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THE TRANSFER OF  
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# Teaching to Foster the Transfer of Language Learning

## **Background**

This document presents situations and examples taken from a professional development project carried out jointly by program coordinators in French as a Second Language (FSL) and English Language Arts (ELA) in conjunction with school teams in English-language school boards. Education professionals working in other contexts may have to adapt some of the examples to suit their own situations.

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# Introduction

“A crucial assumption motivating instruction is that what students learn at one time and one place is available for them to use at another time and another place.”

(Larsen-Freeman, 2013)

How can we help our students to use their knowledge of languages to facilitate their learning in our English Language Arts (ELA) and French as a Second Language (FSL) classrooms?

As teaching professionals, we recognize the importance of prior knowledge in new learning situations. In the context of ELA and FSL classrooms, acknowledging students’ prior language knowledge plays an important role in planning for instruction and in the students’ learning processes.

Deliberately teaching with a view to transfer of language learning by explicitly linking understanding and ongoing learning from one language class to the other develops cognitive and metacognitive strategies and skills that support students’ language competencies in both languages. Language learning transfer also promotes positive attitudes toward both languages and expands students’ view of the world.

It is therefore important, in the context of planning ELA and FSL classes, to consider the students’ background knowledge and its influence on their learning process.

This document sets out some practical ideas for fostering the transfer of language learning between ELA and FSL classrooms, as well as theoretical explanations regarding the transfer of language learning.

# Part 1 – Theoretical Underpinnings Behind Transfer of Language Learning

## 1.1. What is language learning transfer?

Jarvis and Pavlenko (2010) have defined language learning transfer as “the influence of a person’s knowledge of one language on that person’s knowledge or use of another language.”

Transfer of language learning is a key aspect of the learning process which teachers need to take into consideration to help students in the acquisition of linguistic, sociolinguistic, cultural and general knowledge. For example, when teachers have students reflect on languages and look for certain similarities or differences, students learn to intentionally use their knowledge base from their mother tongue and compare it to their second language. This results in transfer of language learning, which helps students not only widen their worldview, but develop their cognition as well.

Research has shown that, when teachers make sure to draw explicit connections between student learning experiences, students react positively and engage actively in deeper cognitive processing. Many researchers in the field of language learning and teaching are interested in the role of transfer between learners’ mother tongue and their second language in school settings. In fact, the learner’s mother tongue provides an important background knowledge base, which the second language may enrich in turn. Cook (2016) mentions that when connections are made between two languages, it benefits the learning of both. Transfer of language learning is thus bidirectional, which means that every language learned may contribute to the development of other languages being learned.

Language learning transfer can be:

- **spontaneous** when the student transfers language understanding without being prompted or planning to do so and without consciously reflecting on languages as organized systems

For example, a student might notice that the word *evaporation* in English is almost identical to the French word, *évaporation* and, on that basis, conclude that they both mean the same thing.

**or**

- **planned** when the teacher deliberately proposes activities that require students to actively reflect on language learning (e.g. knowledge, concepts and skills) while considering similarities and differences between languages

For example, students might take part in an activity that leads them to conclude: “There are no gender-specific pronouns for objects in English, but I have to pay attention to the grammatical gender of French nouns.”

## In the classroom

In the ELA and FSL classrooms, the teacher can foster the transfer of learning from one language to another by involving students in activities that draw on their **prior knowledge** and on the **observation of similarities and differences** between languages. For language learning transfer to occur on a conscious level, the student must actively and reflectively **compare similarities and differences between languages**. Teachers can use questions to guide their students to reflect on languages.

“The reality is that students are making cross-linguistic connections throughout the course of their learning in a bilingual or immersion program, so why not nurture this learning strategy and help students to apply it more efficiently.”

(Cummins, 2008)

Examples:

- **Reading**

Teachers can ask their students to consider the comprehension strategies that they know and use when reading. For example: What reading strategies do you know and use to better understand a text? Which class did you learn them in? What do you use them for? Can these strategies be used when reading a text in any language? Are they different in English and in French? The teacher can then suggest a new text and ask students which strategies would be most useful. In conclusion, the teacher can have the students reflect and realize that it is possible, and even desirable, to transfer strategies used in one language to another to deepen their understanding of the concepts they are learning.

- **Writing**

Teachers can ask questions that activate the students' prior knowledge: How did you learn to write an effective conclusion? What makes an effective conclusion? Are there different ways of writing effective conclusions in different languages? Is it helpful for us to draw on everything we know when writing a text? Why, or why not? How can this understanding be applied to the text you are writing today?

- **Talking**

Teachers can ask students what they already know about the kind of talk and behaviours that facilitate collaborative group work. When you work in small groups, what do you do to encourage all members of the group to participate? When was the last time you did this? What has your other teacher said about this? Can it be applied equally in English and French? If so, why?

**TRUE OR FALSE?**

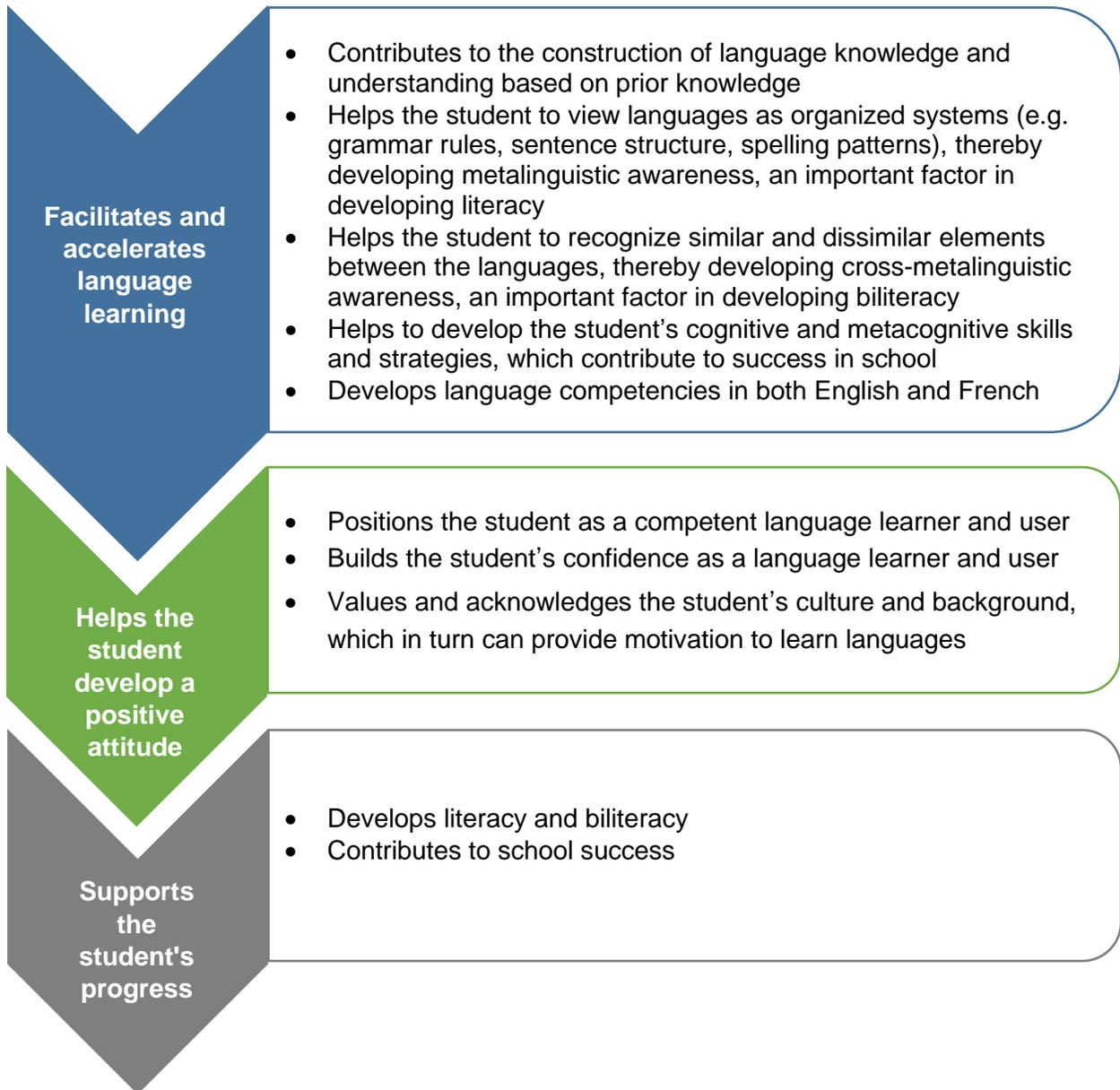
Transfer learning occurs more naturally from one's mother tongue to one's second language.

**FALSE**

Language learning transfer is bidirectional and both languages benefit regardless of where the transfer is initiated (Cook, 2016).

## 1.2. Why is language learning transfer important in the classroom?

### Language learning transfer:



“[By] learning a second or a third language, students begin to look at their own language and culture differently. They are put into situations that allow them to discover what languages and cultures have in common and what makes each of them unique.”

