

British Columbia Language Coordination Association  
Annual Conference

## A Counterbalanced Approach to Immersion Pedagogy

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## Purpose and outline of workshop

**Purpose: Content-and-language integration**

- This workshop addresses 3 ways to plan for content and language integration.

**Part 1: Noticing, awareness, and practice activities**

- How to integrate the noticing-awareness-practice sequence into content instruction.

**Part 2: Corrective feedback**

- How to use different types of corrective feedback to focus on language even during content or theme-related instruction.

**Part 3: Integrated language learning**

- How to make curricular connections across French and English classes

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### French immersion outcomes in Canada (e.g., Harley et al., 1990)

**Development in L1 and content areas:**

- ✓ similar to students in regular programs

**Development in L2:**

- ✓ high communicative abilities and confidence
- ✓ native-like comprehension skills
- ⊗ non-native-like production skills in:
  - ⊗ grammatical accuracy
  - ⊗ lexical variety
  - ⊗ sociolinguistic appropriateness

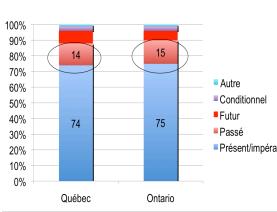
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### "Functionally restricted input"(Swain, 1985, 1988)

➤ Subject-matter instruction (and teacher input) is restricted in the range of language forms and functions it contains.

➤ Some language features are non-salient or infrequent

- 75% in the present/imperative
- 15% in the past
- 3% in the conditional



Province	Present/Imperative (%)	Future (%)	Past (%)
Quebec	74	14	15
Ontario	75	15	14

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### 6<sup>th</sup> grade history lesson about 18<sup>th</sup> century Antilles (Swain, 1988)

What do you think? How did these plantations influence life in the Antilles? How do you think these plantations ... are going to change life in the Antilles? These people are going to sell their sugar, rum, molasses, brown sugar. They are going to make money. With the money, they are going to buy clothes, furniture, horses, carriages, all they want and they are going to bring them back to the Antilles.

Qu'en pensez-vous? Comment est-ce que ces plantations ont influencé la vie aux Antilles? Comment pensez-vous que ces plantations vont changer la vie aux Antilles? Ces gens vont vendre du sucre, du rhum, de la mélasse, de la cassonade. Ils vont faire de l'argent. Avec cet argent ils vont acheter des vêtements, des meubles, des chevaux, des carrosses—tout ce qu'ils veulent—qu'ils vont rapporter aux Antilles.

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### Students can learn subject-matter content while bypassing grammar

"We can understand discourse without precise syntactic and morphological knowledge" (Swain, 1988)

- Students can engage with content in a language they know only partially by drawing on:
  - "vastly greater stores of schematic and contextual knowledge" (Skehan, 1998)
  - the L1 or some language-independent means such as 'mentalese' (Cameron, 2001)
- This is why immersion needs to include form-focused instruction, but without relying on traditional language teaching.

**Transfer-appropriate processing**  
(Lightbown, 2008; Segalowitz, 2000)

*The context in which learning occurs should resemble the context in which the learning will be put to use.*

- ↗ Language features learned in isolated grammar lessons are remembered in similar contexts, but hard to retrieve in the context of communicative interaction.
- ↗ Language features noticed during content-driven interaction are more easily retrieved in similar contexts of real communication.

**What language features need attention?**  
(Harley, 1994)

- ↗ Students can learn much of the target language implicitly through rich exposure via content-based instruction:
  - ↗ grammatical patterns similar to the L1
  - ↗ high-frequency vocabulary items
  - ↗ phonologically salient features
- ↗ But many language features need to be enhanced during content teaching:
  - ↗ features influenced by L1
  - ↗ irregular or infrequent features and those lacking salience
  - ↗ redundant features with little communicative value
- ↗ A counterbalanced approach shifts learners' attention to such language features.

