Session information

The following materials have been designed for delivery with teaching teams.

There is a suggested delivery time of a **minimum** of 3 hours for all materials. The materials have been broken into two possible sessions

Introducing the plurilingual approach
 • Reactions • Language terms • Your languages • Teaching beliefs

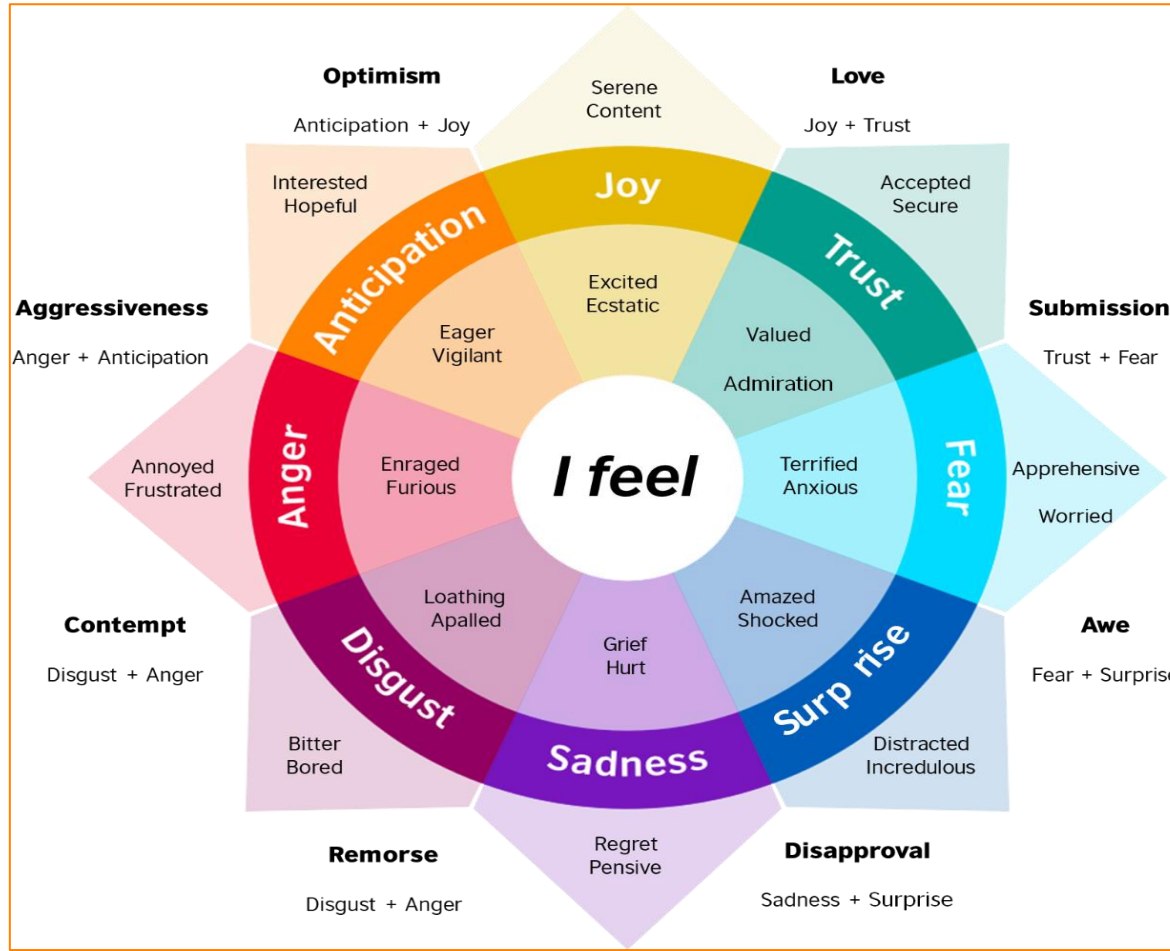| **What does this mean for our context** |
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• Teaching contexts
• Class profiles
• Teaching strategies
• Learner beliefs and expectations
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Session overview

To introduce and explore terms and beliefs on using learners' (other) languages in ELT

- Consider initial reactions and rationale

- Explore terms for describing linguistic profiles and language

- Describe our own languages and learning experience

- Identify current teaching beliefs in relation to using learners' languages

Initial reactions to a plurilingual approach

Why?.... What could be reasons behind your emotions?