(QEP, Secondary Cycle One, p. 81)

### 1.3. What Is the Interdependence Hypothesis?

Since the inception of cognitive psychology in the 1970s, mental processes, including the activation of prior knowledge, have been seen to play an important role in second language learning, particularly in the development of the learner’s linguistic skills. In this context, Jim Cummins (1981, 2013) devised the following hypothesis:

**Competency development in one language leads to competency development in another language and, in turn, to learning transfer.**

Essentially, this hypothesis recognizes the importance of prior linguistic knowledge and cognitive processes in language learning. It is based on the principle that, when learning a language, students develop a set of skills, competencies, learning strategies and linguistic knowledge that they can use and transfer when they begin learning other languages—under certain conditions. To ensure mutual language enrichment, knowledge is acquired first in the performance of a contextualized task that fosters the recall of this knowledge at a later date. Teachers play an important role in this, creating an interactive context with the students, which is necessary for language learning transfer to occur. Students are called upon to reflect on languages in ways that recognize that they can also share a similar base. Cummins calls this shared base the Common Underlying Proficiency.

The Interdependence Hypothesis (Cummins, 1979) states that “literacy-related concepts and skills in first and second languages . . . are interdependent”.

#### 1.3.1. Description of Cummins’ Iceberg Model

The Common Underlying Proficiency (CUP), where aspects of shared linguistic competency are found, is often represented as the base of an iceberg with two peaks (Cummins, 1981). The iceberg comparison shows that, like the parts of an iceberg above the waterline, languages that seem different on the surface may share a large common base when viewed conceptually.

The CUP is associated with the use of abstract thinking, which is required for reasoning and problem solving. This proficiency plays a prime role in language development. According to Cummins, every person with a sufficient grasp of their mother tongue possesses this ability to reflect on languages (their morphological, syntactical and lexical characteristics, for example) and learning processes (the acquisition of strategies). In other words, they have metalinguistic skills. The CUP is what makes reflection on language possible, along with the transfer of cognitive learning from one language to another.

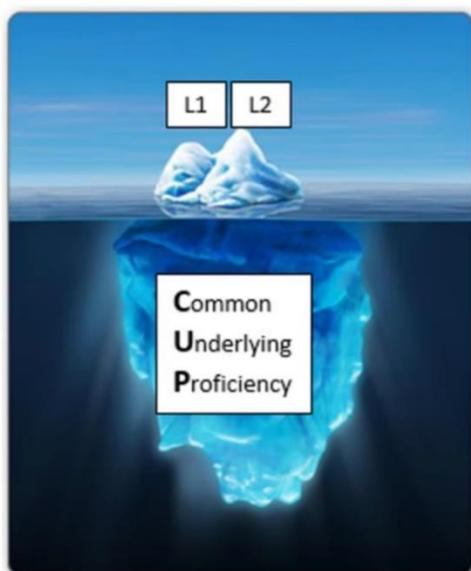
#### The submerged part of the iceberg

The CUP is the level at which the less automatic and more cognitively demanding processes operate—processes associated with the use of more technical and often educational language whose context is not necessarily explicit. This refers mainly to competencies that are at the core of students’ academic success and that play an important role in literacy development (in writing ability, for example).

Whether we are talking about linguistic skills or strategies, the CUP offers greater and more durable transfer possibilities. Exploring the conceptual knowledge common to different languages fosters reflection and the development of the metacognitive skills required for language learning. Studies show that these are positive transfers for learners and that they contribute to competency development in both languages.

### The part of the iceberg above the waterline

Basic, tangible and observable linguistic competencies also exist (above the waterline in the diagram below). For example, interpersonal communication processes are activated in face-to-face conversations about everyday topics. Speakers benefit from a more explicit context, which enables them to interpret non-verbal clues that facilitate understanding of messages as they are received. These basic competencies are not very demanding cognitively, can develop quickly, and make it possible to develop a functional bilingualism that is typical of the language of communication.<sup>1</sup>



#### The part above the waterline

- Represents surface features of language
- 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

“In other words, although the surface aspects (e.g. pronunciation, fluency) of different languages are clearly separate, there is an underlying cognitive/academic or literacy-related proficiency from one language to another.”

(Cummins, 2008)

1. This document uses the term “bilingual” instead of “multilingual,” given the context of the project that inspired it, namely, the professional development project involving teachers of ELA and FSL. Another factor that influenced this decision is Cummins’ concept of linguistic interdependence (1979). This being said, however, the theoretical concepts presented here apply equally to multilingual contexts.

## 1.4. What are the different types of language learning transfer?

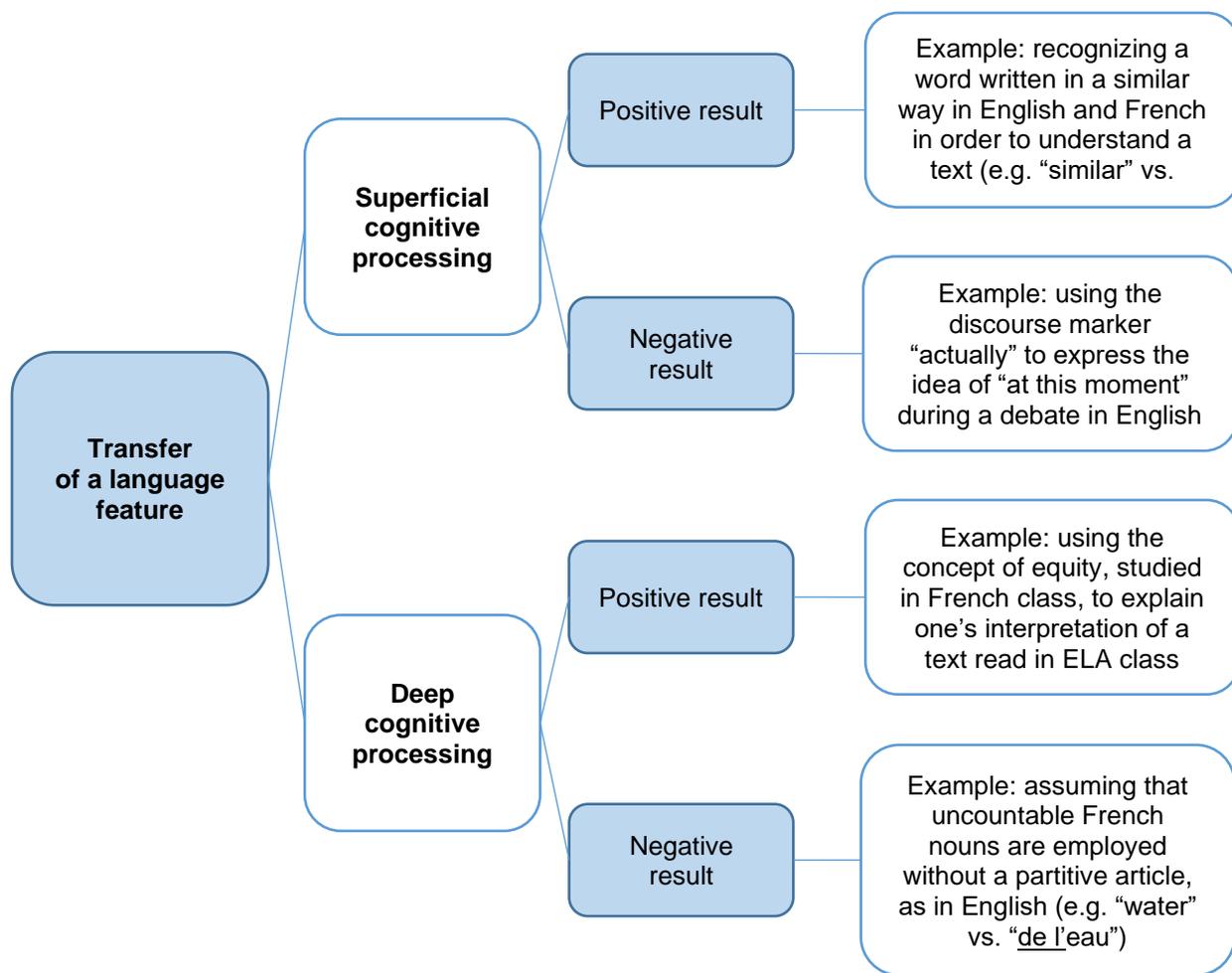
The surface features of language and the common underlying proficiency depicted in Cummins' iceberg model can both be targeted as transferable learning content. When learners transfer features of a language that they know to another language, they do so either unconsciously and spontaneously, or in a conscious and considered manner. Moreover, depending on whether the transferred feature is similar or different in the two languages, the resulting transfer will be positive or negative.

Research (Cummins, 2013; Jarvis and Pavlenko, 2010) shows that all features of language can be transferred. This applies to concepts (e.g. the water cycle), strategies (e.g. visualization while reading), pragmatic features (e.g. use of physical gestures in oral communication), specific linguistic elements (e.g. the meaning of *photo* in *photosynthesis*) or phonological awareness skills (e.g. recognizing rhyming words).

Learners can transfer any of these features either superficially (calling on low-level cognitive processes) or conceptually (in a more in-depth manner using high-level cognitive processes).

Learning transfer can also be looked at from the perspective of outcomes, whether positive or negative. Positive transfer occurs when the transferred element is similar in both languages. Although positive transfers take place frequently, they often go unnoticed. Students realize that they have experienced a positive transfer through self-questioning and reflection. In negative transfer, on the other hand, a feature of language exists in only one of the two languages or is employed differently in each: learners mistakenly suppose, whether consciously or not, that a given element applies equally in both languages. Although negative transfers occur less often than positive transfers, they are more noticeable because they are generally explicit. They are also often harder to correct, except in cases where learners become aware of the factors that produced them.

