



**MULTILINGUALISM IN ENGLISH LANGUAGE TEACHING:**  
—  
**CHALLENGES AND OPPORTUNITIES**

**Univ.-Prof. Elizabeth Erling, PhD**

**Mag. Dr. phil. Elisabeth Görsdorf-Léchevin**

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## 1. Activities developed by students of the University of Graz

### 1.1. Reported speech<sup>1</sup>

This activity can be used in year 4 and students should have the language **level A2** according to CEFR.

The activity has a **language learning focus on grammar** and aims to teach reported speech in a multilingual learning setting. Students learn how to form reported speech in English and become aware of the language patterns. Since they also have to talk about results they found and might need to explain certain sentences to their classmates, they also practice their communicative skills. Additionally, students reflect on grammatical patterns in any other languages they know and compare them.

The idea underlying this activity is that other languages than German can be used in Austrian classrooms in order to explain grammar. We think this activity works because students may be more motivated and curious when they are allowed to use their home language(s) and refer to their existing knowledge and other students profit from this as well. The teacher can learn from their students, as some Slavic languages do NOT repeat the personal pronoun when using reported speech (e.g. *He said that went to school*).

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<sup>1</sup> Trojacher, Steinwiddler

## Reported speech

1. Individual work: Translate this sentence into your home language(s), the language(s) you speak in school and any other language you know.

He said: "I play tennis on Mondays, but tomorrow I will play soccer."

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2. Individual work: Now put it into reported speech (= you tell someone else what a person said) and translate it into the other language(s). You can also start with your home language(s) and then try to form the reported speech in English.

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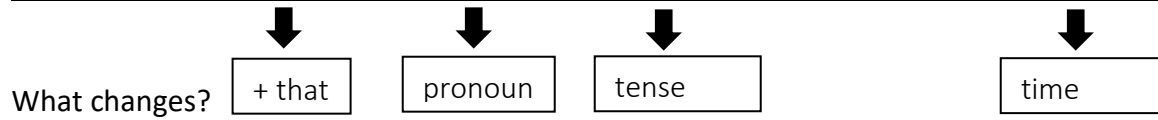
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Now share your results in pairs/groups and discuss them.

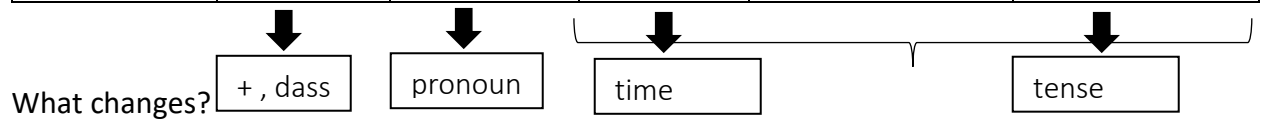
3. What is different comparing the languages? Fill in the table. Which words changed:

Example:

He said:		"I	went	to the store	yesterday"
He said	that	he	had gone	to the store	the day before.



Er sagte:		"Ich	ging	gestern	ins Geschäft"
Er sagte	, dass	er	den Tag zuvor	ins Geschäft	gegangen sei.



different syntax (= andere Satzstellung!) im Deutschen: SVO -> SOV


4. You can also translate these sentences or add more sentences in your language(s). What changes?

She said: "I wanted to go to Vienna last week."

Mum said: "I can help you with your homework."

Luke and Dave said: "Our dad has been to New York."

Gerngross, Günter et al. (2018). *More! 4 Student'sBook – General Course*.  
Helbling Languages 2018: p. 36.

## **1.2. Festivals and Traditions: We celebrate!**

This activity aims to move from a traditional focus in English language teaching on Christmas and other Western holidays and traditions to a focus on students' experiences and practices. This lesson is targeted at students of any age; however, a receptive and productive language level of A1+/A2 is required. Students should be familiar with the present simple, personal pronouns and vocabulary for the topics family, traditions, feelings and daily routine.

This activity can be implemented to practice listening and speaking as well as presentation skills. Students first listen to the teacher's presentation of how she celebrates her favorite holiday (e.g. Christmas), which can serve as an example for their own presentations. The students then design a poster and explain one of their favorite holidays or traditions to their classmates, while their audience is asked to take notes on their colleagues' presentations. Moreover, the presenters are asked to connect their favorite event with two words or phrases in other languages (e.g. their home languages) and explain what these words mean in English. By doing so, students are encouraged to take pride in their own cultural background while authentically practicing their speaking and listening skills. Being confronted with a great variety of holidays and traditions enables students to become aware of the cultural and linguistic diversity in the classroom and also requires the teacher to take on a different role, as she moves from being an expert to being a learner, as she will get to know more about her students.

In the following, the lesson plan as well as the materials and PowerPoint slides used in this lesson will be presented.

## ***We celebrate:* lesson plan**

<b>ACTIVITY</b>	<b>DESCRIPTION</b>	<b>MATERIALS</b>	<b>TIME</b>
mind-map	<ul style="list-style-type: none"> <li>• teacher writes “celebrations and traditions” on board</li> <li>• students are asked which traditions and celebrations they know. They come to the blackboard and write down the traditions and festivities they mention</li> </ul>	board chalk	5-10 min
example for tradition	<ul style="list-style-type: none"> <li>• teacher presents students how she celebrates Christmas every year</li> </ul>	PC projector PPT (USB drive)	10 min
preparation time	<ul style="list-style-type: none"> <li>• students prepare their own presentation about a tradition/festival/celebration</li> </ul>	PC projector PPT posters markers	25 min
presentations: speed dating	<ul style="list-style-type: none"> <li>• students sit facing one other person. Student A presents their tradition to Student B. After 90 seconds, teacher tells students to swap and now Student B presents to student A. After another 90 seconds, one student moves to the left and talks to next person.</li> <li>• repeat at least three times or go on as long as students seem motivated</li> <li>• during presentations, students take notes on their classmates’ presentations (see next page)</li> </ul>	posters	15 min
group discussion	<ul style="list-style-type: none"> <li>• ask students which traditions they got to know and what they remember from their classmates’ presentations</li> </ul>		5 min

## A typical Christmas Eve for me:



## ...and you?

Choose your favourite holiday/tradition and tell us more about why you like it. Prepare a short **presentation** and present your holiday/tradition. In your presentation, you should answer the following questions:

- ❖ What is your favourite holiday/tradition?
- ❖ When do you celebrate it?
- ❖ How do you celebrate it? What do you have to prepare?
- ❖ Why do you like it so much? What makes it so special? What does it mean to you?
- ❖ What are two words/phrases **in your language** which describe this tradition? What do they mean in English?

**Create a poster and prepare a short presentation (1-2 minutes).**

**You have 20 minutes to prepare.**

## ***We celebrate!***

Find out how your classmates celebrate Christmas and take notes. Write down **at least two things** for each presentation.

(for example: When do they celebrate? Why do they like it? What do they eat? etc.)

Person	What she/he celebrates	How she/he celebrates:
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>
		<ul style="list-style-type: none"><li>• .....</li><li>• .....</li><li>• .....</li></ul>

### 1.3. Family Tree<sup>2</sup>

Our activity “Family Tree” is suitable for year one students. It is designed for A1 level students as one of the areas of the curriculum for year one addresses the students’ ability to talk about themselves, their personal surroundings and their family. The language skills include talking about family members and being able to use appropriate vocabulary. Students can use different languages as a resource and design their individual family trees and draw on all the languages they know. The purpose of our activity is that students have the ability to talk about their family members and learn the vocabulary in English, as well as in any other languages they know and connect their language skills, compare language structures and deduce certain word structures from their knowledge of other languages. Moreover, the activity encourages the students to value multilingualism.

The teacher presents an example or ideally her/his own family tree and goes through the different family members with the students. While the teacher presents the family tree in English, the students are asked what the family members are called in their language/any language they know. Afterwards the students receive a handout and they can design their individual family tree. They start by using English and glue white cards with their family members’ names and the English terms on their handouts. Afterwards they are asked to use sticky notes in order to add other languages and to be able to test themselves later by removing them again.

There are also some additional activities for our “Family Tree” project. Students can, for example, present their family trees in their mother tongue and other students are asked to translate their presentation into English. Students can also compare words in different languages in order to find similarities/similar structures and differences, for example, mother, Mutter, mor, madre, mère, matka. Additionally, there can be a comparison of definite articles, for example, die, la, the.

