



Learning through Languages in the classroom

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Plurilingualism

The ability of a person who has competence in more than one language to switch between them when necessary for ease of communication and learning. It is the interconnected knowledge of multiple languages.

It takes an individual person as the point of departure.

<https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims>

Los Reyes Católicos: La Unidad Dinástica

Isabel I de Castilla (1451-1504) y Fernando II de Aragón (1452 -1516)



El mapa de España en los tiempos de los Reyes Católicos en el siglo VI

El mapa de España en 2022



Collingwood English Language School

- Intensive English language school for new arrival program.
- 3 campuses in the northern metropolitan.
- Majority of students from refugee backgrounds with disrupted schooling.
- Mixed of 3-5 languages and dialects in any classroom with varying literacy levels in HLs.
- English language literacy levels range from BL.1- B2.2
- Average stay between 1 term for equivalent schooling to 4 terms for disrupted low literacy levels students.
- Most classes have access to language support from multicultural education aides who speak students languages.

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Plurilingual strategies used in the classroom:

- Acknowledge and document the HLs of our students in the classroom.
- Celebrate the diverse languages that we know. Knowing >1 Lg= SUPERPOWER!
- Developing an understanding of how students use each of their languages (Language/Body Maps)
- Translating words into HLs (oral or written). Use of dictionaries and MEAs. Multilingual word wall.
- Using HLs while doing an exercise. Task in pairs or group work (with purpose)
- Using English and shared HLs when giving a presentation.
- It's OK to include words or language chunks of HLs in English conversations.
- Accessing information online in HLs and sharing it in English and/or HLs.
- Cross linguistic analysis.

Language Maps

Arabic I dream in Arabic sometime. Speak Arabic with my friend. I learnt Arabic from my country. I think sometime in Arabic.

English Hello I Love you. I speak English with my teachers and some friends. I learnt English from school. I think in English sometime.

Assyrian I speak Assyrian with my family. I learnt Assyrian from my parents. I think in Assyrian sometime. I don't write in Assyrian.

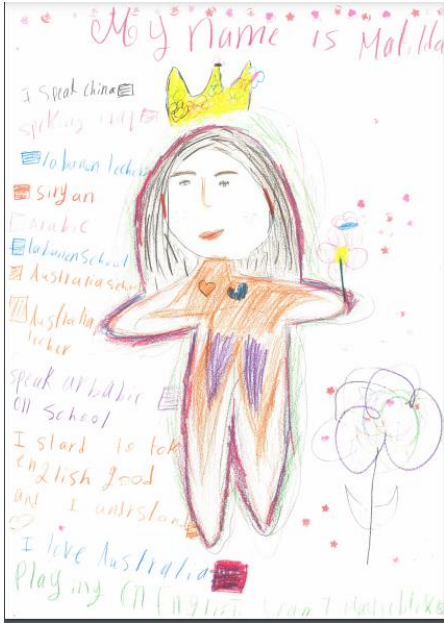
Korean I know Korean words. But I don't speak or understand Korean. I learnt Korean from music BTS Korean Band and K-pop. I don't write in Korean.

Vietnam Language I want to learn Chinese, Japanese, Korean.

My Language Map



Writing Strategies using HLs



Language body mapping

Expressing thoughts in HL

My Inspiration
 الشخص الذي يلهمني في حياتي هي
 أمي هي ألهامي لأنها ترفع من
 معنوياتي للتعلم والعمل الصعب.
 تعلمت من أمي أن أقول لنفسي:
 "لا أستطيع أن أفعل هذا" لأن أقول لعين
 "لكن أستطيع أن أفعل هذا" أنا أريد أيضاً
 أن أكون متخصصاً للجميع، أيا أريد
 أن يفكر الناس مني بأنني شخصي
 رياضي ورياضي.

