
Innovative Practices in Language Teaching

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ROADMAP

Activity 1: Language portraits

Activity 2: The role of multilingualism in your teaching experience

Activity 3: Group discussion on multilingual classroom activities and didactic materials

LANGUAGE PORTRAITS

LANGUAGE PORTRAITS



Please visually represent your linguistic repertoire, highlighting the languages and ways of speaking that have been significant in your life. You can either use the provided silhouette or create your own. Choose colours that symbolize the different languages and modes of communication that hold special meaning for you.

(Busch, 2018)

LANGUAGE PORTRAITS



Please visually represent your linguistic repertoire, highlighting the languages and ways of speaking that have been significant in your life.

- Languages
- Dialects
- Styles
- Registers
- Codes
- Routines

LANGUAGE PORTRAITS

Why Is It Important to Reflect on This?

Reflecting on Our [Language Ideologies](#):

- Do we establish a hierarchy among the languages in our repertoire?
Are we aware of these patterns?
- What factors determine whether a language is considered part of our repertoire? (e.g., competence, language habits, presence in our environment)
- How have our language ideologies evolved over time? What factors influenced these changes?

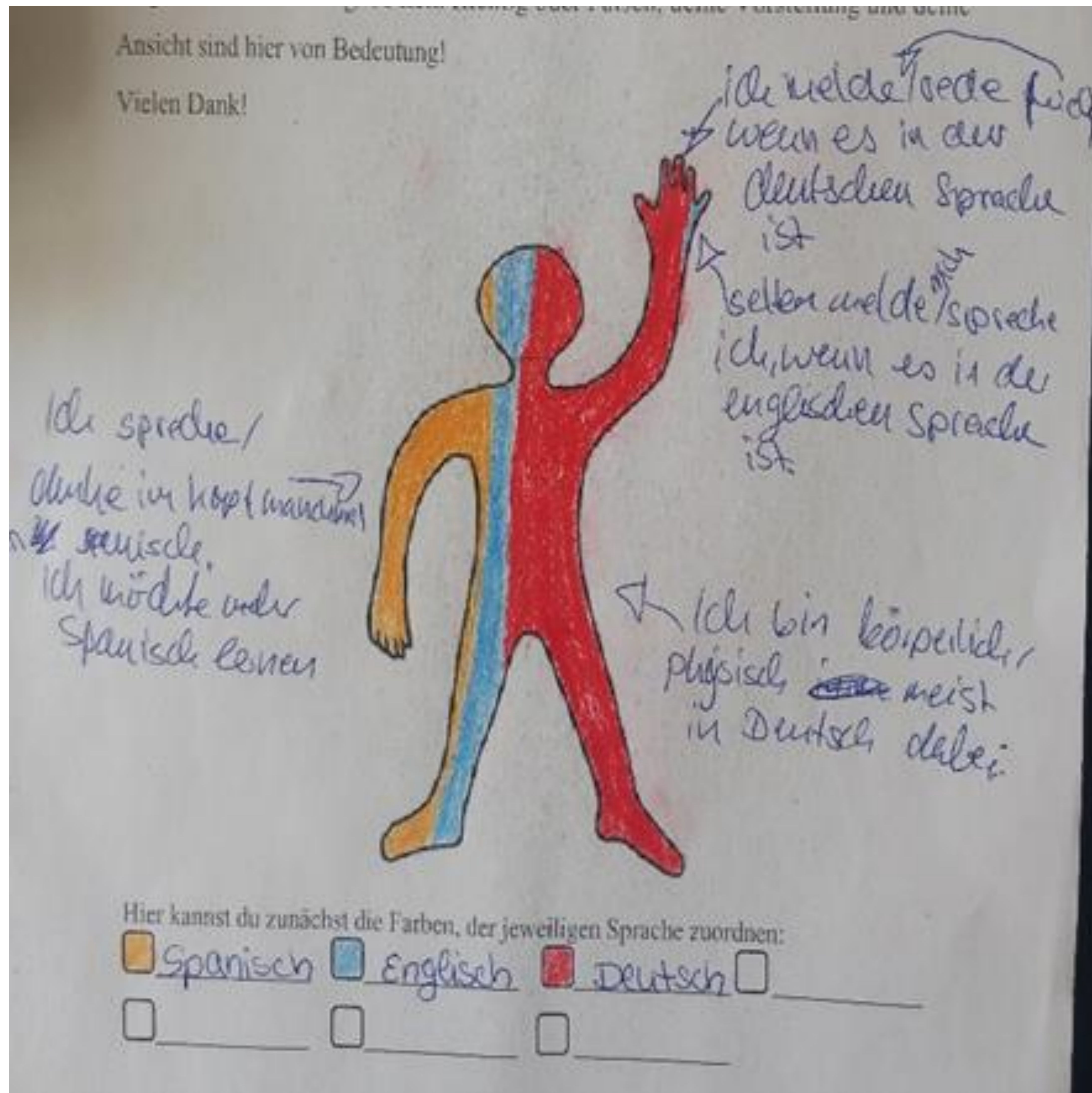
LANGUAGE PORTRAITS

Why Is It Important to Reflect on This?

Reflecting on Our [Language Ideologies](#):

These ideologies shape how we teach, embrace multilingualism, and manage different languages in the classroom.