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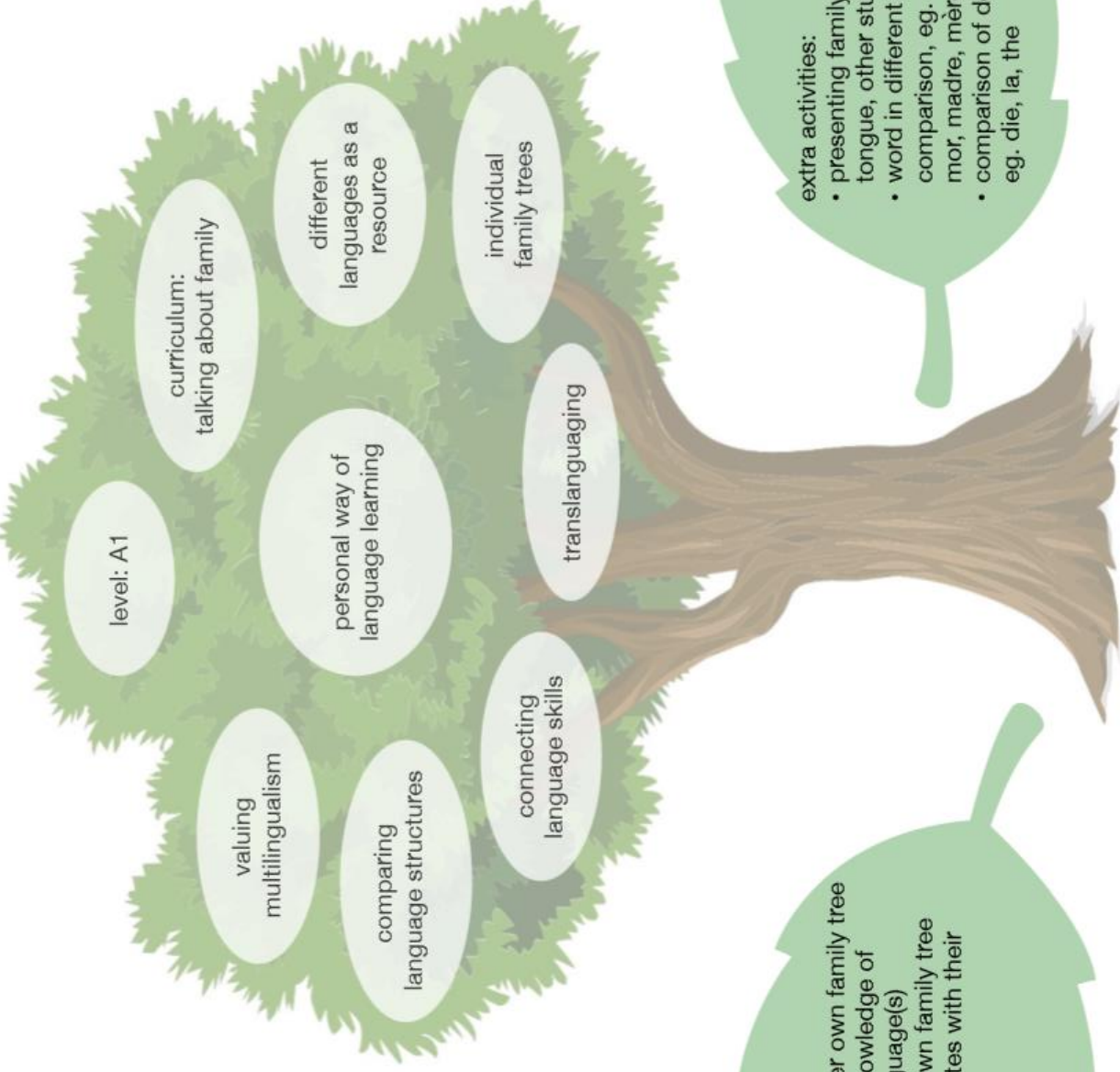
<sup>2</sup> Lena Gussmagg & Magdalena Bachlmayr

# Family Tree



**material:**

- handouts
- white cards
- glue
- sticky notes



level: A1

curriculum:  
talking about family

valuing  
multilingualism

different  
languages as a  
resource

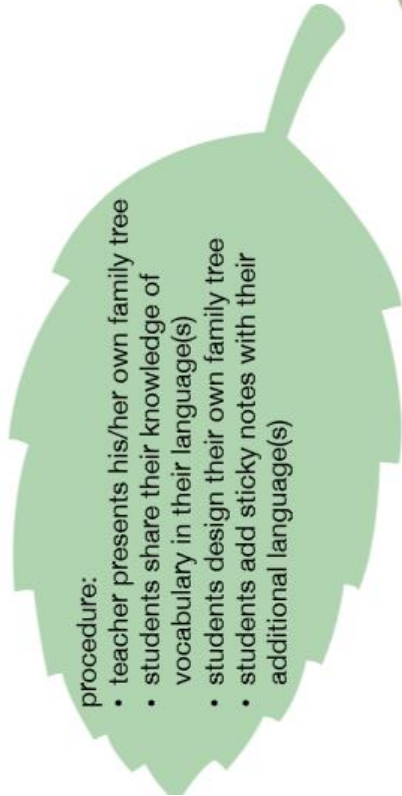
personal way of  
language learning

comparing  
language structures

individual  
family trees

connecting  
language skills

translanguaging



**procedure:**

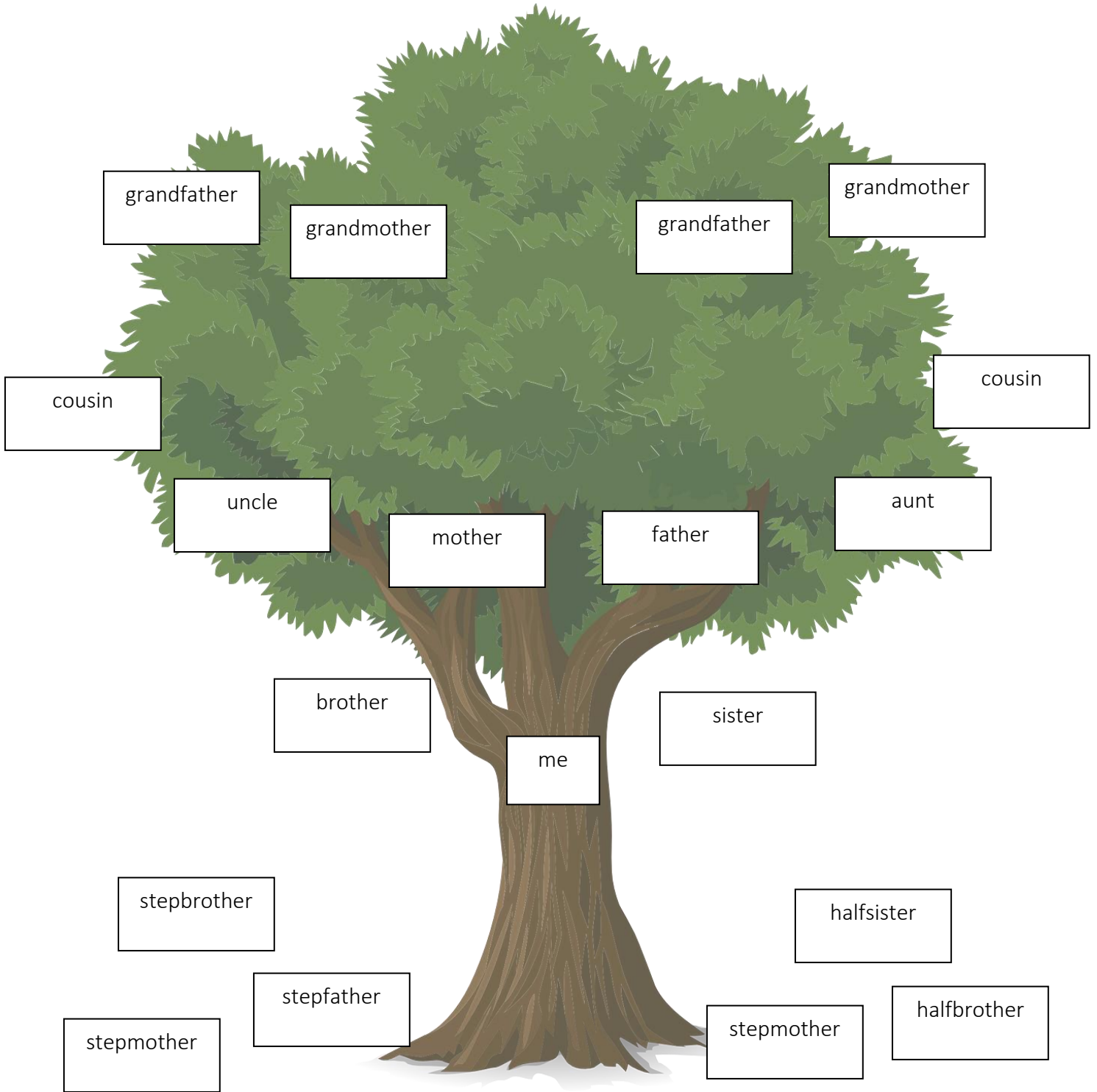
- teacher presents his/her own family tree
- students share their knowledge of vocabulary in their language(s)
- students design their own family tree
- students add sticky notes with their additional language(s)



