



# **Bilingual To Multilingual: A Toolkit for Developing Translanguaging and Plurilingual Skills to Build Inclusive Classrooms**

This toolkit has been developed in collaboration between ERW and Swansea LA. It aims to pull together key information and resources to support schools in their development of multilingual learning environments and translanguaging skills in the classroom in line with Curriculum for Wales (CfW).

This version of the toolkit is a starting point. The intention is that it will be further developed and extended over time. It should be noted, that whilst this toolkit is particularly aimed at consideration of languages beyond English and Welsh, all schools are developing multilingual learning environments in the sense of Welsh, English and the 'international language'.

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## INTRODUCTION

N.B. For definitions of key terms used in this document, please go to the glossary at the end of the document.

### What the [Curriculum for Wales](#) guidance (January 2020) says about languages:

Learning and experiences in the Language, Literacy and Communication AoLE *aims to enable 'learners to **communicate effectively** using Welsh, English and **international languages**. It aims to encourage learners to **transfer** what they have learned about how languages work in one language to the learning and using of other languages.'*

*'Effective language skills help learners to make sense of concepts across the curriculum. Effective multilingual skills deepen this ability as they enable learners to respond in many more contexts.'*

### Key Principles for Designing the Curriculum for the LLC AoLE

*'All learners should have the opportunity to learn at least one international language at school and to **use other home languages and community languages** they may speak. Settings and schools should **encourage learners to use their plurilingual skills** and learners should **recognise the value of being able to use different languages**'.*

#### Considerations for Provision and Experiences

- What is the **current linguistic landscape of your school** and your cluster? How can you best use this to help your learners make progress in all their languages?
- How will you **create an environment which encourages learners** to draw upon their knowledge of a number of languages ...
- How will you **develop strategies to include and build upon learners' home languages and cultures in the classroom?**

#### Considerations for language development

- How will you ensure **rich language environments** for all learners, including **multilingual** environments, face-to-face, via digital or written language(s), as a model for improving their own language skills?
- How will you ensure that **knowledge and skills in one language are transferred to and developed in other languages?**

**Over 7,000 languages are spoken in the world today.** That number is constantly in flux, because we're learning more about the world's languages every day. And beyond that, the languages themselves are in flux. They're living and dynamic, spoken by communities whose lives are shaped by our rapidly changing world. This is a fragile time: Roughly 40% of languages are now [endangered](#), often with less than 1,000 speakers remaining. Meanwhile, [just 23 languages](#) account for more than half the world's population.

<https://www.ethnologue.com/guides/how-many-languages>

**Our region is becoming more and more linguistically diverse** with over 140 different languages and dialects spoken. Our schools have very varied contexts, from those in the more urban areas who may have high numbers/percentages of EAL/WAL learners and high transience, to those with isolated EAL/WAL learners.

**Language, culture and identity are inextricably linked.** Recognising and valuing linguistic diversity across the whole school environment places value on the languages and the skills that learners bring to school and fully complements an inclusive curriculum.

*‘Creating a curriculum which recognises the diverse culture of their society enables learners to celebrate the diverse nature of all societies. This promotes equality, inclusion, social cohesion and a feeling of being valued.’* (Curriculum for Wales Cross-cutting themes for designing your curriculum: Diversity p.42)

**All languages and the skills that learners have developed in their range of languages need to be valued alongside Welsh/English in order to encourage learners to use and develop their full linguistic repertoire.** Additionally, we need to recognise that a learner’s different languages are likely to be used in different contexts for different purposes and that this may change over time.

**Affirmation of first/home languages is a precondition for social cohesion.** If first/home languages are not valued or ignored, then the identity of the individual is also not valued or ignored.

*No child should be expected to cast off the language and culture of the home as he crosses the school threshold, nor to live and act as though school and home represent two totally separate and different cultures which have to be kept firmly apart.* Bullock Report (1975)

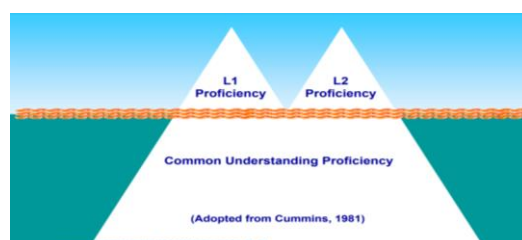
Article 30 [UNCRC](#):

*In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.*

**The languages and knowledge resources that learners bring into the classroom are the most important building blocks for successful learning and achievement at school.** The first/home language is the foundation for all learning in school. It is in this language that learners bring their prior knowledge to school, and upon which school education needs to build, irrespective of what language this is.

**The concept of using first/home languages as a tool and foundation for learning is nothing new** and has been advocated within the field of additional language learning for many years. The key researcher in this field is Professor (James) Jim Cummins from the Ontario Institute for Educational Studies, University of Toronto.

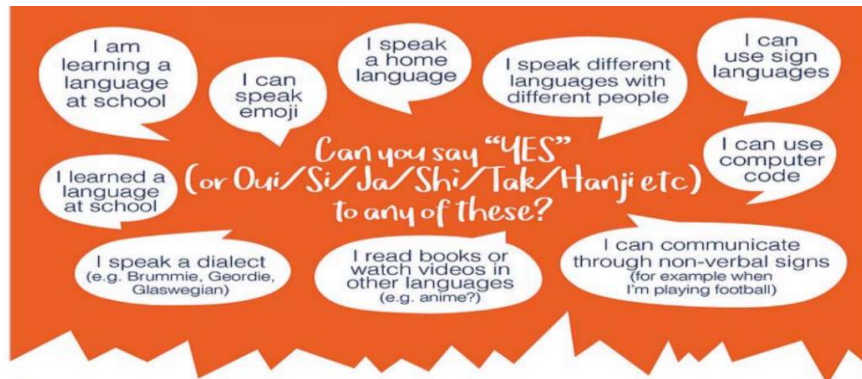
Cummins states that cognitive and literacy skills established in the first language will transfer across languages. This is often presented as two icebergs representing the two languages which share, underneath the water line, a common underlying proficiency (CUP) or operating system. Both languages are outwardly distinct but are supported by shared concepts and knowledge derived from learning and experience and the cognitive and linguistic abilities of the learner.



Cummins, J: (1981) Schooling and language minority students: A theoretical framework

[Jim Cummins on language and identity](#) – an interesting video discussing a number of the points above.

**It is also important to reframe the notion of multilingualism.** Often we consider that to be multilingual we need to have ‘fluency’ in a range of languages. If you or your learners can answer yes to any of the questions below, then you/they are multilingual. You do not have to be fluent, it only matters that you can do or say something in another language. Therefore, in this respect all of our learners are multilingual because they already learn within a bilingual context – Welsh/English as the minimum.



From: <https://www.wamcam.org/>

**All members of the school community need to be on board with developing a whole school approach to multilingualism.**

**Developing the use of first languages in the classroom and translinguaging skills in the classroom whether planned or unplanned will only happen successfully when the benefits of multilingualism are recognised by school staff, parents and learners.** A rich language environment which places equal value on multilingual skills and an equal value on all languages is absolutely key.

## Key Steps

Developing a multilingual learning environment and translinguaging skills in the classroom will take time. There are a number of key steps. These steps are not necessarily linear and elements of each step can be developed simultaneously:

- Know the linguistic landscape of your school and the linguistic repertoires of your learners
- Develop a rich multilingual environment
- Develop positive attitudes to multilingualism
- Develop translinguaging strategies in the classroom and connections between languages

# KNOWING THE LINGUISTIC LANDSCAPE OF MY SCHOOL AND THE LINGUISTIC REPERTOIRES OF MY LEARNERS

## Key Questions:

### Do we know...

- How many languages other than Welsh/English are spoken by learners across the whole school?
- How many learners speak each language? What are the top languages?
- What are the linguistic repertoires of the learners that you teach: What language/s have they been exposed to? Which language/s they can understand? Which language/s do they speak with who/for what purpose? Which language/s they can read or write in?
- Which language/s their parents are fluent and literate in?