The diagram on the next page features examples of French-to-English transfer in terms of the depth of cognitive processing required and the positive or negative outcome of each transfer.



### In the classroom

Although language transfer can occur spontaneously, teachers of ELA and of FSL can also plan a variety of stimulating learning situations to foster transfers between the languages. These situations may focus on language transfer in various contexts and offer the greatest possible number of opportunities for positive transfer. To find out more about how to plan instruction conducive to transfer, see the “Planning for teaching that fosters language learning transfer” section.

#### TRUE OR FALSE?

Transfer can occur only between languages that share the same origins.

#### FALSE

Transfer can also occur between languages of different origins, particularly in the case of conceptual transfers. Although English belongs to the branch of Germanic languages and French to that of the Romance languages, they have many aspects in common due to their long interrelated political past. “French is the most Germanic of the Romance languages while English is the most romantic of the Germanic languages.” (Walter, 2001)

## 1.5. What is the role of metalinguistic awareness in language learning transfer?

Metalinguistic awareness, which is a component of metacognition, is generally considered to be the ability to reflect on languages and how they function. A key factor in language learning, it enables learners to compare languages and to see them as systems containing both common and distinct features. This comparative analysis and the reflection stemming from it allow learners to perceive links among various features of language and language learning. Metalinguistic awareness fosters positive transfer and makes it possible to avoid negative transfer, since students are led to reflect on their learning and on the use of language. For example, the teacher can have students reflect on the use of false cognates between English and French: “Can all words be translated directly from one language to another? Do you know words that look the same but have different meanings?”

With the teacher’s support and guidance, even very young students can develop metalinguistic awareness. Therefore, comparison activities become important when children start school. Indeed, to observe similarities and differences between languages, it seems essential that students be capable of comparing pairs of elements. Then, as the students’ cognitive development proceeds, it becomes possible to make reflection and the focus of observation more complex (e.g. linguistic features).

This is a cognitively demanding exercise that, when repeated regularly, allows students to develop healthy self-reflection skills. Looking for similarities and differences between languages also helps to improve analytical skills. While reflection is initially a task set by the teacher, the students gradually make the process their own. Questioning becomes part of their set of learning strategies as their skills develop. Little by little, the students become autonomous, reflect on the ways in which they use language and transfer their language learning quite naturally when the opportunity arises.

“[Teaching for transfer has] really opened our eyes to the ways that French and English are similar, so we can do something that opens kids’ eyes too.”

(Erin, teacher, 2016)

### In the classroom

Language teachers can raise students’ level of metacognitive awareness using various pedagogical strategies, as suggested in the following table.

Pedagogical elements	Examples from the classroom
<p data-bbox="337 302 651 331"><b>Open-ended questions</b></p> 	<ul data-bbox="824 319 1419 747" style="list-style-type: none"> <li>• How can we draw on languages to remember the spelling of certain words?</li> <li>• What differences or similarities are there between this word in French and in English?</li> <li>• How can we let someone know that we are listening to them? How is this the same in other languages? Why?</li> <li>• What is the purpose of a book's cover? How can cover pages be useful for understanding stories? Why is this strategy useful?</li> </ul>
<p data-bbox="277 795 716 825"><b>Language exploration activities</b></p> 	<ul data-bbox="824 812 1409 1289" style="list-style-type: none"> <li>• Look for synonyms of known words in one language to improve a text written in another language.</li> <li>• Look at models of the syntactical structures of sentences written in English or French.</li> <li>• Compare expressions used from one language to another.</li> <li>• Make a wall of words that are similar in the languages the students know.</li> <li>• Discuss the writing process (e.g. drafting, revising, editing and publishing) with the students to help them realize that it is the same in English and French.</li> </ul>
<p data-bbox="362 1335 630 1365"><b>Reflection routines</b></p> 	<ul data-bbox="824 1352 1419 1688" style="list-style-type: none"> <li>• Have students record their language-related observations in a journal.</li> <li>• Talk about words or strategies that are common to various languages.</li> <li>• After new learning, give students enough time to look for similarities and differences with respect to their mother tongue.</li> <li>• Encourage the students to speak about their language observations.</li> </ul>

For more details about how to increase the level of students' metalinguistic awareness to improve language transfer or to see examples of practical activities to suggest in class, go to the next section: "In the Classroom: Teaching for Language Learning Transfer."

## Part 2 – In the Classroom: Teaching for Language Learning Transfer

## 2.1. Teaching for language learning transfer

Instruction focused on language transfer enables students to acquire strategies that help them to better understand how languages work. Students become more aware of the similarities and differences between languages and can become independent learners capable of transferring their linguistic knowledge to future learning.

In class, teachers can spontaneously seize opportunities that present themselves. They can also plan explicit transfers of language learning, following a recurrent cycle of activities. Instruction to foster language transfer does not necessarily require collaboration among teachers of different language areas. To foster the transfer of the students' language learning, one only need draw on students' knowledge and allow them to create their own links between the various things they have learned.

### Learning takes time . . . . .

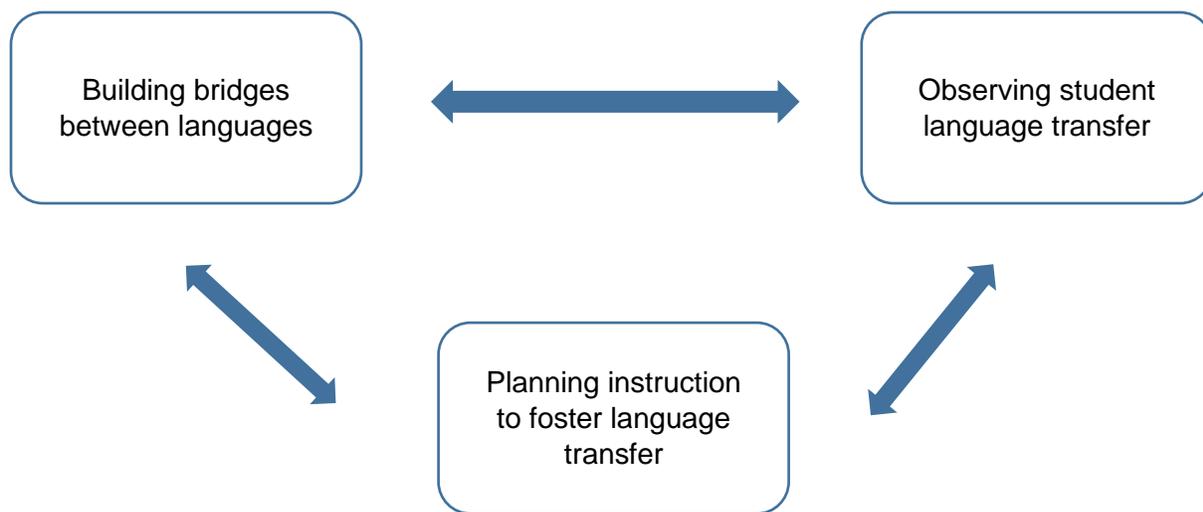
“Students need time to understand the meaning of new ideas, to draw connections to new ideas, to apply what they are learning to real tasks, to determine patterns of relationships, and to practice new skills.”

(Darling-Hammond, 2008)

Like any other learning tool, strategy or skill, language transfer requires time and practice to master. To learn a language and acquire knowledge about languages, students are offered many opportunities to transfer their learning in a variety of contexts. Transfer is a valuable tool that learners include in their linguistic tool kits.

The following diagram illustrates the teaching cycle from the vantage point of language transfer, which teachers can integrate into their daily practice in the classroom.

### Cycle of teaching for language learning transfer

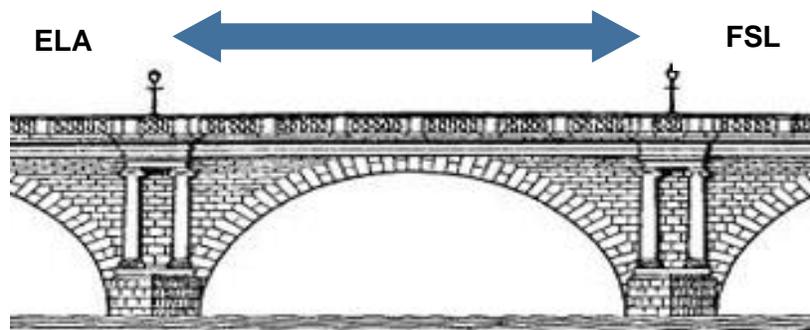


## 2.2. Building bridges between languages

“The bridge is the instructional moment in teaching for biliteracy when the teacher brings the two languages together, guiding students to engage in contrastive analysis of the two languages and to transfer the academic content they have learned from one language to the other language.”

(Beeman and Urow, 2012)

Students transfer learning from one language to another



Teachers build bridges between languages

### 2.2.1. What is a bridge?

The **bridge** is a process planned by the teacher to elicit comparisons between the two languages. The objective is to have the students experience a “eureka!” moment. Teachers use questioning to prompt access to the entirety of students’ prior knowledge.

#### TRUE OR FALSE?

Transfer can occur only between languages that share the same origins. There are not enough similarities between English and French to warrant spending precious classroom time exploring the connections between them.

