

**WESTERN SYDNEY  
UNIVERSITY**



**ENHANCING ENGLISH LEARNING:  
BUILDING ON LINGUISTIC AND CULTURAL  
REPERTOIRES IN 3 SCHOOL SETTINGS**

**A PROJECT REPORT FOR  
NSW DEPARTMENT OF EDUCATION 2018**



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# Executive summary

## Introduction

Recent Australian Census data (Australian Bureau of Statistic, 2016) has revealed that 2.8% of Australians are Aboriginal and Torres Strait Islander peoples and 49% of Australians were either born overseas or have at least one overseas-born parent. Data has also revealed that Australians come from nearly 200 countries around the world; identify with over 300 different ancestries and speak more than 300 languages. Approximately 21% of people speak a language besides English at home. Australia's diversity is realized in its classrooms; although unevenly distributed many Australian classrooms include young people from a wide variety of cultural and linguistic backgrounds, young people who speak many different languages and dialects of English.

In 2016, NSW government schools contained 33.1% of students from language backgrounds other than English (NSW Government Education, Centre for Education Statistics and Evaluation, 2017: 1). While teachers working in diverse, mainstream, multilingual classrooms recognise that two or more languages bolster each other and that knowledge and abilities acquired in one language are potentially available for the development of another (Cummins, 1979), they often grapple with ways to acknowledge and then build on their students' linguistic strength and complexity (Anderson and Stillman; 2013; Gutierrez, Bien, Seland and Pierce, 2011) in meeting academic language demands. Equally challenging is supporting student learning by learning about building on the linguistic and cultural assets of parents and the wider school community. Equitable learning environments are created when young people's learning strengths and needs are recognised, making it more important than ever to find ways to support teachers to build on the knowledge and skill young people bring to school.

Building on extensive pilot work (D'warte, 2013, 2014) and a further mapping pedagogies study

(Somerville, D'warte, Sawyer, 2015) funded by the NSW Department of Education, this project further developed and refined research and pedagogical methods that have been shown to not only increase EAL/D students' engagement in learning, but also support students and teachers in making explicit links between students' home languages and dialects and English. This study further extended this work to position students in all classrooms as researchers of the ways they use language everyday i.e., investigating their reading, writing, talking & listening and viewing practices in one or more languages, inside and outside of school. In this study, young people were involved in rich tasks that required them to collect data, analyse data and then report on their data in targeted across curriculum lessons. This study investigated the possibilities this offered students and their teachers in meeting outcomes across key learning areas for example in Math, Science, History and Geography. Importantly, this study also investigated the inclusion of bilingual reading practices - Dual language book reading, (Naqvi, McKeough, Thorne, & Pfitscher, 2012; Naqvi et al, 2012) and the opportunities this provided for school and community relationships and the active participation of parents and the wider community in children's learning both inside and outside of the classroom. This program involved the reading of books in English and another language simultaneously, page by page with teachers reading in English and a parent or community member reading in another language with three different languages read in a week. Finally, this study sought to enhance teacher knowledge by positioning teachers as classroom researchers (Munns & Sawyer, 2013; Mayes & Sawyer, 2014), investigating student learning and documenting practices and strategies that offered opportunities to learn about and with students and build on their students' and the wider school communities' home languages to enhance classroom learning.

# Research Questions

THIS RESEARCH PROJECT AIMED TO INVESTIGATE THE FOLLOWING:

1  
HOW AND IN WHAT WAYS WILL ACKNOWLEDGING AND BUILDING ON STUDENT AND COMMUNITY LINGUISTIC AND CULTURAL REPERTOIRES ENHANCE STUDENTS' ENGLISH LEARNING OUTCOMES?

WHAT BILINGUAL PRACTICES AND STRATEGIES EMERGE?  
DO THESE PRACTICES AND STRATEGIES SUPPORT STUDENT LEARNING?

2  
HOW IF AT ALL CAN THE INCLUSION OF MULTILINGUAL LITERACIES MOTIVATE DISCUSSION AND COMPREHENSION ABOUT LANGUAGE AND CULTURE?

WHAT IS THE IMPACT OF THIS PROCESS ON SCHOOLS AND WIDER COMMUNITY ENGAGEMENT/INVOLVEMENT?

THIS PROJECT AIMED TO:

## 1. DEVELOP AND PLAN

Develop and plan pedagogy and practices that both engage students as researchers of their own language and literacy practices and combine this with a Dual language book reading program, where books are read in English and additional languages simultaneously.

## 2. TRIAL AND INVESTIGATE

Trial and investigate the effect of the pedagogy on the language and literacy skills and understanding of children from culturally and linguistically diverse backgrounds.

## 3. EVALUATE AND IMPACT

Evaluate the impact of these processes on the school and on community engagement and document a list of successful strategies and practices that make connections between L1, English and other subject area learning.