**Integrating language and content through "counterbalanced" instruction** (Lyster, 2007)

- ↗ emphasizes language across the curriculum
- ↗ draws attention to problematic L2 forms at the very moment when students' motivation to learn them may be at its highest
- ↗ shifts students' attention between language and content in ways that strengthen connections in memory and increase depth of learning

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**Part 1:**  
**Noticing, awareness, and practice**

**The noticing-awareness-practice sequence in counterbalanced instruction**

**Noticing**

- ↗ students' attention is drawn to language forms so they can notice them in a meaningful context

**Awareness**

- ↗ students manipulate the language forms in a way that helps them to develop awareness of how to use them

**Practice**

- ↗ students produce the forms in meaningful ways in order to develop automaticity

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**Noticing activities**

- ↗ designed to help students **notice** L2 features contrived to appear more **salient** or more **frequent** in oral and written input:
  - ↗ enhanced written input:
    - ↗ COLOUR CODING
    - ↗ Italics
    - ↗ bold
    - ↗ CAPS
  - ↗ enhanced oral input:
    - ↗ increased frequency
    - ↗ intonational stress

*Si tu plaçais au réfrigérateur un ballon gonflé pendant toute une nuit, que se passerait-il ?*

1. le ballon prendrait de l'expansion
2. le ballon se dégonflerait
3. le ballon éclaterait

## Noticing gender clues in noun endings

- 80 % des noms dans Le Robert Junior Illustré ont une terminaison qui en prédit le genre alors que seulement 20% ont une terminaison ambiguë (Lyster, 2006).
  - féminin :**  
-ie, -ine, -aine, -tion, -té, -se, -ance, -ette, -otte, ure, -che  
(une bicyclette, une fourchette, une dette)
  - mASCULIN :**  
-in, -an, -age, -o/-eau, -eu  
(un couteau, un manteau, un plateau)
  - féminin ou masculin (ambigu) :**  
-ane, -ode, -ère  
la tisane /le butane; une méthode/un code; une sphère / un critère



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## Noticing activity

Après avoir reçu la mission de fonder une colonie en Nouvelle-France, Samuel de Champlain a choisi, pour faire un établissement permanent, le site où se trouve aujourd’hui la ville de Québec. C'est parce que cet endroit avait un grand avantage. La fourrure était très présente. [...] De plus, la colonie se situait sur le fleuve St-Laurent, ce qui donnait accès au cœur du continent et ouvrait peut-être un passage vers la Chine.

La vie dans la colonie était très dure. Le défrichement de la forêt était difficile et la nourriture manquait. Les colons risquaient donc de mourir de la famine ou encore du scorbut, une maladie très grave. La survie d'une grande partie de la population dépendait donc de la marchandise venant de France. Mais, en 1629, les Anglais ont pris Québec et la Nouvelle-France est restée aux mains de l'Angleterre pendant trois ans. Par la suite, Champlain est revenu pour reprendre les rênes de la colonie. Petit à petit, la population de la colonie augmentait, le défrichement devenait moins difficile. [...].

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## Awareness activity: detecting patterns

Terminaison	Noms retrouvés dans le texte	M ou F?
-age	un avantage, un passage	M
-tion, -sion	la mission, la population, la fondation	F
-ment, -ent	un établissement, le défrichement, du continent	M
-ine	la Clémie, la famine	F
-ie	rune/la colonie, la vie, une partie, la survie, une maladie	F
-ise	la marchandise, une église	F
-ure	la fourrure, la nourriture	F

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## Guided practice: Riddles for reviewing content

- Je sers à couvrir certains mammifères et à faire des manteaux bien chauds.  
*(I am what covers certain mammals and can be made into warm coats.)*
- Je suis l'enlèvement des arbres dans le but de préparer la terre pour la culture.  
*(I am the removal of trees in order to prepare the land for cultivation.)*

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## Autonomous practice related to content themes



Compare the attitudes of people in New France with those of people today concerning the fashionability of fur. [Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours à l'égard de la mode de la fourrure.]



Compare the attitudes of people in New France with those of people today concerning deforestation. [Comparez les attitudes des habitants de la Nouvelle-France et celles de nos jours en ce qui concerne le défrichement de la forêt.]

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## Noticing past tenses in French



(Harley, 1989)

- Students read legend about werewolf.
- Past tense forms were frequent and their meanings were made salient by the narrative:

Cette légende raconte l'histoire d'un fermier qui s'appelait Luc. Il vivait près de la forêt avec sa femme Marie-Rose. Luc était un homme impatient et taciturne. Il n'aimait pas se mêler aux gens et se mettait souvent en colère. Un jour, Marie-Rose a décidé d'aller dans la forêt pour ramasser du petit bois. Il faisait déjà un peu froid la nuit et le feu dans le foyer s'éteignait lentement. Luc n'était pas à la maison... Ce jour-là, Marie-Rose a pris son châle, l'a jeté sur ses épaules et a quitté la maison. Elle est entrée dans la forêt. Sans s'en apercevoir, elle s'aventurait plus avant dans la forêt quand, soudain, elle s'est rendu compte qu'il était tard....

