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**BÂTIR DES PONTS ENTRE
L'ANGLAIS ET LE FRANÇAIS :
UNE EXPÉRIENCE À L'ÉCOLE PRIMAIRE**

***BUILDING BRIDGES BETWEEN
ENGLISH AND FRENCH CLASS:
AN EXPERIENCE IN ELEMENTARY SCHOOL***

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Social Sciences and Humanities
Research Council of Canada

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sciences humaines du Canada

Canada

Overview

- I. Rationale for the project
- II. Overview of the ongoing PD project

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2 FSL & Social Science Grade 3-4 & 5-6 teachers
4 ELA, Math & Science Grade 3, 4, 5 & 6 teachers



THE PRIORY SCHOOL
Happy Children Learn Best

Rationale

First contact

Expectations from
The Priory

Input from The
Priory

Research Objectives

- ★ Develop assessment tools for bi-/plurilingual programs, which target bi-/plurilingual competences
- ★ Measure crosslinguistic awareness (XLA) as a construct, not just metalinguistic awareness
- ★ Conduct quasi-experimental research to better understand the relationships between crosslinguistic pedagogy (XLP), XLA and the development of bi-/plurilingual competences

PD Day 1: October 2024



Theoretical Foundations
(Transfer, iceberg, etc.)



Examples of Crosslinguistic
Pedagogy from Research

Changement de paradigme : from language separation within a monolingual perspective...

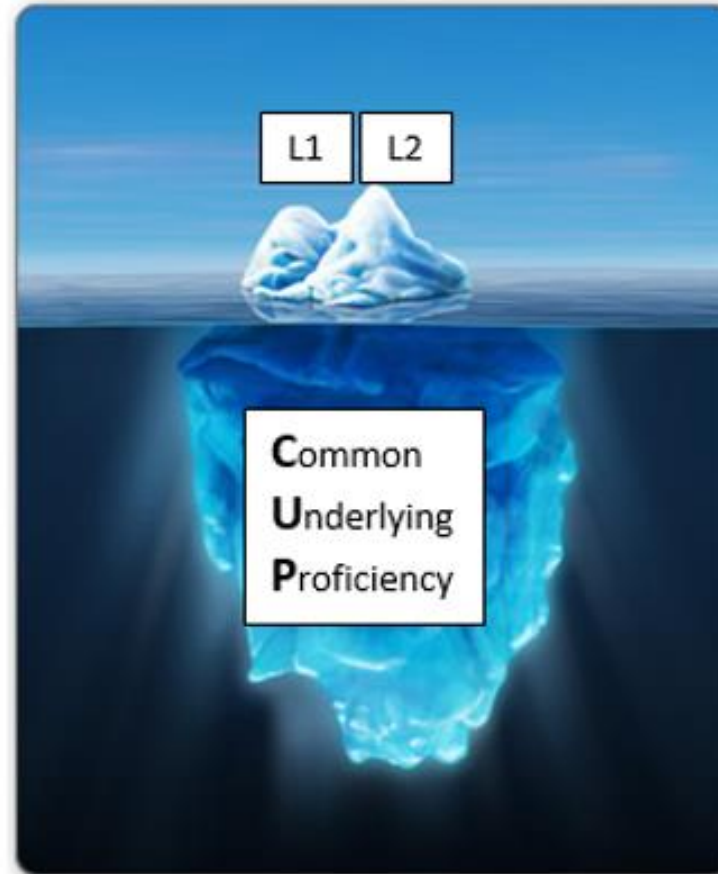


Crédits photo : Deneen L Treble (Canva)

... to language integration and crosslinguistic pedagogy

The double iceberg model

(Cummins, 1981; 2008)



The part above the waterline

- Represents surface features of languages
- Calls for relatively undemanding cognitive processes
- Requires proficiency in the languages of communication
- Allows for the development of functional bilingualism

The submerged and deep part

- Represents skills, concepts and strategies common to languages
- Calls for demanding cognitive processes
- Requires proficiency in school language
- Allows for the development of biliteracy