### Key Ideas:

- Run a report from your school's Management Information System
- Have an effective admissions process for EAL/WAL learners
- Develop the use of language portraits/language bubbles/language body maps

- **Run a report from your school's Management Information System**

In Wales, [first language information is collected as part of PLASC](#) (Pupil Level Annual School Census) every January. Therefore, basic school admissions forms should collect this information. Systems may also collect **home language** information. Running a report from your school's Management Information System on first and home languages will give you the basic **linguistic landscape** of your school i.e. what languages are present and how many learners speak each language.

However, the **linguistic repertoires** of your learners will be far more complex and are likely to change over time. (It should also be considered that although there are around 300 languages and dialects listed within MIS, some learners will only be able to record their language as 'other'). Therefore to fully understand each individual learner's repertoire, you will need to gather more detailed information.

- **Have an effective admissions process for EAL/WAL learners**

A good admissions process for EAL/WAL learners asks more detailed questions on the learner's first/home language usage and skills. Collecting information on parents' language backgrounds is also useful to support meaningful communication between home and school and it will also identify parents who may be able to be used as a resource for language activities and translating etc.

Once the information is collected you also need to ensure that it is **stored centrally** and **disseminated** to those school staff who made need to utilise the information.

Here are some example of the types of questions that could be asked:

#### Language Background

What is the <b>main language</b> spoken in the <b>home</b> ? (This may be the same or different to your first language.)	
What is your child's <b>dominant</b> language?	
What <b>other languages</b> , if any, are spoken at home?	

How well can your child **speak, read and write English/Welsh and any of the other languages listed above?**

List language/s:	Speak/Listen		Read		Write		Used with who/where?	When learnt?
	Yes	No	Yes	No	Yes	No		
English								
Welsh								

Which **language/s** do the parents use (including English/Welsh, if applicable)?

Parent / Guardian 1	Relationship to pupil			
List language/s		Speak/Listen	Read	Write
Parent / Guardian 2	Relationship to pupil			
List language/s		Speak/Listen	Read	Write

Cwestiwn 1 : Pa iaith / ieithoedd a ddefnyddir gan y bobl ganlynol pan yn siarad â'ch plentyn?

Q1 : Which language/languages are used by the following people when they speak to your child?

Ticiwch y blychau perthnasol Tick all that apply

	Cymraeg Welsh	Saesneg English	Iaith/ ieithoedd eraill ( enwch nhw) Other language/s ( Please identify)
Rhieni / prif ofalwyr Parents/main carers			
Teulu agos arall, e.e brawd Other close family, e.g. brother, sister			
Grandparents			



Teulu estynedig Extended family			
Gofalwyr eraill Other carers			
Ffrindiau Friends			
Neighbours/Community			

If your child speaks or understands another language other than Welsh or English, are they able to read and write in that language?

Cwestiwn 2 : Ym mha iaith y mae eich plentyn yn teimlo mwyaf cyffyrddus?

Q2 : In which language does your child feel most at ease?

Which language is the main language of your child?

Cwestiwn 3 : Os ydych yn siarad iaith wahanol i'r Gymraeg neu Saesneg gartref

a) ydy'ch plentyn yn cael cyfleoedd eraill i siarad yr iaith hon?

b) *a fydddech yn dymuno bod eich plentyn yn cael y cyfle i rannu yr iaith hon yn yr ysgol?*

c) *a fydddech chi yn fodlon gwirfoddoli yn yr ysgol?*

Q3 : If you speak a language different to Welsh or English at home

a) does your child have other opportunities to speak that language

b) *would you wish your child to have the opportunity to share this language at school?*

c) *Would you wish to volunteer with this at the school?*

Cwestiwn 4 : Beth yw eich dyheadau l'ch plentyn o ran datblygiad mewn iaith neu ieithoedd?

Q4 : What are your aspirations for your child when it comes to development in languages?

Here is another idea for collecting information at the point of admissions/transfer or transition:

	Parent 1	Parent 2	Grandparents	Siblings	Others
Name					
Language spoken					
Language written					
Time child spends with this person					
If person speaks more than one language, when is each language spoken?					
Language used for watching TV					
Language used for reading					

## Language Profiles/Maps

Ideally, class/subject teachers should be familiar with which languages learners their learners know and when/why they use them. There are a range of ways to collect information that is more detailed than that collected at the point of admissions. They can also be completed on a regular/annual basis which ensures the information is current.

In addition, language maps or biographies involve the learners themselves, thinking about and recognising their own multilingualism. Maps or biographies could also be completed with the involvement parents.





Here are some ideas that can be adapted for use in the classroom:

Language	How long I've been learning this language	Where I learn this language. At school? At home? In a language school?

Select all that apply. For each language, record whether you speak, understand, read or write it:

Language	With family/at home	With friends	In the community/ at a place of worship	In school	On social media	To watch TV	To use the internet	To read	When I visit my country of origin

For younger learners pictures/visuals could be added.

Tick what you can do in each language				
Name of language				

Here is another idea for young learners.

These are the languages that I speak or hear in my everyday life.

Use a different colour for each smiley face. Write the name of the language next to it.



\_\_\_\_\_



\_\_\_\_\_







\_\_\_\_\_










\_\_\_\_\_





### My languages at home

At home I speak   

I speak   with \_\_\_\_\_. He/she talks to me in  

I speak   with \_\_\_\_\_. He/she talks to me in  

I speak   with \_\_\_\_\_. He/she talks to me in  

I speak   with \_\_\_\_\_. He/she talks to me in  

### My languages at School

At school I speak



My teacher speaks



In the classroom I hear

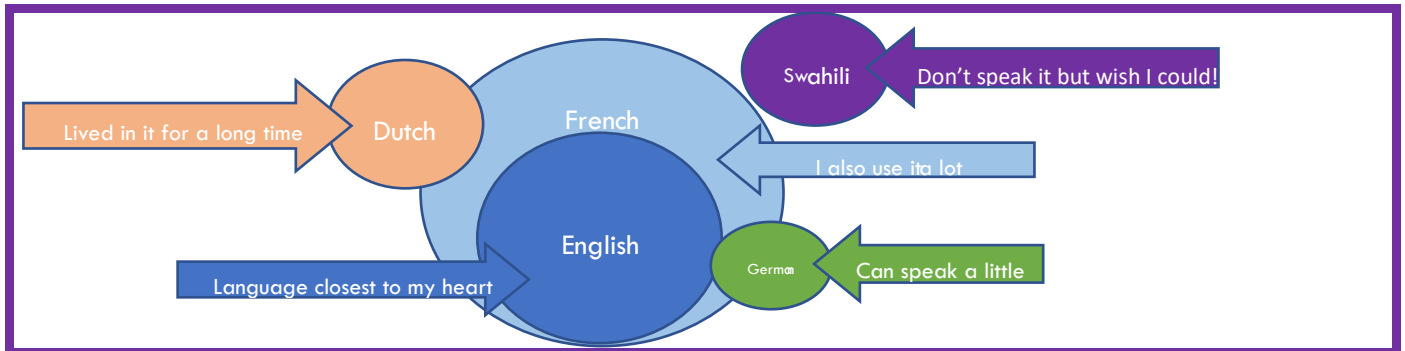


I speak     with my friends

In the playground I hear    

## Language bubbles (from Eowyn Crisfield, crisfieldeducationalconsulting.com)

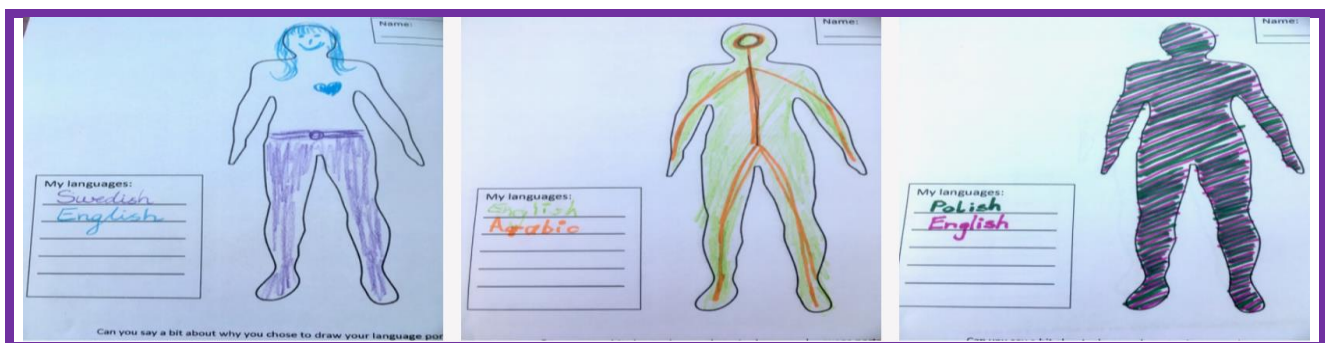
Language bubbles are a way of describing language profiles and the students' perceptions of their profiles. The bubbles are concentric, starting with the closest language to a child in the middle, and extending outwards in different ways. An example would be:



## Language Portraits- Body Maps

A language portrait body map, is a way to encourage learners to talk about their different languages, and how they form a part of their identity. The basic idea is that you choose one colour for each language you consider part of your identity, and colour in the body map, in any way you want to. The reasons behind choices are important, and so an opportunity for learners to write or talk about the language portrait is important, too. The activity can be adapted to any age.

