



# ALL CONNECT – KS3 PROGRAMME

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## Translation Skills

This is the version for use by a Trainer / Lead Teacher.  
It is timed to provide a 2 hour session.



## Aims of the translation module

- To discuss the rationale for including translation in language lessons in Key Stage 3
- To explore interactive practice for purposeful translation into and out of the foreign language
- To plan accordingly for skills development, piloting and integrating skills, strategies and activities into schemes of work

This outline describes the content of the series within this module.

Please underline that examples of texts and activities will be given throughout in a variety of languages (sometimes with variants available) and that the Action Plan will be personal and include any/all of the Languages taught by those attending the sessions. Participants are encouraged to work in pairs for professional dialogue and to support each other If an example is in a Language a particular participant does not know.

The presentation is intended to be a focus for discussion as well as exemplification, so participants should please feel welcome to contribute.

0.00-0.02



## Objectives of this session



- explore and reflect on curriculum requirements
- discuss the relevance of translation in the MFL classroom
- evaluate suggested strategies to develop translation skills
- devise own strategies for classroom practice
- consider progression through KS3 and into KS4/KS5
- raise questions and share professional thinking
- inform an individual Action Plan leading into the follow-up sessions

**Ask if there are other things people were expecting.** If so these can potentially be the focus of follow-up work (Follow-up is available on the blog).

Some parts of this session will involve working in pairs or small groups

*explore and reflect* – the emphasis is on Language teachers taking ownership of the Programme of Study and clarifying what they think are valuable approaches / useful practice / interesting resources for their learners within their own context

These Objectives will be reviewed, and revisited in Follow Up sessions. They are printed on a handout (available on the blog) for participants to use for tracking.

0.02-0.03



## Starter: What is Translation?



Meet your neighbours to discuss

- What do we mean by the word “translation”?
- What are the two different types of translation?
- How might students already be “translating” in your classroom(s)?
- What and when are they translating? For what purpose?

This Starter is simply to allow airing of some initial thoughts on their learners, on translation, and offer some ice-breaking if necessary.

Participants will be asked to contribute their thoughts , examples and questions in a later screen. It is important to highlight the two different types of translation here – into English and into the TL.



## Outline for this session



- KS3 and KS4 Curriculum with reference to translation
- Why translate?
- What types of translations are students already doing?
- What types of translation could they be doing?
- Planning for the classroom:
  - Support
  - Making a start
  - Piloting
- Action plan

This outline will be interspersed with examples of Texts of different sorts suggested by Language teachers, along with some interaction around the texts. The whole presentation is available within the ALL Connect resources for teachers wishing to use individual resources or adapt approaches themselves.

0.07-0.08



## Curriculum



### **Purpose of study**

“The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes “

The Purpose of Study is the overarching philosophy of the curriculum guidance, but is sometimes overlooked.

It is worth exploring how these points relate to the Language teacher’s wish to motivate and engage learners, and to ask what impact they are intended to have on the design of a scheme of work.

**Ask: What questions do these raise?**

Participants may offer / and should consider..

**What do participants consider to be the “real-world” or practical context of language learning?**

**How might translation contribute to this?**

**What strategies do we use to enable pupils to express their ideas and thoughts?**

**How might translation improve pupils’ ability to express their ideas and thoughts?**

**What are the implications for teaching and learning?**



## Aims



The national curriculum for languages aims to ensure that all pupils:

- understand and **respond to spoken and written language** from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, **finding ways of communicating what they want to say**, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, **using the variety of grammatical structures that they have learnt**
- discover and develop an appreciation of a range of writing in the language studied

The Key Stage 3 programme of study is accessible here:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239083/SECONDARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf)

It may be worth highlighting that this has the status of law in maintained schools in England (and that exam specifications do not, although they do reflect the PoS)

*'respond to spoken and written language'* – translation is one way of responding, but there are many activities which could be considered to be translation

*'finding ways of communicating what they want to say'*– learning to translate will develop higher order thinking skills, encouraging pupils to evaluate the different ways of translating the same text

*'using the variety of grammatical structures that they have learnt'*– translation will require some focus on grammar, as knowledge of and ability to apply grammatical structures will be an important part of the process



## Linguistic competence



- listen to a variety of forms of spoken language to obtain information and **respond appropriately**
- **express and develop ideas clearly** and with increasing accuracy, both orally and in writing
- read and **show comprehension of original and adapted materials** from a range of different sources, understanding the purpose, important ideas and details, and **provide an accurate English translation of short, suitable material**
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and **expand understanding of the language and culture**

**Ask participants to read these through in pairs, commenting on things they do already**  
Most of these statements can imply, or could involve translation so we need to ensure we weave translation into our schemes of work





