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Multilingualism at school and in the classroom

How to deal with linguistic diversity at school and in the classroom: a continuum



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Foreword

In many countries and regions, global mobility and migration are creating a more diverse society, this is also seen in Flanders, the northern Dutch-speaking part of Belgium. This shift in population is ultimately reflected in the educational landscape as well. Students have great diversity in terms of ethnicity, talents, beliefs as well as languages. As a secondary school teacher, it is often a challenge to learn to **deal with this diversity**. Especially for NAM-students who arrive in the 'regular' school system. In primary education NAM-students are put in regular classes, and sometimes pulled out in order to give them extra Dutch lessons. In secondary education Belgium is giving the NAM-students 1 year of so-called 'OKAN'-classes (*Onthaalklas voor Anderstalige Nieuwkomers*, Reception Class for Multilingual Newcomers), with a dominant focus on the Dutch language. After that year they go to the 'regular' secondary schools. Especially for them, teachers need support on how to deal with second- or third-language acquisition and multilingualism.

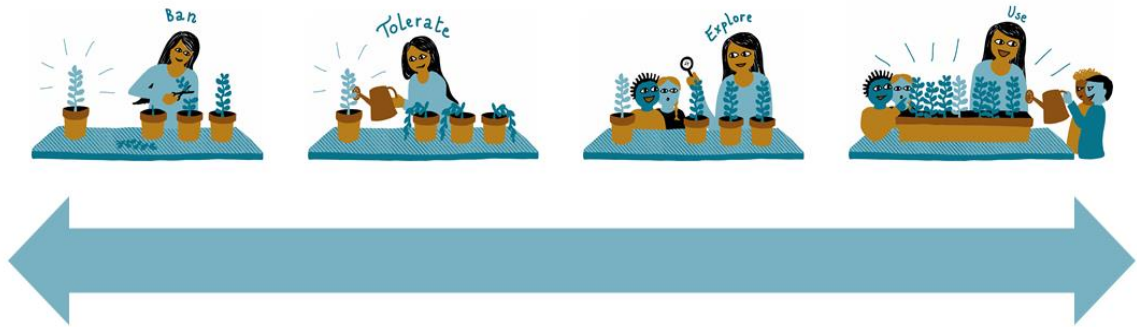
It is from this challenge that this document came about. Its purpose is to support the (future) secondary school teachers - whether you are still a student, have just entered the teaching profession or already have years of experience - in the **learning process of dealing with linguistic diversity** in your classroom and school. We try to do this using different tools, challenging you, for example, to reflect on your beliefs about the use of home language in school or classroom. In another tool, we encourage you to take small steps towards getting your multilingual students to use their home language in a functional way in order to learn from and in Dutch, being the instruction language in the Flemish education system.

In this document you will therefore find different **tools** that can help you as a teacher in this learning process. They come in different forms (e.g. a knowledge clip, statements game, form sheets, bingo, etc.) and are divided into four profiles. We also refer to another document about the "**Language passport**". The language passport is a kind of mind map which invites and challenges students to visualize their language repertoire.

The tools are written for the teachers of the Flemish schools, so their **context** might be very different from the ones outside Flanders. So if we write about 'Dutch', you might replace this with your instruction language. We believe that, despite different contexts, you will find new ideas in the tools we offer.

We wish you a lot of inspiration!

Four profiles: a continuum



The baseline of this document is a **continuum regarding openness towards multilingualism in school and in the classroom**. This continuum indicates, through **four profiles**, how you as a teacher stand towards linguistic diversity at school and in the classroom. The profiles are as follows, from left to right:

- prohibiting / banning
- tolerating
- exploring
- exploiting

Because these are on a continuum, it is possible to move between these four profiles. So it can also happen that you find yourself between two profiles during your learning process.

It is also important not to regard these four profiles as four demarcated units. After all, as a teacher you may allow your students to briefly explain something to each other in their home language ('use'), but otherwise require them to speak Dutch as much as possible in your lesson during formal and informal moments ('tolerate').



On the teacher's table, there are several plants on display. However, she decides to maintain the left-hand plant and let it flourish, while cutting down the others and thus preventing them from growing.

'Banning', 'prohibiting' includes those teachers who ignore linguistic diversity and consequently follow the monolingual policy established by the Flemish government - and thus perhaps also by the school. They push Dutch as the only allowed language at school and in the classroom and exclude students' home languages from school and classroom life. They also often comment and sometimes even punish if they hear someone speaking their home language.

We developed a tool for this profile: a **statement game**. However, be sure to also take a look at the tools for the other profiles. And vice versa: it can be an added value to go through and use the tools belonging to this profile.

In the statement game, you are presented with lots of statements that you can cut out and bundle together to make a stack of cards. On the back of each card is a short explanation of the relevant statement, which can serve as extra food for thought, but also sometimes a reference to a particular publication.

Game of scaffolds/statements

Multilingualism is a reality. In fact, you could also say that each of us is multilingual. Indeed, **we all have different linguistic repertoires** that we use flexibly depending on the (social) context. For example, a person from a certain city will speak the local dialect, but when he or she is a teacher in the classroom, he or she might use Standard Dutch or the intermediate language.

However, multilingualism is often perceived in the educational landscape as something purely related to non-native youngsters. In doing so, schools as well as the Flemish government often distinguish between prestigious languages (e.g. French, English, Spanish and German) and less prestigious languages (e.g. Urdu, Swahili, Pashtu and Ukrainian). While the multilingualism of these

prestigious languages is promoted at school - and more widely, the multilingualism of these less prestigious languages is promoted little to not at all, and these multilingual learners can sometimes even be sanctioned for using their home language. This is because there is a widespread assumption that using the home or mother tongue at school interferes with language acquisition in Dutch. There are numerous other assumptions that are often assumed to be true.

With the help of this tool, we want to encourage you as a teacher to discuss the topic of 'multilingualism at school and in the classroom' together with your (professional) colleagues. What are your **convictions and motivations**? What are your views on the place of languages in education? In your opinion, does the development of the home language stand in the way of language acquisition in Dutch? Think, share and discover because it is by interacting on this topic with your colleagues, that you take the first step towards dealing with the linguistic diversity present.

The statement game consists of a series of statements that you can cut out and put together to form a stack of cards. On the back of each statement you will find a short explanation of the statement in question. You will occasionally find a reference to a publication for more information (see Bibliography). The statements are based on a recent academic study (see <https://www.tandfonline.com/doi/full/10.1080/13670050.2015.1102860>), a survey of student teachers' linguistic beliefs following an internship assignment and a questionnaire for educational professionals.

Variations

You can also deal with the propositions using other methods. You can use one of the following variants:

- Have your colleagues take a position after (reading aloud) the statement in order to get a clear overview, which can serve as the start of the conversation. You can also make this broader, projecting the propositions and visualising the scale - and position-taking - by placing them in different corners of the room.
 - Use the 'conversation with an open chair' working form. Have your colleagues sit in a circle, but leave one or two chairs free. The idea here is that the people in the circle engage in a conversation about the proposition, while people outside the circle get the chance to observe and think along. Consequently, if they want, they may join the interaction by putting themselves in an open seat.
-

References used in the statements (mostly Dutch resources)

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- (9) Vernimmen, J. (2021). “Streektaal is onderwijstaal”: de ruimte voor thuis- of moedertalen op school in het licht van de taalwetgeving en de grondwettelijke taalvrijheid. *Tijdschrift voor Onderwijsrecht en Onderwijsbeleid*, 5, 468–479.

