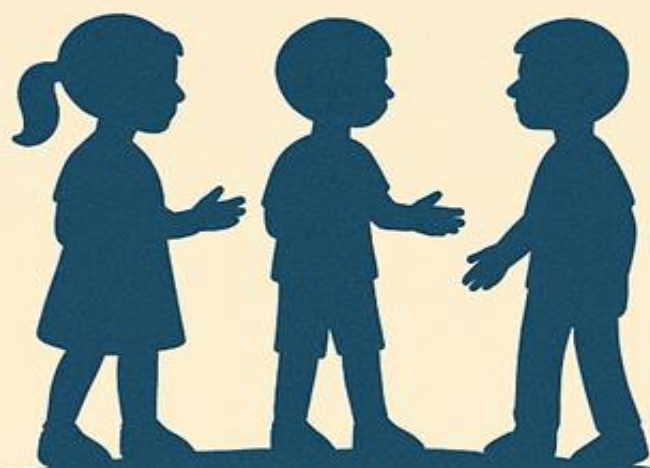# LANGUAGE IN FOCUS

DEVELOPING KNOWLEDGE ABOUT LANGUAGE THROUGH TRANSLATION

marhaba   olá   hello

nī hào   szia   privet

konichiwa   namaskâra

aloha   hei   përshëndetje

namaste   ciao

A GUIDE FOR LANGUAGE TEACHERS

Monika Bader | Christine Möller-Omrani | Sandra Louise Halverson

Language in Focus: Developing knowledge about language through translation

Monika Bader, Christine Möller-Omrani, Sandra Louise Halverson

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About the authors

Monika Bader is an Associate Professor of English linguistics and language pedagogy at the Western Norway University of Applied Sciences (HVL). Her research interests include English as a second/foreign language, multilingualism, formative assessment, writing, and reading in the subject of English.

Christine Möller-Omrani is an Associate Professor of English linguistics and language pedagogy at the Western Norway University of Applied Sciences (HVL). Her main research interests include English as an additional language, bilingual education, and multilingualism in the instructional context.

Sandra L. Halverson is a Professor of Translation and Specialized Communication at the University of Agder. She is active in several areas of translation studies, including translation theory, research methodology, cognitive aspects of the translation process, and epistemological perspectives on Translation Studies.

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THANK YOU!

A heartfelt thank you to all the students and teachers who participated in the project and made this work possible.

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BEFORE YOU START

This guide was designed as part of a research project financed by the Norwegian Research Council and Western Norway University of Applied Sciences under the *title Education for plurilingualism: Metalinguistic awareness in early instructed language learning (MetaLearn)*. For more information, please visit: https://www.hvl.no/forsking/prosjekt/metalearn/

Who is this guide for?

If you are a *language teacher*, then this practical guide is for you. The research project that the Guide is based on was conducted in language classrooms in Norway with learners aged 8-10. This focus is reflected throughout the book: the examples of the tasks included are tailored to this instructional context, and the samples of classroom interaction are based on the recordings of young learners in Norway. Therefore, the guide will be of particular interest to language teachers in Norway working with young learners.

However, very much of the book will be relevant to teachers more broadly. The theoretical part introduces ideas and issues of interest to teachers working with different age groups in a range of instructional contexts. The examples of tasks included are tailored to young learners, but the overall task design is applicable to older learners as well. We provide tips for adapting the tasks and working with other age groups in the practical part of the guide.

The discussion and the tasks are for the most part framed in terms of foreign language learning. In Norway, as in most other countries, English is the first foreign language that young learners are introduced to. However, translation tasks by their very nature focus the learners' attention on two (or more) languages at the same time. The other language is often the language of schooling but can also be another foreign language or the students' home language. So, the guide will be especially relevant to:

- Teachers of English as a second/foreign language
- Teachers of other foreign languages
- Teachers of the language of schooling (in our case, teachers of Norwegian in Norway)

In fact, we will argue that strictly separating school languages, which is common in most educational contexts, hinders the optimal use of the learners' language resources! More on this in Part A.

Finding your way around

This guide is divided into three parts.

Part A introduces the key issues and terms that underpin the practical part of the guide. This part provides the justification and explanation for *why* the activities are designed in this particular way and what they aim to achieve.

Part B is more practical in nature. It introduces the task database, explains and shows how one can work with the tasks in the classroom and addresses other practical concerns.

Part C includes the actual tasks used in the project and referred to in Part B. You can use these as they are or use them as inspiration to design similar tasks for your instructional context.

It is not crucial that you work through the book from beginning to end but you will get a much clearer picture if you choose to do so. While it is possible to use the tasks without reading the theoretical part, reading Part A will enable you to truly understand what is at stake. You may however choose to start with Part B and familiarize yourself with the tasks before returning to Part A for theoretical justification. If you prefer, you can also rely on cross-referencing to navigate through the book.

PART A

THE WHAT AND THE WHY: UNDERSTANDING THE REASONING BEHIND THE TASKS

This part of the Guide introduces and explains terms and issues that play a key role in understanding the tasks and what they aim to achieve. While translation tasks can have multiple uses in the classroom, we will focus on how they can be used to develop learners' knowledge about language. We will start by clarifying what is meant by *knowledge about language*, also referred to as *metalinguistic knowledge*, and the related term *metalinguistic awareness*. We will then move on to consider the role of translation in the language classroom before finally looking more closely at how translation can be used to develop metalinguistic awareness.

1. About metalinguistic knowledge (Knowledge about language)

1.1. What is metalinguistic knowledge

When we discuss language learning, it is useful to make a distinction between *using the language* and *using knowledge **about** language* (i.e. metalinguistic knowledge). When we *use the language* to communicate, our focus is typically on the content of what is being communicated. *Using knowledge **about** language*, on the other hand, means stepping back and focusing on language itself and the way language works. This may involve reflecting on language, talking about it or assessing it. Such a focus on language can take place in everyday situations and is not confined to language classrooms. For example, when someone pauses mid-conversation to correct their language or carefully chooses words when addressing a particular audience, they are engaging their metalinguistic knowledge to ensure effective communication. In school, children are often asked to complete tasks where they are required to direct their attention to language, not only in language classes but in all school subjects.

> 💭 *PAUSE TO CONSIDER*
>
> Consider the tasks that your students engage in. To what extent does the language that your students use in these tasks matter? For instance, which words (including subject-specific vocabulary) and structures they use, levels of formality, organization of the spoken or written text, spelling and pronunciation, etc.?

In language classes teachers spend considerable time drawing their students' attention to language. They correct language errors and provide feedback. They work on sounds and letters and teach the children how to read and write. They teach and practice grammar rules. They explain vocabulary and teach the students about relations between words (e.g. antonyms and synonyms). They show them how to write paragraphs, how to express politeness, how to express themselves more formally, etc. In all of these ways, teachers direct students' attention to language, thereby fostering their **metalinguistic awareness**. In some cases, the focus is short (e.g., a brief comment on an error), while in other cases teachers might dedicate a whole class to discussing a certain language issue. While children already have some knowledge about language when they start school, this metalinguistic knowledge expands considerably through schooling.

Metalinguistic knowledge can be specific, i.e. linked to a particular language or more abstract in nature.

Specific knowledge about a particular language	General knowledge about language
Adding - (e)s in English or -er in Norwegian means 'more than one'	You can add something to a word to indicate 'more than one'

Metalinguistic awareness begins to develop with our first language (or first languages, for bilinguals and multilinguals) and continues to grow throughout life. Metalinguistic awareness

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gained from learning our first language can support the process of acquiring additional languages. At the same time, learning additional languages further enhances one's metalinguistic awareness.

It is important to recognize that metalinguistic knowledge is developed across different school subjects, and specifically across different language subjects. For instance, if you are teaching your students what an adjective, syllable, or synonym is or showing them how to structure a paragraph in one language subject, then the knowledge you are helping them develop is relevant for other languages (and non-language subjects!). In the school context, it is therefore important to bear in mind the transferability of this knowledge and establish collaboration across subjects. In this way, you can effectively draw on what your students already know and support them in developing this knowledge further.

Learners' languages: Key terms

Several terms are commonly used in the literature on language learning and teaching to describe a person's language(s): **first language (L1), native language, mother tongue,** and **home language.** These terms are often used interchangeably to refer to languages acquired in early childhood. However, each carries specific nuances that can be important in certain contexts. In this guide, we mainly use the term first language (L1) to refer to a language learned early in childhood that a person considers their main language. A person may have more than one first language.

In today's increasingly multilingual classrooms, learners will likely know several languages to varying degrees and use them in different settings. It is important to bear in mind that the language of schooling (e.g., Norwegian in Norway) may not be the students' L1 or their only L1.

1.2. Metalinguistic awareness and multilingualism

As the societies in which we live become increasingly multilingual, our educational aims have been aligning with these trends. In the European context, the Council of Europe is actively promoting multilingualism, viewing it as a key to democratic citizenship, social cohesion and access to the labour market. As a result, multilingualism is promoted as the major goal of quality education and multilingual education as a right for all learners. This is reflected in national curricula, including those in Norway. The goals of foreign language education are accordingly shifting. Rather than aiming to attain an idealized native-like competence, we are striving to develop competent multilingual speakers who can function effectively across languages and cultures.

Who are multilingual speakers?

The understandings of the term *multilingualism* vary greatly, both in the professional literature and in the society at large. We regard an individual as multilingual if he/she has a command of two or more languages or language varieties. Importantly, an individual doesn't need to 'know' the different languages equally well or pass a certain proficiency threshold to be considered

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multilingual. This means that multilingual speakers will know some language(s) in their repertoire better than other(s). It is also important to bear in mind that proficiency in different languages is dynamic and constantly changing. This view is in line with the one promoted by the Council of Europe, where the term *plurilingual* is used to highlight this conceptualization of multilingualism.

It is important not to equate multilingual speakers with speakers of minority home languages. Many children who have the majority language as one of their home languages, may speak other languages at home as well and thus be multilingual. In addition, in most countries (including Norway), children are introduced to a foreign language at the start of schooling and may thus be considered multilingual early on.

Metalinguistic awareness and multilingualism are seen as tightly connected. On the one hand, metalinguistic awareness can help the students develop proficiency in multiple languages. On the other hand, as the students learn additional languages, their metalinguistic awareness also develops. When more than one language is involved, we can also talk about **cross-linguistic awareness**. This is the ability to compare languages and to draw on similarities and differences between languages. In the classroom, teachers can therefore support language learning and help develop their students' metalinguistic awareness by drawing parallels between the target language and any other language in the students' language repertoires. In the foreign language classroom, this implies drawing not only on the language of schooling and other foreign languages taught in school, but also the students' home languages.

1.3. Talking about language

What students know about any specific language or languages in general (i.e., their metalinguistic knowledge) will vary from child to child. Even if they are in the same class and were given the same instruction, there will still be a lot of variation. So, how can we find out what our students know about the language? One way to achieve this is to ask them to talk about language, to verbalize their ideas about language. Consider the following exchange between several students in the 3rd grade. The students are working on translating the following two sentences: *My name is Abby Cadabby. I am training to become a fairy*.

Mari: Hva betyr 'am' er mitt spørsmål?

(what does 'am' mean is my question)

Amir: Ja, samme her!

(Yes, same here)

Johannes: 'Am' er liksom 'er'. 'Jeg er'

('am' is like 'er(nor)'. 'jeg er')

Amir: O ja, ok. Det er enkelte ting vi vet ...

(oh yes, ok. There are some things we know ...)

Mari: 'is' – er ikke 'is' 'er'? Mitt navn ER Abby Cadabby?

('is' – isn't 'is' 'er'? My name IS Abby Cadabby)

Amir: Ja, men enkelte ganger …

(Yes, but sometimes …)

Mari: Ja, det skrev du og!

(yes, you wrote that as well)

In this case, the students are struggling to find the appropriate translation of the verb 'be'. The verb 'be' in Norwegian has the same form in all persons, namely 'er', while in English the form of the verb 'be' changes depending on the person and number (am/is/are). At this point, the students have already translated 'is' to 'er' in the first sentence. The problem occurs when they move to the next sentence and encounter 'am', another form of the verb 'be'. Is this to be translated as 'er' again? We see from this exchange that even young learners can focus on language, in this case they are focusing on a grammatical aspect of language. We see what they already know, and we see what they need help with. It is through talk that the teacher can identify what the students are struggling with and can then adapt the teaching to address their students' needs.