#### FALSE

English and French have much in common, culturally and linguistically, due to their long and closely related pasts (wars, conquests, trade, etc.). This is especially true in the Canadian context. Studying the similarities between the francophone and anglophone cultures and languages enables students to progress in language transfer and to acquire metalinguistic skills.

### 2.2.2. What does “building bridges” mean?

Teachers foster language transfer by building bridges, in other words, by establishing explicit connections between prior knowledge in both languages. Bridge building requires a learning situation in which students are called upon to actively compare languages in terms of their surface and conceptual features. This helps students better understand how languages work and enables them to transfer their prior knowledge to new situations and contexts, in addition to consolidating their proficiency in both languages.

It is not necessary to work closely with the teacher in the other language class to access the prescribed learning content. Students can share what they have just learned, or what they already know, about their prior language learning. This is a two-way process in the sense that reflection on the similarities and differences between languages helps students to deepen their understanding of language and strengthens their metalinguistic skills.

When bridge building, teachers can target any aspect of language as well as strategies, language learning processes and resources (e.g. have students summarize a text, reflect on their writing process or find common features running through various texts, characters or characteristics of texts). Teachers choose what to transfer based on the program, competency level, needs (e.g. a student who overgeneralizes certain rules by thinking that they are identical in French and English) and students’ areas of interest. For more information on planning the best time to do bridge building in the classroom, please go to the “Planning for teaching that fosters language learning transfer” section.

#### **Building a bridge requires:**

- focusing on the students and taking their needs into account;
- offering students opportunities to reflect on language and make connections between the various things they learn (e.g. in ELA and FSL);
- encouraging students to:
  - share their observations and thoughts on language with others;
  - ask questions about language;
  - consider languages as systems; and
  - make connections with the languages they already know.

### 2.2.3. What does building a bridge look like in the classroom?

#### A. Activating students' prior knowledge

The teacher uses open-ended questions to draw students' attention to features that can be transferred from one language to another. For example, "Yesterday, in your FSL class, you read a text and practised the reading strategy of *questioning*. How did your questioning help you to better understand the text? Today, in ELA, we're going to use the same reading comprehension strategy when we read together."<sup>2</sup>

Examples of questions that the teacher might ask students to activate their prior knowledge:

- "What did you learn in your French class about writing an introduction for a report?"
- "I think you read a book written by this author in your French class. What do you know about this author?"
- "In your French class, you've started a unit on the environment. What do you know about this topic?"
- "You've participated in peer writing conferences in your FSL class. What do you know about the role of the listener, and how can the listener help the writer get better?"

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2. If a teacher does not have a language teaching partner, the teacher can use open-ended questions to activate students' general knowledge.

## B. Modelling reflection and language transfer

By thinking about the process out loud, the teacher makes the transfer process visible for students.<sup>3</sup>

Below are examples of questions teachers can ask themselves in front of the students, along with examples of thinking aloud while reflecting on the transfer of language learning.

“I’m wondering . . . how can I compare languages?”

- “I’ve noticed that colour words are not in the same position in English and French sentences, and I’m wondering if the same rule applies to other descriptive words. I’m going to compare French and English sentences containing descriptive words to see if I can identify a rule about their position in the sentence.”

“I’m wondering . . . how can I transfer my language learning?”

- “When I try to figure out how certain words are spelled, I think of the same word in another language. For example, the words *table* and *date* are written the same way in English and French. What other words are spelled the same way in English and in French?”

“I’m wondering . . . when can I transfer my language learning?”

- “When I’m getting ready to write a story, I consider what I’ve learned about writing this kind of text in ELA. I’ve learned, for instance, that an effective story needs to start with an engaging introduction and I know that this is also true of stories in French. I’m able to transfer this learning and to use it every time I write a story in any language.”

“I’m wondering . . . How can I take the new concepts I’ve learned in one language class and apply them in a different language class?”

- “I want to write a letter to the mayor. I’ve learned to use a graphic organizer to plan out letters in my French class, and I think that I can use this tool and adapt it for writing the letter in English.”

---

3. Start by suggesting simple models and then, depending on the students’ abilities, give them more abstract concepts to transfer.

### **C. Providing opportunities for metalinguistic reflection**

The teacher suggests activities that give students opportunities to observe and think about some of the similarities and differences between languages.<sup>4</sup>

Below are examples of activities in which students engage in metacognitive reflection concerning English, French and their language learning (see Appendix D for more examples).

- Compare mnemonic strategies (e.g. letter patterns, ideas, associations) that can be used to learn new words in French and English.
- Use graphic organizers (e.g. concept maps, comparative T-charts, timelines) in both language classes.
- Look for words that have similar spelling patterns or sound patterns in French and English (e.g. homophones, word endings).

The transfer of language learning is a cognitive process that takes place in the student's mind and is often invisible to the teacher or observer. To learn more about how to recognize language transfer in ELA and FSL, go to the "Observing the transfer of language learning" section. There, you will find useful observation tools and information on this aspect of teaching to foster learning transfer.

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4. Young students can carry out activities orally during simple observation activities; or they can underline, circle or draw words that are similar or that exhibit differences, depending on the languages compared.

## 2.3. Observing the transfer of language learning

### **TRUE OR FALSE?**

Transferring a word belonging to another language is a sign of a limited vocabulary.

### **FALSE**

When a student transfers a word belonging to another language, it indicates that they have tried to identify structures common to both languages. The teacher can then question the student to determine why this happened and also take advantage of the opportunity to offer feedback.

Since language transfer takes place in students' minds, the teacher looks for signs of it by observing the extent of the students' comprehension during language learning activities and discussions. To evaluate language transfer, the teacher recognizes the type of transfer that occurred and the signs that point to it. The information gleaned through this formative evaluation is then used to guide decision-making with respect to learning objectives, teaching strategies, learning content and resources. In light of this information, the teacher can make informed decisions and foresee learning possibilities that will make it possible to extend the depth and scope of the students' comprehension or to review concepts and dispel confusion.

### **TRUE OR FALSE?**

Readers who are proficient in a second language apply the same strategies in both their mother tongue and second language.

### **TRUE**

Readers who are proficient in a second language spontaneously apply the same strategies in both their mother tongue and second language, whereas less proficient readers generally consider the use of reading strategies in their mother tongue as useless and an obstacle to reading in the second language (Jímenez, García and Pearson, 1996).

### 2.3.1. How can we observe students' transfer of language learning?

#### A. Questioning

As was pointed out in the “Building bridges between languages” section, it is essential to ask students questions to access their prior knowledge and to determine the processes they draw on during an activity. Open-ended questions are the most effective since they call on students to use cognitive and metacognitive strategies or skills that serve to improve their language learning.

The teacher can ask students about the strategies and resources they relied on during a language task and help them to put the process into words to determine whether it produced:

- a positive or negative transfer
- a superficial or conceptual transfer
- an intentional or accidental transfer (for example, a student might realize that they made a superficial and negative transfer by attributing to the English word *comprehensive* the meaning of the French word *compréhension*)

Considering this information, teachers are able to determine the changes that need to be made to language learning objectives (e.g. instructional contexts and strategies, complexity of the task).

#### B. Reflection activities

Since language transfer can take place at any time during a lesson, it is important that teachers provide students with opportunities to consider their transfer strategies and to verbalize them before, during and after a language-learning activity. The signs of language transfer can be observed using a wide variety of means, such as a logbook, comments made during class discussion, self-evaluation tools and contributions to a cooperative learning activity.

Teachers model various ways of reflecting on language learning activities and the learning transfer they produce. Teachers also offer students regular opportunities to talk about the procedures they followed to help them understand language and what they have learned about it. By becoming familiar with various models of reflection and by integrating reflection into their learning process, students acquire the ability to transfer their language learning and improve their metacognitive skills.

### 2.3.2. Why observe language learning transfer?

What are the advantages of language learning transfer? What does it look like when a teacher has planned activities to observe evidence of transfer? The following table contains examples of situations and interactions between teacher and student.

<ul style="list-style-type: none"> <li>• <i>To help students become more aware of the importance of transfer in the language learning process</i></li> <li>• <i>To help students understand how an instance of transfer can be used in other language learning situations</i></li> </ul>	
<p><b>Example of an in-class situation:</b></p> <p>In ELA class, after writing in their reader response journals, the students are asked to reflect on the strategies they used and the transferable learning they acquired in their FSL class.</p>	<p><b>Questions a teacher might ask during a discussion about reader response:</b></p> <ul style="list-style-type: none"> <li>• What strategies for responding to texts have you learned in your ELA and your FSL classes?</li> <li>• What connections have you made with other texts? In which languages were these texts written?</li> <li>• Do you think that ideas in French texts can help you to make connections to, and better understand, the texts you are reading in ELA class? Is the inverse also true?</li> </ul>
<ul style="list-style-type: none"> <li>• <i>To help students become more aware of the transfers they make</i></li> </ul>	
<p><b>Example of an in-class situation:</b></p> <p>During a writing workshop, the teacher and students discuss writing decisions and the impact of these decisions on the writing.</p>	<p><b>Questions a teacher might ask during a writing workshop conference:</b></p> <ul style="list-style-type: none"> <li>• Why did you choose to end your paragraph with a question? Have you seen this in other texts? If so, which ones? Were they in French or English?</li> <li>• What could you do to improve the description of your character? What texts have you come across in either French or English that you could use as models for character description?</li> </ul>