If you go to <https://www.multilingualism-in-schools.net/language-portraits/> there is a staff information video, a video for learners a downloadable worksheet and further instructions.



**Manon**

**English - The Brain**  
For the last 4 years I have studied at a university in England, therefore I studied through the medium of English.

**Polish - The Ears**  
I hear a lot of Polish in my community which I love to listen to!

**Italian - The arms**  
I use a lot of my arms when communicating with others in Italian.

**Spanish - The Fingers**  
I use my fingers when learning Spanish on the Duolingo app.

**German - The Feet**  
I learned some German in year 9 and I am able to use it when I go skiing in Austria

**Arabic - The Eyes**  
Looking into the future, I would love to learn Arabic.

**Punjabi, Bosnian and Swahili - The Mouth**  
My close friends speak these languages with their family. They have taught me a few words and I concentrate on the pronunciation because it is different to the languages I speak regularly.

**Welsh - The Heart**  
I feel the most attached to Welsh as I speak the language with my family.

**Thai - The Stomach**  
One of my favourite type of cuisine is Thai so this makes me think of Thailand and its culture.

**French = The Legs**  
As I studied French for many years, it has enabled me to find jobs and enjoy holidays.

# CREATING A RICH MULTILINGUAL ENVIRONMENT

## Key Questions:

- Are the different languages of our learners visible across our whole school environment, including reception areas, corridors, classrooms, virtual?
- Are our different languages audible in our whole school environment?

## Key Ideas:

- Display multilingual welcome posters
- Use multilingual labels to signpost to key areas in the school and in classrooms
- Set-up translation features on school websites or have specific areas on the school website that include translated materials
- Produce key school information in the main languages of your school
- Have multilingual reading materials in communal library areas/book corners/available to parents and learners digitally
- Develop multilingual word walls for everyday vocabulary
- Develop multilingual word walls for key subject or topic specific vocabulary
- Use translation tools and apps
- Make multilingual word lists and dictionaries available
- Use buddy schemes, such as the award winning Young Interpreter Scheme
- Develop schemes such as Language of the Month
- Offer GCSE/AS/A level Community Language exams, in secondary schools

Creating a rich multilingual environment means having languages **visible and audible** in the day-to-day environment of the school and classroom. This demonstrates that the school recognises, celebrates and values the diversity of languages within the school environment.

## 1. Display multilingual welcome posters

e.g. <https://uk.mantralingua.com/products/welcome-poster>



## 2. Use multilingual labels to signpost to key areas in the school and in classrooms

Use different colours to help distinguish the different languages.



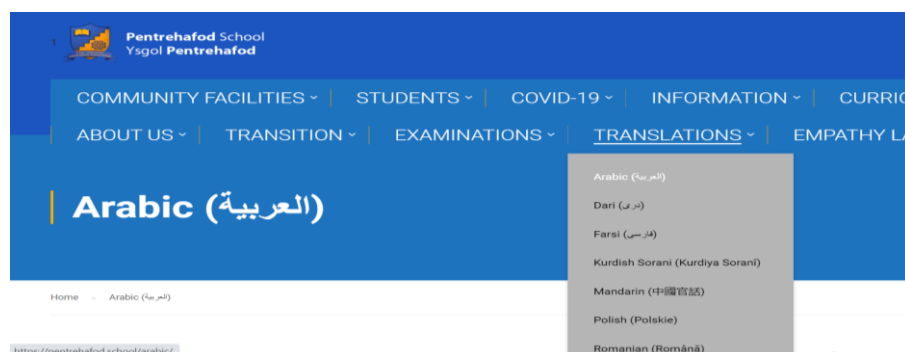


Some signs are available from [http://www.schoolslinks.co.uk/resources\\_dl.htm](http://www.schoolslinks.co.uk/resources_dl.htm) or you could use learners and/or parents to make your own posters and labels

### 3. Set-up translation features on school websites



or have specific areas on the school website that include translated materials



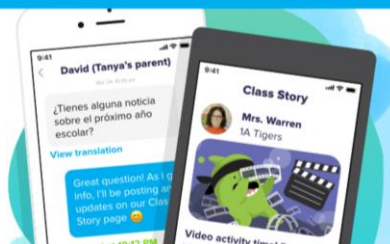
or use apps such as ClassDojo which have built in translation tools  
<https://www.classdojo.com/en-gb/?redirect=true>

Be remote ready with ClassDojo. [Learn how](#)

## Communicate with every family in school and remote

Share photos, videos, and messages with students and families.

- Know your messages are seen with read receipts
- Cross language barriers with instant translation
- Reach every family on any device
- Get fast responses with notifications



## 4. Produce key school information in the main languages of your school

You may have multilingual staff or parents who can assist with this or you may have access to translation services through your LA.

## 5. Have multilingual reading materials in communal library areas/book corners/available to parents



Ensure books and other reading materials are available in the languages that the learners speak – dual language, translated versions – or make your own. Signpost parents to some of the websites further below that have online reading materials and stories in a range of languages.

Here are some suppliers below:

- [Mantra Lingua](#) is the world's largest publisher of dual language books with books for children aged 0 to 16 in over 65 languages

[https://uk.mantralingua.com/producttype/Book?combine=&field\\_language\\_tid%5B%5D=325](https://uk.mantralingua.com/producttype/Book?combine=&field_language_tid%5B%5D=325)

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Augustus and his Smile  
English and Arabic  
£9.50 [Add to cart](#)

Beowulf  
English and Arabic  
£9.50 [Add to cart](#)

Brown Bear, Brown Bear  
English and Arabic  
£9.50 [Add to cart](#)

Mantra Lingua also has the world's largest dual language [e-book library](#).

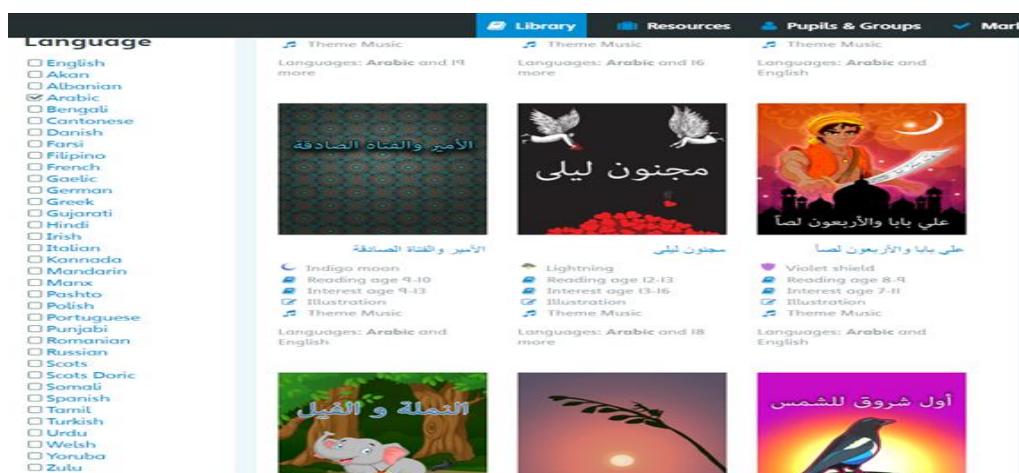
The Kitabu dual-language ebook Library is the world's largest interactive ebook range and growing. Every book has audio in the Home Language (eg Arabic, Polish, etc) and in the School language (English or German or Swedish or Norwegian. More School Languages will be added) There are videos, teacher's notes, word highlight and activities. For school inspectors or evidence of pupil engagement statistics are also collated for further reporting.



