

Supporting multilingual classrooms

Teaching Unit 3

Developing a plurilingual dimension in various subjects

Including our students' plurilingualism in the teaching of other subjects

- What are the aims of using a multilingual approach in different subjects?
- How could learners benefit from a multilingual approach across the curriculum vs a monolingual approach in your institution?
- How can we connect instruction and curriculum to students' lives and help them to mobilize their background knowledge?
- What's the role of teachers and learners in a multilingual approach?
- How could a multilingual approach be implemented in your school curriculum?

Exemplar classroom resource 1

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CONTENT BASED TEACHING + PLURILINGUAL/CULTURAL AWARENESS CONBAT

MOTION IN THE OCEAN

3- ALL KINDS OF STORMS AT SEA

Worksheet 2: All kinds of storms at sea

Grouping 

There are various kinds of storms at sea that are given different names. Those names depend on the region of the world where those phenomena generally occur.

1- Link each English word to the original word you think it comes from.

English word	original word
Hurricane	<i>Kyklōma</i>
Typhoon	津波
Tsunami	<i>Huracan</i>
Cyclone	台风


2-  Try to find out what is the name of each of those languages

The word hurricane comes from.....

The word typhoon comes from.....

The word tsunami comes from.....

The word cyclone comes from.....

3-  Look for a definition of each term in a dictionary and write it down:

Hurricane:

Typhoon:

Tsunami:

Cyclone:

Source: ConBaT+ Content Based Teaching + Plurilingual/cultural Awareness
<http://conbat.ecml.at/DidacticUnits/Motionintheocean/tabid/2697/language/en-GB/Default.aspx>

Objectives for learners

- Learn about the location and names of the main oceans in the world
- Identify the main causes for water movement in the ocean
- Explore the relationships between wind and ocean waves
- Learn about storms at sea
- Improve reading competencies in English as a foreign language
- Learn English vocabulary related to the topic of oceans and ocean water movement
- Learn about the etymology of some English words
- Learn about borrowings and exchanges between languages
- Looking for information on the Internet and being able to sort it out

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

Do Coyle (2015) *Strengthening integrated learning: Towards a new era for pluriliteracies and intercultural learning*.

<http://laclil.unisabana.edu.co/index.php/LACLIL/article/view/5915/pdf>

Other resources

More materials can be found in English, French and Spanish in ConBaT+

<http://combat.ecml.at/DidacticUnits/tabid/2670/language/en-GB/Default.aspx>

and also in the ECML Pluriliteracies project <http://pluriliteracies.ecml.at/>