> ☁ *PAUSE TO CONSIDER*
>
> A part of the problem in the example above is that the students seem to assume a one-to-one correspondence between languages: if 'is' is 'er', can 'am' also be 'er'? However, if we move past the individual words and look at the phrase 'I am training', this problem disappears since Norwegian does not have the progressive form. Therefore, an appropriate translation could be 'Jeg trener', with no auxiliary 'be' present. Some of the students do discover this.
>
> If the students in the above exchange called upon you to help them with the task, what would your response be? How can you build on what they already know to develop their understanding further? Would your response be different if the students were in a higher grade, and if so, in what ways?

Getting the students to talk *about* language provides teachers with insight into their students' current metalinguistic understanding and helps them identify appropriate learning aims, i.e., what they should be teaching to move the understanding forward. However, the value of classroom talk about language, or what we can call **metalinguistic talk**, goes beyond that. Metalinguistic talk is directly beneficial for the students as well. Talking about language deepens the students' attention to language. Asking the students to express and explain their ideas, makes their thinking 'visible' not only to teachers but to the students as well. The students become more aware of the ideas they have, and can discuss those ideas, seek clarification and deepen their understanding.

The classroom provides numerous opportunities to engage learners in talk about language. We can get learners to talk about language with each other while working collaboratively on a task. In

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this Guide, we provide examples of such tasks that were designed to engage learners in metalinguistic talk. There are of course many other tasks that may lead the students to discuss various aspects of language, both in language and in non-language classes. Such focus on language may be intentional, i.e. the teacher may design or select the tasks specifically in order to elicit metalinguistic talk, but the tasks may also have a different focus with metalinguistic talk arising spontaneously.

Metalinguistic talk can also occur in teacher-student interactions, i.e. the teacher may talk with the students about language and ask them to reflect on it. Most teachers do this already, for instance when providing feedback or teaching lessons on different aspects of language. However, efficiently navigating such interactions may be challenging for teachers. A research team at the University of Exeter (Great Britain) has, through several studies, explored how teachers foster metalinguistic talk about language choices in writing (see this page for teacher resources). They observed that in many of these teacher-student exchanges, teachers often have a particular 'correct' response in mind. As a result, the interaction is usually very brief and does not encourage students to reflect or share their ideas about language. They proposed concrete strategies that the teachers can use to create space for more open interactions that promote thinking. These include prompts such as, 'Compare x and y – what do you notice?', 'Could you tell me more...', 'Why...?'. Some examples with these opening prompts are given below.

- Compare 'aunt' and 'ant' – what do you notice?
- Could you tell me more about why using this word sounds better?
- So why did you choose to start a new paragraph there?

While having strategies to manage classroom discussions is valuable, a teacher's own knowledge about language is equally important. Teachers with a strong grasp of how language works are in a better position to help their students develop their own metalinguistic understanding.

IMPORTANT TO KEEP IN MIND!

Metalinguistic talk (talk about language):

♦ helps teachers identify what learners know and what they need help with and thus set appropriate learning aims

♦ helps learners became more aware of their ideas about language, enables them to explore and discuss those ideas and deepen their metalinguistic understanding

2. About translation

> ☁ *PAUSE TO CONSIDER*
>
> Translation has been practiced for centuries in foreign language classrooms. Stop for a moment to consider your own views and practice:
>
> ♦ Do you use translation in your own teaching? If so, why and for what purpose?
> ♦ Do you avoid using translation in your own teaching? If so, why?

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Many teachers use bilingual vocabulary lists with words in the target language and corresponding translations in the learners' L1. Some teachers translate what they say in class to ensure that everyone gets the message. Learners are also sometimes asked to translate what they are reading to check comprehension. While these are all common uses of translation reported by teachers in different educational contexts, in this Guide we will invite you to consider a *different* way of using translation in the classroom. In doing so, we also invite you to think *differently* about what translation is. We will show you that translation:

- ➢ is not only a beneficial classroom activity but also a common practice in our daily lives
- ➢ is a communicative activity
- ➢ is a great way to deepen your learners' understanding about language and find out what your learners know and what they need help with
- ➢ is a great way of making use of your learners' multilingual repertoires

We will start with a little bit of history to help us better understand where we are now.

2.1. Translation in language teaching: then and now

The story of translation in language teaching, as it unfolds in the professional literature, is full of ups and downs. The so-called Grammar-Translation method was once the dominant teaching method in the foreign language classrooms. As the title of the method reveals, translation played a central role. Some of the uses of translation we mentioned earlier were common practices in the Grammar-Translation method: bilingual vocabulary lists, sentence by sentence translation of chosen (often literary) texts, careful grammatical analysis of examples in the target language and comparison with their L1 translations. It may come as no surprise that this way of using translation helped to cement the view of translation as a dry, dull, academic activity, far removed from real-life practices of language users.

In the mid- to late nineteenth century, the dissatisfied voices grew louder, and a new teaching philosophy replaced the Grammar-Translation method. The main emphasis was now placed on developing oral skills and the ability to communicate in the target language. It was argued that the best way to achieve this aim is by using the target language exclusively, leaving no room for translation as a classroom practice. Native speakers were seen as ideal teachers and often didn't speak their learners' L1. However, even in the classrooms where the teachers and students shared a common language, the use of L1 was strongly discouraged. In EFL classrooms, this meant advocating a 'strict English-only' policy in instruction. This monolingual teaching philosophy has been strongly promoted by all the major language teaching approaches, including the popular Communicative language teaching (CLT) and Task-based learning and teaching (TBLT). Activities such as role-play, games, debates and discussions conducted in pairs and groups were to ensure that the learners get the opportunity to use the target language in meaningful interaction.

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The rise of English as a global language of communication has had a profound effect on language learning and teaching, as the number of speakers using English as an additional language outnumbered those acquiring it as their L1. At the same time, multilingualism is now more widely recognized as unexceptional, even more so due to increased international mobility. These global changes called into question some of the fundamental concepts that language education has been based on, such as the notion of a 'native speaker'. Who 'counts' as a native speaker? Is native-like an appropriate or even desirable goal for foreign language users? Does 'native proficiency' necessarily entail 'high level of proficiency' in a language? Simply put, the idea of learning English in order to go to an English-speaking country and blend with the monolingual community seems out of date.

When learning a target language, we are not simply 'adding' another language to our repertoire of languages. Rather, research on multilingual speakers has shown that all languages in a person's repertoire are linked and always interacting in one dynamic and complex system. The aims of language education are accordingly shifting from developing competent foreign language users to developing competent multilingual users, who are able to navigate confidently their language resources depending on the context of communication.

These developments have led to a reconsideration of the role of the students' own languages in the foreign language classroom. If the learners' languages are always activated and inextricably linked, then trying to keep the languages separate and prohibiting one at the expense of others is at best futile and at worst harmful for language learning. Rather than banning other languages, the goal should be to explore how the learners' own languages can be used as a resource. Clearly, this approach entails stepping away from a strictly monolingual teaching philosophy. As a result, the door is now opened to reconsider the use of translation and translation activities in foreign language learning once again!

Important to keep in mind!

If you haven't been strictly following the "English only"-policy, then allowing other languages will not feel like such a groundbreaking change! However, note that this does not mean that teachers and learners are given a 'free pass' for using the shared language whenever convenient. It is important to consider carefully in which situations and for what

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purpose other languages can and should be used and balance that against the need for providing sufficient opportunities where the learners can be exposed to, produce and interact in the target language.

At this point, it may seem like we've made a full circle and are back where we started. However, nothing can be further from the truth, and we are certainly not suggesting that we revert to the days of the Grammar-Translation Method. In fact, in order to step away from the past, we want you to set aside those translation-based practices associated with the Grammar-Translation method. Now let's view the translation in a different light.

2.2. Translation as a communicative activity

Imagine a group of friends having dinner in a restaurant while on holiday in France. They receive a menu in French and are told that there is no English menu available. One of them had French in high school and still remembers some of it. They also notice that some French words are similar to English, which they all speak relatively well, such as 'salade' and 'porc'. And some names of dishes they recognize as they appear on menus across the globe, such as Ratatouille and Boeuf Bourguignon. Together they manage to make sense of the menu and order food.

Imagine a family that moved to Norway from Poland 10 years ago. Their 9-year-old son, Jan, was born in Norway and speaks both Polish and Norwegian fluently. Sometimes his grandparents from Poland come for a visit and take Jan to the playground, museums, and other fun places. Jan often helps his grandparents by translating from Norwegian to Polish or the other way round.

Imagine a family that came to Norway as refugees a year ago. Their children go to a Norwegian school now and as is always the case, the school and the parents often need to share information. The school provides translations of important documents for a number of minority languages, and the parents must sometimes translate their notes to their children's teachers with the help of friends or family.

Imagine a young student, Marie, who was visiting a friend in Spain. During her stay, she was served a delicious dish that she loved so she asked her friend's mother for a recipe. She received the recipe in Spanish and since her skills in Spanish are quite basic, she used Google translate to help her produce a Norwegian translation. She is however unsure about some words that Google translate suggested. Some ingredients are surely not available in Norway and thus difficult to translate. She googles these ingredients to learn more about them and try to find an appropriate replacement in Norwegian stores.

Situations such as these are common situations in which translation is part of our everyday lives. If you stop and think for a moment, we are sure that you would be able to come up with many more relevant examples. Adults translate. Children translate. Some people do translation as a profession. As the situations illustrate, we don't need to be highly proficient in the languages involved to translate. We also don't need to be trained translators, though some are. We use the knowledge that we have to help us communicate across languages. How much knowledge is needed is dependent on the situation. Typically, we don't need to be as accurate when translating in informal situations between friends or family as we are when translating in a court of law. We can't translate loosely when we are translating directions to someone's home as it might matter

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whether we turn left or right. On the other hand, translating a gist of what someone said may be enough on other occasions. All this depends on the context. The context matters. It matters what we are translating, for whom and for what purpose.

What we hope to have shown with the examples above is that *translation is a real-life, everyday communicative activity that our students are likely to engage in*. The role of translation in our everyday lives is increasingly recognised in educational policy documents as well. European curricula, for instance, are heavily influenced by the work of the Council of Europe through the Common European Framework of Reference for Languages ([CEFR]) with its characteristic competence aims expressed as can-do statements. The CEFR emphasizes the importance of translation but adopts a new term, **mediation**. In mediation situations, a person acts as a bridge in communicating content to a third party who, for some reason, does not have direct access to the original message. The most obvious example of such a situation is the one where a person mediates across different languages, which in CEFR is an example of **cross-linguistic mediation**. However, mediation in CEFR is broader than that. We can mediate within the same language. For instance, you as a teacher can mediate the content of a difficult text to your students in simpler, everyday words. Mediation also does not need to involve a complete reconstruction of the original message. Depending on the situation, relaying specific information, paraphrasing or summarizing may be appropriate. The focus, however, is always on the communicative function of such practices. The approach and activities we suggest in this Guide align with this view of translation as an act of mediation.

Mediation and basic skills

Traditionally, language has been viewed in terms of four basic skills: reading, writing, listening and speaking. The CEFR considers this four-skills model "inadequate in capturing the complex reality of communication" ([Council of Europe], 2020, p.33) and revises it by proposing a model with four modes of communication: reception, production, interaction and mediation. The model emphasizes the central role of mediation. In fact, mediation is seen as combining reception, production and interaction, and thus as being the most complex mode of communication.

2.3. Translation in the language classroom

Important points from the previous section:

- ♦ Translation is a real-life, everyday communicative activity.
- ♦ The context is important and determines what an appropriate translation is.

What does this mean for the language classroom?

- ➢ Working on translation is valuable as it creates opportunities for your students to practice a skill they will need in real life
- ➢ Working on translation is valuable as it creates opportunities for your students to practice their language (their linguistic abilities) through a communicative activity.

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➢ Working on translation is valuable as it creates opportunities for your learners to reflect on language and develop their metalinguistic abilities.

To achieve these aims, it is crucial that translation is conceptualized as a **communicative mediation-type activity**. Many translation activities that are used in foreign language classrooms are however not communicative in this sense. Consider bilingual vocabulary lists. While these might be useful for making an initial connection between a word and its meaning, providing translations of decontextualized vocabulary items does not have characteristics of a communicative event we described above. In fact, these practices lead the learners to falsely expect that there is generally a one-to-one correspondence between languages. Similarly, asking the students to translate the text they are reading so that the teacher can check their understanding has a pedagogical purpose but not characteristics of a mediation activity. In the following section, we will introduce one way of implementing translation in the classroom that relies on the view of translation as a communicative mediation-type event, while at the same time emphasizing the potential of translation in developing learners' metalinguistic abilities.