Cut these statements out and bundle them together to form a deck of cards. Print the statements recto-verso.

Statements (1-5)

Students with migrant backgrounds speak only - or mainly - their mother tongue at home.

Multilingual students may speak a language other than Dutch during formal learning moments: during a group assignment, when a student explains in another language to a fellow student who does not understand something, etc.

When students speak a language other than Dutch at school, this will have a negative impact on their acquisition of Dutch and consequently on their development and school success.

Knowledge in the dominant language in education guarantees success at school.

Students (and parents) who speak a language other than the dominant language should be immersed in Dutch as early as possible.

Statements (1-5) – what research tells us

On the contrary, it is more **multilayered, dynamic and complex** than assumed. According to research (1), these students speak Dutch most often with friends outside school, but also do so with siblings and teachers. When they speak Dutch with one family member at home, they are also more likely to speak Dutch with other family members.

Speaking the home or mother tongue during formal learning moments can help the multilingual learner process the learning content (in a deeper way). So by allowing this, you allow learners to use their language in a functional way to achieve learning, which is called **Functional Multilingual Learning** (2).

The language acquisition process is a very capricious and individual process. In multilingual learners, language acquisition can occur through two processes. In **simultaneous multilingualism**, the learner acquires several languages simultaneously from birth. **Successive multilingualism** is when the student acquires a second language only later. Transfer occurs because this language acquisition process of the second language builds on the common characteristics between the second language and his or her home language. Furthermore, it sometimes happens that multilingual learners start mixing languages in a conversation, also called translanguageing. This is often perceived as a lack of control over these languages, although this is a very normal phenomenon. Indeed, it indicates that learners are exploring their language options.

Early second language acquisition is important for students' development and school success. However, this does not mean that we should only focus on the use of Dutch. Research (3) indeed shows that supporting the first language, and thus high literacy in this language, correlates strongly positively with second language acquisition. Here, Jim Cummins (3) talks about the **iceberg model**, where the different tops of the iceberg represent the languages spoken by the learner. Here, not every top is the same height; this depends, among other things, on its use. Below these iceberg tops, however, there is a central reservoir of knowledge where the input the learner receives when learning a language enters this reservoir. This reservoir ensures that when learning a second language, you continue to build on the foundations of the first language that are already present in this reservoir of knowledge.

Although the language immersion model is a widely used model in Flanders, there is a lack of research focusing on the Flemish context that supports this immersion. Thereby, the Flemish government also does not commit to experimental programmes, whereas it used to do so. In addition, recent Flemish research (4 and 5) shows that the achievement gap between students with a migrant background and Belgian students decreases in schools that pursue a multicultural policy. That is, these schools with a **multicultural policy** focus on activities or lessons in which diversity - including cultural and linguistic diversity - is addressed. In schools where, among other things, the home language is banned, this achievement gap is actually perpetuated. The researchers indicate that the students' well-being has a lot to do with this: students will feel more at home and welcome at the school, which will make them perform better.

Cut these statements out and bundle them together to form a deck of cards. Print the statements recto-verso.

Statements (6 – 10)

Multilingual students may speak a language other than Dutch during informal moments at school and in the classroom: in the playground, in the corridors, on excursions, during lesson changes, wiping the blackboard, etc.

Parents of multilingual students should be encouraged to speak Dutch at home as much as possible.

As a teacher, I find it important to engage in language sensitisation in my own lesson(s).

As a teacher, I find it important to discuss with students their cultural and linguistic background in my lesson(s).

As a teacher, I find it important to take corrective and sanctioning action when a multilingual student speaks a language other than Dutch.

Statements (6 – 10) – what research tells us

If you prevent your multilingual students from conversing in their home language during informal moments, they will feel that they have to leave a piece of their identity at the school gate. Or as Jim Cummins (6) says: "**To reject a child's language in the school is to reject the child**". Consequently, this will not have beneficial effects on their self-confidence (1). Thereby, it may be a relief for them - if they wish - to converse briefly in the home language. Furthermore, there is a chance that students who speak the same language will seek each other out. This is perfectly normal. However, students will often spontaneously switch to Dutch or another common language themselves, so exclusion is hardly an issue, if at all (7).

Some believe that multilingual students should speak Dutch as much as possible so that their language acquisition will evolve positively. In doing so, they also sometimes encourage parents to speak in Dutch at home. This can certainly be an added value for the multilingual student, but only if the educators themselves have a **high level of literacy** in Dutch. This will give the youngsters a rich language input. If the educators themselves are insufficiently proficient in Dutch, this can actually have the **opposite effect**. Also remember here that the educators themselves may choose which language is spoken at home, so do not impose this on them. The home environment often remains a safe environment for all young people, and for multilingual students it can be equally beneficial to come home after a full school day in Dutch and be able to communicate in a language they feel most comfortable with at that moment.

Language sensitisation (8) involves exploring, recognising and appreciating other languages and cultures together with your students. The goal is therefore not to teach certain languages, but to develop in your students a positive attitude towards other languages and cultures - as well as their own socio-cultural background. By doing language sensitisation in your lessons - in a small- or large-scale way - you make your students sensitive to the different cultures and languages in the world. This can also be very pleasant for multilingual students. They get the feeling that they are welcome as a person in the classroom and school.

By talking to all your students, both 'monolingual' and multilingual, about their cultural and linguistic background, you, as a teacher, get a better idea of the **different linguistic repertoires** in your class. You can then use this information when preparing your instruction or exercises or spontaneously during the lesson. The students will also feel more valued because you show an explicit interest in their culture and language.

If you as a teacher take corrective and sanctioning action when a multilingual student speaks a language other than Dutch, you implicitly indicate that the home language of these students is not accepted at school. This makes it unlikely that the student will feel valued and appreciated at school, which will ultimately affect many other aspects of his school life.

□

Cut these statements out and bundle them together to form a deck of cards. Print the statements recto-verso.

Statements (11-14)

Developing the home language of multilingual students is as important as developing Dutch.

Using a student's home language can be a powerful tool for learning.

The school library should have books, magazines etc. in the different home languages of the students.

Every teacher has a duty to contribute to a school policy that pays attention to linguistic diversity.

Statements (11-14) – what research tells us

According to **Jim Cummins' iceberg model** (3), every learner contains a central reservoir of knowledge in which the input when learning any language is stored. When a multilingual learner learns a second language, it builds on the foundations of the first language already present in this knowledge reservoir. In short, literacy in the first language can serve as a lever for second language acquisition. This therefore makes it important not to deny the home language of multilingual learners.

According to **Jim Cummins' iceberg model** (3), literacy in the first language can serve as a lever for second language acquisition. Consequently, during classroom activities, it can be of enormous added value for multilingual learners if they are allowed to use their home language to achieve learning, also called Functional Multilingual Learning (2).

Multilingualism is often seen as something that concerns only non-native youngsters. In doing so, schools, but also the Flemish government, implicitly make a distinction between **leading** (e.g. French, English, Spanish and German) and **less leading** languages (e.g. Urdu, Swahili, Pashtu and Ukrainian). As a school, you can already take a big step towards dealing with this cultural and linguistic diversity by e.g. providing the school library with a wide range of literature in different languages. When filling the library shelves, feel free to involve parents as well.

In Flanders, the instructional and target language is Dutch. As a result, Flemish education ministers prefer the use of Dutch in the school and classroom context. As a result, many schools adopt this **uni-lingual policy** and do not create room for (cultural) openness (9). As a teacher, however, you can choose to be a trigger for valuing and deploying the linguistic repertoires of your multilingual students in order to start a bottom-up movement - if necessary - and work towards a more **open and constructive language policy**.