My Timeline



2010 - I was born in Iraq
 2011 - I went to school with my family
 2014 - I went to Primary for 5 years
 2015 - My mum bought me and my brother first
 2017 - I got my first job
 2018 - I went to soccer
 2019/2020 - We come to Australia
 2020 - I went to ATKen Primary school.
 2021 - I start to learn English language
 2021

Mind maps or visual in mixed languages

Final product in English

My Life Now

My Inspiration.

The person who inspires me is my mum. She is an inspiration to me because she encourages me to learn and work hard. I learned from my mum that I can say to myself: "You can do it!". Don't say to myself: "You can't do it". I also want to be an inspirational person. I want people to think about me as being smart and sporty.

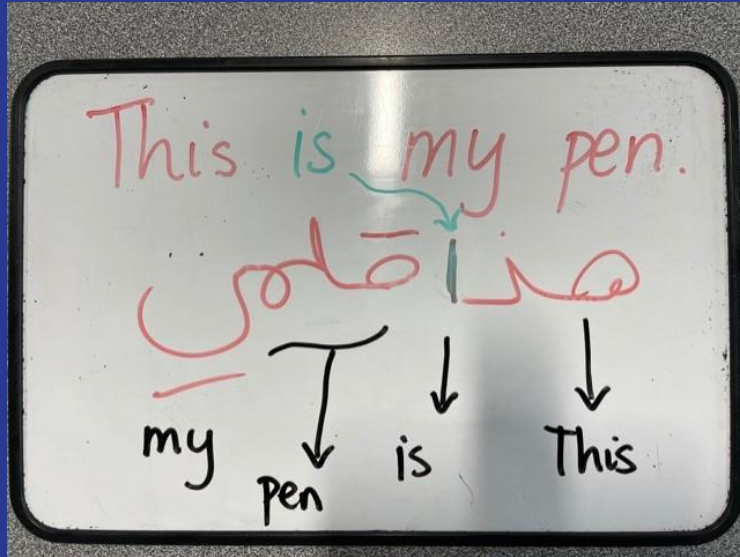
My Strengths

I am good at reading and writing in Arabic and I know how to read and write in English. I also know some Assyriann and French. I am proud that I know many languages.

I am good at playing instruments and making my own music with the guitar I like to play with friends. I am also good at sports and soccer. I like basketball and AFL.

I learn best when I see teachers show me how to do something. I like to repeat after the teachers again and again. I like working in a group where I talk about my ideas.

Plurilingual strategies in the classroom



Cross linguistic analysis at sentence level using functional grammar



Multilingual word wall

Teacher Model

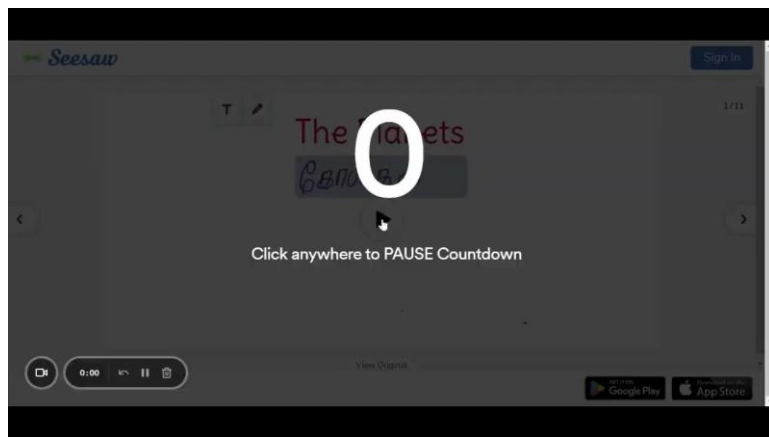
There are 8 planets in the solar system.

Hay 8 planetas en el sistema solar.

Υπάρχουν 8 πλανήτες στο ηλιακό μας σύστημα.



