

# How can we use multilingualism as a resource in the English classroom?

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A session to inspire, share, and reflect about working with multilingual, newly arrived students in our English classrooms.

# Doric – ma mither tongue!

**Fit like abody!**

**Ye are noo takin pairt in a  
webinar wi a difference.**

**A howp yi get something oot o  
the day an enjoy yirsels.**



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# Newly Arrived Students

WHO ARE THEY?

WHAT WE NEED TO CONSIDER?

HOW I WORK WITH MY STUDENTS

Chat share

How many nationalities do you have in your classroom?

How many languages do your students speak?

How does your school work with multilingualism?

# The Heart of the Matter

*“Multilingualism is so important,  
but few people notice it”*


(Vg2 student)



*“When I started this school, I knew some of the Norwegian language so I could understand but it was a bit difficult to tell or describe situations. But I was quite lucky because in my class I had a girl who spoke my language and knew more Norwegian than me. When I didn't understand things, I asked her for help, and she helped me in my native language. If more multilingual students get this kind of help it would make school life much easier for them”. (Vg2 student)*



# Competence Aims and Assessment

- Years 2 -7:
  - **common words / discover & play with words & expressions / explore and talk about linguistic similarities**
  - Year 10:
  - explore & describe linguistic similarities & differences
  - Vg1 (yf/ssp):
  - **use knowledge of similarities**
- 

## Bloom's Action Verbs for Digital Learning

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Copying	Annotating	Acting out	Calculating	Arguing & Debating	Blogging
Defining	Tweeting	Articulate	Categorizing (e.g., web content, search results, etc.)	Validating	Building
Finding	Associating	Reenact	Breaking Down	Testing	Animating
Locating	Tagging (e.g., search results, curriculum)	Loading	Correlating	Scoring	Adapting
Quoting	Summarizing	Choosing	Deconstructing	Assessing	Collaborating
Listening	Relating	Determining	Strategic Hyperlinking	Criticizing	Composing
Googling	Categorizing	Displaying	Supporting (e.g., a cause)	Commenting	Directing
Repeating	Paraphrasing	Revising Search Keywords	Mind-Mapping	Iterating or Pivoting (e.g., startup, app)	Devising
Retrieving	Predicting	Executing	Organizing	Defending	Podcasting
Outlining	Comparing	Examining	Appraising	Detecting	Wiki Building
Highlighting	Contrasting	Implementing	Advertising	Experimenting	Writing
Memorizing	Commenting	Sketching	Dividing	Grading	Filming
Networking	Journaling	Experimenting	Deducing	Hypothesizing	Programming
Searching	Interpreting	Hacking	Distinguishing	Judging	Simulating
Identifying	Grouping	Interviewing	Illustrating	Moderating	Role-Playing
Selecting	Inferring	Painting	Questioning	Posting	Solving
Tabulating	Estimating	Preparing	Structuring	Predicting	Remixing
Duplicating	Extending	Playing	Integrating	Rating	Facilitating
Matching	Gathering	Integrating	Attributing	Reflecting	Designing (e.g., a presentation, website, document, image)
Curating & Bookmarking	Exemplifying	Presenting		Reviewing (service, app, platform, etc.)	Negotiating
Bullet-pointing	Expressing	Charting			



## **Tips years 2 – 7**

- **Label things in the classroom in the home languages of your students**
- **Make a collection of pictures – students talk/write about**
- **Have alphabet templates for students to write their home language alphabet in (have arrows to show the direction)**
- **Tongue-Twisters – various languages**
- **Draw a word in home language – partner says in English**
- **Expressions – find out if they know any (homework involve parents)**
- **Start to look at spelling patterns**
- **Make a table of words – English/Home Language / Norsk**
- **Simple poems in different languages**
- **Compare pictures – oral/written**
- **Pair work – illustrate the poems/vocabulary in two languages - compare the pictures**

# Tongue twisters

Pronunciation.

*Procedure:* Write a tongue twister on the board, and read it with the students slowly at first, then faster. Make sure the students' pronunciation is acceptable. Then individual volunteers try to say it quickly three times. See the BOX for some examples of tongue twisters.

## **BOX: Tongue twisters**

She sells sea shells on the sea shore.

Mixed biscuits, mixed biscuits.

Red leather, yellow leather, red leather, yellow leather.

A proper copper coffee pot.

Three grey geese in a green field grazing.

Swan swam over the pond, swim swan swim; swan swam back again – well swum swan!

Peter Piper picked a peck of pickled pepper.

Did Peter Piper pick a peck of pickled pepper?