Language terms

Monolingual

Bilingual

Multilingual

Plurilingual

A. I grew up with a Japanese-speaking father and an English-speaking mother. I learned both languages at home and at school and am fully proficient in both.

B. Where I grew up, French and Arabic were the official languages, and I can speak both fluently. I started learning English in lessons at Primary school, and I can now speak that fluently too.

C. I spoke Romanian until I was 6 when I moved to Mozambique. I continue to speak some Romanian at home but have become more proficient and fluent in Portuguese as it was the language of study from school to university. I have a comfortable proficiency in English due to English-speaking friends and media, and I can communicate quite well in Makhuwa, which I picked up living here.

D. I learned English from birth. Whilst I know some basic phrases in Spanish and German, I wouldn't say I have any degree of proficiency in another language.

Language terms

Bilingual
(proficient in 2 languages)

A. I grew up with a Japanese-speaking father and an English-speaking mother. I learned both languages at home and at school and am fully proficient in both.

Multilingual
(proficient in several languages).

B. Where I grew up, French and Arabic were the official languages, and I can speak both fluently. I started learning English in lessons at Primary school, and I can now speak that fluently too.

Plurilingual
(Varying degrees of proficiency in several languages)

C. I spoke Romanian until I was 6 when I moved to Mozambique. I continue to speak some Romanian at home but have become more proficient and fluent in Portuguese as it was the language of study from school to university. I have a comfortable proficiency in English due to English-speaking friends and media, and I can communicate quite well in Makhuwa, which I picked up living here.

Monolingual
(Proficient in one language)

D. I learned English from birth. Whilst I know some basic phrases in Spanish and German, I wouldn't say I have any degree of proficiency in another language.

Language terms

L1/L2   first language/second language   additional language

other language   native language   mother tongue dominant language

home language   own language   foreign language

- How easy is to apply these terms to the languages of the four people?

- Why might some terms be considered problematic or not relevant these days?

- Why might the term learners' languages or 'other' languages be more suitable?

Your languages

Complete the table in your handout

Language	How I learned/ am learning it	What I use it for/ can do in it

	How did I learn it?	What can I do in it?
English	From birth + family/ friends, education, reading..	Pretty much everything I want to!
Welsh	Primary School **in Wales** – 1984-89 **Welsh lessons**, exposure to signage, media/radio, TV	Sing songs, poems, minimal transactional conversation- greetings, numbers etc..
French	International school **(IGCSE)** in **Seychelles** 1991-93 **Working in France** –2001-05 noticing/ the need to communicate – still **visiting** regularly now	Good reading and listening comprehension Minimal communication in conversations (improves after time)
Spanish	Some classes, **living and working in Mexico 2007-17 and Spain 2019 +** noticing/ comparing to English/ French	Confidently communicate in almost all situations (receptive and productive)
Catalan	**Self-access 2022+** (Duolingo – translation) comparing to Spanish/ French, English. Noticing/ exposure from **living in Catalunya**	Transactional (planned) conversations Read most things (emails/leaflets/ books etc) Understand when in familiar contexts

Our languages

- Using the terms from the previous section how would you describe yourself and the languages you know?

- As a language learner, how did you use your other language(s) to help you learn new ones?

- To what extent does this reflect the approach and techniques you use to teach languages?

Teaching beliefs

Think about when you started teaching and compare what you do now.

- How has your general teaching approach evolved? What do you differently now? What is the same?

- What has influenced any changes in your teaching style and beliefs?

Teaching beliefs- using other languages

To what extent to you identify/agree with the teacher comments in your handout?

Inclusion of other languages adds more cultural awareness and respect for others to lessons and increases rapport and curiosity. It empowers learners and allows them to understand that all languages are valuable, not just English.

It creates a laziness amongst students who can just ask the teacher what a word is in their language instead of actively thinking about the context.

Your beliefs and influences

How would you summarise your teaching beliefs about using other languages in ELT?

What has influenced your views/beliefs towards using other languages in English teaching and learning?

To what extent are your current beliefs aligned with the methodological shift in ELT?

