

# Using multilingual approaches: moving from theory to practice

A resource book of strategies, activities  
and projects for the classroom

Kathleen Heugh, Mei French, Janet Armitage, Kerry Taylor-Leech,  
Necia Billingham and Sue Ollerhead





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**Part 1:**  
**Guide for teachers,**  
**teacher educators**  
**and education officers**



# Part 1

## Guide for teachers, teacher educators and education officers

Kathleen Heugh

### 1.1 Introduction

This book, *Using multilingual approaches: moving from theory to practice*, is for teachers who teach **English as a subject** and for teachers who use **English as the medium of instruction (EMI) in classrooms with students in multilingual societies**.<sup>1</sup> Historically, two-thirds of the world's languages (66.5 per cent) come from sub-Saharan Africa and Asia, but because more and more people are migrating, multilingual classrooms can now be found all over the world.

The resource book has been developed especially with teachers in low-income communities and/or schools with limited resources in mind. These are schools where there are few teaching and learning materials and teachers who have not been provided with professional learning or teacher training to teach students from diverse language backgrounds. We hope that the resources for teachers that are included here will also be useful for teachers in well-resourced schools and in professional learning or teacher education programmes in many parts of the world.

This resource book has three main parts.

- 1** **A guide** that explains relevant research evidence and experience gained from education stakeholders and education systems in Africa and Asia that are important for teachers, parents, teacher educators and education officials when making informed decisions.
- 2** **Strategies, activities and projects** that teachers can use in their classrooms to supplement existing teaching and learning resources provided by local, national or not-for-profit education stakeholders. This input has been designed to build on students' learning and use of their home or local language, the regular language of the classroom, which may be the regional or national language, and English.
- 3** **An abridged list of multilingual resources** that are also available for teachers to use in classrooms in schools and classrooms with limited resources.<sup>2</sup> This list also includes an annotated list of research publications that can be used by teacher educators and education officials.

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<sup>1</sup> This resource was initially intended for teachers in sub-Saharan Africa and South Asia. However, because the principles of multilingualism in teaching and learning are equally relevant for, and affect so many, educational contexts across Central, South-East and East Asia, the British Council hopes that this resource can be used as a guide that can be adapted for use by teachers in many of these contexts.

<sup>2</sup> This is a sample of many resources that are likely to be available in different parts of the world.

The resource book has been developed by building on the experience and research evidence collected from language teaching in education systems in Africa, South Asia and East Asia. A wide range of stakeholders (including international agencies such as UNESCO and UNICEF, national ministries of education and not-for-profit agencies) now recognise that successful education in these regions of the world needs to build on the foundations of students' home language, ensure adequate access to the national or regional language used for teaching and learning, and also the best approaches to the learning of a language of international use, such as English.<sup>3</sup>

In recent years, the British Council has made significant decisions to promote the use of multilingual approaches in the teaching of English internationally. A key public statement on this was made by Martin Davidson, the Council's Chief Executive Officer in 2013, who announced a policy change where the British Council had taken the decision that in future,

*support for English is as a language in addition to the languages spoken by individuals, not instead of them. It is English in the context of multilingualism that we wish to promote, not English as a dominant or domineering language.*<sup>4</sup>

This is an important change for many teachers and education decision makers, who for the last century have assumed that all students need to learn through either a national language or an international language such as English.<sup>5</sup> It is very difficult for teachers and parents to change the way they have understood the best approaches for successful education for more than one generation. An important objective of this resource is to provide information that can contribute towards 'informed' decisions for educational change that can advantage all students, so that students from minority language backgrounds can escape ongoing marginalisation.

**An important objective of this resource is to provide information that can contribute towards 'informed' decisions for educational change that can advantage all students.**

The fundamental principle of this book is to provide an up-to-date understanding of the importance and role of:

- a. the home/local language
- b. a regional or national language where this is different from the home language
- c. an international language such as English

in successful education for all students who live in diverse linguistic, cultural and faith-based contexts and communities.

The strategies, activities and projects in this resource are primarily for teachers who work in classrooms with:

- students who speak and use one or more local, regional or national language (i.e. students who are bilingual or multilingual)
- teachers who may or may not have the same languages as their students
- classrooms that have few or limited resources.

## 1.2 Building on students' bilingual or multilingual knowledge and learning English

Common for most teachers who are teaching students to learn English in Africa and Asia is that students already have at least one home or local language in addition to what they are learning at school. They already know how to use this language (sometimes more than one language) and they are likely to know how to use their multilingualism to communicate across language barriers outside of formal education.

**Students come to school with their own substantial language repertoires.**

In other words, students come to school with their own substantial language repertoires. They can use their language repertoires to communicate about knowledge that they have

learned at home and in their local community. This can include knowledge about language and of local beliefs, culture, environment, history, livelihoods, safety and well-being. Luis Moll and colleagues in the southern states of the USA that are close to Mexico have called this 'funds of knowledge'. Moll and colleagues have drawn attention to how important it is to build on students' funds of knowledge as a key goal of good educational practice everywhere.<sup>6</sup>

<sup>3</sup> See UNESCO reports authored by Ouane & Glanz (2010) and edited by Ouane & Glanz (2011).

<sup>4</sup> Davidson in his opening speech at the British Council Conference in Cape Town in 2013 (published in Davidson 2014, p. 5). See also Anderson & Lightfoot 2018; Boruah & Hughes 2018; Coleman (ed.) 2011; Simpson 2016, 2017.

<sup>5</sup> See also the British Council's position on English language and medium of instruction in basic education in low- and middle-income countries: <https://www.teachingenglish.org.uk/article/english-language-medium-instruction-basic-education-low-middle-income-countries-a-british>

<sup>6</sup> Luis Moll et al. 1992.

In most countries in Africa and Asia, students are expected to learn and use a regional or national language of wider communication (lingua franca) (e.g. Amharic, Bahasa Malaysia, Bahasa Indonesia, Hindi, Kiswahili, Putonghua, Tetum, Tamil, Vietnamese) in school. Almost certainly, education authorities and parents also want students to learn an international language, which is often English – particularly in those countries with an earlier history of British colonial rule. Even in countries where English was not the former colonial language, decisions are being made to introduce English as a significant language for learning in schools. This includes many countries in Asia, for example China, Kazakhstan, Japan and Vietnam, and countries in Africa, including Ethiopia, Mozambique, Rwanda and Senegal.

In this resource, taking our cue from Martin Davidson's statement about the new focus of the British Council, we focus on English in relation to the local, regional or national, and international contexts where governments and parents have high expectations of teachers and their children about how quickly English can be learned. There is often an unrealistic expectation that students will be able to both learn English as a subject and learn English well enough to learn through English (i.e. English as medium of instruction, or EMI).<sup>7</sup>

### 1.3 How long does it take to learn a language before one can learn through a language?

The truth is that under the best-resourced conditions, students need a minimum of six years of learning English as a subject in primary school before they have enough English to study through the medium of English. In less well-resourced conditions, students are likely to need at least eight years of learning English as a subject before they can begin to learn through English (EMI).<sup>8</sup>

***Under the best-resourced conditions, students need a minimum of six years of learning English as a subject in primary school before they have enough English to study through the medium of English.***

David Ramirez, an expert on bilingual education from

California and one of the first scholars to conduct a longitudinal study of different kinds of bilingual programmes in the USA,<sup>9</sup> explains the process of learning English by comparing this with baking a cake or a loaf of bread. He explains this by asking the following question:

*If we think about language learning as something like baking a cake or bread in an oven, and that if it takes one hour to bake a cake or a loaf of bread in an oven at 150 degrees Celsius, but if we want to bake this in half an hour, so we turn up the oven to 300 degrees, what happens when we take the baking tin out of the oven?*

The answer, of course, is that the cake or bread will be burnt on the outside and raw in the middle. For school children or students, this means that on the outside it may look as if the children have learned English (they may seem to say a few words or simple sentences in English, and they may be able 'to read' by sounding out words). However, they probably cannot understand what they are reading in English in order to understand simple tasks in mathematics and science. They will be unlikely to understand information needed for learning in (for example) history or geography, so they cannot understand or learn important ideas and information in the school curriculum. This means that learning does not really happen, and we find out later that students are not achieving the results that parents and teachers expected. Instead, students often must repeat classes/grades or they stop attending school all together. Ajit Mohanty in India says that students don't 'drop out' of school, they are 'pushed out'.<sup>10</sup>

***Students cannot learn what they cannot understand.***

It is not that students 'fail'. Rather, it is the education system that fails students. Students cannot learn what they cannot understand.

Ramirez taught us that it is not possible to speed up the language-learning process. The brain needs time for students to learn a new language well enough to use it for learning in school. This is the same for students wherever they are in the world.

Research in several countries in Africa, including Ethiopia, Nigeria and South Africa, has shown that learning enough English in order to learn through English in six years depends on how well the teachers

<sup>7</sup> See, for example, several authors in Coleman (ed.) 2011.

<sup>8</sup> Heugh 1999, 2006; Ouane & Glanz 2010, 2011.

<sup>9</sup> David Ramirez, a language education specialist from the USA, led one of the first longitudinal studies in the USA that measured how long and under what conditions students can learn a second language (English) well enough to learn other subjects through English (Ramirez et al. 1991). His anecdote about the cake was shared with Kathleen Heugh in 1996 (Ramirez, personal communication, 1996).

<sup>10</sup> Mohanty 2009.

already know English and how well they have been prepared to teach English. It also depends on whether students have enough books in English for reading and taking home on a regular basis.<sup>11</sup>

**Learning enough English in order to learn through English in six years depends on how well the teachers already know English and how well they have been prepared to teach English.**

Further research in Africa (in Ethiopia and South Africa) involving system-wide assessment carried out over many years has shown that even when teachers are well trained and well prepared, if students are in schools with few resources and there are not enough books for each student to use in class for reading or to take home, students may need eight years or more for learning English before they can use English for learning other subjects (EMI).<sup>12</sup>

Students are often expected to change from learning through their home or local language to learning through English (EMI) in primary school. Many parents move their children into private and independent schools so that their children can be taught through English earlier than is likely in state-provided education. However, evidence shows that few children learn English any faster by being taught earlier.<sup>13</sup> Parents who pay expensive school fees for English-medium schools in primary schools in Africa and Asia are often disappointed to find that their sacrifice is not rewarded.<sup>14</sup>

## 1.4 Information that is important for teachers and education officers to know

### 1.4.1 Terminology

In this resource book, we use several terms when discussing the different languages that students and teachers have access to and that they can use in the classroom together with English. People use a range of different terms that may have similar meanings. For example, *mother tongue/mother language*, *home language*, *first language* (L1) and *local language* all refer to the student's initial language or the language that the student knows best upon entry to primary school.

The constitution or another legal document in each country is likely to have designated at least one language to have the function and status of either the official or national language (e.g. Amharic in Ethiopia, Kiswahili in Tanzania and Kenya, Filipino in the Philippines, Nepali in Nepal).

In some countries, languages used by large communities of speakers may be called regional, state or provincial languages. For example, in Nigeria, Hausa, Yoruba and Igbo are languages that are widespread across much of the country, and these are regarded as regional languages. Regional languages also occur as cross-border or transborder languages, such as Setswana in Botswana and South Africa; Chichewa in Malawi and Zambia; Kiswahili in Kenya, Tanzania and Uganda; Bengali/Bangla in Bangladesh and India; and Urdu in Pakistan and India.

In some cases, even if languages are accorded regional status in legislation, as in Ethiopia, there can be significant differences in terms of their real status. For example, in Ethiopia, Afaan Oromo which is spoken by about 33 per cent of the population, Somali and Tigrinya each of which are spoken by about 6 per cent, and Afar which is spoken by 1.7 per cent all have the status of a regional language. The term regional language in Ethiopia does not have the same meaning as it may have in Nigeria or other parts of Africa.

**The term medium of instruction is also known as the language of learning and teaching in some countries.**

The term *medium of instruction* is also known as the *language of learning and teaching* in some countries. The medium of instruction may be the national or official language (e.g.

Kiswahili in primary schools in Tanzania), but in Kenya, Kiswahili is not the medium of instruction in primary schools. In Ethiopia, Amharic, the national working language, is the medium of instruction in the Amhara Region and the capital city of the country, but not in other regions, where one or more regional languages are used as medium of instruction in primary education.

In India, although Hindi is one of 22 scheduled languages and although it is not identified as the country's national language, in practice its status is such that most students are expected to learn Hindi in school, particularly in the northern states. The three-

<sup>11</sup> Fafunwa, Macauley & Soyinka 1989; Bamgbose 2000; Alidou et al. 2006; Heugh et al. 2007a; Reeves et al. 2008; Ouane & Glanz 2010.

<sup>12</sup> Heugh 1999, 2000, 2006; Heugh et al. 2007a.

<sup>13</sup> Macdonald 1990; Pretorius 2002; Pretorius and Ribbens 2005; Heugh 2000, 2006.

<sup>14</sup> See several chapters in Coleman 2011.

language formula for school education in India means that each child is entitled to either mother-tongue or regional language as medium of instruction in primary school, and, in effect, also either the dominant regional/state language or Hindi and English after the fifth year of school.

### 1.4.2 What terms should one use?

As indicated earlier, the terms *mother language*, *mother tongue*, *first language* (L1) and *local language* can refer to the same concept – the language that the student knows best. In some communities, it may seem that the students speak a ‘mixed’ or multilingual variety of language. It does not matter which one of these terms you use. What is important is that you use the term that is used by most people in your community or the place where you are teaching.

There are several terms that people use when discussing how people can use two or more languages (i.e. they are *bilingual* or *multilingual*) or when they mix languages (*code-mixing* practices) or alternate between two or more languages (*code-switching*, sometimes also called *translanguaging*).<sup>15</sup>

People use several of these terms when discussing the same language practice, and sometimes the meaning of these terms changes depending on who uses them and for what reason or purpose. Because this can be confusing, we have included further notes on terminology which you can find on page 144.

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## 1.5 Understanding what multilingualism means for education

### 1.5.1 Multilingualism in one place is not the same as in another

It is not always easy to understand what multilingualism means in education because multilingualism in one context is not the same as it is in another. Because there are so many different interpretations of multilingualism across the many countries in Africa and Asia, we can only provide

***A multilingual classroom is one in which there are students who know and use two or more languages in their home or community. It is also one where students are expected to learn two or more languages.***

some flexible guidelines and principles to keep in mind when working with students from multilingual communities. A multilingual classroom is one in which there are students who know and use two or more languages in their home or community. It is also one where students are expected to learn two or more languages. In some multilingual classrooms, teachers have been encouraged not to use their students’ languages and to focus only on the languages taught in school. The focus here is therefore to find and suggest ways to include the students’ own languages and to add the languages being taught at school to their repertoire.

It is important for all stakeholders involved in educational decision making to recognise that – depending on the number of speakers of languages and the political and/or social status of the communities who use these languages – multilingual societies are hierarchically structured with unequal consequences in education.<sup>16</sup> Ajit Mohanty calls this the ‘double divide’, where students from minority language communities experience marginalisation from the state or regional language community, from a language such as Hindi, which although not officially designated a national language has privileged status in India, and also from access to English.

This ‘double divide’ may also be found in other contexts where the speakers of a language that is spoken by a small minority community (e.g. Gamo in Ethiopia, Hmong in Thailand and Vietnam, Khoekhoegowab in Namibia and South Africa) find themselves facing more obstacles in education than students whose home language is either the national

language or a relatively powerful regional language.

We now know that unless the students’ primary languages have visibility and use in the classroom, minority students will not achieve well at school.

Ironically, some of the most

marginalised language communities of the world live in countries that are regarded as high-income and ‘developed’. This is the case for the Indigenous languages of Aboriginal and Torres Strait Islander communities of Australasia, and Indigenous language communities in North America.

***Unless the students’ primary languages have visibility and use in the classroom, minority students will not achieve well at school.***

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<sup>15</sup> Heugh 2015, 2018; French 2018; Van Avermaet et al. 2018.

<sup>16</sup> See the discussion of inequalities of multilingualism in India (Mohanty 2009, 2012, 2018), in the Philippines (Tupas 2015) and also in many parts of the world, particularly as a result of migration (Lorente 2017).

### 1.5.2 Different kinds of bi-/multilingualism

There are many different approaches that can be taken when using two or more languages for learning in the classroom at the same time. The aim of this resource book is to support strong biliteracy (i.e. literacy in the home/local and the regional/national language) or trilateracy (local, regional and international language, i.e. English), where possible. In order to do this, we encourage purposeful use of code-switching, translation and translanguaging.

### 1.5.3 Purposeful code-switching, translation, translanguaging and bilingual learning

One of the most successful approaches to bilingual teaching and learning has been the purposeful and simultaneous use of two languages in the same classroom. This approach has had several names over the years. It was first called the 'dual-medium approach to the bilingual school' in South Africa in one of the earliest studies of bilingual schooling. The principles of dual-medium education have similarities with purposeful use of code-switching, as identified in the Welsh model of translanguaging (TL) described by Cen Williams (1996). The Welsh model of translanguaging involves the careful and planned use of two languages, Welsh and English. The lesson begins (preview) in Welsh, the next part of the lesson (view) is in English, the third part of the lesson (review) is in Welsh. The next-day sequence of languages could be switched around. This approach to translanguaging is consistent with purposeful use of code-switching, as evidenced in three decades of research in Hong Kong.<sup>17</sup> We use the concept of 'purposeful translanguaging' here to distinguish between another approach to translanguaging that has been favoured in some large cities of North America and the UK. This is where bi-/multilingual students are in the minority and teachers use a more informal approach to translanguaging in order to help minority language students to feel included rather than excluded by the majority of English speakers in the community.<sup>18</sup> The purpose is different in contexts where the majority of students do not speak English; instead, they have strong capability in at least one local language, often in two or more languages. These students do not need to develop their informal multilingual (or translanguaging) practices; rather, they need to develop high-level expertise in two or more languages that are used in contexts where language mixing is not encouraged or tolerated (e.g. in higher

education, job applications, upper levels of the formal economy and government agencies). For this reason, the purposeful use of two or more languages, and translanguaging that develops students' capability in interpreting and translation between and across

***Translanguaging that is used purposefully to encourage students to work through a normal process of language-learning mixing, switching, interpreting and translating towards being able to use two or more languages as independent and separate languages must be an important objective for students in Africa and Asia.***

languages, is an important priority. Translanguaging that is used purposefully to encourage students to work through a normal process of language-learning mixing, switching, interpreting and translating towards being able to use two or more languages as independent and separate languages

must be an important objective for students in Africa and Asia. Purposeful translanguaging that prepares students for successful achievement in high-stakes testing/assessment in at least one of a local/regional/national language and an international language of wider communication (e.g. English) is a highly desirable objective and outcome for education systems in these contexts.

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## 1.6 What we already know about multilingualism in education from research in Africa and Asia

Since two-thirds of the world's languages have emerged among communities of people living in Africa and Asia, it is not surprising that people living in these continents are more likely to live in multilingual communities than in any other part of the world. Owing to different histories and patterns of colonisation, the provision of formal education by government administrations in African and Asian countries has resulted in both similarities and differences that have impacted on language education policies. British colonial rule, accompanied by missionary activity, resulted in some attention towards the use of local and regional languages for the first few years of primary schooling with transition

<sup>17</sup> Lin 2013; Swain, Kirkpatrick & Cummins 2011; Heugh 2015, 2018; French 2018.

<sup>18</sup> See García 2009; García & Wei 2014.



to English. French, Portuguese and Spanish colonial policies took a different direction, with provision mostly or only in the colonial language.

Early interest in the use of indigenous languages in education in Africa from not-for-profit and philanthropic agencies resulted in a history of collecting data of student achievement in different kinds of language education systems from the 1920s onwards. There does not appear to have been a similar history of this kind of data collection in Asian countries. We therefore have more statistical data from Africa and a considerable body of

***Most students cannot achieve high-level proficiency in English unless they develop high-level proficiency in their home language***

language policy in education debate and analysis. We also have a large body of qualitative research data from Asia and contributions to the debates about what multilingualism in education means. Together, the research, experiences and expertise are complementary, and it is important that we share this information across both continents.

The following pages introduce some key research which provides evidence for how students best use their languages for learning, and why it is necessary to build on a strong foundation of literacy and knowledge in the home or local language in order to learn English (or any other additional language) successfully.

Teachers, parents and teacher educators need to know that:

- students can only learn through the languages that they know and understand
- most students cannot achieve high-level proficiency in English unless they develop high-level proficiency in their home language
- students cannot use EMI for learning across the curriculum successfully unless they have strong proficiency in their home language and they have developed literacy in both their home language and English.<sup>19</sup>

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<sup>19</sup> Heugh 2006, UNESCO 2016.

# Overview of key research and collaboration activities relating to multilingual education in Africa and Asia

**The first compelling research findings came from a study of student achievement in different kinds of bilingual and trilingual education in South Africa from the early 1930s onwards.** This research shows that students in classrooms where two languages (Afrikaans and English) are purposefully used together in the same ‘dual language bilingual school’,<sup>20</sup> students achieve higher levels of overall academic success than students who study through only one language. They also achieve higher levels of bilingual proficiency than students in other kinds of bilingual schools, and they demonstrate greater understanding and acceptance of socio-cultural diversity. This type of bilingual school was developed for students from disadvantaged, rural communities and within poorly resourced schools.

**The Six-Year Primary Project (SYPP) in Nigeria (1970–76) gave us important research information.** Most students in Nigerian primary schools had three years of mother-tongue medium education followed by transition to EMI in the fourth year. In the SYPP, **students who learned through the medium of home language (Yoruba) for the first six years of primary education, and who also learned English taught by a well-trained specialist teacher in English, outperformed students who had three years of home-language medium, followed by transition to EMI for the fourth to sixth years.**<sup>21</sup> We now know that these were the first international findings on the minimum number of years learners need in order to learn enough English in order to switch over and to learn through the medium of English. The findings also have important implications for the role of the English language specialist teacher. These findings have been confirmed in subsequent studies in the USA and across Africa.<sup>22</sup>

**After independence from Britain in the mid 1960s, governments in 19 countries in Africa thought it would make sense for all students to go to school and to learn through English as early as possible.** Policymakers thought that in countries where people speak many different languages, an English-only or English-mainly education system would help to build national unity and ensure equal access to school for all children. By the late 1970s, **however, the research findings began to show that early literacy (reading) programmes that began with English rather than the local language (e.g. in Nigeria, Kenya, Tanzania and Zambia) did not show the success that had been anticipated** (e.g. Bamgbose 1982; Heugh 1987).



<sup>20</sup> Malherbe 1946

<sup>21</sup> Fafunwa, Macauley & Soyinka 1989; Bamgbose 2000.

<sup>22</sup> Ramirez et al. 1991; Thomas & Collier 1997, 2002; Collier & Thomas 2004; Heugh 2006; Heugh et al. 2007a.

**In another longitudinal study in South Africa, the important role of literacy in language learning and changing medium of instruction became evident.**

It was found that the focus of literacy teaching and learning in the first three to four years of primary (Grades/Years 1–3/4) is teaching students how to read, or ‘learning to read’ (usually stories). The focus on reading from the fourth year of school (Grades/Years 4/5–7) is on ‘reading to learn’. This means that from Year/Grade 4 or 5 onwards, the focus of reading turns towards reading in order to understand and learn across the whole curriculum. These are two very different kinds of reading.<sup>23</sup> In EMI contexts across sub-Saharan Africa, students may learn to read stories (narratives) in their home/local language but are expected to switch to reading across the curriculum in their second language (L2), English, by the third or fourth year, if not sooner. **Macdonald (1990) found that all students, even home-language speakers of English, find the switch from ‘learning to read’ to ‘reading to learn’ very difficult at the Grade 4–5 level. The challenge for students whose home language is not English is even greater.** We have also found similar difficulties for students in relation to French and Portuguese in the countries that were previously colonised by France and Portugal. Students in these countries face a double hurdle, and in most countries in sub-Saharan Africa, the number of students who begin to fall out (or are ‘pushed out’) of the school system from fourth and fifth grade increases exponentially.<sup>24</sup>

Analyses of school-exit (Grade/Year 12) achievement in South Africa from 1955 to 1975, during a period in which these students were in poorly resourced schools, have shown that **students who receive home-language (L1) or mother-tongue medium education (MTM) for eight years with a late switch to English- (and Afrikaans-) medium education in the ninth grade have higher levels of achievement in school-exit examinations than students with only four years of MTE (1976–1996) and the students with fewer than four years of MTE since 1997.**<sup>25</sup>

Similar findings were identified in studies across sub-Saharan Africa, and these were confirmed in a system-wide study of medium of instruction in Ethiopia (2006–07).<sup>26</sup> We now know that **the longer that students have home language(s) as the medium of instruction, the more likely they are to remain in school to the end of secondary school.** We also know that after five years investing in the use of the home or local language as the main medium of teaching students, governments find that there is a positive return on their investment.<sup>27</sup>

<sup>23</sup> Macdonald 1990; Pretorius 2002; Pretorius & Ribbens 2005.

<sup>24</sup> Bamgbose 2000; Heugh 2006; Ouane & Glanz 2010, 2011.

<sup>25</sup> Heugh 2006.

<sup>26</sup> Heugh 2006; Heugh et al. 2007a.

<sup>27</sup> Grin 2005; Heugh in Alidou et al. 2006; Heugh et al. 2007a.

A close examination of literacy practices (teaching and learning) conducted in a 25-country study for UNESCO (2005–2006), and a follow-up study in Limpopo Province, South Africa,<sup>28</sup> found that **most teachers in both early primary and upper primary classes do not know how to support either ‘learning to read’ or ‘reading to learn’ in the home language or English.** This is also the case in African countries where students are expected to learn through French or Portuguese in primary school rather than the home/local language. In the Limpopo study, almost no independent student writing was found to be taking place in classrooms across the province at the time of the study. Students were seldom given access to classroom readers (sets of reading books). Teachers kept these locked up in classroom cupboards in order to keep them in good condition, rather than give them to students to read. Teachers then were confused about literacy pedagogies and expectations, and teacher-training (professional learning) programmes at local universities did not focus on the practice of teaching reading or writing techniques/pedagogies.



**Teachers in most multilingual countries use code-switching when explaining concepts and information to students in the classroom, but they feel guilty about doing so.** In other words, they use the home or local language to explain information that students need to learn in English, and then they often write notes on the chalkboard only in English. Students in African countries seldom read or write text in their home language after the second or third year of primary school. Even though the teacher may write notes in English on the board, the students cannot read and understand what the notes mean in English. After transcribing the notes into their exercise books, students often cannot read these or explain their meaning the next day. These findings are regularly also found in field research in many countries in East and Southern Africa and in South and East Asia.<sup>29</sup>

**System-wide assessment, using a multilingual approach to assessment, for mathematics and language for 75,000 Grade 8 students in the Western Cape Province in South Africa<sup>30</sup> demonstrates the kind of consequences of poor literacy (reading and writing) teaching and learning by the time students reach secondary school.** Students in this study had been able to reach Grade 8 unable to read or write in any language. They were able to respond to examination or assessment tasks based on multiple-choice items only, and by randomly selecting possible answers. There was no evidence of learning having taken place. This study also shows how purposeful use of three languages can be made in assessment, for both languages as subjects and mathematics. The language practices of students who have learned to read can involve what is now called translanguageing, for example reading across three languages, in order to understand and solve a mathematical problem.

<sup>28</sup> Reeves et al. 2008

<sup>29</sup> For example, Alidou et al. 2006; Heugh et al. 2007a; Reeves et al. 2008; Swain, Kirkpatrick & Cummins 2011; Lin 2013; Mohanty 2018.

<sup>30</sup> Heugh et al. 2007b.

Further diagnostic analysis of first-year student assessment in an Australian university indicates that **students who develop strong academic literacy in the home language (e.g. Putonghua and Cantonese) throughout their primary and secondary schooling, and who are taught English as a subject for 12 years of school, achieve more highly than students who switch to EMI before the end of secondary school.** A significant finding is that high-achieving students can translate effectively between their home language and English. Less successful students demonstrate limited capability in translation between the two languages.<sup>31</sup> In a longitudinal study (2008–18), the use of ‘purposeful translanguaging’, including specific opportunities to translate text from the students’ home language to English and back again, has been found to increase academic literacy in both languages. Translation further supports learning across the university curriculum.