Each ebook contains text and narration in both languages, making the stories ideal for those new to English or learning another language. The titles in our ebookclub can be purchased individually or as a collective, grouped by language.

Additionally all ebooks contain follow-on activities including audio flash cards, matching pairs, label the parts, sequencing the story and a video questionnaire. An animated video of each story is provided in English with teachers notes available online for ideas and storyboards.

- [Giglets](#) is another online reading resource. It features stories from around the world with over 1,000 texts across 37 different languages with supporting resources including higher order thinking skills questions, reading test questions and cross-curricular tasks. Giglets texts go from the youngest readers in Foundation Phase, right the way up to lower KS3 level. However, the majority of multilingual texts are at primary level.



<p><b>A Good Friend</b></p> <p>Reading age 9-10</p> <p>Available in 15 languages</p> <p>Yasin and his family move from Iraq to England. He finds that life at school is much easier with a good friend standing at his side.</p> <p>This story would give teachers the opportunity to explore:</p> <ul style="list-style-type: none"> <li>the meaning of 'multicultural' and living in harmony despite having different beliefs;</li> <li>language learning, specifically when moving to a new country; and</li> <li>being welcoming and extending the hand of friendship to new pupils.</li> </ul> <p>© Giglets Education 2021</p>	<p><b>Home</b></p> <p>Reading age 9-10</p> <p>A Tamil story</p> <p>A girl living in Sri Lanka loves her home. She witnesses a gradual change before finally having to move to a new country. She misses her home and her friend greatly but eventually learns a new meaning of the word 'home'.</p> <p>This story would give teachers the opportunity to explore:</p> <ul style="list-style-type: none"> <li>the importance of languages,</li> <li>the mixed emotions that sanctuary seekers may feel, and</li> <li>the possible meanings of the word 'home'.</li> </ul> <p>© Giglets Education 2021</p>
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- <https://www.baylanguagebooks.co.uk/> specialises in language learning material - especially dictionaries - for over 200 languages. The dictionaries include picture dictionaries suitable for younger learners but also dictionaries suitable for older learners, including dictionaries which are suitable for use in formal exams/assessments as part of access arrangements.



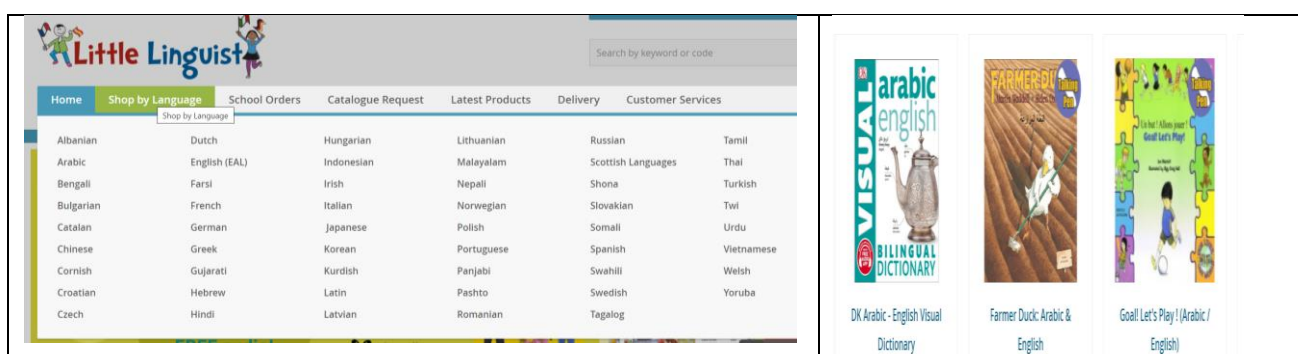


- **The International Board on Books for Young People (IBBY)** is a non-profit organisation which represents an international network of people from more than 80 countries who are committed to bringing books and children together. The National Sections of [IBBY in Europe](http://www.ibby-europe.org/) present a regularly updated selection of the best books for children in 31 languages spoken in Europe. .

IBBY Europe also highlights books in **the most common languages currently spoken by migrant or refugee children in Europe**. These selections were made with the help of local children's literature specialists. This section will be added to and expanded in the future.

Find them at: <https://www.ibby-europe.org/>

- **Book Depository:** Book Depository is a leading international book retailer. Book Depository ([bookdepository.com](http://bookdepository.com)) is a leading international book retailer with a unique offer - over 20 million books and free delivery worldwide (with no minimum spend). Find them at: <https://bit.ly/2prKCTD>
- **Grant & Cutler** was the largest foreign-language bookseller in the UK for 75 years, stocking books and other media in more than 150 languages. In 2011 they merged with the UK bookseller Foyles. <https://www.grantandcutler.com/>
- **Little Linguist:** One of the UK's leading online bookstores for children's foreign language books. Find them at: <https://www.little-linguist.co.uk/>. They also have a section on multicultural resources for early years and primary schools.



- **Children's Library:** <http://en.childrenslibrary.org/> Online books for children in many languages (over 70). The website aims to enable families to have access to the books of their culture and language regardless of where they live. The books can be read on-line.



- **World Stories:** <https://worldstories.org.uk/> World Stories is a growing collection of stories from around the world. The collection includes retold traditional tales and new short stories in the languages most spoken by UK children - over 30 languages available. New stories, translations, pictures and sound recordings added every week.



- **Global Stories:** <https://globalstorybooks.net/> Global Storybooks is a [free multilingual literacy resource](#) for children and youth worldwide.

Global Storybooks is a [free multilingual literacy resource](#) for children and youth worldwide. Read, download, toggle, and listen to a wide variety of illustrated stories from the [African Storybook](#) and other open sites. Development continues at the University of British Columbia, Canada.



6. Create a **central display** showing where learners in the school come from, and the languages they use.
7. **Develop multilingual word walls for everyday vocabulary:** create an evolving word wall in the classroom by posting up useful everyday words and expressions in the learners' home languages (e.g., 'hello', 'goodbye', 'sorry', 'thank you'). Seek out opportunities to invite learners to contribute new words. Use different colours to distinguish the languages.


8. **Develop multilingual word walls for key subject or topic specific vocabulary:** create a word wall in the classroom by posting up key subject or topic words in the learners' home languages. Seek out opportunities to invite learners to contribute new words. Use different colours to distinguish the languages and learners or parents to help out.
9. Make the use of **translation tools and apps** in the whole school and classroom part of everyday life. Ensure parents and learners know how to use the apps.  
Examples are: [Google translate](#), [Microsoft Translator for Education](#), [Immersive Reader](#), [SayHi](#), [Itranslate](#).

Google Translate can be used with Google spreadsheets to **translate key words** across a number of languages. Here is a video of how to do this <https://youtu.be/CMQMVHat7VI>

**Widgit** - You can use [Widgit Online](#) to create both print and interactive materials from a range of easy-to-use templates or from scratch using the intuitive document writer. There is a dual language add-on, with over 80 languages to support the development of translated materials.


**Create simple cloud-based symbol materials**

Sign up now and join 1000's of teachers, parents and professionals around the world who use Widgit Online to support learning and communication.




**Simple Ready-to-Use Templates**

Quickly create symbol materials and visual supports from 100's of easy to use project templates.



**Cloud Based Flexibility**

Create and open your symbol materials from any PC, Mac or iPad with an internet connection. No installation needed.




**Dual Language Add-On**

Translate your materials into more than 80 languages. Perfect for creating EAL and MFL support materials.

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**Create translated visual supports in minutes**

Dual language templates can be translated into 80+ different languages at the click of a button. Simply add your English content to one of the 60+ ready-made templates and click the translate button.




**Support EAL Students**

Create symbol materials and visual supports for students who speak English as an additional language.



**Teaching MFL**

Create worksheets and activities to support students learning a Modern Foreign Language.



**Display regional languages**

Quickly create materials which show regional languages side-by-side.

