

Resources to support linguistically and culturally inclusive practices in primary and secondary schools

Introduction

Reflecting increasing linguistic and cultural diversity in society, our mainstream schools and classrooms are places where many languages exist but all too often are rarely heard. With a main focus being to develop proficiency in English, children's home languages have generally been viewed as an impediment to this goal and useful only in the process of transitioning to English. We now know that such a stance is misguided and a missed opportunity not only for bilingual learners but for all students. Whilst in the past schools and teachers have lacked understanding of how linguistically and culturally inclusive practices might be implemented, the list of resources gathered below shows clearly that the situation is changing across the world and that advice and support are available for those wishing to introduce multilingual principles and practices in their schools.

Annotated resource list

Association for Language Learning (ALL) Literature Project

The site provides guidance and resources for learning languages through literary texts.

<http://all-literature.wikidot.com/>

Coalition of Community-Based Heritage Language Schools (CBHL)

US initiative, established in 2012, aiming to 'connect, support and advocate for community-based heritage language schools'. The website provides resources for teachers and parents.

<https://www.heritagelanguageschools.org/coalition/article/195329>

Comparons nos langues

An approach which involves students in comparing languages and cultures spoken in the class in order to develop language awareness.

<https://www.reseau-canope.fr/bsd/sequence.aspx?bloc=481293>

Creative Multilingualism

This project is based on a set of principles set out in 'Creative Multilingualism: A Manifesto'

<https://www.creativeml.ox.ac.uk/creative-multilingualism-manifesto/>

A range of resources were developed through the project including:

- Creativity and learning modules
- Multilingual poetry teaching guides
- Multilingual performance project drawing on Mantle of the Expert drama activities

<https://www.mantleoftheexpert.com>

- Teaching guides to create short films in any language
- Translation guides

<http://www.creativeml.ox.ac.uk/>

Critical Connections: Multilingual Digital Storytelling Project

Launched in 2012 by Goldsmiths, University of London, this international project enables young people to create and share digital stories in a range of languages. Based on an integrated and inclusive view of language and literacy learning it involves students learning foreign and heritage languages as well as EAL and English mother tongue. The approach is compatible with Project Based Language Learning (PBLL) and CLIL and draws

creatively on a range of arts-based practices (drama, music and dance, visual art and poetry as well as film).

<https://goldsmithsmdst.com>

Various resources as well as a film archive are housed on the website including a detailed 'Handbook for Teachers'.

<https://goldsmithsmdst.wordpress.com/handbook/>

CUNY-NSIEB Initiative on Emergent Bilinguals

Based on belief that schools should develop 'ecologies of bilingualism that build on home language practices of their students' this is a wide-ranging research-based initiative. The site houses a wide range of material including 'Translanguaging: A CUNY-NSIEB Guide for Educators' which is supported by a set of videos.

<https://www.cuny-nysieb.org/#>

Edition bi:libri

Children's bilingual stories relating to universal themes such as otherness, belonging, friendship and individuality.

<https://www.edition-bilibri.com>

Elodil (Éveil au Langage et Ouverture à la Diversité Linguistique)

Variety of activities to promote students' awareness of language and appreciation of linguistic diversity

<http://www.elodil.com/>

FREPA/CARAP

European Centre for Modern Languages (ECML) initiative focussed on plurilingual and intercultural competences. Includes descriptors and teaching materials.

<https://carap.ecml.at/Accueil/tabid/3577/language/en-GB/Default.aspx>

Heritage Language Exchange (HLX)

Focused on issues of practice, the Heritage Language Exchange aims to be a hub of resources for HL teachers and programs from all languages and levels of education.

<https://www.hlchange.com>

International Children's Digital Library

Historical and contemporary books from around the world. Multiple languages.

<http://www.childrenslibrary.org>

International Languages: ILE Program (2012 Resource Guide)

This resource guide, written by Constantine Ioannou, with ILEA (International Educators' Association), Ontario, Canada, describes how ILE (International Language Organizations, for us, community-based heritage language schools), can build and sustain the key features of these schools. It contains much useful advice.

