



## Resources to support linguistically and culturally inclusive practices in primary and secondary schools (2024)

### 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 (PBL) 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/>

Online CPD resource

<https://goldsmithsmdst.com/online-workshops-for-critical-connections/>

### **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.

<https://cesba.com/international-languages-elementary-ile-program-2012-resource-guide/>

### **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://languagefriendlyschool.org>

A useful roadmap for becoming a language friendly school is provided on the website:

<https://languagefriendlyschool.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/>

### **Living Heritage**

Council of Europe / European Union initiative about the stories of people and places over time drawing connections between recognising, safeguarding and promoting intangible cultural heritage.

<https://www.europeanheritagedays.com/Shared-Theme/Living-Heritage-2023>

The brochure 'European Heritage Days 2023: Living Heritage' lists a range of activities under the headings 'Creativity', 'Communities' and 'Nature and Place'.

<https://www.europeanheritagedays.com/sites/default/files/2023-02/EHD%20Living%20Heritage%20English%20Web.pdf>

See also UNESCO Intangible Cultural Heritage site.

<https://ich.unesco.org/en/home>

### **Lost Wor(I)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/>

### **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 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>

### **Permission to Speak: Amplifying Marginalised Voices Through Languages**

Resources created by Pearson in collaboration with the Association for Language Learning SIG 'Decolonising the MFL Curriculum'.

<https://www.pearson.com/en-gb/schools/subject-resources/modern-languages/why-languages-matter/diversity-and-inclusion/permission-to-speak.html>

### **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>

### **Multilingualism through Art: Materials for Primary and Complementary School Teachers and Learners**

Developed by colleagues at the University of Glasgow, Scotland's National Centre for Languages (SCILT), the University of Strathclyde and Bilingualism Matters, this set of activities uses art 'as a content, medium and method for young people to explore who they are, how they can communicate multilingually, and how they build positive attitudes towards languages and language learning'.

[https://multilingualismthroughart.files.wordpress.com/2024/01/cards\\_digital\\_final.pdf](https://multilingualismthroughart.files.wordpress.com/2024/01/cards_digital_final.pdf)

### **Polish 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.:

### **Support for multilingual families at home: Time together booklet**

A colourful and easy-to-read guide that is full of suggestions for how parents can support their young child's learning at home. It has been translated into 22 different languages for you to share with the multilingual families in your setting or community.

<https://literacytrust.org.uk/resources/time-together-multilingual-families/>

### **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.

Heugh, K., French, M., Armitage, J., Taylor-Leech, K., Billingham, N. and Ollerhead, S. (2019) *Using multilingual approaches: moving from theory to practice. A resource book of strategies, activities and projects for the classroom*. London: British Council.

[https://issuu.com/britishcouncilindia/docs/using\\_multilingual\\_approaches\\_resource\\_book](https://issuu.com/britishcouncilindia/docs/using_multilingual_approaches_resource_book)  
<https://learningportal.iiep.unesco.org/en/blog/promoting-multilingual-approaches-in-teaching-and-learning>

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.