

The Primary Language Curriculum

What's the big idea?

Overview of Session

- Some big ideas from the Primary Language Curriculum
- Principles of second language learning
- Focus on Transfer of Skills
 - Broad considerations
 - Specific strategies



The Primary Language Curriculum: Some big ideas

Emergentist & social-interactionist view of language development, (Snow, 1999, Macwhinney, 1999, Vygotsky, 1978): Language learning as developmental and social

Integrated nature of language learning across the three strands

Focus on developmentally appropriate language input

Quality interactions

Centrality of play

Focus on dialogic practices

Balanced literacy framework

The interdependence hypothesis (Cummins, 1979;1991;2000)

Integration across languages

Common underlying proficiency

Encourage transfer explicitly to make language learning more efficient

Second Language Learning: What are the big ideas?



Big Ideas

1

The quantity and the quality of the language input have been shown to influence the speed of acquisition... The more exposure the learners have to the target language the more they will learn and the faster they will learn it.

(Cummins & Ó Duibhir 2012, p.51)

2

Irish depends on the attitudes, efforts, and commitment of individual schools and teachers in a way that other subjects do not.

(Harris 2007, pp.37 - 38)

3

While monolingual instructional strategies (e.g., use of the target language for large blocks of time) play an important role within both foreign/second language teaching and bilingual/immersion education, they should be complemented by bilingual instructional strategies that focus on teaching directly for two-way transfer across languages.

(Cummins 2005, p.2)

Teachers also need to expect that it is their responsibility to ensure that their students are motivated and stay motivated and not bewail the fact that students do not bring any motivation to learn the L2 in the classroom. While it is probably true that teachers can do little to influence students' extrinsic motivation, there is a lot they can do to enhance their intrinsic motivation. languages.'

(Ellis 2005, p.221)

Second Language Learning: What are the big ideas?



Big Ideas

Interdependence Hypothesis: Cummins

To the extent that instruction in Lx is effective in promoting proficiency in Lx, transfer of this proficiency to Ly will occur provided there is adequate exposure to Ly (either in school or environment) and adequate motivation to learn Ly.

(Cummins 1981)



Exploring Transfer in Reading Lessons: What to transfer?



What is transferable in our text?

What could we discretely focus upon?

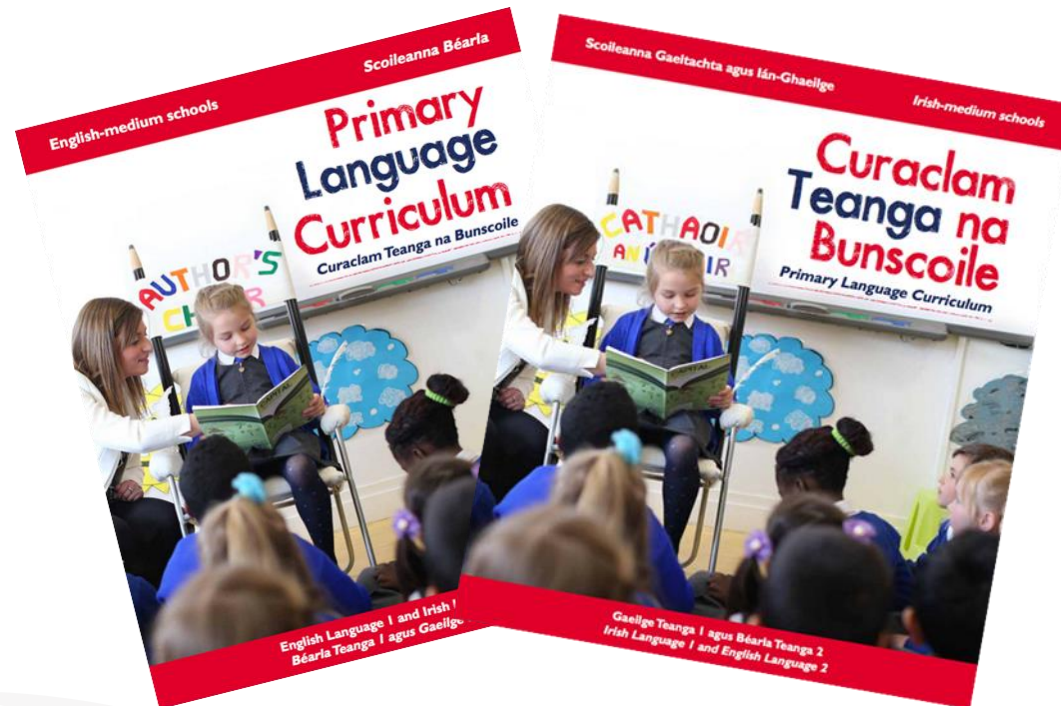
Exploring Transfer in Reading Lessons: How to encourage transfer?



Primary Language Curriculum

To effectively support children's learning of and across the two languages, it is important that Irish is taught through Irish and that English is taught through English.