Strongly disagree	Disagree	Agree	Strongly agree



On the teacher's table, several plants are on display. Yet she does not pay equal attention to all of them. She waters the plant on the left and makes it grow, while she allows the other plants to grow but does not maintain them.

In 'tolerate', you do not give any remarks or sanctions as a teacher and thus ignore or tolerate the use of the home language, especially at informal moments, such as in the playground, in the corridors or on an excursion.

Two tools have been developed for this profile:

- a roadmap 'establishing language agreements',
- a checklist 'multilingual lesson'.

However, be sure to also take a look at the tools for the other profiles. For the other profiles, too, it may be an added value to go through and use the tools belonging to this profile.

Tool - Establishing language agreements

Introduction

As a teacher, you can use this step-by-step plan to make **language agreements** with your students at the beginning of the school year concerning the use of their linguistic repertoires during both **formal and informal moments** in your classroom. However, we do not only focus on making these language agreements, but also on entering into conversation with your students about their cultural background and engaging with your colleagues and your students' parents.

Flemish research (Ramaut e.a., 2009-12) shows that if you allow your students' home language at school, they will be **strengthened in their self-confidence**. Nevertheless, even as a teacher it is important to make certain rules and agreements with your students about the use of the home language in the classroom. It is also very interesting - based on the self-determination theory (Deci e.a., 2012) - to give your students the autonomy to discuss and decide on these language agreements.

Tool

With these **examples of language agreements** and the **step-by-step plan**, we want to give you some guidance for jointly drawing up language agreements in your classroom. Although this tool contains only an example and a step-by-step plan, it is also recommended to interact with your students about their cultural - and therefore linguistic - background prior to this conversation.

In doing so, we also encourage you to convince your fellow teachers to do the same in their class. Furthermore - if a support base has been created among the teaching team - you can also enter into dialogue with other school actors to take a close look at the language policy and - if relevant - update it to an open and constructive language policy, in which the **recognition and appreciation of all languages and language varieties** is central.

The roadmap below consists of **six steps**, focusing on drawing up and discussing these agreements in class. A variant is to put your students in groups and let them draw up some language agreements themselves. In the next stage, you collect the agreements from all the groups, have each group articulate their thought behind them and finally vote as a class for the first list.

Step-by-step plan 'drawing up language agreements'

Step 1

- At the beginning of the school year, talk to your students about their cultural - and therefore linguistic - background to find out their starting situation.
- You can use tools such as a language passport or portfolio for this purpose

Step 2

- In addition to general classroom agreements, make language agreements/rules with your students about language use in the classroom. Involve them in this in an active way.
- Let them think about in which situations (e.g. during a group assignment, lesson change, etc.) and with whom these agreements would apply.
- Also ensure that the agreements prevent clique formation.

Step 3

- Write down these language agreements or have your students write them down and hang them up in the room so that they are clearly visible.
- Visualise these language agreements: be creative (drawing, film ...) and give them a nice design.
- Integrate in your own material, such as a PowerPoint presentation, symbols that indicate when your students may or may not use their linguistic repertoires (functionally).
- In group or individual assignments, also indicate (e.g. in the design of the assignment) when students may or may not use their linguistic repertoires.

Step 4

- Discuss your language agreements with your colleagues and motivate them to do the same.
- Also talk to the language coach, language policy coordinator, etc. about the language policy at school. The language agreements you make in your class can be a starting point for updating your school's language policy.

Step 5

- Inform the parents of your students about the language agreements you have made.
- This way, they are aware that you recognise and value their (home) language and/or language varieties.

Step 6

- Evaluate the agreements made with your students on a regular basis and adjust where necessary.

Example – The language agreements of our classroom

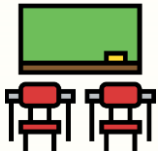


During informal moments

I may speak a language other than Dutch to a fellow student during the lesson change ...

... when wiping the blackboard, with the person sitting next to me in class, at the classroom door ...

... IF everyone in the conversation speaks the same language and therefore understands everything being said. So when a classmate joins who does not speak the language, we switch to Dutch.



During the lesson

I may speak a language other than Dutch during class in order to ...

... words, difficult sentences, the teacher's instruction etc. to explain to another student who has not understood properly.



During assignments in class

I may speak a language other than Dutch during group work in class ...

... IF it is about the lesson.

... IF the final result is in Dutch.

I may use a language other than Dutch during an individual assignment, for example when I ...

... make a diagram, mind map, summary etc. ...

... IF the final result is in Dutch.

Tool – Checklist ‘multilingual class’

This checklist, which you can complete both during preparation and after teaching a lesson, will help you achieve **effective classroom management**. The checklist focuses on the basic elements of control, pace, clarity and motivation, but also includes some items related to the linguistic diversity of your students. In other words, it is a checklist with a multilingual angle.

Managing a class is and remains one of the biggest challenges for - mainly - starting teachers. Moreover, problems in classroom management turn out to be one of the biggest causes of burn-out and dissatisfaction among teachers (Evertson e.a., 2013). To achieve effective classroom management - and positive outcomes with your students - it is important as a teacher to think about the following **four basic elements** both in preparation and during your lesson (Redant, 2015):

- **Control**: knowing what is happening in the classroom at all times.
- **Pace**: ensuring smooth transitions between teaching phases, keeping a sufficiently fast pace in your class activities, being mindful of tempo differences between students ...
- **Clarity**: ensure didactic clarity on the one hand (e.g. teaching objectives, clear lesson structure, clear instructions, etc.) and on the other hand make your expectations, rules of conduct, etc. explicit.
- **Motivation**: take measures to keep your students' attention and take into account factors, such as autonomy, involvement and competence (Deci e.a., 2012), which can influence your students' motivation.

Important here is also to take sufficient account of the cultural and linguistic diversity in your class. With the help of this checklist, we want to support you in creating an instructive, interactive, but above all effective classroom environment, taking into account the above basic elements as well as the cultural diversity present. In this way, you will (in)directly encourage your students to be task-oriented, which means they will be open to the work you assign them as a teacher.

For variation, you can choose to open your classroom door to your (subject) colleagues and complete this checklist together. This means taking turns observing one or more of each other's lessons in order to support each other in being teachers.

Checklist

Yes	No	irrel.	Control
-----	----	--------	---------

Have I positioned myself as much as possible during the lesson so that I have the whole class in my view?
 Have I reminded my students of the (made) (language) agreements that apply during my lesson?

.....

Yes	No	irrel.	Pace
-----	----	--------	------

Did I ensure smooth lesson transitions (e.g. a short but powerful entry to introduce the lesson topic)?
 Have I provided sufficient differentiated materials to meet all the teaching needs of my students?
 Have I thought in advance about where my pupils might experience difficulties and/or what questions they might ask?
 Have the pupils with the same home language been given the opportunity to clarify ambiguities with each other if necessary.
 Have the pupils with a home language other than Dutch been given the opportunity to make their preparation in a language of their choice in an individual assignment?

.....

Yes	No	irrel.	Clarity
-----	----	--------	---------

Have I clearly communicated my (lesson) goals to my students?
 Have I indicated the distinction between main and secondary issues?
 Have I provided clear instructions, questions and assignments?

.....

