



Supporting multilingual classrooms

Teaching Unit 4

Supporting children with the language of schooling across the curriculum

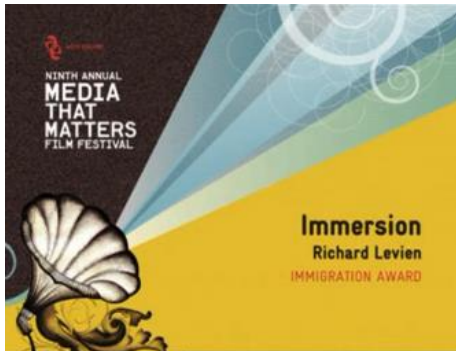
Helping learners to capitalize on their knowledge and experiences when working in different disciplines

- How does a student feel when he has to learn new content in a language which is not his mother tongue?
- Do you personally find the use of different languages disturbing in the classroom? Can you see what benefits and opportunities multilingualism bring for the whole classroom?
- How can we use pluralistic approaches* to help learners to capitalize on their knowledge and experiences when learning through a new language?
- How could teachers benefit more from students' first languages and other language repertoires in classrooms where the language of schooling is used?
- How do we draw on our pedagogical competences to benefit from students' first languages and other language repertoires in classrooms where the language of schooling is used - and particularly in subject teaching?

Exemplar classroom resource 1

Moises' experience

A YouTube video about Moises, a ten-year-old student, who struggles to communicate in his new school with limited access to his native language.



Please watch the video sequence [“Immersion”](#) until 4'58”!

Source: MALEDIVE – [Further resources – Pedagogical resources](#)

You can find it also on [YouTube](#)

Reflection about the short film sequence:

- What do you know about Moises?
- How does Moises try to participate in the lesson?
- What could the teacher do to assess his knowledge and skills during the lesson?
- What would you do to help Moises in the classroom?
- Which kind of challenge do you think you would have to face in order to introduce multilingual approaches in your classroom or in your school and how would you tackle it?
- On which kind of resources do you think you could draw to reach this goal in your classroom or in your school?

Possible objectives for learners

- Work on own attitudes and experience a change of perspective towards multilingual students facing the language of schooling.
- Become aware of language diversity as a resource for teaching in all subjects.
- Identify pedagogical strength and needs for multilingual education.
- Become aware of required teachers' competences in multilingual classrooms.

Exemplar classroom resource 2

“Conceptual knowledge developed in one language helps to make input into the other language comprehensible” (Jim Cummins, 2000:39)

<https://maledive.ecml.at/Studymaterials/School/Buildingonplurilingualism/tabid/3619/language/en-GB/Default.aspx>

1. Can you relate this quotation to your experience as a teacher in multilingual settings?
2. Have you had any experience of students using their first language in subject lessons?
3. What is translanguaging? Please read the definition below!

“The term translanguaging, as originally proposed by Cen Williams (1994), refers to Welsh-English bilingual pedagogical practices where students hear or read a lesson, a passage in a book or a section of work in one language and develop their work in another [...] input and output are deliberately in a different language and are systematically varied (Baker 2001, 281; 2003, 82)”. (Hornberger & Link 2012: 268) Nowadays translanguaging is often used to “describe the usual and normal practice of ‘bilingualism without diglossic functional separation’”. (Creese & Blackledge 2010).

References:

Creese, A. & Blackledge, A. 2010. Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching. *The Modern Language Journal*, Vol. 94/1: 103-115
Hornberger, N. H. & Link, H. 2012. Translanguaging and transnational literacies in multilingual classrooms: A biliteracy lens. *International Journal of Bilingual Education and Bilingualism*, Vol. 15/3: 261-278.

Source:

[PLURILITERACIES Glossary](#), a definition of translanguaging

4. Can you imagine your students actively using different languages for learning in your classroom?
5. Which benefits would you expect from this innovative approach? Which challenges/obstacles do you think would you first have to overcome?
6. Do you know any pedagogical activities and materials suitable for translanguaging?
7. What would you have to consider related to classroom management?

Possible objectives for teacher-learners

- Reflect on own pedagogical know-how for multilingual classrooms.
- Consider first languages as being useful in classrooms where the language of schooling is used and for subject learning.
- Learn to know further teaching strategies considering students’ first languages and other language repertoires in classrooms where the language of schooling is used.

Reflective questions

- How do these resources address the initial questions?
- How do learners benefit from them?
- What other objectives could you achieve with these activities?
- How would you use these resources and adapt them for your own context?

Food for thought

*Definition of [pluralistic approaches](#) on the [FREPA website](#)
[Reflective questions for teachers](#) on multilingual education on [MALEDIVE website](#)

Other resources

What is Translanguaging? – Introduction to the Translanguaging Guide, Ofelia García, CUNY-NYSIEB Online Series, [YouTube](#)

Translanguaging: Practice Briefs for Educators, Joanna Yip & Ofelia García, Ph.D.

The Graduate Center, City University of New York, [CUNY Academic Commons](#)

MALEDIVE, [Identity texts](#)