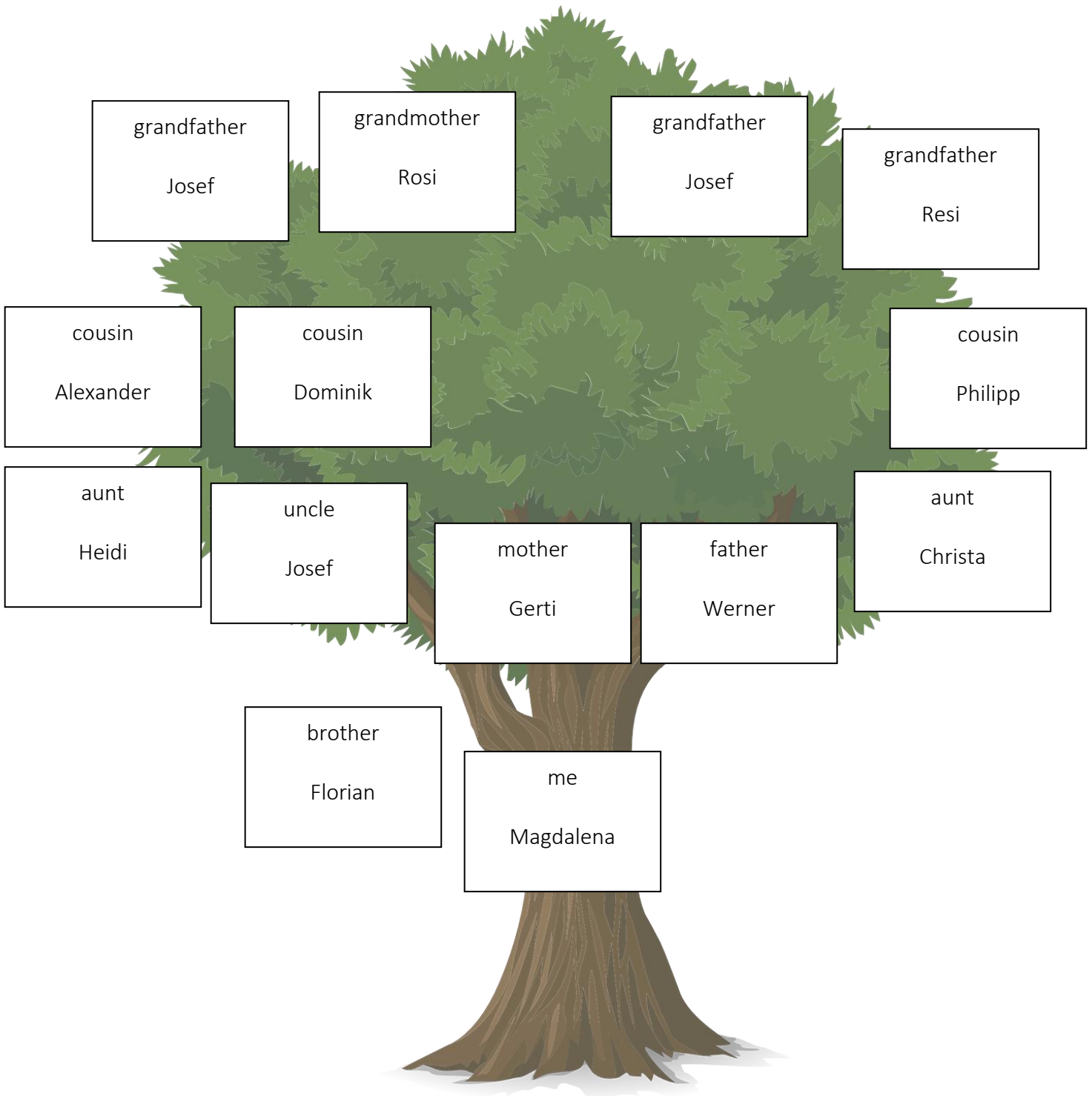
**extra activities:**

- presenting family trees in their mother tongue, other students translate
- word in different languages, comparison, eg. mother, Mutter, mor, madre, mere, matka
- comparison of definite articles, eg. die, la, the