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**Awareness Task** 19

**Imparfait**

Cette légende raconte l'histoire d'un fermier qui s'appelait Luc. Il vivait près de la forêt avec sa femme et ses deux enfants.

1. Ce temps envisage la situation comme inachevée et donc en train de se passer.
2. Ce temps raconte les actions achevées au passé.
3. Ce temps fait avancer l'action du récit en indiquant comment la situation a changé souvent à l'aide d'expressions telles « soudain » ou « tout d'un coup ».
4. Ce temps ne fait pas référence au moment où la situation a commencé.

soudain, elle s'est rendu compte (1 2 3 4)

qu'il était tard. (1 2 3 4)

**Guided Practice** 20

Students first compare pairs of pictures then create their own:

Une femme tombait sur la glace.	Une femme est tombée sur la glace.

On construisait une nouvelle maison. On a construit une nouvelle maison.

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**Autonomous practice in using past tenses** (Harley, 1989) 21

- Students created photo albums to convey childhood memories:
- brought authentic photographs from home
- wrote captions describing either specific and completed actions or ongoing and incomplete actions in the past

**Mon album photo** 22

	Quand j'avais 9 ans, j'aimais beaucoup faire du vélo mais celle-ci dans la photo appartenait à mon frère.
	Quand j'ai eu 10 ans, j'ai reçu comme cadeau une trousse scientifique et un globe terrestre.
	Quand j'avais 12 ans, je suis monté à cheval pour la première fois et aussi la dernière fois car je n'ai vraiment pas aimé ça.

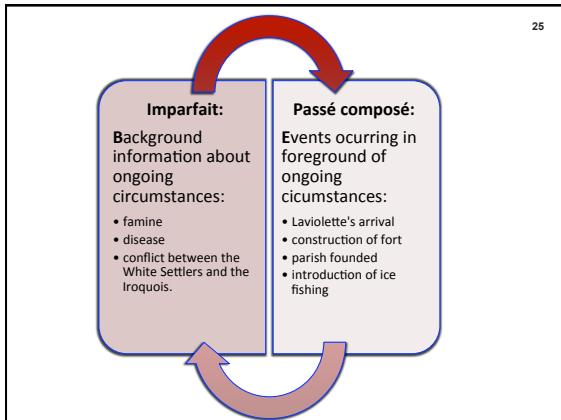
**La fondation de Trois-Rivières** 23

En 1634, Laviolette est arrivé aux Trois-Rivières et a construit une fortification pour faire la traite des fourrures avec les Amérindiens. La fortification a été bâtie sur un petit coteau appelé Le Platon, situé à l'embouchure de la rivière Saint-Maurice (une embouchure est la partie terminale d'une rivière). En 1634, la première paroisse a été fondée, mais la nourriture manquait et le froid causait une terrible maladie appelée « scorbut ». La solution à cette urgence s'est trouvée grâce aux Amérindiens qui ont enseigné aux Français la « pêche blanche ».

La plus grande difficulté de la petite communauté était la défense contre les Iroquois. En effet, la mortalité dans la colonie était causée principalement par la guerre avec les Iroquois. C'est parce que les Français s'intéressaient à la même activité que les Iroquois : la traite des fourrures.

**Vérification de compréhension mettant en valeur les fonctions des deux temps** 24

1. Laviolette est arrivé aux Trois-Rivières lors de la construction d'une fortification destinée à la traite des fourrures. V ou F
2. Le scorbut s'est déclaré une fois que la première paroisse s'est établie. V ou F
3. Il faisait froid et manquait de nourriture même avant la fondation de la paroisse. V ou F
4. Les Français connaissaient déjà la pêche blanche avant de rencontrer les Amérindiens. V ou F



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## Grammar in math?