3. Putting the ingredients together: using translation to develop metalinguistic awareness

Recall that some of the key aspects of metalinguistic awareness are:

➢ Focusing on language (including pronunciation, spelling/orthography, vocabulary, grammar, text and genre conventions)
➢ Reflecting and talking about language(s)
➢ Evaluating/assessing language (including correction and feedback on language)
➢ Comparing languages and language varieties

By its very nature, translation draws one's attention to language. This is because the same meaning needs to be expressed in a different language or language variety. As a result, we tend to focus on the language, reflect on it, and evaluate it – both the language we are translating from and the language we are translating to. Engaging in the act of translating promotes and makes use of our metalinguistic awareness. We consider the following aspects of the task as crucial:

• Contextualizing the translation
• Providing age- and proficiency-appropriate source text
• Including a collaborative component

Contextualizing the translation

Rather than asking the students to work on decontextualized examples, provide a context for the text they are translating. This may include information about the source text and its communicative setting, the purpose of translation (why translation is needed), the new target audience (who we are translating for). Remember that your students are acting as mediators, passing the content of the text to another person or persons who for various reasons don't have direct access to the text. The students will be working on language, but the main aim is not to practice language, but rather to convey a message to a third party. For concrete examples of how tasks can be contextualized, see Part C.

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Why is it important that the tasks are contextualized?

➢ Contextualized translation tasks show the students that translation is a meaningful, communicative activity

➢ Giving context helps students make better language choices that fit the situation, and this is true for all language production, including translation. How formal or correct our language needs to be or what words are appropriate to use really depends on the context – consider what is acceptable when writing to a friend vs. writing to a general audience. Whether a translation needs to stay close to the source text depends also on the purpose of the translation – close translation may be important when translating directions to someone's house but the overall gist of what someone wrote may be enough in other cases.

Providing age- and proficiency appropriate source text

When selecting or designing a text that the students should translate, it is important to keep in mind the students' age and their level of proficiency. Ideally, the tasks should be neither too easy, nor too difficult. Demands can be set a bit higher when students are asked to work collaboratively as they will often be able to do more together than they would individually. While the text is important, the students may also rely on images, general knowledge about the way languages work, world knowledge, and other strategies to decode and translate a message (see for instance the plurilingual task in Part C). All of these factors determine how challenging a task is.

Including a collaborative component

Allow the students to work on the text individually first. Then place them in pairs or groups to collaborate and agree on one, joint translation. You can read more about the individual and collaborative stage in Part B of the Guide.

Asking the students to work together will create conditions for students to *talk* about language, to express and share their ideas about the way language works, to generate and discuss alternative solutions, to challenge each other, to discover 'new things' together. It is this talk that creates deeper engagement and encourages reflection. The talk also allows teachers to find out what their students know and what they don't know and to use this information to provide teaching and feedback that responds to their students' needs. While teachers and students are often focused on the end products (in this case the final translations), the greatest value of this activity lies in the talk that is generated. To find out how to make the most of such collaborative talk, see 5..
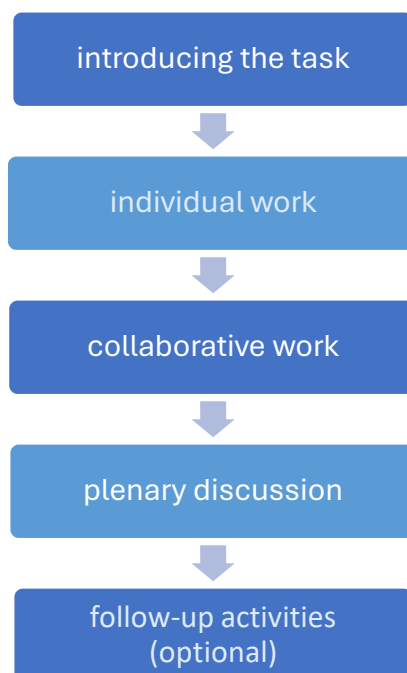
PART B

THE HOW: CONDUCTING THE TASKS IN THE CLASSROOM

This part of the Guide will focus on showing how the ideas introduced in Part A can be implemented in the classroom. We present the recommended approach and highlight key points. We address practical questions about how to facilitate productive metalinguistic discussions and organize group work effectively. In addition, we discuss the teacher's role, task progression, and the use of strategies. Our point of departure is concrete tasks that were used in the MetaLearn project with learners in grade 3 and 4 (age 8-10) from three schools in Norway. If suitable for your context, the tasks can be used as they are. Alternatively, we encourage you to use them as examples and inspiration for designing and conducting similar tasks in your classes, with learners of different age groups and in different instructional contexts.

4. The procedure

For each of the tasks, we suggest the following procedure:

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┌─────────────────────────────┐
│     introducing the task    │
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┌─────────────────────────────┐
│        individual work      │
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              ↓
┌─────────────────────────────┐
│       collaborative work    │
└─────────────────────────────┘
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┌─────────────────────────────┐
│       plenary discussion    │
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┌─────────────────────────────┐
│      follow-up activities   │
│          (optional)         │
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Within the context of our project, we only had one hour available for conducting each task. What worked within that time period was to spend 5-10 minutes introducing the task, about 10 minutes for individual drafting (depending on the students' work pace), then roughly 30 minutes for collaborative work and the remaining 10 minutes for plenary discussion. The relative distribution of time was adjusted to individual class needs. Feel free to adapt the duration of each stage to fit your context and consider working on the task over several lessons. The time needed for each stage of the task will likely vary depending on a number of factors, such as the age of the learners, learners' familiarity with the task, class dynamics etc. We now discuss each of these stages in more detail below.

4.1. Introducing the task

Contextualizing the task

A key aspect of this stage is to contextualize the translation task by explaining to the students *why* the translation is needed and who the new target audience is. For an illustration of how this can be done, see Part C.

Explaining procedures

Go over the task procedures with the students. If the students do these kinds of tasks multiple times, they will be familiar with the procedures, and a brief reminder will probably suffice.

Introducing strategies for managing the task

This stage can be used to introduce different strategies that the students may need or find useful in tackling the task. For some relevant strategies, see 9. It is a good idea to return to these strategies in the course of the Plenary discussion to hear whether and to what extent the students made use of them.

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Modelling the talk

The students will most likely need teacher support in verbalizing what they are thinking. One way to offer support is to model the talk to demonstrate what is expected of the students. If you would like the students to use metalanguage (that is words such as *subject, tense, vowels, plural*, etc.) then, research shows, modelling the task does make a difference.

Preparing the students for collaborative work

Are your students used to groupwork? In any case, they will likely need support in managing collaboration. In addition, you will need to consider carefully what kind of grouping will benefit the students most. See 6., for more ideas related to collaborative work.

4.2. Individual work

Have students work on the translations alone at first, so they'll have ideas to bring to the collaborative part. Some students may complete the translation on their own in the allotted time. However, it is likely that many will translate only parts of the text. The aim of the collaborative stage, after all, is to enable the learners to achieve more together than they would be able to do individually. Therefore, it is important to:

- Set the right expectations: The students are not aiming for a finished version here, but are using the time to reflect on what they already know and what they need help with
- Offer options: The students should be encouraged to translate as much of the text as they can. For some, this will be the whole text, but for others it will be part(s) of the text, or part(s) of individual sentences. Some learners may be asked to read through the text and try to find, underline and translate words that they know. If they come across challenging parts of the text, encourage them to make note of those and then move on.
- Offer support: You will know your students, so you will know who can do the task independently and who needs more support. During this stage of the task, you have the opportunity to offer your support to the students who need it the most. Some may need help with translations, but there will also be those who need emotional support and encouragement.

4.3. Collaborative work

In this key stage of the task, the students work together to agree on a joint translation. Arrange students in small groups, then ask them to share their ideas and together agree on what they think the appropriate translation would be. The requirement that the students actually agree on and write down a joint translation creates the conditions in which students must verbalize arguments for their proposed translations. Without this element, students might be tempted to merely list their various proposals without discussing them. While the ultimate aim of the task is to produce an appropriate translation, it is important to keep in mind that collaborative talk that learners engage in at this stage is of particular significance. The students should therefore know that the aim is not to produce a translation as quickly as possible, but to carefully consider the decisions they make. To make the most out of collaborative talk, see Managing collaborative talk, and Managing collaborative work.

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> **Using additional resources**
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> When following the suggested procedure, the students are encouraged to first try to complete the task on their own (Individual stage), then with the help of others (Collaborative stage), and finally with the assistance of the teacher (Plenary). Depending on what your learners are used to, you may or may not allow them to use additional resources (such as grammar books, dictionaries, editing tools etc.) Another option is to encourage the learners to use these resources after the collaborative stage to resolve the remaining issues, before seeking help from the teacher.

4.4. Plenary discussion

In this stage, the learners can be asked to share their translations with the rest of the class. In addition, it is important to use this stage to explore the translations and the students' reasoning behind their language choices. Here are some issues to consider.

i. Were there parts of the text that led to disagreement in the group. If so, which parts and what was the disagreement about? Did other groups encounter the same challenges? How should these be resolved?

ii. Are there parts of the text that were translated differently by different groups? In what way do the solutions differ? Are they all equally appropriate?

iii. Which strategies did the students use when translating the text, finding the appropriate words, managing disagreements, etc.? If you introduced particular strategies prior to the task, this would be a good point to return to those and review them.

iv. If the task had a particular language focus (e.g., vocabulary items, language structures etc.), you might want to direct the learners' attention to parts of the text featuring these and elicit their suggestions.

v. Have the students agreed on solutions that are inappropriate or provided reasoning that is flawed? You might have picked up on issues like these during the collaborative stage or they might have come up during the plenary. If so, you may choose to draw the students' attention to such issues or return to them in one of the following lessons.

5. Managing collaborative talk

As already pointed out, collaborative talk that the students engage in is the key aspect of the task (see 1.3). As the students work on the task, they will talk about language, share their ideas about what is acceptable and what not, be challenged to consider those ideas more closely and deepen their understanding of how language works.

Modelling effective collaborative talk

Before asking your learners to complete the task, consider modelling collaborative talk to demonstrate what is expected of them. Highlight the key features of effective talk and point out the less valuable aspects. If you are working together with another teacher, you can act out a

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short dialogue where you focus on language features that you find important. Alternatively, you can write out a dialogue and review it with your students. An example is provided in the box below.

In Task 1 (see the task database), we are introducing a character of Abby Cadabby, from Sesame street. The task is aimed at young language learners and involves translation from English to Norwegian. Focusing on another character from the same series, the following dialogue can be used as an example of effective collaborative talk.

Source Text: Hi! I am Big Bird! I am 6 years old. I live in a large nest on Sesame street.

Mia: Først sier han *hei*. Skriver du det ned, Sarah?

Sarah: Ja, jeg gjør det.

Mia: *I am Big Bird*. *Jeg er Big Bird*, eller skal vi oversette Big Bird også? Hva tenker du?

Sarah: Jeg har skrevet ned Stor Fugl. Men nå er jeg litt usikker. Det høres ikke riktig ut.

Mia: Ja, det høres litt rart. Kanskje vi skal beholde Big Bird?

Sarah: Ja, det er tross alt hans navn. Og vi oversetter ikke navn, eller gjør vi det?

Mia: Enig, men er det lov å blande norsk og engelsk på denne måten?

Sarah: Ja, jeg tror det. Jeg skriver Big Bird nå, og så kan vi spørre læreren om det senere. Vi bør gå videre. "I am 6 years old."

Mia: *Jeg er 6 år gammel*. Har du det samme?

Sarah: Jeg skrev: jeg er seks år. Men du har sikkert rett fordi det står 6 years OLD, ikke 6 years.

Mia: Jeg vet ikke. *Jeg er 6 år* høres også greit ut for meg. Vi trenger vel ikke å oversette ord for ord så lenge det høres greit ut på norsk, hva tenker du?

Sarah: Ja, husk at læreren sa at det er viktig at førsteklassinger forstår hva vi skrev. De ville forstått *jeg er 6 år*.

