

Multicultural Classrooms – Plurilingualism in Practice Webinar

Janet Armitage

VicTESOL Webinar 2020



Thank you for joining us for this webinar. The webinar will begin at 3.45pm (Australian Eastern Daylight Time).

During the webinar:

- Use the chat function to post questions relating to technical difficulties.
- Use the Q&A function to ask questions relating to the presentation.
- Please email victesol@victesol.vic.edu.au for general inquiries or for assistance during the webinar.

vícTESOL

Acknowledgement of Country

I live and work on Kaurna Country and acknowledge the influence and expertise of Aboriginal colleagues and friends from many language groups, particularly across South Australia.



Multilingual Classrooms

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SA Department for Education
EAL/D Hub Coach

Webinar ~ content

- What is a classroom when it is not multilingual?
- What are students doing with their languages?
- Why is it important to talk about Multilingual Classrooms?
- How can classroom learning be designed in ways that honor a commitment to the Australian Curriculum and South Australian Certificate of Education (SACE) as well as to multilingual learners?
- Examples from the secondary EALD classroom
- Examples from Early Years and Primary classrooms

‘monolingual mindset’ - Clyne, 2008

the dominant or privileged form of language (Standard Australian English)

education policy and curricula - monolingual SAE;

HL should be seen as ‘assets’ (Paris, 2012)

English-only frames prior learning and prior knowledge in HL as suspect, unreliable;

HLs as, invalid, producing negative consequences for learning.

EALD therefore seen as a form of ‘remediation’ (Liddicoat & Crichton, 2008)

MULTILINGUAL PEDAGOGIES

- A close cousin of Culturally Responsive Pedagogy; (current research - Irabinna Rigney and Rob Hattam, UniSA);
- Culturally Sustaining Pedagogy (Paris 2012)
- Reduce sociolinguistic inequalities; (Garcia, 2008)
- Moving between languages in the classroom; (D'warte, 2014)
- Creating links between languages/identities/school literacies; (D'warte, 2014)
- Developing multilingual classrooms with family/community input ;
- (multilingual schooling systems – CIS – maintaining HL in Languages lessons)
- More recent directions -> Reciprocal access to knowledge through languages (Heugh, 2017)
- Acknowledgement of epistemologies other than those of mainstream education; (learning is viewed through our cultural perspectives) ->lessons from Aboriginal Education

*If we diminish the
'monolingual monolith'
what might be revealed?*

Practical responses to supporting student home languages

SACE Stage 1 EALD task

10 EALD class - poetry task

10 EALD biographical recount writing task

Stage 2 Essential English Language Study

Higher Education,
Kathleen Heugh, UniSA
Presentation, Nov22 2017 Translanguaging Research day

Building in systematic translanguaging
Formative tasks built into summative assessment e.g. one task
in primary language built into each assessment;
Translation: L1 to English and/or English to L1
Use of academic sources in reflective/research writing: English
+ 25-30% in L1;
Students able to draw on full linguistic repertoire in tutorial
group work;

Jacqueline D'Warte
Uni Western Sydney

Similarities with Woodville High School

Examples five primary schools in Western Sydney –
D'Warte, J. (2014)

Exploring linguistic repertoires: Multiple language
use and multimodal literacy activity in five
classrooms Australian Journal of Language and
Literacy,
Volume 37 Issue 1 (Jan 2014) p.27

Diversity



COUNCIL OF
INTERNATIONAL
SCHOOLS



CLASS	MULTILINGUAL ACTIVITY	TEXT IN ENGLISH
SACE Stage 1 2017	Reading online or hard copy news	Report comparing two news sources
10 EALD 2018	Poem in home language; Translate; read aloud;	Annotations, identify poetic devices
10 EALD 2018	Interview (or in English); discuss final version of poster;	Recount Biographical information
Stage 2 Language Study 2018	Samples of text messages in Tagalog and English;	Report commenting on language use in texts



Name: _____

Task 4: Report comparing print and online newspaper

Presentation of your task can be:

- ✓ either Oral presentation accompanied by a PowerPoint or other digital media
- ✓ or Written report (a maximum of 600 words)

Time: Maximum 5 minutes or 600 words

Draft due: 3/11/2017 (Term 4, Week 3)

Due date: 10/11/2017 (Term 4, Week 4)

Task

1. Compare the print version of a newspaper with the online version in English on the same day. How are they similar and different? What are the advantages and disadvantages of each mode of delivery?
2. Select a newspaper that has both a print version and an online version such as:
 - ✓ *The Advertiser* and <http://www.adelaidenow.com.au>
 - ✓ *The Age* and www.theage.com.au
 - ✓ *Messenger Press* <http://www.adelaidenow.com.au/messenger/digital-editions>
3. You need to compare the print version of the newspaper with the online version on the same day.