- A simple integration of grammar in math could take place while solving problems related to age, in order to incite students to notice and use *avoir* forms for expressing age:
  - *Dans 25 ans j'aurai le double de mon âge. J'ai quel âge?*
  - *Ma fille a huit ans. Elle a la moitié de la moitié de mon âge. J'ai quel âge?*
  - *Si j'ajoute 7 ans à la moitié de mon âge, cela fait 12 ans. J'ai quel âge?*
  - *Il y a 8 ans, j'avais le tiers de mon âge actuel. J'ai quel âge?*

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**Part 2:**  
Corrective feedback

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## The pivotal role of interaction

- Designing practice activities that are communicative and that also create obligatory contexts for the use of specific target forms is difficult!
- So instead, teachers can push students in their output as they provide feedback during interaction about content.

*"Work on improving output is better done in the context of more interactive activities"*  
(Lightbown, 1998)

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**Corrective feedback (CF)**

- defined simply as "responses to learner utterances containing an error" (Ellis 2006) but also as a "complex phenomenon with several functions" (Chaudron, 1988)
- effectiveness confirmed by recent meta-analyses (Li, 2010; Lyster & Saito, 2010; Russell & Spada, 2006)
- possibly most effective during communicative interaction when students have something meaningful to say (Lightbown, 1992; Long, 1996)

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## Students' and teachers' preferences for corrective feedback

- Research has revealed a clear tendency for learners to express a preference for receiving CF over having their errors ignored.
- The extent to which learners want to be corrected is generally higher than that of teachers' wish to do so.
  - e.g., Schulz (1996), Chenoweth et al. (1983), Jean & Simard (2011), Brown (2009), Oladejo (1993)

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**Types of corrective feedback**  
(Lyster & Ranta, 1997)

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- **Reformulations**
- reformulate learners' non-target output
  1. explicit correction
  2. recasts
- **Prompts**
- push learners to self-repair without giving the correct form:
  3. clarification requests
  4. metalinguistic clues
  5. elicitation
  6. repetition of error

**1. Explicit correction**

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- The teacher supplies the correct form and clearly indicates that what the student said was incorrect.

Élève : *Des oeufs [øf].*  
Prof : *Des oeufs [ø]. On dit pas des oeufs [øf]. On dit des oeufs [ø]. On prononce pas le 'f'*



**2. Recasts**

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- The teacher implicitly reformulates the student's utterance, minus the error.

*Example 1:*  
T: *Why do you think it was good advice to go home?*  
S: *It's 'cause they don't get dead.*  
T: *They won't die. Is something bad going to happen?*

*Example 2*  
Élève : *Le volcan a commencé à éruption.*  
Prof : *À entrer en éruption. OK.*

**3. Clarification requests (prompt)**

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- The teacher pretends that the message has not been understood:

Élève: *Est-ce que je peux faire une carte sur le, pour mon petit frère sur le computer?*  
Prof: *Pardon?*



Lyster, Collins, & Ballinger (2009):  
S: *When they fire the books uh--*  
T: *When they what?*  
S: *When they fire the books.*  
T: *What do you mean when they fire the books?*

**4. Metalinguistic clue (prompt)**

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- Without providing the correct form, the teacher provides comments, information, or questions about the form of the student's utterance.

Élève : *Euh, le, le éléphant. Le éléphant gronde.*  
Prof : *Est-ce qu'on dit « le éléphant »*

Gibbons (2003):  
S: *We found out that the south and the south don't like to stick together*  
T: *Now let's start using our scientific language...*

**5. Elicitation (prompt)**

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- The teacher elicits correct forms by asking questions like "What's a better way of saying that?"

S: *C'est comme le boss de toute la Chine.*  
T: *Oui, mais est-ce qu'on peut trouver d'autres mots que le mot « boss » ?*

S: *They went... they went in the cabane.*  
T: *They went in their cabane. What's another word for cabane?*



**6. Repetition of error (prompt)**

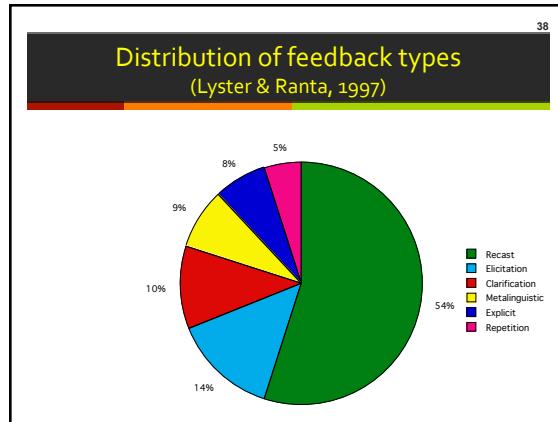
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- The teacher repeats the student's error, adding intonational stress.