Discussions about how best to implement multilingual approaches in school education have involved close collaboration among not-for-profit organisations and scholars in India and Southern Africa. For example, between 1991 and 1996, **Rama Kant Agnihotri from the University of Delhi visited South Africa on several occasions to collaborate with colleagues on multilingual approaches to education.**<sup>32</sup> Agnihotri inspired the development of a flexible approach to bilingual and multilingual education in South Africa and ideas for how to build on the languages that students bring to the classroom even if the teacher does not know these languages.

**Exchange of research knowledge between India and Africa has been important for developments in both contexts for several decades. The three-language formula for education in India has influenced language education policy in many countries in Africa since the 1970s.** India’s three-language policy for most students has come to mean: mother tongue or a regional language, a regional language or Hindi, and (usually) English. This has been interpreted elsewhere as the national/official language, a regional or provincial language, and English (or French or Portuguese). However, scholar Ajit Mohanty has pointed out that the three-language formula is not enough for minority communities who may need four languages. For example, in Odisha state in India, Tribal students who speak Saora may need this language, the state language Odia, Hindi and English. In most countries of Africa, students need a minimum of three languages. For example, in Tanzania, students will need at least three languages, for example Sukuma, Kiswahili and English.



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<sup>31</sup> Heugh, Li & Song 2017.

<sup>32</sup> See video, Yo dude! Cosa wena kyk a? Achmat & Lewis 1992; Agnihotri 1995. The book *Multilingual Education for South Africa* has several chapters in which educators discuss how they use multilingual resources in early years (pre-school/kindergarten) (Robb 1995), including developing bilingual or multilingual textbooks (McCallum 1995). *The Power of Babel: support for teachers in multilingual classrooms* (De Klerk 1996) followed soon after.

Agnihotri has made a considerable contribution to multilingual education for children in poorly resourced contexts of India, often working with community-based and non-government organisations (e.g. Eklavya in Bhopal and the Vidya Bhawan Society in Udaipur). **Together with a colleague, Agnihotri coined the term ‘multilinguality’ (Agnihotri 2007, 2014) to explain how all people have the capacity to develop multilingual expertise and to draw upon their multilingual resources.** He suggests that in countries like India, people have multilinguality rather than one specific language.

**There is a body of valuable research on multilingual education in South-East Asia. This includes the rapid take-up of what has come to be known as mother-tongue-based multilingual education (MTB-MLE).** Developments in multilingual education in Thailand are documented in a detailed report in a recent UNICEF publication authored by Kirk Person.<sup>34</sup> A substantial body of work that precedes this, and co-ordinated through the UNESCO office in Bangkok (including the Multilingual Education Working Group), can be traced through the list of references in this report and on the UNESCO Bangkok website.<sup>35</sup>

Through his work with marginalised communities like the Saora, **Ajit Mohanty shows that many children are ‘pushed out of school’ simply because teachers are told not to use the students’ languages, even though the students cannot understand the school language.** He points out that minority children in a highly multilingual country like India experience additional layers of marginality, and what he calls the ‘double divide’ between those who access power and those who cannot.<sup>33</sup> Mohanty’s lifetime research, including 20 years with colleagues from Jawaharlal Nehru University, is best represented in his recent volume (Mohanty 2018). In this publication he illustrates the cognitive necessity of multilingual approaches to education based on his research among marginalised and Tribal communities in India.



<sup>33</sup> Mohanty 2009, 2012, 2019.

<sup>34</sup> Person 2018, UNICEF report; see also Premisrat & Person 2018.

<sup>35</sup> <https://bangkok.unesco.org/>

<sup>36</sup> Lo Bianco 2016

Increasingly, as a result of the rapid rise in human mobility, displacement and conflict, there will be a need to consider how multilingualism in education can support social cohesion. Joseph Lo Bianco's work in South-East Asia is significant here,<sup>36</sup> and so too is the work conducted by the High Commissioner for the Organisation for Security and Co-operation in Europe.<sup>37</sup>



An increasing number of international agencies support the promotion of multilingualism in education. These include the Salzburg Global Seminar, an international not-for-profit think-tank that released the 'Salzburg Statement for a Multilingual World' on International Mother Language Day, 21 February 2018.<sup>38</sup> The British Council, together with the trustees of the Language and Development Conference Series, has played an important role in sharing research information about the need for a multilingual approach to education in several recently co-hosted conferences and co-published publications. In these, the policy decision to support the learning and teaching of English alongside, and not as an alternative to or replacement for, local languages demonstrates a consistent policy shift towards prioritising the learning of students' home or local languages and multilingualism around the world.

<sup>37</sup> <https://www.osce.org/hcnm>

<sup>38</sup> [https://www.salzburgglobal.org/fileadmin/user\\_upload/Documents/2010-2019/2017/Session\\_586/EN\\_SalzburgGlobal\\_Statement\\_586\\_-\\_Multilingual\\_World\\_English.pdf](https://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2017/Session_586/EN_SalzburgGlobal_Statement_586_-_Multilingual_World_English.pdf)

### Summary of the findings, their implications and principles for the teaching of English and EMI in resource-poor contexts of Africa and Asia.

- The languages and knowledge resources that students bring into the classroom are the most important building blocks for successful learning and achievement at school.
- Literacy development in the home/local language in the first three to four grades of primary school establishes 'learning to read'. This process needs to continue through Grades 4–7 in order to help students to develop their capability in 'reading to learn'.
- Ideally, children should have exposure to early reading and pre-literacy in the home and local community, in early years or pre-primary classes. This may be difficult to achieve where the languages of minority communities have not been transcribed and/or there are very few written texts in these languages. In such cases, teachers need to encourage parents and communities to share oral histories and narratives in the local languages as much as possible to ensure rich vocabulary and language development in the home and community.
- Literacy development in the second or third language (e.g. the regional or national language and English) needs to mirror as far as possible literacy development in the home/local language, but it cannot replace home or local language literacy development.
- Students need a minimum of six years (preferably eight years) of learning to read and write in the home/local language and learning through this language (i.e. mother-tongue medium), while the second and or third language (e.g. English) is being taught well as a subject, before they can be expected to learn through the second language or English.
- Students in resource-poor contexts are likely to need at least eight years of learning English as a subject before they can learn effectively through English (EMI). Even then, there is strong evidence to indicate that it is advisable to continue to support literacy development in the local and national or regional language, as well as in English.
- It is possible to use two languages in a 'dual-medium' approach, in which two languages are used purposefully – with part of the lesson in one language and part in another – to achieve academic success for students earlier on, depending on the context. This is like the original approach to translanguaging discussed by Cen Williams in Wales.
- Although teachers in many countries feel they are doing something wrong when they use code-switching or translanguaging practices (alternating between students' languages and English) to help students understand the content of lessons (e.g. Heugh 2000; Swain, Kirkpatrick & Cummins 2011; Lin 2013), when it is done systematically, it is good teaching practice. But this alternating of two or more languages needs to be in both spoken and written form so that students can develop strong reading and writing in each of these languages (Reeves et al. 2008).
- Several collections of research (Coleman 2011; McIlwraith 2013, 2014) edited on behalf of the Language & Development Conferences and the British Council indicate that the aspiration for English is often much greater than the capacity and capability to deliver it unless greater attention is paid to teaching and learning of the home/local languages of students, most especially in poorly resourced schools.

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**Part 2:**  
**Strategies, activities**  
**and projects for the**  
**classroom**



# Part 2

## Strategies, activities and projects for the classroom

### 2.1 Introduction

The content of this resource book has been developed mainly for use by teachers of English as a subject and EMI. In this study we identified what was already available and where the gaps are. We have used this information, together with the key findings, implications and principles identified in Part 1, to design sets of activities (projects) for teachers to use in schools and communities with few resources.

The activities are designed to strengthen bi-/multilingual pedagogy, including purposeful translanguaging in the teaching of English and through English. They are explicitly designed for use in sub-Saharan Africa and South and East Asia, but we suggest that teachers wherever there are classrooms with students from diverse backgrounds can use these resources as supplements to regular teaching and learning materials. We advise teachers to use the activities and projects as flexible guides and to adapt them to suit their students' age, ability and contexts where they teach.

The theory and pedagogy that are being used in these activities have been designed to:

- a. focus on strong bi-/multilingual pedagogy that includes 'purposeful translanguaging' (Heugh 2015, 2018; French 2018) between the home/local language, the main classroom language (which may be the regional or national language) and English, that encourages as close as possible simultaneous development of high-level academic literacy in these languages (i.e. bi-/multilingualism)
- b. build teacher confidence, voice and agency in reflexive action-based sustainable pedagogy that includes students' languages, knowledges, cultures and faiths or beliefs
- c. ensure strong connections for teachers among key principles of multilingual teaching and practical and classroom-based activities.

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### 2.2 Activities and projects for the multilingual classroom

The next section includes 12 projects with a number of activities for you to use with your learners. The projects cover a range of different subjects, including language, maths and science. As you read through the ideas, please note the following:

- The projects and activities include suggested grade levels. However, most of them can be adapted to suit different ages.
- The projects and activities are not set in stone – they are provided as examples of what you can try with your learners. Don't be afraid to adapt and experiment, keeping in mind the key principles and strategies we have outlined on pages 28–29.

## Key principles

The resource book is founded on the following:

**PRINCIPLE 1:** The home and/or local languages that students bring to school are important foundations for learning additional languages in school. English does not and cannot replace the local, regional or national languages in the education of students in Africa and Asia.

**PRINCIPLE 2:** The home/local language is the foundation for all learning in school. It is in this language that students bring their prior knowledge to school, and upon which school education needs to build.

**PRINCIPLE 3:** Students need a minimum of six years under well-resourced conditions or a minimum of eight years under less well-resourced conditions to learn enough of a second or third language (e.g. English) before they are ready to learn through this language.

**PRINCIPLE 4:** Development of strong biliteracy and trilateracy (where possible) for successful learning across the curriculum needs careful planning and attention throughout the primary school years, and preferably also in secondary schooling.

**PRINCIPLE 5:** Purposeful use of code-switching and translanguaging is an important bi-/multilingual pedagogy for teaching students to develop high-level capability and expertise in at least two languages.

**PRINCIPLE 6:** Some students will need to develop high-level proficiency in a minimum of two languages (the national and international language); most will need to have high-level proficiency in three languages (local, regional or national, and the international language); and many will need high-level proficiency in four languages (local minority, regional, national and international).<sup>1</sup>

Each of these principles has implications for education systems, including teacher education and professional development of all education decision makers. This includes parents, who need to make educational decisions on behalf of children.

## What does a multilingual classroom look like?

Here are some practical ideas for making your classroom visibly multilingual.

- **Labels:** for example, the features of the classroom (such as the window, door, blackboard, cupboard) in both the target language (e.g. English) and the students' home language(s). Use different-coloured pens or card to help distinguish the different languages. If the multilingual students are literate in their home language, they can help write the translated labels themselves.
- **Multilingual word wall:** create an evolving word wall in the classroom by posting up useful words and expressions in the students' home languages (for example, 'hello', 'goodbye', 'sorry', 'thank you'). Seek out opportunities to invite students to contribute new words. Use different coloured pens or card to distinguish the languages.
- **Multilingual reading material:** start/create a collection of books, magazines, leaflets and other reading materials in the languages that your students speak and add these items to your reading corner. You could also encourage your students to write their own stories, which they can then translate into the other known languages in the classroom, thus creating their own multilingual library.
- **Multilingual dictionaries:** depending on student needs, these dictionaries could focus on simple words and pictures and vocabulary relating to everyday topics, and list words in English, a familiar language and their home language. Leave the dictionaries in an accessible place for all your students to look at and contribute to. Older students could create simple dictionaries for younger ones to use.

<sup>1</sup> David Laitin (2007) refers to this as the  $3 \pm 1$  (three, plus or minus one language) model that he predicts for multilingual countries and education systems around the world.



## General strategies to support purposeful translinguaging in the classroom

This resource emphasises the importance of using students' multilingual resources in a) developing students' home/local languages simultaneously with b) learning and developing students' English language knowledge and capability. Before you go through the 12 projects, take a look at these key strategies and approaches, which you will see are demonstrated throughout the activities.



**Building the teacher's awareness:** make sure you actually know which languages your students know and when/why they use them. If your students are very young, try to find out what languages they use at home by asking their parents.



**Building learners' awareness:** it's important to establish and maintain a classroom culture that is affirmative and safe and where students' home languages are promoted and afforded the same status as the target language (e.g. English). Encourage a class environment that is collaborative and interactive, where you use positive, encouraging and respectful feedback as well as non-threatening 'small-steps' to help students gain confidence in using a multilingual approach to advance their learning. Let students use their home language when needed if they cannot express their thoughts in the target language (e.g. English). Help your learners to understand the role(s) that their language(s) play in their lives and the value of multilingualism.



**Building parents' awareness:** some parents might be concerned about multiple languages being used in the classroom and projects that encourage this. It's a good idea to think of ways that you could inform them about why using multilingual approaches is important. For example, you could write a letter to explain why you are doing this, working with your learners to translate it into multiple languages. You can use the evidence presented in this book to help you. Additionally, you could invite parents and community members into the class to talk to your learners about the languages they know and use.



**Encouraging learners' reflections on what they already know and what they are learning:** for example, the 'I see, I think, I wonder' routine supports students to understand the difference between their observations, interpretations and new ideas. The routine also stimulates curiosity and creativity. It can be used when students have a lot of background knowledge or none at all. Many teachers use this routine at the start of a lesson or as a first step in a more extended activity. (For more information see: <http://pz.harvard.edu/resources/see-think-wonder-at>.)



**Making purposeful use of code-switching, translation and translinguaging:** for example, the Preview-view-review method is a useful approach for planning a lesson which uses both the home language and English in the classroom in a systematic or purposeful way. The teacher previews the lesson in the home or local language, provides or views the main part of the lesson in the target language (e.g. English) and reviews the lesson in home/local language. It is important to provide written text on the board or in students' exercise books in both languages so that they can make connections later if they cannot remember or understand written text in English.



**Separating the use of language to a) generate content/ideas and b) practise the language itself:** asking students to prepare the content of speaking and writing activities in their home language before using the target language (e.g. English) helps to reduce the cognitive load. Once ideas and content are decided, the learners can more easily focus on the accuracy and fluency needed for the target language. This also helps learners to develop their home language skills.

# Projects list

<b>1. My name</b> <i>Mei French</i>	<b>31</b>
<b>2. Linguistic landscape</b> <i>Mei French</i>	<b>37</b>
<b>3. Our multilingual class</b> <i>Kerry Taylor-Leech, Sue Ollerhead and Mei French</i>	<b>45</b>
<b>4. Maths – language survey</b> <i>Mei French and Sue Ollerhead</i>	<b>53</b>
<b>5. Cultural artefacts</b> <i>Kerry Taylor-Leech</i>	<b>59</b>
<b>6. Translation study</b> <i>Mei French</i>	<b>65</b>
<b>7. Proverbs</b> <i>Kathleen Heugh and Mei French</i>	<b>71</b>
<b>8. Procedure texts</b> <i>Janet Armitage</i>	<b>77</b>
<b>9. Science – growing grass heads</b> <i>Janet Armitage</i>	<b>85</b>
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# Project 1: My name



## Why are these activities useful?

Our names are often our first connection with language. Learning each other's names, how to pronounce and use them correctly and the stories behind them can support positive relationships between students and teachers. It can also be a good starting point for learning about the languages in our classroom

## Overview

<b>Grade</b>	Lower and upper primary (Grades 4–8)
<b>Focus</b>	Home or local language, main classroom language and English; translanguaging; questions and answers; oral presentation
<b>Content focus</b>	Social studies, cultural studies
<b>Description</b>	In this set of activities, students explore and share the stories behind their names. This activity is best done with students choosing the language/s they wish to use. The teacher can provide explanations and translations of words as needed. Selecting which language is (or languages are) most appropriate for what you want to do is called 'purposeful' language use.

## This project includes four activities:

- 1 The teacher's name
- 2 Finding out about your name
- 3 Preparing your presentation
- 4 Sharing the story of your name

## Teacher notes

### Preparation

- Find out the story of your own name and prepare a demonstration presentation for your students.
- Plan to use English for most of your presentation and include the languages that connect to your name. You might like to prepare some visual aids, use the board or bring in an object that relates to your name. This will be used in Activity 1.

## Classroom activities

### Activity 1: The teacher's name

#### Objectives

- The students will understand how names are a connection between identity and language.
- The students will see a model text for a presentation about their name.
- The students will consider how to present their own story about their name.

#### Time

30 minutes

#### Materials

- Teacher's presentation about the story of your name
- Board and chalk/pens

#### Steps

1. Share the story of your first and/or last name with your students. Model a clear presentation style – stand where all the students can see you. Speak loudly enough for everyone to hear and make eye contact with students all around the room. Use your home and/or additional languages to communicate key points about your name. For example, you could write your name in its original script or share how it may be pronounced differently in your home language.
2. Invite questions from your students about your name. If you don't have the answer, you can say, 'That is a very interesting question and I will have to find out the answer at home.' These questions will also be useful in Activity 2.
3. Discuss the presentation with students. Discuss the purpose of the presentation. Ask them for ideas about how they will do the presentation. Encourage them to think about the structure, content, language and presentation style they could use. Remember, you can use the students' home language(s) for this type of preparation.

## Activity 2: Finding out about your name

### Objectives

- Students think about different aspects of names and naming practices, for example who chose their name, how many names they were given, if they were named after someone.
- Students ask questions and provide answers in their home or local languages and English.
- Students communicate with family and community members to gather information about their names, using the family/community languages.

### Time

30 minutes, plus some time at home

### Materials

- Board and chalk/pens
- Pencil and paper for each student

### Steps

1. Ask students to think of all the different questions they could ask about someone's name. Examples might include:
  - › What is your name? (all your names)
  - › What does your name mean?
  - › Who chose your name?
  - › Where does your name come from?
  - › What language does your name come from?
  - › How do you write your name in different scripts?
  - › Do people pronounce your name in different ways? How do you feel about this?
  - › What would you be called if you were the other sex?
  - › Are there any well-known people with the same name as you?
  - › Do you have any nicknames, and how do you use them?

Students may come up with many more interesting questions!

For each question, write an answer structure in their home or local language, where possible, and in English. For example:

My name is \_\_\_\_\_.

My name means \_\_\_\_\_.

\_\_\_\_\_ chose my name.

Depending on your students' English level, they could do this individually, in groups or following the teacher's instructions.

2. Write each question and answer structure on the board for students to see. Ask students to write these in their notebooks. Remember, you can choose the most appropriate language(s) to use, depending on your students' level.
3. Ask students to choose five to seven questions that are most interesting to them. Ask them to think of one or two people who can give them the answers. Ask students to think about which languages they should use when asking their family or community members these questions.
4. Students can work in groups to create translations of their questions and write these on the board for others in the class to use.
5. Ask the students to write out their chosen questions in their notebooks, using the appropriate language, and leaving space to write the answers.
6. Students will need to find the answers to their questions at home or in their communities. They may need one or two days to complete this task. Ask students to write down the answers as they find them out (where possible in the languages that the information is given).

#### Extra resources

Have a look at this video <https://tinyurl.com/y5cnzhxq> to see an interesting way of students using the board in the classroom.



#### TEACHER FEEDBACK

##### Shefali

*The [activity relates] deeply with the lives of the learners and encourages them to explore. This activity also breaks the barrier of teacher hierarchy by letting the teacher share something personal about her life.*

### Activity 3: Preparing your presentation

#### Objectives

- Students structure an oral text logically.
- Students express their ideas in the home or local language and in English.
- Students consider how and when to use their home language purposefully for their audience.
- Students practise presenting to the class in English and their home or the regular classroom language.

#### Time

30–40 minutes

#### Materials

- Pencil and paper for each student
- Students' answers to their questions about their names (from homework in Activity 2)
- (If available) large paper and coloured pencils for preparing posters

#### Steps

1. Ask students to work in pairs and put their information into an order that is logical and interesting. You might want to remind them about how you structured your presentation in Activity 1.
2. Students write their information out in sentences. Encourage students to include words, phrases or sentences in their home language if this is the best way to explain an idea. Students can also translate these into English or use posters to complement the use of their home language.
3. Students check the structure, grammar and vocabulary of what they plan to say. Encourage the students to check each other's work. Monitor and support them as they do this, helping with language where needed.
4. Students prepare a small poster to accompany their presentation. This could be their name written in different scripts or a picture representing their name. If available, each student can use a large sheet of paper and coloured pencils for this display. Otherwise, students could each use a section of the board.
5. Students practise their presentation in pairs or small groups. If their presentations will be assessed, they can use the assessment criteria to give each other feedback.

## Activity 4: Sharing the story of your name

### Objectives

- Presenting students demonstrate their oral presentation skills in their home language and English.
- Students in the audience listen to the presentations.
- Students in the audience ask relevant questions in English or their home language.

### Time

2–3 minutes per student. If there are too many students in the class to do the presentations one by one, divide the class into two or three groups and have simultaneous presentations.

### Materials

- Students' prepared presentations
- Students' posters, or board and chalk

### Steps

1. Each student shares their presentation and poster/pictures with the class.
2. At the end of each presentation, two or three students could ask additional questions. Discuss with the class beforehand whether questions and answers should be in English, the home language or both. Discuss why the language was chosen.



### TEACHER FEEDBACK

#### Ekta

*I adapted this resource a little as I wanted students to do the third part as homework where they can talk to their parents and know the story behind their name. [...] Students enjoyed doing this activity and even today after 3 weeks have passed I see students gathering around the wall where they are pasted and going through them while talking to each other.*

## Taking it further

### Assessment

Confirm the students' understanding of this activity set through one of the following activities.

- Activity 3 can be used as an oral assessment task. Students can be assessed on content, structure, purposeful use of home language, the regular classroom language, if this is different, and English presentation skills.
- You could add a written assessment task. Students can write out the story of their name in a paragraph to display in the classroom. They might include illustrations or visual aids.

### Adaptations

**For older students:** Students can teach their classmates how to introduce themselves in their home language, if this is different, for example using translations of phrases such as 'Hello, my name is [name].'

## Teacher reflection questions

- In what ways did these activities help students get to know each other and develop positive relationships in the class?
- What are some productive ways of using home languages alongside English in oral presentations and other classroom activities?
- If the main classroom language is different from the home/local language, how can this language be included in these activities?
- How can students' identities, experiences and languages be used in other areas of your curriculum?







# Project 2: Linguistic landscape



## Why are these activities useful?

A linguistic landscape is the way languages are represented in the environment around us. This can include classrooms, marketplaces, places of worship, government offices or even our homes. Language might be present on signs, advertisements, notices, artwork, packaging, clothing or documents. If we can see or hear our languages in a particular place, then we might feel more welcome. Students can investigate, describe and analyse the linguistic landscape of the places they often visit. This can help them consider how they might contribute to or change these landscapes.

## Overview

<b>Grade</b>	Lower secondary (Grades 7–9)
<b>Focus</b>	Multilingualism in the environment; home or local languages, regional languages, English; note-taking; descriptive language and reflective writing
<b>Content focus</b>	Civics and social studies
<b>Description</b>	In this set of activities, students will investigate the way written languages are displayed in a local place and examine how these languages reflect social structures.

## This project includes five activities:

- 1 Exploring a linguistic landscape
- 2 Results of the linguistic landscape exploration
- 3 Individual investigation
- 4 Results of individual investigation
- 5 Poster exhibition

## Teacher notes

### Preparation

- Select a nearby location where multiple languages can be seen in their written form. This might be a marketplace or shop, or even your school or classroom.
- Make all the arrangements for a field trip to this location as a class or for the students to visit the location in groups outside of school hours.
- If a field trip cannot be arranged, some alternatives are:
  - › walking around the school
  - › showing pictures from a location that is familiar to many students
  - › conducting this activity on a field trip that has already been planned
  - › asking students to think about their journey to and from school
  - › during a festival, rally or public event.
- Make handouts including the observation table and questions from Activity 1 and Activity 2 or ask the students to copy the observation table into their notebooks before the field trip/assignment.

### Example observation table

Students might fit three or four rows per page, with enough room to draw a small picture.

Location	Draw what you see	Write a description	What languages are used?	How might people feel?

## Classroom activities

### Activity 1: Exploring a linguistic landscape

#### Objectives

- Students will understand the concept of a linguistic landscape.
- Students will consider the different ways in which languages influence people who are in a particular place.

#### Time

If going to an outside location, 1–2 hours. If using example photos, 30 minutes.

#### Materials

- Students will need to bring their observation table and a pencil.

#### Steps

1. Before the field trip (or alternative activity), discuss the idea of a linguistic landscape with students. You could ask questions such as:
  - › What languages can you see (or hear) when you are at home?
  - › What languages do you come across on your way to school?
  - › How does it make you feel to see that language in that place?
  - › Have you ever been somewhere where you don't understand any of the languages you see?
  - › What places can you think of where you can see many different languages?If you can make a handout (see Preparation), include these questions as Part 1.
2. On the field trip (or during the other activity), point out languages that you can see and ask students to find others. If you are using photos that show places with lots of languages being used, make sure all the students can see the photos easily. You could create a gallery – stick different pictures around the room. Ask the students to move around the room and identify or count the different languages they can see.
3. As they observe, students record interesting examples on their observation sheet. Ask them to make their pictures and descriptions quite detailed, including size, position, the colour of the text, etc. They can write their notes in their home languages or English.
4. (Optional) If you have access to a camera and a way of displaying or sharing the photographs later, take photos of different examples of language in the place(s) you are visiting.

## Activity 2: Results of the linguistic landscape exploration

### Objectives

- Students consider how the linguistic landscape represents or caters for different people.

### Time

30 minutes

### Materials

- Students' completed observation tables
- (Optional) Photographs from the place(s) visited if you have them

### Steps

1. Soon after you return from the field trip (or complete an alternative activity), discuss with your students the different examples of language they observed.
2. Students might like to add details to their observation tables following the discussion.
3. Lead students to analyse the impact of the linguistic landscape. Some questions that might help include:
  - › Did any of the displays of language make you feel welcome, interested or curious? If yes, which ones? Why?
  - › Did any of the displays of language make you feel unwelcome, suspicious or nervous? If yes, which ones? Why?
  - › How might other people feel in these places, for example your parents, your grandparents, someone who doesn't know one or more of these languages or someone who has trouble reading?
  - › If you had a business or service in this area, what kinds of language displays would you create? Why?

If using a handout (see Preparation on page 38), these questions could form Part 2.

Students could discuss their ideas in groups, using home languages and English, and write down their responses.

It may be helpful to teach sentence structures for responses to these questions in English. For example, you could focus on reviewing conditional forms by asking the students to complete sentence stems or creating their own complete sentences starting with 'if':

- › If I had a shop here, I would ... / I wouldn't ...
- › If the shops also had signs in [language], people would ...
- › If I had seen ..., I would have thought ...

### Extra resources

Find some more ideas for teaching conditional forms here: <https://www.teachingenglish.org.uk/article/conditional-chain-game>

<http://www.bbc.co.uk/learningenglish/english/course/intermediate/unit-24/session-2>

## Activity 3: Individual investigation

### Objectives

- Students will observe a linguistic landscape of their own choice, using the skills from the previous activities

### Time

20 minutes in class, plus additional time outside of school

### Materials

- Board and chalk/pens
- Pencil and paper for each student

### Steps

1. Ask students to list all the places they visit regularly that might have an interesting linguistic landscape. You can share these ideas on the board.
2. Ask students to draw up a new blank observation table (or give them new copies of the handout), with room for four to six examples.
3. Students choose a place with an interesting linguistic landscape. Over the next two days, they are to visit that place and write down examples of language they see or hear. They can write their notes in their home language, or the regular language of the classroom, and/or English.

## Activity 4: Results of individual investigation

### Objectives

- Students consider how their chosen linguistic landscape influences their own and others' experience.

### Time

1–2 hours (may be completed over two or three lessons)

### Materials

- Students' own linguistic landscape observation tables

### Steps

1. Lead students in analysing their chosen linguistic landscape. They should look at their completed observation tables and think about the same types of questions as in Activity 2. Students can write their responses using their home language or English.
2. Ask students to suggest changes or improvements to their chosen linguistic landscape. Guiding questions might include:
  - › Who could be made more welcome here? Why is this important?
  - › What changes to the language displays do you suggest? Why?

Students can record their responses in their home language or English at this stage.

3. Students prepare a poster to share with the class, using their observation table and their ideas from Steps 1 and 2. The poster could be mainly in English, with examples given in different languages. The poster could include:
  - › a description of their chosen linguistic landscape
  - › images showing some important features of their linguistic landscape
  - › detailed description of some important or interesting features of their linguistic landscape, from their observation table
  - › analysis of how different groups of people might feel in this place
  - › suggestions about how to improve or alter the linguistic landscape to make it more inclusive.