Watch a video here [https://widgitonline.com/dual\\_language](https://widgitonline.com/dual_language)

10. **Make multilingual word lists and dictionaries available in the classroom:** depending on learner needs, dictionaries could focus on simple words and pictures and vocabulary relating to everyday topics, and list words in English, a familiar language and their home language.
11. Use **buddy schemes**, such as the award winning **Young Interpreter Scheme** to support new arrivals into the school can encourage the use of first languages where possible. The Young Interpreter Scheme® recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, settled and valued from the start.

<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages/young-interpreters-guide>



## Young Interpreter Scheme

The Young Interpreter Scheme® provides peer support to pupils who are learning English as an Additional Language (EAL), to their families and to schools



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In this guide

- About the scheme
- How to train Young Interpreters at my school
- Who the scheme is for
- Is this scheme right for my school
- The role of Young Interpreters
- Children and young people feedback
- Ofsted feedback
- Register your school to the Young Interpreter Scheme

Watch this video about the Young Interpreter Scheme <https://youtu.be/AAh5NvYhnA8>

## 12. Develop schemes such as Language of the Month

[Language of the Month](#) was Developed by Newbury Park School, Ilford.

The website contains video clips showing children teaching their home languages, and has lots of resources to download. The idea is for children to learn the basics in lots of different languages over the year. Choose languages which reflect your school's home languages. *(N.B. July 2021 – the website/access to LoM videos and resources is currently being updated by the school)*

There is also an [activities booklet](#).



Why have a “Language of the Month”? There are many reasons why we should know about one another’s languages, including the following:

- To give multilingual children the opportunity to demonstrate the language skills they bring to school.
- To enhance the status of multilingual children.
- To show respect for other languages and cultures.
- To give parents an opportunity to be actively involved in their children’s learning.

If you wanted to develop your own Language of the Month resources the [BBC languages](#) area is a useful resource for information and basic phrases on a number of languages



13. Celebrate days such as **European Languages Day** (26 September) and **International Mother Language day** (21 February). Lots of information and resources on the internet for both – here are a selection:

<https://scilt.org.uk/EuropeanDayofLanguages/tabid/5390/Default.aspx>

<https://internationaldurham.com/european-day-of-language-resources/>

<https://www.twinkl.co.uk/event/international-mother-language-day-2022>

<https://www.all-languages.org.uk/resources/primary-resources/international-mother-language-day/>

<https://assembliesforall.org.uk/assemblies/international-mother-language-day/>

14. Offer **GCSE/AS/A level Community Language exams, in secondary schools, where learners have the relevant skills**. Some languages will be taught as part of the curriculum others may be offered as an additional subject. **Here is an overview of languages available.**

	WJEC	AQA	Pearson EDEXCEL
GCSE	French German Spanish	French (8658) German (8668) Italian (8633) Spanish (8698) Polish (8688) Bengali (8638) Urdu (8648) Modern Hebrew (8678) Chinese (spoken Mandarin) (8673) Punjabi (8683)	Arabic Biblical Hebrew Chinese French German Greek Gujarati Italian Japanese Persian Portuguese Russian Spanish Turkish Urdu
AS/A	AS French A-level French AS German A-level German AS Spanish A-level Spanish	AS French (7651) A-level French (7652) AS German (7661) A-level German (7662) AS Spanish (7691) A-level Spanish (7692) A-level Polish (L,R,W) (7687) A-level Biblical Hebrew (7677)	A-level Arabic AS Chinese A-level Chinese AS German A-level German A-level Greek A-level Gujarati AS Italian A-level Italian A-level Japanese

		A-level Modern Hebrew (L,R,W) (7672) A-level Bengali (L,R,W) (7637) A-level Panjabi (L,R,W) (7682)	A-level Persian A-level Portuguese AS Russian A-level Russian AS Spanish A-level Spanish A-level Urdu A-level Turkish
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# DEVELOPING POSITIVE ATTITUDES TO MULTILINGUALISM

## Key questions:

- What is the understanding and attitude of our teachers towards multilingual approaches?
- Are our teachers confident in developing translinguaging strategies in the classroom, especially when they do not know the home languages of the learners?
- Do our parents support the use and development of home languages in school, or do they deem that the use of English (or Welsh) only is the way forward?
- Do our learner's want to use their languages in the school/classroom?

## Key ideas:

- Develop a questionnaire to explore the understandings and attitudes of staff, learners and parents
- Develop a language policy
- Develop awareness of our multilingual selves and the benefits of multilingualism through working with staff, parents and learners

It is important for **all members** of the school community to value **all languages** and to value multilingualism i.e. it needs to be whole school approach. This includes all teachers, all learners and all parents. In a sense, we need to shift from a monolingual/bilingual culture to one of multilingualism. This includes teachers, learners and parents.

Getting everyone on board, and developing translinguaging in the classroom is likely to take time and will depend on the school's starting point in terms of attitudes to languages. There are some key areas that may need to be tackled to move towards multilingualism and translinguaging in the classroom:

- Differing understandings and attitudes of teachers
- Confidence of teachers in developing translinguaging strategies in the classroom, especially when they do not know the home languages of the learners
- Parents deeming that the use of English (or Welsh) only is the way forward in terms of securing the best outcomes and aspirations for their children
- Learners not wanting to use their languages in the school/classroom, stemming from implicit/explicit messages from parents as the point above or from the school itself.

As a starting point it is a good idea to unpick whether the key areas above are evident in your school and to what extent. **Questionnaires** could be used with different groups to ascertain a baseline. The information could be collected in different ways depending on the age of the children, language needs/barriers etc. Microsoft Forms (translation tool built-in), paper based questionnaires, verbal questions/focus groups could be used.

Here are some ideas of statements that could be explored, for learners, school staff and parents. These ideas have been adapted from the [European Centre for Modern Languages of the Council of Europe's self-assessment tool for schools.](#)

### **For learners:**

- My teachers know which other language(s) I speak/understand/read/write
- My teachers know which languages my parents speak/understand/read/write
- My teachers take into account what I have learned before in my other languages
- My parents get information from my school in a language they understand.
- In my school, I can see (for example posters, photos, charts, website, etc.) the different languages we speak.
- In my school, I can hear (for example posters, photos, charts, website, etc.) the different languages we speak.
- My teachers and my classmates are interested when I speak about the languages I know and how I learned them
- My teachers and other people working in the school help me learn all of my languages.
- I can get help from the school staff in the language(s) I speak.
- I can use all of my languages in lessons.
- I can use all my languages inside and outside of the classroom.
- It is clear to me when I might use the languages I know, during the lessons.
- My teachers let me use the languages I know to better understand what I learn.
- I think it is important to continue to use all of my languages.
- I think it is more important to learn English/Welsh than my other languages.

### **For school staff:**

- Our school places a strong emphasis on developing a multilingual learning environment.
- The school /my colleagues/the learners know what languages I can speak/ understand /read/write.
- I make use of all my languages in the school as a whole/in my teaching.
- I know which languages my learners speak/understand/read/write.
- I think it is important for learners to use and further develop skills in all of their languages.
- I think it is more important for learners to develop their English/Welsh than to develop all of their languages.
- I am interested in the languages the learners know and how they learned them.
- Our school provides opportunities for using different languages inside and outside of the classroom.
- We identify the linguistic repertoires of our learners and we track this regularly/over time.
- We make use of the different languages spoken by the members of our school community to support newly arrived learners and their families.
- I know which languages the parents of my learners speak/understand/read/write.
- I help parents find ways to support home language development of learners at home, by suggesting some activities/resources etc.
- In our school, there is a common understanding about in which situations the learners' other languages might be used during lessons, in addition to the language of schooling.
- In our school environment, the languages of the school community are present (for example posters, photos, charts, website, etc.).
- In our school, interpreters provide help when communicating with parents who do not speak the language(s) of schooling.
- If needed, we use other language resources e.g. translation apps, to ensure communication with parents.
- In our school, we discuss ideas for how all of the languages of our learners can be incorporated into the learning environment.
- I am confident in encouraging learners to use the languages they know (but I may not know) to support their learning.