Yes	No	irrel.	Motivation
-----	----	--------	------------

Have I linked my topic to my students' interests, world and/or prior knowledge?
 Did I use different perspectives - besides Western ones - to bring up my lesson topic?
 Did I consider the linguistic diversity of my students when designing my own teaching materials?
 Did I invest in a positive teacher-pupil relationship during the lesson?
 Did I give my pupils some control and freedom in my lesson (e.g. when completing an assignment, choosing groups, etc.)?
 Have I encouraged and positively reinforced my pupils when they complete an assignment?
 Have I given my pupils the opportunity to show their ability in the lesson?
 Did I consider the three basic needs (autonomy, involvement and competence, e.g. by letting them think of an appropriate punishment themselves)?
 Have I positively reinforced the multilingualism of my multilingual pupils?

Yes	No	irrel.	Other
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Do I pay attention to my pupils' home language?
 Have I made links with other languages and cultures, whether or not your pupils' languages and cultures, at spontaneous moments during my lessons?
 Have I set tasks that are meaningful, authentic and challenging?
 Have I incorporated activating work forms in my lesson that encourage my pupils to learn more deeply?
 Have I used a variety of teaching methods in my lesson, e.g. to respond to differences among my pupils?
 In group assignments, have I ensured that pupils depend on each other to successfully complete the task (e.g. by means of a division of roles)?
 Have I designed/taught a lesson in which pupils have opportunities to interact with each other on the lesson topic or part of it?
 In group assignments, have pupils with the same home language been given opportunities to interact with each other in a language of their choice?

Give yourself a score out of 10 about your past lesson.

- o Why do you give yourself this score?
- o What are you really satisfied with?
- o What are you less satisfied with?

Look back at the elements on the checklist that you did not achieve ('no' or 'irrel.').

- o Why is this?
- o How can you make sure you do this next time?



On the table near the teacher, there are several plants on display. Not knowing much about these other plants, she decides to give them a clear place in the classroom and study them with the students.

'Exploring' includes teachers who value and make **visible the linguistic diversity** in their classrooms. They use this diversity to support their students' wellbeing and allow students to come into contact with other languages and cultures. In other words, there is language sensitisation.

Two tools were developed for this profile: a guide to draw up a language passport for your students (see separate document) and some teaching methods that allow teachers to use **Functional Multilingual Learning**. However, also take a look at the tools for the other profiles. Also for the other profiles it can be an added value to go through and use the tools belonging to this profile.

This part includes a number of **methods** you can use in your classroom practice. In addition, you can transform them into a form of work that appeals to the linguistic diversity of your students and allows them to use their home language effectively in order to learn. In other words, forms of work in which you put Functional Multilingual Learning at the centre.

Tool – Methods FML

Introduction







Exploring linguistic repertoires is a first step towards dealing with the linguistic diversity present. A next step is to allow students to use all their linguistic repertoires in the formal learning context in order to achieve learning.

In this tool, you will find numerous work forms or methods that you can use in your classroom practice, transforming them into work forms that address the linguistic diversity of your learners. The described teaching methods are categorised under one of the following headings:

1. **Paying attention to cultural diversity**
2. **Individual assignments**
3. **Duo or group assignments**

While in 'Paying attention to cultural diversity' you will see suggestions for **language sensitisation**, in 'individual assignments' and 'duo or group assignments' you will be given some methods in which Functional Multilingual Learning (FML) can be incorporated. The methods are largely based on “Het didactische werkvormenboek – variatie en differentiatie in de praktijk” (“The didactic book of working forms - variation and differentiation in practice”), Hoogeveen & Winkels (2014).

Each method is represented using the same **structure** (although not every section may be shown with the work forms displayed):

	What?	A description of the method.
	(dis)advantages	An overview of the strengths and weaknesses of the method.
	Process	An overview of the steps to follow for the activity.
	FML	A description of how to use the home language of the students in a functional way in this activity.
	Teaching subjects	A list of teaching subjects in which you can apply the tool.
	Extras	Some variants and further suggestions for the tool.

As a teacher, you often have to deal with many things at once, such as classroom management, guidance during an assignment, etc. With the help of this overview, we want to show you that as a (starting) teacher, by means of small adjustments and agreements, you can help your multilingual students.

1. Paying attention to cultural diversity

Our current society is becoming increasingly diverse, which ultimately manifests itself in your classroom. Yet we do not always see this diversity reflected in the school context or students' workbooks. One aspect of this diversity present is cultural - and more specifically - **linguistic diversity**.

However, this concept does not only refer to NAM-students or second or third generation children. In fact, every person is multilingual, even if you were raised 'monolingual'. For instance, a secondary school student who was raised monolingual in Dutch at home is often also somewhat proficient in French or English after taking these educational subjects. Furthermore, this student may speak in the intermediate language or dialect during weekly visits to grandparents. In addition, this one may also have picked up a few words of Turkish or Swahili by dealing with multilingual friends. In short, **multilingualism is a reality**.

For these 'monolingual' students, Dutch-language education is less of a challenge compared to students who have been raised multilingual. These multilingual students often need extra support because their language acquisition in Dutch is slower.

As with all other aspects linked to the concept of diversity, it is therefore also important as a teacher to take into account this linguistic diversity and, in general, the cultural diversity in your classroom. You can pay attention to cultural diversity in various ways and thus, in other words, do **language sensitisation**, often in a very low-threshold way.

We give some examples:

- for a maths question, you can use non-Western names;
- for physics, in a lesson on 'mass and weight' you can make comparisons with other languages, both in terms of vocabulary and denotation;
- in general subjects you can give your students the assignment to look for a song in a writing exercise about 'formulating an opinion' find a song in the home language or language of their choice, translate it, indicate which emotions it contains and finally have them explain in a few sentences why they chose this song;
- in geography class, you can compare the types of soil in Belgium with those in another country;
- instead of football or volleyball, talk about cricket, a well-known sport in Eastern countries such as Afghanistan or India;
- during the Dutch lesson on compositions, you can start the lesson with some South African compositions as a creative introduction;
- during the French lesson on negation (ne ... pas) you can ask your multilingual students how a negation is indicated in their home language;
- in practical subjects, you can ask what the translation of certain tools is in their home language;
- when talking about sentence structure in Dutch, you can present some sentences from your students' home languages and compare these sentences to Dutch. For example, some languages do not have a separate subject in the sentence.

By taking this into account, you acknowledge your students' diversity and cultural origins, your students pay more attention to linguistic diversity, make links between different languages, activate their prior knowledge, prepare all your students for the diverse society and ensure a positive perception of identity.

Below is a description of a working method in which - with a little adaptation - you can take account of this cultural and therefore linguistic diversity in an approachable way and allow your students to make full use of their linguistic repertoires to achieve learning.

demonstratie



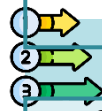
What? A demonstration involves one or more persons (teacher, pupil, external expert) demonstrating something in a visible way - so not only verbally - something is shown or demonstrated. For example, pupils are shown the correct execution of a series of actions, the course of a process is demonstrated, a way of thinking is shown or a phenomenon is analysed. Pictures, models or objects may be used for this purpose. The aim is usually for pupils to imitate.

(Dis)advantages



- Information is presented in a very concrete form.
- Students are usually very interested and motivated.
- Practice can (sometimes) be simulated with it.
- This form of work is only useful if the information can be made visual.
- A clear arrangement might be difficult to achieve, can take a lot of time.
- Whether pupils have understood all of this is often only apparent when they have to get to work themselves. Sometimes, however, you don't have the time to let them do this demonstration themselves.