Mia: First he says *hei*. Are you writing that down, Sarah?

Sarah: Yes, I am.

Mia: I am Big Bird. *Jeg er Big Bird*, or should we translate Big Bird as well? What do you think?

Sarah: I've written down *Stor Fugl*. But now I'm a little unsure. It doesn't sound right.

Mia: Yeah, it sounds a bit strange. Maybe we should keep Big Bird?

Sarah: Yes, it's his name after all. And we don't translate names, do we?

Mia: I agree, but is it allowed to mix Norwegian and English like that?

Sarah: Yes, I think so. I'll write Big Bird now, and then we can ask the teacher about it later. We should move on. "I am 6 years old."

Mia: *Jeg er 6 år gammel*. Do you have the same?

Sarah: I wrote: *Jeg er 6 år*. But you're probably right, because it says six years OLD, not just six years.

Mia: I don't know. *Jeg er 6 år* also sounds fine to me. We don't need to translate word for word as long as it sounds natural in English, don't you think?

Sarah: Yes, remember the teacher said it's important that first graders understand what

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Mia: Ja, de ville forstått begge. *Jeg er 6 år og Jeg er 6 år gammel*. Er begge to riktige?	we wrote. They would understand *Jeg er seks år*.
Sarah: Ja, jeg tror det. I hvert fall på norsk. Jeg tror ikke at man kan si "I am 6 years" på engelsk. Eller?	Mia**:** Yes, they would understand both. *Jeg er 6 år* and *Jeg er 6 år gammel*. Are both correct?
Mia: Hmm, vet ikke. Det høres litt rart ut. Det er morsomt!	Sarah**:** Yes, I think so. At least in Norwegian. I don't think you can say "I am six years" in English. Or can you?
	Mia**:** Hmm, don't know. It sounds a little strange. That's funny!

There are several key aspects of this imagined interaction between two students, Mia and Sarah, that deserve attention. Both students stay focused on the task, avoiding distractions. They actively invite each other to contribute (e.g., "What do you think", "Or?"), listen carefully, and reflect on each other's suggestions. They share their ideas about how language works and together try to develop their understanding of the issues at hand, such as when discussing the phrase "I am 6 years old".

Helping learners verbalize their metalinguistic thinking

Learners will typically have many ideas about the way language(s) work but may find it challenging to verbalize those ideas. It is important to offer the students tools to express their understanding and gradually move from vague to more precise statements. As the learners get older, introducing metalinguistic terminology will also help them express their thinking more clearly and concisely.

Consider the following imaginary scenarios. In scenario 1, Filip relies purely on intuition and is not able to explain why he thinks 'towers' is to be chosen rather than 'tower'. In scenario 2, Filip connects his choice of 'towers' to the concept of plurality. Note that Filip can express this idea without using special language terminology. In scenario 3, Filip is able to communicate his idea much more clearly. He not only singles out the ending -s, but is also able to use grammatical terminology.

Scenario 1	
Filip: Jeg tror det er 'towers', ikke 'tower'.	Filip: I think it is 'towers', not 'tower'.
Leon: Hvorfor tror du det?	Leon: Why do you think that?
Filip: Jeg vet ikke. Det høres bedre ut.	Filip: I don't know. It sounds better
Scenario 2	
Filip: Jeg tror det er 'towers', ikke 'tower' Leon: Hvorfor tror du det? Filip: Er det ikke det vi skal skrive når det er flere?	Filip: I think it is 'towers', not 'tower'. Leon: Why do you think that? Filip: Aren't we supposed to write that when there is more than one?

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Scenario 3	
Filip: Jeg tror det er 'towers', ikke 'tower' Leon: Hvorfor tror du det? Filip: Fordi 'tower' er et substantiv og skal få -s i flertall.	Filip: I think it is 'towers', not 'tower'. Leon: Why do you think that? Filip: Because 'tower' is a noun and it gets -s in plural.

Responding to student questions

As the students work together on the tasks, they will likely reach out to their teacher(s) for support. It is important to consider how much and what kind of support you will be prepared to offer. While it may sometimes be appropriate to respond by simply providing the correct solution, this strategy should be used with caution and to a limited degree. Giving your learners 'the right answer' tends to have several negative consequences:

♦ It reinforces the idea that there is one correct solution, and it is the one that the teacher has
♦ It ends any further collaborative talk (since an authoritative solution is provided)
♦ It does not encourage the students to think further and push the limits of their understanding
♦ It fails to identify what exactly the learners are struggling with

Rather than providing 'the right answer', consider:

♦ helping your students express what they are thinking and/or struggling with. Help them to move from vague questions such as *We don't know what to write here,* to a more precise statement of the issue.
♦ eliciting alternatives that they have come up with, before offering your suggestion
♦ pushing their thinking further by asking not only what they think the appropriate response is, but also *why*.

Should the students be allowed to use the language of schooling when collaborating in a foreign language class?

One of the main aims of the suggested tasks is to get the learners to express and discuss their ideas about the way the language works. We've already noted that learners may find it difficult to verbalize what they are thinking, and this task of verbalizing one's thoughts may become even more challenging, or even impossible, if learners are required to do it in the target language. Research on metalinguistic talk has shown that learners' L1 can play an important role in several ways: it can set the tone for collaboration, help learners manage the task, and support one another. As the learners get increasingly proficient in the target language, they can be encouraged to make more use of it. However, given that the tasks involve translation, it is natural to expect that the learners will navigate between different languages. We see this as a strength, rather than a limitation of such tasks.

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6. Managing collaborative work

Maybe your students are used to groupwork or maybe this is the first time that they are working together in this way. Whatever the case, they will surely need some help in managing the collaborative work. Don't simply assume that working together always makes things easier for your students – groupwork can also be challenging! But you can use this opportunity to teach them about effective collaboration strategies as well. It would be a good idea to:

Introduce the students to strategies for effective and respectful groupwork

Talk to your students about the importance and value of alternative viewpoints, teach them how to voice their own opinions, while inviting and respecting contributions of others. Consider whether using role cards might be helpful. For instance, in the MetaLearn project we used two role cards: (i) 'Writer' was in charge of noting down the translation on behalf of the group, while (ii) 'Captain' was responsible for ensuring that everyone had a chance to voice their opinion, and that the group stayed focused on the task and made progress. If you are making use of role cards, think carefully what roles would be useful to have in your context, what the responsibilities should be, and who the roles should be assigned to. For instance, we learned that assigning the role of the 'Writer' to the student with the highest level of proficiency may lead to a situation where this student takes total control of the task, writing down his/her solution without consulting other group members.

The task requires the students not only to discuss but also to reach an agreement. This may cause challenges of its own but, on the other hand, can be a valuable opportunity to discuss with your students how to handle situations of disagreement. When the task is completed, discuss collaboration specifically. What went well? What didn't? What should be done differently next time?

Consider how the students should be grouped

There are many aspects to consider, including the competence level and social relations. Should you assign the students into groups, or should the students be allowed to choose who they want to work with? There is for instance research showing that students tend to work more off-task (i.e. talk about other things and not the task) when they themselves choose who they will work with.

Monitor collaboration

Make sure that you monitor collaboration while the students are working on the task. Encourage the learners to stay focused on the task, for instance by taking an interest in what they are doing or asking how they've handled parts of the text they are translating. Is everyone contributing? Encourage them to challenge each other, rather than accepting solutions (that they might not agree with) at face value. Is the group having problems reaching an agreement? Offer guidance on how to resolve such situations. Maybe several solutions can be written down and presented during the plenary?

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7. The teacher's role

The task requires the students to work on their own for an extended period of time, either individually or in groups. However, this doesn't mean that the teacher has no role to play. In fact, the teacher plays a pivotal role in ensuring the success of the activity. Many ways in which teacher plays a role have already been mentioned in the previous section. Here is a brief reminder of some key points:

Prepare the teaching materials

You will need to select or design the task that will be used. This planning stage is extremely important. Consider carefully what you would like to focus your students' attention on and then select tasks accordingly.

Explain what the learners should do and how

Obviously, the teacher will need to guide the students through the task procedures. Remember that this involves also the important aspect of contextualizing the translation and providing strategies for tackling the task.

Encourage and support participation

This applies to all stages of the task. This can include specific steps to support participation, such as considering the way students are grouped or assisting struggling students during the individual stage. Words of support and encouragement may be equally important. Showing your students that you believe that they can manage the task can make a world of a difference.

Support the students' developing knowledge about language

While the students may develop a range of skills not limited to language learning (e.g. collaborative skills), the main aim of the task is to promote the development of mediation skills and the knowledge of and about the language. Research shows that students are able to resolve many issues when working collaboratively. However, at times the solutions that they reach might be inappropriate or their understanding about the way the language works may be flawed. The teacher has an important role in helping the learners in cases like these. This may be done either while students are working on the task or during the plenary. At times, the best course of action may be to plan follow-up sessions to deal with tricky issues in more depth.

Monitoring students' work

Clearly, it is important to monitor students' work and progress while they are engaged with the task and offer support and guidance. But we invite you to consider not only how you can assist your students but also how they can assist *you* in deciding what you need to teach. As discussed in part A, collaborative talk allows students to verbalize their thinking about language, giving teachers valuable insight into what students already understand and where they may need support. So make note of the language issues that your students are struggling with and interesting points that come up during group discussions. These can then guide you in making decisions about what to teach to meet the needs of your learners.

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Any experienced teacher knows that things may not work out as intended even with careful planning. Research also shows that even when tasks have a specific language focus (e.g. a particular grammatical structure), there is no guarantee that the students will discuss that feature during collaborative work. So be open to different outcomes and adjust your teaching accordingly.

8. Task progression

We have designed five tasks as part of the MetaLearn project. While all five tasks were trialled with children aged 8-9, only four tasks were used in the main part of the project. You will find these four tasks in Part C of the Guide. The fifth task was used in the trialling stage of the project, and has been included at the end of this section as a practice task (see 12)

The four tasks used in the main part of the project were set up in a way that they follow a planned progression. Task 1 was introduced first and was judged to be the easiest as it involved translation from English to Norwegian. Task 4 was assumed to be most challenging as it required children to decode a message in languages they were not familiar with. Therefore, it was introduced last, when children were already familiar with the procedures and a range of strategies.

Task	Translation direction
Task 1: the Abby -task	English to Norwegian
Task 2: The Beatrice-task	Norwegian to English
Task 3: The Ash lad- task	Norwegian to English
Task 4: The Treasure hunt - task	Multiple unknown languages to Norwegian

You may choose to follow this progression or select and organize tasks in the way you judge would be suitable for your learners. If you design tasks of your own, consider the demands that they place on your learners and what preparation they would need.

9. Task-related strategies

Working with a series of similar tasks makes it possible to gradually prepare the learners for the demands that the tasks would place on them and to introduce them to a range of task-related strategies. How successful the students are in managing the tasks depends not only on their knowledge of specific languages, but also on their skills in:

♦ managing collaboration (see 6)
♦ verbalizing their thoughts and ideas (see 5)
♦ managing the task of translating

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We will now look more closely at the last point, that is how we can help students manage the task of translating. In the MetaLearn project, we introduced the students to the following strategies:

- Strategy 1: keep unknown items in the source language
- Strategy 2: consider that there can be more than one possible solution
- Strategy 3: consider how you could paraphrase
- Strategy 4: make use of explicit comparisons across languages to generate ideas
- Strategy 5: make use of images

We introduced the strategies gradually, during the task introduction stage and the plenary discussion (see 4 for different stages of the task), in the way illustrated below.

Task	Strategies
Task 1: the Abby -task	Task introduction: Strategy 1
	Plenary discussion: Strategy 2
Task 2: The Beatrice-task	Task introduction: Strategy 2
	Plenary discussion: Strategy 3
Task 3: The Ash lad- task	Task introduction: Strategy 3
	Plenary discussion: Strategy 4
Task 4: The Treasure hunt - task	Task introduction: Strategy 4 and 5
	Plenary discussion: Revision of relevant strategies

Strategy 1: Keep unknown items in the source language

We told the students that they were allowed to keep the words they did not know in their original language, and that it was ok to mix languages in this way in one sentence. Here is an example produced by a student during the Individual stage while working on Task 1. The source text was in English. The words that the student did not translate to Norwegian are highlighted.

Hei, alle sammen!