Focus on some of the following points:

- ✓ the audience for this newspaper (who would read this)
- ✓ the purpose of a newspaper (e.g. to inform, to sell)
- ✓ the layout (e.g. of the front page of the print newspaper and home page of the online edition)
- ✓ the content and major stories in each
- ✓ analyse the opinions expressed about people, places and events in the news
- ✓ the headlines and visual images used to attract readers (e.g. are the visual images designed to appeal to emotions)
- ✓ the way in which you read them – page by page or linking to pages
- ✓ the language used to promote a point of view
- ✓ the similarities and differences between one or more articles from the printed paper with the online article
- ✓ letters to the editor compared with online article comments (if they are available)
- ✓ the advantages and disadvantages of the two types of news texts.

An oral or multimodal presentation should be up to 5 minutes in length. A written report should be maximum 600 words.

in English



**Or negotiate with the teacher to explore newspaper publications
in your first language.**

choices based on use of home languages

(name – comparing BBC Pashto online with Advertiser? online;

name – Adelaide community Punjabi with print version of Advertiser;

name – print version Punjabi from India with online Punjabi;

name – online version Vietnamese from Vietnam with online Guardian

name – looking for print and online in Swahili;

name – friend sending him image of Filipino front page print news to compare with online;)

Adapted Task 2

Year 10 EALD Poetry

TASK SHEET – multimodal presentation with
deconstruction of 3 poems showing understanding
of poetic techniques (3 per poem),

one may be in home language;

**Poem in home language needs to be read
aloud;**

**poetic features need to be translated and
explained.**

one may be in home language;

**Poem in home language needs to be read
aloud;**

**poetic features need to be translated and
explained.**

Home languages with English	male	female
Somalian	1	
Arabic (Egypt)	1	
English/ Turkish	1 (NEP)	
English/ Kogi? (Nigeria)	1	
Vietnamese (I)	2	1
Vietnamese	1	
Visaya/ Tagalog	1	1
Mandarin/ Vietnamese	1	
Bosnian		1
Swahili/ Lingala		1 (NEP)
Thai		1

Compare the girl
beautiful hair with the
moon night.

Trăng Lên

Vầng trăng lên mái tóc mây,

Một hồn thu tạnh, mơ say hương nồng.

Mắt em là một dòng sông

Thuyền ta bơi lộng trong dòng mắt em.

Moonrise

The night orb rises o'er your silky locks
My soul's drunk with your scent of fall in ecstasy
Your eyes are such a steady stream
In which my boat swims quietly.
Translated by Thomas D. Le 1 November 2004

Comparing the girl eyes with
the river

Rhyme describe the
beauties of girl.

Rhyme saying that the girl
hair which make him drunk.

ADAPTED TASK 2 STUDENT WORK SAMPLE 1

靜夜詩

床前明月光
疑是地上霜
舉頭望明月
低頭思故鄉

The moon's light went through the windows

It looks like the snow cover the ground

Look to the sky the moon is mother's face

Looking down to ground moon's light is telling back to
hometown.

Simily

Metaphor

personification

ADAPTED TASK 2 STUDENT WORK SAMPLE 2

Sarajevo ljubavi moja

Together we grew up
city, me and you
The same blue sky,
they gave us a vow
Below the tree we dreamed of dreams
Who will grow fast
Who will be beautiful

You were great
And I was born
With smiles
You sent me a dream
A growing child who liked you then
He stayed here
bound, for your city

Anywhere I go
I dream about you
The roads all lead me too you
I'm waiting with some cracking
To your light
Sarajevo my love

Zajedno smo rasli grade,
ja i ti isto, plavo nebo
poklonilo nam stih
ispod Trebevia sanjali smo snove
ko ce brze rasti
ko ce ljepsi biti

Ti si bio veliki
a rodio se ja
s'lgmana uz osmih
Slao si mi san
djecak koji raste zavolio te tad
ostao je ovdje
vezan, za svoj grad

Bilo gdje da krenem
o tebi sanjam
putevi me svi tebi vode
cekam s' nekom ceznjom
na svijetla tvoja
Sarajevo ljubavi moja.