Process



1. Give students a clear viewing task so that they can make targeted observations.
2. Provide a logical sequence of the different steps.
3. Introduce each step briefly and focus students' attention on the most important things.
4. After each step, provide a brief summary and the opportunity for questions.
5. After the whole demonstration, give a summary of all the steps.
6. If necessary, have students imitate what has been demonstrated and then provide them with feedback.

Functional Multilingual Learning



During the demonstration, your aim is to provide sufficient explanation of certain concepts and thus ensure rich language. Usually, a demonstration is accompanied by a teaching-learning conversation (OLG) in which you actively engage students in thinking. During this OLG, you can ask about the wording of certain concepts (e.g. 'pressure', abbreviation 'p' for pressure) in one of your multilingual students' home language, as well as the meaning and/or the difference in meaning between Dutch and the home language.

During the demonstration, you can put the students in heterogeneous or homogeneous groups and ask them to write their own roadmap for this demonstration. In doing so, you can let them consult with each other in a common language, but the final roadmap should be in Dutch.

People learn things best if they themselves are involved in an active processing way. In other words, let your students do the demonstration themselves in heterogeneous and/or homogeneous groups, while allowing them to use a common language to engage in learning and thus achieve the learning objective of your lesson.

Teaching subjects



Physics / chemistry / natural sciences / Biology: in these educational subjects, there are plenty of opportunities to apply this working method, both during a short presentation by you as a teacher and during a practical session.

Physical education: during sports, there are often numerous actions that you can only master if you do them yourself after a demonstration: a somersault in gymnastics, a lay-up in basketball, breaststroke in swimming...

Geography: when talking about agriculture and different types of soil in Belgium, you can demonstrate the permeability of these types of soil or let the pupils work it out for themselves.

Dutch: when talking about sentence structure, you can show the pupils on the board in steps how best to proceed: first find the subject, then look for the person form ... before having them do exercises around this.

2. Individual assignments

The best way to achieve learning is to **activate the students** themselves and thus put them to work. With individual assignments, multilingual students can often have difficulties with the assignment, understanding some of the questions, writing in Dutch ... Sometimes their language skills in Dutch are not yet sufficiently developed, so that their knowledge of the assignment or their creativity is not visible. These students often need more (individual) support and guidance as well as certain aids.

One way to take this into account as a teacher is to provide **various aids** in the classroom, this may involve a physical dictionary, a tablet or computer for translation programmes, but also a buddy system. The important thing is that these resources are there for all students in your class, providing all your students with broad support.

Furthermore, you can support multilingual students during their preparation of an individual assignment, both at home and in class, by allowing them to do **their preparation in a language of their choice**. In our education, students have to learn to put their thoughts on paper, but if they can do this first in freedom in the language of their choice, the rest will follow.

Below are **three teaching methods** where - with a little adaptation - you can take account of this cultural and therefore linguistic diversity in an approachable way and allow your students to use their linguistic repertoires to the full in order to learn.

schrijven van een tekst



What? The function of a text is 'to make a piece of reality accessible to others'. Writing a text is about communicating something to your students about what they have done, seen, felt, would like to do, want to experience and so on. Here the text can take on different types: informative, persuasive, activating, visual ... but also different types: a newspaper article, life story, review, comic strip, play ...

Under 'process' and 'extras', we focus on writing a life story, but the steps can - with some adaptation - relate to numerous writing tasks.

Process

1. Provide a creative entry point to arrive at this assignment.
2. Introduce the purpose and method of the assignment: each student should describe a peculiar aspect/part of their life.
3. Give students the criteria for the assignment or give students a say in these criteria and then write them down together.
4. Offer them some examples of a life story, perhaps also an example of their own, as well as some possible themes.
5. Have students write out their life story at home or during class.
6. Assess the writing task according to the established criteria.

FML

- In writing assignments, whether at home or at school, you can instruct multilingual pupils to first write out their text in their home language. It often happens that multilingual children think in a language other than Dutch or the target language (e.g. French). By allowing them, as a teacher, to write down their thoughts in their home language first, this can also be done simply in bullet points, you lift a barrier and pupils will work more in depth and will also achieve better processing. In the next step, students convert their text into the target language using resources of their choice.
- Let your pupils use numerous resources during the writing task. Provide them with resources of their own, such as a writing frame or a glossary. Giving them a writing framework will help them get started faster and ensure they do not forget elements that should be present in the task. In addition, you can also provide them with a glossary with numerous (school language) words, or encourage the student to make one up during the lesson. Consequently, they can use this when doing a writing assignment or even during a test.

Teaching subjects

This form of work relates to all educational subjects in which students have to complete a short or long writing task. Some examples:

- **Dutch:** in this educational subject, students learn to work on both receptive and productive skills. Thus, there are numerous writing assignments to achieve the learning outcomes related to writing.
- **Physics:** have students first write down an observation report of a practical or observation in draft form in the home language before converting it to Dutch.
- **History:** when doing a literature study or source analysis, have them write down their train of thought in the home language first.
- **Mathematics:** when solving a problem, have them write down their solution process in the home language.

Extras

Some possible variations or extras for this form of work:

Brochure: compile all the stories into a brochure for your class "Life story of class X".

Life story guessing: the life stories are not read by the writers themselves, but by someone else (e.g. student or teacher). The class then has to guess who the story belongs to.

This form of work related to the skill 'writing'. However, you can also give multilingual learners the opportunity, when doing a **speaking task**, to make their preparation first in the home language before doing the actual speaking exercise in the target language.

interview



What?

An interview is a goal-oriented conversation, the aim of which is to find out, through questions, what ideas, visions, opinions and the like are on the mind of (a) particular person(s). The interview can be open, with the interviewer using a questionnaire, but daring to deviate from it by asking relevant additional questions and going deeper into issues raised. It can also be a closed interview, in which the student sticks to the predetermined questionnaire.

Process

1. Provide a creative entry on the main theme of the interview task.
2. Ensure that students have adequate knowledge about the topic, if needed.
3. Explain the purpose of the assignment and determine, among other things: the interviewee, the form (open or closed), the duration, the output (a writing task, presentation, class collage, etc.) ...
4. Draw up a questionnaire together with the students or let them come up with a relevant interview guideline.
5. Your students carry out the assignment.
6. Organise a classroom moment to discuss the output.

steunpunt
diversiteit

& leren

FML

- Have the multilingual students conduct their interview in a language of their choice. The output should later be presented in the target language.

Teaching subjects

The following working form relates to all educational subjects in which conducting an interview can add value to the student's learning journey. Some examples:

- **Chemistry:** have students interview a company or organisation that you can link to one of your subjects for your subject. This way, you also work on a 'broad school'.
- **STEM:** present the pupils with a particular case in which a problem arises and have each pupil interview a person with a different profession (e.g. engineer, biotechnician, etc.) in order to arrive at different perspectives on the case/problem.

Extras

Some possible variations or extras for this work form:

- Interviewing each other: have your students interview each other to find out more about each other or to practise certain stages of the interview.
- Different people: have them ask the same questions to different people, to allow for comparison.
- Turn the individual assignment into a group assignment by putting the pupils together in heterogeneous or homogeneous groups of at least two people at step 3 (see 'Process'). In doing so, give them the freedom to discuss in a common language and come up with an appropriate questionnaire themselves.

mindmap



What? A mind map is a representation of information composed of concepts, texts, images and symbols in the form of a tree structure around a central theme. Mind mapping is a creative way of displaying information or taking notes. Through mind mapping, thoughts, information, thought patterns, ideas, etc. can be organised into words and images. For optimal processing, it is important here to work with different colours, symbols, thicknesses of branches, etc.

