Using multilingual approaches

Teaching**English**

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How to use this resource

Teachers

Work through the module at your own pace. Do the self-assessment activity on the page after the Introduction to check your skills in this professional practice. The self-assessment activity will help you to decide which elements of practice you want to improve. Each area has four sections:

A **Analyse: Can you advise these teachers?** This section looks at real teachers' situations and a part of the practice they're finding difficult. Think of the advice you would give the teachers in the case studies. This section helps you to think about what you already do, and gives you some ideas to try in your own classes.

B **Think: What do you know?** This section gives an explanation of the area of practice. It might have new terminology. It is a good idea to have an ELT glossary, such as the Teaching knowledge database on the TeachingEnglish website, open for you to look up any words you don't know. This section also has a short task for you to check your understanding of the area of practice described.

C **Try: How does it work?** This section asks you to try something out in a class or over a number of lessons. The tasks will help you to think more about the area of practice in Section B and also to understand how the area applies to your teaching context. Some of the tasks need resources, but many can be done without any special preparation. It is a good idea to read several in-classroom tasks and then plan which task to do, with which groups of learners, and when.

D **Work together: What will help your teaching?** These sections have ideas for how you and your colleagues can do the activities together and support each other's professional development. If you are working on your own, then choose some of these activities and think about the questions. It's a good idea to keep a journal of your thoughts.

If you can, make a regular time to meet in a teachers' club or activity group, and together discuss your self-reflections. Write a plan for the year, deciding which sections to look at each time you meet. Make sure you consider the time you need for the in-classroom task, as you will need to do some things before the meeting, and so that you have ideas to talk about with your teacher activity group.

Teacher educators

If you're a teacher educator working with teachers, there are many ways you can use this resource. Get an idea of the teachers' strengths and weaknesses using the self-reflection page. You can also use other needs analyses you've done with your teachers, such as observations of classes and informal chats about their professional development.

Next, create a professional development plan for your teachers, choosing three to five of the most useful elements over a school year. Ask the teachers for their input into the plan as well, so they feel in control of their professional development.

If the teachers you are working with are in a group, you can use many of the *Work together* ideas. If you're working with individual teachers, you might like to work through sections yourself first, with your own classes if you have them, or perhaps by team-teaching parts of your teachers' classes, so that you can discuss and compare ideas.

Using multilingual approaches: Introduction

For some learners and teachers, English is a third, or fourth language, not a second. You may already encourage learners to use their own language to support learning, reflecting your multilingual society. A multilingual classroom sees learners' own languages as an asset, a rich resource. This contrasts with the traditional view seen in 'English-only' policies and classrooms. When learners use their own language, it supports their learning. There is evidence to show that when learners develop competence in multiple languages, this can have a positive effect on their general cognitive skills and overall academic performance, and enable them 'to access information, communicate and use cultural knowledge in interactions with people from diverse backgrounds' (Galante, 2019). Learning English multilingually benefits learners in many ways, increasing active engagement with language learning, cognitive and critical thinking skills, cultural empathy and confidence when communicating.

From our research and work with teachers, the six elements of this professional practice that most teachers ask for help with are:

1 **Recognising and valuing the multilingual nature of societies, schools and classrooms**
The language used in classrooms may be only one of many used in the whole teaching and learning community. The 'official' languages of a country (those used in school and in law) may not be shared by learners' families and caregivers. An inclusive learning environment requires there to be no barriers to access or participation, but language is often the biggest excluder of all.

2 **Giving my learners appropriate opportunities to use their home languages**
Learners can develop faster when they are able to use familiar, home languages to understand learning content, and show others that they understand. In the case of English taught as a school subject, this means supporting learners' understanding of new language. The languages we already know help us to learn new ones and develop our understanding of how they work.

3 **Using strategies that encourage inclusive education within a multilingual learning environment**
In multilingual communication, speakers move between their different languages, treating them as an integrated system. This process is called *translanguaging*. Teachers can direct learners to use different languages at different stages in a lesson to help them communicate. This will be 'multisensory' – using more than one sense (e.g. seeing and hearing) – and involve communicating 'multimodally' with different resources, e.g. writing, speaking and gestures.

4 **Making pedagogical choices that respect and capitalise on my learners' linguistic diversity**
Learners and teachers make sense of their own and each other's worlds with language in many ways. Teaching and learning benefit from diverse language resources – the more connections made between languages, the deeper the learning involved.

5 **Assessing learners in a manner that takes linguistic background into account**
Perhaps a multilingual approach needs a change in the way teachers and exam boards think: what exactly are we assessing and evaluating in English language learning? Does language assessment respect or include learners' own language backgrounds? Teachers need to consider the future worlds of work and study that learners will face. Who will they be likely to use English with, and why? When will they be more likely to use other languages?

6 **Reflecting on how effective my implementation of multilingual approaches is in promoting learning**
This section encourages teachers to explore *why* and experiment with *how* a multilingual approach can help support inclusive learning. Learners' own languages are seen as a rich resource to benefit teaching and learning English, and develop awareness of links between languages and cultures. Reflection asks teachers to think about what they already do and link this with new ideas, tasks and strategies tried out in lessons.

Using multilingual approaches: Self-reflection

The table lists the elements that are included in this chapter. Think about you already know and what you're good at. Self-assess by colouring in the stars. You can colour in more stars as you progress. The page numbers show where you can find out more about the element and work through some related professional development tasks.

Element	Rating	Pages
1. Recognising and valuing the multilingual nature of societies, schools and classrooms	☆☆☆☆☆	4–7
2. Giving my learners appropriate opportunities to use their home languages	☆☆☆☆☆	8–11
3. Using strategies that encourage inclusive education within a multilingual learning environment	☆☆☆☆☆	12–15
4. Making pedagogical choices that respect and capitalise on my learners' linguistic diversity	☆☆☆☆☆	16–19
5. Assessing learners in a manner that takes linguistic background into account	☆☆☆☆☆	20–23
6. Reflecting on how effective my implementation of multilingual approaches is in promoting learning	☆☆☆☆☆	24–27

Further reading

Celic, C and Seltzer, K (2013) *Translanguaging: A CUNY-NYSIEB Guide for Educators.* New York, NY: CUNY-NYSIEB. Available online at: www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

Galante, A (2019) *It's time to change the way we teach English.* The Conversation. Available online at: https://theconversation.com/its-time-to-change-the-way-we-teach-english-109273

Heugh, K, French, M, Armitage, J, Taylor-Leech, K, Billinghurst, N and Ollerhead, S (2019) *Using multilingual approaches: moving from theory to practice.* British Council. Available online at: https://www.teachingenglish.org.uk/sites/teacheng/files/Using_multilingual_approaches.pdf

Simpson, J (2016) *Using multilingual approaches.* Available online at: https://www.teachingenglish.org.uk/article/john-simpson-using-multilingual-approaches

Wei, L (2018) *Translanguaging and Code-Switching: what's the difference?* Available online at: https://blog.oup.com/2018/05/translanguaging-code-switching-difference/

British Council India Multilingualism and Development Conference: https://www.youtube.com/watch?v=PUpBfBFFciA&feature=youtu.be

1 Recognising and valuing the multilingual nature of societies, schools and classrooms

Introduction

The language used in school classrooms may be only one of many used in the whole teaching and learning community. The 'official' languages of a country (those used in school and in law) may not be shared by learners' families and caregivers. An inclusive learning environment requires no barriers to access or participation, but language is often the biggest excluder of all.

Learning English as a third, fourth or even fifth language is more common than learning it as a second language. We need to recognise that our beliefs about the value or use of different languages in our communities can impact positively or negatively on our learners and their learning. Multilingual approaches to inclusive language teaching encourage learners to expand their understanding of languages, as well as their cultural knowledge, for example, customs, values or what is seen as appropriate or inappropriate behaviour in different situations.

Aims

In this section you will:

- read some teachers' thoughts about working with different languages
- explore and evaluate teachers' strategies and attitudes to language choice
- investigate language choices and behaviours in class and out of class
- make welcome posters using the languages of school staff and learners.

1A Analyse: Can you advise these teachers?

Read what these teachers are saying. Which opinions do you mostly agree with? Why?

Rafiq

I teach in a big city primary school in South East Asia with many migrants and ethnic minority children, and not many of my learners, or me, share the same home languages. How can I help them learn English? Is English now an international language? If so, then what cultural knowledge do my learners need? How can I communicate with parents and caregivers? Any ideas, teacher friends?

