Transition

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True or False

When a child receives education in their L1 and learn the L2 as a subject then they score better in reading in the L2 than a child who receives education in an L2 only.
Purpose of this session is to help you to determine if, when and how students should transition to L2.

90% of child do not know the L2 when they come to school.
TRANSITION MODELS
Transition and Transfer

Transition
• involves an approach to language education where teaching shifts or switches from using the L1 to the L2 as a medium of instruction.

Transfer
• Is a cognitive process where what is known in the L1 can be transferred to the L2.
• Known to unknow
## Transition models

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<td>1 2 3 4 5 6 7 8</td>
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- **Immersion**
- **Transitional early exit**
- **Transitional late exit**
- **Additive**

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*Language, Education and Development*
What is the best model for your country?

• When you look at research consider the context:
  • Is the L2 spoken outside the school setting?
  • Are the teacher trained as language teachers?
  • Are the teachers themselves bilingual?
  • What resources were used?
  • How much time a week/day was given to learning L2?
Transition model from Nigeria

Six Year Yoruba medium project:
• MOI first 6 years was Yoruba.
• English taught as subject by specialist teachers.
• Control schools has 3 years of Yoruba as MOI
• Students who had 6 years of MTE performed better in English, and in other content subjects.
• Conclusion: grade 4 was too early for the transition to occur.

(Bamgbose (1984, 2000, 2004a, b; Elugbe, 1996; Fafunwa, 1990)
Transition model from Botswana

Transition took place at grade 5 (Setswana to English)

• The students were not able to cope with the linguistic requirements of the system at that point.

• By the end of grade 4 learners had exposure to 800 words in English, but they needed 7000 to cope with the grade 5 curriculum.
Transition model from Ethiopia

- Policy is year 1-4 MOI is L1.
- Year 5-8 the region can decided.
- Different transition models in Ethiopia.
  - Early exit model
  - Late exit model
Transition model from Ethiopia

Comparison of models, who scored best on average after 8 years of education?

1. children who had 8 years of MT
2. children who had 5 or 6 years of MT
3. children who had 4 years of MT

(Heugh, Benson, Bogale, Yohannes, 2007)
Transition models for Africa

• *Early exit transition models do not facilitate the necessary transfer.*

• *Late exit models* transfer may be possible in very well-resourced circumstances after 6 years of MTE when accompanied with very good teaching of the L2 as a subject by L2 language specialists.

• It is more likely to be possible after 8 years of MTE in less well-resourced circumstances.
Do children learn English well when the L1 is used as a MOI?

Cameroon, Kom L1 based bilingual programme (Walter and Tremmel 2010)
Transitional and additive models

LEARNING A NEW LANGUAGE
BICS and CALP

Basic Interpersonal Communication Skills

- language skills needed in social situations.
  (Playground fluency)

Cognitive Academic Language Proficiency

- Language skills needed to understand the subject area content material. This level of language learning is essential for students to succeed in school.
Language learning vs reading

- Language learning is a different activity than reading in the new language.
- They should not be confused.
Language learning and Reading

Language learning

- Learning the vocabulary, grammar and use of a new language (pragmatics).
- Involves receptive skills: listening and reading.
- Involves productive skills: writing and speaking.

Reading in L2 (receptive)

- Understanding a text in the L2.
- At least 95% of the vocabulary in the text is known.
- A learner might not be able to express the comprehension in the L2, but they can express it in the L1.
How much vocabulary does one need to read?

