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| There is no single, simple way to do multilingual education and the use of language in classrooms and in schools should be carefully considered in relation to learners, learning objectives and community goals. |
| For example, if the focus of an activity is understanding a difficult concept, then allowing learners to explore the concept with familiar language can be helpful. |
| If the aim of an activity is to teach a particular term or text type, then this should be in focus for all learners. |
| Although, in both cases discussions about the target form, its uses and comparisons with other forms (e.g., in less formal contexts, or in other standard languages) can help understanding and retention. |
| A range of pedagogical approaches support language learning and teaching across the curriculum and the use of learners linguistic and cultural resources for learning e.g., genre-based approaches, translanguaging, language supportive pedagogy and culture sensitive pedagogy. |

**Reflection and discussion tasks**

1. List the main points in this paragraph. Use note form or a diagram to show the connections between ideas.
2. Which ideas here are already familiar?
3. Which ideas are new to you?
4. To what extent do you agree or disagree with the arguments presented here? Why?
5. What further questions do you have? Make a note of these.