Reflection

How could you use/adapt the activities from this session with your learners?

What would you like to find out more about at this stage?

Background reading task

- Select a couple of articles, resources or research papers to read from the reading list in your handout
- Make notes on any takeaways from your reading below. *(e.g. What did you learn? Any new teaching ideas? Anything you are not sure about? etc)*

- Share your reading with others. Where possible, you could select the same resource(s) as a colleague and arrange a time to discuss your reading together

Session overview

To explore the nature of our context and possible strategies for using learners' (other) languages

- Describe different contexts and class profiles

- Explore some possible teaching strategies for making use of learners' languages

- Identify potential strategies which are relevant for our context and manage customer expectations

Judicious use….

…..making thoughtful and principled, planned or reactive decisions, **(based on contextual factors)** to use learners' other languages as a resource when it benefits or improves the teaching and learning experience and environment.

Teaching contexts

	Learners	Teachers
A	There is no shared language. All or most learners have different languages	• Doesn't have any proficiency in any of the languages of their learners. • Has proficiency in a language of one or two learners
B	Some learners or groups of learners share languages	• Has proficiency in one or some of the shared languages. • Doesn't have any proficiency in any languages of their learners
C	All learners share a common language. (Monolingual)	• Has some level of proficiency in the shared language of their learners. • Doesn't have any proficiency in the shared language of their learners.

Which context(s) reflect the classes you teach?

What other factors might influence a teacher's decisions on if, when and how to make judicious use of learners' languages in English teaching and learning?

Class profiles

Select one or two of your classes and complete the information in **part A**

A	**Language(s) known by learners**	
	Language(s) known by teacher	
	Age of learners	
	English level of learners	
	Course type *(e.g Exam prep,General English)*	

Teaching strategies

There are many teaching strategies to include, not exclude, learners' languages in English language teaching and learning whilst **maintaining English as the main focus/ language of the classroom.** Below are some examples. These are illustrative of ways in which other languages <u>could</u> be used, rather than <u>should</u> be used.

1. Acknowledging other languages	2. Reflecting on learning	3.Generating ideas	4.Project work	5.Codeswitching
6.Multilingual word lists	7. Other-language moments	8. Multilingual materials	9. Rehearse-repeat	10. Homework translation

Read the strategies and for each one:

- Consider which linguistic context(s) it could be used/adapted for (A,B,C)

- Identify its suitability for different ages and levels.

- Decide the extent to it reflects planned or reactive decisions for use.

Teaching strategies

- Have you as teacher used any of these?

- Have you noticed your learners using/doing any of these?

- Do you have any other strategies you'd like to share?

Class profiles

Look back at your class profile(s). Complete **part B** with some strategies that you might consider using with your learners

A	Language(s) known by learners	
	Language(s) known by teacher	
	Age of learners	
	English level of learners	
	Course type *(e.g Exam prep,General English)*	
B	Strategies I could use with these learners	

Learner beliefs and expectations

"*We would be unwise to underestimate the significance of the students' beliefs about the most effective language teaching methodology for them, even if these beliefs are not informed by the insights of applied linguistics*"

(Kerr, 2014:4)

- To what extent do you think learners/ parents in our context hold English-only beliefs/expectations?
- What are your assumptions based on?

Our customers

Read the real examples of feedback from learners and parents.

- To what extent do they reflect your experience or assumptions?

Parents	Adult learners
(my daughter) doesn't understand and can't follow since the lessons are only in English	*completely teaching English at level a1 or a2 is not suitable*
.the rule to speak 100% in English generated frustrations, especially in moments when it is obvious that the student does not understand	*I strongly believe that it is better to think in English without my mother language, as it can help me improve faster*
…try to translate for students who cannot understand certain English explanations from teachers, especially those who start lessons directly at the age of 14.	*. I used some XX, but it was a little uncomfortable to see them {teacher} tell me not to use XX with an expression on their face that said they didn't like it*
whether kids understand or not, kids and the teacher should deal with it all in english i think	*(I would like)..explaining parts in XX language after explaining them in the English language to understand the meaning more*

Possible strategies

- Do you have any advice or teaching strategies for addressing or responding to any of the comments and their underlying beliefs/expectations?