Lyster & Ranta (1997)  
 S: *Le...le girafe?*  
 T: *Le girafe?*



Lyster (2007)  
 Élève : *La guimauve, la chocolat*  
 Prof : *La chocolat?*



**Ambiguity of recasts**

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Recasts serve the same **scaffolding** functions as teachers' frequent repetitions of well-formed utterances that acknowledge or **rebroadcast** the student's utterance.

**Non-corrective repetition**  
 S: *Depends who's teaching.*  
 T: *Depends who's teaching.*

**Recast**  
 S: *Because he don't like books.*  
 T: *He doesn't like books...*



**Ambiguity of recasts**

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- The following exchange between a learner of English and a native speaker (NS) was recorded in a laboratory setting (Mackey et al., 2000):

L: *It have mixed colors.*  
 NS: *It has mixed colors.*  
 L: *Mixed colors, aha.*

- Later, while reviewing a video recording of the exchange, the learner was asked to comment about what she was thinking:

L: *I was thinking ... nothing, she just repeat what I said.*

**The water cycle: Recasts**

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T: *What's a stream?*  
 S: *It's like a small lake.*  
 T: *Did we say it was "a small lake"?*  
 S: *It's a [M] little river.*  
 T: *That's it. It's more a [F] little river, OK? Because a lake it's a, like a place where there's water but it's a ...*  
 Ss: *Like a circle.*

T: *C'est quoi un ruisseau?*  
 S: *C'est comme un petit lac.*  
 T: *C'est « un petit lac » qu'on a dit?*  
 S: *C'est un petit rivière.*  
 T: *C'est ça. C'est plus une petite rivière, OK? Parce qu'un lac c'est un, comme un endroit où il y a de l'eau mais c'est un....*  
 Ss: *Comme un cercle.*

**The water cycle: Recasts**

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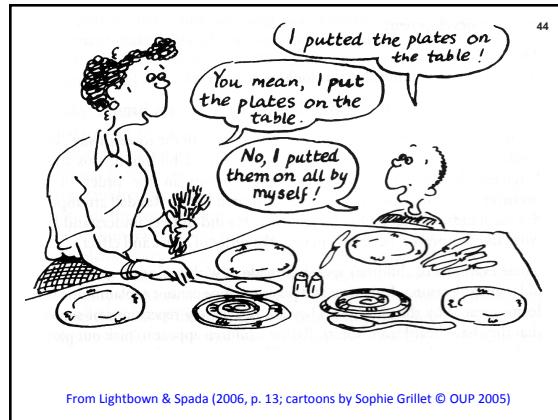
T: *What do they do to transport the wood?*  
 S3: *Um, you put the wood in the water and the ... takes tree to an place and another person who puts the wood.*  
 T: *That's it. So, they put the wood in the river so it gets transported from one place to another.*

T: *Qu'est-ce qu'on fait pour transporter le bois?*  
 S3: *Euh, tu mets le bois dans l'eau et les ... emporte le arbre au un place puis un autre personne qui met le bois.*  
 T: *C'est ça. Alors, on met le bois dans la rivière pour qu'il soit transporté d'un endroit à l'autre.*

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### The water cycle: Recasts

T: Why do you think she wants to warm up do you think? Yes?	T: Pourquoi est-ce qu'elle veut se faire réchauffer vous pensez? Oui?
S1: Because <b>she *has*</b> too cold to go into all the ..	S1: Parce qu' <b>elle est trop froid</b> pour aller dans toutes les...
T: Because <b>she is too cold</b> , OK. Yes?	T: Parce qu' <b>elle a trop froid</b> , OK. Oui?
S2: <b>She *has*</b> too scared.	S2: <b>Elle est trop peur.</b>
T: Because <b>she is scared</b> , yes.	T: Parce qu' <b>elle a peur</b> , oui.