👍 2 Like | 💬 1 Reply

Maria

Yes, Rafiq, 'English', the language, doesn't have a nationality, it is international – it belongs to anyone who wants or needs to use it. So maybe there isn't really any 'culture' to go with English language today. More people use English to communicate with speakers of English as a third or second language than with what we used to think of as 'native' speakers. I think if you learn one foreign language, it becomes easier to learn others. Language is a tool for learning. It's complex if what you are learning about is the language you are learning! So, maybe multilingual pedagogies like content and language integrated learning (CLIL) are more useful today.

We should all develop our academic language proficiency in our own, as well as other, languages. This is a lifelong process. To do this we should use everything we can, all our languages, our brains and other people. Just like talking to your learners' families, use everything and anything you have available – your teaching and learning community, online translators, dictionaries, your learners who can interpret, etc.

Now, cultural knowledge involves understanding differences in the way we speak together. What are the 'rules' when we talk to others? Do we speak one person at a time? Do we look at people's eyes? How do we use our hands when we are talking and listening? I think that when we are open to communication, we welcome all languages, using eyes, ears, hearts, minds, hands and mouths to make meaning(s) together. What do you think colleagues?

👍 1 Like | 💬

Reflection

- Which language(s) do you use when you are teaching? How about your learners?
- What advice can you give Rafiq? Are your answers to his questions different from Maria's ideas?
- Do you need to change the way languages are encouraged in your school and classrooms?
- How many languages do your learners speak at home? Does this impact on your classroom practices when teaching English? How?
- Answer Maria's questions about spoken communication first for your own language, and then for English. Which are different? Do you focus on non-verbal language (e.g. body language)?

Now read the *Answers and commentary* section on page 28.

Teachers need to be aware of the power and status of the languages used (or not used) to communicate with learners. Teachers may be unaware of how they encourage and influence learners' language choices.

Think about the languages spoken at home, and in your own teaching and learning community. Do these languages represent different things to different people? How have they been used traditionally in education and schooling, in law, or politics?

The role of English internationally is changing; it is the most taught foreign language in the world and is considered by many as an essential skill. It is often seen to have special status as it allows users to communicate across borders and supports transcultural communication.

What different languages mean to you, your learners, their families and communities may also be changing. The world's languages are disappearing, so 2019 was chosen as the year of the indigenous languages by UNESCO, to raise awareness of their value as vehicles of culture, knowledge and different ways of life.

Activity

Label the different approaches to languages **A–K** below like this:

☺ if it is friendly towards different languages

☺ if it is not friendly towards different languages *or*

☺ ☺ if it could be both.

A. I use the same language my learners use when they ask or tell me something.

B. I use our home or shared languages to discipline learners, not English.

C. I use English to give my learners praise and respond to their work positively.

D. I give learners the choice of which language to use at different stages of the lesson.

E. I often write feedback in English but talk to learners about their work in their own languages.

F. Learners only use English in my classrooms. They learn more English this way. I develop more fluency when I speak more English too!

G. I never answer learners if they don't ask questions in English.

H. I encourage learners and their families to try and learn English together. My learners teach what they learn, and we practise all our languages when we meet socially.

I. In our parent–teacher meetings, some of my learners translate between me and their parents. We share good communication in many ways; we mime and go between different languages until we understand each other.

J. Learners discuss and give peer–peer feedback on written work and presentations using whichever shared language they choose. It works better if they use their own languages as they can be more precise in their feedback.

K. I always ask my learners to reflect on their work in English.

Now read the *Answers and commentary* section on page 29.

Reflection

- Which strategies **A–K** are similar to or different from the ways you use languages to teach English?
- Which strategies do you think your learners prefer? What do they do now?
- How effective is multilingual communication in your school and lessons?
- How do you communicate with learners' families and carers so they can support their children's learning? Are **H** and **I** strategies you use or would like to try? Why or why not?

1C Try: How does it work?

Resources: Two copies of the list for observations below and paper to make notes
Time: One or more lessons with a lot of group work, and a break or meal-time where you can watch learners in the same class socialise. Observe a colleague's class, if that is possible.

Rationale

To recognise and value the multilingual nature of our schools and classrooms, we need to be aware of both our own and our learners' beliefs about speakers of other languages. This activity focuses on finding out if these impact on your classroom, and how inclusive this environment is.

Instructions

- Before you teach, make two copies of statements 1–8 below to use during class and as you observe your learners' informal social interaction.
- While the class is engaged in group tasks where communication is important, walk around and count/tally ̶H̶I̶T̶ each time you observe one of the behaviours below. Make notes on the languages used, when and for what purposes.
- Do the same thing when learners are socialising or eating together. Try to observe the same group in both the class and social environments.

Behaviour you observe

1. Friendly co-operation between learners from different cultural and language groups.
2. Tension or un-cooperative behaviour between learners from different cultural and language groups.
3. Learners working, sitting or playing with other(s) from different cultural and language groups.
4. Learners avoiding or refusing to work, sit or play with other(s) from different cultural and language groups.
5. Learners using two or more languages together. When? Why?
6. Learners making negative comments or laughing at another's language use. When? Why?
7. Learners avoiding or refusing to use a language. When? Why?
8. Fights, arguments and disruptive behaviour between learners from different cultural and language groups.

Reflection

- Look through your tallies and notes. What did and didn't you expect?
- What differences did you notice between in- and out-of-class language choices and behaviours? Do you think any learners felt excluded? When? In what ways?
- What did you learn about learner-to-learner language choices/uses?
- What questions and reflections do you have? Make a list to discuss with colleagues.

1D Work together: What will help your teaching?

1. Describe your experience of observing language choices in the lessons and break time.
2. Take it in turns to ask a question or present a reflection from 1C. Invite responses, questions or ask your group to simply listen. You choose.
3. Make a poster with the word for 'hello' or 'welcome' displayed in each language represented in the school community. Display it at the school entrance.

Introduction

The aims of English language education have changed a lot in the 21st century. We no longer think of a 'native speaker' as the ideal model for our learners. We hope that learners use their knowledge of familiar languages to understand new ones, with a primary focus on meaning and communication. Learners can develop faster when they are able to use familiar, home languages to understand learning content, and show others that they understand. In the case of English taught as a school subject, this means supporting learners' understanding of new language. The languages we already know help us to learn new ones or develop our understanding of how they work. Comparing the links and differences between languages – e.g. sounds (pronunciation) and writing (letters and alphabets) – is valuable, practical and constructive. Teachers who help learners do this will make learning more effective.

Aims

In this section you will:

- read about the benefits of using learners' home languages to develop their English language skills
- evaluate some strategies for using home languages to support English language learning
- try out some strategies for using home languages to support English language learning
- design a survey for learners to help develop a school multilingual language use policy.

2A Analyse: Can you advise this teacher?

Read about this teacher's school environment. What is different for you and your colleagues?

> Where I'm from, there are around 800 living languages, some with only a few speakers left. There are 10,000 ethnic groups, or clans, across 600 islands. English is one of four 'official' languages, but many people don't understand it. A parent gave a talk at a public meeting, saying: 'When our children go to school, they go to an alien place … they leave everything that is their way of life. They sit in a classroom and they learn things that have nothing to do with their own place. Later, because they have learned only other things, they reject their own.' When English is the only medium of instruction, parents can't always share their child's learning. Other parents just want their children to learn English.
>
> Our school uses a multilingual approach, with CLIL (content and language integrated learning), so learners develop academic language proficiency in our official languages. Teaching subjects and integrating languages with content help learners value their languages and their cultural identities. Importantly, parents and families can support and understand their children's learning when they are encouraged to do this in their home language.
>
> Parents, carers, brothers and sisters are all very positive about helping learners with their homework – or home learning! They like to know what we are teaching, and they tell me that the way we do maths, or what we know about science, has changed since they were at school. Some grandparents are really proud and happy that their home language has a place at school, because it was not welcome in school before. One lady said, 'I never thought I would see this day. I am so happy my language connects me to my granddaughter, and I can help her'.
>
> What I want to know is how to do this in my subject, English? There are no multilingual materials and resources for me to use when it comes to teaching English as a subject. What is the content? Learners can't show understanding in their home languages, or can they? To pass national tests in English they must use only this language. All our books and texts online are in English only. What should I do?
>
> Mark N

Reflection

- What can you identify with in Mark's description of his teaching and learning context?
- What advice can you give Mark? Can you answer his questions?
- How could you encourage learners to use their home languages to support learning and demonstrate understanding?
- What are the possible benefits for learners, their families and communities and for society?

Now read the *Answers and commentary* section on page 30.

2B Think: What do you know?

In this section, you will evaluate some strategies to support a multilingual approach to English language teaching. You will decide when the ideas might help language learning.

Activity

Read strategies **A–J** below and write an example of when the strategy may help. Think about who might use the strategy – teachers, learners or both.