## Activity 5: Poster exhibition

### Objectives

- Students learn from each other about different linguistic landscapes in their community.

### Time

1 hour

### Materials

- Students' linguistic landscape posters

### Steps

1. Have students display their posters in the classroom. They could stick them to the walls or lay them on tables.
2. Half the students stand beside their posters and explain their investigations to their peers. The other half of the class walk around, reading the posters and asking questions. This conversation could be in home languages or English. If possible, you could invite the students' parents/families to be part of this exhibition.
3. Swap groups so that the first group walk around to read the posters, while the second group explain and answer questions.
4. Students write a reflection about what they learned from their peers. You could provide prompts such as:
  - › I already knew about ...
  - › I learned that ...
  - › I was surprised that ...
  - › I would like to know more about ...

## Taking it further

### Assessment

Confirm the students' understanding of this activity set through one of the following activities:

- Students' posters from Activity 4 can be used for assessment. You could consider the following aspects in your assessment: visual appeal, description of the linguistic landscape, analysis of why different languages are used, suggestions for how the landscape could be improved to be more inclusive, accuracy of language used.
- You might also include peer feedback or the reflection from Activity 5 in your assessment scheme.

### Supplemental activities

Work with your students to create a more diverse and welcoming linguistic landscape in your classroom or school. What ideas do your students have about how to use written language to make students, staff and visitors feel more welcome at school?

### Adaptations

**For students with lower English levels:** The activities can be adapted to use images, keywords and discussion in both the home language and English, without as many extended written responses.

**For older students:** Expand the written tasks in Activity 5 into guided or free writing to describe the location they visited – this could be in the form of a news article or short report, with recommendations for how it could be improved to make it more inclusive.

Encourage students to use three of their languages. In addition to the home/local language and English, students can be encouraged to also use the regional or national language.

**If resources are available:** Students may be able to take photographs during their field trip or individual investigation to share in class/on their posters.

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## Teacher reflection questions

- Which of your students' home, local, regional and national languages were more visible or less visible in the linguistic landscapes? How do you think this affects these students?
- How does using home languages alongside English for discussion and note-taking help students to understand ideas clearly and in depth?
- In what ways can linguistic landscapes contribute to students' language learning and learning about economic, social and urban environments?

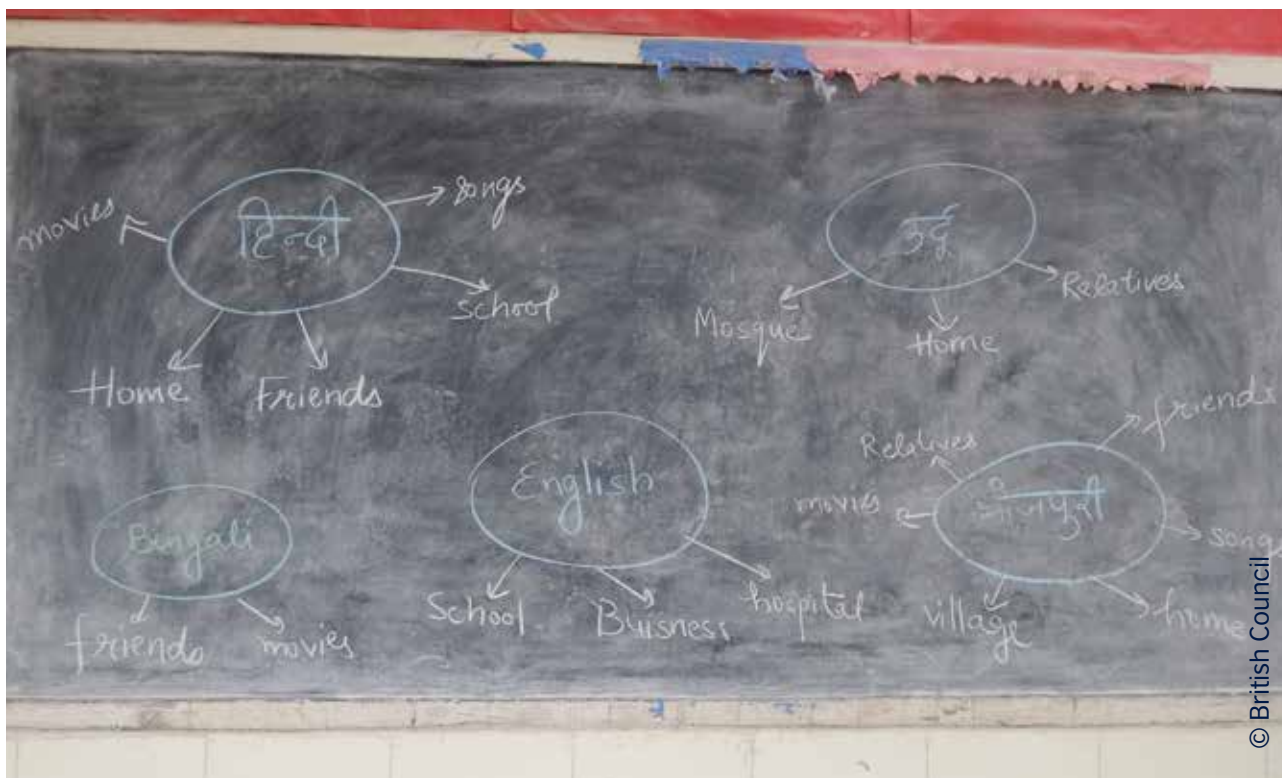








## Project 3: Our multilingual class



### Why are these activities useful?

Most people in the world speak more than one language, and that includes students and teachers in most classrooms. However, teachers may not have many strategies for using students' languages for learning. A good starting point is to learn about and show respect for students' languages, and to give students ways of thinking and talking about their languages (Lamb 2011). When students' languages are an active part of the classroom, they can be valuable resources for connecting with prior knowledge and learning new concepts and additional languages (Moll et al. 1992). Teachers can help students build strong identities by acknowledging and respecting their language.

### Overview

<b>Grade</b>	Upper primary
<b>Focus</b>	Listening, speaking, reading and writing in home or local languages and English; English grammar; visual communication; can include regional or national language
<b>Content focus</b>	Social studies, multilingualism
<b>Description</b>	These activities help students understand what multilingualism is and how multilingualism is present in the classroom with their peers, their teacher and themselves.

### This project includes four activities:

- 1 Prefixes 'multi' and 'bi'
- 2 Being multilingual
- 3 'Find someone who' for guided writing
- 4 My language map

## Teacher notes

### Preparation

- Think about your own linguistic profile. What languages can you understand, speak, read or write? What do they mean to you? How did you learn them? How do you use them in your life?
- If possible, find out what you can about multilingualism and languages in your school's community. This might include history, statistics, contexts of language use or people in the community who are experts in certain languages.
- Prepare a list of words which use 'multi' or 'bi' as a prefix, for Activity 1. You can create a handout for these or write up the list on the board.
- Create a handout for Activity 3 with a list of language skills students have and space to write their names and additional details. If you can't copy handouts, students can copy this from the board.
- Prepare a language map showing your own linguistic repertoire/the way you use languages. To demonstrate a range of options, you might like to prepare two or three different formats, for example with illustrations, as a diagram, as a graph.

### References

D'Warte (2014)  
 French and de Courcy (2016)  
 Lamb (2011)  
 Moll et al. (1992)  
 Somerville, D'Warte and Sawyer (2016)



### TEACHER FEEDBACK

#### Neeru

*There was an openness among the students to learn new phrases in languages not known to them. The diversity of language helped in building connect among learners. The activity also helped to broaden the perspective of students and respect diverse backgrounds of fellow students.*

## Classroom activities

### Activity 1: Prefixes 'multi' and 'bi'

#### Objectives

- Students learn the prefixes 'multi' and 'bi' in English.
- Students think about how words are made up of different parts in English and their home languages.

#### Time

40 minutes

#### Materials

- Board and chalk/pen
- Writing materials for each student
- A list of words using 'multi' or 'bi' as a prefix
- Bilingual dictionaries if available

#### Steps

1. Explain that 'multi' is a prefix. When you see a word starting with 'multi' it has something to do with 'a lot' or 'multiple'.
2. Give examples of words in English that use 'multi'. You could have a handout or write a table on the board for students to copy. Ask students to match the definition with the word. If you have bilingual dictionaries, you could include words that students may need to look up.

#### Examples of words using 'multi'

Match these words to the definition:  
**multilingual | multicoloured | multiply**

Definition	Word in English	Word in my language
Has a lot of colours		
Increase in number many times, 'X' in maths		
Speaks two or more languages		
(Add more examples)		

Invite students to suggest any other 'multi' words they know in English, and words in home languages that might have a related meaning. Add these to the table. Students may use Roman script to write home-language words phonetically if needed.

3. Explain that another prefix is 'bi'. This relates to 'two' or 'twice'. Give examples of 'bi' words and ask students to match the definition with the word.

## Examples of words using 'bi'

Match these words to the definition: binoculars   bicycle   bilingual		
Definition	Word in English	Word in my language
A vehicle with two wheels		
A person who speaks two languages		
Magnifying glasses for both eyes		
(Add more examples)		

Ask students to suggest more 'bi' words to add to the table.

- Ask students if they can see any patterns in their home-language vocabulary. This is a good opportunity to compare how words are constructed in students' different languages.

### Extra resources

Find out more about different ways of presenting new vocabulary to students in this article: <https://www.teachingenglish.org.uk/article/presenting-vocabulary>

## Activity 2: Being multilingual

### Objectives

- Students understand key ideas about multilingualism.
- Students develop some vocabulary related to multilingualism.

### Time

20 minutes

### Materials

- Board and chalk/pens
- Writing materials for each student

### Steps

- Talk to the class about the languages you know. Discuss your level of fluency in the languages you know, who you use the language(s) with and why. During this introduction you can speak using the different languages you know. Encourage students to ask questions.

- Ask students about what languages they know. Have this discussion using a mix of home languages and English. Choose questions that will involve everyone in the class, for example:

- Put your hand up if you know at least one language. Keep your hand up if you know at least two languages ... (and so on)
- Ask a student to name a language they speak. Ask the class to put their hand up if they also speak that language. Continue until you have included all the languages in the class.
- Ask students how they use languages differently with different people, for example with friends or strangers, siblings, parents or grandparents, in the classroom or the playground.

You can keep a tally or notes of the answers on the board.

- Teach key ideas about multilingualism, including:

- Global multilingualism** – e.g. there are more than 7,000 languages in the world; about one third of these are in Africa, one third in Asia; in Africa, Asia, the Pacific and Central and South America multilingual speakers outnumber monolingual speakers.
- Multilingualism and languages in the local community** – as the world becomes increasingly globalised, some languages are given more power/status than others. However, all languages are equal and are gateways into specific communities and cultures. Therefore, all languages should be valued and appreciated. There are global movements that seek to preserve languages to ensure they don't disappear. In 2018, *National Geographic* reported that 'between 1950 and 2010, 230 languages became extinct, according to the UNESCO Atlas of the World's Languages in Danger. Today, a third of the world's languages have fewer than 1,000 speakers left. Every two weeks a language dies with its last speaker, 50 to 90 per cent of them are predicted to disappear by the next century.'<sup>2</sup>
- Benefits of multilingualism in life, learning and work** – there are many benefits to speaking two or more languages. You will be able to make more friends and you will be able to understand and enjoy music and films that use the languages you know. The world of work recognises the importance of being able to speak more than one language, as employees and employers can reach out to different markets.

<sup>2</sup> <https://news.nationalgeographic.com/2018/04/saving-dying-disappearing-languages-wikitonques-culture/>

### Activity 3: 'Find someone who' for guided writing

#### Objectives

- Students learn about the different languages their classmates know.
- Students write sentences in English and/or their home languages, building on information collected during Activities 1 and 2.
- Students read sentences aloud in English and/or their home languages.

#### Time

60 minutes

#### Materials

- Table as a handout or for students to copy from the board
- Writing materials for each student

#### Steps

1. Give out the table as a handout or write it on the board for students to copy.

#### Example table

Find someone who ...	Name	Language(s)	Other information
Speaks more than one language	<i>Boia</i>	<i>Xironga, Portuguese</i>	<i>Likes songs in English</i>
Reads and writes more than one language	<i>Maria</i>	<i>Chwabo, Swahili, Portuguese</i>	<i>Learning English</i>
Knows the same language as you			
(Add more prompts or leave space for students to add)			

2. Explain the activity to the students. They will:
  - a. move around the room and ask other students about their languages
  - b. fill in the table without speaking to the same student twice
  - c. speak and write their answers in any language, even though the table is written in English.

This could be a game or competition if you like.
3. Using the completed table from Step 1, students write sentences about six of their classmates, for example:
  - › Maria speaks Chwabo, Swahili and Portuguese. She is multilingual.
  - › Boia speaks Portuguese at home.
  - › Sammy speaks Xironga at home and Portuguese at school.

4. Students also write sentences about themselves, for example:

- › I am multilingual. I know three languages.
- › I can speak Xironga, Portuguese and English.
- › I can read and write in Portuguese and English.

Older or more advanced students can write paragraphs.

Each student reads out their sentences (or paragraphs) in front of a small group or the whole class.

### Activity 4: My language map

#### Objectives

- Students represent their linguistic repertoires visually.

#### Time

60 minutes, plus extra time at home

#### Materials

- Examples of language maps, including an example from the teacher
- Large sheet of paper or card for each student
- Writing materials, including coloured pencils, pens or markers if available

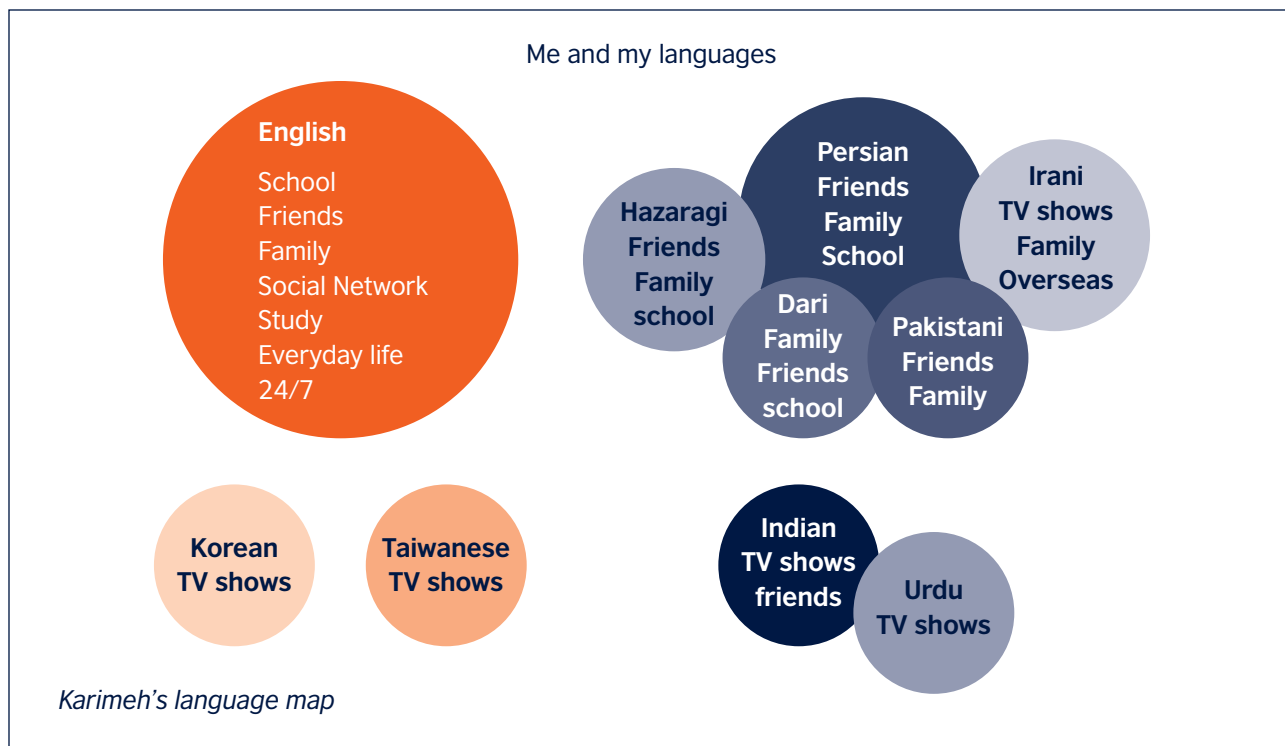
#### Steps

1. Show the example language maps to the students. Get students to identify different languages, roles and activities that appear in the examples. Ask students what they think of the maps, and whether their maps would be similar or different.
2. Place students in groups of four to six and ask the groups to brainstorm how they can best present their maps – encourage the students to be as creative as possible. Get the students to list on paper what languages they use every day, where and how they use them and the type of language they use (what languages or varieties, how formal), using home languages and English. Display the group lists on the classroom walls and get students to walk around and look at them.
3. Students work on their own language maps. They should include as much detail as possible in a way that represents their personality and feelings. While students are working, go around the class and one-to-one with each student discuss their ideas, encourage them and help solve any problems.
4. Ask students to take their language maps home and share them with their families. They can add more ideas or make changes at home.

5. Students share their language maps in their groups/class. They explain/describe their maps and ask and answer questions using home languages and English.

6. Display completed language maps in the classroom. You could invite other teachers, students and parents to view them.

**Example language map (see also the photo on page 45)**



French and de Courcy 2016, p. 159.

## Taking it further

### Assessment

Confirm the students' understanding of this activity set through one of the following activities:

- Completed texts from Activity 3 – 'Find someone who' for guided writing. You assess the accuracy of the language used (grammar, punctuation, vocabulary) along with the content.
- Completed language maps from Activity 4 – My language map. You can assess them in terms of their visual appeal, content, use of language, etc.

### Supplemental activities

- The activity set for 'Maths – language survey' is a good follow-up to this set.
- Invite an older person in the community who is an expert in a language or languages. They could talk to the class about how they learned their languages, how they use them and how languages in the community have changed over time.
- You could ask the students to do some further practice with the words beginning with 'bi' and 'multi' by asking pairs or small groups to write sentences with gaps for the target words, then share with another pair/group who have to guess which word they have learned completes each sentence.

### Adaptations

**For younger students:** Activity 3 can be completed in a simpler way with younger students, for example ticking their classmates' names if they speak a certain language. Alternatively, it could be a physical game similar to 'Simon says', where students move to a certain area or complete an action if they are able to speak the language suggested by the teacher.

**For students with higher English levels:** Activity 3 can be adapted into an extended writing task. After writing sentences, teach students how to connect these into a paragraph. Students could write one paragraph about their classmates and one paragraph about themselves. Teachers could download a useful resource that gives students information about multilingualism to use for this task: the 'Salzburg Statement for a Multilingual World' [https://www.salzburgglobal.org/fileadmin/user\\_upload/Documents/2010-2019/2017/Session\\_586/EN\\_SalzburgGlobal\\_Statement\\_586\\_-\\_Multilingual\\_World\\_English.pdf](https://www.salzburgglobal.org/fileadmin/user_upload/Documents/2010-2019/2017/Session_586/EN_SalzburgGlobal_Statement_586_-_Multilingual_World_English.pdf)

**If resources are available:** Students may be creative and artistic with their language maps in Activity 4 if art materials are available.

## Teacher reflection questions

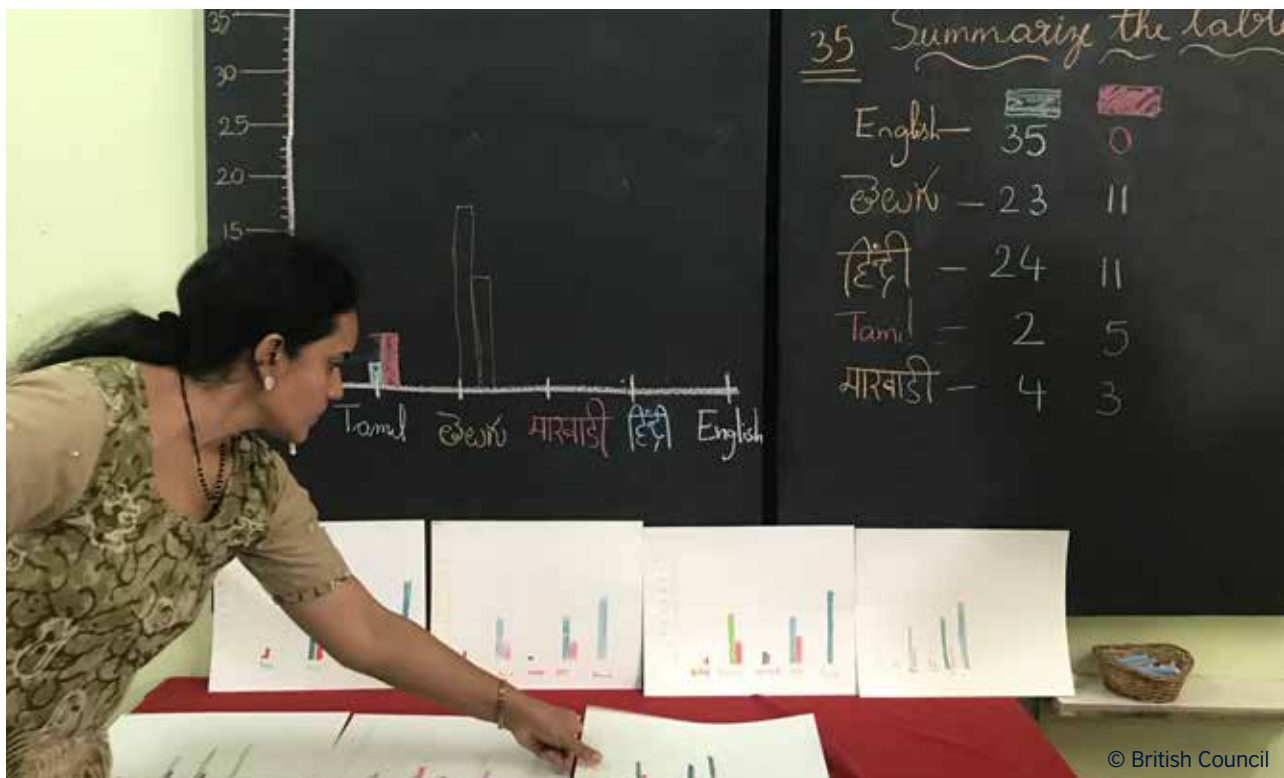
- What did you learn about the different languages and language skills your students have?
- When you analyse the students' language maps, what similarities and differences do you notice between the students? What similarities and differences do you see between their language use at home and at school?
- Are there ways in which you can make school more accessible to the students and their parents by using some of their home-language practices?







## Project 4: Maths – language survey



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### Why are these activities useful?

Multilingualism, home languages and English can be a part of mathematics teaching. Language learning extends beyond the language classroom. It is equally important in teaching and learning across the curriculum. Learning to read and write (literacy) in the language class is important for learning to use reading and writing across the curriculum. In bilingual and multilingual societies, students need to develop their biliteracy and multilingual literacy in order to learn across the curriculum.

In this set of activities, we focus on bilingual and biliteracy development for learning to think in a mathematical way and to demonstrate the connections between language, literacy and mathematical thinking. This set of activities can be used together with Project 3: Our multilingual class.

### Overview

<b>Grade</b>	Primary (Grades 4–6)
<b>Language focus</b>	Writing in home language, English; English grammar
<b>Content focus</b>	Mathematics and social studies
<b>Description</b>	Students analyse and report numerical data and create graphs while also learning about the different languages spoken by their classmates.

### This project includes three activities:

- 1 What languages do we know?
- 2 Graphing our languages
- 3 Writing about our languages

## Teacher notes

### Preparation

- Find out the range of languages spoken in the class.
- Pre-teach or prepare to teach: column graphs, comparatives, superlatives, adjectives of quantity, conjunctions.
- It would be useful to teach these concepts in both the local/home language and English.



### TEACHER FEEDBACK

#### Sivapriya

*The topic itself is very interesting to children. They got to know what all languages they speak. Earlier we never knew that there is a language called Marwari, but now we got to know that there are so many languages other than Telugu and Hindi. The children were excited to know about this.*

*I would like to do graphing again on different things. Maybe next I'll do the music profile of the class, or a sports profile.*

## Classroom activities

### Activity 1: What languages do we know?

#### Objectives

- Students learn about the different languages represented in their class.

Note: The activities have a different purpose and focus from those in Project 3: Our multilingual class. The focus here is on a mathematical perspective and using language to express mathematical thinking.

#### Time

30 minutes

#### Materials

- Board and chalk/pens

#### Steps

1. Talk to the students about the languages you know. Tell them about what languages you can understand but can't speak, those you can read and write, those you want to learn in the future.
2. Ask students what languages they know. Make a table, with all the languages listed across the top and students' names down the side.
3. Students come and tick the cells/boxes that represent languages they know.
4. Students copy the table into their notebooks.

	English	Telugu	Hindi	Marwari
Student 1	✓	✓	✓	✓
Student 2	✓	✓	✓	✓
Student 3	✓	✓	✓	✓
Student 4	✓	✓	✓	✓
Student 5	✓	✓	✓	✓
Student 6	✓	✓	✓	✓
Student 7	✓	✓	✓	✓
Student 8	✓	✓	✓	✓
Student 9	✓	✓	✓	✓
Student 10	✓	✓	✓	✓
Student 11	✓	✓	✓	✓
Student 12	✓	✓	✓	✓
Student 13	✓	✓	✓	✓
Student 14	✓	✓	✓	✓
Student 15	✓	✓	✓	✓
Student 16	✓	✓	✓	✓
Student 17	✓	✓	✓	✓
Student 18	✓	✓	✓	✓
Student 19	✓	✓	✓	✓
Student 20	✓	✓	✓	✓

The language that I know very well

The language that you can understand well but not speak well

Example chart – what languages do we know?

## Activity 2: Graphing our languages

### Objectives

- Students present information collected from Activity 1 in a graph.

### Time

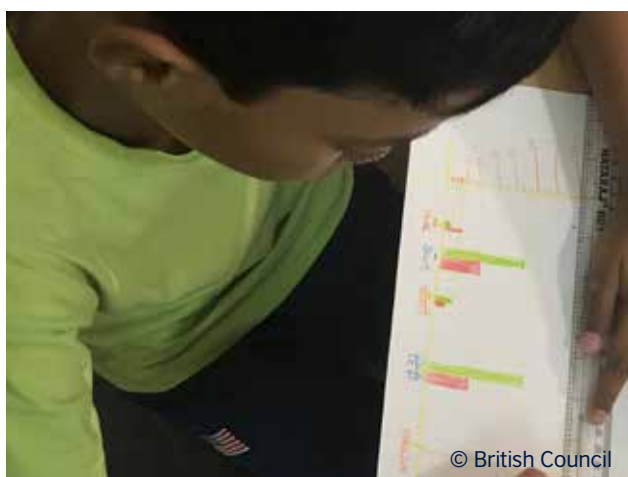
30 minutes

### Materials

- Survey chart from Activity 1
- Paper and coloured pens to make graph posters

### Steps

1. Ask the students to look at the table they have copied into their notebooks.
2. Ask them to add a row in their notebooks at the bottom of the table so that they can calculate the total number of speakers in the class for each language. They write the total for each column.
3. Ask the students to add a column at the end of the table so that they can calculate the number of languages each student knows. They write the total for each row.
4. Teach the students to make a column graph using the data from the table. They don't need to use all of the information. Some suggestions for graphs are:
  - › Five most common languages in our class
  - › Five least common languages in our class
  - › Number of students who speak two, three, four or more languages.
5. Display graphs around the classroom.
6. If possible, the labelling of the languages on the graphs should be in the students' languages and English.



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Illustrating the languages we know in our class

## Activity 3: Writing about our languages

### Objectives

- Students identify patterns in data
- Students write sentences in their home language and English

### Time

30 minutes

### Materials

- Survey chart from Activity 1
- Graphs from Activity 2

### Steps

1. Lead a discussion about the data. Ask what students find surprising. What is interesting? What patterns do they notice? Discuss in home languages and English.
2. Grammar: comparatives (more/less, higher/lower), superlatives (most/least, highest/lowest), adjectives of quantity (few, some, many, most, all), conjunctions (because, but).
3. Students write sentences:
  - › More students speak ... than ... because ...
  - › ... speaks ... languages but can write in ... languages.
  - › Most students can speak ... or ... languages.
  - › Students use different languages to speak to ...