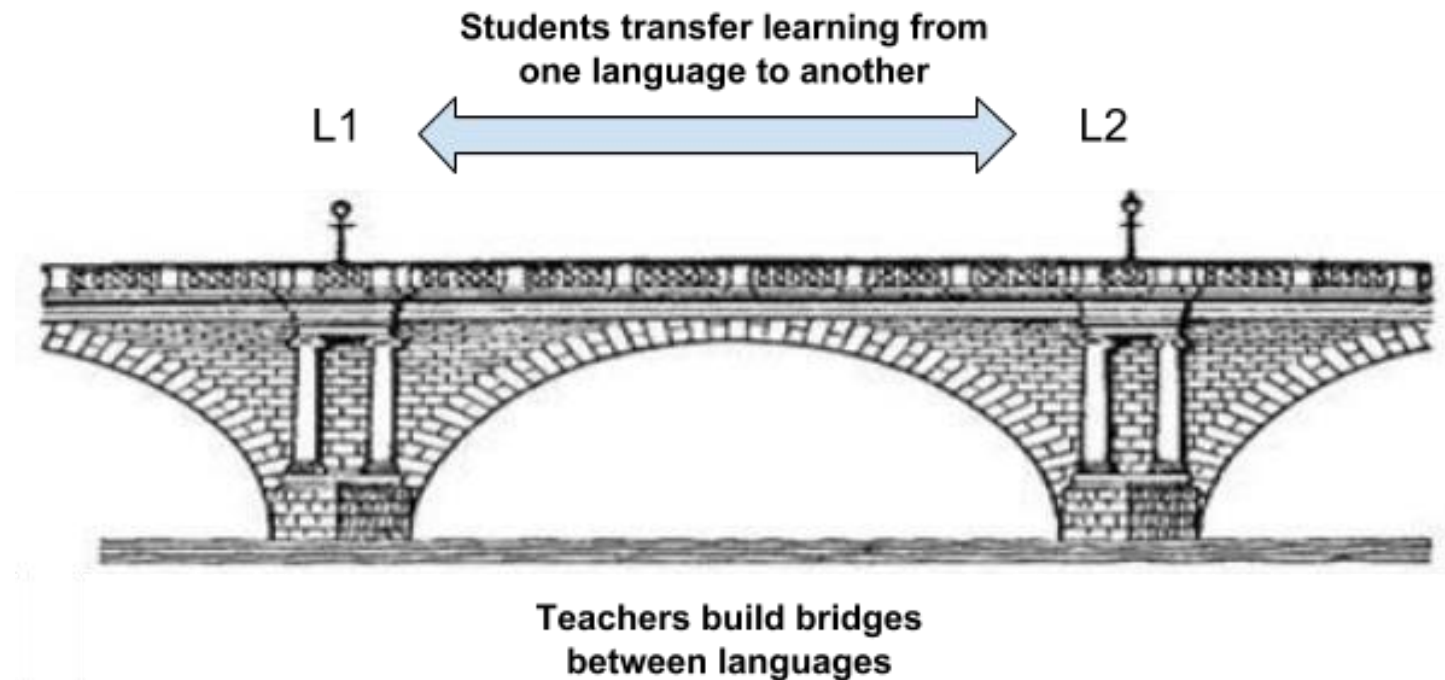
What we know about transfer

- ❖ Far more positive transfer (transfer of similar/same features) across languages than negative transfer (Jarvis & Pavlenko, 2010)
- ❖ Transfer is bidirectional ($L1 \Leftrightarrow L2$) (Cook, 2003)
- ❖ More transfer between related languages (Ringbom, 2007)
 - ✓ “French is the most Germanic of Romance languages, and English is the most Romance of Germanic languages.” (Walter, 2001)
- ❖ More transfer if the learner perceives similarities between the two languages (Kellerman, 1985)

Teachers' role

Help students see possible connections between the languages they know to the benefit of biliteracy skills

→ Teaching to foster positive transfer (Forbes, 2021)



Teaching for Transfer

Building bridges in class to support transfer of language learning

Why Teach for Transfer?

“If students in bilingual/immersion programs spontaneously focus on similarities and differences in their two (or more) languages, and we believe that this increases their language awareness in positive ways, then why not systematically encourage and support them in focusing on language and relating their L1 knowledge to L2?” (Cummins, 2008: 72)



Bridging by Activating Background Knowledge

Examples of Crosslinguistic Pedagogy from Research

- ★ Crosslinguistic Pedagogy focusing on reading comprehension (Ballinger, 2013; Lyster et al., 2009; Gunning et al., 2016)
- ★ Crosslinguistic Pedagogy to foster morphological awareness (Lyster et al., 2013)
- ★ Crosslinguistic Pedagogy focusing on writing skills (Mainella, 2012; Quevillon Lacasse, 2024)

2025-2026:

Progression of read-aloud projects

1. Re-reading a book in French that was previously read in English; work on vocabulary in English class and translation of those words in French class (with cross-linguistic observations)
2. Same, but adding activities that focus on different aspects of the story or book in the two classes (e.g., character evolution in English and plot in French; hook in English and place description in French)
3. Alternate reading (one part in English, then retell in French and more reading, back to English, etc.), focusing on words and morphology when encountered
4. Interactive reading of complementary books (common theme, common setting/time frame, common narrative process, e.g. personification), with various activities on vocabulary, grammar and/or language learning strategies

Collaborative Planning Time (unassisted)



Focus : groupe du nom (affiche hotdog)



Administrative support



Homework

- ★ Referring to the other class
- ★ Observe their partner's class with an observation sheet

Fiche d'observation

Peer observation grid

Date: _____

Classroom teacher: _____

Visiting teacher: _____

During your visit in your teaching partner's class...

- ☐ Briefly describe the sequence of teaching and learning activities:

Fiche adaptée de
MEES (2019)

PD Day 2: November 2024



Examples of activities focusing on cognates



Examples of activities using children's literature in English and French



Reflecting on Language: Spontaneous Crosslinguistic Focus on Form

Testimony from an English teacher teaching to many Spanish-speaking students

Examples of activities focusing on cognates (MEES, 2019)

1. Spelling patterns
2. *L'accent circonflexe en français*
3. Formal and informal English words



Les trois petits cochons

- Lis le texte et souligne les congénères anglais-français.
- Indique l'équivalent anglais de chaque congénère.
- Formule une règle de correspondance pour chaque paire de congénères.

Les trois petits cochons

Ce conte fabuleux raconte une histoire qui se déroule dans un endroit mystérieux de notre planète. Dans cette cité vivent trois petits cochons: Nif Nif, Naf Naf et Nouf Nouf. Le premier est curieux, le deuxième est généreux et le troisième est sérieux.

Depuis que le loup a détruit la demeure de Nif Nif et celle de Naf Naf, les trois cochons vivent heureux dans une solide maisonnette. Ils s'y sentent en sécurité et y habitent en toute simplicité, sans électricité.

Parfois, Nouf Nouf est nerveux et croit que le dangereux loup pourrait réapparaître. Mais ses deux frères le rassurent et lui montrent à rester calme.

La beauté de cette histoire est que le loup ne reviendra pas; il a une autre priorité.

Congénère français	Congénère anglais	Règle de correspondance

Cognates

An example of an activity on Élodil to make the links between languages explicit and support metacognition

Françoise Armand et Érica Maraillet

**Éducation
interculturelle
et diversité
linguistique**

РУССКИЙ ЯЗЫК العربية CHIAC
FRANÇAIS TIẾNG VIỆT
日本語 中文
DEUTSCH
বাংলা ভাষা
TAGALOG ENGLISH
PORTUGUÊS KISWAHILI
ESPAÑOL עברית KREYÒL AYISYEN



Formal & Informal English Vocabulary

1. Match each English word from your envelope to its synonym. For each pair of words, one word would be used in more formal situations, the other in more informal situations. Classify the words in the table below.

<u>Formal situation</u>	Informal situation

Fiche adaptée de
MEES (2019)

Formal or informal?

Associate each word with its synonym, then classify the words according to whether they are more formal or more informal.

an answer

difficult

immediately

tough

to demonstrate

a response

right away

to show

Formal words

Informal words

Ressources déjà utilisées sans le savoir!

Word chart in the ELA
Grade 4 classroom

Word list in *The Writing
Revolution*

Hochman, J. C. et Wexler, N. (2024).
*The Writing Revolution 2.0: A Guide
to Advancing Thinking Through
Writing in All Subjects and Grades.*
Jossey-Bass.

A. Expository Writing Terms

ANALYZE

Tell about the main ideas or specific points, how they are related, and why they are important.

COMMENT

Discuss, criticize, or explain the subject.

COMPARE

Describe how things are alike.

CONTRAST

Describe how things are different.

CRITICIZE

Evaluate on the basis of strengths and weaknesses.

DEFINE

Give the meaning of a word or concept.

DESCRIBE

Present a word picture of a thing, person, situation, or series of events. Use details that include the five senses: seeing, hearing, smelling, touching, and tasting.

DISCUSS

Present ideas or opinions about or consider from various points of view.

ENUMERATE

Name or list specified points, such as main ideas or steps in a sequence, one by one.

EVALUATE

Give your own judgment or expert opinion of how important an idea is; explain strengths and weaknesses, advantages, and limitations.

EXPLAIN

Make clear; interpret.

ILLUSTRATE

Explain by giving examples.