Strategy	Teacher, student or both?	How/when could this help support language and learning?
A. Translating words into home language(s).	both	
B. Using English and shared home language(s) when giving a presentation.		
C. Explaining a grammar point in home language(s).		
D. Using home language(s) while doing an exercise or task in pairs or groups.		
E. Translating a sentence or text into the learners' home language(s) to compare.		
F. Comparing aspects of grammar or pronunciation in different languages.		
G. Including words or language chunks in home languages in English conversation.		
H. Using home language(s) to praise, discipline or encourage learners.		
I. Writing or producing a 'product' (e.g. a poster or digital story) using English and home language(s).		
J. Accessing information online in English and sharing it in home language(s).		

Reflection

- Which strategies **A–J** do you use when you teach English currently?
- Which strategies would you or wouldn't you like to try out? Why or why not?
- How do you think your learners would respond to these ideas?
- What teaching problems can you identify? Are there any solutions to these?

Now read the *Answers and commentary* section on page 31.

2C Try: How does it work?

Resources: A copy of the strategies in 2B and paper to make notes, or a mobile phone to make recordings (audio, video, photographs)
Time: One or more lessons with the same class

Rationale

Giving your learners opportunities to use their home languages to support and demonstrate their understanding of English language and learning content needs careful thought. This activity explores how appropriate and helpful the languages are that you and your learners use to teach and learn English.

Instructions

- Before you teach, choose a class to work with and decide on the language and learning outcomes you want to achieve in the next lesson(s).
- Select or create the materials you will use, and what language skills you want your learners to practise, or products to make (e.g. a poster, a mini book or a presentation). What would you like learners to achieve?
- Choose one of the strategies in 2B to try out with a class yourself, and one for your learners. Decide when is the best opportunity for you and/or learners to use home language(s) to develop language skills and demonstrate their understanding.
- Before you teach the lesson, tell learners to notice the way languages are used in the lesson. Inform them that they will reflect on this in their home language(s).
- Ask learners to discuss in pairs or small groups how the language choices helped or didn't help them understand in this lesson. Ask them what they learnt about the differences or similarities between English and home language(s). You could ask one learner to record their reflections. Alternatively …
- Learners complete an exit ticket (write a note at the end of class) to answer a question, e.g. *When or how did using your home language help you today?* The answers can be in any language you share (including drawing).

Reflection

- Did you or your learners notice any differences, similarities or links between languages used in the classes you investigated?
- How did your learners' respond to using different languages? What, if anything, surprised you? Which other strategies from **A–J** would you like to try now?
- What stages in the lesson(s)/language activities did learners identify as helpful for using their own language(s) when learning?

2D Work together: What will help your teaching?

1. Describe your experience of how well home languages worked or didn't work to support learning in the lesson(s) you taught. Use information from your learners' exit tickets and/or discussions in 2C.
2. Take turns to invite responses and ask questions about each other's experiences.
3. Design a survey to find out how learners and their families and caregivers would like to be supported in their language learning. Asking your learners for their ideas and opinions will give them a voice and inform your teaching.

3 | Using strategies that encourage inclusive education within a multilingual learning environment

Introduction

Language is probably the most important tool that teachers have to provide an inclusive and supportive learning environment. In multilingual communication, speakers move between the different languages they know so that everyone can understand and join the conversation. This process is called *translanguaging*. Teachers can direct learners to use different languages at different stages in a lesson to help them communicate.

Multimodal language tools include connections to prior knowledge, connections to any language learners are familiar with (e.g. between writing and sounds in speech, images, audio, mime, graphic organisers, drawing, writing, gestures and body language, dictionaries, and translators). Individual learners and teachers will not have or share the same tools, but, together, groups combine what people have. This is an example of *inclusive pedagogy* in action; it benefits everyone, creating respect for linguistic diversity as an advantage for language learning.

Aims

In this section you will:

- read some teachers' viewpoints on inclusion and supporting multilingualism
- evaluate a translanguaging strategy that supports inclusion
- try out an inclusive translanguaging classroom activity
- design a statement to set out your aims for a multilingual, inclusive school environment.

3A Analyse: Can you advise these teachers?

Read what these teachers say about multilingual teaching. What is the same or different in your school teaching and learning environment?

Ashwini

I try to translate everything into my learners' languages so that they can more easily understand. When we read a text, we read it in English and then I translate it before we move on. There are some dual-language English books, but they don't help learners with different home languages. Should I stop using the bilingual materials?

Ogechi

Our country's education system has never officially allowed home languages to be used in school. Most teachers in my school have an English-only classroom policy for all subjects, or there are complaints from parents or inspectors. I can see that multilingualism is a good idea for inclusive language teaching, but what can I do alone?

Oyindamola

Good question, Ogechi! We have so very many languages and dialects in our country – that's why I support no L1, because my learners won't all understand each other. I can't imagine making the classrooms multilingual. How could this happen?

Nagodeallah

I don't know about you, but I feel a little bit out of control if I don't understand what learners are saying to each other. I started using translanguaging in my science classes and my attitude changed. The benefits are amazing! It builds confidence in learners to participate in group work with everyone else, regardless of the different languages. It helps to build rapport between learners. When I use this strategy, it speeds up the learning process by helping learners to make sense of new or difficult ideas.

Reflection

- What advice can you find or give to these teachers? Can you answer their questions?
- When would or wouldn't you encourage learners to use a translanguaging strategy in class? Why?
- Why did Nagodeallah's attitude change? Do you think benefits would be seen in an English language class? Why or why not?

Now read the *Answers and commentary* section on page 33.

Teachers need to think about how learners will make sense of meaning and also make their own meanings in language classes. The extract from a teachers' resource website below will help you to think about a teaching strategy for an inclusive, multilingual approach.

Activity

Complete the extract from a teachers' resource website **1–6** with **A–F** below.

A. discussions   **B.** as your working language   **C.** collaboration   **D.** speech, writing, drawing
E. content creation   **F.** other home languages

Planned language switching in coursebook or other activities

Ask learners to use English or (**1.**) _____ for different parts of a task. Ask for different ways

to express language(s), e.g. (**2.**) _____. Set clear language boundaries so that products

and (**3.**) _____ by learners might be expressed in English and other language(s), but

(**4.**) _____ about texts and (**5.**) _____ to achieve tasks welcome translanguaging.

Direct learners with clear instructions. In the menu activity below, for example, you could say: *Use*

English (**6.**) _____*, and so everyone can participate; in i, iv and v you may need X/Y language(s).*

Use English only for ii, iii and the text in iv.

i.   Work in groups. Look at the menu on page 64. Talk about what you would all like/not like to try.
     Say why (not).
ii. Talk about which of the dishes/food you know how to make. Use *I can/know how to make …*
     You need some/a/an …
iii. Design a simple menu for a special occasion. Use ideas from 2, or invent new dishes.
     We could make … We need … How much/many …? Where can you find/buy …?
iv. Create your menu. Think about images (photos or drawings), text (font or handwriting) and colours.
     Which languages will you use for the descriptions of your dishes?
v.   Role play: waiters and guests. Swap menus with another group. Take it in turns to order and wait
     tables, asking and answering each other's questions about what's on the menu.
vi. Peer evaluation: is the menu layout attractive and easy to understand/read? How correct is
     the language? Did the waiter(s) do a good job? Did the communication between customers
     and waiters go well?

Reflection

- When could multilingual learners use English only/different languages in **i–vi**, and why?
- How could translanguaging benefit you and your learners?
- What language resources are available to you and your learners so that your meaning is clear to everyone in your group?
- Could you use any of these ideas with your learners? Which? Why or why not?

Now read the *Answers and commentary* section on page 34.

3C Try: How does it work?

Resources: Paper to make notes or a mobile phone to make recordings (audio, video, photographs), poster paper and pens for groups of learners
Time: One or more lessons with the same class

Rationale

This activity explores a translanguaging strategy, which means that learners move thoughtfully and purposefully between their home languages to support English learning and language production. Selecting which languages to use, and when, supports group work and inclusivity.

Instructions

- Before you teach, look at the materials you plan to use in a future lesson.
- Choose a task that asks learners to collaborate to produce some content (e.g. a story, a poster or a presentation).
- What language and skills are needed? What would you like learners to achieve?
- Think about which languages may be helpful for learners to achieve learning outcomes and why.
- Write your instructions, for example: *Use English as your working language for 2, 3 and to write in 4. To help everyone in your group to understand and participate, you can use Swahili, or Shona in 1 and 5.* Decide which languages to use for instructions.
- Before you teach the lesson, tell learners you will include home languages and why.
- Ask learners to discuss (on their own or in a group): *How did different languages help you work together? What didn't help? Why? When?*
- Learners reflect and make a group poster to present to the class. Take a photo of these to refer to in 3D. The answers can be in any language that they choose, but they need to explain the reason for their choices.