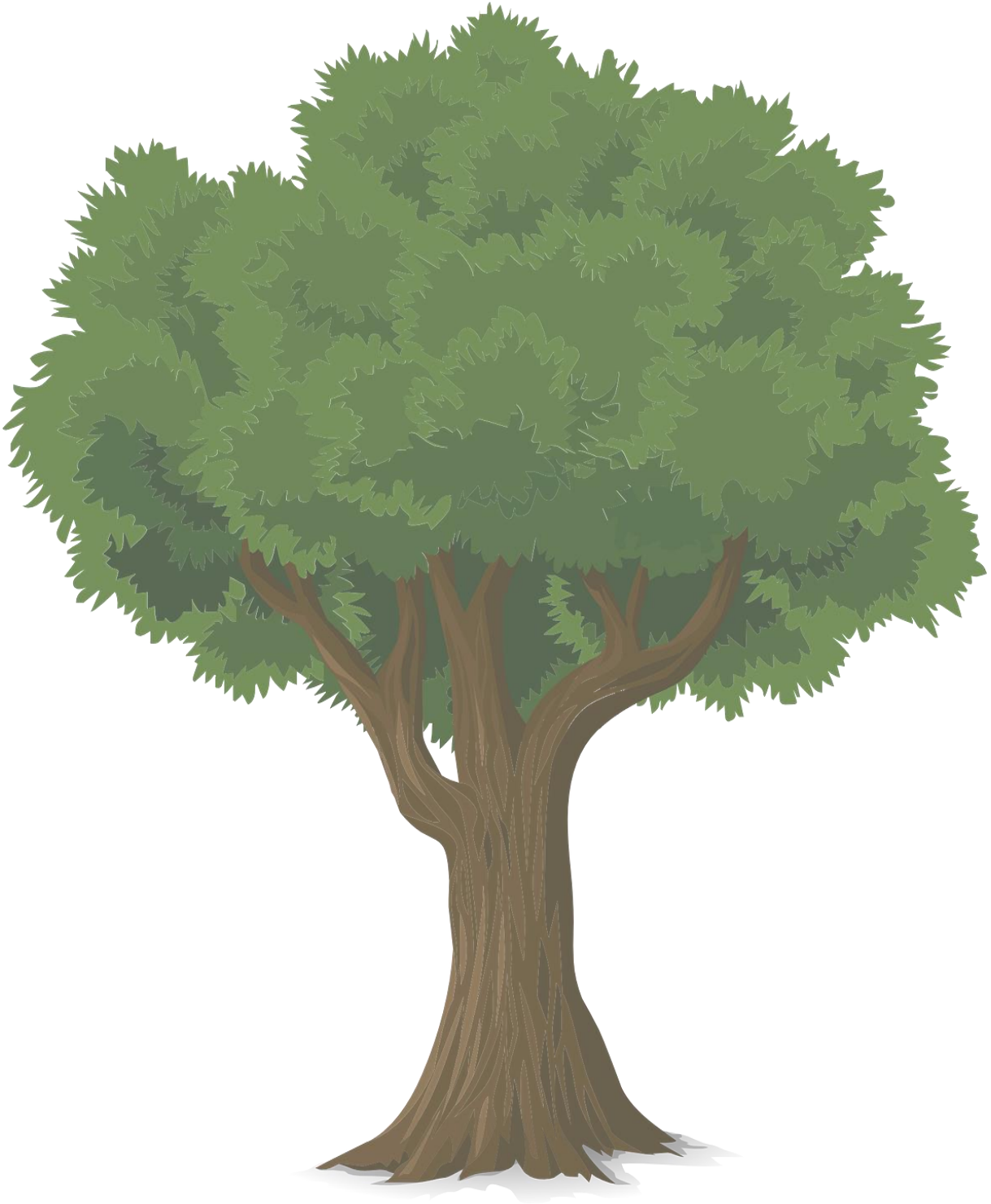
# My Family



# My Family



# My Family



## 1.4. Multilingual Family

**Topic:** Multilingual Family

**Pre-knowledge:** Definition of Multilingualism, *Modern Family* (short description of the show)

**Language Proficiency:** CEFR Level B2

### Curriculum:

“Im Mittelpunkt sollen die Wertschätzung aller Sprachen und die Entwicklung der Fähigkeit aller Studierenden stehen, mehrere Sprachen zu lernen und zu verwenden. Diese Kompetenzen sollen durch angemessenen Unterricht und durch eine plurilinguale Bildung verbreitert und vertieft werden, mit dem Ziel, sprachliche Sensibilität und interkulturelles Verständnis als Basis für eine demokratische Gesellschaft von Bürgerinnen und Bürgern zu schaffen.“

„Das Wahrnehmen anderer Sprachen, ihrer Gemeinsamkeiten und Unterschiede, mit allen Sinnen fördert nicht nur das Interesse und den Respekt für andere Sprachen, sondern schafft die Möglichkeit, die unbewusst bereits vorhandenen Theorien über Sprache und Sprachen bewusst zu machen und zu elaborieren („Language Awareness“).“

English: „8 . S e m e s t e r – K o m p e t e n z m o d u l 8

H ö r e n – im direkten Kontakt und in den Medien gesprochene Standardsprache verstehen können, wenn es um vertraute oder auch um weniger vertraute Themen geht, wie man ihnen normalerweise im privaten, gesellschaftlichen, beruflichen Leben oder in der Ausbildung begegnet; nur extreme Hintergrundgeräusche, unangemessene Diskursstrukturen oder starke Idiomatik können das Verständnis beeinträchtigen“

S c h r e i b e n – klare detaillierte Texte zu einem breiten Spektrum an Themen verfassen, darin den Zusammenhang zwischen verschiedenen Ideen deutlich machen und die für das betreffende Genre geltenden Konventionen beachten können“

### Language goals:

- Students are able to extract information from an authentic clip.
- Students are able to distinguish between appreciating or making fun of multilingual people.
- Students are able to answer questions about multilingualism for their perspective.
- Students are able to compare and contrast their findings with a partner and the plenum.
- Students are able to discuss their findings/ opinion orally and in front of an audience (their classmates).
- Students are able to describe their multilingual family orally and in a written format (= blog post)
- Students are able to voice their opinion about multilingual families in oral and written form.
- Students are able to portray their multilingual family in a creative format.
- Students are able to explain why they use different languages in a written format (= blog post)

- Students are able to evaluate how they benefit from a multilingual family background in a written format (= blog post)

**Time frame:** 2 lessons

**Materials:**

**Step 1:** Computer/ laptop or mobile phone with earplugs (each student)

**Step 2:** Coloured paper, magazines, pens, scissors, glue, decoration materials

**Step 3:** Questions for onion rings (teacher only)

**Step 4:** Writing Task (on ppt or handout)

**Sources:**

All pictures retrieved from pixabay.com

O'Neill, E., Vergara, S., Bowen, J., Burrell, T., Ferguson, J. T., Stonestreet, E., Morton, J., ... Twentieth Century Fox Home Entertainment, Inc. (2010). *Modern family*.

<https://www.ris.bka.gv.at/Dokumente/Bundesnormen/NOR40207235/NOR40207235.pdf>

[13.01.20]

## Short description of Steps:

### 1

#### Think-Pair-Share

As a first step, students should watch several short clips from the TV show *Modern Family*. Each student should have their own device, in order to be able to work according to their own speed and re-watch clips as often as needed (see handout step 1). Following the think-pair-share method, students should first work individually on questions, then compare and contrast their findings with a partner, before a final plenary discussion.

### 2

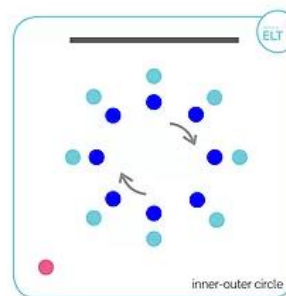
#### Designing

As a follow up activity, students should show their multilingual family situation in a collage. These masterpieces are then presented in the form of onion rings (see step 3). The products can then either be hung up in class or in public school spaces, depending on the student's preferences.

### 3

#### Onion Rings

After the students have thought about (their) multilingual family situation in step 1 and 2 they will share their thoughts in the form of onion rings. For this, the students get up, build two circles and answer questions prepared from the teacher. The circles move as often as needed.



### 4

#### Blog

Finally, the students round up their thoughts about multilingual families in the form of a blog post. Through describing, explaining and evaluating higher-order thinking skills will be displayed in this activity. This is a great preparation for the written Matura. The students are asked to write a blog post in English. However, they are encouraged to use other languages to prepare for the writing and/ or create a second piece, to go alongside the English one, in a different language/ or dialect. The written products can then be displayed on the school website.

# Multilingual Family

(Step 1)

**Task:**

Watch the following videos on your own device and answer the questions below. (Remember you can re-watch the videos as often as needed!)

**Videos: Modern Family**

<https://www.youtube.com/watch?v=p9jySzWQilw>  
[https://www.youtube.com/watch?v=G5cyCVCMw\\_0](https://www.youtube.com/watch?v=G5cyCVCMw_0)  
<https://www.youtube.com/watch?v=Hf8IHSWk43k>  
<https://www.youtube.com/watch?v=HyqSi6zNKKs>  
<https://www.youtube.com/watch?v=6emzzZNKwpQ>

1. Which languages are prevalent in the clip?
  
  
  
  
  
  
  
  
  
  
2. Which emotions are associated with the languages prevalent in the clip?
  - a. Describe Gloria’s feelings towards using Spanish.
  - b. Evaluate how her family members treat her ability to speak Spanish in these clips?
3. Words/ expressions that were new to me: (eg. abuela, dog eat dog world etc.)

word/ expression (English/ Spanish)	Explanation (English)	Explanation (any other language)

# Multilingual Family

(Step 2)

**Task:** *Depict your multilingual family in a collage.* Get creative! Feel free to use all materials provided in class.

Guiding questions:

*Which languages/ dialects do you speak?*

*Which languages/ dialects are prevalent in your family life?*

*In which situation do you use these languages/ dialects? (family dinner, going out, visiting relatives, special occasions)*

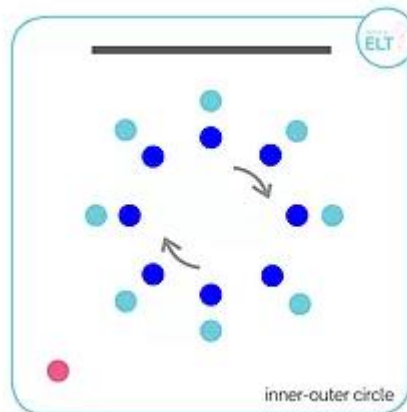
*How do you feel about the languages/ dialects spoken in your family?*



# Multilingual Family

(Step 3)

Onion Rings:



## Questions for the teacher:

1. Which languages do you speak?
2. How often do you use more than one language in your daily life?
3. Have you ever noticed that people around you do not understand the language you have used?
4. Have you ever noticed that you feel comfortable using more than one language/ dialect?
5. How many languages/ dialects are prevalent in your family life?
6. Are there any situations in your family life where it is not appropriate to use more than one language?

# Multilingual Family

(Step 4)

## **Blog Post:**

My multilingual family

Nowadays many people use more than one language in their everyday and family life. You have decided to write a blog post on that topic for your school website. Either in English or any other language you prefer.