Jeg heter Abb Cadabby. Jeg trener til og bli en fe. Jeg har en wand og kan utføre magi! Jeg kan poppe ut av thin air. jeg kan fly nor jeg er glad. And i can turn pumpkins into things! Og jeg kan snake en language called «Dragonfly»

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Relying on this strategy made it easier for students to make progress with the task instead of being 'stuck' with the word they did not know. As a result, they were in a better position to show what they know (instead of focusing on what they don't know). We encouraged them to make use of this strategy especially during the Individual stage and then to use group resources to jointly work out the challenging parts. This also makes it easier for the teacher to identify what exactly the students need help with. As we introduced additional strategies in subsequent tasks, we encouraged them to try those first before deciding to keep the word(s) in the source language.

Strategy 2: Consider that there can be more than one possible solution

Students are often used to thinking that there is one correct solution (and that the teacher knows it) and are eager to find it. However, there is typically more than one way of saying something and therefore more than one solution. Encourage your learners to generate different alternatives and then discuss whether some are more appropriate than others. Allow for the possibility that more than one solution may be 'correct' and emphasize the importance of context. In the plenary discussion, alternatives generated by the students themselves can be used to emphasize these points. As an illustration, consider the following discussion between two students who are attempting to translate the sentence: *My name is Abby Cadabby*.

Markus: Jeg syns det høres litt bedre ut når man sier 'hei, jeg heter', ikke 'hei, mitt navn er' og sånt... av og til.. Av og til så syns jeg at det høres litt bedre ut når man sier 'hei, jeg heter' Olav: det ser ut som om det står 'hei, mitt navn er Abby Cadabby'. Står ikke 'hei, jeg heter Abby Cadabby' Markus: Ja, jeg syns jo det høres litt bedre ut når man skrev... skriver 'jeg heter..' Olav: men det er jo XXX feil for det står jo 'hei, mitt navn er Abby Cadabby' Markus: Greit, men du kopierer teksten men ikke helt akkurat helt ...	Markus: I think it sounds a bit better when one says 'hei, jeg heter', not 'hei, mitt navn er' and stuff like that ... sometimes. Sometimes I think it sounds a bit better when you say ' hei, jeg heter'. Olav: it looks like it says 'hei, mitt navn er Abby Cadabby'. Doesn't say 'hei, jeg heter Abby Cadabby' Markus: Yes, I think it sounds a bit better when one wrote... writes 'jeg heter' Olav:but that is xxx wrong because it says 'hei, my name is Abby Cadabby' Markus: All right, but you copy the text but not quite exactly...

The students have come up with two different alternatives and find it hard to agree which one is 'correct'. In the end, they ask a teacher for help. The teacher reminds them of the context – the translation is for the first graders (target audience) so that they can get to know Abby (purpose of translation). Which of these alternatives would get the message across to the first graders? They both would. Then they are both correct!

Strategy 3: Consider how you could paraphrase

What if your students can't think of a word or a phrase that they are looking for? What if they don't know that word in English? As we've seen, there are often multiple ways to express an idea, so encourage your students to practice paraphrasing. Paraphrasing both in the source and the target language might be useful. Consider the following example we used during Task 2. Many students

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were struggling to remember the word 'short' in English, so that they could describe Oda's aunt as having 'short hair'. We picked up on this example in the plenary discussion, to show them how we can express similar meaning using different words. In this case, many students knew the word 'long' in English, and the word 'long' is also very similar to the corresponding word in Norwegian ('lang') – which we also pointed out.

Hva kan vi gjøre hvis vi ikke kommer på hvordan man sier noe på engelsk? Prøv å si det på en annen måte - bruk ordene du kan. For eksempel, hvis jeg ikke vet hvordan man sier 'kort', slik som i 'kort hår', kanskje kjenner til ordet 'long' på engelsk - og 'long' ligner veldig mye på 'lang'. Da kan jeg si 'not long' istedenfor 'kort'.	What can we do if we can't think of how to say something in English? Try to say it in a different way – use the words you know. For example, if I don't know how one says 'short', as in 'short hair´, maybe I know the word 'long' in English – and 'long' looks very much like 'lang'<nor>. Then I can say 'not long' instead of 'short'.

Strategy 4: Make use of explicit comparisons across languages to generate ideas

Translation tasks provide rich opportunities to make explicit comparisons between languages, helping learners see how such comparisons can be used to deepen their understanding of the languages involved. Consider a couple of examples from the MetaLearn project.

The text of task 3 includes many words that are similar in Norwegian and English, so called cognates (cognates are words in two languages that share a similar meaning, spelling and pronunciation). We drew the students' attention to these words and showed them that they can use such words to understand the text.

Har dere lagt merke til at det er mange ord i teksten som er veldig like på norsk og engelsk? For eksempel, 'vinter' på norsk og 'winter' på engelsk. Har dere funnet flere slike ord? (e.g. kald/cold, eldst/oldest, gå/go, tre/tree, troll/troll, komme/come, stein/stone, hjelpe/help)	Have you noticed that many words in the text are very similar in Norwegian and English? For example, "vinter" in Norwegian and "winter" in English. Have you found more words like this? (e.g., kald/cold, eldst/oldest, gå/go, tre/tree, troll/troll, komme/come, stein/stone, hjelpe/help)
Slike ord kan hjelpe oss å forstå en tekst på engelsk eller hjelpe oss å si noe på engelsk. Hvis jeg ser ordet 'winter' i en tekst og ikke vet hva det betyr, kan jeg først spørre meg selv: ligner det på noe jeg kan på norsk? Eller kanskje noen av dere kan andre språk i tillegg til norsk og da kan dere bruke disse språkene også, fordi mange ord ligner på hverandre i forskjellige språk. Så prøv å huske det – det	Words like these can help us understand a text in English or help us say something in English. If I see the word "winter" in a text and don't know what it means, I can first ask myself: does it look like something I know in Norwegian? Or maybe some of you speak other languages in addition to Norwegian, and you can use those languages too because many words are similar across different languages. So try to remember this—it might

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kan overraske deg hvor mye mer du kan forstå enn du trodde!	surprise you how much more you can understand than you initially thought!

When working on Task 4, we reminded them of this strategy. In this task, the students were asked to decode a message given in three languages that they did not speak (Spanish, German and Dutch). We also pointed out that word order may be different in different languages.

Hvis vi ikke snakker disse språkene, hvordan kan vi finne ut hva som står her?	If we don't speak these languages, how can we figure out what it says here?
Barna foreslår strategier	*Children suggest strategies*
Vi vet at mange språk har ord som ligner på hverandre. Hvis vi kan norsk og i det minste litt engelsk, kan vi prøve å se etter ord som ligner på disse språkene. Eller kanskje ligner de på ord i noen andre språk dere kan. Kan dere finne slike ord i overskriften her?	We know that many languages have words that resemble each other. If we know Norwegian and at least a little English, we can try to look for words that are similar in these languages. Maybe you'll also find words that are similar in other languages you know. Can you find any such words in the title here?
Barna finner ordet "pirat" i tysk (det blå språket)	*Children find the word "pirat" in German (the blue language)*
Ja, det blå språket bruker same ord som på norsk: ´pirat'. Klarer dere å finne dette ordet i det røde og grønne språket?	Yes, the blue language uses the same word as in Norwegian: "pirat." Can you find this word in the red and the green language?
Barna finner de tilsvarende ordene på spansk (grønt språk) og nederlandsk (rødt språk).	*Children locate the corresponding words in Spanish (green language) and Dutch (red language).*
Veldig bra! Dette ordet ligner på alle de fire språkene. Men har dere lagt merke til at dette ordet dukker opp på forskjellige steder i setningene? Husk at selv om ordet er det samme, kan det stå på ulike plasser i forskjellige språk. Det er derfor viktig å lese hele setningen.	Very good! This word is similar in all four languages. But have you noticed that the word appears in different places in the sentences? Remember that even though the word is the same, it can appear in different positions in different languages. That's why it's important to read the entire sentence.

Strategy 5: Make use of images

Many texts nowadays are multimodal, i.e. they don't rely just on spoken/written language to convey a message but integrate other elements, such as images, sound, video, etc. We encouraged the children to make use of these elements when trying to comprehend the meaning. In task 4, for instance, we provided them with a map and pointed out that the text is likely to refer to the images on the map.

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10. Working with different languages

Three of the tasks we developed in the project involved Norwegian (the language of instruction) and English (the first foreign language). This was a natural starting point, considering the students' age, the central role these two languages play in the Norwegian school context, and the learners' unfamiliarity with this type of task.

That said, translation tasks offer great potential to go beyond the main school languages. They can include learners' home languages, other languages taught in school, and even languages that are entirely new to the learners. In the final task of the project, once the students had become familiar with the procedures, we challenged them to decode a short message written in languages they didn't know—Spanish, German, and Dutch. Their goal was to find out where a pirate had hidden his treasure and mark the location on a map.

Remarkably, most groups managed to translate the message into Norwegian. The key difference between the groups was whether they noticed the plural ending in the message and concluded that the treasure was hidden on the island with **several** blue towers—rather than the one with just a single blue tower.

But how did the students manage to do this without knowing these languages?

First, we chose the languages carefully to increase their chances of success. Research—and classroom experience—tells us that it's easier to draw on other languages when they are typologically related. In our case, Dutch and German are both closely related to Norwegian, which helped.

In the task introduction, we encouraged the students to use the strategies they had learned earlier in the project. These included comparing languages explicitly and using the map they were given as a support tool (see 9). The full instructions for the task can be found here Task 4.

Why is working with unfamiliar languages useful?

1. It encourages students to draw on all the languages they know, as well as their general understanding of how language works. Consider in this light the following example from the project, where we ask the students why they believe that the treasure is on the island with several towers.

Forsker: aha, hvordan vet du at det er *tårnene* og ikke *tårn*?	Researcher: aha, how do you know it is *towers* and not *tower*?
Mari: fordi under her så står det også [leser: 'blauwe torens']	Mari: because down here it says [reads: 'blauwe torens']
Forsker: og så?	Researcher: and so?
Mari: og da tror jeg at det er jo sånn som i engelsk at når det er flere så er det en S på.	Mari: and then I think it's like in English that when there are several there is an an S on.

2. It helps them reflect on similarities and differences between languages and shows them why this knowledge can be useful.

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3. It gives them a chance to try out different strategies, building important skills for learning additional languages.

4. It levels the playing field. We've noticed that some children hesitate to participate in tasks involving English because they think their English isn't good enough. In this task, that didn't matter—no one knew the languages.

5. It shows them that even a tiny bit of knowledge can be helpful. For example, remembering a Spanish word from a cartoon could make a big difference.

6. It fosters curiosity about new languages. In Norway, German and Spanish are often introduced later in school, so this task helps raise early awareness of these languages and shows students that they're not beginning from scratch—their knowledge of other languages already gives them a head start, even with unfamiliar ones.

11. Working with learners of different ages

Although the tasks we used were designed for young learners, the ideas in this Guide can be used to create tasks for learners of all ages and language levels. In fact, older learners can be challenged with more demanding tasks thanks to their greater cognitive maturity and, in many cases, higher language proficiency.

As learners grow and their language skills develop, they can be encouraged to consider not just whether their language is grammatically correct, but also whether it is appropriate for the intended audience and purpose. This highlights the importance of making the communicative purpose of a translation task clear—who the translation is for and why it is needed—rather than asking students to translate simply for language practice or comprehension checking.

Of course, the types of texts and contexts that are suitable and relevant will vary depending on the learners' age—an important factor to keep in mind when designing tasks.

12. Time to practice

Below is a text we used in the trialling part of our project with 4th grade students. The text is a flyer in English that describes different ways in which we can help save the earth. Reflect on how you could use this text in the classroom, implementing the ideas and strategies outlined in Part B of this Guide. Here are some issues to consider:

- How would you contextualize the task? Why might it be useful to translate this text, for which audience, and to which language(s)?
- How would you prepare the learners for this task? What strategies would you introduce them to?
- How would you manage collaborative work and ensure that everyone participates actively?
- What language features do you expect your learners to focus on? How could you help them express their ideas about language?
- What issues do you expect to take up in the plenary session?

- What activities could you include as a follow-up to this task? (see Part C for examples of follow-up activities linked to specific tasks)

4 WAYS I CAN HELP THE EARTH

The Earth's future is in our hands and it's about time we did something!

1. **Park the car**
Going on foot or biking to school doesn't damage the planet. It's also a great way of getting lots of exercise!