### Extra resources

Have a look at these ideas for practising comparative and superlative forms:

<https://www.teachingenglish.org.uk/article/comparatives-superlatives-through-pictures>

<https://www.teachingenglish.org.uk/article/superlative-noughts-crosses>

<https://www.teachingenglish.org.uk/article/superlative-questions>

## Taking it further

### Assessment

Confirm students' understanding and learning of the mathematical process of developing a graph in this activity set through the following activities.

- Activity 2 – graph
- Activity 3 – developing sentences to explain mathematical thinking in two languages (i.e. developing biliteracy for learning across the curriculum).

### Supplemental activities

A similar set of activities could be used to investigate other practices in the class, such as hobbies, modes of transport to school, responsibilities outside of school, future aspirations and so on.

### Adaptations

**For older students:** Instead of ticking in the chart in Activity 1, students can write S for languages they speak, R for read and W for write. Then, in Activity 2, students can choose to make a graph about speaking, reading or writing.

**For younger students:** Activity 1 is still very valuable for younger students who may not be ready to create graphs or find patterns in the information.

---

## Teacher reflection questions

- What did you learn about your students and their multilingual abilities? Did you notice that students learned something new about each other?
- How did discussion in home languages affect students' confidence to contribute or the types of ideas they expressed?
- What are some other ways to bring students' life experiences into mathematics?





## Project 5: Cultural artefacts



### Why are these activities useful?

Understanding culture is an important part of learning language. Culture is a living part of people's daily lives and it helps with socialising and relationships (Scarino & Liddicoat 2009, p. 16). Using students' cultural knowledge can make them feel accepted in the classroom, and all students benefit from learning more about their own and each other's cultural practices.

An artefact is an object that has been made by a person and has an important meaning to someone. It might represent people, stories, communities, identities or experiences. A personal artefact is meaningful to one person, while a cultural artefact represents culture that is shared by a group. Artefacts may look interesting and can sometimes be displayed in a home or a public place or be worn on the body. Artefacts are useful in teaching because they bring students' experiences into the classroom. They can help students understand a topic, can be a focus for discussion or can inspire new ideas (Pahl & Rowsell 2010).

The 'I see, I think, I wonder' routine is useful when teaching with artefacts (see Activity 1). It supports students to understand the difference between their observations, interpretations and new ideas. The routine also stimulates curiosity and creativity. It can be used when students have a lot of background knowledge or none at all. Many teachers use this routine at the start of a lesson or as a first step in a more extended activity. (For more information see: <http://pz.harvard.edu/resources/see-think-wonder-at.>)

### Overview

<b>Grade</b>	Lower secondary (Grades 7–9)
<b>Language focus</b>	Listening, speaking and writing in home languages and English; English grammar
<b>Content focus</b>	Social studies, cultural studies
<b>Description</b>	Artefacts (or objects that have symbolic value) are used to help students talk about cultural practices. This project can also be combined with Project 12: Festivals. Students discuss and write about these topics in their home language(s) and English.

### This project includes three activities:

- 1 What is an artefact?
- 2 Showing my artefact
- 3 Writing about my artefact

### Teacher notes

#### Preparation

- Select a cultural artefact of your own to show your students. Choose something that will be safe and easy to take to school.
- Select other artefacts related to a festival to show your students.
- Prepare a table or template for students to record information about their artefact in Activity 2: Showing my artefact. This could be prepared as a handout or written on the board during the activity.
- Pre-teach or be ready to teach grammar points for Activity 3: Writing about my artefact. You could use this activity to consolidate grammar the students have already learned, or to introduce new structures.

#### References

Moll et al. (1992)

Pahl and Rowsell (2010)



#### TEACHER FEEDBACK

##### Deepthi

*This activity allowed students to bring in their lives to the classrooms. It gave them freedom to explore cultural resources and wisdom and gave legitimacy to their knowledge and experience. It began from what the students knew instead of telling them what they don't know.*

### Classroom activities

#### Activity 1: What is an artefact?

#### Objectives

- Students understand what artefacts are and their connection to culture.
- Students use their home languages and English for listening and speaking.

#### Time

30 minutes, and additional homework time

#### Materials

- Your personal artefact
- Board and chalk/pens

#### Steps

1. Explain to the students what an artefact is. Ask them to identify artefacts they can see in the classroom. This may include artwork, items of clothing, books. This discussion can be in home languages or English.
2. Show the students your artefact but don't talk about it yet. Let students admire it and prompt them to comment by asking them questions:
  - › What do you see?
  - › What do you think about this?
  - › What do you wonder about?Students may respond in their home languages or English.
3. Focus on questions and ideas that tell about the personal and cultural meanings of the artefact, for example:
  - › What is its name?
  - › Who gave it to you?
  - › What is it used for?
  - › Can anyone use this object or only some people?
  - › Why is it important to our culture?
4. In groups, students brainstorm the types of artefacts they have around their homes that represent their culture or way of life. They may discuss and record their ideas using home languages or English.
5. Homework task – students bring a cultural artefact from home to share in the next class. They should choose something sturdy and not too valuable, for example a toy, picture, copper or bronze jewellery, hair comb, item of clothing, cooking utensil or garden tool. If they're unable to bring in the object, they can draw a picture of it instead.



## Activity 2: Showing my artefact

### Objectives

- Students express ideas about artefacts, experience and culture.
- Students write in their home languages and English.

### Time

60 minutes

### Materials

- Students' own artefacts
- Table template for responses as a handout or to be copied from the board
- Pen/pencil and paper for each student

### Steps

- Working individually, students answer questions about their artefact using the table format. They can write their answers in their home language or English.

My artefact	My language	English
Name of artefact	<i>Boneka de Ataúro</i>	<i>Doll from Ataúro</i>
What is it?	<i>Brinkedu ida</i>	<i>It's a toy</i>
Who gave it to you?	<i>Ha'u nia biin, Teresa</i>	<i>My older sister, Teresa</i>
What does it look like?		
What is it made of?		
Why is it important?		
[You can add more questions suitable for your students]		

You might ask students to keep their artefacts hidden during this step.

- In small groups, students take turns to share their artefact either in front of the whole class or in smaller groups. Encourage students to ask questions as they did in Activity 1.
- After they have finished sharing, students add to and edit the written responses in their table.
- Students swap papers to compare each other's work and give feedback. When giving feedback, they can look at use of vocabulary, whether or not the message/content is clear and easy to understand and whether there are any other questions they would also like answers to.

## Activity 3: Writing about my artefact

### Objectives

- Students write an extended text, using their home language(s) and English.

### Time

40 minutes

### Materials

- Students' table of responses from Activity 2
- Writing materials for each student
- Coloured pencils, pens or markers if available

### Steps

- Students draw a picture of their artefact on one piece of paper.
- On a separate piece of paper, students write about their artefact in their home or local language and in English, using information from their discussion and response table in Activity 2. This piece of writing is a draft and they can use purposeful translanguaging here. This means that they can write part of the task in their home language and part in English. Depending on their confidence and readiness for the next part, they could try to redraft this in English (only or mostly), or they could try to write two versions: one entirely in the home or local language and one in English. This writing task is an opportunity to revise some sentence structures or to teach new grammar. Useful language in English for this writing includes:
  - classification: My artefact is a ...; It is a ...; It is used for ...
  - identification: I got it from ...; My ... gave it to me; It belonged to ...
  - description: 'wh' questions; It is made of ...; It is important because ...
  - adjectives: for family, size, colour, texture.
- Give feedback on students' draft writing and ask them to write a final copy.
- Display completed texts in the classroom.

### Extra resources

Read this article to find out more about why asking questions is such an important teaching tool:

<https://www.teachingenglish.org.uk/article/asking-questions>

## Taking it further

### Assessment

Confirm the students' understanding, learning and development of their biliterate and bilingual development through the extended writing from Activity 3.

You can include a focus on criteria including fluency and accuracy or use of grammar and/or vocabulary.

### Supplemental activities

- You could ask the students to interview people in the local community to find out about artefacts that are important to them, and why, using the questions from Activity 2.
- You could number the pictures of the artefacts and display them around the room, then randomly distribute the students' texts so that they have a new one each. The students then walk around the room and try to find the picture of the artefact that their text describes. This activity would support the development of reading comprehension skills.
- This project can also be combined with Project 12: Festivals.

### Adaptations

**For students with varied English levels:** Vary the English grammar and vocabulary you teach according to the abilities and needs of the students.

---

## Teacher reflection questions

- What have you learned about students' life experiences and their abilities in the languages they know?
- How did working in pairs or groups help students with their speaking and writing?
- How can you connect students' life experiences when teaching in other areas of the curriculum?





## Project 6: Translation study



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### Why are these activities useful?

Translation is the conversion of a written text from one language into another language. Interpreting is the 'translation' of spoken text from one language to another. Any type of translation is a complex task which requires us to think about two (or more) languages, to consider different ways of expressing meaning and to think about the meaning, context and culture of the texts. It is also a task that we and our students may be doing every day. Learning about the process of translation can help our students to focus on particular aspects of language and can support them as multilingual learners and communicators.

### Overview

<b>Grade</b>	Lower secondary (Grades 7–9)
<b>Language focus</b>	Multilingualism, translation, comparative grammar
<b>Description</b>	By learning about the process of translation, students develop sensitivity to grammatical similarities and differences in English and other languages they know.

### This project includes three activities:

- 1 What is translation?
- 2 Translation practice
- 3 A meaningful translation

## Teacher notes

### Background

For this project, we can consider two main types of translation (see Heugh, Li & Song 2017):

- Word-for-word translation: changing each word into the target language, but keeping the same word order as the original text. This type of translation might result in some ungrammatical or unusual expressions.
- Versioning or adaptation: adapting the vocabulary and expression of the text so that it suits the text type or idiom of the target language. This requires greater consideration of meaning and expression, and results in improved understanding.

### Preparation

- Find three suitable short texts in English to use as the translation examples in Activity 2. It might help to choose texts that students are familiar with from previous lessons or a current class topic. The best texts for these activities are simple texts with a cultural aspect, such as a poem or story, rather than a factual or informational text. Three or four sentences will be sufficient.

### Reference

Heugh, Li and Song (2017)

- › Have you ever listened to a song in a different language?
- › What do you do if you are reading something in a language that is difficult for you to understand?
- › Which languages do you translate in your head when you hear or read them, so that you can understand or respond?

As the questions are answered, write on the board the different times and ways that translation is used by your students in everyday life.

2. Ask students to suggest different steps or skills they use when they translate. Some of their ideas might include:
  - › understanding the text in the original language
  - › thinking about the overall meaning of the text in the target language
  - › writing down a translation for new words or difficult words in the text
  - › translating one word at a time from the original language to the target language
  - › saying the target sentence out loud to check if it 'sounds right' before writing it down.

## Classroom activities

### Activity 1: What is translation?

#### Objectives

- Students understand the role of translation in their lives.
- Students identify the different skills used in translating.

#### Time

20 minutes

#### Materials

- Board and chalk/pens

#### Steps

1. Lead a discussion with students about the role of translation in their lives. This might include questions like:
  - › Do you always speak one language at a time?
  - › What do you do when you are talking to two friends who each have a different language?



### TEACHER FEEDBACK

#### Ekta

*This activity I think worked very well in my classroom as we were free to choose the text as per the difficulty level of our students. Also giving a familiar text worked as students had familiarity with this text and they were comfortable working on it.*

*Students said that translation was not very easy to do but it was fun trying to translate where they had to negotiate each and every word to make meaning and go left and right to make meaning out of a sentence.*

## Activity 2: Translation practice

### Objectives

- Students notice the difference between word-for-word translation and versioning/adapting.
- Students practise different translation techniques.

### Time

60 minutes

### Materials

- Short example text in English (3–4 sentences is enough)
- Board and chalk/pens
- Pencil and paper for each student
- Bilingual dictionaries, if available

### Steps

1. Put students into pairs or small groups with their same-language peers.
2. Write three example texts on the chalkboard and ask each group to choose one and copy it out, leaving space to write above and below each line.
3. Students write a word-for-word translation in their home language for each sentence. The students should translate one word at a time and write it down, without thinking about the correct word order.
4. Ask the class to suggest any problems with their translation – these may be related to grammar, vocabulary, nuance, cultural meaning or sense. Record these problems on the board. Students may give their responses in their home language or English.
5. Students rewrite the text in their home language, focusing on meaning. They should use suitable grammar, vocabulary and expression to give the same ‘sense’ as well as literal meaning. For example, if the sentence being translated is *It’s raining cats and dogs*, the students should write a phrase in their home language which has the same meaning, rather than a direct translation of the six words. This is the versioning/adaptation approach to translation. If students are not familiar with their home language script, they can use Roman script to write out the sounds of their language.
6. Ask the students to share their best translation with the class. Ask them to explain the steps or skills they used to make this translation successful. Students may use their home language or English to give their explanation.

## Activity 3: A meaningful translation

### Objectives

- Students apply their translation skills to change a home-language text into English.

### Time

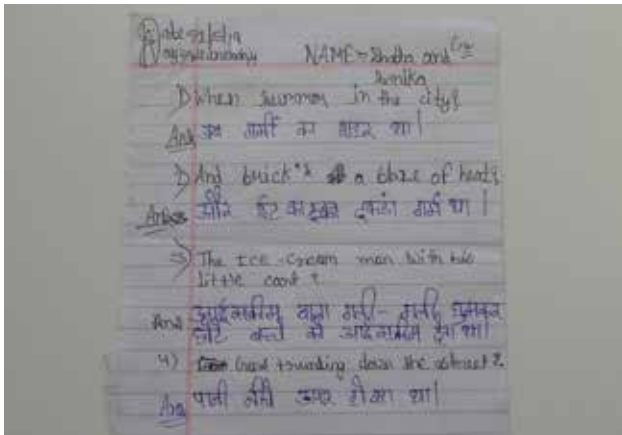
60 minutes

### Materials

- Students’ own texts in English for translation (3–5 sentences)
- Pencil and paper for each student
- Bilingual dictionaries, if available

### Steps

1. Students choose a short text in English. This could be a story or text they have written or read in a previous class or something new. Students may be motivated in this activity if they use something they have written themselves or something that a family member has shared with them. Remember that if their home language doesn’t have a script, they can write it down using the Roman script.
2. Students write a word-for-word translation in their home language for each sentence.
3. Students record any problems with this translation – these may be related to grammar, vocabulary, nuance, cultural meaning or sense. You might ask students to complete this step in a group with their same-language peers, using their home language or English.
4. Students use the versioning/adaptation approach to rewrite the text in English, using suitable grammar, vocabulary and expression to give the same ‘sense’ as well as literal meaning.
5. Students write down (in their home language or English) the steps they took to create this translation.
6. Students can share their original text and translation (or both the word-for-word and the adapted translation) with their same-language peers or with the whole class, either by reading aloud or displaying the written texts as a poster with some illustrations as appropriate.



## Taking it further

### Assessment

Confirm the students' understanding of this activity set through the following activity.

- Activity 3 can be used for an assessment task. It is important to include the student's reflection on their translation process in the assessment, along with the translated text. This can be written in either English or their home language.

### Supplemental activities

- Activity 2 and Activity 3 can be repeated, using a text in the student's home language, translating into English. This could also be a possible assessment activity.

### Adaptations

Activity 2 and Activity 3 can be adapted for students with higher or lower proficiencies in English and their home language by using shorter or longer texts, texts with simpler or more complex sentences and texts with different content.

You could also do a whole-class activity, where pairs of students take responsibility for different parts of a single, longer text. Then all the translations are put together and you can discuss how well the text was translated as a whole.

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## Teacher reflection questions

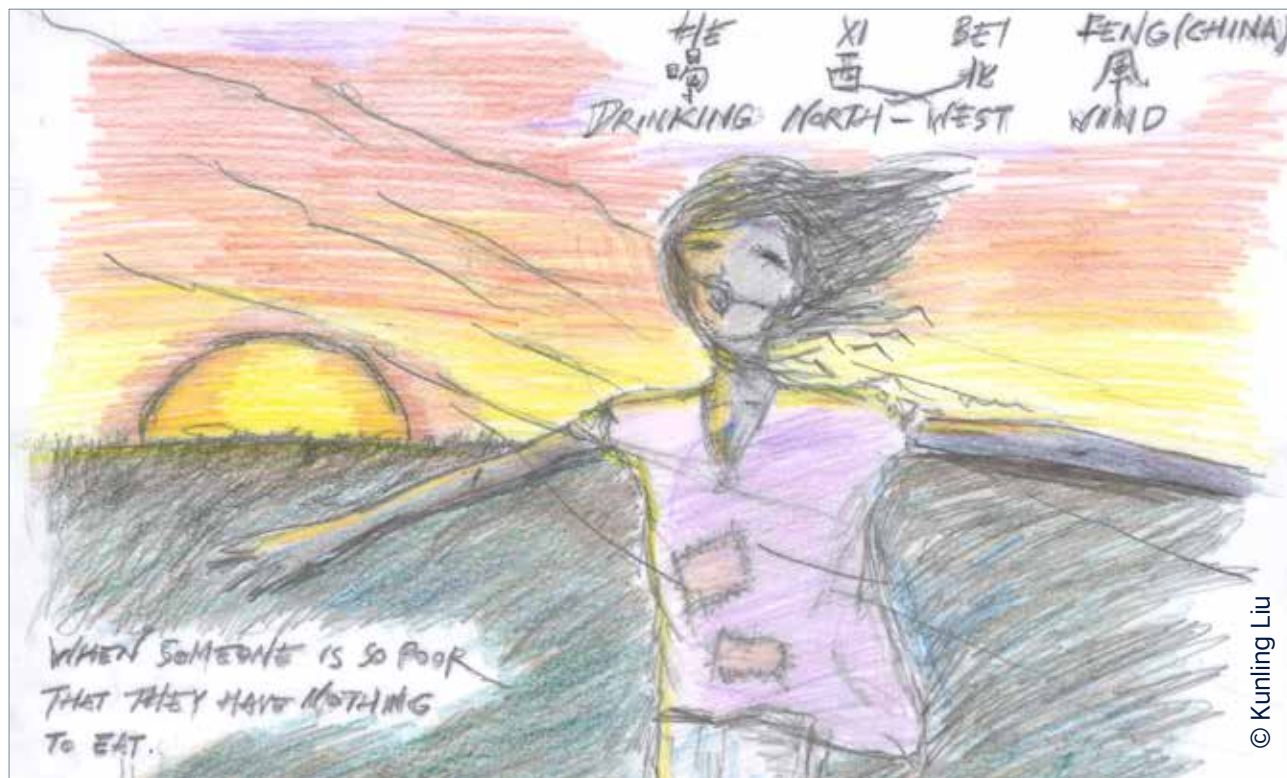
- What did you learn about the way students use different languages for thinking and communication in other areas of their lives?
- What differences did you observe in the way students worked in groups and independently?
- What benefits or challenges might there be if students use these translation techniques in other areas of the curriculum? Is this something that you can encourage the students to consider doing?







## Project 7: Proverbs



### Why are these activities useful?

Through proverbs, we can explore the relationship between language, culture and wisdom. Translating proverbs is not straightforward, because they embody a lot of cultural and social knowledge in only a few words. The process of translating proverbs can help students think deeply about similarities and differences between languages and cultures. Creating multilingual displays of proverbs can make students feel welcome in the classroom, as well as reminding them of useful life lessons. The set of activities in this project could be used together with Project 6: Translation study.

Look at this example of a proverb from Afghanistan: *Naan wa Piaaz, ba Qaashi Waaz.*

Literally, this translates as 'Bread and onions, open eyebrows'. Knowledge of English vocabulary does not help us understand this proverb. Cultural knowledge is needed to understand the lesson: even if you only offer simple hospitality (bread and onions), do so with a smile on your face (eyebrows open, not knitted together in frustration).

### Overview

<b>Grade</b>	Upper primary (Grades 6–8)
<b>Language focus</b>	Translation; translanguaging; biliteracy; home or local languages and English; multilingualism
<b>Content focus</b>	Cultural studies
<b>Description</b>	Students explore the connections between language and culture by creating meaningful translations of familiar proverbs.

This project includes three activities:

- 1 What are proverbs?
- 2 Translating proverbs together
- 3 My favourite proverb

## Teacher notes

### Preparation

- Create a list of proverbs in a local language with an illustration or explanation for each. Choose proverbs that are relevant and interesting to your class.
- You could include some proverbs in the home languages of your students.

## Classroom activities

### Activity 1: What are proverbs?

#### Objectives

- Students understand what proverbs are and the different forms they may take.
- Students generate a list of proverbs they know in different languages.

#### Time

20 minutes

#### Materials

- Board and chalk/pens

#### Steps

1. Write a well-known national proverb on the board. Use students' home languages at this stage, if possible.
2. Discuss with students the meaning of the proverb, who might say it to whom and why.
3. Ask students to tell any proverbs they know, in any language. Record these on the board. You can use Roman script to write proverbs phonetically if needed.
4. Ask students to identify whether there are any similarities or differences in the way proverbs are expressed in these different languages.
5. Choose a few proverbs and discuss their meanings. Have the students identify what additional knowledge is needed to understand what the proverb means beyond the meaning of the individual words.
6. Ask students to vote on which proverb on the board gives the best life advice and say why.

### Activity 2: Translating proverbs together

#### Objectives

- Students consider the different factors involved in translating proverbs.
- Students learn different ways to express imperatives or advice in English and other languages.

#### Time

40 minutes (which could be extended)

#### Materials

- Board and chalk/pens
- Pencil and paper for each student
- Bilingual dictionaries, if available

#### Steps

1. Ask the class whether they know any English language proverbs. Write their proverbs on the board. If the students are not familiar with any, write a few on the board, e.g. Actions speak louder than words; Blood is thicker than water; The early bird catches the worm; Give them an inch and they'll take a mile. Discuss the meanings of the proverbs.
2. Ask the class to choose/vote for one proverb from the board they are most interested in.
3. Students work in pairs or small groups to rewrite the proverb in the other languages they know. Encourage students to write in the proverb style of the other languages. They might be able to find an equivalent proverb in their language, or they might create a new one which draws on knowledge from their own culture. If students do not know how to write a language, they can use Roman (or other) script to write phonetically and then read it aloud.
4. Ask the students to read out their translations, and record these on the chalkboard. Discuss how the different versions are effective. Consider questions such as:
  - › How clear is the language?
  - › What cultural or social knowledge is needed to understand the meaning?
  - › How effectively does the proverb communicate the meaning?
  - › How memorable is the proverb?
5. Ask students to combine the best aspects of each translation on the board to create the best version of the proverb in their home language. Discuss why each aspect selected is the most effective.

### Activity 3: My favourite proverb

#### Objectives

- Students apply their translation skills to a favourite proverb.
- Students create a multilingual display of their favourite proverbs for the classroom.

#### Time

40 minutes

#### Materials

- List of proverbs in English, with illustrations or meanings
- Pencil and paper for each student
- Bilingual dictionaries, if available

#### Steps

1. Working alone, students choose an English language proverb they find particularly appealing and write it down.
2. Students use the skills they have practised in Activity 2 to create a translation for this proverb in their home language or another language they know. As an extension, some students might like to create translations in more than one language.
3. Students seek feedback from their language peers (and teacher, if you know their home languages) to check their translation.
4. Students make a small poster or page including the English language proverb, their home language translation and an illustration showing the meaning. These posters could be displayed on classroom walls or compiled into a folder or book for a class library.

### Taking it further

#### Assessment

Confirm the students' understanding of this activity set by reviewing the poster produced by students in Activity 3. You could assess this according to criteria including accuracy of vocabulary, grammar and sentence structure. You could also consider the visual appeal of the poster.

#### Supplemental activities

- You can extend Activity 2 and give students more practice at translating proverbs by asking students to translate additional proverbs. Students can translate from English to home language, from home language to English, or between different languages in the class.
- Students could give oral presentations or conduct short lessons to teach their translated proverbs to the class or a group of peers.

#### Adaptations

**For students with higher English levels:** Students can translate proverbs from their home language into English. This can be quite demanding on students' knowledge of English language as well as their cultural and social knowledge.

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#### Teacher reflection questions

- What did the students (and you) learn about each other's cultures and languages?
- What types of strategies were useful for students to work together and negotiate meaning using different home languages and English?
- What other opportunities can you create in your classroom for students to use their cultural and linguistic knowledge?









## Project 8: Procedure texts



### Why are these activities useful?

A text type is a form of writing with a particular purpose, structure and language. As students develop their literacy, they need to progress from learning to read and write to using reading and writing for learning across the curriculum. From about Grade 4 onwards, students come across many different text types (genres) in writing. Examples of common text types in schools include narratives and essays. Narrative texts include elements such as a storyline or plot, character development, a scene or setting. Essays have an introduction, a body with details or examples, and a conclusion. Many text types are written, but they may be spoken or include images.

The 'procedure' text type is used in many contexts. Examples of procedures include recipes, science experiments, teaching a new skill, and instructions at school or work. A procedure text can be a useful starting point, because it has a clear structure and simple language. In this activity set, students will use their existing interests and knowledge to help them write a procedure text for teaching a skill to their classmates.

### Overview

<b>Grade</b>	Primary (Grades 4–6)
<b>Language focus</b>	Listening, speaking and reading in home language and English; developing biliteracy; writing in English; learning how to write procedure text type for use (academic literacy) across the curriculum
<b>Content focus</b>	Student interest
<b>Description</b>	Students teach their classmates a skill, using the procedure text type.

**This project includes six activities:**

- 1 Your special skill
- 2 Putting the steps in order
- 3 Procedures in different languages
- 4 Writing a procedure together
- 5 Writing your own procedure
- 6 Presenting your procedure

**Teacher notes**

**Preparation**

- Observe and listen to your students to find out their home languages and their special areas of knowledge and interest, so that you can draw on them in this activity.
- Ask students to prepare for this set of activities by thinking about an activity they know well enough to explain to their classmates.
- Collect examples of procedure texts in as many of the students' home languages as possible, and some in English. These could include recipes, instruction sheets, rules for games or safety instructions.
- Write or find an example of a simple procedure text in English for an activity students already know, for example a school activity or a popular game. Label each section of the text and give a brief description.

**Example of a procedure text**

- How to enter the classroom in the morning
- You will need: school bag, pencils, books.
- Arrive at school before the bell.
- Hang up your bag on the hook outside the door.
- Play outside until you hear the bell.
- Line up at your classroom door.
- Walk into the room quietly when the teacher says to enter.
- Find your seat carefully.
- Sit quietly.
- Wait for the teacher to start the lesson.
- The teacher can start the lesson now because all students are ready and listening.



**TEACHER FEEDBACK**

**Ekta**

*I limited the procedural text to recipes only. I did it in groups. First in groups I asked students to share one recipe each in their groups and choose the best recipe to share with the class. Students were fully engaged in this activity and I could see each and every student participating in this. Next, I pasted some simple recipes around the class for making tea, lemonade, a sandwich and asked them to look at them. Later in groups they were asked to choose any one recipe and write the steps similarly. They wrote one recipe and then read it out to their classmates. They again asked for questions and clarifications.*

**Heading – this tells the reader what they will learn about.**

**Sub-heading – other ways of writing this include: Equipment, Materials, Ingredients.**

**Steps**

- You can number these: 1, 2, ...
- Start each instruction with a verb.
- Write in the present tense.
- You can add information about:
  - > when ('before the bell')
  - > where ('outside the door')
  - > how ('quietly', 'carefully')

**Conclusion – this explains how to know that the procedure is successful.**

## Classroom activities

### Activity 1: Your special skill

#### Objectives

- Students demonstrate their knowledge of a process through their home language or English, or both home language and English.
- Students will explain a procedure orally in their home language or English.

#### Time

30 minutes

#### Materials

- Students' own equipment or materials for demonstrating their process

#### Steps

1. Put students into small groups. It may be useful for students to be in same-language groups, but students can use actions (gesture) as well as language to communicate.
2. In their group, students choose an activity they know well, for example:
  - › how to play a game
  - › making something as part of a hobby
  - › getting ready for school
  - › fixing their own equipment, e.g. changing a bike tyre
  - › a job at home, e.g. feeding chickens, cooking a meal
  - › tasks to look after themselves, e.g. brushing teeth, styling hair.
3. In their groups, students work out how they would explain this activity to another person. Walk around the room and listen to the groups. Help them with expression and vocabulary where needed.