Collaborative Planning Time (unassisted)



Focus : appositives (*The Writing Revolution*), phrase de base



Objectifs : ressources



Homework

Instead of referring to the other class/language yourself, ask students to think about the transfers they can make.

In-class observations

- Observation that there is “100” in the French word “pourcentage” to help them understand the concept of “percent” and fractions.
- One ELA teacher noticed that her students are more aware of sentence components because of her French counterpart’s instruction, compared to the students she had in Ontario, who did not have similar instruction in French.
- One FSL teacher feels that the carry-over from English writing instruction (structuring texts) will help them write better French texts.

PD Day 3: January 2025



Unpacking a video showcasing
Teaching for Transfer practices



Crosslinguistic Fun Facts



Planning template

Unpacking a video

Video from a previous PD project piloted by the Quebec Ministry of Education (MEQ): Le transfert des apprentissages langagiers au service des compétences à lire et à interagir

Linguistic Quiz!

Il y a plus de mots en anglais qu'en français.

There are more words in English than in French.

Question de linguistique!

Penser - paier -
partager

Les verbes en français sont plus compliqués que les verbes en anglais.

French verbs are more complicated than English verbs.

Linguistic Quiz!

L'orthographe des mots en anglais est plus difficile que celle des mots en français.

Words are more difficult to spell in English than in French.

Planning template

Crosslinguistic Pedagogy Project: Planning Template for Building Bridges between English and French class
Canevas de planification pour créer des ponts entre classes d'anglais et de français

In English class	En classe de français
Language Competency(ies):	Compétence(s) langagière(s) :
Goals for Student Language Learning:	Objectifs d'apprentissage langagier :
Sequence of Activities:	Séquence des activités :

Collaborative Planning Time (unassisted)



Comment l'outil de planification a-t-il été utilisé?



Témoignage

PD Day 4: August 2025



Assisted & Guided
Planning



Examples of Teaching for
Transfer on Video

Assisted Collaborative Planning Time



Planification plus macro et questions de planification guidée



Planification d'une leçon à compléter

Questions de planification guidée

Avec quoi vais-je faire un lien?

Ancrages possibles :

- Thème
- Ressource
- Contenu
- Genre textuel
- Stratégies d'apprentissage langagier

Assurez-vous d'utiliser du vocabulaire commun et des stratégies d'enseignement communes!

Questions de planification guidée

Comment vais-je faire le lien?

Façon de faire le pont :

- L'indiquer (faire référence à l'autre langue ou à l'autre classe)
- Demander aux élèves de l'indiquer (résumer ce qu'ils ont fait dans l'autre classe ou ce qu'ils savent de l'autre langue)
- Demander aux élèves de réfléchir à ce qu'ils peuvent transférer à l'autre langue ou à l'autre classe

Idéalement de l'anglais au français considérant le temps alloué au français à l'école

Three-Month Planning Table

Cross-linguistic planning tool / Outil de planification interlinguistique

	September / Septembre	October / Octobre	November / Novembre
English			
Français			

Lesson Planning Template (V2)

**Crosslinguistic Pedagogy Project: Planning Template for Building Bridges between English and French class /
Canevas de planification pour créer des ponts entre classes d'anglais et de français**

In English class	En <u>classe</u> de français
Theme: _____	Thème : _____
Sequence of Activities:	Séquence des activités :
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Unpacking another video

Video from the same previous PD project piloted by the Quebec Ministry of Education (MEQ): Un enseignement explicite pour favoriser le transfert des apprentissages langagiers