2. **Turn off the water when brushing your teeth**
While you are brushing your teeth, you can save 18 glasses of water by doing this simple thing.

3. **Throwing away forbidden**
More and more things are simply thrown away. When you no longer need something, recycle it or give it away.

4. **Spread the word**
Saving the planet is a lot of work for one person. Tell other people about all the things they can do to make a difference.

PART C

THE TASK DATABASE

This part of the Guide includes the task database developed in the MetaLearn project. There are 5 tasks, which are to be viewed as an illustration of the approach suggested in this Guide. Note that this part of the Guide only contains the task material. The procedures for conducting the tasks, including possible modifications and other practical concerns are to be found in Part B. So, make sure that you read Part B of the Guide before using or adapting the tasks. Though we understand that teachers are pressed for time, we do hope that you will read Part A as well, to better understand the thinking behind the tasks and the view of translation that underpins the task design.

We also encourage you to use the tasks presented here as an inspiration to design materials of your own for learners of the same or other age groups. Do read Part B to understand which key features such tasks need to incorporate.

For each task, we provide the task sheet, including the text the students were given. We also include some relevant background information about each task (under the heading "Background information"), as well as transcripts of instructions we gave when introducing each task in the classroom (under the heading "Introducing and contextualizing the task"). As mentioned in Part B of the Guide, when presenting the task, we told the students (1) what kind of text they will be translating and (2) to whom and for what purpose. That is, we contextualized the translation (see 4.1.). We also used this stage to introduce task-related strategies (see 9.). The instructions we gave to introduce the individual stage and collaborative stage of the task were similar across the tasks. An example of these instructions can be found in the appendix (see Appendix). Finally, for each task we also include suggestions for follow-up activities and adaptations.

If you are using or adapting the tasks, please reference this Guide as the source.

What you will need

For all the tasks in this database, you will need:

1. A blank sheet per student for individual part of the task
2. A blank sheet per group for collaborative part of the task
3. One task sheet for every student
4. Optional: Group role cards (see 6.)

Task 1

Translation direction:

From English (target language) to Norwegian (the language of schooling)

Text type:

Describing a person

Background info:

The text introduces a character, Abby Cadabby, from the popular educational TV series *Sesame Street*. Full of colourful and likable muppets, Sesame Street has been running for decades and offers a wealth of resources, both in print and online. Abby loves learning words and languages and considers writing letters a magical skill – all of which make her an especially interesting character for a language class!

Abby Cadabby is a young fairy so do use a type of font for the worksheet that would hint at her youth and playfulness. Showing an image of Abby may also make the task more appealing, as well as offer additional support to the children when translating the text. For instance, the image can help the children uncover the meaning of potentially less familiar words, such as 'fairy' and 'wand'.

In Norway, it is not unusual for children to collaborate on projects across the grades. The task framing relies on this possibility to offer a plausible justification for why a translation is needed and asks children in the 3rd grade to translate the text so that the 1st graders would understand it.

The full transcript of instructions we provided before and during the lesson can be found in the appendix. The transcript illustrates how we introduced the different stages of the task.

Introducing and contextualizing the task:

I dag skal vi utfordre dere litt med en spennende tekst på engelsk. Har dere hørt om Sesame street?	Today we're going to challenge you a little with an exciting text in English. Have you heard of Sesame Street?
Svar.	*Response.*
Det er et veldig populært program på engelsk med mange gøye karakterer. I dag skal vi bli kjent med en av de som bor i Sesame street. Hun heter Abby Cadabby.	It's a very popular program in English with many fun characters. Today we're going to get to know one of the residents of *Sesame Street*. Her name is Abby Cadabby.
Få opp Abby på skjermet.	*Show Abby on the screen.*
Vi skal gjøre en del aktiviteter sammen med Abby på småtrinnet. Men først ønsket Abby at vi skal bli litt kjent med henne så hun har skrevet en liten tekst om seg selv. Hun snakker ikke norsk så teksten hun har	We're going to do a number of activities together with Abby in the lower grades. But first, Abby wanted us to get to know her a little, so she has

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skrevet er på engelsk. Abby tror at dere kommer til å forstå det hun har skrevet, men hun er litt usikker om førsteklassingene kommer til å forstå det da de ikke kan så mye engelsk som dere. Kan vi hjelpe Abby med å gjøre denne teksten om til norsk slik at førsteklassingene kan forstå den?	written a short text about herself. She doesn't speak Norwegian, so the text she wrote is in English. Abby thinks you'll be able to understand what she has written, but she's a bit unsure whether the first graders will understand it, since they don't know as much English as you do. Can we help Abby translate this text into Norwegian so the first graders can understand it?

Task sheet:

Hi everyone! My name is Abby Cadabby. I am training to become a fairy. I have a wand and I can do magic! I can pop out of thin air. I can float when I am happy. And I can turn pumpkins into things! I can speak a language called "Dragonfly" and my friend, Rosita, is teaching me Spanish. I love learning words and writing letters! I have a brother who always takes my wand without asking! Do you have a brother or sister?

(based on the information on this page: https://en.wikipedia.org/wiki/Abby_Cadabby)

Suggestions for follow-up activities and adaptations

- Vocabulary teaching
  Abby loves words so much that she has even written a song about it (which can be accessed through Sesame Street official website). She also loves games where she can search for words, build new words and make her vocabulary bigger. What a great way to get your students interested in vocabulary learning!

- Get to know other characters from Sesame Street
  For instance, Cookie Monster is a lot of fun with his insatiable appetite. He loves cookies, of course, but would eat anything and everything else, including letters. In a language class, Cookie Monster is especially interesting because he does not always speak correctly, saying "Me want cookie!" as opposed to "I want a cookie!" – a wonderful starting point for all kinds of discussions about language.

- Ask the children to create a new character
  Let the children be creative and invent a new character who moves into Sesame Street. Let them draw, make and describe the character. What does it look like? What does it enjoy doing? What language(s) does it speak? The possibilities are endless.

- Ask the children to describe themselves
  Ask the children to write a short description of themselves, so that Abby can get to know them. Remember that Abby only speaks English, so once the texts are written in Norwegian, they will have to be translated to English for Abby.

- Get to know other characters
  Explore characters from other shows that your students like, or even people from real life.

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Task 2

Translation direction:

from Norwegian (the language of schooling) to English (the target language)

Text type:

Describing a person

Background info

Both Task 1 and Task 2 focus on a description of a character, but the direction of translation varies (from/to English). Beatrice is coming from France to visit her friend, Oda, in Norway. Oda's aunt, Kari, works at the airport and has agreed to pick up Beatrice when she lands. But will Beatrice be able to find Kari at the airport? To help Betrice, Oda has written a short description of Kari in Norwegian. But Beatrice does not understand Norwegian, so the students are asked to help translate this description to English. Through this task, the students are then again asked to act as mediators between two parties who would otherwise fail to understand each other.

Introducing and contextualizing the task:

Husker dere hva vi gjorde sist? Vi lærte litt mer om Abby fra Sesame street og jobbet med å gjøre om teksten til norsk. Det klarte dere uten noen problemer! Da vi jobbet med denne oppgaven, oppdaget vi at man kan gjøre om en og samme setning på forskjellige måter. For eksempel, Abby skrev «My name is Abby Cadabby», og noen av dere gjorde det om til «Mitt navn er Abby Cadabby» mens andre skrev «Jeg heter Abby Cadabby». Og begge to er helt greit å si fordi det er flere måter man kan si My name is Abby på norsk. Andre ganger kom dere på flere løsninger, men fant ut at en av de er kanskje bedre enn andre. For eksempel, det var mange forslag på hvordan vi kunne si på norsk: «I can pop out of thin air». Mange kom frem til «poppe ut av tynn luft» mens andre syntes at det å si «tynn luft» på norsk høres litt rart og at luften ikke kan være tynn. Så noen kom frem til at det kanskje høres bedre på norsk å si at Abby kan poppe ut av ingenting. Så vi var veldig glade å se at dere hadde mange forslag og ideer til hvordan vi kan gjøre teksten om til norsk og at dere snakket sammen med de andre i deres gruppe	Do you remember what we did last time? We learned a bit more about Abby from *Sesame Street* and worked on translating the text into Norwegian. You managed that without any problems! While working on this task, we discovered that a single sentence can be expressed in different ways. For example, Abby wrote 'My name is Abby Cadabby,' and some of you translated it as 'Mitt navn er Abby Cadabby,' while others wrote 'Jeg heter Abby Cadabby.' And both are perfectly fine, because there are several ways to say 'My name is Abby' in Norwegian. Other times you came up with multiple solutions but realized that one might be better than the others. For instance, there were many suggestions for how we could translate into Norwegian: 'I can pop out of thin air.' Many of you suggested 'poppe ut av tynn luft,' while others thought that saying 'tynn luft' in Norwegian sounds a little odd, since air can't really be thin. So some of you concluded that it might sound better in Norwegian to say that Abby can pop out of nothing. We were really glad to see that you had so many ideas and suggestions for how to translate the text into Norwegian, and

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for å finne frem hvilket forslag som passer best.

I dag skal vi jobbe på samme måte, men denne gangen skal vi be dere hjelpe noen å forstå en melding skrevet på norsk.

Vis bildet

Dette er Oda og hun bor i Bergen. Oda har en venninne, Beatrice, som bor i Paris.

Vet dere hvor Paris er? ...

Ja, Beatrice er fra Frankrike, men hun forstår engelsk fordi hun lærer engelsk på skolen, akkurat som dere. Beatrice skal besøke Oda i Bergen og gleder seg masse. Hun skal ta fly fra Paris til Bergen.

Odas tante, Kari jobber på flyplassen og har sagt at hun kan møte Beatrice på flyplassen og ta henne med seg hjem etter jobb. Beatrice har aldri sett tanten til Oda før så Oda vil sende en beskrivelse av tanten sin til Beatrice slik at Beatrice finner henne på flyplassen. Oda har skrevet beskrivelsen på norsk og trenger deres hjelp til å skrive det på engelsk. Kan dere hjelpe Oda med å skrive denne beskrivelsen på engelsk slik at Beatrice kommer seg hjem til Oda?

that you discussed with others in your group to decide which option fit best.

Today we're going to work in the same way, but this time we'll ask you to help someone understand a message written in Norwegian.

Show the picture.

This is Oda, and she lives in Bergen. Oda has a friend, Beatrice, who lives in Paris. Do you know where Paris is? ... Yes, Beatrice is from France, but she understands English because she is learning English at school, just like you. Beatrice is going to visit Oda in Bergen and is really excited. She'll be flying from Paris to Bergen.

Oda's aunt, Kari, works at the airport and has said that she can meet Beatrice there and take her home after work. Beatrice has never seen Oda's aunt before, so Oda wants to send Beatrice a description of her aunt so she can find her at the airport. Oda has written the description in Norwegian and needs your help to write it in English. Can you help Oda translate this description into English so that Beatrice can get to Oda's house?

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Task sheet

Hei , Beatrice!

Tanten min, Kari, har kort, lyst hår, slik som deg.

Kari sa hun kommer til å ha på seg blå jeans, en rød bluse og selvsagt de svarte brillene sine.

Hun er ganske høy og kommer nok til å hoppe rundt og vinke.

Kari har også laget et skilt der det står BEATRICE på med store gule og grønne bokstaver.

Det kommer til å være lett å få øye på henne!

(the task was designed by Vilde Opedal Meland: image created with the help of ChatGPT)

Suggestions for follow-up activities and adaptations

- Changing the description
  Feel free to change the description to focus on the vocabulary and structures that you are working on with your learners. Or change the characters and/or location.
- Creating a description
  Have the students create a description of a person in Norwegian and then ask them to translate another group's text
- English as a lingua franca
  English is often used as a lingua franca between non-native speakers of English. Talk to your students about the role of English as a lingua franca.
- Drawing aunt Kari
  Ask the children to use the description to draw aunt Kari. Then come with an image of Kari and compare the children's drawings to it. How similar/different are they? Would Beatrice be able to recognize Kari in a crowd of people on the basis of the description? If not, what can we add to the description to make it clearer?
- Beatrice on a visit
  Beatrice is visiting your town and has never been in your country before. What would you like to show her or do with her? Make a list of suggestions (either individually or in groups) and then share your suggestions with others. Then agree as a class which suggestions you would send to Beatrice and write the suggestions in English so that she can read it. You can ask your students to write their suggestions in L1 before translating them to L2 English.