By: Kemal Monteno

Rhyme- In Bosnian these words
rhyme.
Used to create a pattern with sounds.

Ja, ti, smo, sne, sanjko, bio, si, mi

Personification- as
though the boy and the
city are growing up
together.

The city sent him a
dream

The city and the boy
grew up together

Pathways send me to you

You were big and I was
born

Hyperbole- I was born
With smiles

exaggerated statements or claims not meant to be taken literally

ADAPTED TASK 2-STUDENT WORK SAMPLE 3

Sarajevo ljubavi moja

**In kemals Monteno poem "sarajevo ljubavi moja"
The author tells us about how much he loves his
home city. By the way he dreams big about
it and how all the pathways lead him to his city.
This poem is very famous in Bosnia and it's
very pleasant to hear it.**

ADAPTED TASK 2-STUDENT WORK SAMPLE 3

Culturally Responsive Pedagogy action research project

- Main focus on 'Connecting to students' life worlds'

Adapted Task 3

10EALD Class Cohort

– Home Languages

Home language with English	male	female
Vietnamese (I)	2	4
Vietnamese	3	
Punjabi	2	
Somalian	1	
Vietnamese/ Mandarin	1	
Visaya/ Tagalog	1	1
English/ Turkish	1	
English/ French/ Khymer		1
Thai		1
Bosnian		1

Adapted Task 3

interview a community
contact;
create a poster;
publish to website;
send QR code to community
contact;

Information sheet for student project 'What's Your Story?'

Thank you for agreeing to work with a student from Woodville High School.
We are currently working on a project called 'What's Your Story?'
You have been chosen by a student because of the possibility of sharing a language connection together. Your conversations do not need to be in English.

Our project is designed in three parts for the student to complete a poster and a web page telling parts of your life story. You will choose what you want the student to tell from your life story and you and the student will jointly make decisions about the final text and poster.

Step 1 Your student will arrange a meeting with you. Your first conversation will be about parts of your life story you wish to share. In this meeting your student contact will ask whether he/she may record the conversation or take written notes to be worked on later in class. Your student will have prepared some questions to ask but you can talk about any other part of your life story as well.

You may wish to prepare for this first meeting by having copies of any photos you wish to give your student and by thinking about some stories from your past.

Step 2 The student will return to school and write biographical notes and retell one or two of your stories in text. Your student will start to put the text and photos into a poster.

Step 3 Your student will arrange a second meeting with you where you can check the biographical information and the stories. If you want to make some changes you can talk to your student about this. When you are happy with the text and images your student will then complete their poster and web page and return a QR code link to you to access and publish your information.