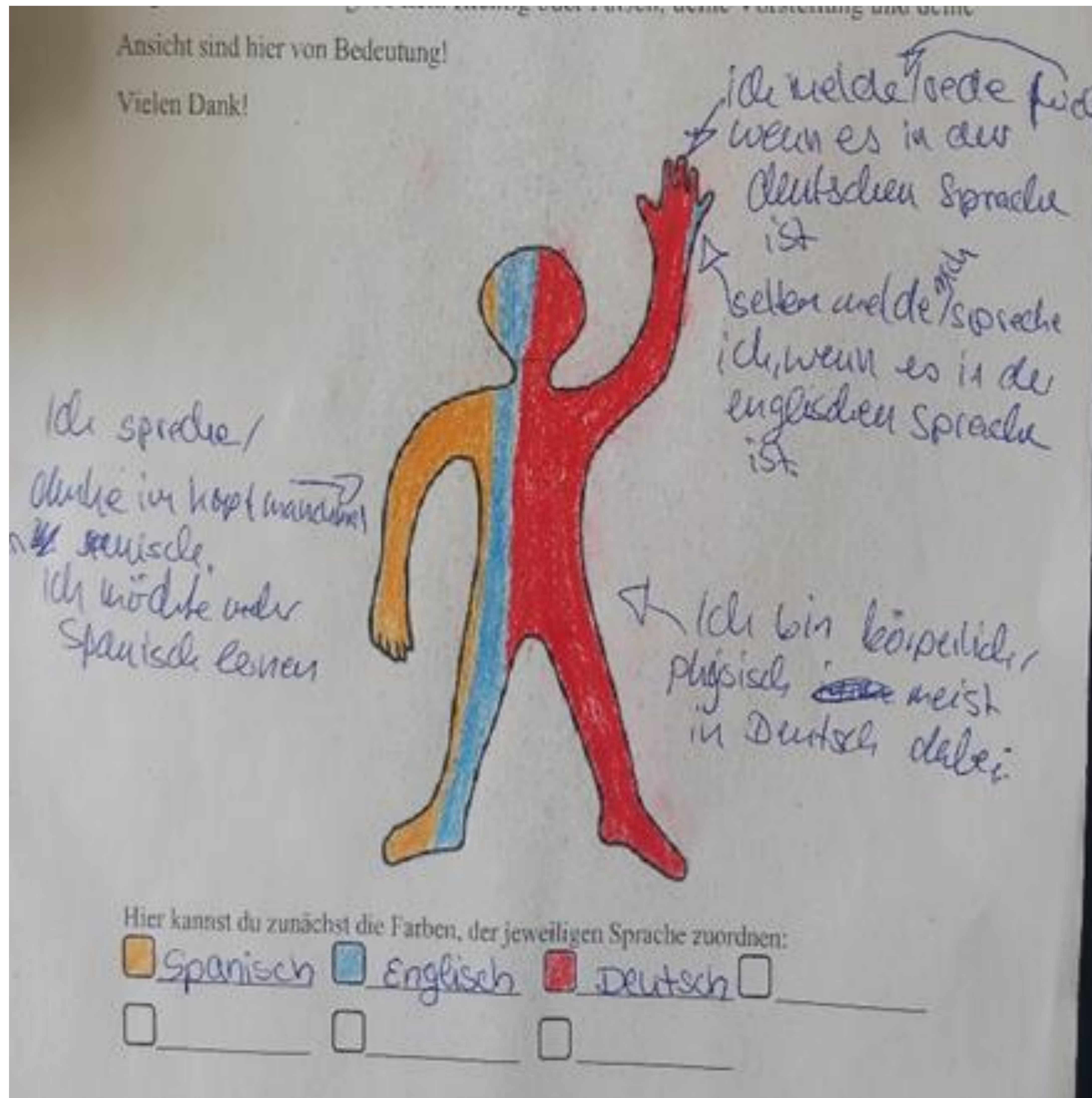
THE CHILD'S PERSPECTIVE



The children reflect on their **linguistic resources**, considering the languages they master and those they wish to learn better.

They may also identify the languages spoken by their peers in the classroom as part of their linguistic repertoire.

THE CHILD'S PERSPECTIVE



Through the development of a multilingual identity, children become more and more aware of their linguistic resources and how these resources interact throughout the learning process.

THE ROLE OF MULTILINGUALISM IN OUR TEACHING EXPERIENCE

QUESTIONNAIRE

Please rate the following statements using a scale from 1 (strongly disagree) to 5 (I strongly agree).

QUESTIONNAIRE

QUESTIONNAIRE

1. Students who are familiar with several languages will have more opportunities to succeed in their professional life.



QUESTIONNAIRE

2. For students, is it more important to know a major international language (such as English or Hindi) than their home language, if the two are different.



QUESTIONNAIRE

3. Frequent use of the home language can delay the learning of the school language(s) if the two are different.



MODELS OF LANGUAGE LEARNING AND ASSESSMENT



Traditional model of language learning and assessment

Only one language should be used because other languages may *interfere* with the learning process (languages affect each other negatively)

(García, 2009)

MODELS OF LANGUAGE LEARNING AND ASSESSMENT



New model of language learning and assessment

A child's entire language repertoire should be *activated* and *leveraged* throughout the learning process.

(García, 2009)

QUESTIONNAIRE

4. Teachers are responsible for supporting students in maintaining their home language when it differs from the school language.



QUESTIONNAIRE

5. To incorporate children's languages into classroom activities, teachers should have at least a basic understanding of those languages.



QUESTIONNAIRE

6. Children are not interested in speaking their home language in front of school peers (if the home language is different from the school language)



GROUP ACTIVITIES

MULTILINGUAL EDUCATION

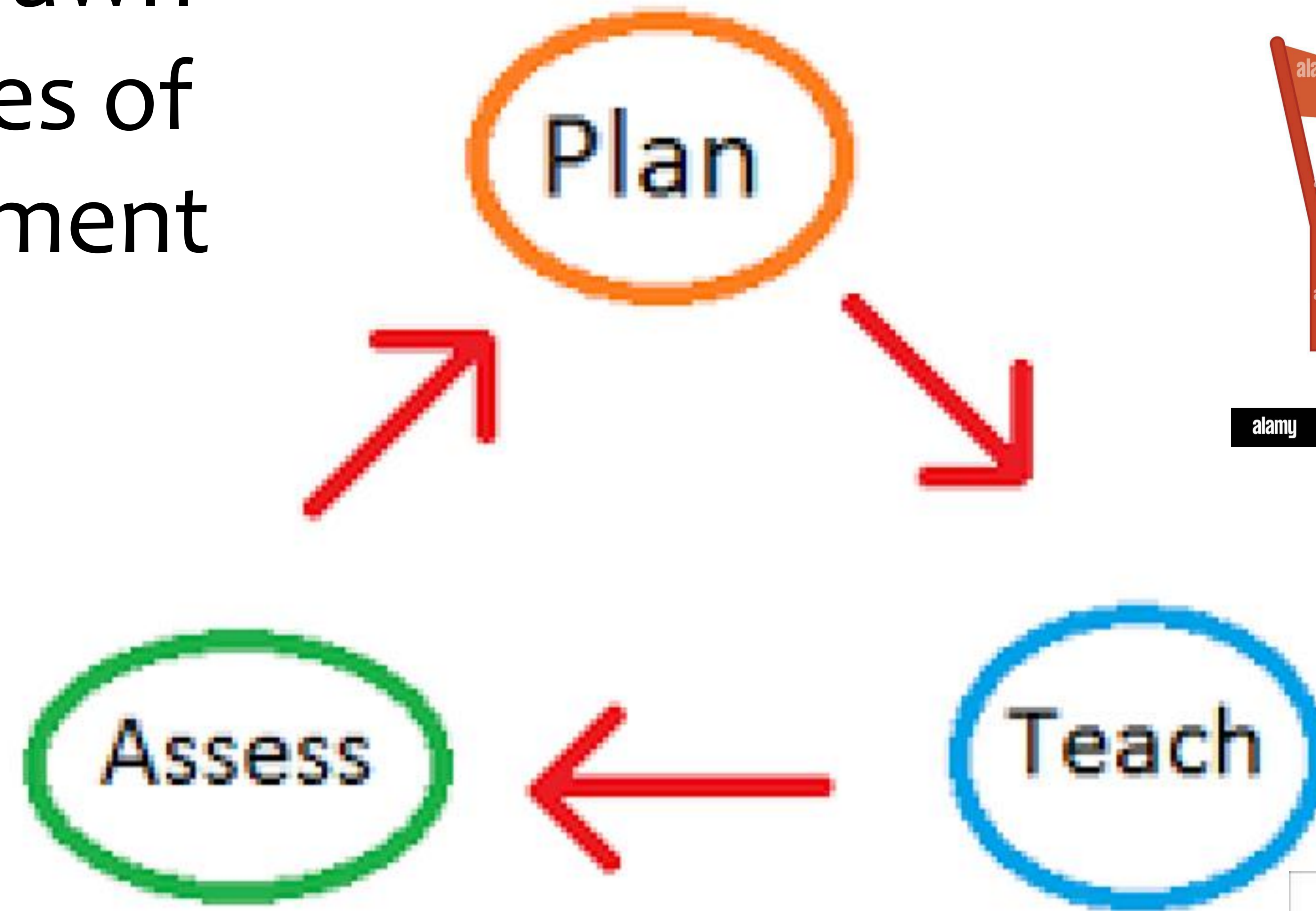
Why multilingual learning and assessment?