In your blog post you should:

- Describe your multilingual family situation
- Explain why you use different languages in different situations
- Evaluate how you benefit from your family's language repertoires.

Give your blog post a title. Write around 200 words.

## 1.5. Vocabulary Speed Dating<sup>3</sup>

### The language skills

In this specific case vocabulary speed dating is created for beginners, thus it corresponds to the level **A1**, but it could also be used with different levels.

The main focus of this activity lies on **productive language skills**, hence speaking and writing. While they only have to write down single words, they learn them through communicating with partners. Therefore, the students have to be able to formulate questions and provide adequate answers to them. Depending on the learners' level, scaffolding in the form of prompt cards can be provided by the teacher.

### The language learning outcome

The main language learning outcome of vocabulary speed dating is to learn **new vocabulary** of a specific topic. Other goals are to **sensitize the students' awareness** about possible differences and similarities between their mother tongue and English, or other languages they know (at least to some extent) and English but also to **foster their speaking skills** through using it as a tool in order to learn the new words. Moreover, vocabulary speed dating allows using **multilingualism as a resource**, it enables **translanguaging** and therefore is a great opportunity for **multilingual learning in ELT**.

### Materials:

- Picture cards
- Sachet
- Handouts (grid + \*optional expression sheet)
- \*smartphones
- Computer (online dictionary)
- Projector

### Procedure:

#### → Preparation = THINK:

- Every student picks 1 or more card(s) from the sachet.
- The students fill out their profile.
- The students draw the objects from the cards into the appropriate space in the table.
- The students write down the objects' names in every language they know.

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<sup>3</sup> Anna Kische & Kerstin Knapp

→ **Speed dating activity = PAIR:**

**STEP 1:** The students sit in two rows facing a partner.

**STEP 2:** Once the time has started to run (it is not about speed but time should be limited to some extent), the partners should talk about their profile and the objects on their cards (preferably but not obligatory in English). They should present their objects to each other and discuss every dimension of the word (in any language). The colleagues add their partners' information to their own grid.

**STEP 3:** After a couple of minutes the teacher gives a signal and one row has to move up (the last person in the row takes the 1st seat, all the others move to the next seat; 2nd row remains as it was before)

**STEP 4:** With a new partner, they repeat the activity and add new objects and denominations in further languages to their lists.

Steps 1 to 4 can be repeated as often as needed. In the meantime the teacher collects the picture cards.

**\*Variation:**

- Dialects can be considered as well.
- In case there are no/not many multilingual students, students can choose a language and use an online dictionary on their smartphone to look up the needed vocabulary (also use the audio pronunciation). Important: Students should pick different languages.
- Differentiation/Scaffolding: Teacher can prepare prompt cards with sentence beginnings for weaker students. ("What does ... mean in ... ")
- If too many students: Teacher can divide the class into two groups and let them do the same activity simultaneously.
- If too few students: Students pick more cards.

→ **Follow up = SHARE:**

- Students go back to their desks.
- Teacher shows every picture card and asks the students to present their findings. Every student can contribute and all words (in all the different languages) are collected and written into a document/on the board. To ensure correct spelling and pronunciation, the teacher can use online dictionaries.
- Once finished, the document can be distributed to all class members.

## VOCABULARY SPEED DATING

**My Profile:**

Name: \_\_\_\_\_

Languages: \_\_\_\_\_

Languages I would like to learn: \_\_\_\_\_

**Vocabulary Grid:**

N.	PICTURE	Language + Word:	L+W:	L+W:	L+W:	L+W:	L+W:	L+W:
1		English: <i>apple</i>	German / Deutsch : Apfel	Romanian / /Română : măr	Italian / Italiano: mela	Spanish / Español: manzana	Russian / Русский: яблоко (yabloko)	Norwegian / Norsk : eple
2								
3								
4								
5								
6								
7								

## 1.6. Our Language Silhouettes<sup>4</sup>

### Level of the activity

Our activity is designed for students in 9<sup>th</sup> or 10<sup>th</sup> grade of an AHS or BHS at level B1.

### Language skills

The students mainly practice their speaking skills. In the discussion questions, the students are specifically asked to *describe* and *explain why*; therefore, the students' ability to describe something and to give reason for something is fostered through the activity. If needed, they can use the sentence starters provided, which should show them how a possible answer could be structured. Additionally, in one of the follow-up activities, the students practice their writing skills by writing a short text about their language silhouette.

### Learning Outcomes

In this activity, students are asked to talk in pairs or small groups and explain their language silhouettes. Therefore, students practice their speaking skills. As they make their multilingualism visible to their peers. The activity validates each student's identity, as students feel welcomed and valued. The activity makes languages present in the classroom visible. Additionally, they broaden their linguistic repertoire.

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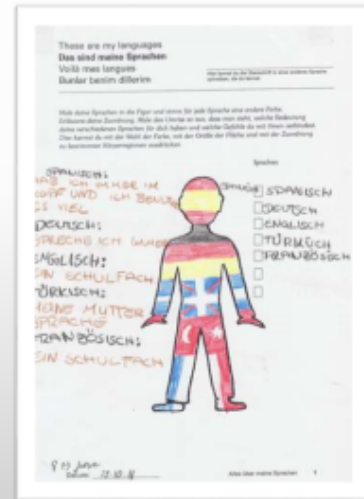
<sup>4</sup> Marlene Gierometta and Kerstin Schmid

# Our Language Silhouettes



Multilingual learning activity

by Marlene Gierometta  
and Kerstin Schmid



The aims of this activity are...



to investigate our own  
languages and  
languages of others



to make languages in  
the  
classroom visible



to make individual  
multilingualism visible  
(cf. Krumm & Jenkins  
2001)



language awareness  
(cf. Busch 2013)

## Instructions

Which languages did you put in your silhouette?  
Describe where you put your languages.  
Explain why you put them on the specific spot on the silhouette.  
Describe the colours you have used. Is there a reason why you chose these colours?  
Explain when and why you use the different languages.

*The languages I put in my silhouette are...  
I put language XY in...  
The reason why is...  
I chose this part of the body because...  
I chose this colour because...  
I use this language... (e.g. with my parents, in school, with my friends, etc.)*

1. Draw your languages into the silhouette. You can decide which languages you want to place where and which colours you want to use.
2. Next to your silhouette write comments about what you have drawn (which languages, which colours, where, why). For this, you can use choose the language you want to use on your own.
3. With a partner then discuss your silhouettes with the help of your comments. For this, you should use English. On the post-it you can find discussion questions and sentence beginnings you might need for your discussion.

## Possible follow-up activities



Write a short text explaining **where** you put your languages and **why**. Why did you use the different **colours**? You can write the text in any language you like.



Create a "classroom language silhouette" on the board. Collect all the languages in your classroom on the board. Discuss in the group how often they are used in school and for which purpose.



Do a gallery walk/museum walk with the silhouettes of your students so that every student can have a look at the silhouettes of their classmates.

### Bibliography:

Krumm, H.-J. & Jenkins E.-M. (2001). *Kinder und ihre Sprachen: lebendige Mehrsprachigkeit – Sprachenporträts*. Wien: Eviva.

Busch, B. (2013): *Mehrsprachigkeit*. Wien: Facultas Verlag.

## 1.7. FOOD AROUND THE WORLD<sup>5</sup>

### Basic Information:

- ✓ **Student level:** Secondary 1 +2 (needs to be adapted accordingly e.g. more pictures than text in lower grades).
- ✓ **Goal:** Multilingual international recipe book (English + different mother tongues present in class)
- ✓ **Pre-knowledge:** Pre-teaching vocabulary: food, cooking, recipes

### Teaching Activity – The Multilingual International Recipe Book:

#### 0. Session: (not the whole session, just the last 5 min)

- Getting started: Students choose a dish that is typical of their home country/region OR their favourite dish.
- *HW: bring ideas for dishes to next class (2-3 dishes)*

#### 1. Session:

- Speaking about the HW: Why did you choose those dishes? Talk to a partner!
- Choosing one dish: Each student decides on one dish. The students then enter their dish into a list which is handed around. This ensures that every dish only occurs once.
- Preparation for recipe writing: Talking about recipes. Gathering of ideas. Teacher brings a model recipe - discussing structure, essential information (ingredients, servings, time, picture, steps, etc.).  
→ Transition to the creation of a multilingual international recipe book.
- *HW: Write the recipe in your mother tongue following our guidelines (with help of checklist)*

#### 2. Session:

- Speaking activity: Sharing recipes (in pairs) + giving feedback/peer-review;
- Translating the recipe: Translation into English in class + peer-review;  
→ Hand it in to teacher. Teacher hands back corrected version as soon as possible.  
→
- *HW: Create an A4 page on your computer which includes the recipe in mother tongue and English: top of the page: mother tongue, bottom of the page: English version. Send it to teacher. Deadline.*

#### 3. Session:

- Presentations: Short presentation of recipes (in their mother tongue and in English?).