## Linguistic competence



- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and **translate short written text accurately into the foreign language.**

**Ask participants to read these through in pairs, commenting on things they do already**

Most of these statements can imply, or could involve translation so we need to ensure we weave translation into our schemes of work

0.14-0.18



## Previously



What the Programme of Study says at Key Stage 2:

### Listening

- explore the patterns and sounds of language through songs and rhymes and **link the spelling, sound and meaning of words**

### Reading

- broaden their vocabulary and **develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary**

### Grammar

- understand basic grammar appropriate to the language being studied, such as (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and **how these differ from or are similar to English.**

This screen indicates the progression into Key Stage 3; Key Stage 2 students will be used to thinking about the meaning of words, will be accustomed to using a dictionary and will have some understanding of how sentence structure can differ in English and the Target Language – from their Literacy lessons as well as from Language lessons

**Ask: What questions could you usefully ask a new class in KS3 about their learning previously ?**

**How could you begin to move students away from word-level translation to sentence level translation?**



## And furthermore!



GCSE criteria suggest students will have to:

- translate a short passage from the assessed language into English
- translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context

Here is progression into Key Stage 4.

**What sorts of translation activities should Key Stage 3 teachers be including?**

**And what sort of things should students be doing in order to be confident?**

**What are the implications for the Key Stage 3 schemes of work?**

**How will we ensure progression through Key Stage 3 and into Key Stage 4?**

[http://www.all-languages.org.uk/news/news\\_list/reformed\\_gcse\\_in\\_languages\\_consultation\\_launched](http://www.all-languages.org.uk/news/news_list/reformed_gcse_in_languages_consultation_launched)



## And even more!



Draft A level criteria suggest students will have to:

- summarise information from spoken and written sources, report key points and subject matter in speech and writing
- translate an unseen passage or passages from the language of study into English at AS and A level
- translate unseen sentences or short texts at AS, and an unseen passage or passages at A level, from English into the language of study

Here is progression beyond Key Stage 4. The same questions apply.

**What sorts of translation activities should Key Stage 3 teachers be including?**

**And what sort of things should students be doing in order to be confident?**

**What are the implications for the Key Stage 3 schemes of work?**

**How will we ensure progression through Key Stage 3 and into Key Stage 4?**



## What is our rationale?



- Pragmatic:
  - Curriculum requirement
  - Exam specification
  - Real-world usefulness
  - Already built into our practice
- Professional
  - Develops higher order thinking skills
  - Motivating for learners
  - Application of grammatical structures learnt

**What do you think?**

### **Ask: What do you think?**

Translation will not be formally tested at Key Stage 3, but must be taught. It will be tested at Key Stage 4, so the skills need to be developed at Key Stage 3. It is a useful skill which has a real-world application and which is something students naturally want to do. It is also an activity teachers often do in class. Translation is almost always a part of a degree course in a language.

### **Ask participants to write down 3 or 4 bullet points of their own Rationale.**

This Rationale will be built on in Follow Up sessions to inform Departmental documentation



## How do language teachers and learners already develop translation skills?



- Taking translation to mean “a rendering of something into another language or in to one's own language from another”...
- work with a partner to note down some simple activity types for Key Stage 3 for (1) translation into the target language and (2) translation into English (make two columns / groups)
- Are there any activities which could be used for both?

The idea is to encourage participants to begin to join up the PoS statements with the idea of a Text.

You may wish to use the **Curriculum Checklist handout (available on the blog)** to support this thinking.

Some ideas to get them going, if helpful:

- Question and answer to elicit a brief reaction to a text in the target language
- True / false in the opposite language to the text
- Gap-fill translation, where pupils have sentences with one or more words missing
- Parallel texts, where pupils read the same text in both languages
- General questions on a text “what’s the slogan?”, “where might you see this sign”
- Subtitles for a TV programme or advert
- Grammar checkpoint – put these short phrases into English
- Put the titles on the paragraphs of the article (where the titles are in English)



## Translation activities



### Into the Target Language

- Vocabulary test
- Oral dominoes (words or phrases)
- Written dominoes (words or phrases)
- Gap-fill (missing word)
- Translate simple sentences (grammar checkpoint)
- Find the English phrases in the Target Language text
- Parallel texts (reading and creation of)
- Redraft someone else's translation

### Into English

- Add titles (in English) to text in Target Language
- Paraphrase or summarise
- General questions on a text "what's the slogan?", "where might you see this sign?"
- Question and answer in English (initial reaction)
- True / false or multiple choice
- Subtitles for a TV programme or advert

This screen proposes some generic strategies for translation and is worth spending time on now (and in Follow up ) to unpick.