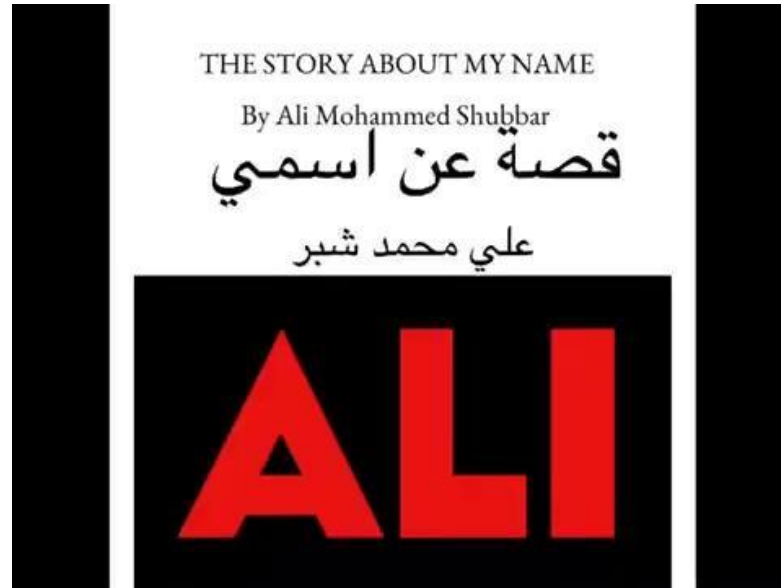
Student Example using Seesaw



Final product: Multimodal and multilingual text

Example of students multilingual multimodal texts from Book Creator.

The Story About My Name by Ali Shubbar:



Key Learnings- P/L very effective in :

- Activating students prior knowledge through the use of home languages (HLs).
- Developing and leverage students' communication repertoire for learning
- Developing cultural awareness and intercultural skills among students.
- Developing students metacognitive and metalinguistic abilities in both HLs and English.
- Promote students' creativity and human connection by integrating digital technologies into learning.
- Prompting students' voice and agency: build self esteem and strengthen their cultural and linguistic identities. Enriching experience for all including teachers and MEAs.
- Increasing parental involvement.

The Impacts of P/L (students feedback)

Support Learning:

'When I speak in Arabic to my friends they explain it better and I understand better.'

'I can say more of what I already know in my head.'

'I feel more comfortable and understand people more.'

Agency:

I now know how to use dictionaries to help me to write. If I don't know how to say something in English, I can say in my head in my language first and try to use friends or the dictionary to translate.

Increased parental involvement:

- *'My mum said that she is learning new words from me when she reads my writing.'*
- *'I told my mum what I want to say and we wrote this together (my mum and I)'*

Cultural and Linguistic Identities

I like it when I share what I know in Arabic with my teacher, this help me to understand my language more

I feel so proud that I can speak 3 languages.





















I like learning and writing in Arabic from my parents. They like reading my story'

Preston North East Primary School

The learners:

- 3 groups Grade 3/4
- 7 home languages
- Different levels of competence in English
- Different levels of competence in home language
- Some multiple other languages