Reflection

- What do you notice about the quality of the content and the accuracy of the English language your learners produced? Was it about the same, or do you notice any improvement?
- How did learners respond to working together using their different languages?
- Did different languages work well for the stages of the lesson you selected? Why or why not? What would you do differently another time?
- Would parents like/dislike different languages being used in your classroom? How about projects to encourage this? What reactions would you expect?

3D Work together: What will help your teaching?

1 Describe how well your language strategy worked to help learners achieve the task you chose. Use information from your learners' posters and/or discussions in 3C.

2 Take turns to ask for responses and invite questions about each other's experiences.

3 Make a list of reasons why using multilingual approaches can help learning. Write a letter to send to parents and carers explaining these benefits. Translate it with your learners into their home languages.

Introduction

Learners and teachers make sense of their own and each other's worlds with language in many ways. Language includes gestures (with our hands and arms), touch, facial expressions, eye movements, body posture (how we sit or stand) and how close or how far we are when we communicate with others. These elements are not the same across all languages and cultures.

Teaching and learning can benefit greatly from understanding and using all available language resources. Translanguaging is one pedagogical choice that actively respects linguistic diversity, and you may be familiar with other strategies. Most importantly, learners' own languages function as road maps for learning other languages. The more connections made between languages, the deeper the learning involved.

Aims

In this section you will:

- read some teachers' views on linguistic diversity to build on your own understanding of the benefits for language and learning
- evaluate some activities that take advantage of learners' linguistic diversity
- try out some classroom activities that respect and capitalise on learners' linguistic diversity
- design a principled language choice checklist.

4A Analyse: Can you advise these teachers?

These teachers are discussing the benefits of a multilingual approach to learning. What do you mostly agree with? Why?

Rayowa

> Doesn't using an English-only policy help my learners when there is only a short time to practise the language in my lessons? They rarely have chance to hear or use the English language in a meaningful way anywhere outside school.

👍 2 Like | 💬 1 Reply

Mamta

> I learned English at school and I am able to teach it – maybe because we weren't allowed to use our own language. Some of us were afraid to talk, but it didn't really hurt me or my classmates when we were students!

👍 1 Like | 💬

Eno

> Some teachers in my school use our home language when they teach English. We are trying to improve our level so everyone can teach in English. If we allow all languages in English lessons, will my colleagues ever learn to teach in English?

👍 2 Like | 💬

Tian

> Won't my learners (and teachers!) become lazy if they use their own languages along with English in the classroom?

👍 1 Like | 💬

Reflection

- What is your current policy for English and other language use in your school?
- Which questions do you share? What answers or advice can you give these teachers?
- Which language(s) did you use when you were learning English? What advantages and disadvantages can you remember?
- What do you think the benefits of a multilingual approach to teaching and learning English could be?

Now read the *Answers and commentary* section on page 35.

4B Think: What do you know?

In this section, you will evaluate tasks encouraging learners to use different language resources at different stages of the lesson.

Activity

Which language(s) works best in each step of activities **A–D** below?

A. Peer languaging circles

- Learners work in small groups to produce true/false facts on separate pieces of paper that practise the target language from course materials in English, e.g. *Elephants can jump.* False. Elephants can't jump. They don't need to. *The heart of a shrimp is in its head.* True. Shrimps' hearts are safer, more protected there. *Snails can sleep for five years.* False. Snails can sleep for up to three years in extreme weather.
- Groups swap statements. (They could hide the answers around the room or under chairs.)
- Learners decide which are true or false. The groups discuss each statement in turn and take a vote before checking the answers with the original group.

B. Five things we do before school

- Learners think of five activities that they/their family or caregivers do before they leave for school.
- Learners share examples in their own languages.
- Write these on the board in one column, and help learners to translate these to English in another column.
- Ask learners to compare and contrast linguistic features (e.g. spellings and sounds). Use questions to guide learners, and highlight features on the board, e.g. *Can we/Do we say X or Y in …? or In English, we say … but can we say …? Why not?*
- Use charades, the game where learners mime the actions for their classmates to identify, using English and other shared class languages.

C. Body posters

- Ask learners to draw and label pictures to learn the parts of a body. This would work for other topics, too.
- Use sticky notes as labels. Learners write their own language on one side, and English on the other, to develop literacy in more than one language.

D. How do you play?

- Learners work in small groups. Ask them to think of an outdoors game or a card or board game for inside. Learners could invent a new game, or adapt an old one.
- Groups produce written or audio rules with pictures/diagrams, or an instructional how-to video using a mobile.
- Groups follow each other's directions and evaluate how clear the instructions are. If they can understand the rules to play, the language aim is achieved well.

Reflection

- Which stages of **A–D** above use language diversity as a resource? Which are more of a support for learning or understanding content?
- Which tasks could you use/adapt for learners aged 5–8? 9–12? 13–16? 16+?
- Which tasks would you or wouldn't you like to try out? Why or why not?

Now read the *Answers and commentary* section on page 36.

4C   Try: How does it work?

> **Resources:** Paper to make notes, or a mobile phone to make recordings (audio, video, photographs); for learners, resources vary depending on task
> **Time:** One or more lessons with the same class

Rationale

This activity requires thinking about the purpose of using home and other languages as learning resources. You will decide if, and at which stages of a task, other languages benefit planned language learning outcomes.

Instructions

- Look at the activities in 4B and choose one to try out.
- Alternatively, adapt or use one of the tasks to replace or add to a coursebook activity you plan to use in a future lesson.
- Before you teach the lesson, tell learners you will direct their language use at different parts of the task. Inform the class of your reasons. Decide which languages to use for instructions.
- Tell learners they will reflect on what they learn when comparing and contrasting their language(s) and English.
- Ask learners to discuss in pairs or in groups the question: *What did you discover about English …* (*e.g. spelling, grammar, sounds or body language*)?
- Learners brainstorm ideas. Write these on the board. Take a photo or notes to refer to in 4D. Continue to prompt learners to reflect on similarities and differences as you work together in future classes.

Reflection

- Did the decisions that you made about which languages to use work well during the lesson(s)? What would you do differently another time? Why?
- What did you notice about the way your home language(s)/English was or was not used in the classroom?
- Look at the photograph or notes you took. What did you and your learners discover about English? Did anything surprise you? Why?

4D   Work together: What will help your teaching?

1 Describe how well your language choices worked to help learners achieve the learning outcomes of the task you chose. Use the reflections you wrote on the board and discussions in 4C.

2 Take turns to ask and answer questions about each other's experiences.

3 Decide on a project to do with your learners, for example, a project on the environment. Work together to create a list of activities you could do. Decide how home languages will be included in the project, e.g. in writing/speaking, and while learners work together. If you can, do the project with your learners and in a later meeting, share with each other what you have learned.

Assessing learners in a manner that takes linguistic background into account

Introduction

What exactly are we assessing in English language learning? Does assessment reflect the multilingual nature of societies globally? Do our tests, exams and evaluation strategies respect or include learners' own language backgrounds? How? If not, why not? Teachers will need to consider all these questions in the light of their learners' future work and study options. Who will they be likely to use English with, and why? When will they be more likely to use other languages? It is possible that our learners' future success lies in communicating in different contexts with people from different cultures. Multilingual approaches to language learning require teachers to ask big questions.

For language teachers, assessment is more complex than for subject teachers. Assessing understanding of concepts or content knowledge in science, for example, is relatively clear. Deciding what knowledge and skills to evaluate when language is a medium for communication is not so obvious.

Aims

In this section you will:

- read some teachers' thoughts about assessment strategies in a multilingual setting
- explore and evaluate some assessment strategies that capitalise on language diversity
- try out an assessment strategy in an informal test
- create guidelines for a school language policy that takes linguistic diversity into account.

5A Analyse: Can you advise these teachers?

Read what these teachers are saying. Underline the things you mostly agree with from your own experience.

Ngozi

I've noticed that in tests, my students are pretty good at vocabulary and grammar in gap fills, for example. They do OK in reading too, maybe because the questions are in their own language, even though the texts are in English. They find listening exams difficult. Conversations between more than two people (of different genders) is impossible when they can't see what is going on. How can they know exactly how many people are talking? Or how they know each other? Why are they having this conversation? I'm sorry to say my learners don't seem to like conversations between non-native speakers, or native speakers with heavy accents. Also, our school is quite noisy and the audio player is not very clear. But, most of all, learners struggle with writing in exams and assessments, deciding what to say or write about – the content.