- It is **ecological** (continuity between language practices in and outside school)
- The use of the L1 **supports** the acquisition of language and content in a second language
- Children can **make meaning** by relying on their entire language repertoire (**metacognitive** development)
- It enhances children's **well-being** and **multilingual identity**

LANGUAGES IN THE CLASSROOM

LANGUAGES IN THE CLASSROOM

Various examples drawn from different phases of the teaching-assessment cycle



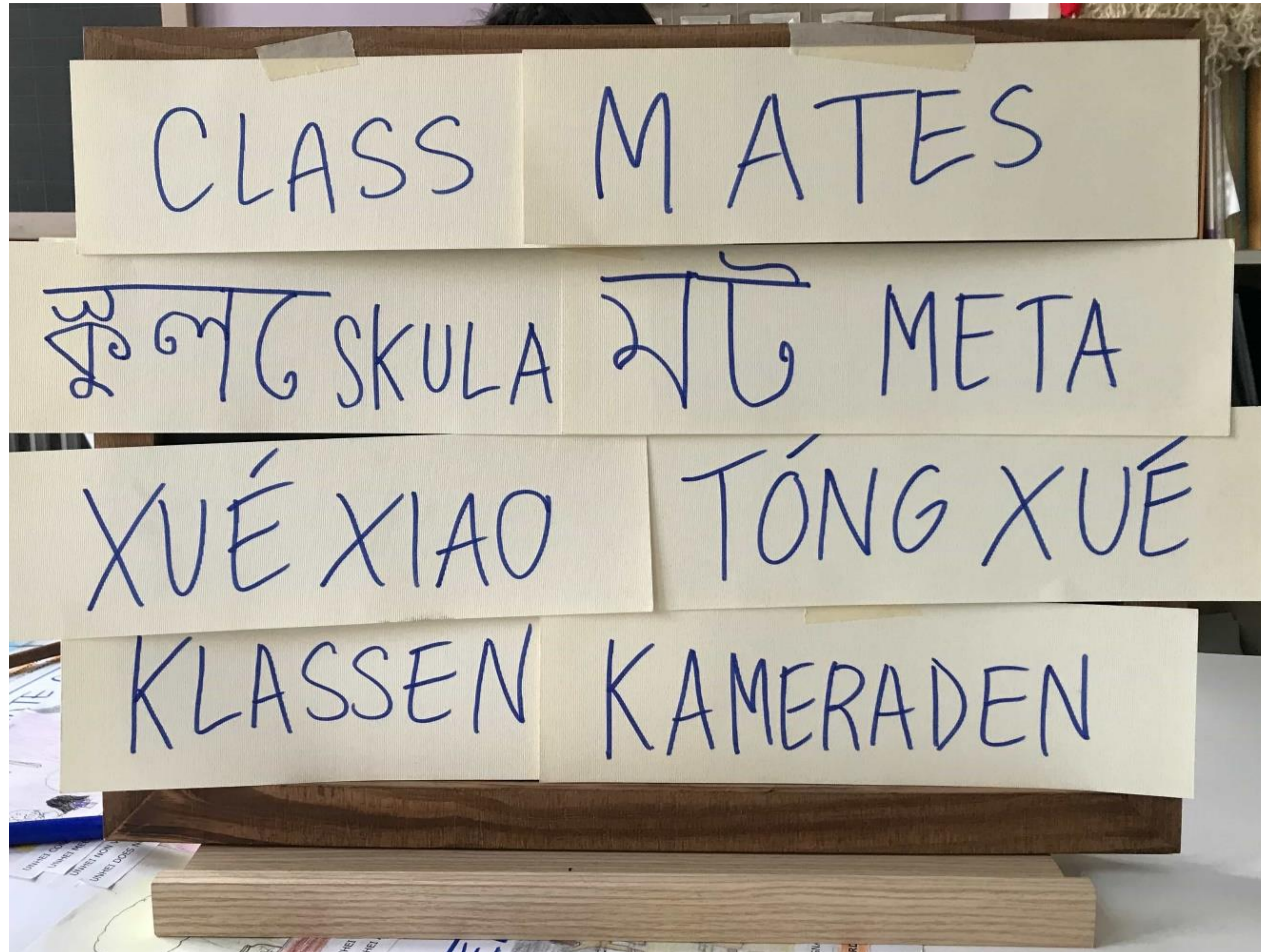
LANGUAGES IN THE CLASSROOM



factor factor	$3 \times 6 = 18$	The factor is one of the numbers you multiply.
product producto	$3 \times 6 = 18$	The product is the answer you get after multiplying.
square number número cuadrado	$2 \times 2 = 4$ $3 \times 3 = 9$	You get a square number when the two factors are the same.
dividend dividendo	$18 \div 6 = 3$ or $\begin{array}{r} 3 \\ 6 \overline{) 18} \end{array}$ $\frac{18}{6} = 3$	The dividend is the number you're going to divide.
divisor divisor	$18 \div 6 = 3$ or $\begin{array}{r} 3 \\ 6 \overline{) 18} \end{array}$ $\frac{18}{6} = 3$	The divisor is the number that's doing the dividing.
quotient cociente	$18 \div 6 = 3$ or $\begin{array}{r} 3 \\ 6 \overline{) 18} \end{array}$ $\frac{18}{6} = 3$	The quotient is the whole number you get as your answer after dividing.

Connections between words across different languages including dialects or tribal languages

LANGUAGES IN THE CLASSROOM



Better understanding of the linguistic phenomenon at stake through language comparison; fostering analogical thinking.

LANGUAGES IN THE CLASSROOM

Figure 1

English:

A tiny, light green stem with two pear-shaped leaves was growing in his right ear.

Spanish:

Una raíz, verdosa, con dos hojitas en forma de peras le estaba creciendo del oído derecho.