### Activity 2: Putting the steps in order

#### Objectives

- Students will understand how the text structure helps communicate to the audience.

#### Time

45 minutes

#### Materials

- Board and chalk/pens
- Students' own equipment or materials for demonstrating their process

#### Steps

1. Each group chooses one student who can explain their activity to the class.
2. That student tells the class each step of the activity. The focus here is the structure of their instructions, not language choices, so the student may speak in home languages or English. Alternatively, they can mix languages or they can switch between two or more languages (translanguage).
3. As the student speaks, record the steps on the board in the order they are explained.
4. After the student has finished, ask the class to suggest any changes to the order of the steps, and record these on the chalkboard.

### Activity 3: Procedures in different languages

#### Objectives

- Students will begin to identify the features of a procedure text in their home languages and English.

#### Time

30 minutes

#### Materials

- Samples of procedure texts in students' home languages and English

#### Steps

1. Display the samples around the room.
2. Draw students' attention to the key features of each sample and ask questions to focus their attention:
  - › What is the same about the samples?
  - › What is different about each sample?
3. Lead students to think about who each text is written for (the audience) and how this affects the way it is written. Students may notice things like:
  - › how pictures, diagrams or photographs are used
  - › how formal or complex the language is
  - › how headings or lists are used.

## Activity 4: Writing a procedure together

### Objectives

- Students will understand the parts of a procedure text in English.
- Students will work together to create a procedure text in English.

### Time

40 minutes

### Materials

- Example of a simple procedure text in English for an activity students already know
- Large paper or chalkboard for each group to write on

### Steps

1. Write the parts of the procedure text in the wrong order on the chalkboard. You could give this out as a handout, if possible. You could use the example given in the preparation section of this project or another one that you create yourself.
2. Put students into small groups. It may be useful for students to be in same-language groups. These could be the same groups as in Activity 1 or different.
3. Students put the parts of the text into the correct order. They may discuss the text using home languages or English. As you walk around to different groups, ask questions which prompt students to think about the structure of the text.
4. Students label each section of the text and explain its purpose, in a similar way to the example given in the preparation section of these teacher notes.
5. Display the completed text in the classroom as a model.

## Activity 5: Writing your own procedure

### Objectives

- Students will draft their own procedure text using their home or local language and English, and revise and edit the final draft in English.

### Time

40 minutes

### Materials

- Writing materials for each student
- Completed example procedure text from Activity 4
- A template showing the parts of a procedure text (on the board or as a handout)

### Steps

1. Each student chooses an activity or skill they know well. This could be the same as in Activity 1 or a new idea.
2. Students identify the steps in their procedure. They can note these down using simple drawings or notes in their home language or English.
3. Using their notes, and following the example text and the template, students write their procedure text in English.

Students may help each other or ask the teacher for help to write sentences. It can be useful for students to focus on writing verbs in English and use home language for other parts of the sentence if needed.

### Extra resources

Do you have students with different levels of ability in your class? Have a look at this article for some ideas on how to manage this when working on the four skills: reading, writing, listening and speaking.

<https://www.teachingenglish.org.uk/blogs/ingrid-mosquera-gende/managing-differentiated-learning-traditional-language-skills-activities>

## Activity 6: Presenting your procedure

### Objectives

- Students will read aloud in English.
- Students will practise feedback and editing skills.

### Time

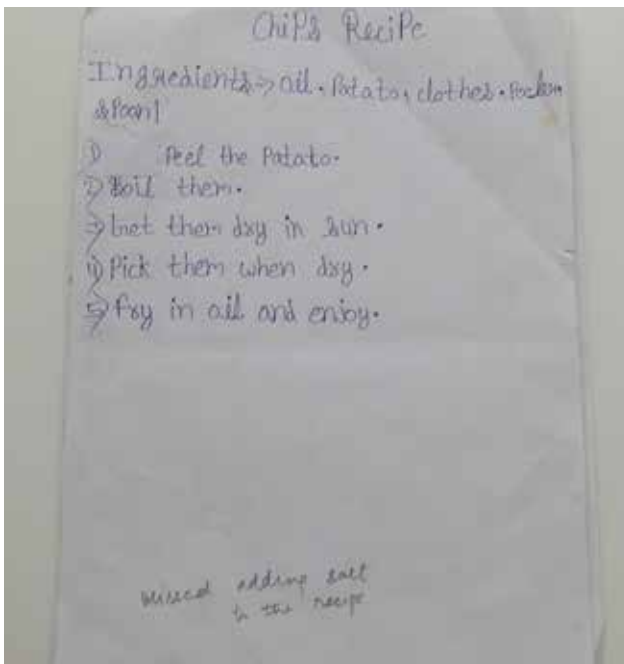
40 minutes

### Materials

- Each student's written procedure text
- Students' own equipment to demonstrate their skill, if necessary

### Steps

1. Each student reads out their procedure text to a small group. Their group members follow the instructions and try to complete the activity. Students can have fun trying to follow instructions that are confusing or out of order.
2. Students help each other to correct any errors in their written procedure texts.
3. Display corrected procedure texts in the classroom.



## Taking it further

### Assessment

Confirm the students' understanding of and learning in this activity set through their corrected written procedure texts from Activity 6, focusing on their use of imperatives, present simple and appropriate vocabulary.

### Adaptations

**For older students:** Students can create their texts more independently. They can attempt more difficult language, including increased vocabulary, range of adverbs, focus on inferred second person.

**For students with higher levels of language expertise:** Students who have greater vocabulary and grammar control can create procedures for abstract ideas, e.g. 'How to get on with your parents', 'How to get all your study done on time' or 'Steps to a happy friendship', in the home or local language and/or in English.

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## Teacher reflection questions

- In what ways do you think home-language procedure texts helped students speak and write in English?
- What did students (and you) learn about each other by sharing their special skills?
- How might you use some of these kinds of activities to teach other text types?

**Notes**

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# Project 9: Science – growing grass heads



### Why are these activities useful?

Scientists ask questions about the world and design experiments to find and check the answers. In this project, students' prior knowledge or experience of growing plants can help them think scientifically about how grass grows. Using the students' home language(s) for following instructions, asking questions and discussing their observations helps students develop a strong understanding of both scientific methods and how plants grow. Then, students are well prepared to express their knowledge in a science report using English.

### Overview

<b>Grade</b>	Upper primary (Grades 4–6)
<b>Language focus</b>	Asking questions, making observations, science report structure
<b>Content focus</b>	Science
<b>Description</b>	In this project, students grow grass from seed. They use their home languages to develop scientific thinking and can then prepare a science report partly or wholly in English.

### This project includes five activities:

- 1 Preparing the experiment
- 2 Asking scientific questions
- 3 Writing a science report
- 4 Collecting data
- 5 Finishing the report

## Teacher notes

### Preparation

- Prepare for the science experiment. This includes the instructions (see below), materials and report template.
- Used or recycled items can be used for the fabric, string, pots and decorations. You could ask students to bring in some old pieces of light cotton material that are not thick or tightly woven.
- You could ask students to collect grass seeds before the experiment, or you may be able to acquire or purchase enough for the class. If printing is available, prepare copies of the science experiment instructions and the science report template.

### Science experiment instructions – grass heads

#### Purpose

Make a head with ‘hair’ that grows.

Observe and record plant growth.

#### You will need

- Fabric: old pieces of coarse material are easiest
- Soil, sand or compost
- Grass seeds (use a local grass that grows quickly or any other locally available seeds)
- String, thread or rubber band
- A small pot (could be the bottom of a plastic bottle, a cup or an old tin)
- Decorations (natural items like dried beans, paper shapes or paint)

#### What to do

1. Pour about 1 tablespoon (20 grams) of seeds into the middle of the piece of material.
2. Add damp soil.
3. Tie this up using the string. Leave a tail long enough to reach into the pot of water. Shape the soil into a ball.
4. Decorate the ball like a head – add eyes and other details.
5. Put some water in the bottom of a pot. Place the grass ‘head’ in the pot. Make sure the tail is in the water.

Observe and record what happens. Many fast-growing seeds will take about 12 days before they need a ‘hair cut’.

## Classroom activities

### Activity 1: Preparing the experiment

#### Objectives

- Students use their experience and home languages to interpret instructions in English.
- Students carry out a science experiment.

#### Time

60 minutes

#### Materials

- Science experiment instructions in students’ home or local language and English as a handout or on the board.
- All the materials for the science experiment – piece of material, seed, soil, string, pots and decorations

#### Steps

1. Give students a copy of the science experiment procedure or write it up on the board.
2. Demonstrate the experiment to students. As you demonstrate each step, ask students to explain what is happening, using their home languages. Encourage students to record home-language terms next to new vocabulary in the instructions.
3. In pairs, students carry out the experiment. As students complete each step, they discuss it with their partner, using their home language as well as the English from the instructions.

### Activity 2: Asking scientific questions

#### Objectives

- Students ask scientific questions and design a method of testing them.

#### Time

45 minutes

#### Materials

- Students’ grass heads
- Board and chalk/pens

#### Steps

1. Lead a discussion in the home or local language about factors that might affect how the grass seeds grow. The discussion should be in students’ home languages and include some English words. Students can use their prior knowledge to suggest questions about how grass grows. For each question, ask students to think of a method for finding the answer. Some examples in English

that you can translate into the appropriate local language are:

- › Does grass grow better in sun or shade?
  - Put some heads in the sun and some in the shade.
- › Does grass grow towards light?
  - Put heads in various places where the light comes from one side only.
- › Does grass grow better in soil or sand?
  - Make half the heads using soil and half using sand.
- › How much water does grass need?
  - Each time you add water to the pot measure and record it.
- › How quickly does grass grow?
  - Measure daily. After ten days, calculate the average daily growth.

2. Ask students to form groups of at least six – three pairs. Each group should choose one scientific question they want to answer and the method for finding the answer.

3. In groups, students set up their experiment.

### Activity 3: Writing a science report

#### Objectives

- Students begin writing a science report using their home languages and English.

#### Time

45 minutes

#### Materials

- Students' experiments
- Writing materials for each group

#### Steps

1. Write up a template for the science report, or give a handout to each group.
2. Students use their home languages to discuss the information for rows 1–4 and make notes.
3. Students fill in the template in English.

### Example science report template

#### Investigation to find out about grass seeds and water

Our question	How much water do grass seeds need to grow?
We need	<ul style="list-style-type: none"> <li>• six grass heads</li> <li>• water</li> <li>• ruler</li> </ul> (Students can draw the equipment they need and label it in their home language and English.)
What we will do	<ol style="list-style-type: none"> <li>1. Draw a line on the pot to mark the level of water.</li> <li>2. Every day, measure how much the plant grows.</li> <li>3. Measure how much water has been used.</li> <li>4. Fill the pot with water up to the line.</li> </ol> (Students can also draw a picture with each step.)
We will make it a fair test by	<ul style="list-style-type: none"> <li>• putting the grass heads in the same position with the same amount of sunlight</li> <li>• measuring the water and plants at the same time each day</li> <li>• filling the pot carefully to the same level every day</li> <li>• writing down the measurements every time.</li> </ul>

Our results (Complete this in Activity 4)

Day	Height of grass	Amount of water used
1		
2		

(Students might record their results using a table, pictures or written notes.)

We found out (Complete this in Activity 5)	<p>We measured the grass for 12 days.</p> <p>The grass grew [measurement] each day.</p> <p>We added [measurement] of water each day.</p> <p>The grass grew a total of ...</p> <p>The grass needed ... of water.</p> <p>(Students can also draw a picture with each step.)</p>
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## Activity 4: Collecting data

### Objectives

- Students observe and record data for their experiment using their home language or English.

### Time

15–20 minutes each day for 12 days

### Materials

- Each group's grass heads
- Each group's equipment for measuring their data
- Science report template and writing equipment

### Steps

1. Each group uses its home languages and English to discuss how to measure the data and what units to use. If learning measurements in centimetres or millilitres is important, use them. Otherwise, students can choose a local form of measuring or a consistent-sized object.
2. Each group designs a useful way of recording its data. This might include using pictures, a table or written notes in home languages or English. This goes in row 5 of the science report template.
3. Each day, students make their measurements and record their results. They can use their home languages, English or pictures to record results.

## Activity 5: Finishing the report

### Objectives

- Students summarise their experiment and draw conclusions.
- Students write a scientific report in their home or local language, with at least one part in English.

### Time

40 minutes

### Materials

- Each group's results of the science experiment
- Science report template and writing equipment

### Steps

1. After collecting data for 12 days, ask each group to identify three or four important findings to share with the class.
2. After sharing and explaining their findings, students write their conclusions in row 6 of their science report template.
3. Students check each section of the report and rewrite at least one section in English.

## Taking it further

### Assessment

Confirm the students' understanding and learning at different stages in this project through one of the following:

- Activity 1: ask several students to explain how the set-up of the experiment allowed the seeds to grow.
- Activity 4: evaluate students' observation journals.
- Activity 5: ask groups to complete their science reports using as much English as possible.

### Supplemental activities

- Students can continue to look after their grass heads and observe the life cycle of the grass.
- As the grass grows longer, students can trim and style it into different 'hairstyles' for a classroom display.

### Adaptations

#### For students with higher English levels:

- Students can write a more complex and longer science report and include labelled diagrams.
- Students can use more advanced features of a science report, such as headings, sub-headings, hypothesis, errors and graphs.

**For older students:** Students can ask more complex questions for their experiment, such as 'What nutrients are needed for plants to grow?'

**If resources are available:** Students could take photographs of their growing grass to help record their results.

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## Teacher reflection questions

- What did you notice about the ways students demonstrated confidence, leadership or expertise while working in their groups?
- What kinds of tasks and topics did students use their home languages for?
- How might you incorporate group work and discussion in students' home languages to support learning in other subjects?

**Notes**

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## Project 10: Science – nature walk



### Why are these activities useful?

Scientists use skills such as predicting, observing, recording and reporting. Students' existing abilities to think this way, and their prior knowledge about their local environment, can be used as a basis for developing scientific thinking. Likewise, students' abilities to speak and write about their local environment using home languages and additional languages form a strong foundation for developing scientific language in English, where this is required. Learning how to write reports is useful not only in science but in other subjects, such as social studies, health or mathematics.

### Overview

<b>Grade</b>	Upper primary (Grades 4–6)
<b>Language focus</b>	Writing in students' home language and English; vocabulary in home language and English; science report; classification
<b>Content focus</b>	Science (nature and biology), environmental studies
<b>Description</b>	Through this project, students use their home languages to record observations and descriptions. They learn to express this information and complete a science report in English. For this activity, the example of birds is used; however, other aspects of nature may be used as appropriate.

### This project includes five activities:

- 1 Nature names in many languages
- 2 Nature walk
- 3 Appearance, actions and behaviour
- 4 Habitat
- 5 Writing a scientific report

## Teacher notes

### Preparation

- If it is not easy to observe birds in your locality, consider other items which can be observed, classified and described:
  - › varieties of insects, lizards, cows, chickens, monkeys
  - › trees or other types of plants
  - › flowers growing naturally, for sale at markets or visible at places of worship
  - › forms of transport, building materials or rubbish
  - › people's clothing, activities or methods of working.
- Plan a nature walk excursion where students can observe birds or the other aspect of nature that you are looking at. Consider factors such as:
  - › a safe area where a variety of birds/nature can be observed
  - › time of day (e.g. birds may not be active in heat, so morning may be best)
  - › opportunity for students to visit this area or a similar environment out of school hours to add their own observations, with their family.
- Before Activity 5: Writing a scientific report, prepare an example text with one or two sentences under each heading and a simple labelled diagram. It may be easiest to do this using example sentences used with the class in Activities 3 and 4.

### Reference

ACARA (2019)

## Classroom activities

### Activity 1: Nature names in many languages

#### Objectives

- Students will use their local knowledge and home languages to identify and name birds or the other aspect of nature you have chosen to study (e.g. insects, animals or plants, etc.).

#### Time

20 minutes (If you give a handout to students rather than have them create their own, this might be much shortened and could be done in the same lesson as the nature walk described in Activity 2.)

#### Materials

- Board and chalk/pens
- A field guide of local birds (or other selected item) may be useful, but is not essential

#### Steps

1. Ask students to predict which birds (or other selected item) they will see on their nature walk.
2. Record the names in all languages offered by students.  
If students do not know how to write in their home language, write phonetically in Roman script until an expert (parent or colleague) can help.
3. Create one or more sentences in English together at various levels of difficulty, for example:
  - › We might see: [list].
  - › We think we will see these birds on our nature walk: [list].
  - › We predict we will observe the following birds: [list].
4. Ahead of the nature walk activity, draw this observation table on the board. Fill in only the first column with some of the bird names predicted in Steps 1 to 3. Add as many lines to the table as you need, with a few extra.

Name (in any language)	Draw each bird	Tally of birds you see on your nature walk		
		Ground +++	Tree +++	Sky +++



- Discuss vocabulary associated with using the table, using English and home languages (for example: tally (count), row, column).
- Ask the students to copy the observation table from the board onto paper before the nature walk. Make sure they leave enough room to do their drawings and tally the number of birds seen.

### Activity 2: Nature walk

#### Objectives

- Students will practise scientific behaviour by recording their observations about birds (or another item) while taking a nature walk.

#### Time

30 minutes or longer, depending on where the nature walk takes place

#### Materials

- A copy of the observation table and pen/pencil
- If available, binoculars can enhance this activity
- A field guide of local nature (birds, insects, animals or plants) may be useful, but is not essential

#### Steps

- Explain to the students that the class will now take a nature walk. During the walk, they should write down their observation of any birds they see. They keep a tally of where they saw each bird. Their observations can use their home languages, English or quick drawings/sketches.
- Take the students on a walk that is appropriate to the environment where the school is located. Select a location to sit or stand where students will be able to observe birds (or any other aspect of nature selected for this project).

### Activity 3: Appearance, actions and behaviour

#### Objectives

- Students will represent the appearance and actions or behaviour of birds using illustrations and sentences in their home languages and English.

#### Time

30 minutes

#### Materials

- Nature walk observation tables
- Coloured writing materials if available (pencils, pens, paint)

#### Steps

- Discuss vocabulary associated with appearances and actions/behaviour, using English and home languages (for example: colours, feathers, beak, feet, head, tail, wings, behaviour, call, sing, fly, dive).
- For each bird recorded, discuss what it looks like and how it acts. Use pictures and words in any language to record points from the discussion on the board.
- Students add detail to their drawings on their nature walk observation tables.
- Write these sentences on the board:
  - The lorikeet is a small bird with a green and orange body and green wings.
  - The African fish eagle is a very large bird with a hooked beak and black, brown and white feathers.
  - The Indian roller is also known as the blue jay or 'Neelkanth' in Hindi.
  - The cuckoo sings in an interesting way, but it also steals other birds' nests.
  - The kite dives very quickly to catch its prey.
- Show the students how you have used different vocabulary to describe the birds' appearance and behaviour. Ask the students to write the sentences down and underline the most important words. For example:
  - The lorikeet is a small bird with a green and orange body and green wings.
  - The African fish eagle is a very large bird with a hooked beak and black, brown and white feathers.
  - The Indian roller is also known as the blue jay or 'Neelkanth' in Hindi.
  - The cuckoo sings in an interesting way, but it also steals other birds' nests.
- Ask the students to compose at least three sentences in both English and their home language to describe each bird they have seen. Make sure they focus on appearance and behaviour only. They will be looking at other aspects of the birds in another lesson. Encourage them to help each other with language and translations as necessary as well as giving input yourself. The students can discuss as much as they need to in their home language.

## Activity 4: Habitat

### Objectives

- Students will describe the habitat of birds (or other types of animal) using their home languages and English.

### Time

30 minutes

### Materials

- Nature walk observation tables
- Pencil and paper for each student

Before the lesson, think about what words the students will need to describe the habitat of the birds or other animals they have seen on their nature walk. Be ready to introduce these words to your students. Some examples for birds are given below.

### Steps

1. If possible, show the students a photo of a bird they are familiar with (or other animal you are studying). Otherwise, try to draw a picture of it before the lesson. Ask the students, 'What is this bird? Where does this bird live?' Discuss vocabulary associated with habitat, using English and home languages. Some useful words are: nest, egg, ground, bush, trees, tree trunk, flight, hole, roof, etc.
2. Use pictures and words in any language to record points from the discussion.
3. Help students compose sentences in their home/local language and English to describe each bird's habitat. For example:
  - › The lorikeet lives in hollows in old trees.
  - › The lorikeet builds nests in old trees.
  - › Storks live in big nests on the tops of trees and roofs of buildings.
4. The students can write their sentences in two languages side by side or one after the other on a page.

### Extra resources

Have a look at this short classroom film for some ideas to help children learn new vocabulary:  
<https://tinyurl.com/y33owosj>

## Activity 5: Writing a scientific report

### Objectives

- Students use the structure and language of a scientific report in English.

### Time

40–60 minutes

### Materials

- Example scientific report
- Nature walk observation tables
- Sentences from Activities 3 and 4
- Pencil and paper for each student

### Steps

1. Students choose one bird (or other aspect of nature that you are focusing on) to write about. The teacher may choose the same one for the whole class or each student may choose their own.
2. Show students an example report with headings and sentences that have been used in class. See the example below.

**Appearance:** A lorikeet is a small bird with a green and orange body and green wings.

**Labelled diagram:** (example labels: head, body or trunk, tail, wings, beak, feathers, feet)

**Habitat:** Lorikeets make nests in hollows in old trees.

**Behaviour:** Lorikeets are noisy at sunrise and sunset, when they look for fruit and seeds to eat.

**Special features:** They have a specially shaped beak for eating seeds and fruits.

3. Ask students to write their own report, following the structure of the example and using the information from their nature walk and Activities 3 and 4.
4. If possible, invite the students to write their report in both their home language and English, or at least part of the report in both languages.

## Taking it further

### Assessment

Confirm the students' completion and understanding of this activity set through one of the following activities:

- Activity 1 – completion of the observation record sheet, including names for birds, pictures and other observations
- Activities 3 and 4 – completion of simple sentences in English
- Activity 5 – completion of jointly constructed or independent simple science report.

### Supplemental activities

- This project can be connected to visual arts. Students could complete larger and more detailed drawings of birds/other aspects of nature or represent what they have seen through other means, including sculpture or craft. This art can include details about appearance, habitat and behaviour.
- The reports could be combined into a class book which could be displayed and/or shared with other classes.

### Adaptations

**For students with higher academic writing skills in either the home/local language or English:**

- Students can develop a deeper understanding of each area of the report.
- Students can create more complex written descriptions in each section (in one or two languages).
- Students can use more complex grammar and vocabulary to link sections of the written report.
- Students can write independently.

**For older students:**

- Help the students identify the scientific names of the birds and/or map migratory patterns through additional research.

**If resources are available:** The teacher or students may be able to take photographs during the nature walk.

## Teacher reflection questions

- In what ways did students' existing knowledge of nature and their local environment help them in these activities?
- What helps make excursions and learning outside of the classroom effective for you and your students?
- What are some effective ways to help students develop technical knowledge and language in their home languages at the same time as they are learning it in English?







## Project 11: Maths – graphing



### Why are these activities useful?

Often it is more helpful to learn maths concepts through physical experience since they may be hard to grasp in the abstract. Using objects in the real world, that students see on a regular basis, can help bring their learning to life. Likewise, using home languages, especially in the younger years, can eliminate the complexity of trying to learn something new in a language that is less well known. Making connections between knowledge in a home language and new ideas can improve and precipitate understanding in subject matter lessons, such as maths.

### Overview

<b>Grade</b>	Lower primary (Grades 1–3)
<b>Language focus</b>	Counting and vocabulary in students' home language and English
<b>Content focus</b>	Mathematics – counting, graphing
<b>Description</b>	This activity set introduces students to counting and simple graphs through experience, their home language and English. For this activity, the example of flowers is used; however, other objects may be used as appropriate.

### This project includes five activities:

- ① Collecting objects
- ② Counting the objects
- ③ Making a graph together
- ④ Copying your own graph
- ⑤ Writing about your graph

## Teacher notes

### Preparation

- Think of an object that students can find in the playground or near the classroom. This could include leaves or stones. Alternatively, students could collect objects on the way to school or on an excursion – for example, seashells or flowers. The important thing is that these objects can be classified into a small number of groups.
- For this activity, the example of flowers is used; however, other objects may be used as appropriate.
- Create a graph template on a large sheet of paper or on a few sheets stuck together. This could be a grid with two axes (each labelled in students' home language and English), and each square numbered for each column.

### Example graph template

Number, also in local language	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	Colour of flower, also in home/local language				

The grid should be large enough for each object to fit inside one square. This may be quite large for leaves or litter, but smaller for beans or shells.

You might leave the labels blank until students have collected their objects.

- Also create a smaller graph template as a handout. It should be exactly the same as the large template. Leave space underneath the graph for writing.
- Prepare some cloze (gapped) sentences (in both the home/local language and English) about the graph. You may need to do this after Activity 3 is complete. Depending on the English sentences your students have learned, some examples might be:
  - › There are \_\_\_\_ red flowers.
  - › There are two \_\_\_\_\_ flowers.
  - › There are more \_\_\_\_\_ flowers.
  - › There are fewer \_\_\_\_\_ flowers.
  - › I had a \_\_\_\_\_ flower.

## Classroom activities

### Activity 1: Collecting objects

#### Objectives

- Students group the same type of objects together.

#### Time

30 minutes

#### Materials

- A selection of one type of object in or near the classroom (the example here is flowers)

#### Steps

1. Tell students that you are going to find out what colour of flower (or other object selected for the task) they like. Ask students to go outside and pick just one flower in their favourite colour and bring it back into the classroom. (Or you might have some flowers to choose from at the front of the classroom.)
2. When the students have returned to the classroom, ask all the students with the same coloured flower (other object) to stand together in a group.

### Activity 2: Counting the objects

#### Objectives

- Students count in their home language and English.

#### Time

20 minutes

#### Materials

- Students in groups with their objects from Activity 1

#### Steps

1. Ask one group to come to the front of the classroom and line up against the board, holding their flowers. Tell the class you are all going to count the number of people who like this colour of flower.
2. Ask the first student to step forward and say 'one' in English. Then the next student says 'two' and so on. After the group has been counted, ask students to tell you how many people there were. Write the colour and the number on the board.
3. Ask students if they can count the group in another language. If a student volunteers, ask them to count the group aloud in their language. Add this to the board.
4. Repeat this with each group. Count in the home/local language first and then in English. You could try to count in a different language for each group. Record each total on the board.



### Activity 3: Making a graph together

#### Objectives

- Students make a simple column graph together.

#### Time

40 minutes

#### Materials

- Large graph template
- Objects from Activity 1

#### Steps

- Tell the students you are going to show their counting in a picture or diagram.
- Lay out the graph template. You may need to clear some space on the floor at the front of the classroom to do this. Ask students to gather around the graph template, holding their flowers carefully.
- Talk about the labels for each axis. These may already be written in English, so ask students how to say these words (number, colour, flower) in other languages. Write these on the axes next to the English words. Use Roman script to write the words phonetically if needed.
- Fill in the labels for each column. Ask students, 'What colour flowers do we have?' Write the colours in English and in any other languages the students know.

#### Example graph template

Number, also in local language	5	5	5	5	5
	4	4	4	4	4
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	Red	Yellow	Orange	Blue	White
Colour of flower					

- Tell the students you are going to count the flowers again. Ask the first group (with red flowers) to bring their flowers and line up behind the red column. The first student should place their flower in box 1, the next in box 2, and so on. Ask the class to count aloud as each flower is placed.
- Repeat for each colour of flower.

7. After all the flowers are placed, discuss the graph with the students, using their home languages and English. Ask questions like:

- How many (colours of) flowers are there? How do you know?
- Which colour of flower is there most/least of? How can you tell?

8. If you have a camera, you could take a photo of the completed graph.

### Activity 4: Copying your own graph

#### Objectives

- Students draw a simple column graph independently.

#### Time

30 minutes

#### Materials

- Large graph from Activity 3
- Smaller graph handout
- Writing materials for each student, including coloured pencils if available

#### Steps

- Give each student a graph and smaller graph handout. Ask students to sit so that they can read the writing on the large graph. You may need to help them rotate their paper so that it is aligned with the large graph.
- Check that students understand that the large graph and their handouts are the same. Point to different parts of the large graph and ask students to point to the same position on their sheet.
- Help students fill in the axes labels. They should write in English and their own home language, and add other languages if they wish.
- Next, students fill in the column labels.
- Students copy the columns onto their sheets. They may like to draw flowers accurately in each box or to put a coloured circle in each box. The important thing is that the position and number of flowers is the same.
- Check each student's graph. You can also get students to compare graphs with each other to check that they look the same.