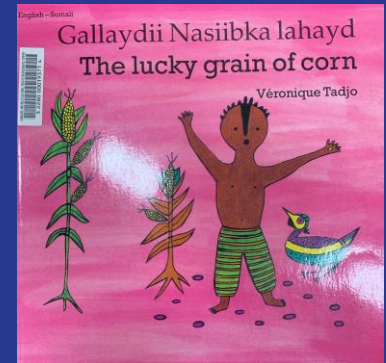
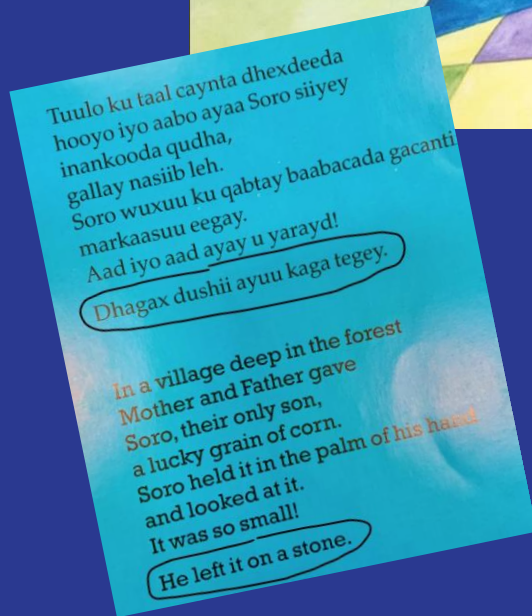
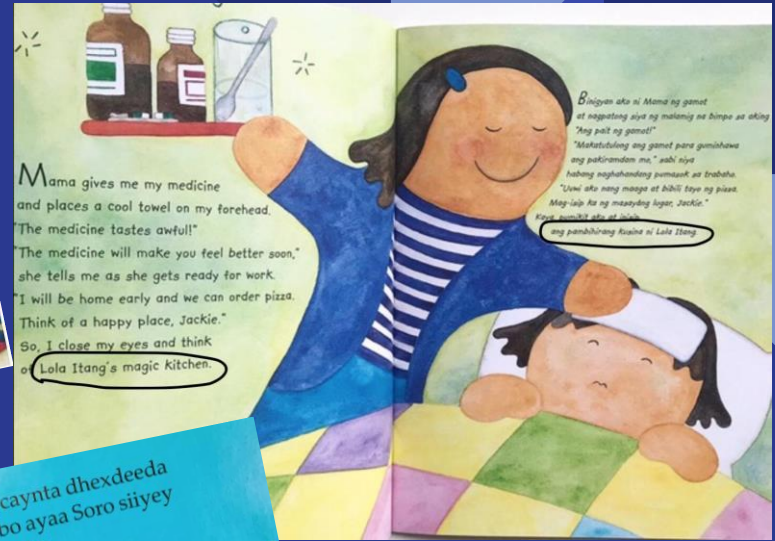
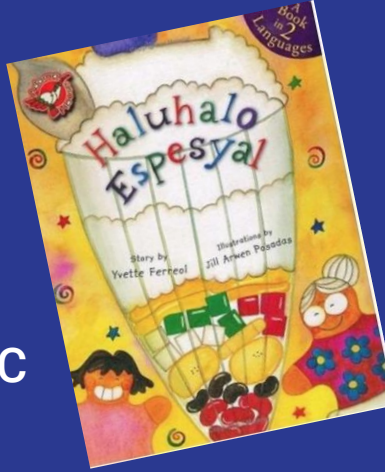
Name:

I can understand when someone talks to me in my home language.				
				
I can have a conversation in my language.				
				
I can read in my home language.				
				
I can write in my home language.				
				

Other comments:

Start small

- Bilingual texts from LMERC
- Different languages in different lessons
- Not all students in group spoke text language
- Phrases and sentences



- Introduce functional grammar
- Compare order
- Notice other features
- Cut and move



Grandma Itang's magic kitchen
 ang pambihirang kusina ni Lola Itang

ang pambihirang kusina ni Lola Itang
 magic kitchen of Grandma Itang
 's

He left it on a stone.
 Dhagax dushii ayuu kaga tegey.

Dhagax dushii ayuu kaga tegey.
 on a stone. He left
 it

Building on understandings

- Longer text
- Multiple languages
- Focus on investigation and comparison

Soro arrived in a third village.

Soro tuuladii saddexaad ayuu yimi.

索羅抵達第三個村莊。

Soro arrive up to third a village

Process

- Doing - run, jump
- Sensing - wonder, fear, like
- Relating - to be, to have
- Saying - tell, whisper

Participant

- Who? - a usually old man - my name
- What? - the people
- Where? - in the village
- How? - because of the cold as it was not here by our
- Why? - at quality as a man

Circumstances

- When? - during the night yesterday
- Where? - in the countryside in Australia
- Why? - because of the cold as it was not here by our
- How? - at quality as a man

A group of elders with long, white beards were chatting in the shade of a big mango tree.