If Peter Piper picked a peck of pickled pepper,

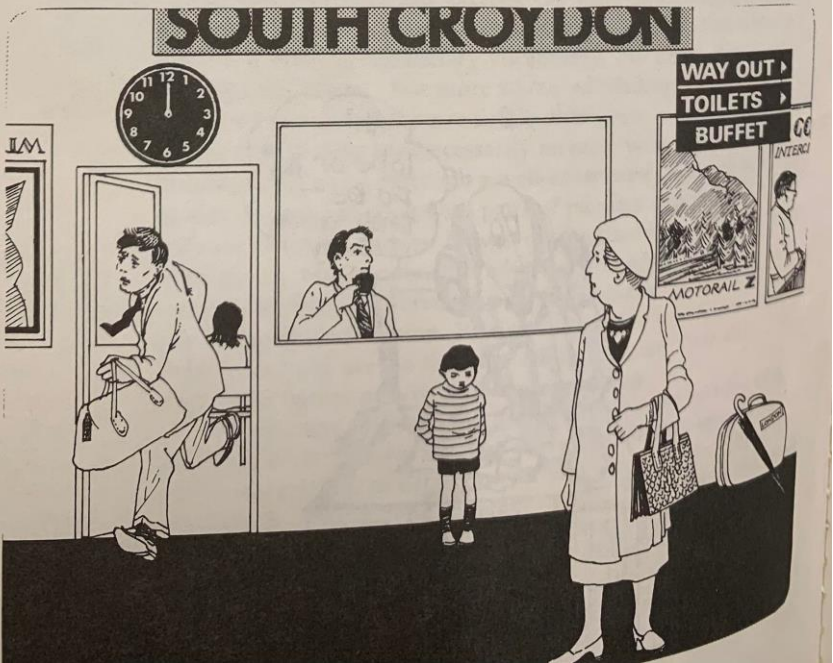
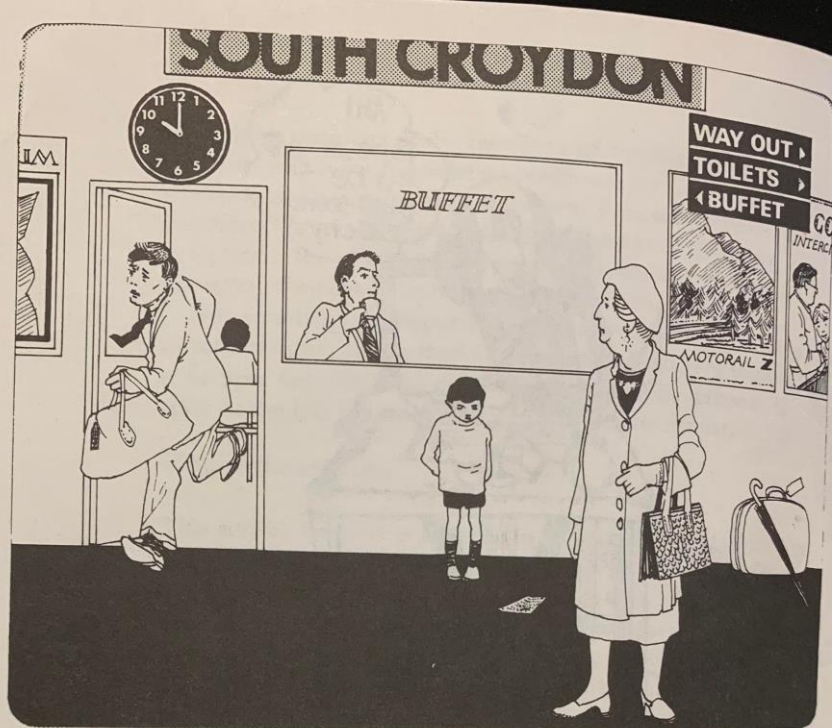
Where's the peck of pickled pepper Peter Piper picked?

Fig. 4a



a) *Shakespeare cartoon*

- 1) Shakespeare's eyes are down.
- 2) There is no pen in the ink-bottle on the table.
- 3) There is no crumpled paper by Shakespeare's foot.
- 4) Shakespeare has a hole in his shoe.
- 5) There are two rows of nails in the side of the table.
- 6) Shakespeare has only one eyebrow.
- 7) There is no comma after the first 'to be'.
- 8) There are only two dots after the word 'catchy'.



b) *Railway station*

- 1) There is no piece of paper on the floor.
- 2) The woman has five buttons on her coat.
- 3) There is no arrow by the word 'Buffet' on the notice.
- 4) The woman has no earring.
- 5) The little boy has black stripes on his jersey.
- 6) There is no label attached to the suitcase handle.
- 7) There is a sticker on the suitcase saying 'London'.
- 8) There is no hour-hand on the clock.
- 9) The man in the window has a black cup.
- 10) There is no 'Buffet' notice on the window.
- 11) The man inside the buffet with his back to us has long hair.
- 12) There is no boy's face in the poster on the extreme right.