THINGS YOU NEED TO KNOW

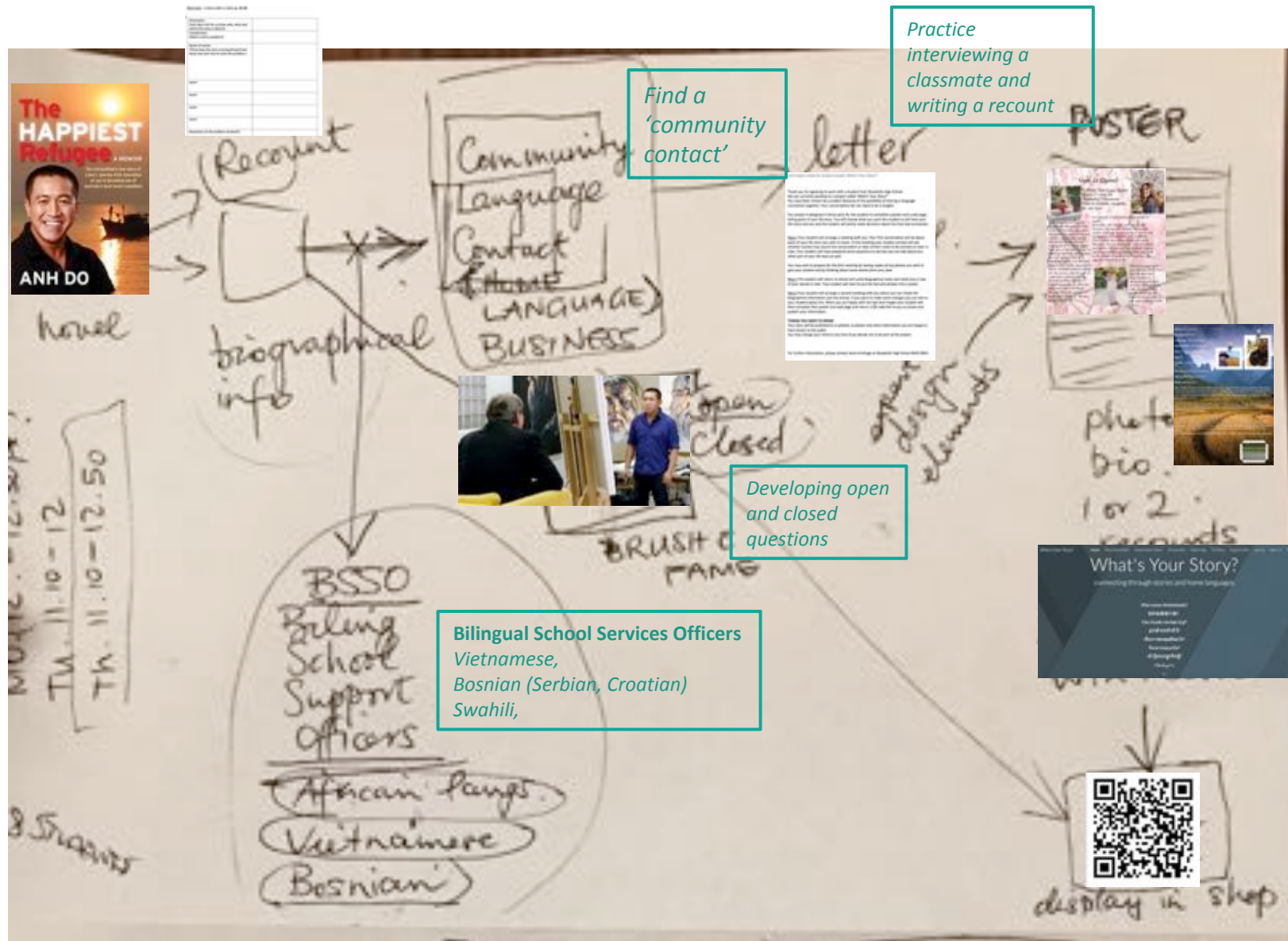
Your story will be published to a website, so please only share information you are happy to have known to the public.

You may change your mind at any time if you decide not to be part of the project.

For further information, please contact Janet Armitage at Woodville High School 8445 9833.

You have been chosen by a student because of the possibility of sharing a language connection together. Your conversations do not need to be in English.

Mud map of ideas and possibilities



What's your story?

Name: Mr. Martin

Background: Mr. Martin was born in the United Kingdom. He has a degree in Business Management from the University of London. He has worked for several years in the financial sector, including as a senior manager at a major bank. He is now a self-employed consultant, helping businesses improve their financial performance.

Education: Mr. Martin has a degree in Business Management from the University of London. He has also completed several professional qualifications, including the Chartered Financial Analyst (CFA) and the Certified Financial Planner (CFP).

Work: Mr. Martin has worked for several years in the financial sector, including as a senior manager at a major bank. He is now a self-employed consultant, helping businesses improve their financial performance.

Interests: Mr. Martin has a wide range of interests, including reading, travel, and sports. He is also a member of several professional associations, including the Chartered Institute of Management Accountants (CIMA) and the Association of Financial Planners (AFCP).

Family: Mr. Martin is married and has two children. He is a very active member of his community and is involved in several local organizations, including the local chamber of commerce and the local sports club.

Conclusion: Mr. Martin is a highly qualified and experienced professional with a strong track record in the financial sector. He is a dedicated and hardworking individual who is committed to helping businesses improve their financial performance.

What's Your Story?

Biographical information

Name: Nguyen Van Hoa

Age: 32

Born in: 15/12/1992

Owner of Fish and Chip take-away 'Chickaroo'

CHICKAROO FISH & CHIPS TAKE-AWAY FOODS

After all those hard working hours, he found the woman who he is now with and got married in 2015, also he bought second house, then after he gave birth to 3 of his children, with the second child, it was one of the reason made him stop his business and started business, then and his wife had a hard time to plan about this business because he was in a business it is very hard job to do. Because he wants to start up in new thing, he finally decided to open a take-away shop. In 2020, he opened a take-away shop by sold some of his house and land and bought this shop in few years ago. When business it was very comfortable at the beginning because was born in a business family, so he could get enough money to invest in this business of the people here. However, he doesn't have to pay the rent so that's the reason he gets more customers by also down the price (cheap) and he made the food. Now his business has very well after 18 years of working hard, but he never stops and never had to stop his business growing time.

