aim of the activity is for student A to dictate the text in English only to student B, who must write this text in Arabic . Student A is not allowed to speak Arabic, and student B is not allowed to write in English, or to look at the board. Now display the text on the board, and give them a time limit. Let them begin. When they finish, they can compare the original text with the one they wrote, and notice any differences. If you like, you can give points or prizes for the text that is most similar to the original, and bonus points for pairs who didn't break the language rules. Then do it again with the English text. This time student B faces the board, and can communicate with student A in Arabic only. Student A must write the text in English only!
NOTES	Keep the texts simple, especially at middle school. Explain the activity in Arabic/Berber if necessary! If it is difficult to get some students facing away from the board, you can get them to sit <i>side-on</i> to the board and display the text on one of the side walls of the classroom. If you have suitable texts in school resource books (e.g. a page from a story book), you can use these. If you like, you can use English and French, or English and Berber as the two languages.
HOW IT HELPS LEARNING	This activity encourages learners to understand links and differences between the 2 languages, so it helps them to transfer ideas from one to the other, a translanguaging skill that is common in day-to-day working situations. Differentiation occurs if you allow pairs to choose who goes first - they will usually choose the strongest English speaker to go first. It's more challenging, and allows for natural peer teaching. It practices all 4 skills (reading, writing, listening and speaking), and improves literacy in both English and Arabic.
NAME OF CONTRIBUTOR	Jason Anderson

SHARING PROVERBS FROM OUR LANGUAGES

TYPE OF ACTIVITY	Listening and speaking, / vocabulary revision
TYPE OF CLASS WITH WHICH IT WORKS WELL	High school, English language students at university.
TIME NEEDED	Depends on the size of the class, but could take up an entire 25 minute class period.
RESOURCES AND PREPARATION REQUIRED	Chalk board or whiteboard, and small pieces of paper for the learners to write in it.
HOW TO DO THE ACTIVITY	1) Start by describing what proverbs are, giving some common or interesting examples in English and explaining what they mean and how they are used.

	<p>2) Give the students a few minutes to think of a proverb or common saying that they like or often use in their L1 (first or native language). Have them write it down on a piece of paper in their L1.</p> <p>3) Divide the class into pairs and get them to explain their proverbs to their partners (in English). This arrangement will lead them to situation of give and take of meaning since the partners will not necessarily have shared cultural knowledge and will need to ask for explanation.</p> <p>4) Afterwards, have all the students stand up, go to the board, and write their proverbs in their L1. This often provokes a lot of curious whispering from the audience especially when they see a writing system that may be unfamiliar to them as well as smiles of appreciation as people see other proverbs from their own country.</p> <p>5) From that point, the teacher selects one of the proverbs on the board and has the student who wrote it say it in his/her L1 and then explain its meaning to the audience in English. Because they have already practiced the explanation with a partner, speaking to the whole class often goes smoothly. Often the other students will ask questions or comment how they have a similar expression in their own language.</p> <p>6) Finally ask students to pair up and create a story that will illustrate the proverb.</p>
<p>NOTES</p>	<p>English proverbs have several things in common. They are short and concise. They provide advice (which is usually gained from experience). Some are very popular and are very common in everyday speech</p> <ul style="list-style-type: none"> - Steps 2 & 3 could be converted into an out-of-class free writing activity that is followed up with Steps 4 & 5 in the next class. - It can be followed up by further discussions of what proverbs reveal about the culture they come from, etc.
<p>HOW IT HELPS LEARNING</p>	<ul style="list-style-type: none"> - Learning proverbs can help to understand the way that people in English-speaking cultures think about the world. - Proverbs can also give you good example sentences which we can memorize and use as models for building our own sentences. - It helps to practice and prepare for future classroom discussions and oral presentations
<p>NAME OF CONTRIBUTOR</p>	<p>Tabti Kamel eddine</p>