- **Tips Year 10 - Vg1:**
- **Find the origins of words – coffee, algebra, etc**
- **Disconnected letters on the board – make words beginning with...**
- **Nationalities & Countries**
- **Find out about proverbs and see if they have the same in the languages in the class**
- **Idioms – similar/different**
- **Listen to songs-translate**
- **Make a kahoot**
- **Telephone conversations – similarities and differences**
- **Parts of sentences – subject/noun/verb – where are they in each language?**

### **BOX: Proverbs**

1. It's no use crying over spilt milk.
2. Look before you leap.
3. He who hesitates is lost.
4. Still waters run deep.
5. Don't count your chickens before they're hatched.
6. Don't cross your bridges before you come to them.
7. Look before you leap.
8. First come, first served.
9. Absence makes the heart grow fonder.
10. Out of sight, out of mind.
11. Make hay while the sun shines.
12. Never say die.
13. Where there's a will there's a way.
14. There's no smoke without fire.
15. Better late than never.
16. Don't put the cart before the horse.
17. All that glitters is not gold.
18. You can't have your cake and eat it.
19. Experience is the best teacher.
20. Better safe than sorry.
21. When in Rome, do as the Romans do.
22. A bird in the hand is worth two in the bush.
23. No news is good news.
24. Live and let live.
25. Live and learn.
26. The more you have, the more you want.
27. Let sleeping dogs lie.



## EVERYONE SPEAKS ENGLISH, DON'T THEY?

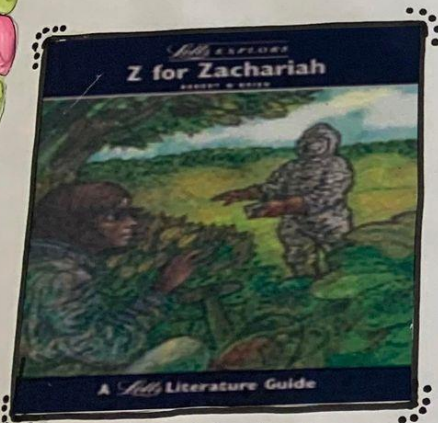
Each of the phrases below means: 'I don't understand . . . (your language) . . ., do you speak English?' Can you match the phrases to the languages on the right? Work in pairs.

Jeg forstar ikke . . . . ., taler De engelsk?	Turkish
En puhu . . . . ., puhueteko englantia?	Swahili
Ik begrijp geen . . . . ., spreekt u Engels?	Spanish
Ne razumem . . . . ., govorite li engelski?	Serbo-Croat
Je ne comprends pas . . . . ., parlez-vous anglais?	Portuguese
Ja nie rozumiem po . . . . ., czy pan mówi po angielsku?	Polish
Sifahamu . . . . ., unasema Kingereza?	Italian
No entiendo . . . . ., habla inglés?	German
Ich verstehe kein . . . . ., sprechen Sie Englisch?	French
Não compreendo . . . . ., fala inglês?	Finnish
Non capisco . . . . ., parla inglese?	Dutch
Anlamıyorum . . . . ., inglilizce konuşur musunuz?	Danish

If you . . . . .

# The Name:

- \* A girl lives alone in a house in the woods.
- \* By that house there is sea, a man who is research comes, he showers in that sea and gets sick.
- \* Anna helps him to get better. Ann thinks that only she lies "her parents died in the war. She has a farm with animals, she's busy with it. As the book draws to a close, Ann abandons Mr. Loomis in the valley.



- \* Characters of the book is:
- \* Ann Burden and John R. Loomis.
- \* Anna she is a very strong and self-sufficient girl who lives alone.



\* published in: 1974



- \* The girl lives alone in a house in the woods.
- \* she is 15-16 years old.
- \* Her family died in the war.

Author of the book



Robert C. O'Brien



About the writer:  
 Paul Volponi is a writer, teacher, and journalist living in New York City. He is the writer of 11 novels for young adults that are now being read in high schools and middle schools around the country. From 1992 to 1998, he taught adolescents on Rikers Island in New York City to read and write.



# BLACK & WHITE

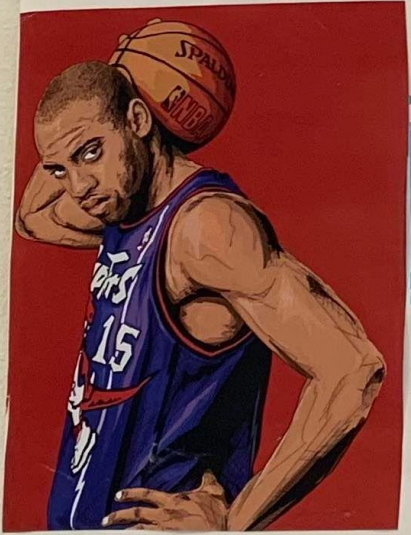
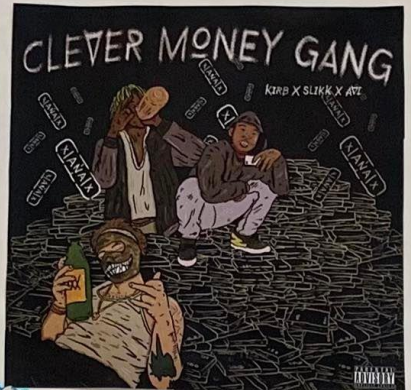