Task 3

Translation direction:

from Norwegian (the language of schooling) to English (the target language)

Text type:

Telling a story in the form of a dialogue

Background info:

Fairy tales, folktales and fables are text types that children of this age are very familiar with. In school, children often learn about the explicit features of this genre (its typical structure and language expressions). In this task, we exploit this familiarity and relevance to design an activity drawing on a well-known Norwegian folktale. Children in Norway are likely to encounter stories about Askeladden ('the Ash lad') in their Norwegian classes. But what if we wanted to retell this story to children from other parts of the world? We will have to translate the text of the story to another language. In this case, we asked the children to translate the text to English. We have also retold the story here in the form of a dialogue, making it different in this respect from the previous two tasks. The text is based on the Norwegian folktale 'Askeladden som kappåt med trollet' (*The boy who had an eating contest with a troll*), collected by Jørgen Moe.

Introducing and contextualizing the task:

Sist gang hjalp vi Beatrice til å finne tante Kari på flyplassen ved å gjøre om beskrivelsen av Kari fra norsk til engelsk. Det var flere som syntes at det ikke var så lett å gjøre teksten om til engelsk, men dere klarte å få til utrolig mye da dere jobbet sammen i grupper. Etterpå snakket vi litt om hva vi kan gjøre hvis vi ikke kommer på hvordan man sier noe på engelsk. Husker dere hva vi sa? Hva kan man gjøre i slike tilfeller?	Last time we helped Beatrice find Aunt Kari at the airport by translating Kari's description from Norwegian into English. Several of you thought it wasn't so easy to turn the text into English, but you managed so much when you worked together in groups. Afterwards, we talked a little about what we can do if we can't remember how to say something in English. Do you remember what we said? What can you do in such cases?
Svar	*Response.*
Ja, man kan prøve å si det på en annen måte - bruk ordene du kan. For eksempel, hvis jeg ikke vet hvordan man sier 'kort', slik som i 'kort hår', kanskje vet jeg at 'lang' er 'long' i engelsk (og 'long' ligner veldig mye på 'lang'). Da kan jeg si 'ikke lang' istedenfor 'kort', altså 'not long'. Jeg kan også prøve å huske 'kort' ved hjelp av 'lang' fordi vi lærer disse to ord ofte sammen: 'long AND ...', 'long AND ...' and SHORT! Da kom jeg på med 'short' ved å prøve å kombinere det ordet som jeg ikke husket	Yes, you can try to say it in another way—use the words you already know. For example, if I don't know how to say 'kort,' as in 'kort hår,' maybe I know that 'lang' is 'long' in English (and 'long' looks very much like 'lang'). Then I can say 'not long' instead of 'kort,' that is, 'not long.' I can also try to remember 'kort' with the help of 'lang,' because we often learn these two words together: 'long AND ...,' 'long AND ...,' and SHORT! Then I remembered 'short' by combining the word I had forgotten with another word I already knew. So when you find

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sammen med et annet ord som jeg kunne. Så når du syns noe er vanskelig, prøv noen av disse strategier: prøv å si det på en annen måte, eller prøv å kombinere med andre ord som du kan.

I dag skal vi også jobbe med en liten tekst som vi skal prøve å gjøre om til engelsk. Teksten handler om en gutt som dere sikkert har hørt om før, Askeladden. Hvem er Askeladden?

Svar

Hvilke av eventyrene om Askeladden kjenner dere? Kanskje dere vet at eventyrene om Askeladden er noen av de mest kjente norske folkeeventyr?

Mange land har slike eventyr som blir lest og fortalt til barn når de er små. Kanskje dere også kjenner til slike eventyr fra andre land? Det er veldig fint å få lære litt om eventyr fra andre land. Men for å kunne gjøre det, må eventyrene skrives om til et språk som andre kan lese. I dag skal vi hjelpe til slik at barn som ikke kan norsk skal få lese litt om Askeladden. Vi skal jobbe med en litt kortere utgave av *Askeladden som kappåt med trollet,* og dere skal skrive en del av historien om til engelsk slik at barn i andre land kan lese den.

something difficult, try one of these strategies: say it in a different way, or combine it with other words you already know.

Today we're also going to work with a short text that we'll try to translate into English. The text is about a boy you've probably heard of before, Askeladden. Who is Askeladden?

Response.

Which of the Askeladden stories do you know? Maybe you know that the stories about Askeladden are some of the most famous Norwegian folktales?

Many countries have these kinds of stories that are read and told to children when they are small. Maybe you also know such stories from other countries? It's wonderful to learn a little about folktales from other places. But in order to do that, the stories need to be translated into a language others can read. Today we're going to help so that children who don't know Norwegian can read a little about Askeladden. We're going to work with a shorter version of *A boy who had an eating contest with a troll*, and you'll translate part of the story into English so that children in other countries can read it.

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Task sheet

ASKELADDEN SOM KAPPÅT MED TROLLET / THE ASH LAD WHO HAD AN EATING MATCH WITH A TROLL

Far: Vinteren kommer snart og da blir det kaldt. Vi trenger mer ved.
Eldste sønn: Jeg er eldst. Jeg går i skogen!

Trollet: Hva er det du driver med? Ikke rør trærne mine ellers kommer jeg og tar deg!

Eldste sønn: Det var et troll der i skogen! Han var diger og slem! Så jeg løp min vei.
Mellomste sønn: Da går jeg.

Mellomste sønn: Det var et troll der ute! Så jeg løp min vei.
Askeladden: Jeg er klar, men jeg tar litt ost med meg.

Trollet: Hva gjør du? Ikke rør trærne mine ellers kommer jeg og tar deg!

Askeladden: Hold kjeft, du ditt stygge troll! Ellers knuser jeg deg slik jeg knuser denne steinen!
Trollet: Vær så snill, ikke gjør meg vondt. Jeg skal hjelpe deg.

(Illustrations by Daniel Icagic)

Suggestions for follow-up activities and adaptations

- A different story
  Are you working on a different story with your students? If so, feel free to choose a different story as the basis for this activity. But remember to tell the students *why* they need to translate the story!

- Asking your students to add illustrations
  We have constructed the text but left the boxes for images empty. Then we asked the students in the 7th grade to make illustrations that would fit the text and together we decided on the winning set of illustrations, by Daniel Icagic (a student in the 7th grade). This was lots of fun! The students had many creative ideas that we ended up discussing and laughing about (did you notice that one of the brothers is so scared that he hid in the trunk?). The visualizations of the troll were particularly diverse. You can use our illustrations, but you can also ask your students to act as illustrators.

- Turning the story into a narrative
  We've written the story as a dialogue, adopting a spoken (colloquial) style and language, while narratives are examples of a written style. Ask the students to retell the story in a narrative, either in the language of schooling (as part of the L1 class) or in English (as part of the L2 class). Then compare the texts. Are there any differences? Talk to the students about the ways in which our language changes when we write vs when we speak.

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- A continuation of the story

  The text included is only a part of the story. Why not ask the students to guess what happens next? Or write about it? Then read the rest of the story to them. Who doesn't enjoy a good story!

- A tale from a different country

  We are translating this story so that children from other countries can read it. So why not read a story from another country? Maybe you have students in your class with a connection to another country. How about asking them to share a story?

  If not, maybe your local library has a selection? Alternatively, there are lots of online resources. For example, check World of tales or BBC: Tales from around the world

  What topics do these stories focus on? Are there any similarities or differences with the stories from your country (in terms of structure, topics, message, for instance)?

- Comparing the stories

  The same stories or versions of the same story often appear in the several countries. Find the same story in different languages and compare them. How about preparing an international book fair in your school?

- Sharing the story

  For added motivation, consider sharing the translated tale. If you already have a class from another country that you are in touch with, then use the opportunity. Maybe publish it in the school paper/newsletter and include also tales from other countries that children presented in class.

- Retelling the story

  Cut out the images and mix them up. Then ask the children to sort out the images and try to retell the story. Can they retell the story in English? For extra fun, why not act it out?

Task 4

Translation direction:

from multiple languages to the language of schooling (Norwegian)

Text type:

Giving directions

Background info:

A famous pirate has hidden his treasure and we have managed to get a hold of a map and the message which describes how to get to the treasure. There is just one problem. The message is in three languages that none of us speak. Can we nevertheless try to decode where the treasure is buried?

This task expands on the previous ones in that it includes languages that the children don't already know (see). Still, almost all the groups in our project managed to find where the treasure was buried. What an adventure and what a sense of achievement!

Introducing and contextualizing the task:

Forrige gang gjorde vi et eventyr om Askeladden om til engelsk. Husker dere det? Husker dere også at vi fant ut at det var mange ord i teksten om Askeladden som var veldig like på norsk og engelsk? Vi fant: vinter/winter, kald/cold, stein/stone og mange andre. Dette gjelder andre språk også – det er mange ord som ligner på hverandre på forskjellige språk. Dette blir veldig viktig å huske når dere skal jobbe med oppgaven i dag.	Last time we translated an Askeladden story into English. Do you remember that? Do you also remember that we noticed many words in the Askeladden text that looked very similar in Norwegian and English? We found: vinter/winter, kald/cold, stein/stone, and many others. This is true for other languages as well—there are many words that look similar across different languages. This will be very important to remember when you work on today's task.
Og i dag skal vi gå på skattejakt. Vi har fått tak i dette kartet og vet at en verdenskjent pirat har gjemt skatten et sted her, men vi vet ikke hvor. Heldigvis har vi også en kort beskrivelse av veien til skatten på tre forskjellige språk! Dessverre er ikke norsk eller engelsk en av disse tre språkene. Vi tenkte at dere kanskje kunne hjelpe oss å finne ut hva som står i beskrivelsen slik at vi kan finne veien til skatten.	Today we're going on a treasure hunt. We have this map and know that a world-famous pirate has hidden the treasure somewhere here, but we don't know where. Luckily, we also have a short description of the path to the treasure in three different languages! Unfortunately, neither Norwegian nor English is one of these three languages. We thought you might be able to help us figure out what the description says so we can find the way to the treasure.
Kanskje dere kan noen av disse språkene. Kanskje ikke. Så hva kan vi gjøre hvis vi ikke kan disse språkene? Hvordan kan vi finne ut hva som er skrevet? La oss se sammen på overskriften.	Maybe you know some of these languages. Maybe you don't. So what can we do if we don't know these languages? How can we figure out what is written? Let's look at the heading together.

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Vis overskriften i tre språk

Vi har fått tak i samme beskjed på tre språk. Språk nummer en har vi skrevet i grønt, språk to i blått og språk tre i rødt. Hvis vi ikke snakker disse språkene, hvordan kan vi finne ut hva som står her?

Svar.

Vi vet at det er mange ord som ligner på hverandre på forskjellige språk. Så hvis vi kan norsk og vi kan i hvert fall litt engelsk, kan vi se om det er noen ord som ligner på ord på norsk eller engelsk. Eller kanskje ligner de på ord på noen andre språk dere kan. Finner dere slike ord i overskriften her?

Svar.

Ja, ordet *pirat* er det samme på engelsk og norsk. Finner dere dette ordet i alle de tre språkene?

Svar.

Ja, den er skrevet litt annerledes, men man kan gjenkjenne dette ordet i alle tre språkene. Men har dere lagt merke til at det ordet ikke alltid er på samme plass: i det blåe språket er det helt i starten, mens i de andre to finner man det i midten. Det er viktig å huske at ordene kan komme på forskjellige steder i forskjellige språk. Derfor er det viktig å se på hele setningen når man leter etter ord!

Husk også at man kan bruke bilder for å forstå teksten. Her har vi et kart som kanskje kan hjelpe oss med å forstå hva som er skrevet. Siden teksten beskriver veien ti skatten, beskriver den sikkert noe av det som vi kan se på kartet.

Så når dere begynner å jobbe med teksten, prøv å bruke disse strategiene til å finne ut hva som er skrevet.

Show the heading in the three languages.

We have the same message in three languages. Language one is written in green, language two in blue, and language three in red. If we don't speak these languages, how can we figure out what it says here?

Response.

We know that many words look similar across different languages. So if we know Norwegian and at least a little English, we can see if any words look like words in Norwegian or English. Or maybe they look like words in some other languages you know. Can you find such words in the heading here?

Response.