(Dis)advantages

- ✔ Mind mapping helps your students see new connections or come up with different ideas.
- ✔ A lot of (unstructured) information is absorbed faster and remembered better. Visualising your thoughts
- ✔ improves thinking, structuring and remembering.
- ✔ You can use it for many things: making a summary, organising and planning actions and forms of collaboration, brainstorming, etc. Making a good mind map is
- ✖ not easy and thus requires some skill and consequently training.

Process

1. Explain the purpose of the mind mapping technique through some (your own) examples. Discuss the structure and process of the mind map: start in the middle of the sheet with the core theme, make branches with sub-themes in different colours, make further branches etc. Go over some key issues: the use of key words, importance of orderliness, importance of colour use, use of not only text, but also drawings, pictures, symbols etc.
2. Give your lesson content in class - or give them a text or the like - and have your students create a mind map about it.
3. Have your students verbally paraphrase the content of your instruction or the text read using their created mind map.



FML

- Let multilingual learners use their home language when creating a mind map. Multilingual learners often think in a language other than Dutch or the target language, and giving them the freedom to design it in their home language first will help them think more deeply. also drawings, pictures, symbols etc.



Teaching subjects

This working form can be used in any teaching subject as a function of 'learning to learn' with your students. It is recommended to first provide students with explicit direct instruction on how to make a good mind map by themselves. By having students practise and internalise this in later lessons, they will - hopefully - do this on their own at a later stage if preparing a mind map seems useful to them.

Extras

- Some possible variations or extras for this form of work:
- Mind mapping is a complex skill and, like any skill, it requires trial and error. One possible step in developing this skill is to provide your students with a pre-structured mind map for certain
 - lesson topics with a pre-structured mind map. This good practice can then serve as inspiration for their further, own mindmaps.
 - In the beginning, it is also always useful to have students review their mindmaps and provide feedback, both on content and form.

3. Duo- or group assignments

Students learn best if they come to 'meaning' for themselves. A good way to achieve **deep content acquisition** is to offer your students a learning experience where they arrive at the desired output - and thus learning - through interaction (cf. social constructivism).

As a teacher, you can use numerous activating methods in your teaching profession that encourage your students to engage in conversation about the subject matter. After all, this has numerous advantages: because two students know more than one, you give them the opportunity to **combine their knowledge** and come to a deeper understanding of the subject matter; your students are actively involved in the lesson; they dare to think out of the box; through group interaction, every student is stimulated and motivated to participate in the discussion and the assignment.

In addition, it is a natural form of **differentiation**, as your students can act as experts and explain things to each other if something is unclear. This can also be an added value for multilingual learners if you allow them to give these explanations in a common language. By paraphrasing the learning material into their own home language, they already make inner translations and thus work on a better understanding.

Furthermore, arriving at knowledge in an (inter)active way is also crucial for multilingual learners. However, if they are forced to interact only in Dutch, they may well fall by the wayside. By working as a teacher with **homogeneous and heterogeneous groups** (both have their advantages and disadvantages) and allowing them to **interact in a common language of their choice** during the discussion moment, this will give them a push in the learning process.

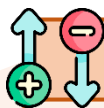
Again, you can let them reach for numerous **tools** that can assist them in acquiring the content.

Below are **three ways of working** in which - with a little adaptation - you can take account of this cultural and therefore linguistic diversity in an accessible way and allow your students to make full use of their linguistic repertoires to achieve learning.

probleemoplossende discussie (1/2)

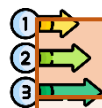


What? In a problem-solving discussion, your students are encouraged to think productively. They try to arrive at a common solution to a problem and/or make a common decision about something.



(Dis)advantages

- ✔ Pupils are motivated to participate by discovering that their opinions are valued and listened to. Pupils learn to argue and nuance their ideas/views.
- ✔ Pupils learn to cooperate and complement each other's ideas.
- ✔ Pupils come to realise that democracy presupposes cooperation (give and take).
- ✔ If the atmosphere is not good, it is not possible to have a (good) discussion.
- ✔ For the (learning) effect of a discussion to be positive, pupils must be practised in listening well to and allowing the other person to speak.



Process

1. As a teacher, define the discussion topic; this can also be done in consultation with the students.
2. Communicate or determine together the group size, form (homogeneous or heterogeneous), duration etc. and make further agreements.
3. Present the problem - whether or not in a particular format, such as a case - and first discuss possible ambiguities in class.
4. Let the students brainstorm individually first about possible solutions or a plan of action.
5. After this, have them discuss their solutions as a group and have them think about the associated pros and cons for each solution. Encourage them to further brainstorm and let them challenge each other by encouraging them to ask deeper questions.
6. Each group eventually chooses what they think is the best solution from all the solutions presented and formulate concrete steps needed to (actually) solve the problem.
7. Have students reflect on both their product and process: am I satisfied with our solution? How did the discussion go? Was the goal achieved? ...



FML

- During the individual brainstorming session, you can give pupils the opportunity to write down their thoughts in their own home language. Furthermore, offer them plenty of resources (yourself, a dictionary, tablet, translation programme, etc.) that will help them convert their output into the target language at a further stage.
- During the discussion phase, allow pupils to conduct their discussion in a common language of their choice, but also indicate to them that at the end, when presenting their final solution, they should explain it in the target language.



Teaching subjects

This form of work can be used in any teaching subject where the aim is to arrive at a solution to an (authentic) problem. Some examples:

- **Dutch:** having a discussion, formulating your opinion, arguing your opinion, listening to each other, letting each other speak etc. are all goals considered important. Dutch class is the ideal place to work on these skills and attitudes. During the lesson, for instance, you can have a problem-solving discussion on a topic of your choice or linked to a lesson content.
- **Geography:** have the pupils discuss and brainstorm together on global warming during the lesson. What can they themselves as pupils do about this in concrete terms? What can the class or school do? Etc.

probleemoplossende discussie (2/2)



Extras

Some possible variations or extras for this form of work:

- Reporting via flaps: have students report the results of their discussion on pieces of paper. These papers are eventually hung up in a highly visible place, after which, during the class discussion, each group explains its solution. This does not necessarily have to be done on a piece of paper, your students can also jot it down in a Google Docs document or the like, after which all you have to do is project it.
- Carousel discussion: this does not necessarily have to be about a particular problem, even a thesis statement will suffice. Write down on different papers some propositions, problems ... and let individual pupils/groups write something under each piece of information. After an agreed timing, they move their sheet and get the next piece of information. At the end there is an explanation and/or final discussion.
- Carousel discussion 2.0: you can also choose to work with a format, in which the students have to take a standpoint position (e.g. 'agree, disagree' or 'totally disagree, disagree, agree or totally agree').
- Fishbowl method: before class discussion, new groups are created where each new group contains someone from all the first groups. In these new groups, they cite what was discussed in their group before again coming together to a unified opinion.
- Approach the brainstorming phase, both individually and as a group, in an orderly manner. Have the students work with a placemat, where they first write down their possible solutions and plan of action individually and then write down the solution put forward in the middle during the group discussion. You can also let them work with a peat or visual voting system.
- You can also assign each student a particular role during the joint discussion: discussion leader, timekeeper, note-taker, etc. Give them that they still have to put forward their own solution.

expertgroepen



What? If, as a teacher, you have a certain lesson content that can be divided into, say, five - more or less - equivalent parts, it can be interesting to work with expert groups. Here, a pupil becomes an expert in a certain learning content and, using a format (summary, mind map ...), should make this content as explicit as possible to classmates at a later stage.