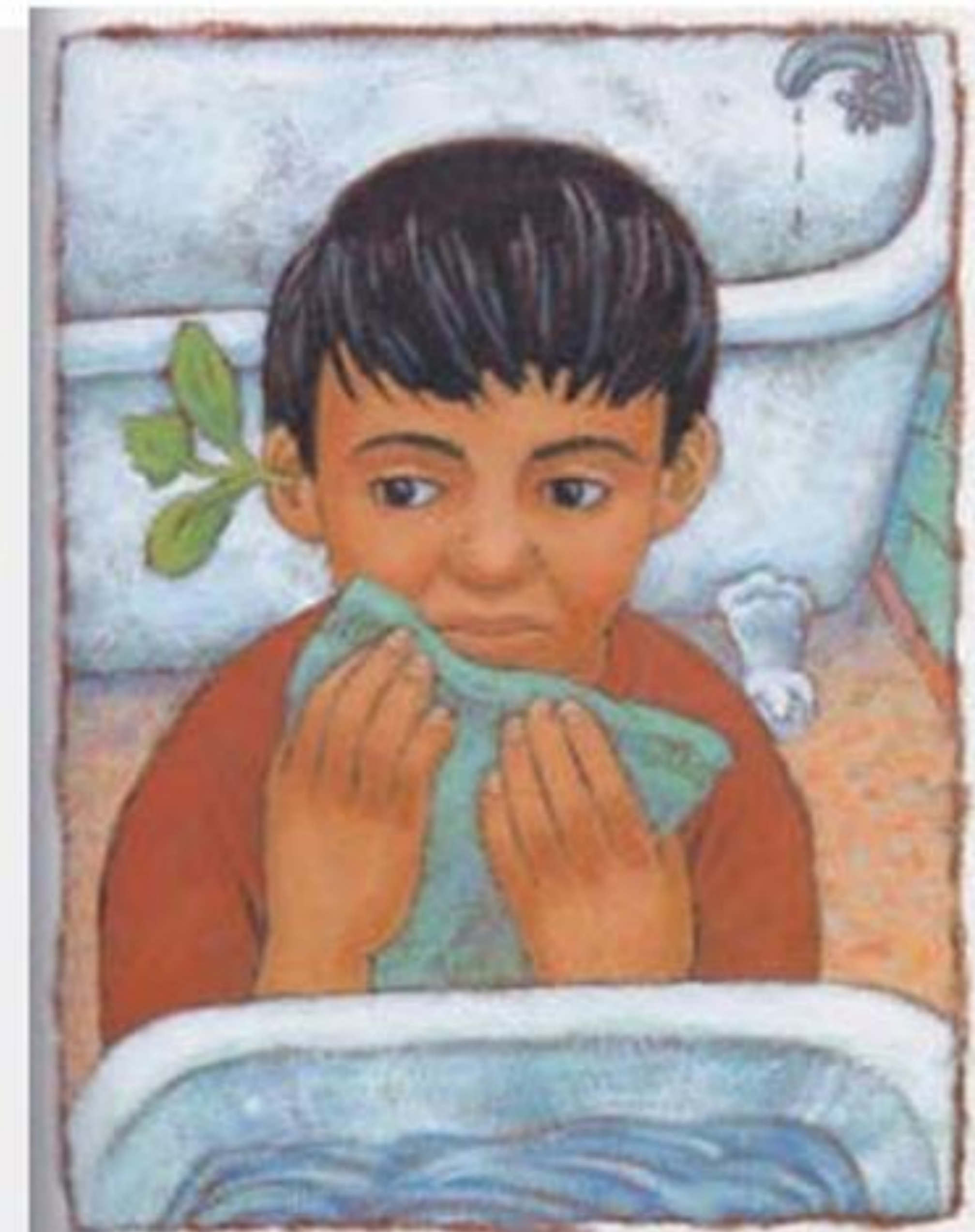
When the bright summer sun shone in his bedroom window in the morning, he woke up quickly. He had an itchy sort of feeling in his ear, and when he started to scratch it, he felt something strange.

Carlos ran to the mirror. A tiny, light green stem with two pear-shaped leaves was growing in his right ear. Just as he was wondering what to do, his mother called him for breakfast. He could smell the aroma of chorizo (spicy hot sausage) and eggs frying.



Cuando los rayos del sol entraron por la ventana de su cuarto, Carlos se despertó. Tenía una sensación rara en el oído, y cuando empezó a rascárselo, sintió algo extraño.

Carlos corrió al espejo. Una raíz, verdosa, con dos hojitas en forma de peras le estaban creciendo del oído derecho. Justamente, cuando estaba pensando en lo que iba a hacer, su madre lo llamó a desayunar. El olor del chorizo con huevos que su mamá estaba friendo le llegó a donde estaba.



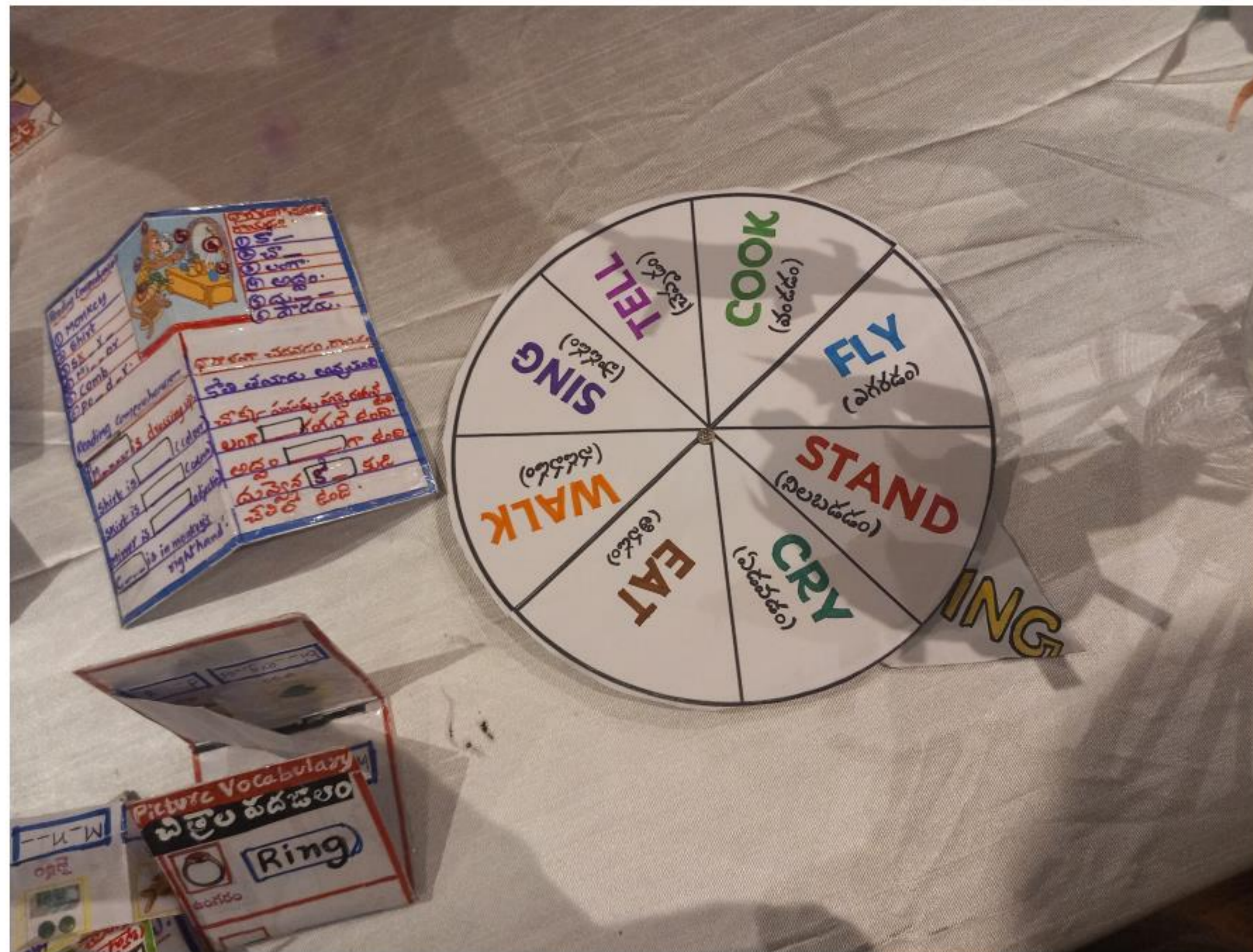
Similarities and differences in sentence structure