## Activity 5: Writing about your graph

### Objectives

- Students complete simple sentences about the graph.

### Time

20 minutes

### Materials

- Graph handout from Activity 4
- Writing materials for each student
- Cloze sentences for students to copy from the board

### Steps

1. On the board, write the cloze sentences that you prepared earlier (in the home or local language and English) about the graph. Depending on the English sentences your students have learned, some examples might be:
  - › There are \_\_\_\_ red flowers.
  - › There are two \_\_\_\_\_ flowers.
  - › There are more \_\_\_\_\_ flowers.
  - › There are fewer \_\_\_\_\_ flowers.
  - › I had a \_\_\_\_\_ flower.
2. Read each sentence aloud (or ask a student to read it) and ask students what the missing word is.
3. Students copy the cloze sentences underneath their graph and fill in the correct words.

## Taking it further

### Assessment

Confirm the students' understanding of this activity set through one of the following activities:

- Ask several students to count the objects aloud in both the home language(s) and English.
- In small groups, have the students describe aloud their individual graph from Activity 4, using sentences similar to the cloze sentences from Activity 5.

### Supplemental activities

- A process like this could be used for surveying the class and learning more about your students. For example, you could make a graph of students' favourite subjects, how they travel to school or the languages they speak.

### Adaptations

**For students with lower English levels:** For students who are not ready to write sentences, the activity set could be completed without Activity 5.

**For older students:** More independent students can create graphs like this in small groups at their desk. They could use more complicated sets of objects, such as mixed beans that need to be sorted, counted and arranged as a graph.

**If resources are available:** Students could repeat the activities with another object to demonstrate that their understanding of the concepts can be transferred to a different situation.

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## Teacher reflection questions

- What parts of these activities were fun and engaging for students? Why?
- In what way did counting and speaking in their home language help students understand and engage with these activities?
- What other ideas do you have for activities for teaching maths concepts?





## Project 12: Festivals



### Why are these activities useful?

Festivals are important and happy social events that are held regularly to remind people that they belong to a community of people who share similar beliefs or faith; a cultural heritage that includes history, stories (spoken and written literature), music, song and dance; traditional practices, knowledge and values; and often also the same language. An important purpose of holding regular festivals is to remind people that they belong to this cultural group, and the festival is associated with a social event that is joyful.

### Overview

<b>Grade</b>	Lower secondary (Grades 7–9)
<b>Language focus</b>	Listening, speaking and writing in home languages and English; English grammar
<b>Content focus</b>	Social studies, cultural studies
<b>Description</b>	Festivals are important social events that are shared by people who belong to cultural and faith-based communities. This project can also be combined with Project 5: Cultural artefacts. Students discuss and write about these topics in their home language(s) and English.

### This project includes four activities:

- 1 Introducing a local festival
- 2 Talking about a festival
- 3 Writing about a festival
- 4 How my family celebrates

## Teacher notes

### Preparation

- Before Activity 2: Talking about a festival, prepare a list of questions and model answers. You could use questions from Activity 1: Introducing a local festival. Use sentence patterns in the model answers that match and extend your students' English language levels. This list could be a handout or you can write it on the board.

### References

- Moll et al. (1992)  
Pahl and Rowsell (2010)

language. Ask students to copy this from the board, leaving room to add more vocabulary.

### Example vocabulary chart (table format)

Category	Words in [home language 1]	Words in [home language 2]	Words in English
Greetings			
Special foods			
Games			
...			

## Classroom activities

### Activity 1: Introducing a local festival

#### Objectives

- Students ask and answer questions using their home languages and English.
- Students develop vocabulary associated with festivals in their home languages and English.

#### Time

20 minutes

#### Materials

- Artefacts associated with a festival
- Vocabulary chart as a handout or written on the board
- Board and chalk/pens
- Writing materials for each student

#### Steps

1. Bring in one or more artefacts associated with a festival. This could include pictures, clothing, objects or food. Show the students your artefacts but don't talk about them yet. Let the students examine the artefacts and express their ideas and questions.
2. Ask students questions about the festival. Prompt them to tell you what they know about aspects of the festival, such as its name, when it is held, the reason for it, how their family celebrates, food and drink, clothing, gifts, music and dance. Students can answer in their home languages or English.
3. Create a vocabulary chart of words related to the festival. Include home languages and English by using a table format or a different colour for each

### Extra resources

Do your learners have access to computers or mobile phones? Try these online games for practising using adverbs of frequency in English:

<https://tinyurl.com/y6pvws65>



### TEACHER FEEDBACK

#### Jyothi

*I have taken three different festivals and related to those festivals there are some key words which can be understood only in their mother tongue. So I have used those words in Telugu, also in Hindi because some of the students can only understand Hindi, so that the children can be more involved in the topic.*

## Activity 2: Talking about a festival

### Objectives

- Students ask and answer questions in their home languages and English.
- Students develop vocabulary associated with festivals in their home languages and English.

### Time

40 minutes

### Materials

- Model questions about festivals

### Steps

- Give out or display questions with model answers (examples below). Include a variety of questions as in Activity 1.
- Put students into pairs. One student asks questions based on the prompts. The other student answers, in English where they are able, using words in their home language where needed. Students can swap roles halfway through. Walk around the room and listen to the pairs. Help them with expression and vocabulary (in both the home/local language and English) where needed.
- After their discussion, students add to their vocabulary chart from Activity 1 in their home languages and English.

### Example questions with model answers

Question	Model answers
What is the festival called?	The festival is called ... The festival's name is ...
When do we celebrate this festival?	We celebrate this festival in [month]. This festival is celebrated every [season].
Why do we celebrate this festival?	We celebrate this festival because ... The reason for this festival is ...
How does your family celebrate this festival?	We go to [place] and [activity]. We like to celebrate by ...
What do you eat and drink?	We eat ... and drink ...
...	

## Activity 3: Writing about a festival

### Objectives

- Students write sentences in their home or local language(s) and English.
- Students read aloud in both their home or local language(s) and English.

### Time

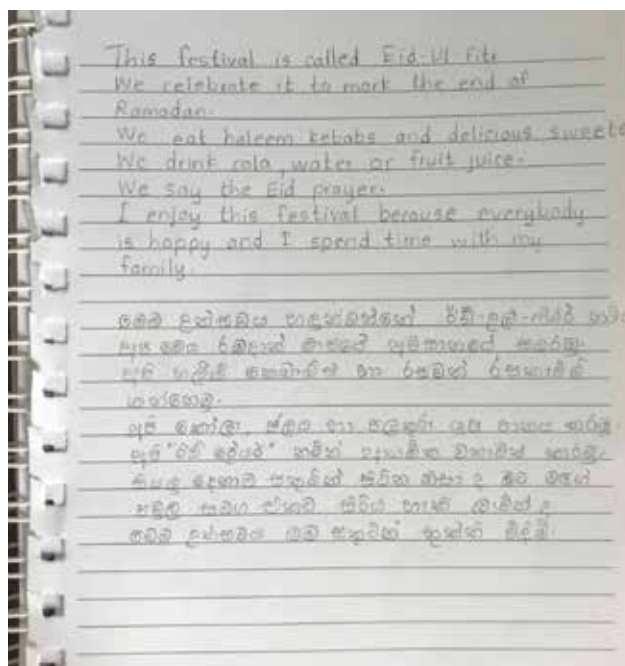
40 minutes

### Materials

- Vocabulary chart from Activity 1
- Questions and answers from Activity 2
- Writing materials for each student

### Steps

- Prepare prompts to help students write sentences about the festival. The vocabulary chart from Activity 1 and the questions and answers from Activity 2 may be very useful here. Also, look at the example below. You might want to share this with your class before they start.
- In pairs, students write six sentences each about their festival. The students can use translanguaging between their home language and English when they draft their sentences. Then they help each other to edit and translate where necessary to rewrite the sentences in English. They work together to write sentences with interesting detail and accurate expression. Students may use the same sentence structures as their partner, but may choose to include different information. As you walk around the classroom, help students with grammar and spelling.



3. Students take turns reading their sentences aloud to their partner. They give each other feedback on grammar and pronunciation. Students can continue reading aloud to improve their pronunciation and gain confidence.
4. This writing activity may be a good opportunity to teach adverbs of frequency, such as never, rarely, sometimes, often, usually, always. Students can go back to their sentences and insert adverbs of frequency, for example:
  - › We often eat haleem, kebabs and delicious sweets.
  - › We sometimes drink cola, water or fruit juice.

#### Activity 4: How my family celebrates

##### Objectives

- Students speak to the class in English.

##### Time

30 minutes, plus 2–3 minutes per student presentation

##### Materials

- Students' writing from Activity 3
- Writing materials for each student
- Coloured pencils, pens or markers if available.

##### Steps

1. Based on their writing from Activity 3, students draw a picture of their family celebrating the festival.
2. Students display their picture in front of the whole class or a smaller group. Using their written sentences from Activity 3 as prompts, students talk about their family celebration in English.
3. You can display the pictures and sentences in the classroom.

## Taking it further

### Assessment

Confirm the students' understanding, learning and the development of their biliteracy and bilingualism through one or more of the following activities:

- written sentences from Activity 3
- oral presentations from Activity 4.

You can include a focus on criteria including fluency, accuracy, presentation skills.

### Supplemental activities

- The sentences written in Activity 3 can be used as the basis for extended writing. Students can write a connected text using a range of sentence structures.
- You could invite a visitor from the local community to come into class to talk to the students about the festival, its origins and its significance to the community. This might work well before Activity 1 or after Activity 4.
- You could display the pictures and the texts from Activities 3 and 4 separately in the classroom. Give all the texts numbers, 1, 2, 3, etc., and the pictures letters, A, B, C, etc. Ask the students to walk around the room and match the texts and pictures by reading the descriptions. Write down the number/letter combinations. Then check whether they were correct as a whole class. Make sure you tell your students you will be doing this before they draw their pictures, though, to ensure they have enough detail.
- This project can also be combined with Project 5: Cultural artefacts.

### Adaptations

**For students with varied English levels:** Vary the English grammar and vocabulary you teach, according to the abilities and needs of the students.

## Teacher reflection questions

- What have you learned about students' life experiences and their abilities in the languages they know?
- How did working in pairs or groups help students with their speaking and writing?
- How can you connect students' life experiences when teaching in other areas of the curriculum?





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# Part 3: Further resources



# Part 3

## Further resources

Compiled by Mei French and Kathleen Heugh

### 3.1 Overview

The following describes some types of further resources currently available for the promotion of multilingual education. However, these themes are not necessarily exclusive nor are they fully comprehensive. We do not include literature on multilingual education policy in this overview unless it includes explicit information that contributes to teacher education and teaching and learning resources.

- Resources to support multilingual education, particularly in contexts where English may be taught as a subject and/or where English may also be used as a medium of instruction: these can be categorised as follows:
  - › Storybooks: There are multiple repositories of digital storybooks, which often include English and languages spoken at national, regional and local levels in different parts of Africa and Asia.
  - › Curriculum and assessment materials: There are limited examples of materials or activities that support a range of curriculum areas. However, there are some examples for mathematics, science and health. There is also a small body of literature on multilingual assessment that is of relevance in Africa and Asia.
  - › Pedagogy: There are resources that offer different explanations of appropriate classroom pedagogy to support multilingual education. These include numerous documents on pedagogies used to support the different approaches to bilingual education. They include a range of different perspectives on code-switching, translation, grammar, communicative language teaching, translanguaging, and so on.
  - › Teacher education/development programmes: although these have been developed (for example by PRAESA at the University of Cape Town and the Education Department at the University of the Western Cape in South Africa; the NMCR at Jawaharlal Nehru University in India; and at LABE in Uganda), published documents that provide detailed explanations of the processes adopted by each of these have been limited. UNESCO Bangkok's MTB MLE resource kits may be the most easily and widely accessible materials that contribute to teacher support and teacher development for multilingual education.
- Literacy and reading programmes: there are multiple projects focused on literacy, with an emphasis on reading, in either English or a national, regional or local language. Many of these are government-supported and NGO-run. The lifespan of many of these projects is often restricted to between two and five years. They may have limited opportunity for community engagement, broader development for teachers, locally developed resources, connection across the curriculum, and qualitative, longitudinal data. These projects may be seen as focusing on improving certain measures of literacy, but not impacting on holistic learning or educational development. Partly because of the limited lifespan of many of the interventions, we cannot track students' achievements over the whole of the primary years and also their achievement in secondary school. We therefore cannot really report on the degree of success of many of the reading or literacy programmes that are trialled. Many of the claims of success cannot be supported through reliable evidence (e.g. Heugh 2006 in the Alidou et al. report).

- A substantial 120-year body of research publications related to multilingual education: this includes evaluations and analyses of the outcomes of different kinds of mainly English/French/Portuguese mother-tongue, bilingual and multilingual education programmes in Africa. Most of the research evidence of which kinds of multilingual education programmes are likely to be successful are found in sub-Saharan Africa and can be found in several chapters in the following collections: Alidou et al. (2006), Ouane and Glanz (2011) and Skutnabb-Kangas and Heugh (2012).
- Countries that have implemented system-wide multilingual education programmes: this includes Ethiopia, South Africa and several countries across Africa and Asia that have implemented multilingual education programmes at various times, but not necessarily continuously (e.g. Guinea, Mali, Burkina Faso, Namibia, the Philippines, India and Nepal). Several countries in Central Asia and South-East Asia are currently considering trilingual education programmes, and/or are busy working to implement these to some degree. Implementation remains a challenge in most countries.
- Alternative multilingual education projects: examples such as the Project for the Study of Alternative Education in Africa (PRAESA), based at the University of Cape Town in South Africa (especially in the years 1993–2005); Literacy and Adult Basic Education (LABE) in Uganda since 1989; the National Multilingual Education Resource Consortium (NMRC) at Jawaharlal Nehru University in India since 2008; Eklavya in Bhopal; the Vidya Bhawan Society in Udaipur in India and the Language of Instruction in Tanzania and South Africa (LOITASA). These projects have been able to demonstrate how they work with communities, teachers and students to develop local curriculum, resources and pedagogies. Projects such as LABE in Uganda and NMRC in India may be seen as having more sustainable approaches to longer-term educational development because of their ongoing close association with communities particularly in rural and remote areas, which government agencies find difficult to support.
- Research papers and publications focusing on the advantages of multilingualism and using multilingualism in the classroom: these usually include implications for one or more of policy, implementation of policy (sometimes called planning) and pedagogy. They often include recommendations for local-, provincial-, state- and national-level programme structures, recruitment and general training of teachers. However, papers with recommendations for or examples of curriculum, pedagogy or teaching materials are either less frequently produced or often limited to internal working documents that are not widely circulated or disseminated.



### 3.2 Sources containing teaching materials: organised by teaching activity domain

Sources referring to high-resource contexts are indicated in green.

Domain	Activity	Reference	Examples?
<b>Teacher Development</b>	Materials to support inclusive teaching; resources for teachers include references to language and general inclusive pedagogies	MIET Africa <a href="https://www.mietafrika.com/wp-content/uploads/2016/09/Handouts-for-participants.pdf">https://www.mietafrika.com/wp-content/uploads/2016/09/Handouts-for-participants.pdf</a> <a href="https://www.mietafrika.com/celebrating-differences-guide-differentiated-lesson-planning/">https://www.mietafrika.com/celebrating-differences-guide-differentiated-lesson-planning/</a> <a href="https://www.mietafrika.com/wp-content/uploads/2016/09/DL_booklet_wr.pdf">https://www.mietafrika.com/wp-content/uploads/2016/09/DL_booklet_wr.pdf</a>	Some reference to languages in the materials
	Pedagogy handbook for teaching in local language, Uganda (Resource for teachers using local language within Ugandan EMI system)	National Curriculum Development Centre, LABE <a href="https://www.labeuganda.org/reports/Pedagogy%20Book-1.pdf">https://www.labeuganda.org/reports/Pedagogy%20Book-1.pdf</a>	Examples of activities in local language, teacher-made resources, advice for teachers, sample literacy lesson plans, example storage options in low-resource schools
	Teacher training videos	World Vision <a href="http://www.wvi.org/education-and-life-skills/unlock-literacy-teacher-training-video-modules">http://www.wvi.org/education-and-life-skills/unlock-literacy-teacher-training-video-modules</a>	
<b>(High-resource context)</b>	Professional learning materials	Australian Institute for Teaching and School Leadership: <a href="https://www.aitsl.edu.au/tools-resources/resource/multilingual-approaches-to-teaching-and-learning-illustration-of-practice">https://www.aitsl.edu.au/tools-resources/resource/multilingual-approaches-to-teaching-and-learning-illustration-of-practice</a>	Video and document giving overview of multilingual stance and strategies in Aboriginal primary school
<b>(High-resource context)</b>	Professional learning for teachers	CUNY-NYS Initiative on Emergent Bilinguals <a href="https://www.cuny-nysieb.org/">https://www.cuny-nysieb.org/</a>	Translanguaging guides including activities linked to curriculum
<b>(High-resource context)</b>	Training programme for teachers in multilingual education	European Centre for Modern Languages (ECML) Maledivo Project <a href="https://maledivo.ecml.at/">https://maledivo.ecml.at/</a>	A comprehensive programme including videos, activities, resources
<b>(High-resource context)</b>	Description of multilingual school practice	Little, D. & Kirwan, D. (2019). <i>Engaging with Linguistic Diversity</i> . London: Bloomsbury.	Illustrates the important role of the school principal and teachers' own reflective practices – and evolving confidence as teacher researchers.

Domain	Activity	Reference	Examples?
	Various resources and publications	TeachingEnglish website – British Council <a href="https://www.teachingenglish.org.uk/professional-development/teachers/multilingual-approaches">https://www.teachingenglish.org.uk/professional-development/teachers/multilingual-approaches</a>	Includes illustrations from student and teacher practice and experience and powerful quotations from students, many of whom have escaped from places of conflict around the world
<b>Community engagement</b>	Community engaged in learning and teaching	National Multilingual Education Resource Consortium, (Jawaharlal Nehru University), <a href="http://www.nmrc-jnu.org/nmrc_photo_gallery.html">http://www.nmrc-jnu.org/nmrc_photo_gallery.html</a>	Photos and videos give examples of community and multilingual approaches
	Engaging community members as language mentors	Save The Children <a href="https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf">https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf</a>	Suggests methods for engaging L1 and community pp. 13–14 Developing local language resources p. 23
	Engaging community and parents	Literacy and Adult Basic Education (LABE) Uganda <a href="https://labeuganda.org/web/">https://labeuganda.org/web/</a>	Mother-tongue programmes, methods for community involvement and developing resources
	Parents engaged in home language reading	World Vision <a href="https://www.wvi.org/education-and-life-skills/article/world-vision-india-helps-children-learn-read-language-they">https://www.wvi.org/education-and-life-skills/article/world-vision-india-helps-children-learn-read-language-they</a>	
<b>(High-resource context)</b>	Asking parents to introduce concepts and vocabulary in MT	Espinosa 2013 in EC 2015 Language Teaching and Learning in Multilingual Classrooms (p. 61) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	Brief description only
<b>Planning for learning</b>	Five techniques to support second language learners in the classroom	FHI360 <a href="https://www.fhi360.org/sites/default/files/media/documents/resource-five-techniques.pdf">https://www.fhi360.org/sites/default/files/media/documents/resource-five-techniques.pdf</a>	Briefly described examples of using L1 in the classroom
<b>* also other categories</b>	Use of local language in teaching	Gyan Shala <a href="http://gyanshala.org/design-and-curriculum/">http://gyanshala.org/design-and-curriculum/</a>	Very detailed explanation of use of local language in teaching, also maths and science Includes description of classroom activities: storytelling, language subject teaching, worksheet, group activities, using translated versions of national texts
	How first languages can be used at different stages	Save The Children <a href="https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf">https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf</a>	Place of L1 in the teaching cycle p. 19

Domain	Activity	Reference	Examples?
	Example unit of work on multilingual learning	TESS-India resource <a href="http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf">http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf</a>	Connected activities and case study examples
	Add MTB MLE goals to existing curriculum	UNESCO 2018 (Bk4 p. 5) <a href="https://unesdoc.unesco.org/ark:/48223/pt0000246278">https://unesdoc.unesco.org/ark:/48223/pt0000246278</a>	MTB MLE resource packs are specifically designed for low-resource classrooms
	Guide for developing materials in local language	World Vision <a href="https://www.wvi.org/sites/default/files/Approach%20to%20Teaching%20and%20Learning_FINAL.pdf">https://www.wvi.org/sites/default/files/Approach%20to%20Teaching%20and%20Learning_FINAL.pdf</a>	Includes guidelines
(High-resource context)	Range of bilingual educational approaches adapted to multilingual settings	de Jong, E.J. & Freeman Field, R. (2010). Bilingual Approaches. In C. Leung & A. Creese (eds), <i>English as an Additional Language: Approaches to teaching linguistic minority students</i> , pp. 108–121. London: Sage.	Examples described include preview-view-review, identity texts, vocabulary and concept learning, brainstorming, writing, assessment, scaffolding transfer
(High-resource context)	Review of multilingual and translanguaging teaching and learning approaches	French, M. (2018). <i>Multilingualism as the Medium: learning and life in an Australian secondary school</i> . Unpublished thesis. Doctor of Philosophy, University of South Australia, Adelaide.	Example classroom strategies include participation, content learning, language and literacy, integrated units
(High-resource context)	Reference for understanding, planning, implementing and evaluating translanguaging for learning	García, O., Ibarra Johnson, S. & Seltzer, K. (2017). <i>The Translanguaging Classroom: Leveraging Student Bilingualism for Learning</i> . Philadelphia: Caslon. <a href="https://www.caslonpublishing.com/titles/21/translanguaging-classrooms/">https://www.caslonpublishing.com/titles/21/translanguaging-classrooms/</a>	Includes lesson-planning tools and examples of translanguaging units, lessons and activities; content-based and language-based examples
(High-resource context)	In-depth discussion of translanguaging in education	García, O. and Li, W. (2014). <i>Translanguaging: Language, bilingualism and education</i> . London, Palgrave.	Useful summary table p. 120, some classroom examples from p. 127, recommendations p. 131. But these may not be the best examples for students in Africa and Asia, where they still do need to develop high-level proficiency in an international language like English
Class environment	Suggestions for multilingual classroom displays and resources	TESS-India resource <a href="http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf">http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf</a>	Alphabet chart, word wall, greetings, labels
(High-resource context)	Visual displays of language, culture, family practices	Espinosa 2013 in EC 2015 Language Teaching and Learning in Multilingual Classrooms (p. 61) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	Brief description only

Domain	Activity	Reference	Examples?
<b>Classroom interactions</b>	Translanguaging strategies	TESS-India resource <a href="http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf">http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf</a>	Example questions and instructions p. 7
<b>Storybooks</b>	Open-access multilingual storybooks for children and some support resources, including Primary Maths Stories	African Storybook <a href="https://www.africanstorybook.org/">https://www.africanstorybook.org/</a>	Digital storybooks Log in to create, translate and adapt Currently 179 languages, 1,112 books, 5,690 translations
	Liberian stories	EDC <a href="http://idd.edc.org/resources/publications/liberian-stories-youth-j">http://idd.edc.org/resources/publications/liberian-stories-youth-j</a>	Many different storybooks online
	Storybooks in Hindi and English	EKLAVYA <a href="https://www.eklavya.in/books">https://www.eklavya.in/books</a>	Available online
	Storybooks	Global digital library <a href="https://home.digitallibrary.io/">https://home.digitallibrary.io/</a> <ul style="list-style-type: none"> <li>■ Global partnership including UN, government agencies and NGOs</li> <li>■ Graded readers in different languages and some with audio</li> </ul>	Available online
	Storybooks in multiple languages	International Children's Digital Library Foundation <a href="http://en.childreadlibrary.org/">http://en.childreadlibrary.org/</a>	Digital storybooks in different languages
	Local language children's books in Uganda	Mango Tree <a href="http://mangotreeuganda.org">http://mangotreeuganda.org</a>	Images on website, but some links broken
	Readers in Indian languages	National Multilingual Education Resource Consortium, (Jawaharlal Nehru University), <a href="http://www.nmrc-jnu.org/nmrc_mle_primary.html">http://www.nmrc-jnu.org/nmrc_mle_primary.html</a>	Bilingual early readers (PDFs) in Saora-Oriya and Kui-Oriya
	Storybooks	Room To Read <a href="https://www.roomtoread.org/global-book-collection/">https://www.roomtoread.org/global-book-collection/</a> and <a href="https://www.roomtoread.org/take-action/resource-hub/">https://www.roomtoread.org/take-action/resource-hub/</a>	Four books available with sign-in and downloadable promotional materials

Domain	Activity	Reference	Examples?
	Storybooks in multiple languages, including written text and audio	Storybook Canada <a href="http://educ.ubc.ca/storybooks-canada-a-digital-resource-for-multilingual-education/">http://educ.ubc.ca/storybooks-canada-a-digital-resource-for-multilingual-education/</a>	Digital storybooks
	Storybooks in multiple languages	StoryWeaver <a href="https://storyweaver.org.in/search">https://storyweaver.org.in/search</a>	Digital storybooks in multiple languages – levelled, some with audio
	Developing MT dictionaries, identifying artefacts and people	UNESCO 2018 (Bk 3 p. 15) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000246278">https://unesdoc.unesco.org/ark:/48223/pf0000246278</a>	
	Decodable, levelled and multilingual books	World Education Mozambique Learn to Read project <a href="https://www.worlded.org/WEInternet/inc/common/_display_related_objects_of_base_object.cfm?thisSection=international&amp;thisSectionTitle=international&amp;thisPage=project&amp;id=40&amp;id=12301&amp;rtid=10">https://www.worlded.org/WEInternet/inc/common/_display_related_objects_of_base_object.cfm?thisSection=international&amp;thisSectionTitle=international&amp;thisPage=project&amp;id=40&amp;id=12301&amp;rtid=10</a>	Decodable, levelled and multilingual books, digital storybooks (Portuguese + three local languages: Emakhuwa, Echuwabu, Elomwe)
<b>Teaching materials</b>	Developing storybooks and texts	UNESCO 2018 (Bk2 p. 26) <a href="https://unesdoc.unesco.org/ark:/48223/pf0000246278">https://unesdoc.unesco.org/ark:/48223/pf0000246278</a>	
	Education programme for children, parents, teachers	UNESCO. Mother Tongue-based Education in Northern Uganda <a href="https://uil.unesco.org/case-study/effective-practices-database-litbase-0/mother-tongue-based-education-northern-uganda">https://uil.unesco.org/case-study/effective-practices-database-litbase-0/mother-tongue-based-education-northern-uganda</a> See also the LABE website: <a href="https://labeuganda.org/web/">https://labeuganda.org/web/</a>	Based on the LABE mother-tongue education programme, includes activities for adults, children and both in interaction at school and at home; teacher training and community programmes Examples of resources including storybooks, parent resource packs, cards, board games, jigsaws, magazines written by children
<b>Content learning</b>	Teacher guides for weather and environment content	Centre for Education Innovations. Northern Uganda Literacy Programme. <a href="https://www.earlylearningtoolkit.org/node/6497?s=strategy-3-img">https://www.earlylearningtoolkit.org/node/6497?s=strategy-3-img</a> Includes an outline of the programme and some printable resources to teach Leblango and English.	Activities and worksheets for teaching in Lublango and English
	Daily language in the classroom	EC 2015 Language Teaching and Learning in Multilingual Classrooms (p. 67) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	PS in France – MT greeting, counting, days of week
	Botswana health and AIDS education	EDC 'Living: Skills for Life, Botswana's Window of Hope' <a href="http://idd.edc.org/resources/publications/living-skills-life-botswana%E2%80%99s-window-of-hope">http://idd.edc.org/resources/publications/living-skills-life-botswana%E2%80%99s-window-of-hope</a>	Worksheets Includes Setswana and English resources in Grade 1–2