<http://www.edugains.ca/resources/ILE/ResourceGuide/MergedResourceGuide.pdf>

Language Friendly School

A Language Friendly School is a school that welcomes everyone and values all languages spoken by the students, parents and staff. It aims to become linguistically and culturally inclusive by interweaving the values of languages into the fabric of the whole school.

There is a growing global network of language friendly schools located in the Netherlands, Canada and a number of other countries:

<https://languagefriendllyschool.org>

A useful roadmap for becoming a language friendly school is provided on the website:
<https://languagefriendllyschool.org/wp-content/uploads/2021/02/Becoming-a-language-Friendly-School.pdf>

Becoming a language friendly school: Silver Creek School (Ontario, Canada)
<https://www.youtube.com/watch?v=PSWdKg8RctI>

Language Lizard

Dual-language books, CDs and posters in English with a choice of over 40 other languages. Emphasis on world cultures and traditions.

<https://www.languagelizard.com>

Language of the Month

A set of tried and tested activities developed at Newbury Park Primary School

<http://www.ealhighland.org.uk/language-of-the-month/>

Lost Wor(l)ds

This project provides teachers with ideas and tools to integrate multilingualism into the classroom across the curriculum and to develop pupils' 'language awareness'.

It includes stimulating activities which take a multilingual approach to exploring nature.

<https://www.multilingualism-in-schools.net/about-us/>

The LUCIDE Project

A large-scale European project (2011-2014) focussed on urban languages and multilingual citizen communities. An important outcome was the Lucide project toolkit which provides practical guidance on multilingualism in education.

https://www.schooleducationgateway.eu/files/esl/downloads/92_LUCIDE_Toolkit.pdf

Maledive: Teaching the language of schooling in the context of diversity

European Centre for Modern Languages (ECML) initiative providing ideas and information about plurilingual approaches.

<https://maledive.ecml.at>

Mantra Lingua

Established bilingual book publisher. Much useful advice in Blog section. See also book by Raymonde Sneddon below.

<https://uk.mantralingua.com>

Marille: Majority language in multilingual settings

European Centre for Modern Languages (ECML) initiative on developing plurilingual education. Includes practical examples, checklists for teachers or teacher educators.

<https://www.ecml.at/ECML-Programme/Programme2008-2011/Majoritylanguageinmultilingualsettings/tabid/5451/Default.aspx>

Multilingual Families

A European Union funded education project that supports and informs immigrant or multilingual parents how and why to raise their children multilingually in an informal setting and has produced resources for:

- Families
- Teachers & stakeholders
- Children

<http://www.multilingual-families.eu>

Multilingual Families Project

Activities to support multilingualism at school.

<https://www.skolapelican.com/wp-content/uploads/2015/05/Activities-to-support-multilingualism-at-school.pdf>

Multilingual Manchester

A project launched in 2010 to investigate and support linguistic diversity in Manchester. The website houses a wealth of resources.

<http://mlm.humanities.manchester.ac.uk>

National Heritage Language Resource Center (NHLRC)

Based at the University of California, Los Angeles (UCLA), the centre aims to develop effective pedagogical approaches to teaching heritage language learners, both by creating a research base and by pursuing curriculum design, materials development, and teacher education.

<https://nhlrc.ucla.edu/nhlrc/home>

Native Scientist

Seeks to enable young people from diverse backgrounds to access high quality science education through a range of languages.

<https://www.nativescientist.com>

Open language (Sydney Institute for Community Language Education – SICLE)

Resource portal for a range of languages including Arabic, Greek, Hindi, Japanese, Korean, Persian, Panjabi, Tamil, Turkish and Vietnamese.

<http://openlanguage.org.au>

PlurCur

European Centre for Modern Languages (ECML) initiative with case studies on whole school approaches to plurilingualism, including project plans from pilot schools

<https://www.ecml.at/ECML-Programme/Programme2012-2015/PlurCur/tabid/1750/language/en-GB/Default.aspx>

Polish (/Multilingualism) through Art

Supported by Scotland's National Centre for Languages (SCILT) the Polish through Art project, developed in collaboration with Bilingualism Matters, showcases through art, a multilingual approach to language teaching.