**The guided discussion could be to ask how these strategies might be used in the lesson and will generate an activity digest that should be of practical use in planning for specific lessons.**



## Translation into English

- Uses and develops reading and understanding strategies
- Provides a way of demonstrating understanding of texts
- Provides an opportunity for pupils to respond in their own language to a text they have read
- Provides an opportunity for pupils to develop greater intercultural awareness and understanding
- Provides an opportunity for pupils to develop an awareness of language and how it is structured or used

**What reading and understanding strategies are developed through translation?**

**How might students respond? Through which media?**

**How might participants select texts to develop intercultural awareness and understanding?**

**How will they use dictionaries in the process? Which types of dictionaries? Just French-English or English dictionaries? Would they use a thesaurus? What implications are there here?**





## Into English



Year 7  
School topic  
Canteen vocabulary

How could  
you use this /  
adapt this?

Students watched [a short video about the canteen](#) in a French school and then answered the questions in English.

- 1) What's on the menu today?
- 2) What can you choose?
- 3) What does Louis think of the canteen?

<http://www.bbc.co.uk/learningzone/clips/la-cantine/1719.html>

Authentic videos from Parc Astérix, recipes etc can be used in a similar way



## Into English



Year 8

Clothes and fashion

Sense or nonsense

How could  
you use this /  
adapt this?

Students read opinion phrases about clothes and decided if the sentences made sense.

- 1) Je porte un pull orange, parce que je déteste la couleur.
- 2) J'adore mon jean bleu, car j'ai un style décontracté.
- 3) Je n'aime pas les robes, parce que je préfère les jogging.

This can be used for a range of topics and works really well in developing understanding of opinions, connectives and reasons. It's a development of true / false.



## Into English



Year 9

Jobs with languages

Translating sentences

How could  
you use this /  
adapt this?

In order to practice the use of “on” with modal verbs in the present tense, students translated the sentences into English.  
(examples were given)

1. Si on veut travailler
2. On peut rencontrer
3. On doit aimer
4. On doit respecter

Translating key phrases into English to check understanding of new vocabulary and new structures / grammatical rules. Discussion of meaning of infinitive versus how it is translated.



## Going further...



These activities support the development of translation into English and strengthen comprehension skills, but to develop translation skills more robustly involves dealing with more challenging text, with some unknown vocabulary so that students' decoding and inference skills, as well as grammar knowledge are put to work. This is an explicit part of the new PoS but will also be tested at KS4.

### Over to you:

Using the text on the next slide, generate a series of activities using ideas from the list created earlier in the session. The aim is to lead up to a short translation task, building up gradually.



## Over to you:



Une fenêtre est ouverte, le chat saute sur le rebord. Zoé, une petite fille de sept ans, est confortablement installée sur son lit, un livre ouvert sur les genoux. Le chat saute dans la chambre pour la rejoindre, puis dépose avec délicatesse le lézard sur les pages du livre. La fillette fait une caresse à son ami. Elle examine ensuite le lézard pour en admirer toutes les couleurs. Son devoir accompli, le matou va se désaltérer dans sa gamelle remplie de lait. On peut lire dessus le nom « Dino », car dans cette maison, le chat a un nom.

*« Une vie de chat », Alain Gagnol, Jean-Loup Felicioli*



## Translation into the Target Language



- Tests understanding of words
- Requires an ability to apply understanding of grammatical structures learnt
- Provides an opportunity for pupils to reflect on the similarities and differences between the two languages in terms of vocabulary and structure
- Develops writing skills in the target language
- Enables students to write more creatively and accurately in the target language

**What writing skills are developed through translation?**

**Do students always have to write in the target language?**

**How will translation enable students to apply understanding of the grammatical structures?**

**How might participants enable students to reflect on the similarities and differences in the languages?**

**How will they use dictionaries in the process? Which types of dictionaries? Just French-English or French-French dictionaries?**



## Gap-fill into the Target Language



Year 7  
School topic  
Practising times

How could  
you use this /  
adapt this?

Students had to write the times out in French to complete the sentences. This followed a lesson where we learnt the time.

1. Le lundi, à ....., j'ai maths (Ten to nine)
2. Le mardi, à ....., j'ai anglais (Ten past two)
3. Tous les jours, à ....., j'ai la récréation (Mid-day)
4. Le mercredi, à ....., j'ai histoire-géo (Three o'clock)

Translating words or simple phrases into the target language to focus in on new language learnt. Easily checked with green pen / peer-assessment. Motivating because there is a "right" answer. Helps pupils to focus on spellings.



## Find the phrases in the text



Year 8

Free-time

Longer reading text on clothes

How could  
you use this /  
adapt this?