FUNCTIONAL ROLES OF LANGUAGE INTEGRATION

SUPPORT OF THE L2 BY THE L1

MULTILINGUAL TEACHING

Didactic activities in EMI classrooms engaging children's regional languages (Tsimpli *et al.*, 2023)



Instruction 2: In the following box there are **phrases** which describe the directions. **Read** the sentences given below and **fill in the blank** with the **most suitable phrase** from the box. After each sentence a clue is provided in a bracket as to the Telugu meaning of the phrase.

కొంత పెట్టిలో దశలను నివేదించే పదబంధాలు ఉన్నాయి. క్రింద ఇవ్వబడిన వాక్యాలను చదివండి మరియు బాక్స్ నుండి సరిఅయిన పదబంధంతో భాషలో పూరించండి. ప్రతి వాక్యం తర్వాత, పదబంధం యొక్క తెలుగు అర్థం గురించిన బ్రాకెట్‌లో ఒక క్లుప్త అందించబడుతుంది.

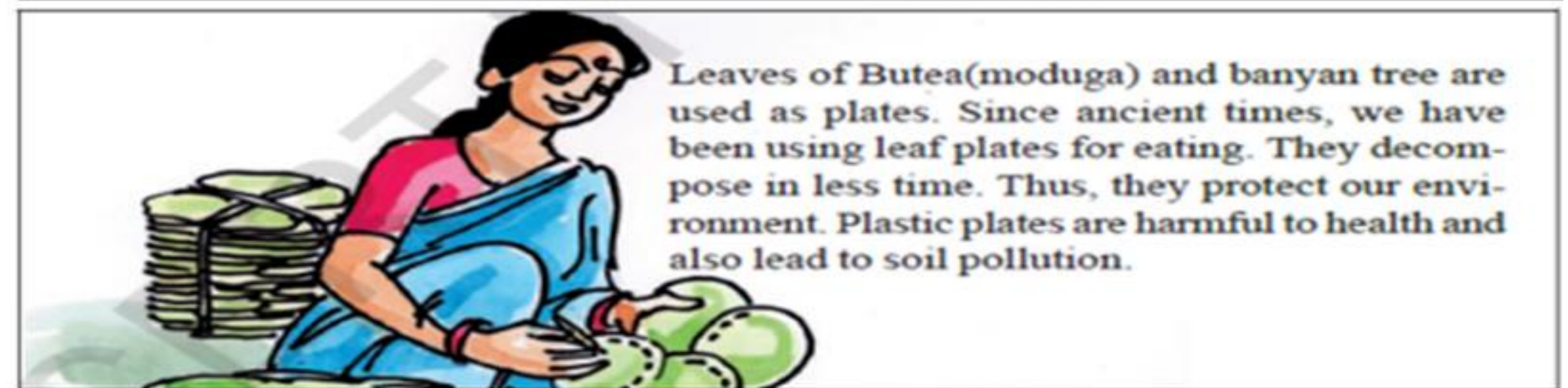
Kindi pettelō diśalanu vivariñcē **padabandhālu** unnāyi. Krinda ivvabadina vākyālanu caḍavandi mariyu box nundi **sari'avina padabandhantō khālīni pūriñcandi**. Prati vākyam tarvāta, **padabandham** yokka Telugu artham guriñci bracket lō oka clue andiñcabadutundi.

SUPPORT OF THE L2 BY THE L1

MULTILINGUAL ASSESSMENT

- If teaching and learning are **multilingual and multimodal (oral and written)**, assessment should align with these principles.
- We propose **multilingual and multimodal assessment** throughout primary school grades.
- At the secondary level, **unilingual assessment** could be an option.

Plastic plates and tumblers are being used during picnics and functions. Though in minute quantity, some plastic enters our body, which is very harmful for us. The plastic takes lakhs of years to decompose and thus adds to soil pollution. It even block the micro organisms which make soil fertile. Plastic glasses and plates when burnt release harmful gases into the atmosphere and thus cause air pollution.



. ప్లాస్టిక్ పర్యావరణానికి ఎందుకు హానికరం?

- A. జంతువులకు దాని వలన అలెర్జీ రావచ్చు కాబట్టి.
- B. అది చాలా దుర్వాసన వస్తుంది కాబట్టి.
- C. అది కుళ్ళిపోవడానికి వేల సంవత్సరాలు పడుతుంది కాబట్టి.
- D. అది సాధారణంగా చాలా మురికిగా ఉంటుంది కాబట్టి.

. What does "decompose" mean?

- A. To break.
- B. To disintegrate.
- C. To pollute.
- D. To burn.

Expository text (extracted from textbooks of environmental science used in Std IV)

SUPPORT OF THE L₂ BY THE L₁

PARTICIPANTS

205 children (mean age: 9;6; M: 12 months) in Grade 4 attending government EMI schools in Hyderabad. The children were divided into two groups:

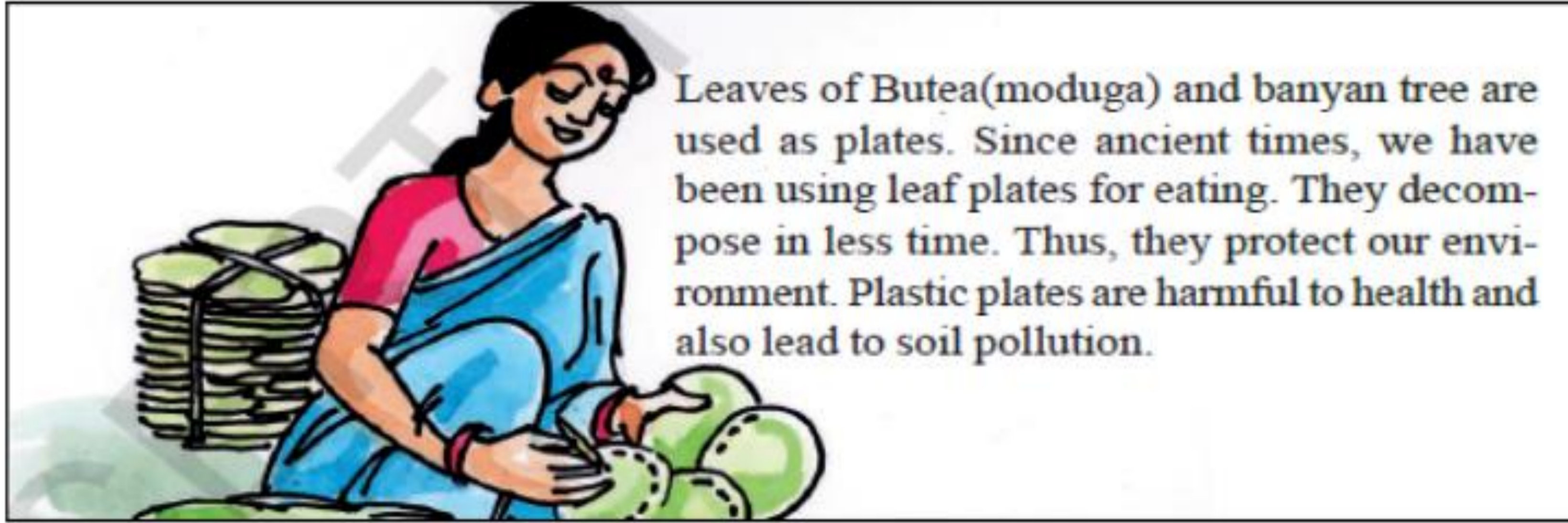
- control group (n = 111): reading an English text and answering questions to this text in English (one-language mode)
- target group (n = 94): reading the same text in English and answering questions to this text in English and the regional language (Telugu) (two-language mode)

No age difference between the groups ($t = 1.69$; $p = .09$)

SUPPORT OF THE L2 BY THE L1

MULTILINGUAL ASSESSMENT

Plastic plates and tumblers are being used during picnics and functions. Though in minute quantity, some plastic enters our body, which is very harmful for us. The plastic takes lakhs of years to decompose and thus adds to soil pollution. It even block the micro organisms which make soil fertile. Plastic glasses and plates when burnt release harmful gases into the atmosphere and thus cause air pollution.



3. Why is plastic harmful for the environment?

- A. Because animals are allergic to it.
- B. Because it smells very bad.
- C. Because it decomposes in thousands of years.
- D. Because it is usually very dirty.

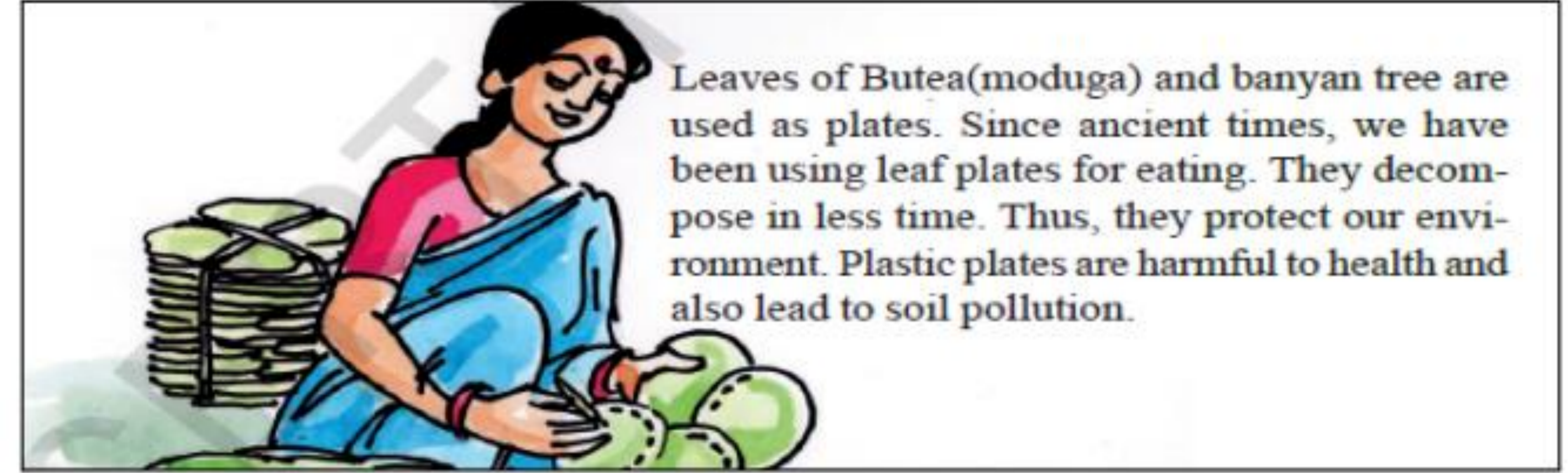
4. What does “decompose” mean?

- A. To break.
- B. To disintegrate.
- C. To pollute.
- D. To burn.

5. Why is plastic bad for the soil?

- A. Because it makes trees grow.
- B. Because animals cannot feed themselves.
- C. Because it causes air pollution.
- D. Because it kills microorganisms in the soil.

Plastic plates and tumblers are being used during picnics and functions. Though in minute quantity, some plastic enters our body, which is very harmful for us. The plastic takes lakhs of years to decompose and thus adds to soil pollution. It even block the micro organisms which make soil fertile. Plastic glasses and plates when burnt release harmful gases into the atmosphere and thus cause air pollution.



3. ప్లాస్టిక్ పర్యావరణానికి ఎందుకు హానికరం?

- A. జంతువులకు దాని వలన అలెర్జిక్ రావచ్చు కాబట్టి.
- B. అది చాలా దుర్వాసన వస్తుంది కాబట్టి.
- C. అది కుళ్ళిపోవడానికి వేల సంవత్సరాలు పడుతుంది కాబట్టి.
- D. అది సాధారణంగా చాలా మురికిగా ఉంటుంది కాబట్టి.

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5. ప్లాస్టిక్ మట్టికి ఎందుకు మంచిది కాదు?

- A. చెట్లను పెంచేలా చేస్తుంది కాబట్టి.
- B. ఎందుకంటే జంతువులు తమను తాము పోషించుకోలేవు కాబట్టి.
- C. వాయు కాలుష్యానికి కారణమవుతుంది కాబట్టి.
- D. నేలలోని సూక్ష్మజీవులను చంపుతుంది కాబట్టి.