<ul style="list-style-type: none"> <li>• <i>To assess students' level of metalinguistic awareness of the similarities and differences between English and French to plan bridge-building sessions</i></li> </ul>	
<p><b>Example of an in-class situation:</b></p> <p>The teacher asks the students to record, in a weekly log, their observations with respect to their understanding of the similarities and differences between English and French, and between their learning in the two languages. The teacher then invites the students to share their discoveries with their peers.</p>	<p><b>Questions a teacher might ask to encourage students to write down their observations about the similarities and differences between languages:</b></p> <ul style="list-style-type: none"> <li>• Have you noticed any words that are spelled almost the same in English and French? If so, which words are they? How are they similar? Talk about this with a classmate.</li> <li>• What do you do to understand a new word in a French text? Do you use the same strategies for unfamiliar English words? Why?</li> </ul>
<ul style="list-style-type: none"> <li>• <i>To recognize and encourage helpful examples of language learning transfer</i></li> </ul>	
<p><b>Example of an in-class situation:</b></p> <p>While the students are preparing interview questions for a community member, a student suggests using a survey that was used in the other language class to organize the information in a questionnaire. The teacher points out to the class that this is a case of positive transfer.</p>	<p><b>Comments a teacher can make to draw the students' attention to an example of positive transfer:</b></p> <ul style="list-style-type: none"> <li>• Peter suggested using a survey from your other language class to create our questionnaire. He has just made an interesting connection between our two classes.</li> <li>• Does anyone have any other ideas as to how we might go about creating our questionnaire? Perhaps there's something you learned in your other language class?</li> </ul>

- *To correct misconceptions in the case of negative transfer*

**Example of an in-class situation:**

During a group discussion, a student states that sentence structure is always the same whether one is writing in English or French. The teacher decides to provide corrective feedback (by asking the student questions).

**Questions a teacher might ask:**

- What makes you say that?
- Can you think of a case where we wouldn't use the same sentence structure in English and French?
- Can we compare English and French sentences to see if this is true?

## 2.4. Planning for teaching that fosters language learning transfer

A teacher who is aware of the importance of transfer on language learning can seize opportunities for building bridges between languages, as well as deliberately plan for learning situations that provide bridges. Student-centered activities that include reflection on languages and language learning help to make students aware of the considerable impact that transfer can have on their own learning.

### 2.4.1. What transfers should students make and why?

Considering learning goals, student abilities and needs, the teacher targets certain aspects of the language program in lessons that can strengthen the transfer of language learning.

Although they provide for comparisons between language similarities and differences, transfer activities do not necessarily require the same approaches, resources or activities to build bridges between classes. In planning, the teacher can choose one of the following possibilities:

- A. making connections by focusing on **similar elements** in the ELA and FSL programs
- B. making connections by focusing on **complementary elements** in the ELA and FSL programs

## A. Making connections by focusing on similar elements in the ELA and FSL programs

The ELA and FSL programs have many language skills, strategies and competencies in common, therefore it is possible to make connections between the two programs when teaching for the transfer of language learning. To target similar program elements, the teacher does not need to master the other language or the content of the other language program. The teacher can access information about the other language class by questioning the students to determine what they are presently working on, the strategies they are familiar with or, if possible, by consulting the other language teacher.

### Examples of similarities found in the ELA and FSL programs

Talk	Communication orale
<p>The student uses nonverbal cues to convey meaning: gestures, pauses and facial expressions, physical movement and silence.</p> <p>QEP – English Language Arts, p. 105</p>	<p>L'élève utilise divers moyens de dépannage: emploi de gestes, de mimiques, de paraphrases ou de mots d'une autre langue pour se faire comprendre, etc.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Stratégies d'interaction</i>, p. 133</p>
Reading	Lecture
<p>The student reads, views and listens to authentic literary, popular and information-based texts that are appropriate to the student's age, interests and developing abilities.</p> <p>QEP – English Language Arts, p. 74</p>	<p>L'élève utilise des textes authentiques, souvent accompagnés d'illustrations qui situent le contexte et qui servent d'appui à des interactions.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Cheminement de l'élève</i>, p. 126</p>
Writing	Écriture
<p>The student produces self-expressive, narrative and information-based texts for personally significant purposes and for a familiar audience.</p> <p>QEP – English Language Arts, p. 82</p>	<p>L'élève produit de façon libre ou planifiée, une abondance de textes variés, pour soi ou pour les autres.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Stratégies de production</i>, p. 134</p>

## B. Making connections by focusing on complementary elements in the ELA and FSL programs

Planning complementary activities to foster language learning transfer also requires that connections be made between the languages, while taking the two programs into account. This does not mean simply reproducing the same teaching from one language class to the other. The teaching goal, in this instance, is to have the students draw on the learning they have acquired in the other language class to help them to better understand the target language and to enhance their language learning.

### Examples of complementary elements of the ELA and FSL programs

Talk	Communication orale
<p>Responding to the ideas and points of view of others with sensitivity and interest</p> <p>QEP – English Language Arts, p. 103.</p>	<p>L'élève parvient de mieux en mieux à répondre à ses besoins en posant des questions et en sachant réagir à celles qui lui sont posées, tant à l'oral qu'à l'écrit.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Cheminement de l'élève</i>, p. 127.</p>
Reading	Lecture
<p>The student uses a repertoire of strategies to construct meaning from texts, including making predictions, confirmations and inferences, and questioning and talking with others to clarify and enrich interpretations.</p> <p>QEP – English Language Arts, p. 77.</p>	<p>L'élève infère le sens du mot à partir des illustrations, du contexte, des éléments gestuels et de sa langue maternelle.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Stratégies de compréhension</i>, p. 133.</p>
Writing	Écriture
<p>The student writes a variety of self-selected text types for personally significant purposes and a real audience.</p> <p>QEP – English Language Arts, p. 86.</p>	<p>L'élève choisit l'information pertinente au sujet du texte et à l'intention.</p> <p>PFÉQ – Français, langue seconde – Immersion, <i>Critères d'évaluation</i>, p. 131.</p>

Teachers can select either similar or complementary elements of the ELA and FSL programs (key features, essential knowledge, strategies) to foster language learning transfer and to contribute to the development of competencies in both languages.

## 2.4.2. How can we target specific types of transfer?

When planning for transfer, the teacher considers the type of transfer desired.

<p style="text-align: center;"><b>Superficial transfer</b></p> <p>Students are invited to <b>recognize</b> the similarities and differences between the two languages.</p>	<p style="text-align: center;"><b>Positive transfer</b></p> <p>Students are invited to <b>transfer</b> the use of a similar element, concept, skill or strategy from one language to the other.</p>
<p style="text-align: center;"><b>Conceptual transfer</b></p> <p>Students are invited to <b>reflect</b> on abstract concepts, skills and strategies that are either similar or different in the two languages.</p>	<p style="text-align: center;"><b>Negative transfer</b></p> <p>Students are encouraged to <b>avoid</b> transferring elements, concepts, skills or strategies that are different in the two languages.</p>

Language learning situations can target all types of transfer. The teacher can plan for learning activities that enable students to become more aware of the differences between languages and avoid generalizing. These learning activities can also help students to realize that many aspects of one language (e.g. comprehension strategies) are the same for other languages. Consequently, planning for transfer means planning activities designed to help students become aware of all these possibilities. To know more about this subject, go to the “Types of language learning transfer” section.

### In the classroom: Making time for transfer

Here are examples of ways to target different types of transfer:

- To prepare a vocabulary lesson, the teacher draws up a list of questions that guide students to recognize that, even if words differ from one language to another, some appear similar (e.g. cognates like *évaporation* and *evaporation*, *transfert* and *transfer*, *surface* and *surface*).
  - The teacher is targeting superficial and positive transfer.
- To prepare a lesson devoted to reading information-based texts, the teacher designs an activity where students construct their understanding of the text by attending to the author’s use of text features (e.g. subtitles, photos, diagrams) which were previously taught in the other language class.
  - The teacher is targeting conceptual and positive transfer.

- To prepare a word study lesson, the teacher designs a cooperative learning activity in which students compare plural endings in both languages and come to the conclusion that English plural noun endings are almost always audible, which is not always the case with plural French words.
- The teacher is targeting superficial and negative transfer to avoid overgeneralizations.

### TRUE OR FALSE?

Words that are similar in French and English (e.g. *blue* and *bleu*) are so obvious that students will identify them on their own.

### FALSE

There are thousands of similar words in English and French (Walter, 2001). Studying these with students fosters curiosity and interest about languages and language learning. However, a student who is not aware that two languages can have points in common will not be open to the idea that languages can somewhat resemble one another (Kellerman, 1983). Therefore, systematic teaching of certain aspects of the language of instruction is beneficial for student learning (Hamayan, Genesee and Cloud, 2013).

### 2.4.3. When and how do I build bridges with another language class?



Bridging is a key component in the transfer process. The teacher deliberately plans a series of activities intended to encourage students to make connections with the language learning taking place in both language classes.

#### Guiding questions for planning activities to foster language learning transfer

The following questions are intended as suggestions for teachers who wish to integrate language learning transfer into their teaching routines. Before asking students questions, it is important to clarify intentions, reflect on expectations and anticipate ways to support students in their learning.