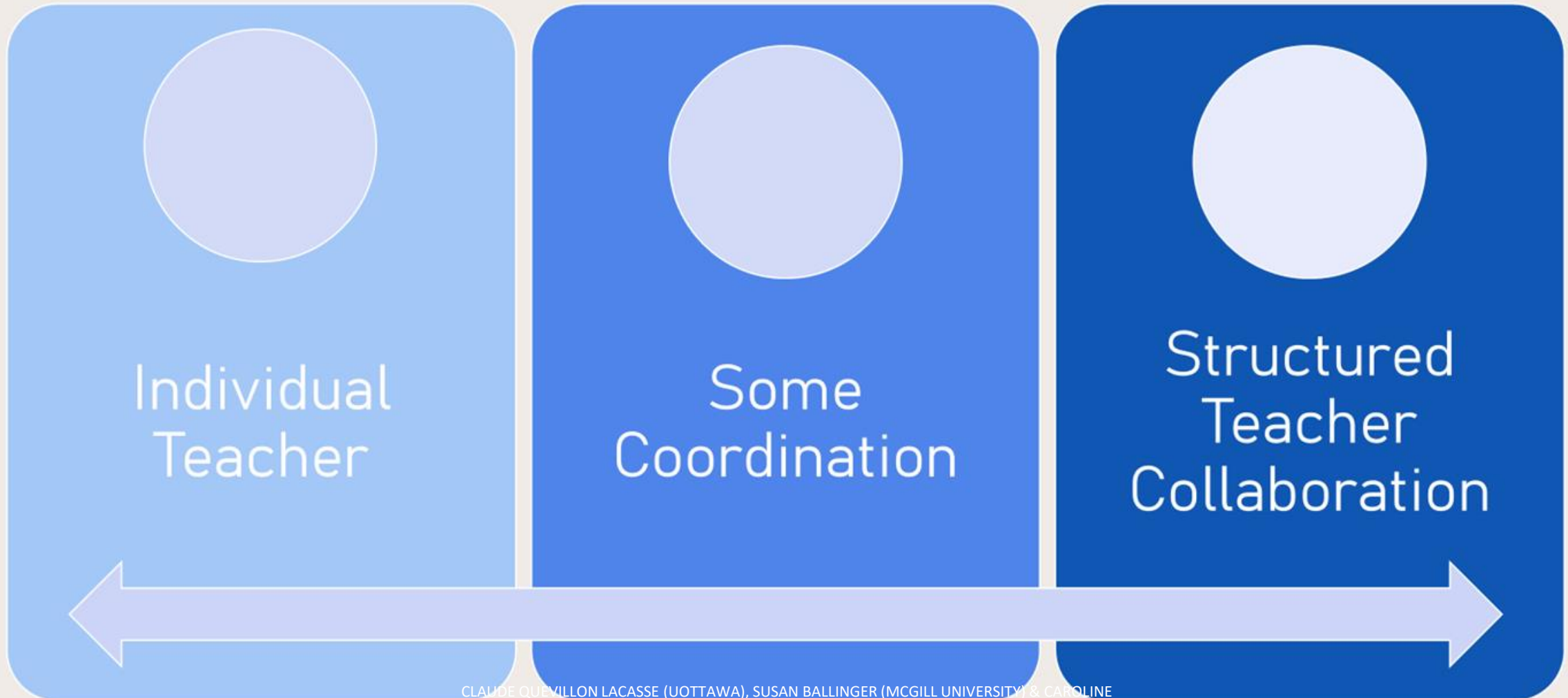
Apprentissages de la recherche sur la pédagogie interlinguistique

La pédagogie interlinguistique est :

- Réalisable;
- Engageante;
- Utile pour le développement de la conscience métalinguistique
- Efficace (implémentation uniforme);
- Renforcée par la collaboration entre enseignants :
 - Les enseignants nécessitent du temps dédié à cette collaboration;
 - Les enseignants bénéficient du soutien pendant cette collaboration.

Continuum of XLP Practices

(Ballinger, 2013; Beeman & Urow, 2011; Cenoz & Gorter, 2020; Escamilla et al., 2014; Lyster et al., 2013; Quevillon Lacasse, 2020; 2024; Woll & Paquet, 2021)



On Teacher Collaboration: What Research Says

“[In] order for teachers to be willing to collaborate, they need time, materials, and outside intervention to help them identify commonalities in both curricula and possible areas of collaboration”

“[For] a successful model of collaboration to be implemented, teachers need an explicit structure for collaborating”

(Gunning *et al.*, 2016 : 84)

Key take-aways from this project

- Observation grid: sitting in your partner's classroom during a lesson on literacy
- Unpacking videos showcasing teacher-for-transfer practices
- Common training on teaching practices to support literacy (ex. : *The Writing Revolution*)
- Assisted collaborative planning time
- Having a bilingual resource teacher/teacher consultant/coordinator

La force de l'équipe

Le développement de la bilittératie est l'affaire de toute l'équipe!

« Facteur général de l'intelligence collective » comme
prédicteur de succès d'une école
(Rowe, Hattie & Munroe, 2024)

Prochaines étapes : Recherche

- Poursuite du développement professionnel
- Ajustement et validation des instruments de mesure de la conscience interlinguistique
- Analyse des données pour vérifier les liens entre la conscience interlinguistique et les compétences bi-/plurilingues
- Extension à d'autres écoles dans le cadre d'un devis quasi-expérimental
- Développement et diffusion de ressources pédagogiques pour la mise en place d'un enseignement interlinguistique



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Follow-up readings

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Merci!
Thank You!

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