Siti

I had the exact same problems learning English at school, 30 years ago! The cassette player became a CD player, then an MP3, and now audio is online for most exams, but my question is simple: why do exams and listening assessments use audio, not video, or listening to each other in conversations? We are in the 21st century and language exams are still in the 20th century, no? If your learners could see speakers, where they are, what they are doing, video would solve most of the problems. As for writing, *sama sama* here!
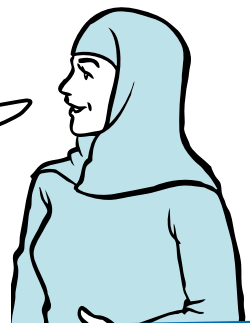
Reflection

- What is different for you and your learners? How/why?
- What advice can you give these teachers? Can you answer their questions?
- What role do learners' own languages and multilingual speakers play in the assessments described?
- Which ideas need to be updated? Why?

Now read the *Answers and commentary* section on page 38.

Think: What do you know?

This task will help you to think more deeply about some of the questions asked in the introduction to this element. You will evaluate some English language assessment tasks that may help learners to achieve and benefit by using their home languages.

Activity

Read assessment tasks **1–5**. What are they supporting, and can you identify which languages and skills are being assessed?

1. Choose three questions to answer.
2. Read the text. Copy three sentences and leave a gap for the most important word in the sentence.

Good examples:

> About three quarters of the earth's surface is covered in _____.
>
> About _____ of the earth's surface is covered in water.
>
> About three quarters of the earth's _____ is covered in water.

Bad examples:

> _____ three quarters of the earth's surface is covered in water.
>
> About three quarters of the earth's surface _____ covered in water.

3. Read the text and write four true or false statements. Write two in English and two in your own/X language.
4. Draw and label a picture of the information in the text.
5. Write four questions about the text using *When …? Where …? How …? What …?* You can write two in your own language if you like.

Reflection

- Which assessment questions **1–5** are suitable for learners aged 6–8? 9–12? 13–16+?
- Which assessment questions in **1–5** take advantage of/develop learners' own language(s)?
- Which assessment questions would be good for assessing your learners' skills in English? Why?
- Which languages and skills are missing? Could you adapt any of the question types?

Now read the answers in the *Answers and commentary* section on page 39.

5C   Try: How does it work?

Resources: Copies of the assessment task you adapt from 5B for your learners, and what they need to complete it
Time: Part of a lesson

Rationale

This activity focuses on an assessment task that respects and uses language diversity as a resource for assessment. You will adapt an evaluation task and find out how this impacts on your learners.

Instructions

- Before you teach, choose a class to work with and select one skill/language area from your course materials to assess.
- Decide on the success criteria for your assessment. For example, *Writing: tells the story clearly/easy to read/capital letters used correctly for places and names,* etc.
- Look at tasks **1–5** in 5B and choose a suitable one to adapt.
- Decide which language(s) to use for different parts of the task and why (for example, so learners understand what they need to do).
- Decide how to collect learners' work to assess, e.g. take in written work? Record audio or video on your/their mobiles? Ask a learner to record the group? Ask learners to record themselves?
- Share the assessment success criteria (perhaps in learners' own language(s)) and agree a time limit for the task. Tell learners they will assess their own achievement and effort. You could ask for peer assessment.
- Learners discuss the assessment and share their thoughts with the class. What did and didn't they like?
- Take notes and collect ideas as you monitor.

Reflection

- How well did the success criteria for your assessment work? What do you need to adapt or change?
- Were your language choices helpful to learners? Why or why not? How do you know?
- Did the self- and peer assessment of learners' own achievement and effort help them or you? How?

5D   Work together: What will help your teaching?

1. Describe your assessment task and say how the language choices helped learners. Use the answer papers or recordings from 5C.

2. Share your assessment criteria, and explain how well or badly your learners achieved. Can you improve each other's tasks?

3. Turn your school into a multilingual dictionary. Decide which features of the school and classroom you will label (for example, the window, door, board, floor) in English and the learners' home language(s) and how. You could use different-coloured pens or card to help distinguish the different languages. If the multilingual learners are literate in their home language, they can help write the translated labels themselves.

Introduction

Using multilingual approaches encourages teachers to explore *why* linguistic diversity is an advantage when it comes to learning and progressing in English, as well as learning about and from other cultures. You have tried some tasks using learners' home languages to support and demonstrate their understanding of learning content. You have experimented with some ideas from a multilingual approach to see how this may help support inclusive learning.

Reflection asks teachers to think about what they already do and connect this to the new ideas tried out in lessons. How effective are the classroom strategies? What does a multilingual approach add to your teaching? When you think about what happens in your classroom, and you decide what to try differently, this is learning from your experience. Reflective teaching practice requires effort to develop awareness and insight, and it can be better to do this with colleagues.

Aims

In this section you will:

- read some teachers' thoughts and worries about multilingual approaches
- explore an idea to help you reflect on your own languages and cultural identity
- try out some ideas to develop awareness and insight into your learners and practice
- create a school multilingual and pluricultural approach policy.

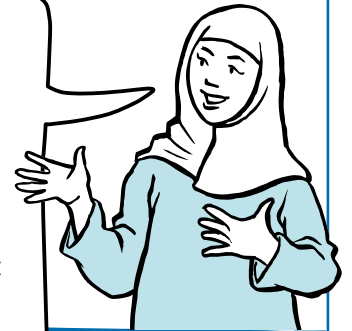# 6A Analyse: Can you advise these teachers?

Read what these teachers are saying and thinking. What is/isn't different for you/your learners/your school? How?

Oskar

I'm not sure I really know what languages my learners know … I've never asked!

Miri

This is a difficult subject to talk about, in fact. But in our country, you can often tell from someone's name what caste or ethnic minority they come from. Language is about power, and those groups who are 'on top' in many ways speak different home languages. Nowadays, parents may give their children different names to try and hide their ethnic minority, but using a home language? Well, language reveals a learner's identity. Traditionally, in a way, that is why using English as the official language helps us to avoid prejudice against different home languages and cultures within our own country.

Mo

My learners insist on translating every single word in the texts or using automatic online translators. Is this a good idea?

Ling

I think this is an example of a multilingual approach in the classroom, but …? I'm not sure whether my learners realise why I'm encouraging them to use their own languages. Sometimes I think they're confused why I'm not insisting that they speak in English all the time.

Teeni

I'm trying to be more systematic in the way I use other languages in the classroom, but I wonder whether it all still seems a bit random.

Reflection

- Which languages have you and your learners been using in your English classes?
- What advice can you give these teachers?
- How did or will you change the way languages are encouraged and used in your classrooms after working with the ideas and strategies in *Using multilingual approaches*?

Now read the *Answers and commentary* section on page 39.

Teachers' knowledge and familiarity with languages and cultures affect their own multilingual and pluricultural identity. In this activity, you will explore and reflect on your identity in these areas and reflect on the insights you gain. This will help you decide if you could adapt it to discover more with your learners.

Activity

1. Read this English teacher's reflections on her multilingual and pluricultural identity shown in the drawing.
2. Draw and label an image of yourself and all the languages and cultures that represent you.
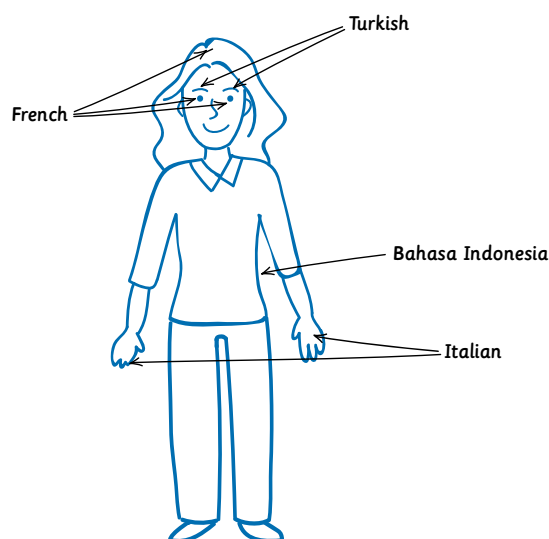
French is in my brain and eyes. I learnt it at school so I can read it well and speak OK. But it's easier for me to speak when nobody is French and we use it as a lingua franca. We don't worry about mistakes in grammar or pronunciation, and just 'go for it'! Turkish is in my eyebrows – a tiny up-movement is 'no'. Italian is in my fingers for gestures and hand movements. I notice that my mother and sister use their hands and arms a lot; they also point, which seems a bit rude to me after living in many places where this isn't done. Indonesian is on my back – it isn't polite to show it when you leave a room. Everyday greetings are on my mouth, tongue and in my memory. It wasn't easy for me to read Indonesian colleagues' faces or understand what they were thinking.