Marcus

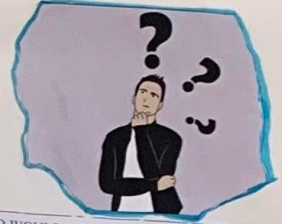


Eddie

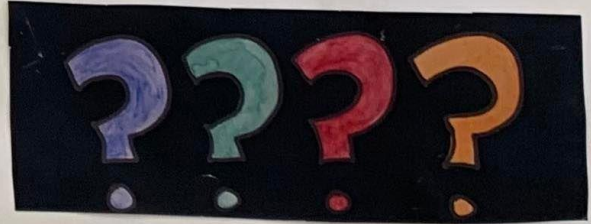
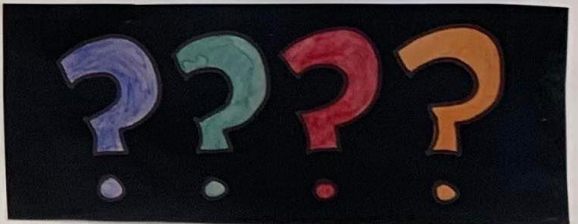
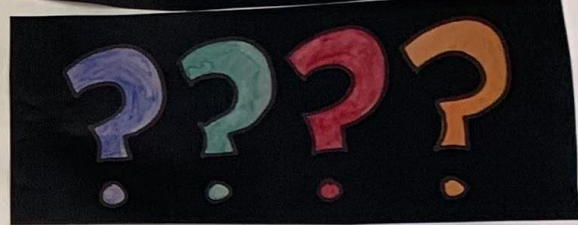
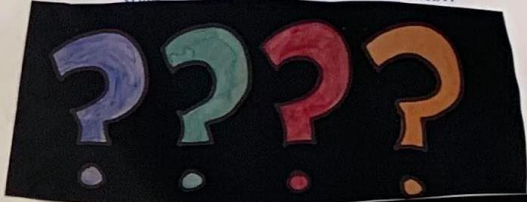
About the book:  
 The book is about friendship, and about how friendship is challenged by self-interest. In Black and White we meet two friends called Black (Marcus) and White (Eddie) because one is black and the other white. The story takes place in New York. They are students at Long Island City High School where they are stars on the school's basketball team. The idea is that the radar couple will go on to college on a sports scholarship. They boys were celebrating, excited. They noticed they lacked money; bad things came to place. Now what would that be? Another topic is the American legal system and how blacks and whites are still treated differently.



Book structured:  
 The book is structured in a way that emphasizes the effects of race. Each chapter is viewed either from the perspective of Marcus or Eddie, which allows the reader to experience different versions of the story. The first half of the book is a stark contrast compared to the second half. Race is not an issue in the beginning, but by the end, it has a major impact on one of the boys' lives.



WHO WOULD YOU GIVE THIS BOOK TO? - WHAT



place you can find peace, can be as your home

Generalization of people is easy

Beautiful nature  
 Energetic people at work time  
 Lively neighborhoods  
 Organized and clean homes ready to be visited at anytime  
 Neighbors are like a family to each other  
 Generosity is common  
 Influenced children by their parents in a good way  
 Network cafes used by many for playing together in video games  
 Goodwill was very common amongst people

**Belonging:**  
 Be in the arms of your love  
 Express your true self  
 Live at the moment  
 One is what we are  
 Nobody is above or below you  
 Give your heart to all  
 If you're not trying, you fall  
 No one wants the best for you  
 Goodness is close.