### Examples of guiding questions for planning language learning transfer

- When do I create links between the shared language elements that students are learning?
- How will these links be useful in the overall process of language learning?
- What types of situations should I use to enable students to transfer their learning?
- How can I use students' prior learning and experience to help them develop their understanding?
  - What questions can I ask students to activate their prior knowledge?
- How can I help students to recognize the similarities and differences between the two languages? (e.g. concepts, strategies, skills, content)
- Which language competencies should I focus on?
- What type of support can I provide to help students learn?
  - How can I enable students to make transfers more independently?
- What questions can I ask to promote deeper thinking about language learning?
- Which language learning strategies should I model?
- What kinds of metacognitive activities should I design to help students reflect on how and when to transfer what they have learned?
- What kinds of metacognitive activities should I design to help students become more aware of the transfers they are making?
- How can I determine if bridges between languages have been effective?
  - In what learning contexts will students demonstrate language transfer (e.g. group discussions, conferences, written reflection, written activities)?
- Considering my observations, what do students need next?
  - How might I deepen and extend their understanding?
  - How might I help students who are experiencing difficulties?

To know more about this subject, go to the “Building bridges between languages” section, which describes strategies and practices designed to foster transfer of language learning.

## How to question students

Appendix D contains examples of questions and activities that teachers can use to support students in the transfer of their language learning. These models can be applied and modified in accordance with the students' cognitive development and the teacher's familiarity with concepts relating to learning transfer.

## Selecting resources that are appealing and conducive to language learning transfer

The use of high quality, engaging and varied resources has a significant positive impact on all student learning. This is also true for the instruction that fosters language learning transfer. Teachers can use resources that highlight students' cultural backgrounds and that position students as experts in their own language(s). This helps to motivate students, who become more confident and independent, and it encourages them to take up new challenges and embark on new learning.

The use of authentic texts is essential for both the ELA and FSL programs. Students can reflect on learning transfer with the help of authentic texts in both languages. The choice of complementary authentic texts and of text types that contain common elements (e.g. text structure, genre, image quality, sentence structures, type of narrator, theme) fosters learning transfer and competency development in a rich instructional context. See Appendix B for suggestions of books to use in the classroom for the three cycles of elementary and for secondary school.

To discover new and interesting titles, visit the website listed below and conduct a search according to the desired complementary learning goals:

- **Constellations:** <https://constellations.education.gouv.qc.ca/>

## Is collaboration between language teaching partners necessary for fostering transfer?

“I found that the transfer project had an immediate impact on my classroom practice as it helped me to focus differently on the way we worked to present the material to the children, working in a more complementary way rather than repeating the same thing twice.”

Sue Deme, New Frontiers School Board

A teacher can come up with effective guiding questions to activate students' prior knowledge, engage students in language transfer activities and provide relevant resources. As well, language teachers can collaborate and plan in a complementary way. This can be effective and stimulating for both students and teachers.

By collaborating, teachers can help students to apply to one language what they have learned in another language, taking into account their prior knowledge, level of understanding, ongoing learning and transferable skills.

- When students learn to use a reading comprehension strategy, for example, inferring in ELA class, they can reapply this understanding in the FSL class, first when prompted by the teacher and eventually on their own initiative. Teachers can encourage students to draw on the same reading strategies when reading texts in both languages.
- When students learn about a topic, such as the Second World War, or the structure of a literary text, such as fairy tales, they can transfer what they learn from one language class to the other. Teachers can, in a complementary way, go into greater depth and build on what has been taught in the other language class.

**TRUE OR FALSE?**

Teaching for transfer does not require that ELA and FSL teachers have extensive knowledge about the other language and the curriculum of the other language class.

**TRUE**

Language teachers can prompt students to talk about the other language and about what they are learning in the other language class.

**A sample lesson plan created in collaboration between an ELA teacher and an FSL teacher in elementary school**

Diane and Sue, two Cycle One elementary teachers, have determined that the best way to teach this reading strategy is to model it by asking questions while reading a picture book aloud, then inviting students to do the same.

<p><b>Building a bridge between ELA and FSL classes: Teaching the reading strategy of asking questions to better understand a text</b></p>	
<p><b>Team: Sue and Diane, Elementary Cycle One</b></p>	
<p><b>Duration: two class periods</b></p>	
<p>The language learning strategies that the teachers want their students to transfer are:</p> <ul style="list-style-type: none"> <li>• asking questions about a text during reading</li> <li>• proposing answers to questions to improve their understanding of the text</li> </ul>	
<p>Lesson 1 – ELA class</p> <ol style="list-style-type: none"> <li>1. Sue activates the students’ prior knowledge of the type of questions that readers ask themselves while reading.</li> <li>2. She reads Peter Reynold’s picture book <i>Ish</i>.</li> <li>3. She directs the students to turn and talk with a partner at specific times while the book is being read out loud.</li> <li>4. Sue distinguishes between open and closed questions.</li> <li>5. She explains how to ask questions while reading to better understand the text.</li> </ol>	<p>Lesson 2 – FSL class</p> <ol style="list-style-type: none"> <li>1. Diane builds a bridge to Sue’s reading lesson by activating the students’ prior knowledge of the strategy used during the reading activity in ELA.</li> <li>2. Guided by Diane, and with the help of examples, the students explain the difference between open and closed questions.</li> <li>3. Diane shows the class two sentence stems that enable the students to ask questions in French: “Est-ce que . . . ?” and “Je me demande . . . ?”</li> <li>4. Diane reads the picture book <i>Petite Tache</i> by Lionel Le Néouanic and pauses during the read-aloud in order to model asking questions.</li> <li>5. The students discuss their questions with a partner.</li> </ol>

**A sample lesson plan created in collaboration between an ELA teacher and an FSL teacher in secondary school**

During a discussion about their respective planning for the upcoming weeks, Aline and Jamenie, two Cycle Two teachers in secondary school, realized that they had both asked their students to write explanatory paragraphs. They also noticed that they were using a similar paragraph structure, and they agreed on the vocabulary to use when referring to the elements of an explanatory paragraph. They each chose to focus on one of their students' weaknesses, namely the appropriate use of a direct quotation in a sentence in ELA and the use of paraphrasing in FSL.

<b>Building a bridge in ELA and FSL class: teaching the appropriate use of a direct quotation or a paraphrase to support an example when writing an explanatory paragraph</b>	
<b>Team: Aline and Jamenie, Secondary Cycle Two</b>	
<b>Duration: two class periods</b>	
<p>The language learning strategies that the teachers want their students to transfer are:</p> <ul style="list-style-type: none"> <li>• integrating a direct quotation in a sentence when providing an example to support an explanation</li> <li>• paraphrasing effectively when providing an example to support an explanation</li> </ul>	
<p><b>Lesson 1 – ELA class</b></p> <ol style="list-style-type: none"> <li>1. Aline will start by modelling the fluid integration of a direct quotation in a sentence by using the vocabulary related to the structure of an explanatory paragraph, making connections with the words used in FSL class.</li> <li>2. In teams of two, students work together to improve one of their own paragraphs.</li> </ol>	<p><b>Lesson 2 – FSL class</b></p> <ol style="list-style-type: none"> <li>1. Jamenie will review the structure of a paragraph in an explanatory text, asking students to remember what they have seen in ELA class, and have them reinvest their knowledge by inserting a direct quotation in one of their own paragraphs and a paraphrase in another of their own explanatory paragraphs.</li> <li>2. She will have students improve sample paragraphs before improving one of their own.</li> </ol>

# Glossary

## **Biliteracy**

Biliteracy is the ability to use academic language to speak, write and read proficiently in two languages.

## **Cognitive strategies**

Cognitive strategies are a set of operations students use to carry out a task and to acquire, integrate and reuse the target language (e.g. exploring various methods of learning through listening, observation or action, forming hypotheses on the content of an oral or written text).

## **Cognate**

A cognate is a word that has the same etymological origin as another word. A word in one language that shows significant semantic and orthographic overlap with a word in another language (e.g. *président* and *president*).

## **Metacognition**

The knowledge the student has of his/her own learning process, and control over this process. It is often referred to as “thinking about one’s own thinking.”

## **Metacognitive strategies**

Strategies that make it possible to reflect on one’s learning process and to understand the conditions conducive to it. These are organizing and planning strategies that enable learners to regulate, evaluate and correct their own work.

