

IATEFL Edinburgh 2025

Principled plurilingual strategies for scaffolding learning in lower-proficiency classes

Huma Hasna Riaz Ahmed

Student Lingo Bingo

Objective

This activity helps teachers and learners reflect on how they use their languages in learning English, making them more aware of their metacognition.

Instructions

- Give each student a printed or digital bingo card.
- Students tick, highlight, or sticker the squares that apply to their language use until they make a horizontal, vertical or diagonal line.
- Students mingle and discuss which boxes they ticked, what was new, and any surprising strategies.
- Students choose strategies that can support learning in the classroom.

I think in my language before I speak in English.



Free space:

I mix English and my language when speaking with friends.



I write down new English words with their meaning in my language.



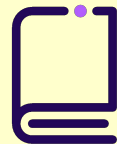
I use my language to understand difficult words.



I learn English grammar using my own language's grammar.



I read bilingual books and stories.



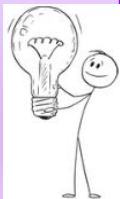
I feel more confident when I connect English to my language.



I mix my language and English when making notes.

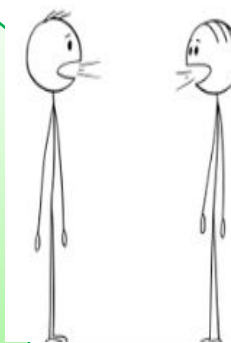


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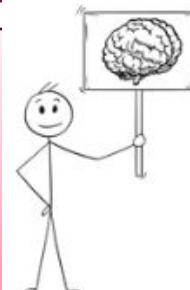
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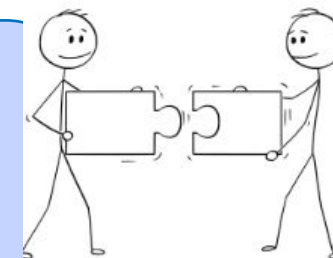
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