Our nationality, is our identity,

Living in diverse society make you as a rich person

Go and find yourself, what you love and like

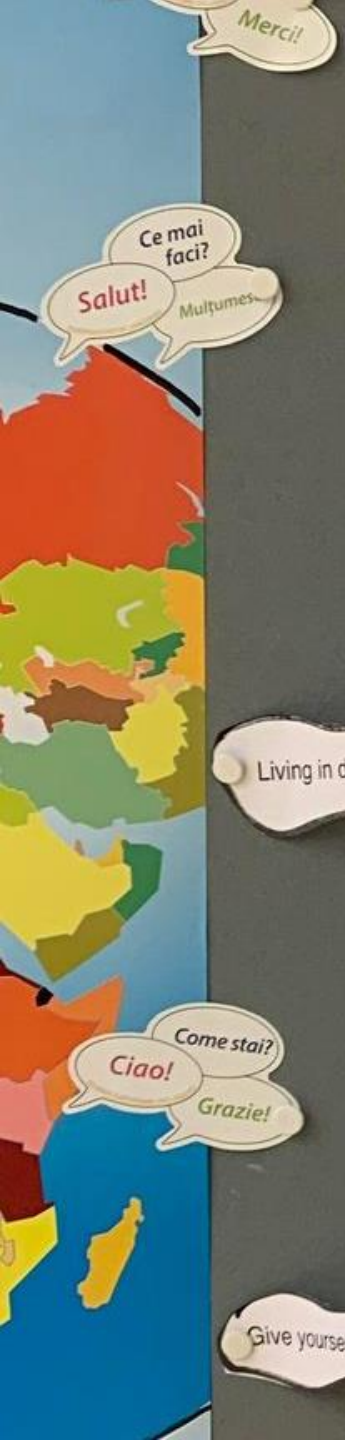
**Belonging**  
 B: believe who you are  
 E: easy to talk to  
 L: Learning  
 O: Openly  
 N: nearby  
 G: great happiness  
 I: important to me  
 N: nice people

Broadening how we understand things  
 Eager to feel the sense of it  
 Labeled as this, labeled as that  
 One could only know what is what  
 Nirvana, a state of being in peace or complete happiness  
 Good place, great people who accept who we really are  
 It doesn't matter if we are red, white, black or blue  
 No one should judge because you are you  
 Go ahead tell the moon, I belong here so do you