What's your story?

Jackie Carter Mair

Background: Jackie Carter Mair was born in the United Kingdom. She has a degree in Business Management from the University of London. She has worked for several years in the financial sector, including as a senior manager at a major bank. She is now a self-employed consultant, helping businesses improve their financial performance.

Education: Jackie Carter Mair has a degree in Business Management from the University of London. She has also completed several professional qualifications, including the Chartered Financial Analyst (CFA) and the Certified Financial Planner (CFP).

Work: Jackie Carter Mair has worked for several years in the financial sector, including as a senior manager at a major bank. She is now a self-employed consultant, helping businesses improve their financial performance.

Interests: Jackie Carter Mair has a wide range of interests, including reading, travel, and sports. She is also a member of several professional associations, including the Chartered Institute of Management Accountants (CIMA) and the Association of Financial Planners (AFCP).

Family: Jackie Carter Mair is married and has two children. She is a very active member of her community and is involved in several local organizations, including the local chamber of commerce and the local sports club.

Conclusion: Jackie Carter Mair is a highly qualified and experienced professional with a strong track record in the financial sector. She is a dedicated and hardworking individual who is committed to helping businesses improve their financial performance.

What's Your Story?

Name: Mr. Martin

Background: Mr. Martin was born in the United Kingdom. He has a degree in Business Management from the University of London. He has worked for several years in the financial sector, including as a senior manager at a major bank. He is now a self-employed consultant, helping businesses improve their financial performance.

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Family: Mr. Martin is married and has two children. He is a very active member of his community and is involved in several local organizations, including the local chamber of commerce and the local sports club.

Conclusion: Mr. Martin is a highly qualified and experienced professional with a strong track record in the financial sector. He is a dedicated and hardworking individual who is committed to helping businesses improve their financial performance.

What's Your Story?

connecting through stories and home languages

Waa maxay sheekadaada?

你的故事是什麼？

Câu chuyện của bạn là gì?

तुहाडी कहानी की है?

ເລື່ອງຂອງທ່ານຄືແນວໃດ?

Šta je tvoja priča?

តើរឿងរបស់អ្នកដូចម្តេច?

ما هي قصتك؟



Adapted Task 4

Externally marked SACE
'Language Study'
30% of total result

'Task description: to complete this study, you will research, reflect and comment on the use of language for effective communication by people in a chosen vocational, cultural, recreational and/or social context.' SACE LAP

Authentic data
Translated into
English
by student
Described and
analysed
in her essay in
English with a
strong
description of
context



What has worked well so far

Being specific about boundaries:

- which aspects of the production of new texts are encouraged in home languages;
- about what exactly will be assessed;

Acknowledging areas of expertise:

teacher

- classroom management,
- large ongoing project management
- explicit teaching of text types, text structures, vocabulary, grammar, creation of website, ICT skills,

students

- home languages
- making contacts in community
- appropriate good manners in communication
- peer to peer support in ICT
- peer proof reading in English

Varieties of Aboriginal English as home languages

- Still being discovered by families and communities
- Aboriginal English – EALD learners hiding in plain sight (ACTA conference abstract)

WESTERN SYDNEY
UNIVERSITY



ENHANCING ENGLISH LEARNING:
BUILDING ON LINGUISTIC AND CULTURAL
REPERTOIRES IN 3 SCHOOL SETTINGS

A PROJECT REPORT FOR
NSW DEPARTMENT OF EDUCATION 2018



Prepared by Dr Jacqueline Drwens
Centre for Educational Research, Western Sydney University

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Image 1: Map Year 5 A Tower of language

Image 2: Map Year 5 Language Connection

Photo-essay introductions

www.fliphtml5.com

converts a series of
pdf files into a
flipbook



Multilingual stories

Children's stories translated into home languages with family support.

In Heugh, K. (2019) LPLP, Literacy in Languages.
SA Department for Education.