Domain	Activity	Reference	Examples?
	Numeracy stories in English and Hausa	FHI360 <a href="https://www.fhi360.org/sites/default/files/media/documents/resource-rana-read-aloud.pdf">https://www.fhi360.org/sites/default/files/media/documents/resource-rana-read-aloud.pdf</a>	Stories and questions
	Mathematics in a cultural context – primary maths textbook building on Indian children's life experience	Rampal, A. & Subramanian, J. (2012). Transforming the Elementary Mathematics Curriculum: Issues and Challenges. Ch. 4, <a href="http://mathedu.hbcse.tifr.res.in/wp-content/uploads/2014/01/INP-Book_Mathematics-Edu-in-India_2012_KS-RR.pdf">http://mathedu.hbcse.tifr.res.in/wp-content/uploads/2014/01/INP-Book_Mathematics-Edu-in-India_2012_KS-RR.pdf</a>	Includes example pages from texts, assessments, exam activities
	Maths concepts of 'more' and 'less'	Save The Children <a href="https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-1r.pdf">https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-1r.pdf</a>	Example maths lesson on p. 18
	Students in groups practise and share one way of measuring	UNESCO 2018 (Bk1 p. 4) <a href="https://unesdoc.unesco.org/ark:/48223/pt0000246278">https://unesdoc.unesco.org/ark:/48223/pt0000246278</a>	Measurement activity described
	Dual-medium science lesson at Paarl Valley High School, South Africa	Westcott, N. (2004). <i>Sink or Swim: navigating language in the classroom</i> . Cape Town: PRAESA. <a href="https://www.youtube.com/watch?v=1bJt5FVJYis">https://www.youtube.com/watch?v=1bJt5FVJYis</a>	Purposeful code-switching and translanguaging
<b>(High-resource context)</b>	Multilingual teaching strategies in science	Lin, A. (2013). Toward paradigmatic change in TESOL methodologies. <i>TESOL Quarterly</i> , 47(3): 521–545. <a href="http://doi.org/10.1002/tesq.113">http://doi.org/10.1002/tesq.113</a> Ollerhead, S. (2019). The pre-service teacher tango: pairing literacy and science in multilingual Australian classrooms. <i>International Journal of Science Education</i> . DOI:10.1080/09500693.2019.1634852.	Bilingual vocabulary tables, bilingual multiple-choice tests, home language in homework journals
<b>Multilingual education – languages, programmes, pedagogy, teacher education, materials design</b>	Multilingual classroom practice	Heugh, K., Siegrühn, A. & Plüddemann, P. (1995). <i>Multilingual Education for South Africa</i> . Johannesburg: Heinemann.	Ch. 1 student activities, teacher training Ch. 3 preschool/kindergarten Ch. 4 grammar through comparative linguistics Ch. 5 students as language teachers, games Ch. 18 considerations and design of multilingual teaching and learning textbooks

Domain	Activity	Reference	Examples?
	Multilingual language activities	Versfeld, R. & Crawhall, N. (1992). <i>Yo dude, cosa wena kyk, a?: the multilingual classroom. Teacher's Handbook</i> . Cape Town: The National Language Project. Accompanying film: Achmat, Z. (1992). <i>Yo dude, cosa wena kyk a? The Multilingual Classroom</i> . Documentary film (video). Directed by Zachie Achmat and produced by Jack Lewis for the National Language Project, Cape Town. Retrieved from <a href="https://www.youtube.com/watch?v=rhzhq46gLC0">https://www.youtube.com/watch?v=rhzhq46gLC0</a>	Lesson plans for primary school class, including: languages debate, science vocabulary, language rights; 'Focus on the Language Activity Class'
	Key issues in multilingual education and its implementation identified over a ten-year period of the LOITASA project	Language of Instruction in Tanzania and South Africa (LOITASA) – Highlights from a Project. B. Brock-Utne, Z. Desai, M.A.S. Qorro and A. Pitman (eds) 2010 <a href="https://www.sensepublishers.com/media/567-language-of-instruction-in-tanzania-and-south-africa-highlights-from-a-project.pdf">https://www.sensepublishers.com/media/567-language-of-instruction-in-tanzania-and-south-africa-highlights-from-a-project.pdf</a>	A collection of key papers from a ten-year collaborative project between researchers in Tanzania, South Africa and Norway.
<b>Text development</b>	Multilingual development and translation of folk tales	EC 2015 Language Teaching and Learning in Multilingual Classrooms (p. 66) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	Description of activity in multilingual class in Greece
	Making MT recordings of short stories	EC 2015 Language Teaching and Learning in Multilingual Classrooms (p. 67) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	Described
<b>(High-resource context)</b>	Example of professional practice	Beverly Hills IEC (Sydney): <a href="https://www.youtube.com/watch?v=37yrH2yCNag">https://www.youtube.com/watch?v=37yrH2yCNag</a>	Classroom video of translanguaging strategies in developing academic text
<b>Multilingual identity</b>	Multilingual classroom activities	TESS-India resource <a href="http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf">http://www.open.edu/openlearncreate/pluginfile.php/145491/mod_resource/content/2/LL12_AIE_Final.pdf</a>	Class language survey
<b>(High-resource context)</b>	Linguistic ethnography and art projects	Gail Prasad I am Plurilingual <a href="https://www.iampurilingual.com/">https://www.iampurilingual.com/</a>	Examples of primary student work

Domain		Activity	Reference	Examples?
<b>Assessment</b>	Various multilingual assessment activities described	Mott MacDonald/Cambridge <a href="http://www.camb-ed.com/download/file/127/105/hobbs-davidson-the-early-grade-literacy-assessment-ukfiet-2015.pdf">http://www.camb-ed.com/download/file/127/105/hobbs-davidson-the-early-grade-literacy-assessment-ukfiet-2015.pdf</a>	Description but no tools	
	Multilingual reading assessment	Williams, E. (1996). Reading in Two Languages at Year Five in African Primary Schools. <i>Applied Linguistics</i> , Vol 17, no. 2: 182–209.	Comparison of English and local language reading ability in Malawi (local language medium) and Zambia (EM); no significant difference in English reading, but Malawian children did better in local language reading Appendix includes extracts from tests in three languages.	
	Multilingual assessment across an education system	Heugh, K., Diedericks, G., Prinsloo, C. & Herbst, D. (2007). <i>Assessment of the language and mathematics skills of Grade 8 learners in the Western Cape in 2006</i> . Pretoria: Human Sciences Research Council <a href="http://www.hsrc.ac.za/research/output/outputDocuments/4616_Heugh_Assessmentofthelanguageandmathskills.pdf">http://www.hsrc.ac.za/research/output/outputDocuments/4616_Heugh_Assessmentofthelanguageandmathskills.pdf</a>	Design, implementation and findings of a trilingual assessment in mathematics and three languages (English, Afrikaans and isiXhosa) across the Western Cape Department of Education system at Grade 8 Includes diagnostic analysis and reporting	
<b>(High-resource context)</b>	Portfolio approach	Castellotti & Moore (2010) in EC 2015 Language Teaching and Learning in Multilingual Classrooms (pp. 61–62) <a href="https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1">https://publications.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1</a>	Brief description of examples from UK and Netherlands	



### 3.3 Additional useful literature and content

Agnihotri, R.K., Gupta, A.S. and Khanna, A.L. (2017). *Trends in language teaching*. Hyderabad: Orient Blackswan.

- Research in, and recommendations for, language teaching in multilingual contexts of South Asia that is particularly sensitive to vulnerable communities and learners.

Alidou, H., Boly, A., Brock-Utne, B., Diallo, Y.S., Heugh, K. & Wolff, H.E. (2006). *Optimizing learning and education in Africa – the language factor. A stock-taking research on mother tongue and bilingual education in sub-Saharan Africa*. Paris: UNESCO and Association for the Development of Education in Africa (ADEA). [http://www.adeanet.org/adeaPortal/adea/biennial-2006/doc/document/B3\\_1\\_MTBLE\\_en.pdf](http://www.adeanet.org/adeaPortal/adea/biennial-2006/doc/document/B3_1_MTBLE_en.pdf).

- Study of 25 countries
- Provides research findings of different kinds of literacy and language education programmes across sub-Saharan Africa
- Analyses different models, costs and outcomes, including teacher education
- Recommendations for implementation

Centre for Education Innovations. Mother Tongue Instruction. <https://www.earlylearningtoolkit.org/content/mother-tongue-instruction>

- Describes teaching-learning materials, storybooks, orthography, teacher training, political engagement
- Includes resources for each topic, some links to resources which are examined separately

Coleman, H. (ed.) (2017). *Multilingualisms and Development. Selected proceedings of the 11th Language and Development Conference, New Delhi, India 2015*. London: British Council. <https://www.teachingenglish.org.uk/article/multilingualisms-development>

- This collection of papers, as with previous collections from the biennial Language and Development Conferences, includes up-to-date information about interventions, projects and research on bilingual and multilingual education that is relevant in Africa, Asia and the Pacific.

Chapters of note:

- › 6 Carol Benson – Multilingual Education for All: Applying an integrated multilingual curriculum model to low-income contexts
- › 8 Shivani Nag – MLE & MLE+ classrooms
- › 10 Noah Mtana, Kalafunja O-saki – legitimising Kiswahili in secondary EMI
- › 11 Stanley John – use of multilingual vocabulary lists
- › 19 Geetha Durairajan – discusses some L1 methods in EMI classrooms.

De Klerk, G. (1996). *The Power of Babel. Support for teachers in multilingual classrooms*. Project for the Study of Alternative Education in South Africa, University of Cape Town.

- Includes frequently asked questions and answers.

EDC (<https://www.edc.org/body-work/elementary-and-secondary-education>)

- Multiple publications reporting on dual-language and multilingual projects: Language revitalisation, Basa Pilipinas (Reading); Supporting Dual Language Learners
  - › Basa Pilipinas with USAID: value of rich language resources, Blocks of Time (p. 27); mentions RRSF (Reading Remediation Support Pilot) Toolkit (p. 30)
- Philippines Department of Education Learning Resource Portal [https://lrmds.deped.gov.ph/Philippino\\_languages](https://lrmds.deped.gov.ph/Philippino_languages): resources available to download once registered

- African Primary Science Programme <http://idd.edc.org/projects/african-primary-science-program>
- Bilingual reading and literacy programmes in different African countries, though reports focus on outcomes rather than resources or processes, or the influence of language
- Interactive Radio Instruction programmes – broadcasts in instructional languages, teachers translate to local language with/for students.

Heugh, K., Siegrühn, A. & Plüddemann, P. (1995). *Multilingual Education for South Africa*. Johannesburg: Heinemann.

Edited volume. Classroom practice included in the following chapters:

- Ch. 1 Agnihotri: Multilingualism as a Classroom Resource – arguments for multilingual classroom practice and brief examples for students and teacher training
- Ch. 3 Robb: Multilingual approaches in pre-school/kindergarten
- Ch. 4 Versfeld: Language is Lekker: A Language Activity Classroom – examples of learning grammar through comparative linguistics using students' languages, language awareness and attitudes
- Ch. 5 De Klerk: Three Languages in One School: A Multilingual Exploration in a Primary School – strategies including students as language teachers, teaching about games, advice for multilingual programmes in schools
- Ch. 18 McCallum: Publishing for multilingual education.

Jhingran, D. 2019. *Early Literacy and Multilingual Education in South Asia*. Kathmandu: UNICEF Regional Office for South Asia.

- Provides excellent explanation of the role of literacy and early learning – early primary school years – for teachers and teacher educators.

Kerfoot, C. & Simon-Vandenberg, A.M. (2015). Language in epistemic access: Mobilising multilingualism and literacy development for more equitable education in South Africa. *Language and Education* 29.3: 177–185.

- Focus on literacy and knowledge (epistemology)

*Language and Language Teaching* journal published by the Vidya Bhawan Society in Udaipur and Azim Premji Foundation in Bengaluru, India – <https://azimpremjifoundation.org/foundation-publications/1381#main-content>

- Accessible journal with various ideas for teachers and evidence from research projects, mainly undertaken in India.

Language and Learning Foundation, India <https://languageandlearningfoundation.org/> (partner in MultiLila)

- Professional learning for teachers, teaching resources, including mother-tongue approaches
- Multilingual education training courses briefly described in annual report
- Resource links broken
- Videos of classrooms involving different languages

Makalela, L. (2015). Moving out of linguistic boxes: The effects of translanguaging strategies for multilingual classrooms. *Language and Education* 29.3: 200–217.

- Uses translanguaging approaches developed in the USA and UK in South African classrooms

National Multilingual Education Resource Consortium, (Jawaharlal Nehru University) [http://www.nmrc-jnu.org/nmrc\\_about\\_us.html](http://www.nmrc-jnu.org/nmrc_about_us.html)

- Publications, reports, policy documents, descriptions of activities, newsletters
- [http://www.nmrc-jnu.org/nmrc\\_img/Resources%20for%20Multilingual%20Education%20in%20India.pdf](http://www.nmrc-jnu.org/nmrc_img/Resources%20for%20Multilingual%20Education%20in%20India.pdf) Description of print materials and resources in different Indian languages, resources, people and institutions in India

Save the Children (UK) (mostly focused on reading; MTB MLE)

- First Read programme in Rwanda, Philippines and Cambodia – developing local language books and supporting their use <https://blogs.savethechildren.org.uk/2014/07/first-read-laying-the-foundations-for-literacy/>
- Lessons in Literacy: 8 Principles to Ensure Every Last Child Can Read <https://www.savethechildren.org.uk/content/dam/global/reports/education-and-child-protection/lessons-in-literacy-full-report.pdf> but no resources or classroom practice

UNESCO (2006). Promoting Literacy in Multilingual Settings. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000150704>

- Includes background information, programmes in Asia, resource development and teacher training
- Chapter 6: Teaching Methods for Effective Multilingual Education Programmes
- Reading and writing activities (pp. 55–56)
- List of participatory methods, material types (p. 58)

UNESCO (2016). If you don't understand, how can you learn? Policy Paper 24. Global Education Monitoring Report. <https://en.unesco.org/gem-report/if-you-don%E2%80%99t-understand-how-can-you-learn>

- Summarises the main research evidence and rationale for multilingual education and strong bi-/multilingual literacy development for all students. Very accessible for teachers

UNESCO (2018). MTB MLE Resource Kit: Including the Excluded: Promoting Multilingual Education. Retrieved from <https://unesdoc.unesco.org/ark:/48223/pf0000246278>

- Updated from 2007 advocacy document; includes four booklets – for policymakers, programme implementers and community members; case studies
- Mother-tongue education supports Sustainable Development Goal #4
- Includes examples of activities
- Programme implementers:
  - › Teachers use both MT and official school language from middle primary to Grade 6
  - › Examples include preview-review, class and student notes
  - › Consideration of language learning and concept learning is important
  - › Examples of curriculum and instructional materials
  - › Community members – write, illustrate, edit graded reading materials; engage community members and leaders in school events to promote awareness
  - › Literacy in MT first; progression from oral official school language to written
  - › Reading and learning materials – books and materials developed by fluent MT speakers – interesting content, clear language, relevant illustrations, graded, MT and bilingual (p. 27)
  - › Teachers – need training and fluency in students' MTs and official school language

- Community members

- › Examples include connecting to prior knowledge (measuring), MT storybooks, creative writing, classroom instructions, introducing concepts, reviewing understanding

Van Avermaet, P., Slembrouck, S., Van Gorp, K., Sierens, S. & Maryns, K. (2018). The Multilingual Edge of Education. In *The Multilingual Edge of Education*. London: Palgrave Macmillan.

- Several chapters discuss issues relating to teacher education and multilingual education – mostly the gaps in teacher education and lack of adequate resourcing of teacher education for classrooms that are becoming increasingly diverse across Europe and beyond.

Versfeld, R. & Crawhall, N. (1992). *Yo dude, cosa wena kyk, a?: the multilingual classroom. Teachers' handbook*. Cape Town: The National Language Project.

Accompanying video: Achmat, Z. (1992). *Yo dude, cosa wena kyk a? The Multilingual Classroom*. Documentary film (video). Directed by Zachie Achmat and produced by Jack Lewis for the National Language Project, Cape Town.

Retrieved from <https://www.youtube.com/watch?v=rhzhq46gLCo>

- 'The Language Activity Class'
- Lesson plans for primary school class, including:
  - › Debate on languages
  - › Multilingual vocabulary-building class activity for science
  - › Inventing a language and discussing language rights.

World Education <https://www.worlded.org>

- Myanmar MTB-MLE [https://www.worlded.org/WEInternet/inc/common/download\\_pub.cfm?id=19388&lid=3](https://www.worlded.org/WEInternet/inc/common/download_pub.cfm?id=19388&lid=3) Fact sheet describes study of teacher competencies

World Vision (global site)

- stories about local language in education, some resources
- <https://www.wvi.org/sites/default/files/Local%20Language%20Teaching%20and%20Learning%20Materials%20Quick%20Guide.pdf> Local languages T-L materials

### 3.3.1 Additional sources from high-resource contexts

CUNY NYSIEB CUNY-NYS Initiative on Emergent Bilinguals <https://www.cuny-nysieb.org/>

- Materials for teachers including translanguaging guides and professional learning
- Translanguaging guides include examples of classroom practice linked to curriculum standards (New York State?)

ENROPE – European Network of Junior Researchers in the field of Plurilingualism and Education

<https://enrope.eu/project-summary>

- Support for early career researchers focused on multilingual/plurilingual education, aiming to develop more plurilingual mindsets and practices

FanTALES

<https://www.fantales.eu/>

- A platform for multilingual interactive stories

Integrate Ireland Language and Training. (2007). Together Towards Inclusion: Toolkit for Diversity in the Primary School. Retrieved from [https://www.ncca.ie/media/2030/assessment\\_toolkit.pdf](https://www.ncca.ie/media/2030/assessment_toolkit.pdf)

- A lot of transition activities, including some that we could consider adapting for multilingual teaching

WE <https://www.we.org/>

- <https://www.we.org/gb/we-at-school/we-schools/teachers-resources/library/> Resource library – Global Voices; Knowledge is Power (but for Canadian/American contexts – learning about language rather than through)
- <https://cdn.we.org/wp-content/uploads/2017/04/GV-April-8-Elementary-.pdf> <https://cdn.we.org/wp-content/uploads/2017/04/GV-April-8-Secondary-.pdf> Examples of activities to discuss language diversity

Zavala, V. (2019). Translanguaging pedagogies and power: a view from the South. *Language and Education*, 33(2). (174-177)

- Focus on translanguaging as a pedagogical strategy

### 3.3.2 Additional sources discussing multilingual education

Agnihotri, R.K., Gupta, A.S. & Khanna, A.L. (eds) (2017). *Trends in language teaching*. Hyderabad: Orient BlackSwan.

- Focuses on language teaching for inclusive education, within the context of multilingualism and multilingual societies

Anderson, J. (2018). Reimagining English language learners from a translingual perspective. *ELT Journal*. Advance Access: [doi.org/10.1093/elt/ccx029](https://doi.org/10.1093/elt/ccx029).

- Describes learner profiles using a continuum from monolingual to highly translingual practices, in UK EFL context
- Some suggested activities including use of L1 online, analysing translingual texts, producing bilingual texts, interviews in L1, L1 curriculum resources

Anderson, J. & Lightfoot, A. (2018). Translingual practices in English classrooms in India: current perceptions and future possibilities. *International Journal of Bilingual Education and Bilingualism*: 1–22. <http://doi.org/10.1080/13670050.2018.1548558>

- Survey of teachers in English language classes in India

- Results show use of multiple languages by teachers, with attitudes shaped by policy and beliefs about EMI; recommends more support for teacher control in developing translanguaging processes

Benson, C. & Kosonen, K. (eds) (2013). *Language issues in comparative education: Inclusive teaching and learning in non-dominant languages and cultures*. Comparative and International Education: A Diversity of Voices, vol. 1. Springer Science and Business Media. Rotterdam, Boston and Taipei: Sense Publishers.

- A collection of chapters in which the use of 'non-dominant' or minority languages is included in education from different parts of the world
- Includes useful approaches towards inclusion for teachers

Benson, C. & Plüddemann, P. (2010). Empowerment of bilingual education professionals: The training of trainers programme for educators in multilingual settings in southern Africa (ToTSA) 2002–2005. *International Journal of Bilingual Education and Bilingualism*, 13(3): 371–394.

- Discusses a training of trainers of teachers and education officials in multilingual education – a programme designed for senior educators in Southern and Eastern Africa, but eventually including participants also from Central and West Africa

Bharti Foundation <https://www.bhartifoundation.org/>

- <https://www.bhartifoundation.org/uploads/bhartifoundation/files/1540560507-bharti-foundation-fact-5low-res.pdf> reference to multilingual materials (English and Punjab)

Boruah, P. & Hughes, J. (2018). What resources do teachers need to enable them to more effectively implement multilingual education (MLE) practices in their classes? *In The languages of education in multilingual India: exploring effects on reading and mathematics*. New Delhi: British Council. <https://www.mam.mml.cam.ac.uk/Con/Conjuly18/breakout-sessions/padmini-boruah>

- Useful for teacher resources and approaches to teaching – particularly for literacy and mathematics

BRAC (<http://www.brac.net/program/education/>)

- Reference to languages and multilingual education (MTB MLE) but no resources
- <http://www.brac.net/education-programme/item/775-education-for-ethnic-children-eec> mentions use of local language by teachers in oral explanations

Cambridge Education <https://www.cambridge.org/au/cambridgeenglish/>

- Multilingual resources not apparent in EAL resources section

Canagarajah, A.S. (2013). *Translingual Practice*. New York, NY: Routledge.

- Discussion of translingual practice through a range of lenses, including characterisation of translingual negotiation strategies, translingual English, translingual literacy, pedagogical implications
- Can support foundational understanding for multilingual stance, and some practical approaches

CARE – education stories but no resources re language; Cambodian bilingual education stories <https://www.care.org/blog/bilingual-learning-approach-sees-massive-success-cambodia>, link to paper (Benson & Wong 2016) <https://www.tandfonline.com/doi/full/10.1080/13670050.2017.1313191>

CIDA (Canadian) – <http://w05.international.gc.ca/projectbrowser-banqueprojets/?lang=eng>

- <https://code.ngo/> Global Literacy – resources available with sign-up, but links broken?

Coleman, H. (ed.) (2011). *Dreams and realities: developing countries and the English language*. London: British Council. <https://www.teachingenglish.org.uk/article/dreams-realities-developing-countries-english-language>

- Several chapters with excellent research evidence of the aspirations for English and potential disappointment for parents and students from across multilingual countries of South and South-East Asia, and Africa

Coleman, H. (ed.) (2017). *Multilingualisms and Development: Selected Proceedings of the 11th Language and Development Conference, New Delhi, India*. New Delhi: British Council. [https://issuu.com/britishcouncilindia/docs/multilingualisms\\_and\\_development?qa=2.194127149.1469269230.1533445032-155176112.1422283488](https://issuu.com/britishcouncilindia/docs/multilingualisms_and_development?qa=2.194127149.1469269230.1533445032-155176112.1422283488)

Chapters of note:

- › 6 Carol Benson – Multilingual Education for All: Applying an integrated multilingual curriculum model to low-income contexts
- › 8 Shivani Nag – MLE & MLE+ classrooms
- › 10 Noah Mtana and Kalafunja O-saki – legitimising Kiswahili in secondary EMI
- › 11 Stanley John – use of multilingual vocabulary lists
- › 19 Geetha Durairajan – discusses some L1 methods in EMI classrooms

De Klerk, G. (1995). Three Languages in One School: A Multilingual Exploration in a Primary School. In K. Heugh, A. Siegrühn, & P. Plüddemann (eds), *Multilingual Education for South Africa*, pp. 28–33. Johannesburg: Heinemann.

Desai, Z. (2016). Learning through the medium of English in multilingual South Africa: enabling or disabling learners from low income contexts? Volume 52, 2016 – Issue 3: English as a Medium of Instruction in Postcolonial contexts: issues of quality, equity and social justice. *Comparative Education*, 52.3: 343–358. Also available online: <https://www.tandfonline.com/doi/citedby/10.1080/03050068.2016.1185259?scroll=top&needAccess=true>

Dhakal, D.N. (2015). Multilingual Education in Nepal: Retrospect and prospects. *Education and Development*, Vol. 26: 78–92.

- This is a useful overview of the history of multilingual education developments in Nepal. The list of references will take the reader to key contributors to the development of multilingual education (MLE) in the country
- Also see Nurmela, I., Awasthi, L.D. and Skutnabb-Kangas, T. (2012). Enhancing quality Education for All in Nepal through Indigenised MLE: The challenge to teach in over a hundred languages. In T. Skutnabb-Kangas & K. Heugh (eds) (2012), pp. 151–177.

D'warte, J. (2014). Exploring linguistic repertoires: multiple language use and multimodal literacy activities in five classrooms. *Australian Journal of Language and Literacy*, 37(1): 21–30.

- Linguistic ethnography project with students in Australian schools
- Examples of multilingual work including language maps
- See also D'warte (2014, 2015)

Educate Girls <https://www.educategirls.ngo/pdf/Girl%20Power,%20Dasra%20Report,%202010.pdf> Report mentions local language children's literature in library (p. 20)

Education above all

list of partners – <https://educateachild.org/our-partners-projects/all-partners#Implementing>

- Many links have education projects, but little reference to multilingualism or language, no resources, some refer to literacy programmes but without mentioning the languages, others focus on national languages

Erling, E., Adinolfi, L. & Hultgren, A.K. (2017). *Multilingual classrooms: opportunities and challenges for English medium instruction in low and middle income contexts*. London/Milton Keynes/Reading: British Council/The Open University/Education Development Trust.

[https://www.educationdevelopmenttrust.com/~media/EDT/Reports/Research/2017/r-english-medium-instruction-in-low-and-middle-income-contexts.pdf](https://www.educationdevelopmenttrust.com/~/media/EDT/Reports/Research/2017/r-english-medium-instruction-in-low-and-middle-income-contexts.pdf)

- Focus on policy rather than classroom practice

García, O. (2009). Education, multilingualism and translanguaging in the 21st century. In T. Skutnabb-Kangas, R. Phillipson, A.K. Mohanty & M. Panda (eds), *Social Justice through Multilingual Education*. Clevedon: Multilingual Matters.

- Discussion of translanguaging and bilingual education models in a range of settings
- Some discussion and description of classroom translanguaging practice

GIZ (German Dev agency) <https://www.giz.de/en/>

- Educational projects, but no resources

Global Partnership for Education – Children learn better in their mother tongue. <https://www.globalpartnership.org/blog/children-learn-better-their-mother-tongue>

Gorter, D. & Cenoz, J. (2017). Language education policy and multilingual assessment. *Language and Education*. 31(3): 231–248. <https://www.tandfonline.com/doi/full/10.1080/09500782.2016.1261892>

- Policy and assessment in bi-/multilingual programmes in USA, Canada, Basque Country; discussion of some multilingual and translanguaging teaching approaches
- Discussion of multilingual assessment score calculation and some translanguaging approaches to assessment

Hall, G. & Cook, G. (2012). Own-language use in language teaching and learning. *Language Teaching*. 45(3) 271–308.

- Review of research and different approaches to own-language use in language classrooms; does not include most recent literature
- Some discussion of translation as a learning activity

Happy Readers <http://www.happy-readers.com/>

- Learn-to-read books used in Zimbabwe and Zambia; in English, Shona, Nyanja, Bemba
- Website includes descriptions and data from programmes, but no copies of books

Hayes, D. (2017). *English language teaching in Nepal: research, reflection and practice*. London: British Council. [https://www.britishcouncil.org.np/sites/default/files/web\\_text\\_english\\_language\\_teaching\\_in\\_nepal\\_15.6\\_cm\\_x\\_23.3\\_cm\\_-\\_12\\_jan\\_2018.pdf](https://www.britishcouncil.org.np/sites/default/files/web_text_english_language_teaching_in_nepal_15.6_cm_x_23.3_cm_-_12_jan_2018.pdf)

- Multilingualism discussed in terms of context and policy, but does not include classroom practice

He, An E. (2012). Systematic use of mother tongue as learning/teaching resources in target language instruction. *Multilingual Education*. 2(1). <https://multilingual-education.springeropen.com/track/pdf/10.1186/2191-5059-2-1>

- Comparative grammar-based instruction focused on similarities, differences, metalinguistic knowledge. Could be used to design language-specific activities



Herzog-Punzenberger, B., Le Pichon-Vorstman, E. & Siarova, H. (2017). Multilingual Education in the Light of Diversity: Lessons Learned. NESET II report. Luxembourg: Publications Office of the European Union. <https://online.unistrasi.it/Avvisi/MultilingualEducationintheLightofDiversity-LessonsLearned.All1pdf.pdf>

- Policy discussion more than classroom practice

Heugh, K. (1999). Languages, development and reconstructing education in South Africa. *International Journal of Educational Development*, 19: 301–313.