SUPPORT OF THE L₂ BY THE L₁

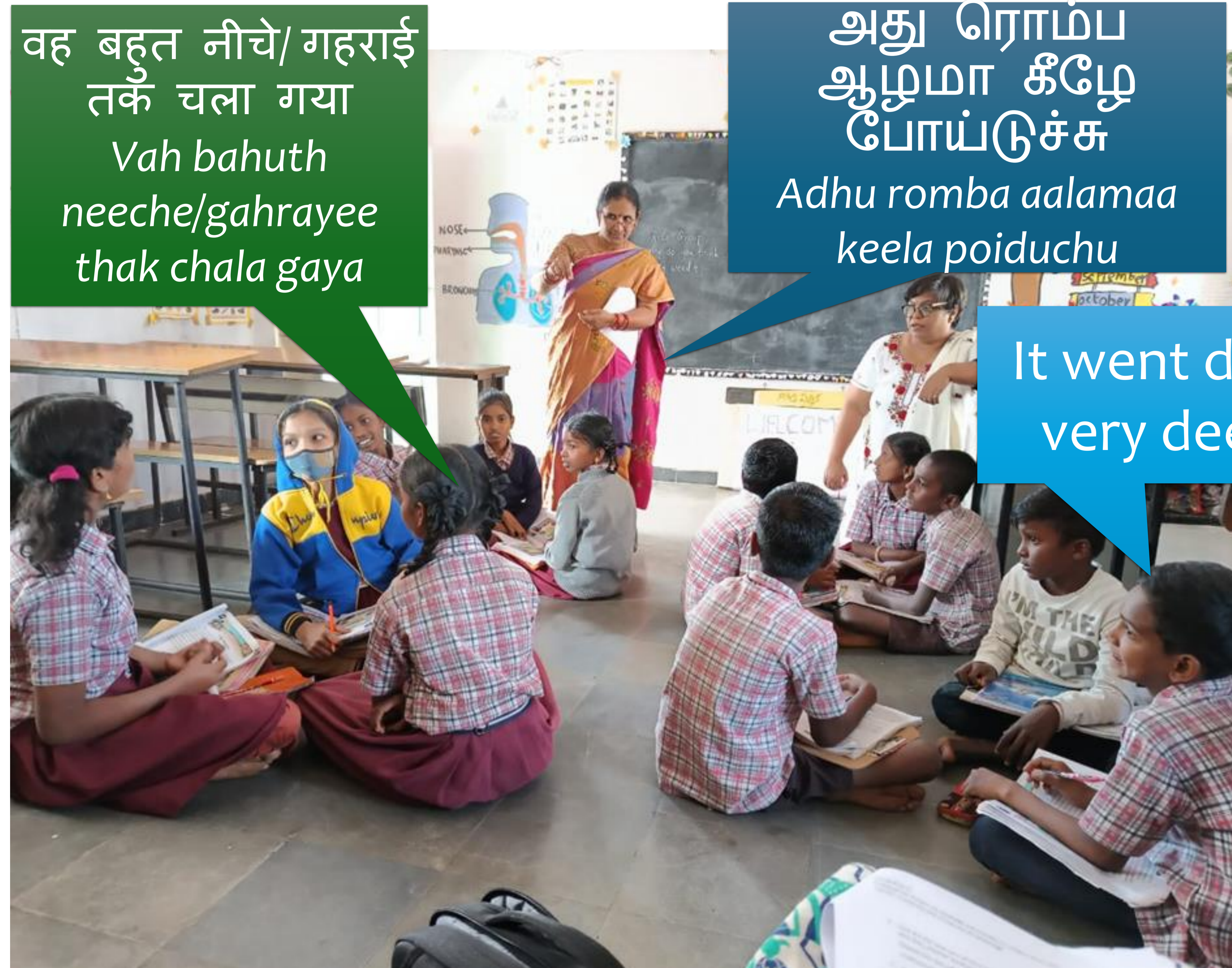
MULTILINGUAL ASSESSMENT

Assessment in English and Telugu facilitates **comprehension of the expository text significantly**

It helps students **understand vocabulary and retrieve information**

METACOGNITIVE DEVELOPMENT

Peer-group discussion of comprehension questions in different languages



Oral negotiations of
meaning of words
and text

Thinking aloud and
communicating

Teacher takes the
back seat in the
process

METACOGNITIVE DEVELOPMENT

Peer-group discussion of comprehension questions in different languages



“(...) to read and discuss a topic in one language and then to discuss it in another, means that the subject matter has to be properly ‘digested’ and reconstructed (...)”

Baker (2000: 104-105)

METACOGNITIVE DEVELOPMENT: ASSESSMENT

INFERENCE-MAKING IN MULTIPLE LANGUAGE MODE

Better reasoning abilities (not restricted by proficiency in one or the other language)

Deeper processing of information and greater engagement of **higher-order thinking skills** than in tests conducted in only one language.

(Carbonara et al., 2024; Torregrossa et al., 2023; Torregrossa et al., 2024)

METACOGNITIVE DEVELOPMENT: ASSESSMENT

Kamala, who has been watching all this, came to Chinna. She asked, "What happened Chinna?" Kamala laid her hands gently on his shoulders. At once, Chinna hugged his mother and started crying. After a while, he wiped his tears and told her about the missing money.



"Very sorry dear. It's ok, don't cry. I'll give you money to buy the bells. But, be careful with money hereafter," said Kamala.

"Sure *Amma*," said Chinna smiling.

"That's like my boy! Cheer up! Now, let's go to the market to buy some fruits and vegetables," said Kamala.

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"Sure *Amma*," said Chinna smiling.

"That's like my boy! Cheer up! Now, let's go to the market to buy some fruits and vegetables," said Kamala.

4. How do you think Chinna's mother feels about the fact that Chinna lost his money?

- A. She is disappointed because Chinna should have been more careful.
- B. She is very happy because Chinna is hugging her.
- C. She is sorry because she sees that Chinna is very sad.
- D. She does not care because she wants to do the grocery.

5. How does Chinna's mother cheer him up?

- A. She goes with Chinna to Chacha's shop.
- B. She promises Chinna money to get bells.
- C. She buys the bells for Chinna.
- D. She prepares a nice lunch for Chinna.

4. చిన్నా తన డబ్బు పోగొట్టుకున్న విషయం గురించి చిన్నా వాళ్ళ అమ్మ ఎలా భావిస్తుందని మీరు అనుకుంటున్నారు?

- A. చిన్నా మరింత జాగ్రత్తగా ఉండవలసింది కాబట్టి ఆమె నిరాశ చెందింది.
- B. చిన్నా తనని కౌగిలించుకోవడం వలన ఆమె చాలా సంతోషంగా ఉంది.
- C. చిన్నా చాలా బాధగా ఉండడం చూసి ఆమె జాలిపడింది.
- D. ఆమె కిరాణా వస్తువులు కొనుక్కోవాలి కాబట్టి ఆమె పట్టించుకోలేదు.