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### Prompts: Repetition of error

T: What's the jackrabbit's means of defence?	T: Quels sont les moyens de défense du lièvre?
S1: It runs fast and it hops.	S1: Il court vite, puis il saute.
T: It runs fast.	T: Il court vite.
S2: <b>It jump.</b>	S2: <b>Il bond.</b>
T: <b>It jump?</b>	T: <b>Il bond?</b>
Ss: It jumps.	Ss: Il bondit.
T: It jumps, from the verb...?	T: Il bondit, c'est le verbe ...?
Ss: To jump.	Ss: Bondir.
T: To jump. It jumps about. Right, it jumps. Next...	T: Bondir. Il fait des bonds. Hein, il bondit. Ensuite?

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### Prompts: Metalinguistic clue + elicitation

T: The porcupine? Sara?	T: Le porc-épic? Sara?
S1: It's the <b>pines</b> on its back, it's ...	S1: C'est <b>les piques</b> sur le dos, c'est...
T: The pines. Do we say "pines"?	T: Les piques. Est-ce qu'on dit « les piques »?
S2: <b>The upines.</b>	S2: <b>Les épiques.</b>
T: The ...?	T: Les...?
S3: The quills.	S3: Les piquants.
T: The quills. Very good.	T: Les piquants. Très bien.
T: The quills.	T: Les piquants.

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### Prompts: Repetition + Elicitation

T: And so the skunk, what does it do? Karen?	T: Alors la mouffette qu'est-ce qu'elle fait? Karen?
S1: Um, it does, well there's a <b>stream of perfume</b> that doesn't smell very good...	S1: Eh ... elle fait ... Ben y a <b>un jet de parfum</b> qui sent pas très bon...
T: <b>A stream of perfume, we'll call that a ...?</b>	T: <b>Alors un jet de parfum, on va appeler ça un...?</b>
Ss: Spray.	Ss: Liquide.
T: Spray. The spray is ...?	T: Liquide. Un liquide ...?
S2: Stinky.	S2: Puant.
T: A stinky spray...	T: Un liquide puant...

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### Benefits of prompting

PROMPTING  
(negotiation of form)

**Output hypothesis + skill acquisition theory:**

- L2 learners benefit more from being pushed to retrieve target language forms than from merely hearing the forms in the input, because retrieval and subsequent production strengthen associations in memory (de Bot, 1996)

**Generation effect:**

- Learners remember information better when they take an active part in producing it rather than having it provided by an external source (e.g., Clark, 1995, deWinstanley & Bjork, 2004).

**When is it best to use...**

<b>Recasts?</b> <ul style="list-style-type: none"> <li>↗ content is new to student</li> <li>↗ error is beyond student's abilities</li> <li>↗ context is unambiguous and allows student to focus on language</li> <li>↗ error is phonological</li> </ul>	<b>Prompts?</b> <ul style="list-style-type: none"> <li>↗ student is in control of the content</li> <li>↗ student is already familiar with form</li> <li>↗ context is ambiguous because error results from binary distinction</li> <li>↗ error is recurrent</li> </ul>
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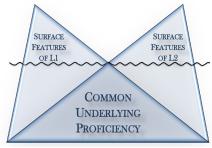
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**Part 3: Integrated language learning**

**Integrated language learning**  
(Cummins, 2007)

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- ↗ Integrated language learning:
  - ↗ entails connections across languages
  - ↗ strengthens biliteracy development
  - ↗ diminishes the "two solitudes approach"
- ↗ "It seems reasonable to teach for **two-way cross-lingual transfer** (L1 to L2, L2 to L1) in order to render the process [of biliteracy development] as effective as possible"



**Integrated language learning**

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- ↗ But how can teachers encourage students to draw on their knowledge of both languages while developing a sense of linguistic and contextual integrity for each language on its own?
- ↗ Teachers need answers to this because competition for time and status between target languages often leads to the habitual use of one language over the other.
- ↗ Teachers of different languages but of the same group of students can collaborate to co-design biliteracy tasks that begin in one language and continue in the other.

**Instructional treatment**

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- ↗ A 6-8-hour treatment of counterbalanced instruction integrated a focus on language and a focus on content to encourage shifts in students' attention between language and content.