Reflection

- Underline the parts in the text about **A.** language; **B.** culture; and **C.** both.
- Do **A** and **B** always connect when using a lingua franca – a common language for speakers? It may not be anyone's own language.
- If there is a lingua franca, can there be a 'cultura franca'? Does a multilingual and pluricultural identity change depending on who is communicating and where? How does it change?
- What did you learn about your own language and cultural identities?

Now read the *Answers and commentary* section on page 40.

6C Try: How does it work?

Resources: Paper and colours for learners to draw and label
Time: One lesson with one (or more) class(es)

Rationale

This activity requires finding out more about learners' multilingual and cultural identities so you can use this diversity to benefit future teaching and learning. Wherever we live, there can be differences between indigenous cultures in one place (e.g. class, race, socio-economic or geographical region), so transcultural/pluricultural competences include communication with those in our own countries/ regions and not just with those from other language backgrounds.

Instructions

- Before you teach, look at your own representation and reflections on the activity in 6B.
- How could you adapt and use this activity with your learners?
- How could possible learning outcomes benefit your learners and your teaching?
- Can you think of any possible teaching problems? Can you think of solutions for these problems?
- Tell learners why you think it is a good idea to learn more about the languages they use or are surrounded by, and ones they would like to learn in the future.
- Are you happy to share your own language and pluricultural identity drawings or reflections and talk about your drawing with your learners?
- Will English be your working language? Which language(s) will be used when:

   A. you give instructions?

   B. you model the task (e.g. by drawing an example on the board, or showing learners your drawing)?

   C. learners give ideas?

   D. learners write their labels? discuss their feelings and opinions?

   E. learners reflect on their work/drawings?

   F. learners talk about or share their work?

   It is a good idea to make sharing optional, as this might be too personal or difficult to share.

- Ask learners to either show and tell or write about their drawings. Decide which language(s) they should use for this stage.

Reflection

- What did you learn about your learners' multilingual and pluricultural identities? Did anything suprise you?
- How could/will you use the information learners shared to help you plan language work in future English lessons?

6D Work together: What will help your teaching?

1 Take turns to discuss your questions and share your reflections in 6C.

2 Plan a multilingual word wall for your classrooms. Decide how you will create evolving word walls in your classrooms with useful words and language 'chunks' in large letters big enough to be read in your learners' home languages. For example, *Thank you very much, You're welcome! How do you say ...?* You could invite learners and parents to contribute new words and useful chunks.

Answers and commentary

1. Recognising and valuing the multilingual nature of societies, schools and classrooms

1A Analyse: Can you advise these teachers?

Rafiq's questions	Maria's answers	More ideas
Neither Rafiq nor many of his learners share the same home languages as migrants and ethnic minority children. How can he help them learn English?	Rafiq's learners are hearing the language of school instruction, and the majority language(s) of his country, so they are likely to be 'language aware' (i.e. able to recognise different sounds and script or alphabet from TV, media or everyday household products). Maria says: 'If you learn one foreign language, it becomes easier to learn others. Language is a tool for learning'.	Rafiq can help his learners by asking them to pay attention to examples of English language found out of class in their local environment, e.g. words in English on T-shirts, tourist conversations, signs, advertising posters, movies, packaging and online media. Learners could 'hunt' for examples and 'capture' these by taking photos with mobiles. In class, he can ask more proficient learners to act as peer language coaches. Observing how these learners engage and communicate in different ways to solve problems together will help. Rafiq should get to know his learners as well as possible, make them feel welcome, and not 'force' or push them to speak until they are confident.
Is English now an international language, a lingua franca?	'English', the language, doesn't have a nationality, it is international – it belongs to anyone who wants or needs to use it.	English is not connected to any one social or cultural context in the same way that other languages (e.g. Japanese, Mandarin and Swedish) are associated with a particular culture. In this way English as an international language might be more culturally neutral.
What cultural knowledge do learners of English need?	What are the 'rules' when we talk to others? Do we speak one person at a time? Do we look at people's eyes? How do we use our hands when we are talking and listening?	Cultural knowledge in this case may be more about understanding differences in the way we communicate when we speak together or write in English. How formal is our language when we send an email? How informal can we be when we write to someone we don't know?

Rafiq's questions	Maria's answers	More ideas
How can I communicate with parents and caregivers?	We should use anything we can; all our languages, our brains and other people. Use everything available – your teaching and learning community, online translators and dictionaries. Ask your learners or other people to interpret.	When we are trying to communicate, and we are curious, empathetic and open to communication, we should welcome all languages.

1B Think: What do you know?

A. Maybe you decided ☺ ☹ because sometimes teachers need to use target language in order to encourage learners to use it. That is true, but it depends on the situation, and if the learner asks or tells the teacher something in public, or in private. So ☺ is respectful of a learner's language choice and their ability or level if learners want to share something personal. It could be seen as unfriendly, unsympathetic and impolite if a teacher ignores a younger child's choice of language.

B. ☺ ☹ The unintended message here might be that home or shared languages become associated with negativity.

C. ☹ if the learner doesn't understand. ☺ ☹ may also be the right answer, because hearing praise in the target language can be motivating for learners, but only if they understand.

D. ☺ but only if there is a clear and principled reason for doing this.

E. ☺ This is a principled way of giving more precise feedback for the learner to progress without any barrier to understanding.

F. ☹ If there is an English-only policy in language lessons, there is a danger of excluding learners. *Using multilingual approaches* covers the benefits of careful use of learners' own language(s) to support learning, as well as how to make thoughtful decisions. It is true that using English every day in lessons may help teachers to become more confident in their own language skills. However, this should not mean that the needs of learners are ignored with an inflexible policy.

G. ☹ The word 'never' shows a lack of respect for learners' needs, because there may be times when learners are unable or unwilling to use English for good reasons. We could argue that if teachers are inflexible, it isn't very motivating for learners – language is about power, and we want learners to feel empowered, not the opposite.

H. ☺

I. ☺

J. ☺ Using their own home languages gives learners the opportunity to be more precise in their feedback and discussions with each other.

K. ☹ Reflecting is a meta-cognitive strategy (i.e. thinking and learning about thinking), so it should be in learners' own language(s). It isn't a language exercise – the aim of reflection is to develop awareness and understanding about mental processes in learning and language(s).

2. Giving my learners appropriate opportunities to use their home languages

2A **Analyse: Can you advise this teacher?**

It is very important to maintain cultural identity through language. Different languages allow people to express themselves in very different ways and for different purposes. We hear about biodiversity, and we know it is important to maintain as many of the world's plants, animals and ecosystems as we can. It is the same with linguistic diversity. The United Nations estimated in 2016 that of the approximately 6,700 languages spoken around the world, up to 40 per cent were in danger of disappearing.

UNESCO declared 2019 the International Year of Indigenous Languages and created an action plan to preserve these 'unique systems of knowledge and understanding of the world'. Linguistic rights are important human rights – who is to say one language is more important than another?

Mark's questions	Possible answers and information
How can you integrate language(s) in English language teaching as a school subject?	Mark's school integrates learning about languages (English and home, or other languages) and learning about content in different subjects (science, maths, history, etc.). This is called CLIL. Learners need to be able to write in an academic way in their own language(s), as well as in English, and talk about maths, science or history in both. This means that parents and families can share their children's learning. In English as a school subject, Mark can work on helping his learners make connections between English and home languages or other languages they know. Developing reading and writing skills in one language (usually your home language) means these skills can be transferred to another language. Mark can help learners to understand the difference between the grammar of speech and the grammar of writing – two very different things. This will help learners to develop academic language proficiency, which they need in all subjects. Mark can work together with his colleagues to find out which grammar structures and language areas are needed in English to study other subjects.
What is the content?	In English as a school subject, the content is likely to be texts (reading texts, listening texts, maybe video texts, or a multimodal text that combines both images and words, for example). Language is a tool, a medium to communicate facts or express thoughts, feelings, opinions and wishes. The 'content' of an exam syllabus, language curriculum or coursebook is often labelled as 'grammar' or 'vocabulary', with lists of structures, expressions or lexical 'chunks' usually in topics. This is very different from the content of other school subjects.

Mark's questions	Possible answers and information
Learners can't show understanding in their home languages, or can they?	Yes, learners can express understanding in home languages, and it is good to remember that, usually, learners' receptive skills (reading and listening) are more advanced than their productive skills (speaking and writing). So, they can understand a text at a higher level than they are able to show in English. Learners can listen and do (i.e. draw, move, mime or act) without language at all!
All our books and texts online are in English only. What to do?	This is mostly the case for teachers all over the world. There are very few published multilingual resources, but teachers are very inventive. They can work together with their colleagues and create their own materials, coursebooks and resources. Many teachers are asking their learners to create their own digital or paper texts, which allows for other languages to play a part.