(Dis)advantages

- ✔ Your students learn to make a (schematic) presentation of different appendices within a certain time limit.
- ✔ By practising their explanation during the expert groups and receiving feedback on it, they are extra prepared when they have to explain their part in the new groups.
- ✔ Your students are given a certain responsibility to explain their part as well as possible.
- ✖ The quality of the explanation in the 2nd group depends on the thoroughness of the summary, mind map or whatever format is used.
- ✖ Not every pupil is equally articulate.

Process

1. Divide the topic into manageable parts. Also, reach out to each group with a wide range of materials: videos, listening clip, written sources, pictures, etc.
2. Introduce the topic.
3. Divide your students into different groups (whether pre-selected or not, homogeneous or heterogeneous) and make some further agreements about timing, format to be used, etc.
4. Have your students first go through all the necessary appendices individually and make their own processing of them.
5. After this, give each expert group time to present their explanation of their section to each other, getting feedback from each other.
6. Form new groups bundling all parts together and have them present one by one - and in the right order if necessary - share their expertise.

FML

- During individual processing of all attachments, you can allow your students to write this down in their own home language. During the explanation in the expert group as a second group, they should do this in the target language. They can also ask each other questions in a common language to explain difficult words, ambiguities and so on. Also provide tools here (yourself, a dictionary, tablet, translation programme, etc.) to help them convert their output into the target language in a further phase.
- During the explanation based on their format in the expert group, you can indicate to them that they may express feedback and other suggestions in their home language.
- During this form of work, as a teacher, walk around and ask each group in the target language at regular intervals what they are doing now. This way, you know whether or not your students are working on the assignment and they are already practising how to translate what they are discussing in the home language into the target language.

Teaching subjects

This form of work can be used in any teaching subject where you can divide your learning content into different parts. Some examples:

- **History:** during the lesson on the different forms of state in ancient Athens, you can divide the class into different groups: oligarchy, democracy, monarchy, aristocracy and tyranny.
- **Geography:** during the lesson on the different types of soil in Belgium (or the world), you can have different groups gain expertise on a particular type of soil: clay, sand, sandy loam and loam.

Extras

Some possible variations or extras for this working form:

- **Group research:** in this variant, each group is responsible for working out a partial aspect of an overall question. In the end, everything is combined into one final product for the entire class, after which each group gives a presentation on their specific product.



What? A wall newspaper is a written or drawn newspaper pasted on a wall, where a particular problem or topic is made known to others made known. Photographs drawings, diagrams, newspaper clippings, slogans and reports, enliven it.

Process

1. Introduce the work form and discuss some examples of wall newspapers. This could include talking about the history, form, content and purpose of newspapers and cite some national and international newspapers (also from less well-known countries).
2. Cite a theme or issue for your class's wall paper or decide this together with your students.
3. Make some agreements: formation of groups (homogeneous or heterogeneous), size of the group, number of elements for the paper per group, which group will work on which topic, form (appealing title, use of pictures, etc.), location of the paper, etc.
4. Let each group work on its specific (sub)paper. If necessary, give them a framework of help questions that can serve as a guide when drafting their paper: is the problem/theme clearly defined?, are enough facts put forward?, what opinions can be given?, is there a solution that can be proposed? Etc.
5. Hang up the papers and have each group explain their section.



FML

- During step 1 of this work form, you can give several, both renowned (e.g. The Time - US) and lesser-known newspapers (The Chronicle - Ghana) as examples. You can also ask your (multilingual) students if they know any examples of national newspapers.
- When your pupils read up on their subject in groups, write out their texts, etc., you can tell them that they can discuss in a common language during this group process. However, the final product should be in the target language. If the group activity takes place during class, as a teacher you can act as a facilitator and monitor the process by checking with each group once in the target language.
- If they clearly divide the tasks in a group, you can tell your multilingual students that they can write down their part in the draft in their home language first. When doing so, also encourage them to use sources (text, pictures, cartoons, etc.) in the home language or another language.



Teaching subjects

This form of work can be used in any teaching subject in which a problem may or may not emerge for a particular learning content and your students can conduct a (small-scale, problem-solving) investigation around this in groups. Some examples:

- **Geography:** on the theme of 'global warming' your pupils can focus on various problems as well as solutions.
- **Economics:** themes such as the banking crises or inflation can be dealt with in greater depth by having your pupils draw up a wall paper (or collage - see 'Extras') about them.
-



Extras

Some possible variations or extras for this form of work:

- **Collage:** a collage is a collection of (pasted-on) images, texts or objects that visually represent a message or shape a particular thought/opinion. So this does not necessarily aim to represent a problem and seek solutions, but can be drawn more broadly, also in terms of form. For example, will you go for a text collage with all kinds of texts or for a photo collage, in which the theme is explained visually using photos? This work form/variant is very elastic and can therefore be used in many educational subjects on a small or large scale.
- **Group research:** in this variant, each group is responsible for working out a partial aspect of a general question. Eventually, everything is combined into one final product for the entire class, after which each group gives a presentation on their specific product. In line with the wall newspaper, this can be displayed in a similar way: on one continuous canvas on which all the groups' works are bundled together.



On the teacher's table, several plants are displayed in one large flower box. She decides to maintain it with the students and let them all flourish, side by side.

When 'using', as a teacher you use the linguistic diversity - and thus the home language - as didactic capital. In other words, you then engage in **Functional Multilingual Learning (FML)**. The home language then serves as a lever for learning from and in Dutch. It can be used for individual assignments or during interaction moments to support each other and thus also for group assignments.

Two tools were developed for this profile, an exercise and a bingo, both of which focus on FML. However, be sure to take a look at the tools for the other profiles as well. For the other profiles, too, it can be an added value to go through and use the tools belonging to this profile.

Tool – Exercise: FML in your lesson

In addition to recognising and valuing linguistic diversity, you can choose to let your students use their linguistic repertoires as **scaffolding** to achieve learning in Dutch and thus also to acquire new learning content. This approach is called **Functional Multilingual Learning (FML)** (Van Avermaet, P. & Sierens, S., 2010) and can be used by you as a teacher in many formal classroom situations. Some examples:

- During class, you can allow your students to explain something to each other in their home language if an instruction is not clear or if they do not understand a certain subject term well.
- In an individual assignment you allow them - if they feel it is necessary - to write down their thoughts in their home language before converting to Dutch.
- In group assignments, you allow them to prepare and discuss things as a group in a common language in order to master the content.

There is no need at all to master all your students' home languages. Nor do you need to make major changes to your lesson, curriculum or school organisation. After all, these are often small and easily integrated actions or instructions that you can apply perfectly to any assignment or at any time. By recognising and appreciating the different linguistic repertoires of your students on the one hand, and letting them use them in the classroom on the other, you teach them to deal with the linguistic diversity present in your class.

In this tool, you should think back to a previous lesson situation in which you think it is possible to integrate FML. We give you **two examples** for inspiration: one from *history class* and one from *Dutch class*. Through this exercise, we want to convince you to take a first step towards integrating FML in your classroom. Important here is to first take small steps and familiarise yourself with this approach. Then ask your students about their experiences with this approach and in the next phase, dare to use FML in other teaching situations.