**Content Focus**  

- Illustrated storybooks
- *The Three Robbers*
- *Moon Man*
- *Crichtor*

**Language Focus**  

- Derivational morphology
- prefixes
- suffixes
- bases

**Coherence across classes: Making predictions**

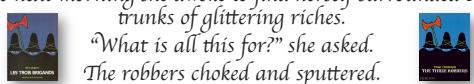
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*The next morning she awoke to find herself surrounded by trunks of glittering riches.*

*"What is all this for?" she asked.*

*The robbers choked and sputtered.*

*They had never thought of spending their wealth.*



- ↗ The English teacher stops reading and asks students to predict ways that all this money could be spent and then to illustrate and annotate their prediction.
- ↗ In the French class, the teacher asks them to discuss their predictions, then reads the rest of the story.

**Focus on prefixes**

*"They set off and gathered up all the lost unhappy, and abandoned children they could find"*

- ✓ able \ unable
- ✓ believable \ unbelievable
- ✓ aware \ unaware
- ✓ fold \ unfold
- ✓ lock \ unlock
- ✓ pack \ unpack



*« Ils décident de partir à la recherche d'autres enfants malheureux et abandonnés et de s'occuper d'eux ».*

- ✓ honnête \ malhonnête
- ✓ propre \ malpropre
- ✓ poli \ malpoli
- ✓ sain \ malsain



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*For his bravery, a nice medal was awarded to the heroic snake.*



*Pour sa bravoure, le serpent héroïque reçut une belle médaille.*

Teachers then followed up in their respective classes with tasks or games requiring other words to be formed by analogy with the same suffixes.

scientific
historic
mysterious
dangerous
scientific
historique
mystérieux
dangereux

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*Crichtor was a helpful snake.... Madame Bodot was already gagged and tied to a chair when the faithful boa awoke and furiously attacked the burglar.*

Help students detect the words "help" and "faith" in "helpful" and "faithful" then have them form similar adjectives from these nouns:

<i>beauty</i> ⇒ <i>beautiful</i>	<i>hope</i> ⇒ <i>hopeful</i>	<i>power</i> ⇒ <i>powerful</i>
<i>care</i> ⇒ <i>careful</i>	<i>mouth</i> ⇒ <i>mouthful</i>	<i>respect</i> ⇒ <i>respectful</i>
<i>doubt</i> ⇒ <i>doubtful</i>	<i>pain</i> ⇒ <i>painful</i>	<i>success</i> ⇒ <i>successful</i>
<i>hand</i> ⇒ <i>handful</i>	<i>peace</i> ⇒ <i>peaceful</i>	<i>thought</i> ⇒ <i>thoughtful</i>
<i>harm</i> ⇒ <i>harmful</i>	<i>play</i> ⇒ <i>playful</i>	<i>meaning</i> ⇒ <i>meaningful</i>

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**Example of a biliteracy task: "Adaptations"**

- Crichtor's owner helped him adapt to his new home:
  - she gave him a long comfortable bed and palm trees.
- Crichtor adapted well by being helpful in the community:
  - he helped children to learn the alphabet and numbers and also to tie knots.
- In class, students learned about 4 other animals and chose one as a pet.
  - In English class, they described what they would do to help their pet adapt to its new home.
  - In French class, they described how their pet could adapt its new community by being helpful.




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*I will give a long bed for the giraffe. I will give a long bed because she is long.*

*Elle peut m'aider à aller chercher quelque chose qui est pris dans les arbres.*

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**Stimulated-recall session with teachers: Derivational morphology in 2<sup>nd</sup> grade?**

*They started seeing it when we were doing other activities. ... They would say, "Oh look! A little word inside a big word." So, I thought, it's really sinking in.*

*Ils embarquent vraiment, puis ils le voient dans d'autres situations ailleurs.... Ils utilisent même le vocabulaire: "Hein, c'est un préfixe!"*

**Teachers' perspectives**

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- Teachers appreciated the professional development aspect, the time to collaborate, and the guidance provided by colleagues to support their collaboration:
- “They [the lead teachers] knew where to go, they knew how it worked, and they helped a lot.”
- One of the teachers remarked that her previous attempts at collaboration had involved more superficial collaboration:  
*“Oh, I hear you’re doing bugs in your class.  
OK, I’ll do some bug stuff too”*



**Student reactions to same story in both languages**

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*Teachers stated that students:*

- “loved it”
- “enjoyed making connections between the two languages”
- “never complained about hearing the same book”
- “were very excited to hear it again in a different language”




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**Thank you  
Merci**