2B **Think: What do you know?**

	Strategy	Teacher, student or both?	How/when could this help support language and learning?
A.	Translating words into home language(s)	Both	To check understanding and to compare different language structures.
B.	Using English and shared home language(s) when giving a presentation	Both	Teachers can answer questions or give information when their learners don't have sufficient knowledge of content in English.
C.	Explaining a grammar point in home language(s)	Both	To clarify the meaning of target language, and ask learners to focus on the form and use. When learners do this, teachers and others can check if understanding is accurate.
D.	Using home language(s) while doing an exercise or task in pairs or groups	Learners	To support understanding, while the learning outcome is still English.

	Strategy	Teacher, student or both?	How/when could this help support language and learning?
E.	Translating a sentence or text into the learners' home language(s) to compare	Both	This can be a way of making sure learners understand that we express things in different ways in different languages, and word-for-word translating is not helpful.
F.	Comparing aspects of grammar or pronunciation in different languages	Both	Good teacher questions help learners focus on constructing and generating language and working out guidelines or rules themselves.
G.	Including words or language chunks in home languages in English conversation	Both	To help learners (and teachers!) to include everyone in communication, and to help when there is a different concept and no easy way of saying something in English.
H.	Using home language(s) to praise, tell off or encourage learners	Teachers	To support learner understanding.
I.	Writing or producing a 'product' (e.g. a poster or digital story) using English and home language(s)	Learners	So that the answers, the written form or the content learners are creating (for example, posters) is in English, but group understanding and collaborative learning are supported.
J.	Accessing information online in English and sharing it in home language(s)	Both	This helps learners to summarise understanding and may allow them to focus on the knowledge (about the world) they gain.

Teaching problems will relate to the choices and use of different languages, if English language communication is our goal.

Solutions

- Be clear and direct – tell learners which language is their 'working language'.
- Show/tell learners which stages of the tasks and activities require which language(s) to be used and why. Make the boundaries and intentions of tasks clear.
- Make sure that learners have the scaffolding and the language they need to operate in English if this is required. Teach the language learners need to work together. For example, teach younger learners language for sharing: *Can I borrow your …, please?* – or for checking answers: *What do you think about number four?*

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3. Using strategies that encourage inclusive education within a multilingual learning environment

3A Analyse: Can you advise these teachers?

Teacher questions	Suggestions and ideas
Should I stop using bilingual materials?	Ashwini is right to be concerned about using a dual-language or bilingual approach to language learning when there are learners from other linguistic backgrounds. For these learners, books in two languages they don't know will exclude and make learning anything meaningful difficult. Isolating language learning and our real-life multilingual contexts is not motivating for our learners.
I can see that multilingualism is a good idea for inclusive language teaching, but what can I do alone?	Ogechi can think about visuals/realia, gestures/miming, modelling, graphic organisers and careful group choices. Are these resources and teaching strategies multilingual? Are they supportive of purposeful use of language, and, if so, how? Who do they help? This means careful thinking and making decisions about when it is really necessary/useful to include home language(s) in teaching and learning resources and strategies.
I can't imagine making the classrooms multilingual. How could this happen?	Oyindamola can focus on promoting the equal value of languages. Teachers don't need to know all the languages themselves. You can encourage language groups to work together or, if appropriate, do peer teaching activities, and have some references to the languages represented in visual displays around the classroom. We can teach unfamiliar words/chunks in different ways (for example, in different languages) or by using gestures, miming or explaining/eliciting explanations/translations to scaffold language learning.

Teacher questions	Suggestions and ideas
Why did Nagodeallah's attitude change? Do you think benefits would be seen in an English language class? Why (not)?	The benefits of Nagodeallah's purposeful use of languages show successful decisions about which languages are useful to support learning. His learners are not just translating everything from one language to another, individually. They are working together to solve problems and collaborate with others who don't necessarily share the same languages or skills. But together, Nagodeallah's learners are developing their understanding of scientific concepts and developing academic language skills in more than one language.

There will be benefits in an English language class, but these may be different. Home languages will be used purposefully to support teaching (e.g. to help convey meaning, check understanding and give instructions for tasks). They will also be useful to support learning, so learners can show understanding, clarify language or facilitate communication when working together. |

3B Think: What do you know?

Answers: 1–F; 2–D; 3–E; 4–A; 5–C; 6–B.

The benefits of translanguaging are:
- building confidence in learners to participate in group work with everyone, regardless of the different languages
- helping to create good relationships between learners (and between learners and their teachers)
- helping learners to make sense of new or difficult ideas
- speeding up the learning process (in subject teaching).

4. Making pedagogical choices that respect and capitalise on my learners' linguistic diversity

4A **Analyse: Can you advise these teachers?**

Teacher questions	Suggestions and ideas
Doesn't using an English-only policy help my learners when there is only a short time to practise the language in my lessons?	Rayowa is right to think about how much (or little) time there is available for learners to practise English during lessons. A multilingual approach to learning English sees other languages as helpful to language learning. Maybe Rayowa and colleagues need to rethink the purpose of an English-only policy. Does it help their learners? Actually, probably not. Maybe the opposite is true.
	Today, we know that many learners in multilingual classrooms need to learn the language of instruction and assessment in their schools, in addition to their home language(s). In multilingual teaching and learning classrooms, English is often a learner's third or fourth language. Using learners' knowledge and previous experience of language(s) helps them develop skills that transfer from one language and communication situation to another. So, if we don't welcome any language other than English, learners may be missing opportunities for learning.
It didn't really hurt me or my classmates when we were students!	Mamta probably recognises that there are times when learners' home language(s) may be the most natural language to use, and teachers know this already. Perhaps school rules and language policy don't always reflect the reality of the multilingual classrooms we work in today. Separating language learning from real-life, multilingual contexts is not motivating for our learners. And it may even, some people say, possibly hurt them.
If we allow all languages in English lessons, will my colleagues ever learn to teach in English?	It is necessary, and the right thing to do, for teachers to work on their own language skills and fluency. Eno and his colleagues could try making an 'English is our working language' policy in a shared staff room or other social space. Developing fluency and confidence by chatting together, while having a cup of tea or coffee, is probably more enjoyable than trying to do this in class. Trying out different classroom investigations and deciding when to use English during lessons together will help Eno's colleagues and benefit their learners.

Teacher questions	Suggestions and ideas
Won't my learners (and teachers!) become lazy if they use their own languages along with English in the classroom?	Tian, like all teachers, remembers their own teachers and the way they used to teach English at school and college. It may be time for teachers to rethink the best way to help learners develop language skills. Learning a language is not an easy process; neither learners nor their teachers ever stop thinking in and using their own language(s). And we shouldn't expect or require this from ourselves or our learners.

A multilingual approach to teaching and learning English benefits learners in many ways:

- It can help learners to gain access to information, and to interact successfully with people from different linguistic and cultural backgrounds.
- Using home language(s) supports the development of learners' linguistic, meta-linguistic and critical thinking skills.
- Developing competence in more than two languages can have a positive effect on overall academic performance and cognitive development.
- It can increase active engagement with language learning and cultural empathy.
- It can help develop trust and confidence when communicating with teachers and classmates.

4B Think: What do you know?

A. Peer languaging circles

- Learners work in small groups to write correct true/false facts that practise target language from course materials in English:
  - Collaborative work can be undertaken in shared home languages and/or translanguaging, so language diversity is used as a resource. Language content or written sentences (target language) are in English only, but learners can use shared home languages for group discussion and negotiation, comparing and testing their knowledge of grammar and spelling and accurate sentence construction, so language diversity here is used as support for learning.

- Groups swap statements.
- Learners decide which are true or false. The groups discuss each statement in turn and take a vote before checking the answers with the original group.
  - For a group discussion of the true or false sentences written by another group, the teacher needs to scaffold/teach/check learners know the English language to use, e.g. *What do you think, Ade, is it true or false? Why do you say that?* etc. Learners may use a translanguaging strategy as a support for learning, for example, *I don't think it's not true, because …* (reason given in shared language, L1/2 or translator/dictionary use). Or learners may use a language switching strategy, e.g. *It's false because … How do you say 'Adan ni o jẹ ẹranko, ki o ma ṣe awọn eyin' in English? Maybe it is 'bats are mammals and don't lay eggs', I think* (where language diversity is a resource).

Provided that one or two of the learners in the group can write or form letters in Roman script/ alphabet, spell and construct sentences, this is suitable for all age groups. Teachers need to focus on any target language that is familiar and has been studied before. The purpose is to review language (e.g. to describe facts about animals with *can/can't, have got, lives in*).