Even after so many difficulties

Give yourself the time to explore who you really are

Integration therefore is important in a society

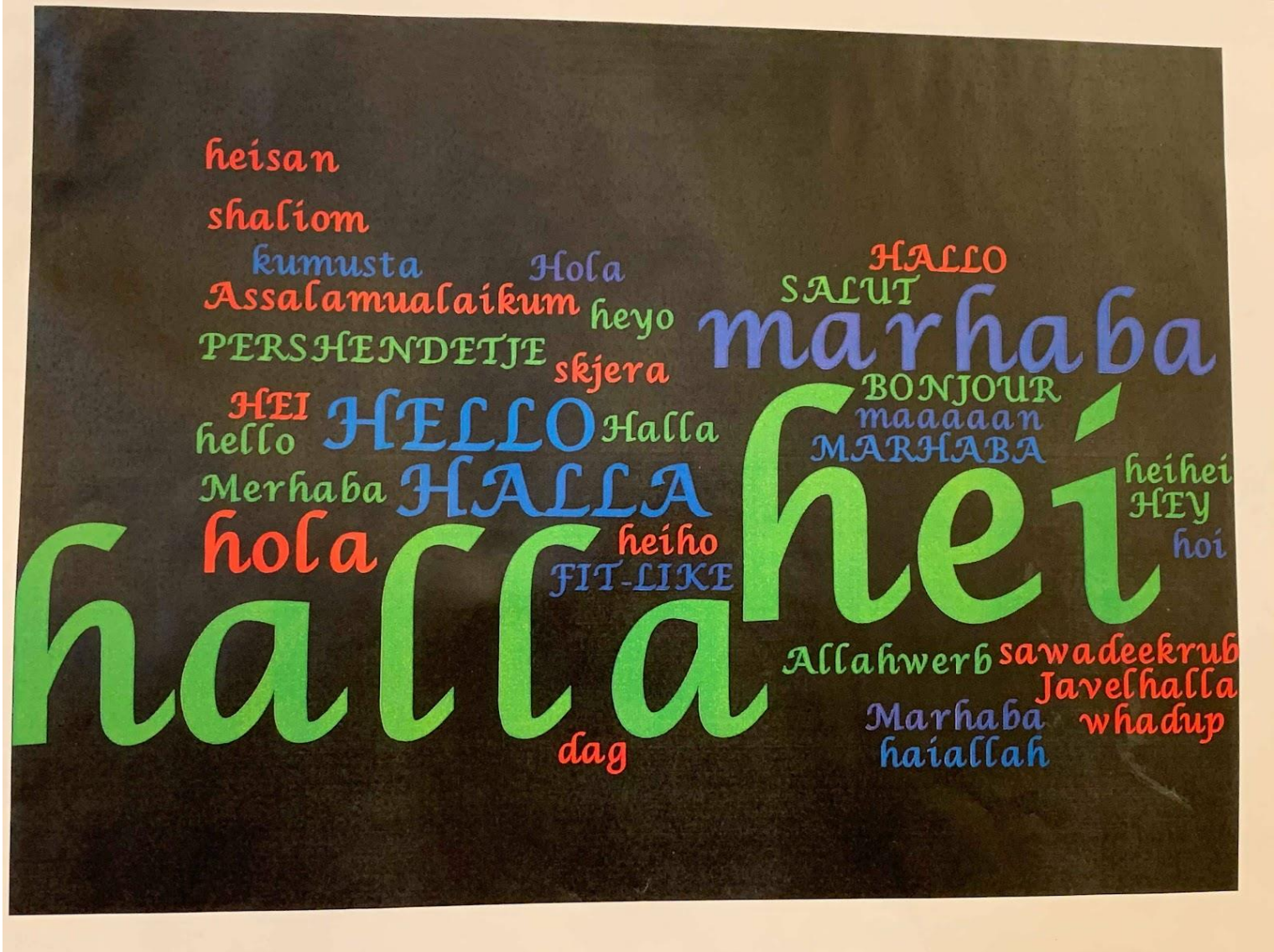


What happens when you let newly arrived students take the lead?



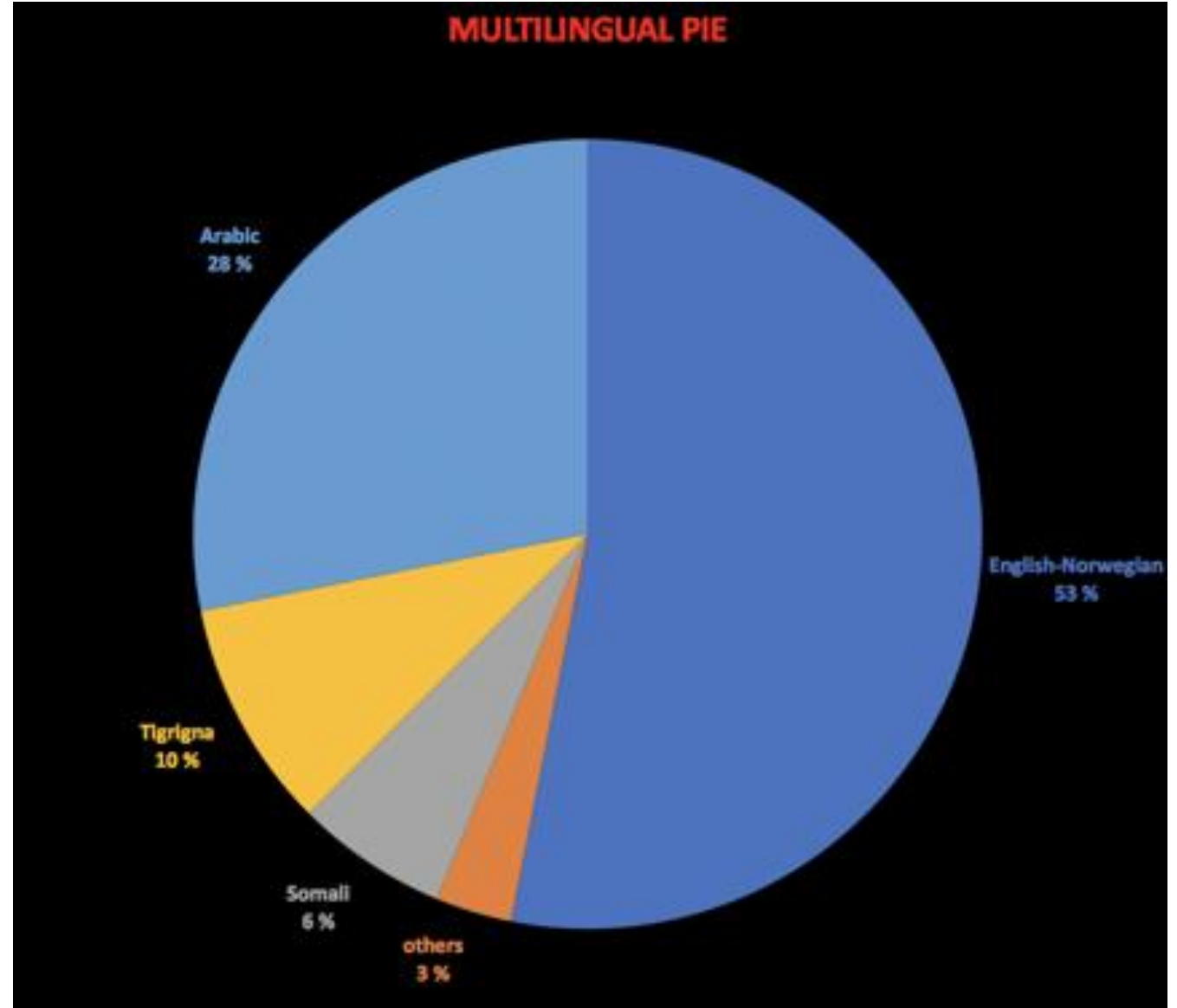
The students  
did their own  
field-work by  
finding out  
ways of saying  
hello!