<https://scilt.org.uk/PolishthroughArt/tabid/8517/Default.aspx>

Reading A-Z

Wealth of books to support learning in Spanish, French, Polish, Ukrainian, Vietnamese and English.

<https://www.readinga-z.com/worldlanguages/>

Scoil Bhríde primary school, Dublin

Language and Languages in the Primary School: Some guidelines for teachers. (David Little and Déirdre Kirwan, 2021)

Based on groundbreaking work at Scoil Bhríde primary school, Dublin, these guidelines by David Little and Déirdre Kirwan are aimed at primary school teachers and principles. They are designed to help respond to the challenges of the Primary Language Curriculum,

include the home languages of EAL pupils in the activities of classrooms, and develop pupils' intercultural learning:

<https://virtulapp.eu/new-publication-with-guidelines-for-primary-teachers/>

See also recent book by David Little and Déirdre Kirwan (2019) *Engaging with Linguistic Diversity – A Study of Educational Inclusion in an Irish Primary School*. London: Bloomsbury.

Déirdre Kirwan (2020) Converting Plurilingual Skills into Educational Capital. *Learn: The Journal of the Irish Learning Support Association*, pp.35-55.:

<https://ilsa.ie/wp-content/uploads/2020/03/Learn-Journal-2020-13.3.20.pdf#page=36>

Unite for Literacy

Picture books narrated in 35 languages.

<https://www.uniteforliteracy.com>

We Are Multilingual

A range of resources arising from the Education Strand of the MEITS (Multilingualism Empowering Individuals Transforming Societies) project. The aim is to develop awareness of multilingualism and a sense of pride in multilingual repertoires.

<https://www.wamcam.org>

The World of Languages and Languages of the World (WOLLOW)

Recognising the diverse range of languages spoken by school students, WOLLOW is about exploring and understanding connections between languages.

<https://theworldoflanguages.co.uk>

You Are Special

Dual-language children's books combining English with over 50 other languages.

<https://www.youarespecial.com>

YouTube

To access stories, songs and more in any language simply type in the name of the language + stories/songs/etc

<https://www.youtube.com>

Publications

Anderson, J. & Chung, Y-C. (2011). *Arts-based creativity in the community languages classroom: A professional development resource*. London: Goldsmiths, University of London.

<http://www.gold.ac.uk/clcl/multilingual-learning/creativity/booklet/#d.en.26692>

Anderson, J., Macleroy, V. & Chung, Y-C. (2014) *Critical connections: Multilingual digital storytelling project. Handbook for teachers*. London: Goldsmiths, University of London.

<https://goldsmithsmdst.wordpress.com/handbook/>

Auger, N. and Le Pichon-Vorstman, E. (2021) *Défis et richesses des classes multilingues: Construire des ponts entre les cultures*. Paris: ESF Sciences Humaines.

Brown, K. and Brown, M. (Eds) (2003) *Reflections on Citizenship in a Multilingual World*. London: CILT.

Chumak-Horbatsch, R. (2019) *Using Linguistically Appropriate Practice: A Guide for Teaching in Multilingual Classrooms*. Bristol: Multilingual Matters.

Datta, M. and Pomphrey, C. (2004) *A World of Languages – Developing Children's Love of Languages*. London CILT.

Hélot, C., Sneddon, R. and Daly, N. (2014) *Children's Literature in Multilingual Classrooms: From multiliteracy to multimodality*. Stoke on Trent: Trentham Books.

Janks, H. (2013) *Doing Critical Literacy: Texts and Activities for Students and Teachers*. New York: Routledge.

Kohl, K., Dudrah, R., Gosler, A., Graham, S., Maiden, M., Ouyang, W. and Reynolds, M. (eds) (2020) *Creative Multilingualism: A Manifesto*. Cambridge, UK: Open Book Publishers.

<https://www.openbookpublishers.com/product/1166>

Sneddon, R. (2009) *Bilingual books – biliterate children: learning to read through dual language books*. Stoke-on-Trent: Trentham.