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<sup>5</sup> Johanna Kampel-Kettner, Lydia Hammer

- Optional: Cooking one recipe (fächerübergreifend with cooking class?); bring dish to class

### **Underlying ideas:**

When thinking about multilingual teaching activities that promote the use of all students' languages, the topic of food immediately came to our mind. Food is something that is always strongly related to culture. Every region has their typical dishes, ingredients, seasonings and ways of preparing a meal. Additionally, some dishes are interlinked with certain holidays of the region. Thus, food provides insight into a culture's customs and traditions. Furthermore, food is prominent in all pupils' lives which is why it provides an authentic topic for the language classroom. By sharing their favourite recipes in a collective recipe book, students learn more about the languages and the culture(s) of their peers.

### **Level und pre-knowledge:**

This teaching activity can be used and adapted for many different grades and student levels. There is not really a boundary when it comes to the age of pupils. We recommend the activity for secondary one and secondary two grades. By changing certain aspects of the activity, it can be adapted to the respective student level. For instance, the increased use pictures for ingredients and dishes makes it suitable for lower grade students. However, when considering this activity for class, teachers need to make sure that students have the required pre-knowledge, such as vocabulary about food and cooking.

### **Language skills:**

- ✓ Vocabulary about food and cooking (ingredients, recipes, ...)
- ✓ Speaking skills for discussions with their partner
- ✓ Translation skills (English  $\leftrightarrow$  mother tongue)
- ✓ Presentation skills

### **Learning outcomes:**

- ✓ Students develop an awareness of their colleagues cultures and languages (intercultural competence)
- ✓ Students can write a recipe in English and in their mother tongue
- ✓ Students can translate their mother tongue into English
- ✓ Students can present the recipes in their mother tongue and in English

### **Resources recipe checklist:**

Figure 1. Mini Quiches. (n.d.). Retrieved December 3, 2019 from:

<https://www.pinterest.com/pin/411586853422788428/>

Figure 2. Dapple Apple Cake. (n.d.). Retrieved December 3, 2019 from:

<https://www.pinterest.com/pin/262616221992307808/>

Figure 3. Banana Berry Ice Cream. (n.d.). Retrieved December 3, 2019 from:

<https://www.pinterest.com/pin/206321226657267898/>

## What to do!


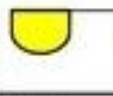
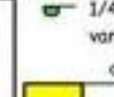






### 1) Compare the three recipes!

- How are they structured?
- What do they have in common?
- What makes them different?

## What does a good recipe include?

- ✓ Recipe title
- ✓ Picture of dish
- ✓ (Introductory text)
- ✓ Preparation time
- ✓ Ingredients + amount
- ✓ Instructions

## Dapple Apple Cake

<p>Mix with</p>  <p>1 Tablespoon cooking oil</p>  <p>1 Tablespoon egg</p>	<p>1</p> <p>Add</p>  <p>1/4 teaspoon vanilla</p> <p>and</p>  <p>2 Tablespoons sugar</p> <p>Mix well</p>	<p>2</p> <p>Add</p>  <p>1/4 cup flour</p> <p>(don't mix yet!)</p>
<p>3</p> <p>Add</p>  <p>1/4 teaspoon baking soda</p> <p>and</p>  <p>1/4 teaspoon cinnamon</p> <p>Mix well (Batter will be thick)</p>	<p>4</p> <p>Chop 1 apple slice into small piece</p>  <p>Add the apple pieces to cake batter.</p>	<p>5</p> <p>Scoop the batter into a greased muffin tin</p>  <p>Bake at 325° for 15-20 minutes</p>

## Mini Quiches



### Ingredients

- 1/2 red pepper
- 2 spring onions
- 2 slices of ham
- 50g cheddar cheese
- 250g short crust pastry
- 4 large eggs

### Method

Turn the oven on to 180°C. Oil a muffin tin.

Pull the seeds from the pepper. Chop the pepper and ham into small pieces, grate the cheese.

Cut the tops and bottoms off the spring onions with scissors, cut the onions into small pieces.

Mix the vegetables and cheese in a small bowl.

Break the eggs into a jug and whisk.

Roll out the pastry and cut into large circles.

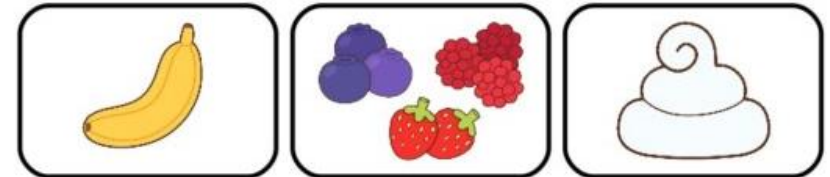
Push the pastry circles into the muffin tin holes to make cups.

Fill the pastry cups with the vegetables and cheese, then pour some egg on top of each one.

Bake in the oven for 20 minutes.

**Eats Amazing**  
www.eatsamazing.co.uk

## Banana Berry Ice Cream



1. Blend 1/4 cup berries, 1 banana and 4 oz cool whip until well mixed.
2. Fold in 1/4 cup berries.
3. Transfer mixture to freezer safe bowl.
4. Put in freezer for 2+ hours.

©RoyalBaloo.com

## 1.8. Translanguaging

### Translanguaging Activity

**CEFR-Level:** A2

**School year:** third grade NMS

**Language skills:**

- Speaking
- Listening
- (Writing)
- 

**The language learning outcomes:**

Through this translanguaging activity students should get to know different languages, cultures but also their classmates better as they bring personal objects to class which have a certain value to them. First, students talk about their objects in a language they feel most comfortable in, in order to link their object to the language(s) they speak. As the aim is to develop their English skills, students should try to form sentences about their objects in English. To fulfil this task, all group members are allowed to help each other. These notes will be needed for the next step in which students form pairs with someone who speaks a language unknown to them. They talk about each object in English and ask questions which might come up during their conversation. The language learning outcome is to talk fluently about something in English and to transfer information in any language(s) to English.

**Homework from session before:**

- Bring an object that has a cultural significance for you.

**In the following lesson:**

*Step 1: Find somebody who...*

Find somebody who...	Name
... speaks Turkish	
... speaks German	
... speaks BKS	
... speaks Chinese	

**Instructions:**

Students go around and ask their classmates about languages they speak and fill in their names in the slots.

**Note:** This activity can be adapted to any languages but also dialects spoken in class.

Teachers should inform themselves about languages and dialects spoken in class in advance in order to include everyone. Also languages which students learn at school can be embedded.

**Purpose:** To raise awareness about the different languages spoken in class.

**Step 2: Group Building:**

- On their „find somebody who“-sheet they have the names of people speaking the same language(s).
- They form a group (all Turkish/BKS/Chinese/German pupils in one group).
- In their groups, students talk about the objects they brought to class in any language they feel most comfortable talking in. They are also allowed to mix languages and discuss why the things have a certain (cultural) value to them.
- As a second step, students should come up with phrases and words in English concerning their object. They are allowed to use bilingual dictionaries and ask each other for help.
- Afterwards, each student writes down notes in English concerning their object and the discussion in the group:
  - Possible sentence starters (preparation for pair work):

This object is called ...

This object is of importance to me because ...

I use this object for ...

I got this object when ...

I like this object because ...

**Purpose:**

The goal of this activity is to let students talk as freely as possible in any language(s) they prefer in order to value all languages spoken in class. This step serves as a thematic basis about their objects and to make them feel confident as some students may struggle to explain their objects in English straight away without preparation. Hence, all group members are supportive of transforming their stories into English. To make it easier for students to form sentences in English possible sentence starters are provided. More advanced students do not have to make use of these starters.