(NCCA 2015, p.20)



Broad Considerations: How could I incorporate language transfer into my language teaching?



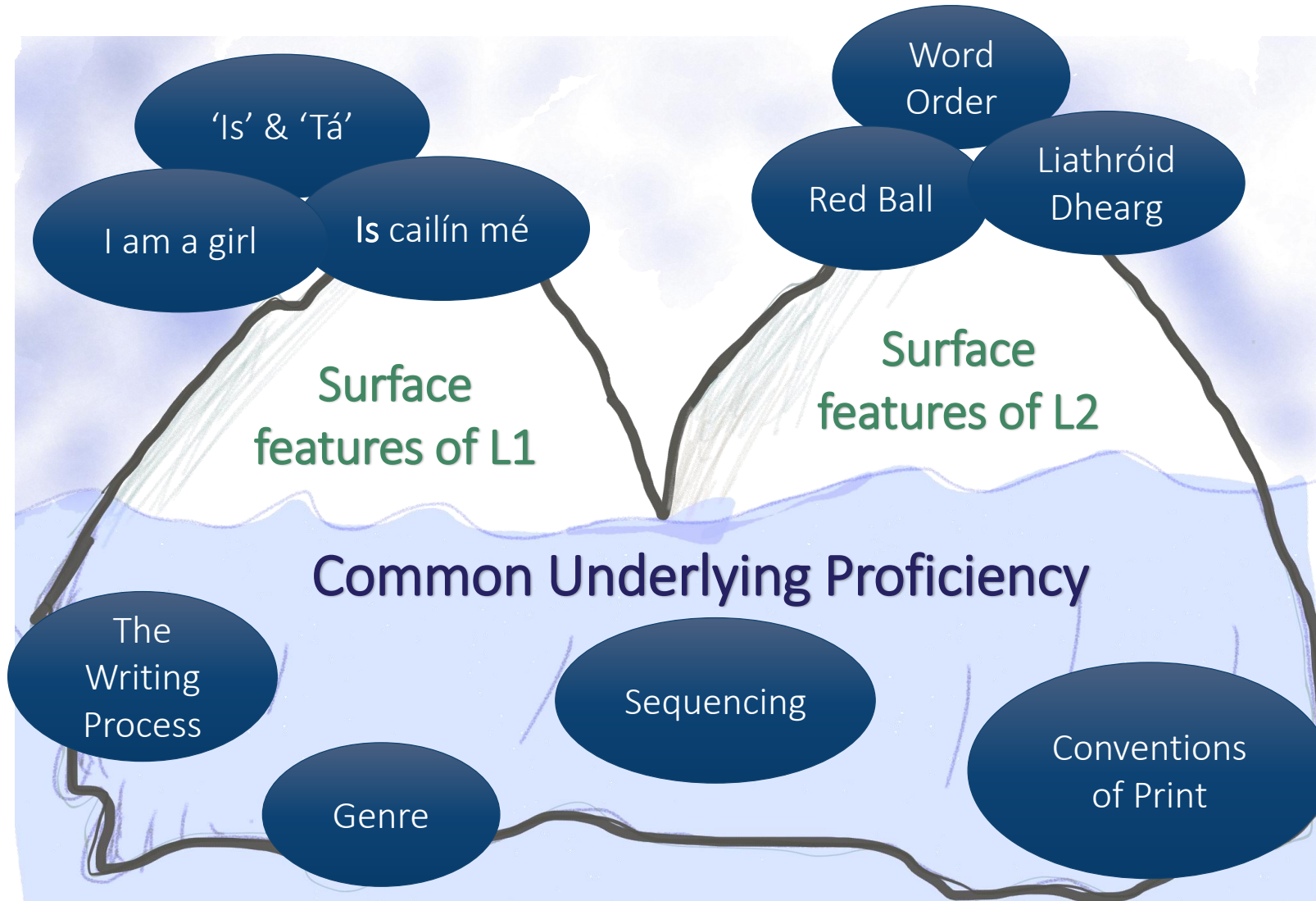
Specific Strategies:

How could I incorporate language transfer into my language teaching?



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How could I incorporate language transfer into my language teaching?



Specific Strategies:

How could I incorporate language transfer into my language teaching?

My Plan

| Who? | Where? | What? | Problem? | Ending? |
|---|---|---|---|---|
|  |  |  |  |  |
| Liam | on the bus | He ate | exhausted | finally |

Mo Phlean

| Cé? | Áit? | Briathra? | Fadhb? | Críoch? |
|---|---|---|---|---|
|  |  |  |  |  |
| Liam | ar an mbus ar scoil | D'ith sé Rinne sé Chuaigh sé | tuirseach traochta | Ar deireadh obair bhaile |

Menti:

Go to **www.menti.com** and use the code **75 91 7**

Identify something you heard in today's session that you would like to try in relation to teaching for transfer of skills across languages

 **Mentimeter**

Pause scroll

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