Lita Torikka



NORTHERN
MULTILINGUALISM
www.northernmultilingualism.fi
The Partnership University of Applied Sciences of Oulu
University of Jyväskylä

Lita Torikka

Bohccot

Bohccot

Poccuuh

Quciih

Les rennes

Rentiere

Reindeer

Los renos



Ähkus leat maid bohccot.

Ähkus leat maid bohccot.

Ähkus leat maid poccuuh.

Y Gallyuuh yuuh nora nora.

Grand-Mère a aussi des rennes.

Die Oma hat auch Rentiere.

Grandma also has reindeer.

Mi abuela también tiene renos.



Wise sayings

Project for the Study of Alternative Education in South Africa

Arts 18, Faculty of Humanities, University of Cape
Town Private Bag Rondebosch 7701.

Tel. (021) 6504013 Fax (021) 6503027E-mail:

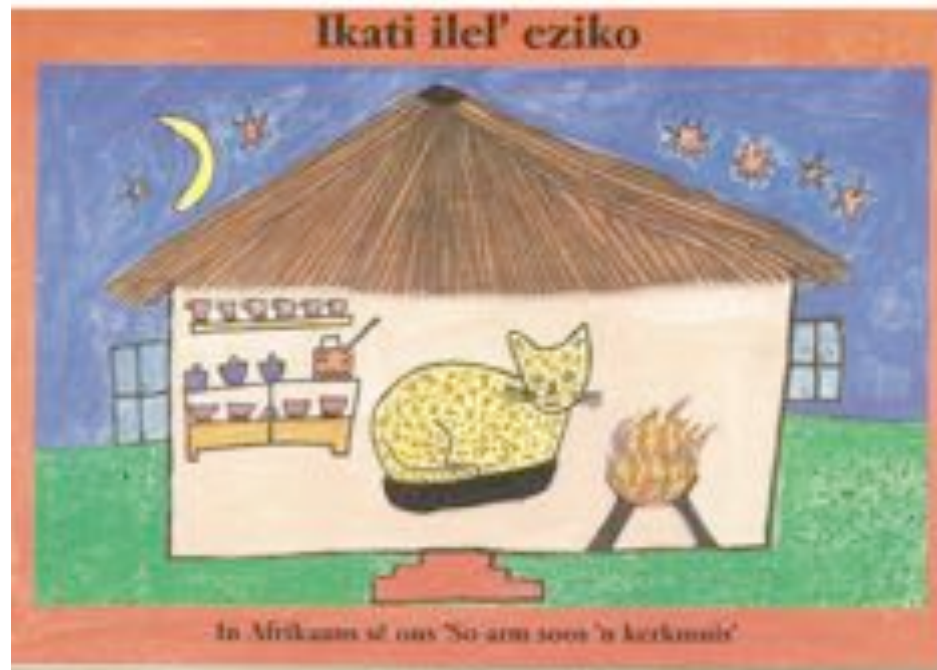
praesa@beattie.uct.ac.za

Website: <http://www.uct.ac.za/depts/praesa>



Artwork by Philani Flagship Project

In Heugh, K. (2019) LPLP, Literacy in
Languages
SA Department for Education.



In Afrikaans of ons 'So arm soos 'n kerkmuur'



Ngesi Xhosa kuthiwa 'Yakun' invula kuhlakoma nerndlela'

Lesson plans



<https://tinyurl.com/UsingMultilingualApproaches>

Project 10: Science – nature walk



Why are these activities useful?

Scientists use skills such as predicting, observing, recording and reporting. Students' existing abilities to think this way, and their prior knowledge about their local environment, can be used as a basis for developing scientific thinking. Likewise, students' abilities to speak and write about their local environment using home languages and additional languages form a strong foundation for developing scientific language in English, where this is required. Learning how to write reports is useful not only in science but in other subjects, such as social studies, health or mathematics.

Overview

Grade	Upper primary (Grades 4-6)
Language focus	Writing in students' home language and English; vocabulary in home language and English; science report construction
Content focus	Science (nature and biology); environmental studies
Description	Through this project, students use their home languages to record observations and descriptions. They learn to express this information and complete a science report in English. For this activity, the example of birds is used; however, other aspects of nature may be used as appropriate.

This project includes the activities:

- 1 Nature names in many languages
- 2 Nature walk
- 3 Appearance, actions and behaviour
- 4 Habitat
- 5 Writing a scientific report

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