- Includes discussion of longitudinal study of student achievement in different approaches to multilingual education
- Includes focus on Indigenous Knowledge Systems

Heugh, K. (2002). The case against bilingual and multilingual education in South Africa: Laying bare the myths. *Perspectives in Education*, 20: 171–196.

- Includes a list of the arguments that are often used to dismiss bilingual and multilingual education as possible
- Includes research-evidence responses to these arguments to show how bilingual and multilingual education is possible and works

Heugh, K. (2009a). Literacy and bi-/multilingual education in Africa. In T. Skutnabb-Kangas, R. Phillipson, A.K. Mohanty & M. Panda (eds), *Multilingual education for social justice*, pp. 103–124. New York and Bristol: Multilingual Matters.

- Focus on successful practices of literacy and bilingual education in Africa – that people seem to have forgotten

Heugh, K. (2009b). Into the cauldron: An interplay of indigenous and globalised knowledge with strong and weak notions of literacy and language education in Ethiopia and South Africa. *Language Matters, Studies in the Languages of Africa*, 40: 166–189.

- Focus on why both Indigenous knowledge and globalised knowledge are important in a strong education system.

Heugh, K. (2013a). *Multilingual Education in Africa*. In *The Encyclopedia of Applied Linguistics*. Published online : 5 Nov 2012, DOI: 10.1002/9781405198431.wbeal0782

- Summarises the different kinds of multilingual education in Africa – including over different historical periods
- Argues that multilingual education is not new; it has always been practised in Africa and probably also in all multilingual areas of the world

Heugh, K. (2013b). Multilingual education policy in South Africa: Constrained by theoretical and historical disconnections. *Annual Review of Applied Linguistics*, 33: 215–337.

- Explains why people are confused about multilingual education in South Africa in the present times.

Heugh, K. (2014). Margins, diversity and achievement: System-wide data and implementation of multilingual education in Ethiopia. In D. Gorter, Z. Zenotz & J. Cenoz (eds), *Minority languages and multilingual education: Bridging the local and the global*, pp. 45–63. Educational Linguistics, Volume 18. Dordrecht: Springer.

- What we have learned through regular system-wide assessment in Ethiopia since 2000 and in relation to changes to the multilingual education policy in 2004 has important lessons for education systems around the world, especially in relation to the teaching of English

Heugh, K. (2015). Epistemologies in multilingual education: Translanguaging and genre – companions in conversation with policy and practice. Special Issue, *Language and Education*, 29: 280–285.

- Explains why in Africa and Asia we may need to be careful about which kind of ‘translanguaging’ we use in our classrooms
- Suggests that purposeful translanguaging, together with clearly signalled approaches to how students need to learn to write different kinds of text (genres of text), is likely to be successful

Heugh, K. (2019). Multilingualism and education in Africa. In E.H. Wolff (ed.), *The Cambridge Handbook of African Linguistics*, pp. 577–600. Cambridge: Cambridge University Press.

- Gives a comprehensive overview of all large numbers of African scholars who have contributed to international understanding of multilingual education

Heugh, K., Benson, C., Bogale, B. & Gebre Yohannes, M.A. (2007). Final report: Study on medium of instruction in primary schools in Ethiopia. Commissioned by the Ministry of Education, Ethiopia. September to December 2006. (Commissioned by UN Development Programme in conjunction with Pooled Donor Consortium including Department for International Development (DfID), UK Government, Irish Aid, Royal Netherlands Embassy and the Finnish International Development Agency (FINNIDA).)

[http://www.hsrb.ac.za/research/output/outputDocuments/4379\\_Heugh\\_Studyonmediumofinstruction.pdf](http://www.hsrb.ac.za/research/output/outputDocuments/4379_Heugh_Studyonmediumofinstruction.pdf)

- Outlines the different kinds of bilingual and trilingual education implemented throughout Ethiopia
- Identifies issues that relate to English, teaching of English and preparing of teacher educators
- Provides recommendations for monitoring and evaluating language education policy and implementation on a regular basis to ensure that the original intention is retained and/or changed if or when conditions change

Heugh, K., Li, X. & Song, Y. (2017). Multilingualism and translanguaging in the teaching of and through English: rethinking linguistic boundaries in an Australian University. In B. Fenton-Smith, P. Humphries & I. Walkinshaw (eds), *English medium instruction in higher education in Asia-Pacific: issues and challenges from policy to pedagogy*, pp. 259–279. Dordrecht: Springer

- Research evidence shows that it may take students longer than six to eight years to achieve adequate academic proficiency in English in order to study through English
- Identifies the positive role that translation can play in bilingual learning
- Identifies purposeful translanguaging as including purposeful code-switching and translation as a methodology that increases students’ proficiency in both their home language and English simultaneously, with benefits to the learning of both languages

Heugh, K., Prinsloo, C., Makgamatha, M.M., Diedericks, G. & Winnaar, L. (2016). Multilingualism(s) and system-wide assessment: a southern perspective. *Language and Education*, Special Issue, Education and Multilingualism: Navigating Policy and Assessment. Published online: 15 Dec 2016.

<http://dx.doi.org/10.1080/09500782.2016.1261894>

- Includes research findings relevant to the advantages for students when multilingual forms of assessment are used
- Demonstrates the positive potential of translanguaging in assessment
- Identifies implications for diagnostic assessment and reporting in system-wide testing at the macro-, meso- and micro-levels (even at the individual level)
- Implications for teacher education

Lo Bianco, J. (2016). Synthesis Report: Language Education and Social Cohesion (LESC) Initiative in Malaysia, Myanmar and Thailand. Bangkok: UNICEF.

- This extensive report addresses the complexities of multilingualism or language diversity in contexts in which there is conflict among minority communities with different languages. This is an important document for educators considering how best to include minority communities in decision making in order to bring about change, inclusion and cohesion

McCallum, K. (1995). Educational publishing: a practical look at language policies. In K. Heugh, A. Siegrühn & P. Plüddemann (eds), *Multilingual Education for South Africa*, pp. 127–140. London: Heinemann.

Mcllwraith, H. (ed.) (2013a). *Multilingual Education in Africa: Lessons from the Juba Language-in-Education Conference*. London: British Council. <https://englishagenda.britishcouncil.org/continuing-professional-development/cpd-managers/multilingual-education-africa-lessons-juba-language-education-conference>

- Discussion at a policy level, not classroom focused

Mcllwraith, H. (ed.) (2013b). *Language rich Africa: Policy dialogue*. The Cape Town Language and Development Conference: Looking beyond 2015, p. 5. London: British Council.

- Various authors in this volume include a focus on policy from below (community-based project initiatives) to support multilingual education

Mohanty, A. K. 2019. *The Multilingual Reality. Living with Languages*. Bristol: Multilingual Matters.

- This is an important book that documents the history of multilingual education for Tribal communities in India. It provides useful information for education officials and teachers.

MultiLila project – <https://www.mam.mml.cam.ac.uk/>

- Research into the impact of different factors on educational achievement of multilingual students in India
- Resources from dissemination event workshops. Some links to Indian organisations

Nomlomo, V. (2003). Accommodating diversity in the isiXhosa classroom. In B. Brock-Utne, Z. Desai & M. Qorro (eds), *Language of instruction in Tanzania and South Africa (LOITASA)*, pp.69–79. Dar es Salaam, Tanzania: E & D Limited.

- Includes important findings of the LOITASA project
- Particularly useful for illustrating the effect of using a ‘non-dominant’ or ‘minoritised’ language alongside English for teaching and learning

Nomlomo, V. & Desai, Z. (2014). Reflections on the development of a pre-service language curriculum for the Bed (Foundation Phase). *South African Journal of Childhood Education*, 4(3): 87–102.

- Useful text for pre-service teacher education in multilingual settings

NORAD (Norwegian) <https://norad.no/>

- Information including importance of mother tongue education, but no resources
- EduApp4Syria – Opensource Arabic Language Learning Game

Norwegian Refugee Council <https://www.nrc.no/what-we-do/activities-in-the-field/education/>

- Mentions language support but no specific resources
- This is a general gap in the international literature on refugees and displaced persons
- Considerations for education are subsumed under general provision of some form of temporary provision, and the specifics of language have not yet been developed. There is yet to be an international set of agreements on how best to use students' own languages in such circumstances. UNESCO Bangkok is currently working on a draft policy document in this regard

Ouane, A. & Glanz, C. (2010). Why and how Africa should invest in African languages and multilingual education. A policy and advocacy document. UNESCO Institute for Lifelong Learning. <https://unesdoc.unesco.org/ark:/48223/pf0000188642>

- This document summarises the Alidou et al. (2006) study of different kinds of mother-tongue and bilingual education across Africa, updates it with additional research undertaken in Ethiopia, and draws up a set of policy recommendations for governments in Africa

Ouane, A. & Glanz, C. (eds) (2011). *Optimising learning, education and publishing in Africa: The language factor. A review and analysis of theory and practice in mother-tongue and bilingual education in sub-Saharan Africa*. Hamburg and Tunis Belvédère: UNESCO Institute for Lifelong Learning (UIL) and the Association for the Development of Education in Africa (ADEA)/African Development Bank.

- This document is an edited and updated version of the Alidou et al. (2006) report. It includes the additional data from the Ethiopian study (Heugh et al. (2007)) and updated assessment data from Ethiopia

Person, K. (2018). *Bridge to a Brighter Tomorrow: The Patani Malay-Thai Multilingual Education Programme*. Bangkok: UNICEF.

- This report provides a comprehensive overview of languages in education in Thailand, with specific reference to the Patani-Malay-Thai Multilingual Education Programme
- See also: Premsrirat, S. & Person, K. (2018). Education in Thailand's Ethnic Languages: Reflections on a Decade of Mother Tongue-Based Multilingual Education Policy and Practice. In *Education in Thailand: An Old Elephant in Search of a New Mahout*, pp. 393–408. Singapore: Springer.

Powell-Davies, P. & Gunashekar, P. (2013). *English Language Teacher Education in a Diverse Environment*. New Delhi: British Council. <https://www.teachingenglish.org.uk/article/english-language-teacher-education-a-diverse-environment>

- Includes discussion of policy and practice in different contexts, with data about practice but not examples

Probyn, M. (2009). 'Smuggling the vernacular into the classroom': Conflicts and tensions in classroom codeswitching in township/rural schools in South Africa. *International Journal of Bilingual Education and Bilingualism*, 12: 123–136.

Probyn, M. (2015). Pedagogical translanguaging: bridging discourses in South African science classrooms. *Language and Education* 29(3): 218–234.

- Probyn in several publications discusses how best teachers and students can make purposeful use of code-switching or translanguaging in order to increase learning effectiveness and for inclusive teaching and learning

Reeves, C., Heugh, K., Prinsloo, C.P., Macdonald, C., Netshitangani, T., Alidou, H. & Diedericks, G. (2008). *Evaluation of literacy teaching in the primary schools of the Limpopo Province*. Pretoria: Human Sciences Research Council. [http://www.hsrc.ac.za/research/output/outputDocuments/5715\\_Reeves\\_Evaluationofliteracy.pdf](http://www.hsrc.ac.za/research/output/outputDocuments/5715_Reeves_Evaluationofliteracy.pdf)

- Research findings point towards the kind of literacy development that is needed in schools, particularly in multilingual and low-resource contexts
- The findings emphasise the need for reading and writing (extended writing) to take place in every classroom, each day
- The findings also indicate that teachers need to make the local language/s visible in the classroom alongside English in order for students to develop strong reading and writing

Robb, H. (1995). Multilingual preschooling. In K. Heugh, A. Siegrühn & P. Plüddemann (eds), *Multilingual education for South Africa*, pp. 15–22. Cape Town, South Africa: Heinemann.

- This is one of the few papers that specifically address how multilingualism can be encouraged in early years education – even in very low-resource and low-income settings
- This is important for all school systems everywhere because strong foundations for early literacy occur at this point and many children in the early years do not have the advantages of strong family literacy practices. This means that early years education and multilingual education have particular importance

Save the Children <https://www.savethechildren.net/sites/default/files/Hear%20it%20from%20the%20Teachers.pdf>.

- Report mentions multiple languages but no resources – focus on transitioning students to local language of instruction; mention of MT support (p. 19)

Sentumbwe, G. & Heugh, K. (2014). Local languages and primary education in Northern Uganda: Post-conflict community and local partnerships. In H. McIlwraith (ed.), *Language rich Africa. Policy dialogue*. The Cape Town Language and Development Conference: Looking beyond 2015, pp. 132–135. London: British Council.

- This paper focuses on the role of community engagement and the processes that a not-for-profit organisation, LABE, has developed for multiple stakeholder collaboration – from national to local government, and from school to village, in order to build sustainability and agency even at the village level

Setati, M. (2008) Access to mathematics versus access to the language of power: The struggle in multilingual mathematics classrooms. *South African Journal of Education*, 28: 103–116.

- Useful for teachers of mathematics

SIDA (Swedish)

Stroud, C. (2002). [https://www.sida.se/contentassets/4dd1745d0376402bb3714f10dfa8efe0/towards-a-policy-for-bilingual-education-in-developing-countries\\_622.pdf](https://www.sida.se/contentassets/4dd1745d0376402bb3714f10dfa8efe0/towards-a-policy-for-bilingual-education-in-developing-countries_622.pdf)

- Twelve principles, pp. 53–70
- Key recommendations include developing curriculum, materials and teachers locally (contrast with BC model?)

Simpson, J. (2016). Using multilingual approaches: Challenges for doing so and suggestions for addressing these. Teaching for Success online conference, October 2016. <http://www.viddler.com/v/a205bb1d> and <https://www.teachingenglish.org.uk/article/john-simpson-using-multilingual-approaches>

- Discussion of the place of students' home languages in policy
- Brief examples of resources such as bilingual readers, textbooks, vocabulary lists, teacher guide
- Focus on majority community languages 'everyone speaks Kinyarwanda'
- Code-switching and translanguaging: in textbooks (Look at x, talk about it in home language); by teachers – preview, new concepts, clarify misunderstandings, comparing words, culturally meaningful metaphors

- Scaffolding of language learning
- Policy gap, role of education officials, change in practice for teachers

Simpson, J. (2017). *English language and medium of instruction in basic education in low- and middle-income countries: a British Council perspective*. London: British Council. [https://englishagenda.britishcouncil.org/sites/default/files/attachments/pub\\_h106\\_elt\\_position\\_paper\\_on\\_english\\_in\\_basic\\_education\\_in\\_low- and middle-income\\_countries\\_final\\_web\\_v3.pdf](https://englishagenda.britishcouncil.org/sites/default/files/attachments/pub_h106_elt_position_paper_on_english_in_basic_education_in_low-_and_middle-income_countries_final_web_v3.pdf)

- Shifting focus on teaching English as a subject rather than English as medium of instruction – arguments and evidence
- Importance of transition from L1 education in lower grades to EMI in higher grades – through ‘recoding’ of L1 knowledge into English, and ‘scaffolding’ of new English-based learning onto L1 knowledge (p. 12)
- Case studies refer to some classroom strategies (p. 25ff.)
- Low-income EMI contexts (p. 28ff.) identifies some key pedagogies: strategic code-switching, integrating language and content, making connections between language and concepts explicit

Skutnabb-Kangas, T. & Heugh, K. (eds) (2012). *Multilingual education and sustainable development work. From periphery to center*. New York and London: Routledge.

- Includes chapters from many countries of Africa, Asia and the Americas in which there are limited resources for teachers and students
- Discusses policies, interventions, research findings and recommendations for multilingual education
- Demonstrates that multilingual education is possible, not only at the small scale but also at the system level

Taylor-Leech, K. (2013). Finding space for non-dominant languages in education: language policy and medium of instruction in Timor-Leste 2000–2012. *Current Issues in Language Planning*, 14.1: 109–126.

UNESCO videos promoting mother tongue use in the classroom: <https://www.sil.org/literacy-and-education/videos-promoting-mother-tongue-based-multilingual-education-mtb-mle>

- Background information, process of developing MTB MLE programme and promotion

UNESCO (1953). *The use of vernacular languages in education*. Paris: UNESCO.

- This is the original UNESCO document that set out the need for the use of the mother language/mother tongue in the education of African children in primary school
- The early assumption was that three years of mother-tongue-medium education would be sufficient for students to develop their reading and writing and that they would be able to switch or transition to English- or French- or Portuguese-medium instruction from the fourth year
- This assumption was finally shown to be wrong and a serious underestimation of the number of years required a) to establish strong literacy in the mother tongue and b) for learning the second language (e.g. English) well enough to be able to learn through English (EMI)
- We now know that it takes a minimum of six years under the best conditions and a minimum of eight years under less well-resourced conditions

UNESCO (2003). Education in a multilingual world: UNESCO education position paper. <http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/education-in-a-multilingual-world-unesco-education-position-paper/>

- Underlying concepts, principles and documents in support of multilingual education.

UNESCO (2014). Multilingual education. Why is it important? How to implement it?

<https://unesdoc.unesco.org/ark:/48223/pf0000226554>

- General arguments and principles for multilingual education

UNESCO. (2016). If you don't understand, how can you learn? Policy Paper 24. Global Education Monitoring Report. <https://unesdoc.unesco.org/ark:/48223/pf0000243713//>

- The title of this document indicates its purpose
- The title emerges from the Alidou et al. (2006) report which informed the Ouane & Glanz (2010, 2011) documents  
United World Schools <https://www.unitedworldschools.org/Pages/FAQs/Category/classroom-activities>
- Resources for English (Western) classrooms

University of Washington – strategies for teaching international and multilingual students: <http://www.washington.edu/teaching/teaching-resources/inclusive-teaching-at-uw/teaching-im-students/strategies-for-teaching-im-students/>

- Mostly resources for supporting English and some culturally responsive teaching

US Peace Corps <https://www.peacecorps.gov/educators/resources/global-competence-module-2-how-learners-see-world/>

<https://www.peacecorps.gov/educators/resources/global-competence-training-educators/>

- Goal – avoid stereotypes, understand and meet needs of learners
- Foundation training for teachers in considering cultural differences
- Teaching-learning cycle for global competence – investigate the world, recognise perspectives, communicate ideas, take action

USAID (US) <https://www.usaid.gov/vi/gsearch/teaching%20learning%20materials>

- No multilingual programmes stood out

Versfeld, R. (1995). Language is lekker: A language activity classroom. In K. Heugh, A. Siegrühn & P. Plüddemann (eds), *Multilingual Education for South Africa*, pp. 23–27. Cape Town, South Africa: Heinemann.

- Explains and illustrates her interpretation and adaptation of Agnihotri's conceptualisation of multilingual classrooms, as included in the Achmat (1992) documentary referenced elsewhere in this document

Williams, E. (1998). Investigating Bilingual Literacy: Evidence from Malawi and Zambia. *Education Research*, vol 24.

- Comparison of reading ability in home language vs English
- Home language reading – higher levels of understanding and abstract thinking; application of reading strategies
- Arguments for use of local language as Mol or in EMI contexts
- No examples of classroom strategies

Williams, E. (2007). Extensive Reading in Malawi.

- Evaluation of reading programme – not including multilingual approaches





### 3.4 Gaps in the literature and resources currently available

Many multilingual education programmes continue to emphasise transition from home language to local language to international language over the primary years. Consequently, resources for multilingual practice tend to focus on one-way transfer of learning from L1 to L2, rather than reciprocal and ongoing transfer between languages.

The following do not appear to be a strong focus of the current literature, and it would be valuable to develop resources that engage with:

- teacher development literature to support multilingual learners in low resource contexts:
  - › including in-service and pre-service teacher development (professional learning) programmes
  - › materials that support teachers to understand the principles and processes of multilingual teaching
  - › how to develop and adapt curriculum, materials and assessment for their local context
- teacher agency in classroom level practice:
  - › opportunities that teachers can take to adapt or develop curriculum, materials, pedagogies and classroom interactions to suit students in their local context
  - › building teacher confidence in what they already know, and how they can build on what they know works well
  - › confidence that teachers can gain from drawing on students' knowledge and capabilities to engage in peer-teaching and collaborative learning
  - › building teacher confidence in reflexive teaching and taking action
- connected and comprehensive reading and writing:
  - › literacy programmes that go beyond decoding and comprehension, but support meaning-making, analysis, adaptation and creation of texts in home/local languages
  - › materials that transition from stories and familiar contexts into age-appropriate academic content (i.e. progressing from 'learning to read and write' to 'reading and writing to learn')
- multilingual strategies and resources for subject content:
  - › multilingual and adaptable teaching materials and activities that support content learning across the curriculum (including maths, science, humanities, arts and other areas)
- multidirectional multilingual learning strategies:
  - › interaction, rather than one-way transfer between home languages, community languages and school languages
  - › multilingual approaches for active learning of and through students' multiple languages beyond early primary
- multilingual pedagogies:
  - › purposeful use of code-switching or translanguaging as a legitimate pedagogy in both spoken and written communication
  - › a carefully structured curriculum that includes building literacy development in the home or local language and the second language of wider-school communication to achieve biliteracy for learning to read and reading to learn
  - › productive, interactive or reflective multilingual task-building that can be used in assessment of language content and where appropriate, also other learning.



# Appendix

# Appendix

## Notes on terminology<sup>1</sup>

Term	Abbreviation	Related term	Meaning
<b>Ability</b>		Abilities	We try to signal ways for teachers to recognise different levels of student ability, which could relate to grade or year level.
<b>Assessment</b>		Formative assessment; Summative assessment	Each country, state or provincial education authority will have specific assessment policies to measure student knowledge, skills and progress. Where we have suggested assessment tasks, these can be adapted for formative (ongoing) assessment or for summative (end-of-course/term/year) assessment.
<b>Bilingual education</b>		Dual-medium education	The use of two languages for teaching and learning across the curriculum (e.g. home language and English).
<b>Bilingual student/person</b>			A person who can speak or use two languages.
<b>Code-mixing</b>	CM		Mixing of two or more languages usually involves including a word or phrase from one language when speaking another. For example, in South Africa, parents sometimes jokingly say things like: Moenie mix jou languages nie! To mean: Don't mix your languages! There is a documentary film that uses language mixing in its title: Yo dude! Cosa wena kyk a? The multilingual classroom. Meaning: Hey dude! What are you looking at? (Includes isiXhosa, English, Italian, Afrikaans – a title made up by students in the documentary.)
<b>Code-switching</b>	CS	Systematic and unsystematic code-switching	CS involves switching between one language and another. It involves larger chunks of spoken language than CM. These can be clauses, whole sentences or sequences of several sentences. For example, one might begin a sentence in Yoruba or Punjabi and end the sentence in English. Or one might speak in isiZulu when speakers of the same language are together, but when someone from another language joins the group, one might switch to a language that this person understands.  Bilingual people, and teachers, often do this naturally. We sometimes call this 'informal' use of code-switching.  'Purposeful' use of code-switching is used in formal education where the teacher intends to use two or more languages and when bilingual or multilingual teaching and learning are valued.
<b>Early years education</b>		Pre-school, kindergarten, early primary, early childhood education	The first three or four years of formal teaching of young children.
<b>English language learner</b>	ELL	Bilingual/multilingual learner	In formal education, students who are referred to as English language learners or bi-/multilingual learners are already speakers of their home, local, regional or national language. So, if they are learning English, this means that they are developing their bi-/multilingualism and could therefore be called bi-/multilingual learners.
<b>English-medium instruction</b>	EMI	English as MOI English as a medium of instruction	The term 'English-medium instruction' is a more recent name for what used to be called 'English as the medium of instruction' in many former British colonies in Africa, South and South-East Asia. It refers to the use of English to teach subject content across the curriculum and is different from English as a subject, where it is taught as a language/skill in itself only.

<sup>1</sup> Not all of these terms are used in this resource book/pack, but they are terms that teachers and teacher educators often come across and they may be useful for you.

Term	Abbreviation	Related term	Meaning
<b>Grade</b>		Year, Standard, Class	In some countries the school systems use the term 'Grade' to mean the year of student enrolment, e.g. Grade 1 = Year 1. Some countries prefer to use a term that clearly links the year level to either primary or secondary school. For example: Primary 1 = Grade 1 = Year 1. In other countries, 'grade' can also be a synonym for marks or points gained through assessment.
<b>Interpreting</b>		Translation, Translanguaging	When people explain what someone has said in one language to someone who speaks another language, we refer to this as interpreting from one language to another.
<b>Mother tongue</b>	MT	Mother language, First language, Home Language	There are many different names that people have given to the language that children grow up knowing and using best. You are encouraged to use the term that is most commonly used by students and parents in your school community.
<b>Mother-tongue medium</b>	MTM MTE MTB-MLE	Mother-tongue medium Mother-tongue education Mother-tongue-based multilingual education	Mother-tongue medium (MTM) and mother-tongue education (MTE) are two terms that are often used interchangeably. They refer to teaching children through the medium of their mother tongue. This term was added to and given a more precise meaning, MTB-MLE, for the South African context (1995–2000), in order to clarify language education policy changes that were taking place at the time. After a 25-country study in Africa, UNESCO adopted this term from 2010 onwards. The term has spread to South Asia and South-East Asia. There are now different interpretations of this term, and because it is being used to mean different things, it is more important to understand the research findings about how long it takes for students to develop academic literacy in their home language and English before English can be used on its own for learning across the curriculum.
<b>Multilingual</b>		Plurilingual	For many people, especially in Africa, multilingual and plurilingual mean the same thing. People in former British colonies in Africa and Asia have tended to use 'multilingual'. People in the former French colonies in Africa have tended to use the term 'plurilingual'. A multilingual person is someone who can use three or more languages.
<b>Multilingual education</b>	MLE	MTB-MLE	Multilingual education (MLE) is more widely used than MTB-MLE and covers a wider range of possibilities in terms of which and how languages are used.
<b>Project</b>			A project refers to several activities that are linked either by topic, theme or type (style or genre) of language use.
<b>Purposeful translanguaging</b>	Purposeful TL		Teachers are now using purposeful translanguaging in their teaching of English and EMI. This is like purposeful use of CS, except that it includes translation and other language activities discussed below. 'Purposeful' refers to making specific choices about which language(s) to use, how and when.
<b>Roman script</b>		Latin script	Originally used for writing in Latin, the Roman script is used for many European languages, including English. It is also sometimes used to write phonetically for languages that have no script of their own, or a different script (e.g. writing <i>Mausam kasia hai?</i> for 'How is the weather?' in Hindi).
<b>Translanguaging</b>	TL	Translation, interpreting, code-switching, code-mixing	Translanguaging includes a range of processes in which bi-/multilingual people make use of the knowledge they have of many languages and how to use these languages. It includes interpreting, translation, code-mixing, code-switching. It includes the way that we make use of our language knowledge when moving between one language and another, i.e. 'in-between' practices.
<b>Translation</b>		Interpreting Translanguaging	We usually use 'translation' when referring to changing written text from one language to another. We use 'interpreting' for translation of spoken text from one language to another.





This book aims to introduce important evidence relating to language learning in multilingual contexts and develop the practice of using multilingual approaches in the classroom. It has been especially designed to support teachers who teach English as a subject and for teachers who use English as the medium of instruction (EMI) in classrooms with students in linguistically diverse and often resource-poor communities. The resource has three main parts.

- 1 **A guide** that explains relevant research evidence
- 2 **Strategies, activities and projects** that teachers can use in their classrooms
- 3 **An abridged list of resources for multilingual education** for further exploration

Drawing on the authors' decades of experience, the practical ideas covered here are underpinned by research and evidence from around the world. They have also been piloted with teachers in India, who in turn have tested them in their classrooms and provided useful feedback and ideas.



*There has been a lot of discourse about the psycholinguistic benefits of multilingualism, multilingualism as a tool for social justice and it is getting accepted in academic circles. What people don't know is how to implement it. So, the best part is that we're getting ideas about how we can actually do this in our classrooms.*

– Shefali Shrivastara



*I was shocked to know that there more than 19 languages being used in my classroom. My whole perspective was shifted towards the children [...] knowing them better and using multilingual [approaches] in context to improve the teaching and learning experience.*

– Karamjeet Singh



*I used to think the [children's first language] is something that blocks the development of a new language [...] now I understand that it is something that needs to come along, be carried along to develop the new language and also make the lesson clear no matter what subject or area we're talking about.*

– Bushra Imam Khanam



*I plan to share this with my colleagues so they won't give me instructions not to use any other language in the classroom. Of course, I'll also try these activities and adapt them a bit and see what levels I can use them with.*

– Parul Sethi



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