

How can we celebrate multilingualism in our classes?

Panel discussion handout

Idea 1: How can we use rubrics to foster assessment literacy in multilingual classrooms?

by **Guilherme Meira**

I work in a Brazilian private school with a CLIL (Content and Language Integrated Learning) programme. The assessment of this CLIL programme indicates that the level of English increases with English as the language of instruction, but content lessons can be challenging. This is why we use translanguaging pedagogy. It contributes to developing specific language skills that are needed for comprehension and production in CLIL classes since it values students' knowledge, encouraging them to use the full range of their linguistic repertoire.

The *Trading Card* game - an activity with translanguaging pedagogy

Activity	Assessment
<p>Name: Trading Card game</p> <p>Age/level: Age 4-6, A1/A2 level</p> <p>Aim: Science (describe animals characteristics)</p> <p>Step 1: explore animals (mammals) and their body parts (L1/L1s and L2 can be used)</p> <p>Step 2: classify animals and their characteristics</p> <p>Output activities:</p>	<p>Two rubrics; one for the text genre trading card, one for the oral presentation.</p> <p>A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.</p> <p>Rubrics:</p> <ul style="list-style-type: none">• assess performance (productive skills)• can be general or task-specific

- Play a trading card game in groups. (note this game may also be called *Top Trumps*. Learn how to play here:

<https://www.youtube.com/watch?v=6RNtB--oGiw>)

- Give an oral presentation about the monster/animal card they have designed

- should be written in clear, accessible language (L2 or L1)
- should be shared with learners before the assessment
- can be written by teachers, with learners or by learners.

Idea 2: My project to work on global Englishes, linguistic identities and cultural awareness

by Andrea Collados

Below is a description of a project designed for a community in the north of Argentina.

Interview an elderly member of a Guaraní community	
Stage 1: Question Write challenging questions or problems	E.g. How important is the Guaraní dialect to understand my identity?
Stage 2: Plan Decide what to do and when	This project was done over one full semester.
Stage 3: Research Use authentic material Integrate reflection, critique and revising	Do sample interviews with Guaraní people. Use Spanish/Guaraní/English (example of translanguaging)
Stage 4: Produce Project output is produced and shared	Do a presentation (in English and/or Spanish) Write a blog post (in English and/or Spanish)

This project promotes global English through translanguaging because the teacher as well as the students are using their own variety of English and not trying to imitate any accent or variety. Translanguaging is a way to approach global English. Translanguaging is associated with the allowance of the mother tongue in the classroom so as to step into the L2. It is the key to empower students to embrace their own linguistic identities.

The projected promoted cross-cultural awareness. It increases the potential of cross-culture communication. It helps students learn about their own cultures and other cultures. The project aims to share a final product to the rest of the world, interacting with students from other countries and using their own Englishes (an activities is to post on social media). This project is an example of the fact that to learn English, students can also use their L1 or another language/dialect, it is not necessary to imitate a native speaker to learn English.

Idea 3: Discussions for the multilingual classroom

by Chathuska Undugoda

Below are two types of discussion activities that can be used in multilingual classes. They are dialogic teaching strategies: strategies that harness the power of talk to advance learning. The aim is to support multilingualism and promote inclusion and diversity.

In these discussions, the teacher can facilitate the use of L1, even when the teacher does not speak the students' L1. Allow the use of translators and dictionaries for learners to find the English words they need, and to write vocabulary cards with L1 and L2. Encourage tolerance of different views and a non-judgemental understanding of each other's views, cultures, and languages. In both types of discussions, the teacher works with emergent language by introducing the keywords learners need to express their ideas. In both, the teacher monitors for, errors, good use of language, etc, and then provides feedback on this, as well as on participation and behaviour towards others (tolerance of views, patience, etc.). Always allow digression to related topics.

Activity	How to develop the discussion
Spontaneous discussions	Use a question or a comment from a learner , even if it is unrelated to the main lesson topic to develop into a discussion. e.g. Why do some people change their jobs very often? How do kids help their parents around the house? You may have to divert from the lesson plan. Involve the other learners. Ask for their opinions and allow agreements, disagreements, comparisons, etc.
Routine discussions (e.g. when doing the register)	Select a topic (e.g. my favourite person, festivals). Ask each learner to talk about it as you read out their names on the register. Involve the other learners by encouraging them to ask questions. After about 3 names, allow learners to participate out of their turn. Develop a discussion allowing agreements, disagreements, comparisons, etc.

Read more

An article about dialogic teaching: <https://www.teachingtimes.com/how-to-incorporate-dialogic-teaching-strategies-in-the-classroom/>

An article on spontaneous discussions: <https://www.ncsall.net/index.html%40id%3D992.html>

A recording of this one hour panel discussion can be watched here:

<https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/valuing-multilingualism-mini-event>