B. Five things we do before school

- Learners think of five activities that they/their family or caregivers do before they leave for school.
- Learners share examples in their own languages (language diversity as a resource).
- Write these on the board in one column and help learners to translate these to English in another column (language diversity as a resource).
- Ask learners to compare and contrast linguistic features (e.g. spellings and sounds). Use questions to guide learners, and highlight features on the board, for example, *Can we/Do we say X or Y in …? or In English, we say … but can we say …? Why not?* (L1/L2 or a shared language – language diversity as a resource.)
- Use charades, the game where learners mime the actions for their classmates to identify, using English and/with other shared class language(s).
  - Charades use mime; answers could use English only or a translanguaging strategy and/with other shared class language(s) (language diversity as a resource).

This is suitable for learners aged 5–16 and may be adapted for older learners and adults by saying: *Five things we do before/after class or work/in the summer/at the weekend/at a restaurant, etc. Alternatively, Five things we should never do in the street/in a restaurant/in class,* etc. (to aid cultural discussions).

C. Body posters

- Ask learners to draw and label pictures to learn the parts of a body. This would work for other topics, too.
- Use sticky notes as labels to place on the matching part. Learners label pictures in their own (or the language of instruction at school) language on one side and in English on the other, to develop literacy in more than one language, using language diversity as a resource and support for learning.

This can be adapted to suit learners of different ages or to address other language areas, e.g. *rooms and furniture in a house,* and *mind maps*.

D. How do you play?

- Learners work in small groups to create the rules and write instructions to play a game using English.
  - This collaborative brainstorming preparation part of group work is best achieved by using shared home languages or translanguaging. Learners remembering and understanding, and critiquing and communicating shared rules is aided by linguistic diversity.

- Learners write down instructions for other groups, including the diagrams needed to explain the steps of the game if there is no accompanying 'how to' video. They shouldn't use the name of the game if it is well known. Make an English name instead.
  - The written (or audio/video) instructions should be constructed in simple English, with your help.

- Learners swap instructions and try to follow the instructions written or recorded by peers, using the diagrams to help.

Providing that learners are able to read and write in English, this task is suitable for learners from the age of seven and up. They will select their own games, so it will ensure age appropriateness. Encourage creativity by asking learners to invent new games or variations on old ones. Older learners may select card or board games.

5. Assessing learners in a manner that takes linguistic background into account

5A Analyse: Can you advise these teachers?

Teacher questions	Suggestions and ideas
Conversations between more than two people (of different genders) is impossible when they can't see what is going on. How can they know exactly how many people are talking? Or how they know each other? Why are they having this conversation?	Ngozi needs to help learners to develop their listening skills in class when practising listening assessments or tests. Information is often in the instructions so that learners have some knowledge to make sense of what they hear. If there is no information in the questions, or pictures of speakers, Ngozi can ask learners to work together to think about these things: • How many people are talking – what clues are there to work out where the people are? There may be sound effects (e.g. traffic or the noise of the sea) or words the speakers use to indicate why they are there together. Ngozi can pause the listening to show learners where the clues are. • How well they know each other – are they strangers or friends? Is the language they use formal or informal? And why are the speakers having the conversation? Ngozi can ask learners to tell him when to pause the listening by raising their hands. Learners then tell the class about the clues they heard. You can play, replay and pause the part with the clues.
Most of all, learners struggle with writing in exams and assessments, deciding what to say or write about – the content.	Teachers need to encourage students to brainstorm/practise the content focus in their home language first, when they plan or make notes. Then Ngozi's learners can use English (or other languages). Thinking in your own language first about what to say helps learners. Thinking of both content (*What will I say?*) and how to say something in another language (*What words can I use? Which verbs – how do I spell this? Are the grammar structures correct? Help! I can't remember anything!*) is very stressful. It is too much work for our brains, especially when we are being assessed. Many learners struggle with ideas and writing in any language!
Why do exams and listening assessments use audio, not video, or listening to each other in conversations? We are in the 21st century and language exams are still in the 20th century, no?! As for writing, *sama sama* here!	Siti is right in a way, but making video is much more expensive than making audio. And many schools and colleges in the world do not have the resources or technical equipment to play video (and maybe no electricity). So, audio only is, for many, more accessible. There are not many situations when we hear just a voice without visual images of the speakers (some telephone calls and travel information at train stations or airports are examples of audio-only communication situations). So, learners need to practise listening without the extra information that seeing a video of speakers can give, if that is what exams require for now. The ideas above should help Siti as well as Ngozi. And we can only develop skills in writing if we practise writing. So, learner or teacher, we all need to continue to develop our writing skills – academic language proficiency is a lifelong process! And remember, writing skills will transfer from one language to another.

5B **Think: What do you know?**

1. This task does not assess language or skills, but it does develop learner autonomy, and it may give learners confidence and empower them. It is suitable for learners of all ages.

2. This task assesses reading (for overall understanding and detail), word and text attack strategies to help learners develop awareness and understanding of which words in a sentence or paragraph are the most important, which words go together ('chunks') and how they are used correctly – the 'grammar' and spelling. It is suitable for learners of ages 13 plus.

3. This task trains learners for future exam tasks and assesses reading (for detail), word and text attack strategies by selecting the correct part of text to find the answer. It takes advantage of and develops learners' awareness of own language and English and is suitable for learners of ages 13 plus.

4. This task assesses reading (for overall understanding and detail) and helps to develop learners' own language and/or the language of school instruction and is suitable for learners of all ages.

5. This task trains learners for future exam tasks, assesses reading (for detail) and helps to develop learner autonomy. It also helps to develop learners' own language and/or the language of school instruction. It takes advantage of learners' own language and develops autonomy and is suitable for learners of ages 13 plus.

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6. Reflecting on how effective my implementation of multilingual approaches is in promoting learning

6A **Analyse: Can you advise these teachers?**

I'm not sure I really know what languages my learners know … I've never asked!	Oskar needs to find out as much as he can about what languages his learners know! He can use this knowledge to help make connections between learners, learning and languages (e.g. sounds, concepts and the way the words and sentences are constructed). The activity in 6B will help Oskar to explore what his learners know. He may be surprised!
Language is about power … using a home language? Well, language reveals a learners' identity. Traditionally, in a way, that is why using English as the official language helps us to avoid prejudice against different home languages and culture within our own country.	Miri is understandably anxious about the power that language can give their user. And not being able to or allowed to use a language takes away your power. Miri's learners will feel freer, less limited and more empowered when their own languages are welcomed in her country. Remember, child development (social, emotional, cognitive, language and literacy) is connected and linked to school achievement.
My learners insist on translating every single word in the texts or using automatic online translators. Is this a good idea?	No, paying too much attention to each word individually and reading (and translating) word by word is not a good way to develop literacy skills. Nor is stopping when you come to a word you don't know. Good readers read in 'chunks', don't worry about words that are not essential and work out what is confusing them. Learners and their teachers need to keep overall meaning in mind when reading and use world knowledge and clues from the whole text (pictures, etc.).

I'm not sure whether my learners realise why I'm encouraging them to use their own languages. Sometimes I think they're confused why I'm not insisting that they speak in English all the time.	Teachers need to try to explain their aims to learners and their parents and caregivers. Teachers and schools could invite teaching and learning communities to an information session or send a letter home. Ling could explain why she is moving away from an English-only policy and encouraging languages other than English. She should explain the benefits to learners and parents and caregivers.
I'm trying to be more systematic in the way I use other languages in the classroom, but I wonder whether it all still seems a bit random.	Teeni should explain the purpose of language choice as she gives instructions and use the example lesson planning aid for language choice in Part 4D of the *Answers and commentary* section to help plan and reflect after teaching. She can talk to colleagues. It would be a good idea to ask a colleague to observe her (peer observation) to get some feedback, and perhaps give her some more ideas. Teeni could also video or record herself teaching for one part of a lesson, and listen or watch after the class. Is it clear why she chose the language(s) she did? How does she know; what evidence is there? How well did this work?

6B Think: What do you know?

French is in my brain and eyes. I learnt it at school so I can read it well and speak OK (**A.**). But it's easier for me to speak (**A.**) when nobody is French and we use it as a lingua franca. We don't worry about mistakes in grammar or pronunciation, and just 'go for it' (**C.**)! Turkish is in my eyebrows – a tiny up-movement is 'no' (**non-verbal A.**). Italian is in my fingers for gestures and hand movements (**non-verbal A.**). I notice that my mother and sister use their hands and arms a lot; they also point (**non-verbal A.**), which seems a bit rude to me after living in many places where this isn't done (**C.**). Indonesian is on my back – it isn't polite to show it when you leave a room (**C.**). Everyday greetings are on my mouth, tongue and in my memory (**A.**). It wasn't easy for me to read Indonesian colleagues' faces (**C.**) or understand what they were thinking.