Koox odayaal ah oo gadhadh dhaddheer oo cadcad leh ayaa ku kaftamayey geed weyn oo cambe ah hoostii.

一群長著白鬍子的長老，在一棵大芒果樹的樹蔭下閒聊著。

One group growing white beard of elder in a large mango tree of shade chatting

One of them asked him to sit down and told him a beautiful story.

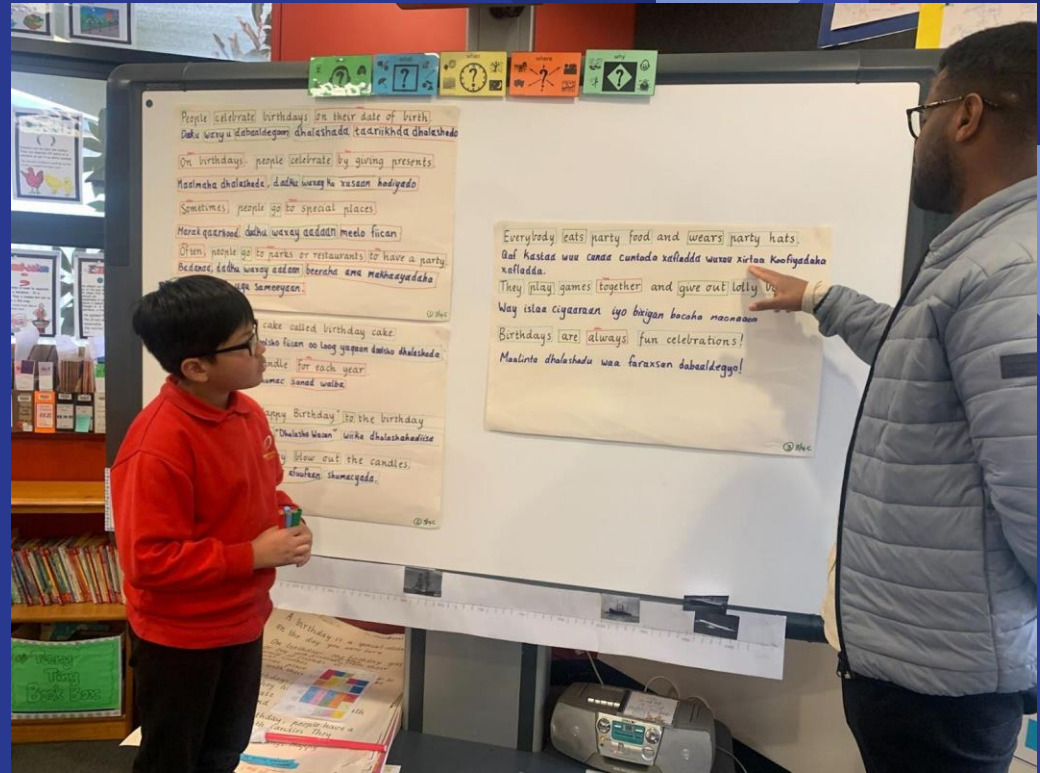
Mid kamid ah ayaa weydiistey inuu soo fadhiisto una sheegay sheeko wanaagsan.

其中一個讓他坐下，給他講了一個美麗的故事。

One of them he sits down told him one a beautiful story

➔ Shared Writing

- Translated texts
(Arabic, Somali, Vietnamese)
- Modelling and practice of
 - colouring text
 - using metalanguage
 - questioning, noticing, wondering, hypothesising



Independent writing

- Translate using Google translate

LOCKDOWN!



- Experts at home check translation and functional grammar
- Seesaw for colouring texts and annotating

On Eid al Fitr, children get money - at least 50 dollars from the adults they visit and their parents.