*Step 3: Pair Work:*

- Students have a look at their 'find somebody who' sheet and look for someone who speaks a language they do not know e.g. Turkish speaking pupil and Chinese speaking pupil form a pair.
- They pair up and talk in English about their objects and why they have a certain importance to them and their culture. Students are allowed to use their notes taken in the previous step.
- Afterwards each student can describe why a certain object has cultural meaning to one of their colleagues in English.

**Purpose:**

The aim of this activity is to present the object to someone who has a different linguistic background. As they have already prepared notes and sentences about their object, this step serves as a speaking task in which students should improve their speaking skills and be prepared to share their cultural and linguistic repertoire to someone else.

Source: <https://adirajan.wordpress.com/tag/translanguaging/>

**Materials:**

Find somebody who...	Name
... speaks Turkish	
... speaks German	
... speaks BKS	
... speaks Chinese	

This object is called ...

This object is of importance to me because ...

I use this object for ...

I got this object when ...

I like this object because ...

## 2. Emergent Data base of materials of multilingualism and translanguaging resources

Activity	Reference	Examples/Explanation
<b>TEACHING MATERIALS AND IDEAS</b>		
Activities to support Multilingualism at school: Teacher’s guide how to motivate children to use languages	<a href="https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf">https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf</a>	26 activities which promote multilingualism and intercultural communication in FLL
Anderson, Jason “Ideas for translanguaging in the EFL/ESL classroom”	<a href="http://www.jasonanderson.org.uk/downloads/Jasons_ideas_for_translanguaging_in_the_EFL_ESL_classroom.pdf">http://www.jasonanderson.org.uk/downloads/Jasons_ideas_for_translanguaging_in_the_EFL_ESL_classroom.pdf</a>	Activities to promote understanding all language classrooms as inclusive of all languages Jigsaws, magic translators, translingual text challenger, Facebook friend report, translanguaging from notes, culture share, Meshed news report, Five sentences, translingual posters
British Council “Benefits of being bilingual”	<a href="https://www.teachingenglish.org.uk/article/benefits-being-bilingual">https://www.teachingenglish.org.uk/article/benefits-being-bilingual</a>	Lesson plan on the benefits of being bilingual aimed at students at B2 level
British Council “Using multilingual approaches: moving from theory to practice: A resource book of strategies, activities and projects for the classroom”	<a href="https://www.teachingenglish.org.uk/sites/teachingenglish/files/Using_multilingual_approaches.pdf">https://www.teachingenglish.org.uk/sites/teachingenglish/files/Using_multilingual_approaches.pdf</a>	Theoretical and practical recommendations on fostering translanguaging in the classroom.
Bundesministerium für Bildung, Wissenschaft und Forschung: <i>schulemehrsprachig</i>	<a href="http://www.schule-mehrsprachig.at/">http://www.schule-mehrsprachig.at/</a> <a href="http://www.schule-mehrsprachig.at/fileadmin/schule_mehrsprachig/redaktion/hintergrundinfo/info5_190418.pdf">http://www.schule-mehrsprachig.at/fileadmin/schule_mehrsprachig/redaktion/hintergrundinfo/info5_190418.pdf</a>	Website with data base of multilingual children’s books and background information on multilingualism in Austrian schools, organization of the programme “muttersprachlicher Unterricht” second link: statistical overview of students’ and teachers’ languages
<b>CUNY-NYSIEB</b> CUNY-NYS Initiative on Emergent Bilinguals	<a href="https://www.cuny-nysieb.org/">https://www.cuny-nysieb.org/</a> <a href="https://www.cuny-nysieb.org/translanguaging-resources/">https://www.cuny-nysieb.org/translanguaging-resources/</a>	Resources for (newcomer) emergent bilinguals, classroom videos, webinars etc.
<b>CUNY-NYSIEB</b> Andy Brown videos 1-5	<a href="https://www.youtube.com/watch?v=MFsPm2zKsNY&amp;list=PLFU15gPi8fwE-L7wgg2ellwq9lr-J1pgS&amp;index=5">https://www.youtube.com/watch?v=MFsPm2zKsNY&amp;list=PLFU15gPi8fwE-L7wgg2ellwq9lr-J1pgS&amp;index=5</a>	Videos showing how you can implement translanguaging activities in the classroom
<b>CUNY-NYSIEB</b> Sarah Vogel Episodes 1-5	<a href="https://www.youtube.com/watch?v=LCx55q6e0uA&amp;list=PLFU15gPi8fwE-L7wgg2ellwq9lr-J1pgS&amp;index=7">https://www.youtube.com/watch?v=LCx55q6e0uA&amp;list=PLFU15gPi8fwE-L7wgg2ellwq9lr-J1pgS&amp;index=7</a>	A Web series looking at translanguaging pedagogy, even if you do not speak students’ languages.
<b>CUNY-NYSIEB</b> Celic, Christina and Seltzer, K. (2013) Translanguaging: A CUNY-NYSIEB Guide for Educators	<a href="https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf">https://www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf</a>	Part 1 sets the stage and the context for translanguaging work – the development of a multilingual ecology in the school, the design of instruction and of collaborative work, and the use of

	Other guides: <a href="https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/">https://www.cuny-nysieb.org/translanguaging-resources/translanguaging-guides/</a>	multilingual resources. Part 2 focuses on using translanguaging strategies for the learning of rigorous academic content and the development of advanced literacy practices. Finally Part 3 gives attention to how translanguaging can assist with specific aspects of language development.
Five Techniques to Support Second Language Learners in the Classroom	<a href="https://www.fhi360.org/sites/default/files/media/documents/resource-five-techniques.pdf">https://www.fhi360.org/sites/default/files/media/documents/resource-five-techniques.pdf</a>	Recommendations for using students' L1 and other useful hints
Five Ways Teachers Can Create a Translanguaging Classroom	<a href="https://www.little-sponges.com/index.php/2018/05/10/5-ways-teachers-can-create-translanguaging-classroom/">https://www.little-sponges.com/index.php/2018/05/10/5-ways-teachers-can-create-translanguaging-classroom/</a>	Decorating a multilingual classroom, ways of grouping students for collaborative work and ways of working with multilingualism as a teacher
Foster, Nell. Webinar: Multilingual pedagogies in Practice	<a href="https://www.youtube.com/watch?v=ft6XrwRTc7A">https://www.youtube.com/watch?v=ft6XrwRTc7A</a>	Foster, Nell. Webinar: Multilingual pedagogies in Practice
<i>Global Digital Library Children's library Room to Read</i>	<a href="https://digitallibrary.io/">https://digitallibrary.io/</a> <a href="http://en.childrenslibrary.org/">http://en.childrenslibrary.org/</a> <a href="https://www.roomtoread.org/global-book-collection/">https://www.roomtoread.org/global-book-collection/</a>	Free online books (language: English)
<b>KIESEL</b> neu	<a href="http://www.oesz.at/OESZNEU/main_01.php?page=0151&amp;open=13&amp;open2=33">http://www.oesz.at/OESZNEU/main_01.php?page=0151&amp;open=13&amp;open2=33</a>	KIESEL neu
<b>MARILLE</b> "Mehrheitssprachenunterricht als Basis für plurilinguale Erziehung"	<a href="https://marille.ecml.at/MARILLE/tabid/2316/language/de-DE/Default.aspx">https://marille.ecml.at/MARILLE/tabid/2316/language/de-DE/Default.aspx</a>	Publications and resources from this ECML project
Moore, Emilee "Teaching in and for plurilingualism in the 21 <sup>st</sup> century. A resource for teachers and teacher educators"	<a href="https://docs.wixstatic.com/ugd/d3edd2_8f93a4374bf54178a0982f2011d339fd.pdf">https://docs.wixstatic.com/ugd/d3edd2_8f93a4374bf54178a0982f2011d339fd.pdf</a>	Materials, resources and examples of dealing with multilingualism in the classroom Activities in which language skills are combined with drawing, creating videos etc.
Plurilingual Worksheets	<a href="http://www.macmillaninspiration.com/new/resources/plurilingual-worksheets">http://www.macmillaninspiration.com/new/resources/plurilingual-worksheets</a>	Worksheets on greeting in different languages, origins of Indian/Caribbean/Australian/German words in the English language
<i>PUMA</i> Pocket XXL – Das Riesenfaltblatt mit spielerischen Aktivitäten zum Aufbau der Bildungssprache Deutsch für den Kindergarten und die Volksschule	<a href="http://www.oesz.at/OESZNEU/main_01.php?page=0154&amp;open=13&amp;open2=148">http://www.oesz.at/OESZNEU/main_01.php?page=0154&amp;open=13&amp;open2=148</a>	Downloadable poster for students of German as an L2: Allows for a connection between students' L1 and their L2 (target group: Kindergarten)
Spracheninnovationsnetzwerk SPIN	<a href="http://www.oesz.at/OESZNEU/main_02.php?page=023&amp;open=48">http://www.oesz.at/OESZNEU/main_02.php?page=023&amp;open=48</a>	Spracheninnovationsnetzwerk SPIN
<i>Sprachsensiblerunterricht.at</i>	<a href="http://www.oesz.at/sprachsensiblerunterricht/main_02.php">http://www.oesz.at/sprachsensiblerunterricht/main_02.php</a>	Teaching materials, literature, methods and examples for sprachsensibler Unterricht