### For parents:

- The school places a strong emphasis on developing a multilingual learning environment.
- I think it is important for my children to use and further develop skills in all of their languages.
- I think it is more important for my child to develop their English/Welsh than to develop all of their languages.
- In the school environment, our languages are present (for example posters, photos, charts, website, etc.).
- The school/teachers know which languages my child speaks/understands/reads/writes.
- The school is interested in the languages my child knows and how they learned them.
- The school provides opportunities for my child to use the different languages inside and outside of the classroom.
- The school makes use of the different languages spoken by the members of our school community to support newly arrived learners and their families.
- The school helps me find ways to support home language development of learners at home, by suggesting some activities/resources etc.
- In our school, there is a common understanding about in which situations the learners' other languages might be used during lessons, in addition to the language of schooling.
- In the school, interpreters provide help when communicating with parents who do not speak the language(s) of schooling.
- Where needed, the school uses other language resources e.g. translation apps, to ensure communication with parents.

Following the gathering of outcomes of from questionnaires or focussed group discussions, developing a **whole school language** policy can facilitate exploring of issues and agreement across all members of the school community as a way forward. A language policy could include: [\(from Language and Languages in the Primary School Some guidelines for teachers\)](#)

- a mission statement that acknowledges the central role played by language in education, accords equal status to all languages present in the school, and emphasises the importance of helping pupils to develop integrated plurilingual repertoires;
- a statement of guiding pedagogical principles and a summary of their practical implications, such as
  - The teaching and learning of languages should be grounded in spontaneous and authentic language use: languages are “lived” only when they are used for communicative and reflective purposes.
  - Teaching and learning should draw on all the linguistic resources available to learners.
  - Teaching and learning should acknowledge that languages are discrete entities.
  - Teaching should help pupils to develop awareness of language and of what language learning entails, e.g. by drawing on their plurilingual repertoires to make connections between different languages.
- a commitment to regular review and (if necessary) revision in the light of experience and to accommodate changes in the linguistic and cultural profile of the pupil cohort.

The Language Policy document can provide an important reference point as a statement of the school's interpretation of the relevant aspect of the Curriculum for Wales.

## Working with Parents

Once a language policy is in place, admissions meetings may be good places to discuss the importance of families trying to maintain or further develop first or home languages. This is particularly important for children entering school in the early years or those who are international new arrivals.

Providing guidance or running sessions for parents can also be useful. Information on [Frequently asked questions from bilingual parents](#) can be found by clicking the link, which will take you to the Bilingualism Matters website.

Another website with lots of useful information and articles is <https://onraisingbilingualchildren.com>

There are also some useful documents provided by the National Literacy Trust.



\_Bilingualism\_FAQ\_for\_Top\_tips\_for\_parents.pdf



\_Top\_tips\_for\_parents\_advantages\_of\_bilingualism.pdf



\_advantages\_of\_bilingualism.pdf

Hampshire EMTAS Service have summarised some of the National Literacy Trust Information to produce their own leaflet and have this translated into a 18 different languages.

<https://www.hants.gov.uk/educationandlearning/emtas/forparents/english-additional-language>

## Working with Staff

There are useful materials and videos at <https://virtulapp.eu/toolkit/>

The VirtuLApp toolkit consists of a digital handbook which gives answers to frequently asked questions by teachers regarding multilingual education, and of didactical videos which show best practices of multilingual approaches in the classroom.

Go to:

- [Didactical Videos](#)
- [Frequently Asked Questions](#)

Also take a look at these videos below: <https://virtulapp.eu/external-resources/videos/>

**What is translanguaging?** - “What is that crazy idea of mixing languages and letting the students use what ever they want in the classroom?”[..] “It isn’t as crazy as it sounds”. Watch the video about translanguaging [here](#)

**Translanguaging** - Talk of Prof. Ph.D. Ofelia García on the subject “Translanguaging” during the Multilingualism & Diversity Lectures 2017. Watch the video [here](#)

**How language shapes the way we think** - There are more than 7000 languages spoken in the world. They all have different sounds, vocabularies and structures. Does the language we speak shape the way we think? Find out the answer [here](#).

**The benefits of a bilingual brain** - In [this video](#) Mia Nacamulli details about the three types of bilingual brains and shows how knowing more than one language keeps your brain healthy, complex and actively engaged.

**Let's make the most of Multilingualism** - Watch this [video](#) from the Donostia Research group on Education and Multilingualism (DREAM) and learn more about their approach "Focus on multilingualism".

**Whole school plurilingual approaches in Ireland** - In this [video](#) from the ECML PlurCur project, Dr. Déirdre Kirwan talks about the whole school plurilingual approaches at a primary school in Dublin.

### **What's Wales in Welsh? | Professor Mererid Hopwood at Hay Festival Digital 2020**

*What is Language? It's not just words. That much we know. It's grammar. It's context. It's meaning. It's communication. It transacts. It conveys. It imagines. It thinks ... Is it an external frame or an internal engine? And what is it then to live in a bilingual mind and a multilingual world?*

<https://www.youtube.com/watch?v=jlFuTf4>

### **Working with Learners**

There are excellent resources for working with learners in primary and secondary settings from We are Multilingual, Cambridge <https://www.wamcam.org/> . There are sets of materials for [Language Teachers](#), [Whole School](#) and [Primary](#). The information below is from the website:

*Our research in schools in the East of England and London suggests that students who develop a stronger multilingual identity:*

- *Have more positive views about the **value** of languages*
- *Report higher **enjoyment** of language learning*
- *Have greater belief in their own **ability to do well** in learning a language*
- *Are more likely to decide to **carry on studying** languages*

*WAM is a series of materials based on research at the University of Cambridge designed to help change attitudes towards languages and multilingualism, with the aim of fostering greater student well-being in school and beyond.*

**Through** helping learners identify as multilingual no matter the linguistic repertoire (i.e. all the languages they have contact with or know in some way) **we aim to:**

#### **Raise awareness of languages around us in order to:**

- *Help teachers and students understand the range of languages backgrounds of everyone in the school or classroom*
- *Support classroom belonging and whole school cohesion in valuing others' languages*
- *Help teachers better use the rich languages resources available in the current classroom to support children's language learning*
- *Develop an awareness of language in the community and nationally and so support social integration and cohesion*
- *Enhance intercultural understanding*

#### **Develop general skills**

- *Help students to develop skills in reflection on their current and future situation / develop skills in reflection*
- *Develop a growth mindset where language learning is concerned*
- *To develop empathy*

## **Structure**

The units of work are free-standing. Each unit in the languages and whole school sets last about 60-90 minutes depending on how much discussion you have and can be used individually or broken up or used in different combinations to fit into schemes of work. The primary set includes languages that last about 30 minutes.

*The pack provides a **common framework** that can be adapted for **any proficiency level** and according to school and classroom context.*

## **Examples of session titles:**

1. *Am I multilingual?*
2. *You are what you speak ( language variety)*
3. *Languages in the school ( including ‘our multilingual classroom’)*
4. *Languages in the community*
5. *Recipes for language ( connections between languages)*
6. *Recipes for culture ( the relationship between language and culture)*
7. *Why learn languages ( why multilingualism is good for you)*

## **What does the pack include?**

- *60 minute sessions with PowerPoints including audio and video clips*
- *Shorter sessions (15-20 minute) with PowerPoints including audio and video clips*
- *accompanying Teachers’ notes with suggested classroom language, timings, and learner tasks*
- *student worksheets / templates*
- *examples of students’ completed tasks*

## **How do I use it?**

**Timetabling.** *The sessions can be taught either as a series in a one-off or dispersed over the course of a school year.*

**Differentiation.** *The PowerPoints are devised to help teachers achieve the aims set out above through tasks trialled in a number of classrooms. Teachers again should adapt as appropriate.*

**How do I use the teachers’ notes?** *The pack includes a set of very detailed notes to accompany the presentations, with suggested classroom language, timings, and pupil tasks.*

**A dialogic approach.** *We take a dialogic approach to the work. This means we ask learners to discuss what being multilingual means to them, their family, their community. By the end of the units of work most pupils will understand that it is possible to say ‘I am multilingual’ even if they are not fluent.*

# HOW DO I DEVELOP TRANSLANGUAGING APPROACHES IN THE CLASSROOM?

## Key Questions:

- What is the context of my school/classroom in terms of EAL/WAL learners? Are my learners literate in their languages?
- Am I developing translanguaging strategies as a way of building on EAL/WAL learners home languages and/or within a bilingual/MFL context?
- What translanguaging activities are already in place?
- What opportunities are there to further develop translanguaging strategies and capitalise on the linguistic repertoires of my learners?
- How can I draw attention to connections between languages?