في عيد الفطر، يحصل الأطفال على المال ما لا يقل عن 50 دولارا من البالغين الذين يزورونهم وأبائهم.

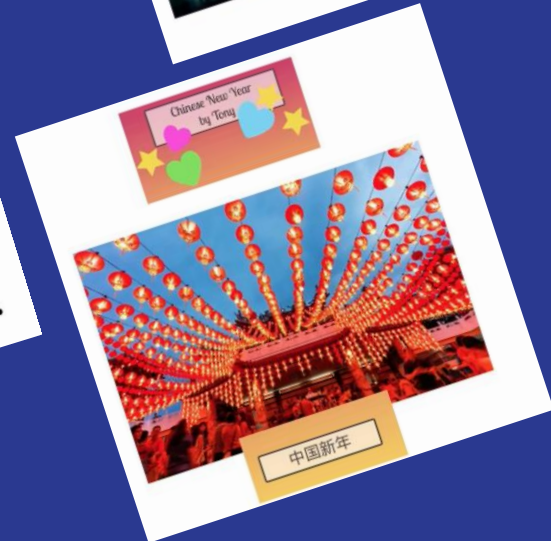
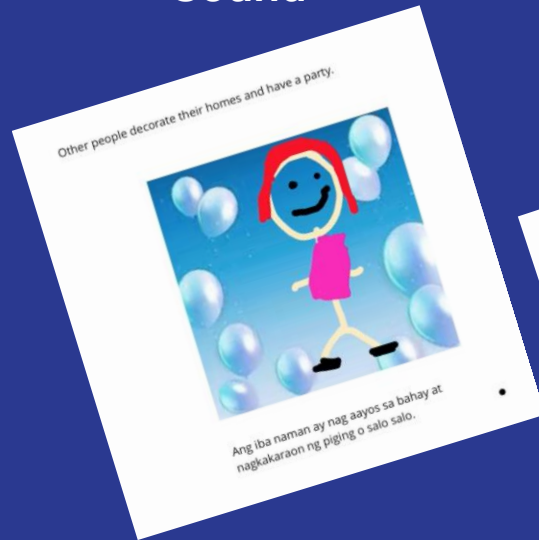
i noticed that get comes before the word it is like get children money in English

i noticed that dollars in arrabic souds the same



Book Creator

- Photos
- Drawing
- Text
- Sound





中国新年



My reflections...



Teacher control

Grammatical correctness

Accuracy

Writing = speaking

Product



Teacher as co-learner

Students as experts

Using full linguistic repertoire

Engaging with & reflecting on languages

Developing the tools to explore and talk about languages for lifelong learning

In Telugu, the order is different. In English we say, "I went to a party", but in Telugu we say, "I party went to".

- Sai

In Vietnamese, sometimes you don't need a word when you do in English, or it just doesn't exist, for example in English we say "On birthdays..." but in Vietnamese we just say "Birthdays..."

- Andrew

Languages are not all the same. The participant, process and circumstances are in different places. The participants in Filipino are almost always in the same place as in English.

- Frixx

In Somali, the words are different and you put them in a different order. The participant goes in a different place sometimes. In Somali, the describing word is sometimes in a different place as well, but not always.

- Sadik

I was interested, because we say "birthday person" in English, but in Vietnamese it's the other way around. Like "person birthday". I figured out in Malayalam we say "birthday person" just like English.

-

Aleesha

Learning Through Languages Curriculum Resource

- Subheading under Plurilingual Awareness
- DET EAL page
- Anticipated timeline for release
- End of Term 4 2022
- Announcements and information
- VicTESOL eBulletin

↑ **This section:**
English as an Additional Language

Assessing English language proficiency

EAL curriculum and program planning

Victorian Curriculum F-10 EAL Reporting Resource

Supporting students from refugee backgrounds

Understanding, assessing and reporting on English language proficiency

Professional learning

Resources for EAL teachers

Plurilingual awareness