Steps Towards Learning: A guide to overcoming language barriers in children's education	<a href="https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf">https://www.savethechildren.org.uk/content/dam/global/reports/steps-towards-learning-lr.pdf</a>	Provides a worldwide insight into the difficulties that children experience with unfamiliar school language with a focus on developing countries
Translanguaging strategies in teacher-student interaction	<a href="https://uploads-ssl.webflow.com/5a5e93221338fa00010fc521/5b97c598b9c67525bf45c136_Translanguaging%20Strategies.pdf">https://uploads-ssl.webflow.com/5a5e93221338fa00010fc521/5b97c598b9c67525bf45c136_Translanguaging%20Strategies.pdf</a>	Ways of combining students' L1 with English in classroom interactions
<b>POLICY DOCUMENTS ABOUT MULTILINGUALISM</b>		
Bundesministerium für Bildung, Wissenschaft und Forschung: "Mehrsprachigkeit – Muttersprachlicher Unterricht – Interkulturelle Bildung"	<a href="https://www.bmbwf.gv.at/Themen/schule/schulpraxis/ba/sprabi/msmuib.html">https://www.bmbwf.gv.at/Themen/schule/schulpraxis/ba/sprabi/msmuib.html</a> <a href="https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2014_12.html">https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2014_12.html</a>	The Bildungsministerium's stance on multilingualism in Austrian schools and information on "muttersprachlicher Unterricht" in Austria
Council of Europe "Three fundamental and complementary tools for the implementation of plurilingual education"	<a href="https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/three-fundamental-and-complementary-tools-for-the-implementation-of-plurilingual-education">https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/three-fundamental-and-complementary-tools-for-the-implementation-of-plurilingual-education</a>	
ECML <i>Teaching the language of schooling in the context of diversity</i>	<a href="https://maledive.ecml.at/">https://maledive.ecml.at/</a>	Study materials for teacher development
European Commission "Language teaching and learning in multilingual classrooms"	<a href="https://op.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1/language-en">https://op.europa.eu/en/publication-detail/-/publication/c5673e19-c292-11e6-a6db-01aa75ed71a1/language-en</a>	Presentation of a study on language of instruction and multilingual students
European Commission "Migrants in European schools: learning and maintaining languages"	<a href="https://op.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-search">https://op.europa.eu/en/publication-detail/-/publication/c0683c22-25a8-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-search</a>	Thematic report from a programme of expert workshops and peer learning activities
European Commission " <i>Rethinking language education and linguistic diversity in schools</i> "	<a href="https://op.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-69196245">https://op.europa.eu/en/publication-detail/-/publication/de1c9041-25a7-11e8-ac73-01aa75ed71a1/language-en/format-PDF/source-69196245</a>	Thematic report from a programme of expert workshops and peer learning activities. Also provides facts and figures on FLL and multilingualism in the EU.
Multilingualism Curriculum: Perceiving and Managing Linguistic Diversity in Education	<a href="http://oesz.at/download/Attachments/CM+English.pdf">http://oesz.at/download/Attachments/CM+English.pdf</a>	
UNESCO: " <i>If you don't understand, how can you learn?</i> "	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000243713//">https://unesdoc.unesco.org/ark:/48223/pf0000243713//</a>	policy paper (Global Education Monitoring Report)

UNESCO: <i>MTB BLE Resource Kit: Including the Excluded: Promoting Multilingual Education</i>	<a href="https://unesdoc.unesco.org/ark:/48223/pf0000246278">https://unesdoc.unesco.org/ark:/48223/pf0000246278</a>	resource kit for promoting MLE: glossary on multilingualism, booklet for policy makers and programme implementers, FAQ + research-based answers
<b>RESEARCH ARTICLES ABOUT TRANSLANGUAGING</b>		
Anderson, Jason (2017). "Reimagining English language learners from a translingual perspective". In: <i>ELT Journal</i> . 72,1. 26-37.	<a href="https://academic.oup.com/eltj/article/72/1/26/3862704">https://academic.oup.com/eltj/article/72/1/26/3862704</a>	presents findings of study on 116 EFL learners in the UK and their future language use profiles
Erling, E., Adinolfi, L. & Hultgren, A.K. (2017). <i>Multilingual classrooms: Opportunities and challenges for English medium instruction in low and middle income contexts</i> . Reading: Education Development Trust.	<a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/research/multilingual-classrooms-opportunities-and-challenges">https://www.educationdevelopmenttrust.com/our-research-and-insights/research/multilingual-classrooms-opportunities-and-challenges</a>	examines the possibilities and limits of English as a medium of instruction in different educational settings
Hamman, Laura; Beck, Emeline; Donaldson, Aubrey (2018). "A Pedagogy of Translanguaging"	<a href="https://www.language magazine.com/2018/09/10/a-pedagogy-of-translanguaging/">https://www.language magazine.com/2018/09/10/a-pedagogy-of-translanguaging/</a>	Principles of Translanguaging
Hirsu, Lavinia and Sally Zacharias (2019). "Challenging the translingual turn: TESOL student teachers' perceptions, practices and networks". In: <i>ELT Research Papers</i> . 19(8).	<a href="https://www.teachingenglish.org.uk/sites/teaching/files/K121_challenging_translingual_turn.pdf">https://www.teachingenglish.org.uk/sites/teaching/files/K121_challenging_translingual_turn.pdf</a>	small-scale study which examines 9 student teachers' perceptions on translanguaging and how they change after students enter their profession
Li, Wei "Translanguaging and the Goal of TESOL"	<a href="https://www.tesol.org/docs/default-source/ppt/li-wei.pdf">https://www.tesol.org/docs/default-source/ppt/li-wei.pdf</a>	Introduction and Definition of Translanguaging
Lin, Angel (2013). " <i>Toward Paradigmatic Change in TESOL Methodologies: Building Plurilingual Pedagogies From the Ground Up</i> "	<a href="https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.113">https://onlinelibrary.wiley.com/doi/full/10.1002/tesq.113</a>	plurilingual pedagogies in classrooms for Chemistry and Science
Meier, Gabriela (2018) <i>Multilingual socialisation in education: Introducing the M-SOC approach</i> . Language Education and Multilingualism.	<a href="https://edoc.hu-berlin.de/handle/18452/19775">https://edoc.hu-berlin.de/handle/18452/19775</a>  <b>M-SOC self-study unit and research survey:</b> <a href="https://exeterssis.eu.qualtrics.com/jfe/form/SV5jzUXG2OdYJWn6B">https://exeterssis.eu.qualtrics.com/jfe/form/SV5jzUXG2OdYJWn6B</a>	This article is an invitation for educators and teacher educators to engage with theory, actively join the debates, and participate in a collective international research project aiming to develop deeper understandings of what, how, where and why multilingual approaches may work.
Melo-Pfeifer, Silvia (2017). "Drawing the plurilingual self: how children portray their plurilingual resources". In: <i>International Review of Applied</i>	<a href="https://www.degruyter.com/view/j/iral.2017.55.issue-1/iral-2017-0006/iral-2017-0006.xml">https://www.degruyter.com/view/j/iral.2017.55.issue-1/iral-2017-0006/iral-2017-0006.xml</a>	Empirical study of Portuguese language learning: The study aims to analyze the relationship between young learners and the languages of their linguistic repertoires

<i>Linguistics in Language Teaching</i> . 55(1). 41-60.		
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