## Key ideas:

- Consider spontaneous translanguaging v planned translanguaging and how these could be enhanced or developed further
- Think about the purpose/s of translanguaging within your context
- Think about the input, processing, output lesson cycle and where there may be opportunities for developing/using translanguaging
- Start to broaden your understanding of home languages, their scripts, grammar etc. and start drawing attention to links between languages

The development of translanguaging strategies in the classroom will very much depend on the context in which you work: Foundation Phase, KS2 or secondary, the numbers of multilingual learners in your class/classes – it may be one isolated learner, a few learners speaking different home languages or you may have learners that speak the same home languages. Or you may be using translanguaging as an approach within the languages classroom itself.

Eowyn Crisfield ([from Eowyn Crisfield, crisfieldeducationalconsulting.com](http://crisfieldeducationalconsulting.com)) defines translanguaging, for EAL/WAL learners, in the classroom into two types:

1. **Spontaneous**, translanguaging that happens naturally in classes:
  - Provided by the teacher/TAs or peers at the moment of need
  - Unplanned scaffolding
  - Meaning-making

This may already be happening in your classes, but could you support this further?:

- Pairing learners who speak the same home language
  - Ensuring learners who have literacy skills in their home language have access to bilingual dictionaries, translated word lists, devices and tools to support independent translation
  - Ensuring bilingual TAs so are aware of topics, lesson content etc. in advance so they can better prepare and support learners
  - Encouraging literate learners to write in their home language in the class books wherever they need to e.g. to note down words that they may have translated
  - Encouraging younger learners to tell you words in their own language whilst they are playing
2. **Planned** – the teacher designs and manages languages purposefully:
    - Pre-set in the unit by the teacher
    - Determined by language/learning needs

- Designed to scaffold content or language (or both)

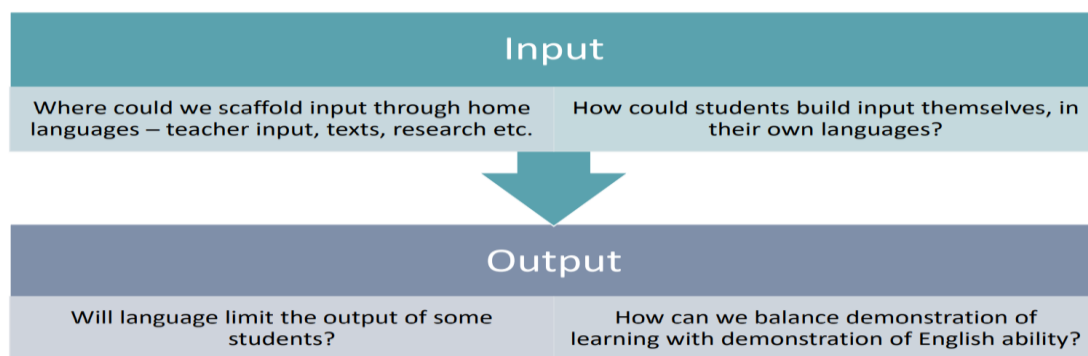
Both spontaneous and planned translanguageing will and can also take place in the bilingual (Welsh/English) and MFL classroom in the teaching of international languages.

[Eowyn Crisfield](#) defines three purposes of translanguageing:

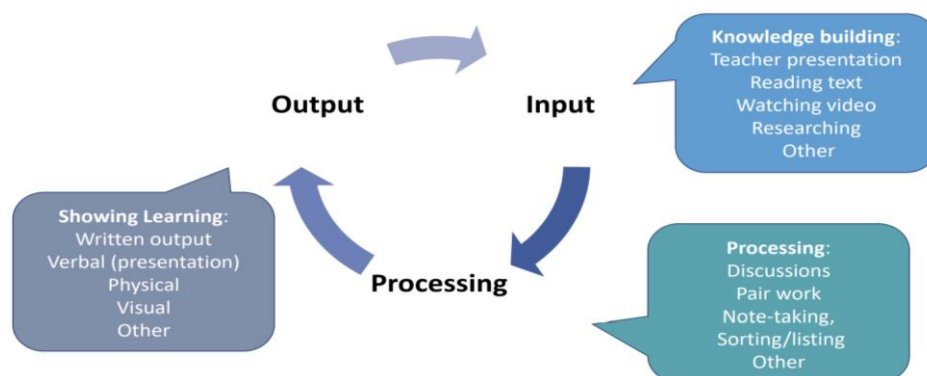
1. To provide access to content;
  - For learners who are not strong enough in Welsh/English (school language) to follow content/concepts
  - To ensure understanding for all multilingual learners
2. To scaffold language;
  - Moving from strong language to new language
  - Building on dominant language skills to enhance new language skills
3. To enrich content for all learners
  - Diverse perspectives
  - Content from different parts of the world

Whilst point 1, clearly refers to EAL/WAL learners, points 2 and 3 can apply to any context.

[Eowyn Crisfield](#) suggests thinking about how translanguageing can be used in different stages of the lesson cycle – input – processing - output.



The below could be applied to any context, whether a multilingual (EAL/WAL) environment or a bilingual/MFL/International language environment.



Here are some general ideas that could be adapted to any age/subject area where children have literacy skills.

(The ideas below are based on those from [5b97c598b9c67525bf45c136 Translanguaging Strategies.pdf \(webflow.com\)](https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides)) which were adapted from Garcia, O., Ibarra Johnson, Susana & Seltzer, K. (2017). The Translanguaging Classroom. For more information, see CUNY-NYSIEB's resources on translanguaging at: <https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides>)

Instructional Practice	What it looks like	
Accessing and building background knowledge in first/home language	<ul style="list-style-type: none"> <li>▪ Learner shares what they know in their home language (e.g. key vocabulary)</li> <li>▪ Teacher provides videos or provide texts in home languages</li> <li>▪ Teacher provides or and learners create bilingual glossaries</li> <li>▪ Learners research information about the topic in home/first language</li> <li>▪ Teacher encourages families to talk about the content in their home/first language by home information in advance of the unit/module</li> </ul>	INPUT
Learner talk in first/home language	<ul style="list-style-type: none"> <li>▪ Learners are strategically paired or grouped so they have opportunities to speak in their home/first language with peers during the lesson and to discuss questions/work etc.</li> </ul>	PROCESSING
Note-taking in first/home language	<ul style="list-style-type: none"> <li>▪ Learners annotate and take notes in first/home language</li> <li>▪ Learners brainstorm, plan or draft in their first language or a combination of first language and English/Welsh</li> </ul>	PROCESSING
Technology and online translation tools	<ul style="list-style-type: none"> <li>▪ Learners present in their first language using technology that allows display in English/Welsh e.g. Microsoft Translator for education</li> <li>▪ Learners use translation devices to translate vocabulary, phrases, and instructions in first/home language</li> </ul>	OUTPUT  INPUT
Learner dictionaries	<ul style="list-style-type: none"> <li>▪ Learners keep track of translated vocabulary words in their personal learner -made bilingual dictionaries</li> </ul>	PROCESSING
Multilingual resources	<ul style="list-style-type: none"> <li>▪ Learners have access to bilingual dictionaries, picture dictionaries, and translation apps or websites on iPad /computer/laptop etc.</li> </ul>	PROCESSING
Multilingual word walls	<ul style="list-style-type: none"> <li>▪ Academic and frequently used terms posted on the wall in English, Welsh and other languages (when possible) with sketches, visuals or examples</li> <li>▪ Teacher can point to word wall whilst teaching</li> </ul>	INPUT
Learner work/draft in first/home language	<ul style="list-style-type: none"> <li>▪ Learners do their work/draft their work in home/first language and then translate into English/Welsh</li> </ul>	PROCESSING  OUTPUT