# Appendix 1 – Sample planning templates for lessons that foster language learning transfer

**Planning template: Teaching strategies and fostering language learning transfer**

In my ELA class	In my partner's FSL class
ELA competencies:	FSL competencies:
Language-learning strategy selected:	Language-learning strategy selected:
This is how I could teach this strategy in English class (theme, catalyst, process [steps, procedures], material):	This is how my partner could teach this strategy in French class (theme, catalyst, process [steps, procedures], material):
Activate the students' prior knowledge: questions to ask in class	Activate the students' prior knowledge: questions to ask in class
Model language learning strategies: internal discourse	Model language learning strategies: internal discourse
Reflect on languages: elements to work on	Reflect on languages: elements to work on

**Planning template: Using complementary books to foster language learning transfer**

<b>In my ELA class</b>	<b>In my colleague's FSL class</b>
ELA competencies:	FSL competencies:
Bibliographic reference for the book for the ELA class:	Bibliographic reference for the book for the FSL class:
This is how I could use this book in the English class (theme, catalyst, process, material):	This is how my colleague could use this book in the French class (theme, catalyst, process, material):
Activating prior knowledge: Questions to ask in class	Activating prior knowledge: Questions to ask in class
Model the language learning strategies: reading comprehension strategy selected	Model the language learning strategies: reading comprehension strategy selected
Reflect on languages: elements to work on	Reflect on languages: elements to work on

## Example of planning to foster language learning transfer using complementary biographies

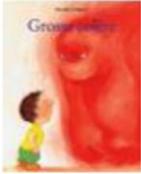
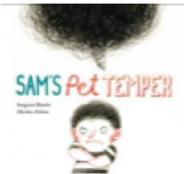
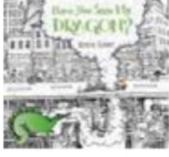
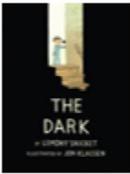
In my ELA class	In my colleague's FSL class
<p>ELA competencies: Reading + Writing +Talk</p>	<p>FSL competencies: Reading + Oral Interaction + Writing</p>
<p>Bibliographic reference for the book for the ELA class: Debon, N. <i>The Strongest Man in the World</i>. Toronto: Groundwood Books, 2007.</p>	<p>Bibliographic reference for the book for the FLS class: Gravel, É. <i>Le Grand Antonio</i>. Montréal: La Pastèque, 2014.</p>
<p>Some things I could focus on while using this book in ELA class:</p> <ul style="list-style-type: none"> <li>● Structure of a biography (chronological order; real person; interesting, even spectacular events)</li> <li>● Writing in the present tense vs. the past tense: credibility of the story (What is the effect of writing in the present tense? Why might the author have chosen to write in this way? The captions under the photographs are in the past tense. Why do you think the author chose to do this? What effect does it have on the reader? How does it influence the credibility of the text?)</li> <li>● A discussion of the narration and perspective</li> <li>● Oral nature of the account: addition of speech balloons</li> <li>● Credibility of the story as told in a graphic-novel format (cultural references, epilogue, period photographs, precise dates and numbers)</li> </ul>	<p>Some things my colleague may want to focus on when using this book in the FSL class:</p> <ul style="list-style-type: none"> <li>● Writing in the present tense vs. the past tense (last page of the book in the past tense under an archival picture; vignette dialogue in the present tense; first-person narration in the past below vignettes)</li> <li>● Oral nature of the account: speech balloons + first-person narration)</li> <li>● Credibility of the story despite the illustrations (dates, cultural references, period photographs): verification via other sources</li> <li>● Graphic elements: words stressed by the author (content words that foster understanding and the retention of important information)</li> <li>● What makes the story interesting (doubts relating to homelessness and the source of his strength, unanswered questions, humour, surprising facts, anecdotes)</li> </ul>

In my ELA class	In my colleague's FSL class
<ul style="list-style-type: none"> <li>• Graphic elements and how they enhance the meaning of the text and impact the reader (realistic drawings, colours reminiscent of period photographs, facial expressions, proportions)</li> <li>• What makes this story interesting? (e.g. vulnerability introduced at the very beginning; first-person narration; must always prove his strength to skeptical people; development over time)</li> <li>• Compare the two strongmen whose stories are told in the two books: based on their exploits, which one would you say was stronger? In what way?</li> <li>• What might be the negative aspects of a life of performance and fame?</li> </ul>	
<p>Activating prior knowledge: questions to ask in class</p> <ul style="list-style-type: none"> <li>• Review: What makes a biography credible?</li> <li>• Structure of a biography: What kinds of elements do biographies contain?</li> </ul>	<p>Activating prior knowledge: Questions to ask in class</p> <ul style="list-style-type: none"> <li>• Credibility: What makes a biography credible?</li> <li>• Review: What kind of content do biographies have?</li> </ul>
<p>Model the language learning strategies: reading comprehension strategy selected</p> <ul style="list-style-type: none"> <li>• Questions to ask throughout the text to consider its credibility</li> </ul>	<p>Model the language learning strategies: reading comprehension strategy selected</p> <ul style="list-style-type: none"> <li>• Questions to ask throughout the text to consider its credibility</li> </ul>
<p>Reflect on languages: elements to work on</p> <ul style="list-style-type: none"> <li>• Using the present tense vs. the past tense to write a biography (effect of the verb tense on a story)</li> </ul>	<p>Reflect on languages: elements to work on</p> <ul style="list-style-type: none"> <li>• Using the present tense vs. the past tense to write a biography (effect of the verb tense on a story)</li> </ul>

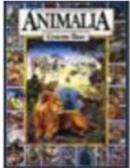
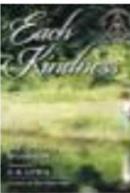
## Appendix 2 – Book suggestions for building bridges between ELA and FSL

These lists were created in collaboration with Constellations

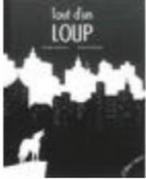
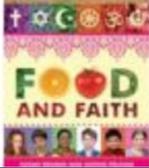
## Elementary Cycle One

 <p><b>Grosse colère</b> Mireille d'Allancé</p>	 <p><b>Sam's Pet Temper</b> Sangeeta Bhadra Marion Arbona</p>
 <p><b>Un gorille, un livre</b> Anthony Browne</p>	 <p><b>Have You Seen My Dragon?</b> Steve Light</p>
 <p><b>Du bruit sous le lit</b> Mathis</p>	 <p><b>The Dark</b> Lemony Snicket Jon Klassen</p>
 <p><b>Il y a des chats dans ce livre!</b> Viviane Schwarz</p>	 <p><b>This Book Just Ate My Dog!</b> Richard Byrne</p>
 <p><b>Abécédaire. Québec en photos</b> Martine Doyon</p>	 <p><b>LMNO Peas</b> Keith Baker</p>
 <p><b>Dessine!</b> Bill Thomson</p>	 <p><b>Fossil</b> Bill Thomson</p>
 <p><b>Roselyne Rutabaga remue ciel et terre!</b> Marie-Louise Gay</p>	 <p><b>Sam and Dave Dig a Hole</b> Mac Barnett Jon Klassen</p>

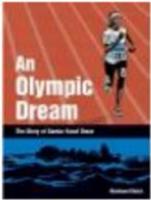
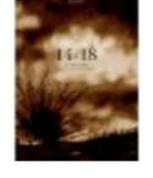
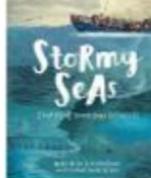
## Elementary Cycle Two

 <p><b>Le petit cochon n'arrivait pas à s'endormir dans le noir</b> Arthur Geisert</p>	 <p><b>Ten Birds</b> Cybèle Young</p>
 <p><b>La science du caca</b> Frédéric Marais</p>	 <p><b>Actual Size</b> Steve Jenkins</p>
 <p><b>Comme ci, comme ça</b> Caroline Merola</p>	 <p><b>Round Trip</b> Ann Jonas</p>
 <p><b>ABC</b> Marion Arbona</p>	 <p><b>Animalia</b> Graeme Base</p>
 <p><b>L'éphémère</b> Stéphane Sénégas</p>	 <p><b>Hey, Little Ant</b> Phillip Hoose Hannah Hoose Debbie Tilley</p>
 <p><b>Au même instant, sur la Terre...</b> Clotilde Perrin</p>	 <p><b>At the Same Moment, Around the World</b> Clotilde Perrin</p>
 <p><b>Juste à côté de moi</b> Sigrid Baffert Julien Billaudeau</p>	 <p><b>Each Kindness</b> Jacqueline Woodson E.B. White</p>

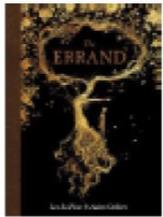
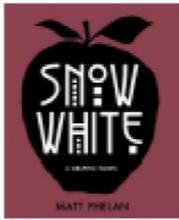
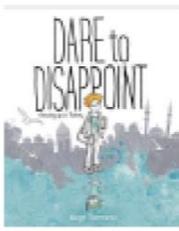
## Elementary Cycle Three

	<p><b>Le prisonnier sans frontière</b> Jacques Goldstyn</p>		<p><b>The Composition</b> Antonio Skármeta Alfonso Ruano</p>
	<p><b>Monumental. Records et merveilles de l'architecture</b> Sarah Tavernier Alexandre Verhille</p>		<p><b>Architecture According to Pigeons</b> Speck Lee Tailfeather Stella Gurney Natsko Seki</p>
	<p><b>Une petite bouteille jaune</b> Angèle Delaunois Christine Delezenne</p>		<p><b>The Little Yellow Bottle</b> Angèle Delaunois Christine Delezenne</p>
	<p><b>Tout d'un loup</b> Géraldine Elschner</p>		<p><b>Lola and I</b> Chiara Valentina Segré Paolo Domeniconi</p>
	<p><b>Une seule Terre pour nourrir les hommes</b> Florence Thinar</p>		<p><b>Food and Faith</b> Susan Reuben Sophie Pelham</p>
	<p><b>Mon œil !</b> Mario Ramos</p>		<p><b>Monkey Business</b> Wallace Edwards</p>
	<p><b>Avec du temps</b> Isabel Minhós Martin Madalena Matoso</p>		<p><b>The World in a Second</b> Isabel Minhós Martins Bernardo Carvalho</p>