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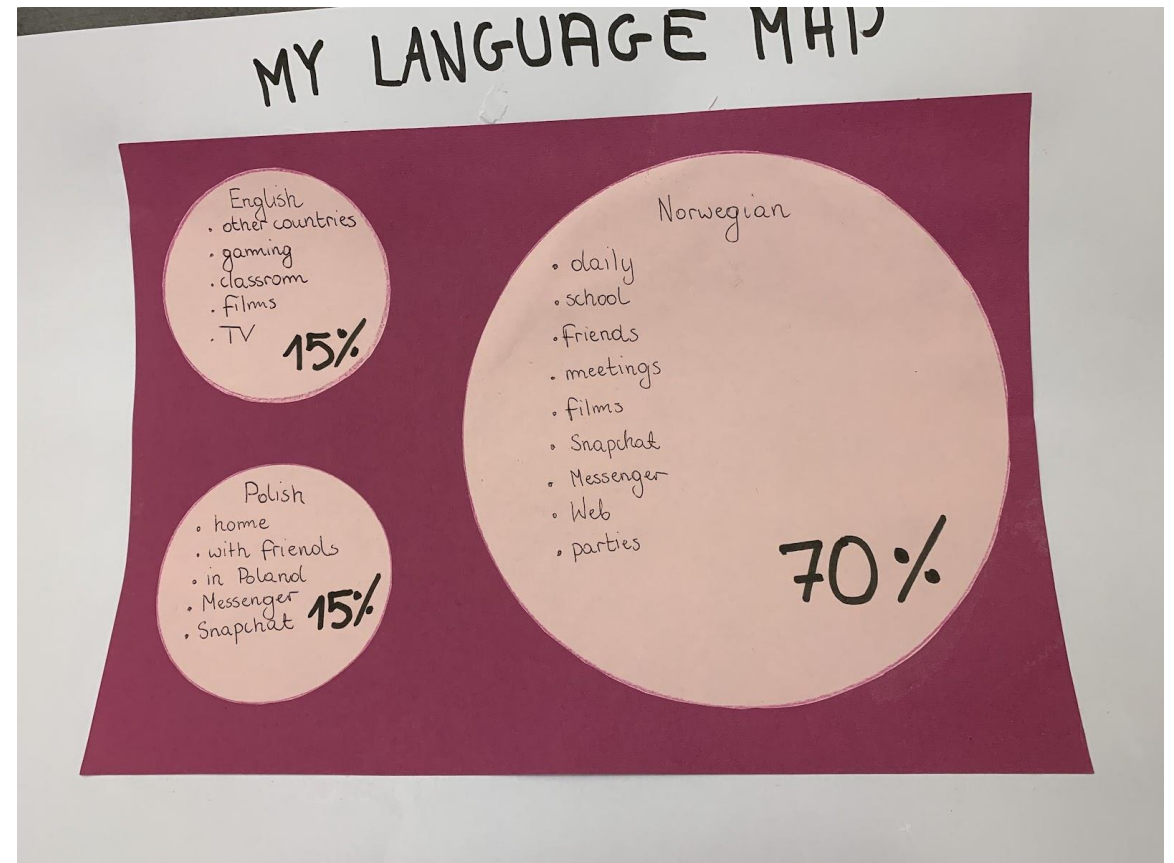
This pie-chart shows the percentages of students and the languages spoken.

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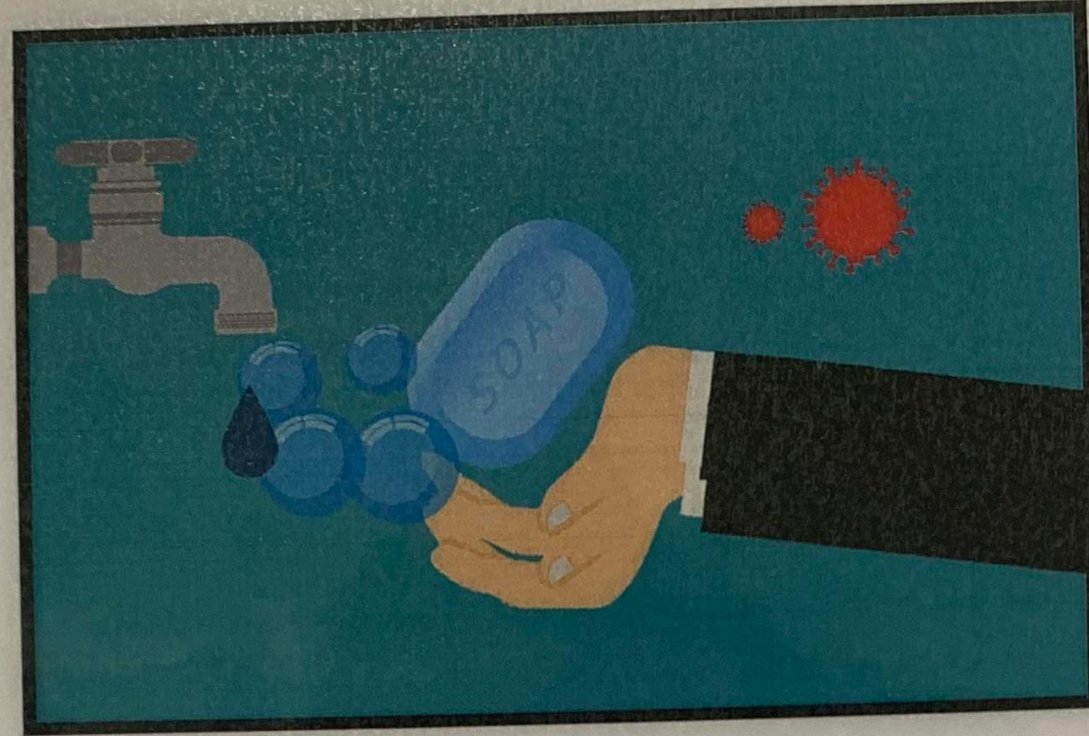
Language maps - make a map to find out which languages students speak and how much they use them