• Between 3000-5000 words to be able to read authentic text (Nation and Waring 1997, Meara, 1995)
  – Newspapers
  – Novels
  – Unedited schoolbooks
Pattern of language development

- Silent period
- Producing formulas (ready made chunks)
- More creative utterance (from reduced and simple to more complex structures)

- Acquisition of L2 grammar happens in stages.
The process:

1. Use L1 as LOI; Build small children’s oral L1
2. Use L1 as LOI; begin introducing L2 academic terms
3. Introduce oral L2
4. Introduce written L1
5. Continue building oral L1
6. Continue learning both languages as subjects and using both for learning through primary school
7. Use L1 and L2 as LOI
8. Bridge to written L2
9. Continue building L1 and oral L2

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An example of oral introduction to L2
TEACHING READING IN THE L2
L2 and reading

• Reading is about understanding.
• Knowing the language is a pre-requisite to be able to read (comprehend) in the L2.
• First learn the language **THEN** you learn to read in the language.
• Written language is different from spoken language.
80% known

Minister Pavlos Geroulanos has his, but it has so far not been. He is on his way to the site in western Greece. The thieves stole more than 60 items - mostly and . Mr Kotzias was by AFP as saying:

[source: http://www.bbc.co.uk/news/world-europe-17071934]
Armed robbers have stolen dozens of xxxxxxxx from a xxxxxxx in Ancient Olympia - the birthplace of the Olympics, Greek xxxxxxxxx say.

They say two masked men smashed glass displays after xxxxxxxxxx a guard. Local mayor Thymios Kotzias said items of "xxxxxxxxxx" value had been stolen, but gave no details.

(http://www.bbc.co.uk/news/world/europe-17071934)
Five important components

TRANSFER is TAKING PLACE IF CHILD CAN READ IN L1

1. Phonemic awareness
2. Connecting sounds and letters (transfer: a few new ones and ones that are different)
3. Reading at a good pace (transfer: but some new word recognition strategies?)
4. Understand what is read (woops, big one, do the children understand the words in the story?)
5. Have sufficient vocabulary (Did they learn L2 orally first?)

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What needs to be learnt?

- Script of the new language

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<tr>
<td>English</td>
<td>All human beings are born free</td>
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<tr>
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<td>የበለጠ ማሃያ ከሆኔ እና ይና ይስውን</td>
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What needs to be learnt?

• Connection between the symbols and sounds.
  – TRANSFER: Symbols that have the same sounds.
    • B, m, n
  – What symbols have same and different sounds?
    • Letter a in L1  1 sound in English many: cat, ball, nation
  – What symbols have different sounds?
    • L1 g and L2 g
  – What symbols are new?
    • Ng’, ā
What needs to be learnt?

- New word recognition skills that go well with the L2
  - Sounding out of words
  - Recognising parts of words
  - Recognising whole words
WHAT NEXT?

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Know your context

• Understand the language policy.
  – What is the policy?
  – How is it implemented?
  – Understand people’s attitudes towards the L1

• Teachers language and literacy abilities in the L2.
Materials Analysis

• Analyse existing L2 materials.
  – Are the materials language teaching materials?
  – Is the L2 first introduced orally?
  – Do the materials help the learners to acquire CALP? Does they help to gain sufficient vocabulary to understand the teacher and course books when the transition takes place?
  – Is there a specific focus on reading in the L2?
  – Do the materials take the L1 into account?
Work towards

• Learners have sufficient knowledge (vocabulary, grammar and pragmatics) of the language before they are transitioned.
• For English about 3000 words (CALP)
• Ensure that learners have developed strategies for independent language learning.
• Reading: Ensure that learners can understand what they read.
PULLING IT ALL TOGETHER
### What model?

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reading comprehension

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English language scores

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What if you do not choose the best model for your context?

You will have to expect

• lower education result.

• higher cost to educate a child.

• many non readers.

• greater amount of people who cannot contribute to the knowledge industry.
Based on your model look at:

- Attitude of stakeholders
- Teacher training (in-service and pre-service)
- The language skills of your teachers.
- The literacy skills of your teachers (L1 and L2)
- Place of teachers in school (do they speak the same language as the children)
- Course books for teaching reading.
- Course books for teaching the L2
- Lots of reading books in L1 and L2
Is it possible...

• For a child to learn an L2 really well when he/she receives education in the L1 and learn the L2 as subject.

Yes
Is it possible...

For an African child in rural area to comprehend a story as well as a child in Europe?

YES, when taught in the L1 as most children in Europe.
Is it possible....

• YES
• YES
• YES
• YES

• Questions?

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