Example 1 – Greek sculpture (history)

The original lesson

Teaching subject	History
Edge information Class	1 ^e grade – 2 ^e moderne (= 13-14yrs)
Topic	Greek sculpture
Situation	<p>To introduce this lesson, I showed students a mix of ancient Greek sculptures from the different time periods (Archaic, Classical and Hellenistic periods) and contemporary sculptures. In doing so, I instructed them to pick out the ancient sculptures in pairs. After discussing this in class, I gave them a worksheet in pairs showing the different ancient sculptures without any further information. I instructed them to brainstorm for themselves the specific features of sculpture as well as to place them in one of the three periods mentioned above.</p> <p>Finally, we improved the worksheet in class.</p>

The reworked lesson

Teaching subject	History
Edge information Class	1 ^e grade – 2 ^e modern (= 13-14yrs)
Topic	Greek sculpture
Situation with FML	<p>Situation with FML During creative entry, I allow students to use any linguistic repertoire during discussion with his or her neighbour.</p> <p>After going over these sculptures in class, I then also allow them to use any linguistic repertoire of their choice during their duo assignment. They can use my help during the assignment, but I will also provide some additional resources, such as a dictionary or a laptop with a translation programme. I will give them the additional instruction to write their output on the worksheet in Dutch.</p> <p>During the assignment, I will also walk around and occasionally check their learning process in Dutch. In this way I will be able to check how far they have got with the assignment and whether everything is clear.</p>

Example 2 – Presentation: a weekend in the life of ... (Dutch)

The original lesson

Teaching subject	Dutch
Edge information Class	1 ^e grade – 2 ^e vocational preparatory year (=13-14yrs)
Topic	Presentation: a weekend in the life of ...
Situation	I had given my students the assignment to give a presentation about someone from their immediate surroundings (e.g. the neighbour, grandmother etc.) with the title 'a weekend in the life of ...'. Together with my students I had then first set up an interview guide about what this person's weekend usually looks like. They had to record this interview for themselves, as they then had to present this info next. In what way that they gave this presentation, I left them completely free.

The reworked lesson

Teaching Subject	Dutch
Edge information Class	1 ^e grade – 2 ^e vocational preparatory year (=13-14yrs)
Topic	Presentation: a weekend in the life of ...
Situation with FML	For the interview, I will inform the students that they are free to conduct their interview in a language that both the student and the interviewee both speak - fluently. So they do not have to conduct this interview in Dutch. However, when they give their short speaking exercise at the front of the class, this should be in Dutch.

Now it's up to you!

In a similar way - whether using the same template or not - transform a lesson (situation) already given into one in which you allow your students to use their home language - or another linguistic repertoire of their choice - during the learning process.

The original lesson

Teaching subject	
Edge information Class	
Topic	
Situation	

The reworked lesson

Teaching subject	
Edge information Class	
Topic	
Situation with FML	

Tool – Bingo FML

Functional Multilingual Learning (FML) is an innovative approach where, as a teacher, you allow students to use their linguistic repertoires in a functional way to enhance their learning. However, (educational) innovations are not always readily accepted and need one or more triggers and/or users to convince more sceptical colleagues to give the innovation a chance anyway.

Using this bingo, you can encourage your colleagues in an accessible way to make use of the linguistic diversity present. After all, by playing this bingo together, you challenge each other to work creatively with cultural and linguistic diversity and create a bottom-up support base for the rest of your school. Who knows, in this way you might also plant a seed for an open and constructive language policy, a language policy in which all languages and language varieties are considered equal.

This bingo is largely based on the '**Multilingual bingo**' (see in bibliography: "Meertaligheid.be (s.d.). *Meertalige Bingoooo*"). By means of this tool, you can encourage colleagues in a low-threshold way to delve into FML and eventually try it out for themselves and - in the long term - integrate it into their own classroom practice. In this way, you will draw more teachers into the story of FML, challenge each other to work creatively with cultural and linguistic diversity and create bottom-up support for the rest of your school.

The bingo contains **twenty challenges** applicable in different (teaching) situations. Motivate your colleagues, both those who are already familiar with the concept of FML and those who are not yet familiar with it, to take part and put into words in an objective way why you use FML in your classroom: What is your motivation to use this approach? What are the positive effects with the students? What positive effects do you see in yourself? What positive experiences have you already had/are planning to have with FML? ...

After this, motivate each other to use bingo to try out 20 scenarios in which you put FML at the centre. In doing so, bring out your competitive side and agree on a prize for the person who completes all twenty scenarios first. If you or your colleagues prefer a more relaxed approach, you could opt to drop the game element and work with an (online) system. For example, agree on a colour code (teacher A = blue, teacher B = red ...) and mark each scenario if you have done so. Also encourage each other to try out as many scenarios as possible.



<p>Have students greet each other in their home language or a language of their choice.</p>	<p>Have your students prepare a sentence in their language or dialect about the lesson and look for similarities in words and - possibly - grammar.</p>	<p>Look up information about FML: What does it entail? What positive effects does it have on students? What are the prerequisites? ...</p>	<p>Challenge your students to translate the core idea of the lesson into as many languages as possible.</p>	<p>Compare with students the way you speak in different situations. When which language? Formal or informal addressing? Addressing with 'you' or 'your'?</p>
<p>Discuss FML with your colleagues: Are they considering applying it? Why or why not? What do they (still) need to take that step? Do they have a concrete lesson example where they have applied FML?</p>	<p>Ask your students to recite (e.g. on poetry day) a few lines or a complete piece of poetry from their home language. Give tips on where they can find poems.</p>	<p>Congratulate someone on their birthday in another language. <i>Extra difficulty:</i> dare to use lesser-known languages!</p>	<p>Let the students introduce their idol. <i>Extra difficulty:</i> no English-speaking idols or speakers of Standard Dutch! Dialect speakers are allowed.</p>	<p>Observe one or more lessons of a colleague in which he/she applies FML during the teaching event.</p>

<p>Greet every class you see today in another language, not Dutch! Hola, Witam! 你好! Здравствуйте! செள்காரம்!</p>	<p>Talk to your students about their cultural and linguistic backgrounds to identify multilingualism in the classroom, among other things.</p>	<p>During a test, allow students to translate the questions into their home language with the help of a dictionary. They may also seek help (from the teacher) if they do not know a word in Dutch. Not for language subjects!</p>	<p>Brainstorm together with a (subject) colleague on how to use FML in your own classroom practice. <i>Extra difficulty:</i> design a lesson scenario together in which FML is integrated.</p>	<p>Have your students explain learning material to each other in another language when a student does not understand something. The internet can be a help when classmates cannot help.</p>
<p>Emphasise key concepts of a lesson or chapter by saying them in students' languages.</p>	<p>Unravel the etymology of a difficult word with the help of a student who knows its origin. If necessary, search the internet too!</p>	<p>A student does not know a word in Dutch, but says it in his home language. Then have the other students say it in their language (and dialect) as well.</p>	<p>Emphasise the multilingual character of the scientists, authors, historical figures in the lesson by mentioning their famous work in the original language as well.</p>	<p>Use articles from Belgian newspapers as well as newspapers from other regions to frame the topics from the lesson more broadly.</p>

Conclusion

We hope that this document can support you - at whatever stage - in learning to deal with linguistic diversity in your school and classroom. By recognising, valuing and making visible the linguistic repertoires of your students on the one hand and by using them in your classroom practice on the other, we believe you will be taking steps in the right direction.

Who knows, you might also plant a seed for an open and constructive language policy, a language policy in which all languages and language varieties are considered equal.

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

Rita Mae Brown

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