Elever og ansatte skal vaske her  
Students and staff should wash hands

يجب على الطلاب والموظفين غسل  
اليدين:



(pixabay)

Før man drar hjemmefra og når man kommer hjem  
Before leaving home and when returning home

قبل مغادرة المنزل وعند العودة إلى  
المنزل

# Student voices <3




# Advice from students - audio



**Resources for  
newly arrived  
students**

# Fremmedspråksenteret

5 resources:

- Celebrating Multilingualism
  - Creating a Country
  - The Human Rights of the Child
  - Present with Confidence
  - Working with a Novel
- 

# Celebrating Multilingualism

*If you talk to someone in a language they understand, that goes to their head.*

*If you talk to them in their language, that goes to their heart*

(Nelson Mandela)



# Task sheet 1 - Fun with language

Write down the following in your home language. When you have finished, find a partner and speak to each other using the phrases below.

My name is .....

What is your name?.....

I come from.....

Where do you come from?.....

My favourite thing is.....

What is your favourite thing?.....

I like to.....

# Creating a New Country



## **Task: Create and design a new country**

- Time: 3-4 weeks
- Your country should include:
- Country Name - Give a name to your country
- Capital City - What would the capital city be called?
- Country Flag - Create a flag (be creative)
- National Flower/Vegetable - Which flower/vegetable would you choose?
- Geography - Where in the world is your country?
- Draw a map highlighting rivers, mountains, cities etc
- Give details of population numbers, languages people speak
- National Song - Write a short song that reflects your country
- Country Rules - Make 10 rules for your country
- National Costume
- National Dish



# The Human Rights of the Child



# Present with Confidence



# Working with a Novel – Born a Crime (Trevor Noah)



How much do you know-ah?

# Reflection – takeaway:

In the English classroom, which language do you prefer to speak with your students?

Does having multilingual students affect you as a teacher?

What are the opportunities and challenges presented by multilingualism?

What do you think needs to be done to highlight multilingual students as a positive resource in the classroom ?

# My inspiration

- Fremmedspråksenteret <https://www.hiof.no/fss/>

- **Den europeiske språkpermen**

<https://www.hiof.no/fss/leringsressurser/den-europeiske-sprakpermen/>

- Europeisk rammeverk for språk

<https://www.coe.int/en/web/common-european-framework-reference-languages>

- [www.edutopia.org](http://www.edutopia.org)

- [www.ellevation.com](http://www.ellevation.com)

- <https://www.learningforjustice.org>

- Insta: hebahsrollercoaster



TIPS



Lang Battles



Turkish



German



Ara



# Keep in touch

- Keep in touch via email or my facebook groups:
- [elainegowie5@gmail.com](mailto:elainegowie5@gmail.com)
- (2) English Teacher Network (Vgs Norway) | Facebook
- (2) Engelsklærere for elever med kort botid i Norge | Facebook
- <https://www.edutopia.org/article/building-bridge-place-belonging>
- <https://www.utdanningsnytt.no/undervisning-videregaende-skole/her-er-elever-laerere-for-medelever/278053>
- EL EDUCATION



# Sources used

- #8 – [www.teachthought.com](http://www.teachthought.com)
- #10/16 – Five-Minute Activities (A resource book of short activities) Ur, Penny; Wright, Andrew, Cambridge University Press, 1992
- #11-14 – Discussions that Work, Ur, Penny, Cambridge University Press, 1981
- #17 – Ideas - Speaking and listening activities for upper-intermediate students, Jones, Leo, Cambridge University Press, 1984
- Visuals used: pixabay.com