Small group instruction	<ul style="list-style-type: none"> <li>Where bilingual teaching assistants are available, pre-teach vocabulary/ skill in first/home language etc. in advance of lesson before the whole class lesson</li> </ul>	INPUT
Translanguaging Strategies Specific to Literacy		
<b>Instructional Practice</b>	<b>What it looks like</b>	
Pre-write and complete graphic organisers using all language resources	<ul style="list-style-type: none"> <li>Allow learners to complete graphic organizers and pre-writing in first/home language and/or with bilingual dictionary and translation tools before doing their final writing in English</li> <li>Learners could have a bilingual writing partner that can help with words they don't know in English for their final draft</li> </ul>	PROCESSING  OUTPUT
Research using multilingual reading material	<ul style="list-style-type: none"> <li>Learners can conduct research for a topic using books or internet resources in first/home language</li> </ul>	INPUT
Audio recording ideas in home/first language	<ul style="list-style-type: none"> <li>Provide a recording device to allow students to record their ideas in first/home language before writing</li> </ul>	PROCESSING
Bilingual/multilingual characters	<ul style="list-style-type: none"> <li>Encourage learners to include bilingual/multilingual characters in their stories and to use dialogue in first/home languages</li> </ul>	OUTPUT
Text in first/home languages	<ul style="list-style-type: none"> <li>When available, provide texts in learners' home languages.</li> </ul>	INPUT

Here are some further, more specific, examples from [Eowyn Crisfield](#):

Collaborative writing:

*Input – brainstorm/gather ideas in any language*

*Processing – work in groups to translate into English*

*Output – jointly construct in English (but could discuss in any language)*

History:

*Input - research a historical event in 2 different languages*

*Processing - complete a Venn diagram comparing the two different accounts*

*Output - write a compare/contrast text in English*



## Scaffolding Reading:

*Input – read in a dominant language*

*Processing – use guided graphic organiser in English (improves note taking and avoids copying)*

*Output – use graphic organiser to write in English*

## Multilingual Text Production:

*Input – read partners writing in English*

*Processing – discuss edit in any language (improves language awareness)*

*Output – work together to use final draft then translate into English*

Also see **Bilingual Teaching Methods a quick reference guide for educators**: *The aim of this booklet is to provide a brief overview of the international literature relating to teaching and pedagogical methods in the context of bilingual education and bilingual classrooms, relating those practices to the education context here in Wales*

<https://www.bangor.ac.uk/education-and-human-development/documents/English-pages.pdf>

## Ideas for the Pre-Literate Primary Classroom

(adapted from [The Bell Foundation's](#) *Guiding principles and strategies for practitioners working with learners who use English as an Additional Language (EAL) in Early Years Foundation Stage (EYFS) settings*)

- Learn basic greetings in a range of languages to use at carpet time
- Make the translation of key words and phrases into Welsh/international language/EAL pupils' home languages a regular feature of classroom interaction.
- Ask learners if they know what the words are, if not get parents to help. Words can be transliterated so that they can be pronounced phonetically by the teachers.
- Include multi-lingual labelling and signage around the classroom, such as days of the week, months of year, numbers. This provides a visual recognition of the diversity within the classroom and can be regularly referred to alongside English/Welsh. Where possible also use visuals
- Provide dual language story books for parents and bilingual adults to share with the child in the classroom and at home.
- Use bilingual staff/parents/older children to support dual language story telling at story time.

This can also be done with the aid of Immersive Reader. Instructions here:



Sharing stories  
multilingually using Ir

- When using visual support, e.g. flashcards use/develop dual language ones (use bilingual staff/parents/older literate children/tools such as [Widgit](#) or through subscription to resources like the [Learning Village](#), ready-made resources available on internet e.g. [twinkl](#))
- Use the Google Translate speaker button. The child can input verbally and then listen back to the translation.

- Keep parents informed of topics being covered in class and encourage them to discuss and research these in their home language/s with their child
- Send home key words/vocabulary for topics so that parents can talk through in the home language
- Remind parents that they can support their child's language development by looking at books and discussing the pictures in their home language/s. Run a workshop for parents with an interpreter who could model this activity in their home language and in English.
- Parents can record or video their child 'reading' books in the home language with them and send this in to the teacher
- Make your own dual language story books and get parents to help
- Learn some basic greetings and words in an EAL learner's home language to show awareness and value of the other language/s in a child's life.
- Provide parents with 'how to help your child read' leaflets in plain and simple English and other languages
- Have examples of different languages in the home/writing corner – magazines, food packaging etc.
- Encourage mark-making in different scripts

## Connections Between Languages

Here are some resources that include information about languages that may act as starting point in developing knowledge about languages, sharing knowledge and identifying links.

<https://www.theguardian.com/education/gallery/2015/jan/23/a-language-family-tree-in-pictures>

<https://www.bell-foundation.org.uk/eal-programme/guidance/countries-cultures-languages-and-education-systems/>

<https://www.hants.gov.uk/educationandlearning/emtas/supportinglanguages>

<https://www.bbc.co.uk/languages/guide/languages.shtml>

Lessons on raising awareness of connections between languages on the GwE MFL network.

Request to join: <https://hwb.gov.wales/networks/8557ac7b-e652-4395-b2e2-ef01ee7af7e1>

File : KS2 Raising Language Awareness

Lessons for secondary learners in Multilingual Literacy :

<https://hwb.gov.wales/networks/f98a4bf9-5b90-4f3c-8207-e60ca33aabb>

(English versions for Welsh-medium only lessons available soon)

## FURTHER REFERENCES AND RESOURCES

<https://wales.britishcouncil.org/en/programmes/education>

[https://wales.britishcouncil.org/sites/default/files/impact\\_study - sept 2019 final.pdf](https://wales.britishcouncil.org/sites/default/files/impact_study_-_sept_2019_final.pdf)

<https://museum.wales/articles/1499/The-Dialects-of-Wales/>

<https://museum.wales/articles/1221/Wales-other-languages/>

<https://www.all-languages.org.uk/about/>

<https://www.listeningtolanguage.com/> Cerdd Iaith is a powerful new resource which uses music and drama to help primary school children to learn Welsh, English and Spanish.

<https://hwb.gov.wales/api/storage/0f5b4d69-d22d-4c25-b48c-5b573d394ef0/supporting-triple-literacy-language-learning-in-key-stages-2-and-3.pdf>

<https://powerlanguage.school/>

<https://ppli.ie/ppli-primary-guidelines/> (Based on the Irish Curriculum) *These guidelines are designed to help you respond to the challenges of the Primary Language Curriculum, include the home languages of EAL pupils in the activities of your classrooms, and develop your pupils' intercultural learning. They are produced under Languages Connect: Ireland's Foreign Languages in Education Strategy. It is our hope that you will find these guidelines useful in the context of positive attitudes and appreciation of cultural diversity in the classroom and beyond, as well as fostering an interest and curiosity in learning further languages and intercultural communication.*

[https://www.teachingenglish.org.uk/sites/teacheng/files/Using\\_multilingual\\_approaches.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/Using_multilingual_approaches.pdf)

## GLOSSARY

These definitions are taken from the CfW, unless otherwise stated.

Bilingual	(Dwyieithog) Bilingualism refers to the knowledge and use of two languages or the presence of two languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.
Community languages	(Ieithoedd cymunedol) Languages, other than Welsh and English, used by a minority group or community within a majority setting.
English as an additional language (EAL)	(Saesneg fel iaith ychwanegol (SIY)) Refers to learning and teaching English when neither Welsh nor English is the learner's first language.
First language	<p>'The language which a child first learned as a small child, and to which s/he may continue to be exposed to at home or in the community'</p> <p><a href="https://gov.wales/sites/default/files/publications/2018-03/collecting-and-recording-data-on-pupils-first-language.pdf">https://gov.wales/sites/default/files/publications/2018-03/collecting-and-recording-data-on-pupils-first-language.pdf</a></p>
Multilingualism	(Amlieithrwydd) The knowledge and use of a number of languages or the presence of several languages within a given society. The learner may have varying proficiencies in these languages and use them in different contexts with different people.
Plurilingual	(Lluosieithog) The knowledge, use and connection made between a number of languages. Learners may have varying proficiencies in these languages, from passive knowledge or single word understanding to advanced fluency. The learner is able to make connections between languages, appreciate their interrelation and practise using them individually or together.
Translanguaging	(Trawsieithu) Translanguaging is a pedagogical practice that alternates the use of two languages for input and output in the same activity. The learner receives information in one language and works with that information in another language
Welsh as an additional language (WAL)	(Cymraeg fel iaith ychwanegol (CIY)) Refers to learning and teaching Welsh when neither Welsh nor English is the learner's first language.