Yes, the word 'pirate' is the same in English and Norwegian. Can you find this word in all three languages?

Response.

Yes, it's written a little differently, but you can recognize this word in all three languages. But have you noticed that the word isn't always in the same place? In the blue language, it's at the very beginning, while in the other two languages, it's in the middle. It's important to remember that words can appear in different places in different languages. That's why it's important to look at the entire sentence when searching for words!

Remember, you can also use pictures to understand the text. Here we have a map that might help us understand what is written. Since the text describes the way to the treasure, it probably describes some of the things we can see on the map.

So when you start working with the text, try to use these strategies to figure out what is written.

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Task sheet:

El tesoro del pirata Barbarroja

Pirat Rotbarts Schatz

De schat van piraat Roodbaard

Tienes que caminar cien pasos hacia el norte, hasta la torre naranja.

Du musst hundert Schritte nach Norden gehen, bis zum orangen Turm.

Je moet honderd stappen naar het noorden lopen, naar de oranje toren.

Entonces sigues el río, hasta un lago.

Dann folgst du dem Fluss bis zu einem See.

Daarna volg je de rivier naar een meer.

Con el barco llegas a la isla con las torres azules.

Mit dem Boot kommst du zur Insel mit den blauen Türmen.

Met de boot kom je op het eiland met de blauwe torens.

Allí encuentras mi tesoro!

Dort findest du meinen Schatz!

Daar vind je mijn schat!

Norden
Westen   Osten
Süden

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Suggestions for follow-up activities and adaptations:

- Use other languages
  Feel free to use different languages instead of the ones we used in this task. Our choice was particularly motivated by the fact that two of the languages used, Spanish and German, are typically offered as foreign languages in upper grades. The third language, Dutch, was chosen for its similarity with Norwegian, the language of schooling. Research tells us that it is easier to draw on cross-linguistic similarities in related languages.

- Talk about similarities and differences between languages
  Follow-up this activity by discussing similarities and differences between the languages. Make note of the properties that all languages have in common. For instance, something is added to the noun 'tower' in all three languages when it is made plural.

- Word detectives
  Ask the children to become word detectives and find words from these languages that are similar to Norwegian. Can they find some that are similar to English words? Make a list of such words.

- Talk about strategies
  Which strategies did the children use to solve the task? Share ideas!

- Extra resources
  The European Centre for Modern Languages (ECML) offers a wealth of resources for language teachers. Check out this page for an overview of resources related to plurilingualism. Find concrete activities to use in the classroom on the FREPA page. For resources on mediation, check METLA.

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APPENDIX

Transcript of task instructions

We started each task by providing a context for translation. This varied from task to task and you can review how each task was contextualized in part C. Instruction that we gave the students regarding the procedures for individual and collaborative work were, on the other hand, similar across different tasks. We exemplify these by including the transcript of instructions for the Abby task.

[Contextualizing the task]	*[Contextualizing the task]*
[read the text]	*[read the text]*
Først skal dere jobbe alene og prøve å gjøre teksten om til norsk slik at førsteklassingene kan forstå den. Ikke snakk med andre, prøv å tenke selv og gjør så godt du kan. Dere har fått et ark hvor dere kan skrive denne teksten om på norsk. Hvis du kommer til et ord du ikke kan, så skriv det bare på engelsk. Hvis du kan et ord, men du er usikker på hvordan det staves, så skriv bare ned det du tror så kan du sjekke etterpå med andre i gruppen. Begynn med å skrive ditt navn og gruppebokstav på arket. Er det noen spørsmål?	First, you will work on your own and try to translate the text into Norwegian so that the first graders can understand it. Don't talk to anyone else—try to think for yourself and do the best you can. You've been given a sheet where you can write this text in Norwegian. If you come to a word you don't know, just write it in English. If you know a word but you're unsure how to spell it, just write it the way you think and you can check afterwards with others in your group. Start by writing your name and group letter on the sheet. Are there any questions?
[Individual work]	*[Individual work]*
Nå stopper vi her. Det gjør ikke noe hvis dere ikke kom gjennom hele teksten. Fordi nå skal vi jobbe med den i grupper. Dere skal jobbe sammen med de dere sitter med og prøve å gjøre om teksten til norsk i lag. Dere får utlevert et nytt ark og der skal dere skrive teksten som gruppen blir enig om. Dere kan bruke alle de gode ideene dere kom på når dere jobbet alene. Del ideene dine med de andre i gruppen og bli enig om en felles tekst om Abby som dere kan gi til	We'll stop here now. It doesn't matter if you didn't get through the whole text, because now we're going to work on it in groups. You will work together with the people you're sitting with and try to translate the text into Norwegian as a team. You'll be given a new sheet where you will write the version of the text your group agrees on. You can use all the good ideas you came up with when you worked alone. Share your ideas with the others in your group and agree on one common text about Abby that you can give to the first graders.

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førsteklassingene. Her er det viktig at alle i gruppen er med og at alle få snakke og dele sine ideer og tanker. Kanskje dere kommer på enda flere ideer sammen? Her er det også viktig å være grei mot hverandre og høre godt etter hva de andre har å si. Den som får dette Captain-kortet skal være den som passer på at alle får si hva de tenker før dere skriver ned det dere blir enige om. Spør gjerne: Hva syns du? Har du et annet forslag? Hvorfor tror du at det høres best ut? Hvis noen spør deg: Er du enig? skal du ikke si 'jeg er enig' hvis du ikke lyttet til hva du ble spurt om. Så det er veldig viktig at alle følger med og lytter til hverandre. Den som får Writer- kortet er den som skal skrive teksten ned på vegne av gruppen.

[Collaborative work followed by plenary discussion]

It's important that everyone in the group participates and that everyone gets to speak and share their ideas and thoughts. Maybe you'll come up with even more ideas together! It's also important to be kind to each other and really listen to what others have to say.

The person who gets this *Captain card* will make sure that everyone gets a chance to share their thoughts before you write down the group's agreed version. You can ask questions like: *What do you think? Do you have another suggestion? Why do you think that sounds best?* If someone asks you *Do you agree?* you shouldn't just say *I agree* if you didn't listen carefully to what was asked. So it's very important that everyone pays attention and listens to one another.

The person who gets the *Writer card* will be the one to write down the text on behalf of the group

[Collaborative work followed by plenary discussion]

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PRINTABLE MATERIAL

All printable material can be freely used and adapted, as long as this Guide is clearly credited as the source.

Overview

Task 1

- Text. Dispaly the image of Abby on screen.

Task 2

-Text and image.

Task 3

- Text and illustrations. Print it on a single page or as a booklet.

Task 4

-Text and a map.

Hi everyone!

My name is Abby Cadabby. I am training to become a fairy. I have a wand and I can do magic! I can pop out of thin air. I can float when I am happy. And I can turn pumpkins into things! I can speak a language called "Dragonfly" and my friend, Rosita, is teaching me Spanish. I love learning words and writing letters! I have a brother who always takes my wand without asking! Do you have a brother or sister?

Hei , Beatrice!

Tanten min, Kari, har kort, lyst hår, slik som deg.

Kari sa hun kommer til å ha på seg blå jeans, en rød bluse og selvsagt de svarte brillene sine.

Hun er ganske høy og kommer nok til å hoppe rundt og vinke.

Kari har også laget et skilt der det står BEATRICE på med store gule og grønne bokstaver.

Det kommer til å være lett å få øye på henne!

Far: Vinteren kommer snart og da blir det kaldt. Vi trenger mer ved.

Eldste sønn: Jeg er eldst. Jeg går i skogen!

Trollet: Hva er det du driver med? Ikke rør trærne mine ellers kommer jeg og tar deg!

Eldste sønn: Det var et troll der i skogen! Han var diger og slem! Så jeg løp min vei.

Mellomste sønn: Da går jeg.

Mellomste sønn: Det var et troll der ute! Så jeg løp min vei.

Askeladden: Jeg er klar, men jeg tar litt ost med meg.

Trollet: Hva gjør du? Ikke rør trærne mine ellers kommer jeg og tar deg!

Askeladden: Hold kjeft, du ditt stygge troll!! Ellers knuser jeg deg slik jeg knuser denne steinen!

Trollet: Vær så snill, ikke gjør meg vondt. Jeg skal hjelpe deg.

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Tienes que caminar cien pasos hacia el norte, hasta la torre naranja.

Du musst hundert Schritte nach Norden gehen, bis zum orangen Turm.

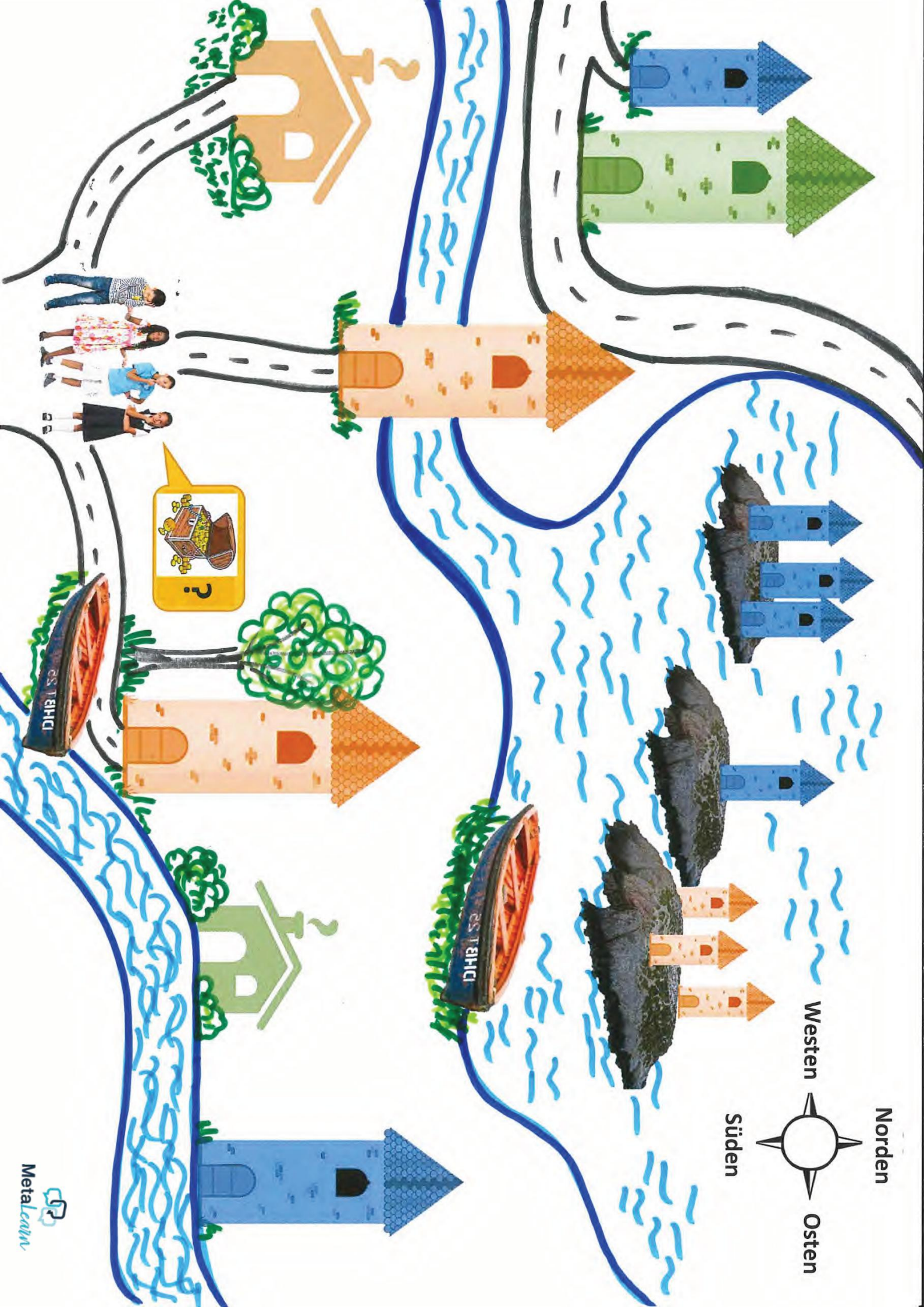Je moet honderd stappen naar het noorden lopen, naar de oranje toren.

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Dort findest du meinen Schatz!

Daar vind je mijn schat!

Norden

Osten

Süden

Westen