## Secondary Cycles One and Two

	<p><b>Le Marathon de Safia</b> Didier Quella-Guyot Sébastien Verdier</p>		<p><b>An Olympic Dream: The Story of Samia Yusuf Amar</b> Reinhard Kleist</p>
	<p><b>Nuits de pow-wow</b> David Bouchard Pam Aleekuk Leonard Paul</p>		<p><b>Missing Nimâmâ</b> Melanie Florence François Thisdale</p>
	<p><b>Des loups dans murs</b> Neil Gaiman Dave McKean</p>		<p><b>The Watertower</b> Gary Crew Steven Woolman</p>
	<p><b>14-18</b> Dedieu</p>		<p><b>Once a Sheppard</b> Glenda Millard Phil Lesnie</p>
	<p><b>Monsieur Chocolat : Le premier clown noir</b> Bénédicte Rivière Bruno Pilorget</p>		<p><b>First Man: Reimagining Matthew Henson</b> Simon Schwartz</p>
	<p><b>Planète migrants</b> Sophie Lamoureux Amélie Fontaine</p>		<p><b>Stormy Seas: Stories of Young Boat Refugees</b> Mary Beth Leatherdale Eleanor Shakespeare</p>

## Secondary Cycles One and Two (cont'd)

	<p><b>Le bois dormant</b> Rébecca Dautremer</p>		<p><b>The Errand</b> Leo LaFleur Adam Oehlers</p>
	<p><b>La chasse-galerie</b> Vanoli</p>		<p><b>Trickster: Native American Tales</b> Matt Dembicki</p>
	<p><b>Jane, le renard &amp; moi</b> Isabelle Arsenault Fanny Britt</p>		<p><b>To This Day</b> Shane Koyczan</p>
	<p><b>La fille en rouge</b> Aaron Frisch Roberto Innocenti</p>		<p><b>Snow White</b> Matt Phelan</p>
	<p><b>Le jeu des hirondelles</b> Zeina Abirached</p>		<p><b>Dare to Disappoint: Growing Up in Turkey</b> Özge Samancı</p>

Appendix 3 – Videos on *Teaching to Foster Transfer  
of Language Learning*

**List of videos on *Teaching to Foster Transfer of Language Learning* available on the MEQ website (<https://www.youtube.com/user/MELSQuebec>)**

[Transfer of language learning to support reading and talk competencies](#)

This video shows teaching practices that foster transfer of language learning in reading and talk, with Grade 1 and 2 students in a bilingual model.

This video was produced at Heritage School, from the New Frontiers School Board. Students in a combined class (Grades 1 and 2) are preparing a reading and talk activity around a picture book. Some of the tools used by the two teachers are shared in order to build bridges between French and English classes. This allows students to activate their background knowledge and to use their personal linguistic repertoire. They can then transfer their learning from one class to the other. The teachers support the students by modelling strategies in relation to reading and talk, and by making explicit connections with the content covered in both classes.

[Transfer of language learning to support writing](#)

This video shows teaching practices that foster transfer of language learning in writing, with Grade 1 and 2 students in a bilingual model.

This video was produced at Heritage School, from the New Frontiers School Board. Students in a combined class (Grades 1 and 2) are preparing to write a story. Some of the tools used by the two teachers are shared in order to build bridges between French and English classes. This allows students to activate their background knowledge and to use their personal linguistic repertoire. They can then transfer their learning from one class to the other. The teachers support the students by modelling strategies in relation to writing, and by making explicit connections to the content covered in both classes.

[Building bridges between English and French classes](#)

This video shows how teaching practices are shared to foster transfer of language learning with Grade 3 and 4 students in a French immersion program.

This video was produced at Willingdon School, from the English Montreal School Board. Students in a combined class (Grades 3 and 4) are preparing for a writing task on legends. The teachers use a similar teaching sequence and common tools to build bridges between French and English classes. This allows students to activate their background knowledge and to use their personal linguistic repertoire. They can then transfer their learning from one class to another. The teachers collaborate and share ideas in order to identify explicit connections that can be made between the content covered in both classes.

### [Activating background knowledge to foster transfer of language learning](#)

This video shows the importance of activating background knowledge to foster transfer of language learning with Grade 6 students in a French immersion program.

This video was produced at Merton Elementary School, from the English Montreal School Board. Grade 6 students make connections between a book read in French class, *Otto*, and a novel read in English class, *Gabi's Dresser*, both dealing with the Second World War. The teachers start their teaching sequence by activating their students' background knowledge, allowing them to use a variety of reading strategies and to deepen their understanding of both texts.

### [Transfer of language learning to support talk](#)

This video shows teaching practices that foster transfer of language learning in talk, with Grades 1 and 2 students in a bilingual model.

This video was produced at Heritage School, from the New Frontiers School Board. Students in a combined class (Grades 1 and 2) are preparing for a talk activity. The teachers share the tools they use in order to build bridges between French and English classes. This allows students to activate their background knowledge and to use their personal linguistic repertoire. They can then transfer their learning from one class to the other. The teachers support the students by modelling strategies in relation to talk, and by making explicit connections to the content covered in both classes.

### [Explicit teaching to promote the transfer of language learning](#)

This video shows the importance of making explicit connections between languages to foster transfer of language learning with Grade 4 students in a French immersion program.

This video was produced at Merton Elementary School, from the English Montreal School Board. Grade 4 students are preparing to write a story using personification. The teachers use a complementary approach, an interactive reading of picture books and explanation of the concept of personification to build bridges between English and French classes. Explicit teaching of content is at the core of activating the students' background knowledge, which allows them to use their personal linguistic repertoire. Students can then transfer their learning from one class to the other. The teachers collaborate and share ideas in order to identify explicit connections that can be made between the content covered in both classes.

### [Students talk about transfer of language learning \(in French\)](#)

This video shows Grade 6 students in a French immersion program sharing their reflections on transfer of language learning.

This video was produced at Merton Elementary School, from the English Montreal School Board. These Grade 6 students from a French immersion program have participated in a project in which their teachers used teaching practices to foster transfer of language learning in both ELA and FSL classes. At the end of the project, the students share their reflections on transfer of language learning.

## Appendix 4 – Examples of activities for reflecting on language

## Examples of activities and questions for elementary and secondary levels

The following examples of activities and questions are adapted from Hamayan, Genesee and Cloud (2013), and Horst, White and Bell (2010).

Activities	Questions
<p>Familiarize the students with the similarities between L1<sup>5</sup> and L2<sup>6</sup>:</p> <ul style="list-style-type: none"> <li>• sounds, e.g. consonants [ l ], [ p ]</li> <li>• letter-sound relationships, e.g. sh-ch [ ʃ ]</li> <li>• word-formation, e.g. similar “tion” endings [e.g. action, competition, addition, solution]</li> <li>• grammar, e.g. using “s” to form a plural, or starting a sentence with a capital letter</li> </ul>	<ul style="list-style-type: none"> <li>• Is it difficult to make the sound of the letter(s) [ . . . ] in French?</li> <li>• Are there sounds that are difficult to pronounce in French? Give some examples.</li> <li>• Are there sounds that are the same in French and English? Give some examples.</li> <li>• When you write, which rules are the same in French and English?</li> </ul>
<p>Encourage the students to verbalize lexical similarities and differences:</p> <ul style="list-style-type: none"> <li>• correspondences, e.g. y-ie (e.g. melody / mélodie), ic-ique (e.g. music / musique, picnic / pique-nique), y-é (e.g. activity / activité) for word endings</li> <li>• false friends, e.g. coin (money) – un coin (corner), pain (hurt) – un pain (bread)</li> <li>• cognates, e.g. evaporation- évaporation, plant-plante, autumn-automne, list-liste, adult-adulte</li> </ul>	<ul style="list-style-type: none"> <li>• Can you name words that are similar in French and English? Do they have the same meaning?</li> <li>• What differences do you see between <i>gentle</i> in English and <i>gentille</i> in French? Do they mean the same thing in both languages?</li> <li>• How many French words can you find in this sentence: “I can’t hear the radio because that machine is making a terrible noise.”</li> </ul>

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5. First language  
6. Second language

Activities	Questions
<p>Begin by making explicit comparisons between L1 and L2 during class, using:</p> <ul style="list-style-type: none"> <li>• a similar method</li> <li>• a complementary task (begun in one class and finished in the other)</li> <li>• texts by the same author or having similar themes</li> <li>• bilingual picture books and logbooks produced by the students</li> </ul>	<ul style="list-style-type: none"> <li>• How did you learn to introduce people in Ms. X's class?</li> <li>• Do you know this author? Did Ms. X speak with you about this author last week?</li> <li>• What have you learned about insects since you began studying them with your French teacher?</li> <li>• How far along are you with your study of . . . ? We're going to build on it with . . . .</li> <li>• What did you learn in French class about asking questions when reading? We're also going to ask questions when reading and . . . .</li> </ul>
<p>Over time, adopt complementary approaches by encouraging students to:</p> <ul style="list-style-type: none"> <li>• discuss what they have observed about both languages</li> <li>• form their own hypotheses about linguistic phenomena</li> <li>• use what they learned in the other language in various contexts</li> </ul>	<p>The teacher's questions become more open and the students position themselves as experts in their mother tongue:</p> <ul style="list-style-type: none"> <li>• How is the plural used in your mother tongue?</li> <li>• How can the knowledge about what you've learned in French class be used in another language? What purpose does it serve?</li> <li>• What method(s) can you use to remember . . . ?</li> <li>• What did you learn in French class that could help you to write your text in ELA class?</li> </ul>

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