Students read the text and then looked for the phrases, which they highlighted on their copy of the text.

1. I love fashion
2. Last weekend I wore my jeans
3. It was great
4. Next weekend I'm going to wear a dress

J'adore la mode et je porte toujours des vêtements de marque . Le weekend dernier, j'ai porté mon jean et ma nouvelle chemise verte pour aller a une fête. C'était génial.  
Le weekend prochain je vais porter une robe pour le mariage de ma sœur. Je n'aime pas ma robe bleue alors je vais acheter une belle robe noire!

Often used to aid comprehension of longer reading texts. Provides a sample translation which can later be adapted by students. Students could also invent their own for other parts of the text to test their partner. Focus on meaning and understanding.





## Translating short sentences (grammar)



Year 9  
Future plans  
Focus on future tense

How could  
you use this /  
adapt this?

Students completed the translation as a checkpoint to ensure they understood how to use the simple future with "je".

1. I will work hard at school.
2. I will do all my homework.
3. I will get fit.
4. I will find a part-time job.



Can be done on mini whiteboards for quick check by teacher or partner. Focus on particular grammar point but also requires knowledge of key vocabulary.



## How can pupils translate?



- Does translation always have to be written? How else could we translate?
- Listening, Speaking, Reading and Writing – how might we translate in the four different skills?
- Which activities must be done individually?
- Which could be done in pairs or small groups?
- Why might it be beneficial to work in pairs or small groups?
- How could we translate in pairs? What strategies or activities could we use?
- How could we translate in groups? What strategies or activities could we use?

The idea is to encourage participants to think about when different activity types might be used, how they might be used and why they might be used.



## Over to you:



Using the ideas generated earlier in the session, create a short task translating from English into the Target Language for a lesson this week.

- Which class?
- Which lesson?
- With what purpose?
- How? (group / pair / individual)
- How? (written / spoken response)



## Getting going with mid-term planning



- Piloting: choose a class which is likely to respond positively
- Use a range of translation activities – don't get stuck into a rut of always using the same types
- Think about how you can make translation interactive, motivating and fun
- Build short translation tasks or activities into lessons so translating becomes a habit

**Choosing the right class is key. Will they need to differentiate the tasks to fit a mixed-ability group? Will they choose a high ability class and focus on the intellectual challenge?**

**Encourage participants to think of a range of strategies they could use with the identified class. Ask them to reflect on how they can make translation activities interactive and fun.**

**What habits would they like pupils to develop? Do they want students to use dictionaries? How?**

**Take feedback.**



## Key principles



### **Some key principles are emerging...**

- Translation should be built into lessons and into schemes of work
- It is a natural process with real-life application
- It helps students to develop their own writing skills
- It opens the door to new cultures
- It encourages students to reflect on how their own and the target language are structured and used
- It can involve a range of input and output methods



## A reminder



The different strands of the National Curriculum are woven together, so translation could provide opportunities for pupils to:

Respond to .....

- literary texts
- non-fiction texts
- audio
- video

Focus on .....

- applying grammatical structures learnt
- improving their reading skills
- improving their written work

Just to plant the idea in the mind of participants again that the texts we are talking about (literary etc.) are there to stimulate communication as well as in their own cultural right. As in so many things variety can bring spice to communication.

...



## Next editions!



Follow-up activities include:

- Considering other aspects of progression in translation
- The rationale for translation
- Diverse strategies for translating into English
- Diverse strategies for translating into the Target Language
- Planning (short, medium and long term)

This is a taster of titles available in the follow-up activities (available on the blog)



## Action plan



- An Action Plan handout is available
- It serves to make a record now of what you plan to undertake before the next session

The Action Plan (available on the blog) should be brief and practicable. It can be used at the end of each Follow Up also, and always include something that Participants can feed back on – some research, a pilot activity, a departmental discussion etc.





## Objectives reviewed



- explore and reflect on curriculum requirements
- discuss the relevance of translation in the MFL classroom
- evaluate suggested strategies to develop translation skills
- devise own strategies for classroom practice
- consider progression through KS3 and into KS4
- raise questions and share professional thinking
- inform an individual Action Plan leading into the follow-up sessions

**Ask if there are other things people were expecting.** If so these can potentially be the focus of follow-up work.



## Evaluation



We have been discussing how students might:

- provide an accurate English translation of short, suitable material
- translate short written text accurately into the foreign language.

We hope you have appreciated this session and that you can leave the presenter with a brief review



# Happy translating!

-2.00

++Please remind participants of the follow-up activities on the blog:  
<https://allconnectblog.wordpress.com/category/ks3-translation/>

++ And of the Writing and Translation wiki: <http://all-writingtranslation.wikidot.com/>