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METACOGNITIVE DEVELOPMENT: ASSESSMENT

TYPES OF QUESTIONS (NARRATIVE TEXT)

- **Factual** (retrieval of information from the text)
Why can Chinna not buy bells for his puppy?
A. Because his grandfather has not given Chinna any money.
B. Because the bells are too expensive.
C. Because Chinna cannot find his money.
D. Because he had to come back home.
- **Local inference** (integration of information from within a chunk)
Why is Chinna sad?
A. Because he lost his money.
B. Because he got a bad mark at school.
C. Because he made his mother sad.
D. Because he liked the bells a lot.

METACOGNITIVE DEVELOPMENT: ASSESSMENT

TYPES OF QUESTIONS (NARRATIVE TEXT)

- **Global inference** (integration of information from the text with prior or general knowledge)

How do you think Kamala felt when she saw Chinna at home?

A. Happy

B. Relieved

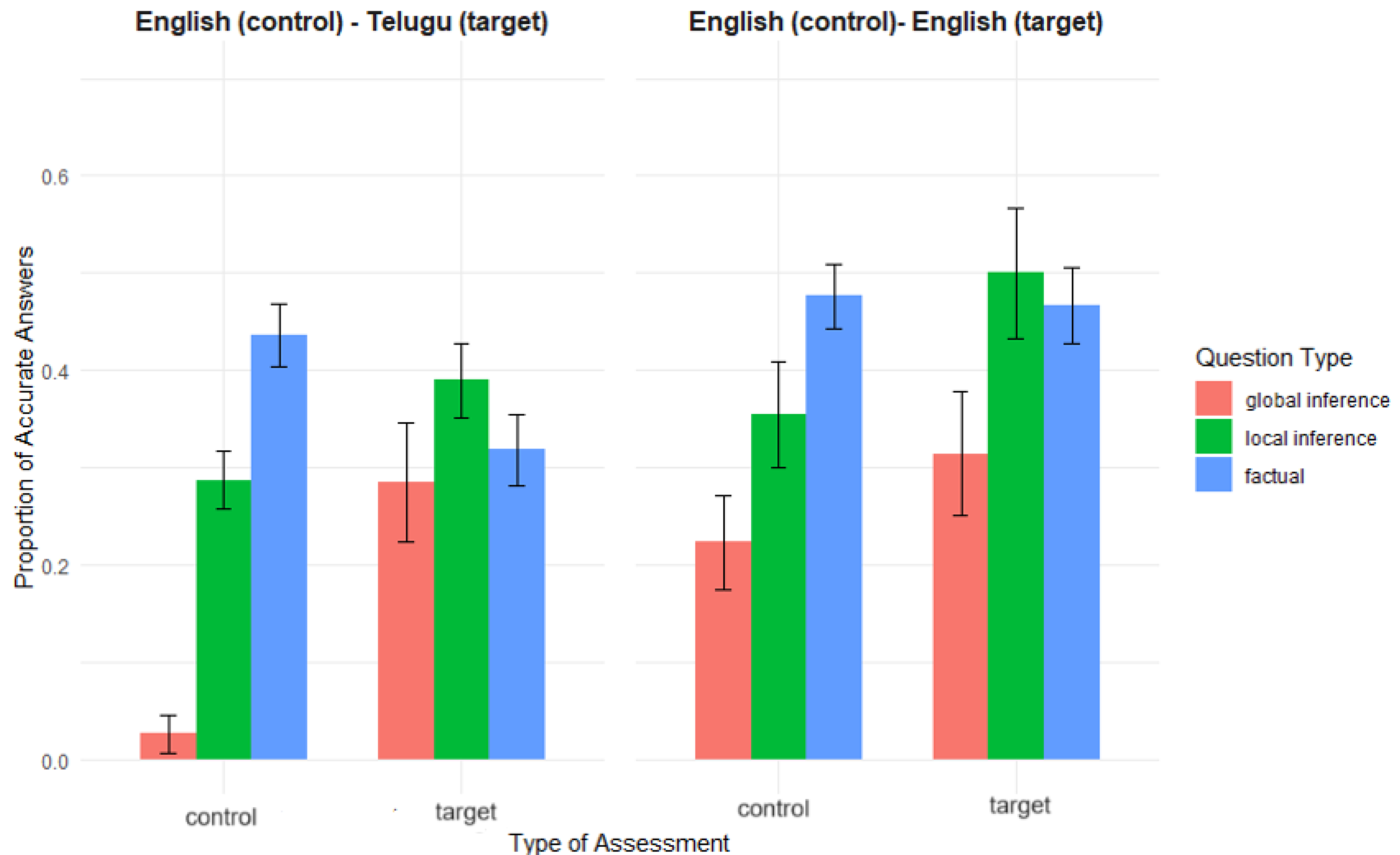
C. Sad

D. Worried

Most of the questions tapping into inferencing-making at the local or global level involve **mental state terms** (challenging in story comprehension; Gagarina, 2016; Tsimpli *et al.*, 2016)

METACOGNITIVE DEVELOPMENT: ASSESSMENT

The target group demonstrates higher performance on the **multilingual comprehension test**, particularly with questions of **local and global inference**.



MULTILINGUAL MATERIALS

MULTILINGUAL MATERIALS

Developing templates for didactic units that highlight where the strategic use of children's home language(s) can enhance language and content learning.

Teaching Unit

Text

Alice in Wonderland

The rabbit started running/ and Alice followed the rabbit./ The rabbit suddenly / popped down/ a large rabbit hole./ Alice jumped into/ the rabbit hole too!/ The rabbit went down/ and down and down/ and down into the rabbit hole./ Alice said aloud,/ "Where am I?/ How many miles down/ have I fallen?/ I must be getting somewhere/ near the centre of the earth./" She wondered,/ "Will I slip through the earth/ to the other side?/

HINDI

नीचे कूद गया

Neeche koodh gaya

TAMIL

கீழே குதித்தான்
Keele gudhithaan

HINDI

अन्दर कूद गई
Andhar koodh gayi

TAMIL

உள்ளே குதித்தாள்
Ulle gudhithaal

'to pop' and
'to jump'
कूदना *koodhna*
குதிப்பது *gudhipadhu*

MULTILINGUAL MATERIALS

Developing templates for didactic units that highlight where the strategic use of children's home language(s) can enhance language and content learning.

जंगल में, एक कछुआ और एक खरगोश रहते थे।

एक दिन, खरगोश ने कछुए को रेस में दौड़ने की चुनौती दी।

कछुए ने उस चुनौती को स्वीकार कर लिया।

जंगल के सभी जानवर दौड़ देखने के लिए इकट्ठा हुए।

ENGLISH

In the jungle, there
lived a tortoise and
a rabbit

TAMIL

காட்டில்
ஒரு ஆமை
மற்றும் ஒரு
முயல்
வாழ்ந்தன.

WELL-BEING AND MULTILINGUAL IDENTITY



Our project on multilingual teaching and assessment, guided by a **learner-centered approach**, has resulted in:

- Increased classroom engagement
- Higher attendance rates
- Greater enjoyment in the learning environment

Thank you for your attention, interesting contributions and participation

ధన్యవాదాలు
ధన్యవాద