Possible strategies- parents/YLs

Parents who want teachers to only use English with their child. *whether kids understand or not, kids and the teacher should deal with it all in english i think*	Depends on teacher proficiency in learners' language. Rationale for teacher using OL communicated to parents when needed (e.g ,meetings, reports, tutorials)
Parents who want their child to only use English. *her teacher never mentioned to student do not speak mother language. it was one of the point of dissatisfied for me, children need to understand what is effective way for themselves*	Rationale/benefits of learners using OL are communicated to parents through in some way e.g. meetings or homework tasks (e.g. 6. *Word lists, 8. Multilingual materials, 10. Homework translation*) Learners are paired with those who mostly use English (e.g. *4. Project work*)
Parents who don't mind OL use but want teachers to monitor its use. *my kids felt excluded as they were the only non XX kids. it's completely natural for the kids to gather together and speak their mother tongue but i wish the teachers / staffs would have done something to make them feel better*	Create awareness/ valuing of all learners; languages *(e.g.1. Acknowledging OL)* Negotiating OL use with learners (e.g. *7. Other-language moments*) Help learners make principled use of OL **(e**.g.- *6. Word lists, 2. reflecting on learning, 3 generating ideas, 9, rehearse-repeat)*
Parents who want the teacher to use some OL to support their child when needed. *…try to translate for students who cannot understand certain English explanations from teachers, especially those who start lessons directly at the age of 14.*	Create awareness and valuing of learners; languages *(e.g.1. Acknowledging OL)* Not penalising learners for some use of OL *(e.g. 5. Code-switching)* Help learners make principled use of OL **(e**.g.- *6. Word lists, 2. reflecting on learning, 3 generating ideas, 9, rehearse-repeat)* Parents are involved through homework tasks (e.g. 6. *Word lists, 8. Multilingual materials, 10. Homework translation*)
Parents who want a plurilingual approach for their child (e.g. lower levels) *I think that the methodology could be improved for children who are coming into contact with the language for the first time…* *my daughter) doesn't understand and can't follow since the lessons are only in English* *.the rule to speak 100% in English generated frustrations, especially in moments when it is obvious that the student does not understand*	Any of the strategies could be used.

Possible strategies- adult learners (and YLs)

Learners who only want to use English *I strongly believe that it is better to think in English without my mother language, as it can help me improve faster* *From my point of view using English is the most significant and effective way to improve and understand English*	Learners use English instead of OL when given the choice (**e**.g.- *2. reflecting on learning, 3 generating ideas, 9, rehearse-repeat*) Learners are paired with others who also want to only use English (e.g. *4. Project work*) Learners do any of the strategies but only use English. Still value all learners' languages (e.g. *1. Acknowledging OL*)
Learners who would like primarily English, but don't mind some principled use of OL *I think the use of English in class should be more strictly observed. I chose this place to give as many opportunities as possible to use English, so please take this into consideration when conducting classes*	**As above**, but also: Negotiating OL use with learners (e.g. *7. Other-language moments*) Doing 'metacognition training' where learners identify/discuss the role/ benefits of OL use to help them learn (e.g. *6. Word lists, 9. rehearse-repeat, 10. Homework translation*)
Teacher negatively responding to learners who'd like to be able to use OL *I used some XX, but it was a little uncomfortable to see them {teacher} tell me not to use XX with an expression on their face that said they didn't like it* *other students told the teacher "I don't understand, could I ask some colleague or you tell me in XX " and the teacher refused to do it…*	Create awareness/ valuing of all learners; languages (e.g. *1. Acknowledging OL*) Not penalising learners for some use of OL (e.g. *5. Code-switching*) Negotiating OL use with learners (e.g. *7. Other-language moments*)
Lower-level learners who would like to use OL for support and motivation *completely teaching English at level a1 or a2 is not suitable* *I think that in the aspect of someone who is just beginning to deal with the language you should be a little more flexible and help the student feel more motivated,*	Any of the strategies could be used
Learners who would like teachers to use OL to help learn and understand *(I would like)..explaining parts in XX language after explaining them in the English language to understand the meaning more*	Any of the strategies could be used

Reflection

- Reflect on your initial (emotional) reactions. Has anything changed? Why? Why not?

- What are three key points you are taking away from these sessions in relation to you and your teaching?