# The Project

Three primary schools were selected in the greater Western Sydney area. These schools included high enrolments of children from refugee and migrant backgrounds, young people who spoke many different languages and dialects of English. The project involved between 2-4 teachers and 2-3 classes from each of the schools. The project was carried out in 3 phases to address the 3 aims detailed above.

In relation to Aim 1 of the project, ten teachers from Urban, Barra East, and William Lodge Public Schools (all names are pseudonym) trained as researchers in order to consider how and in what ways they would investigate students' and parents' linguistic and cultural repertoires, trial bilingual practices and strategies that might support student learning and investigate the impact on community engagement/involvement. This involved teachers and researcher in a series of Professional Learning days. Researcher and teachers worked together to plan opportunities for students to engage as researchers and ethnographers of their own language practices (D'warte, 2014). Lessons would involve students in collecting, mapping, analyzing and reporting on data about the ways they were reading, writing, talking, listening and viewing in one or more languages inside and outside of school. Teachers and researcher developed pedagogical activities, lessons, units of work and accompanying assessment tasks that would be carried out as regular classroom practice in English, Maths, Geography and History classes. Teachers and researcher planned recruitment of parent and community bilingual book readers. Bilingual books and materials were collected and lessons, multimodal tasks and assessments developed to accompany Dual language book reading (Naqvi, McKeough, Thorne, & Pfitscher, 2012; Naqvi et al, 2012) implemented as part of the literacy block.

In relation to Aim 2, learning sequences, individual lessons, activities and units of work to engage students as researchers and dual language book reading sessions that involved parent and community readers were timetabled and implemented. Teachers and researcher collected quantitative and qualitative data throughout this process. Qualitative data included observations and field notes and ongoing evaluation of lessons and units of work, detailed in teachers'

researcher diaries. Units and lessons sequences were reviewed and revised where appropriate. Data also included individual teacher and student interviews and focus groups with bilingual book readers. Quantitative data comprised numbers and categories of bilingual readers and the languages of books read. A wide-range of student work samples including but not limited to initial and final written or oral tasks, language maps, story maps, bilingual comics, oral retells, linguistic landscape reports, audio-visual presentations and digital and audio tapes of bilingual reading episodes were also collected. Teachers engaged in ongoing assessment of student work samples in relation to achievement of outcomes and informal qualitative measures such as student engagement in tasks and growth overtime in length and complexity of work submitted. Ongoing reflections and evaluations were carried out at key points in a series of collaborative in school workshops. All sessions were recorded for further analysis of project goals.

In relation to Aim 3, teachers and researchers evaluated the impact of this project across dimensions in final professional learning days. Teachers engaged in final interviews with the researcher and reviewed and analysed quantitative and qualitative data sets with a focus on student data and parent participation. Data included numbers and categories of dual language book readings and the languages of books read; focus group interviews with readers and the documenting of informal interactions with parents and school community members both inside the classroom and in related out of classroom activities (e.g., home time, book parade, P&C meetings, parent/teacher conferences etc.) as a result of this involvement. Teachers also reviewed student interviews and final student work samples in relation to achievement of syllabus outcomes (for example oral language skills, phonemic awareness, questioning skills, and comprehension) and began to detail strategies, activities and lesson sequences that showed evidence of the relationship between student and community first language, knowledge and experience and English language learning. The professional learning days were recorded for further analysis of project goals.



# Findings

This study was driven by two central research questions: how and in what ways can acknowledging and building on student and community linguistic and cultural repertoires enhance students' English learning outcomes and can the inclusion of multilingual literacies motivate discussion and comprehension about language and culture and impact community engagement/involvement.

To answer these questions the project engaged teachers as co-researchers and further developed innovative pedagogies that involved students as researchers of their own practices. These innovative pedagogies were enhanced by the inclusion of multimodal, multilingual tasks and assessments and the inclusion of a dual language book reading program that required active participation of parents and the wider community in their children's classrooms.

While previous work engaged teachers as researchers and conducted research with children as co-researchers and linguistic ethnographers, in this project, students were positioned as independent researchers of their own language and literacy practices and experiences. Facilitated by researcher and teachers, students were trained as researchers and tasked with collecting, compiling, analysing and reporting on their own data. Across data evidence suggests this highly engaged students and gave them a renewed understanding of not only what they knew and could do but also ways to apply their knowledge to in school tasks. Findings reveal ongoing inclusion of what are defined as culturally and linguistically responsive pedagogies (Ladson-Billings, 2014; Lucas & Villegas, 2013), that included the generation of rich, complex and authentic tasks. Opportunities for students to employ and extend their English, Math, Science, Geography, critical thinking and research skills and work towards across curriculum outcomes were facilitated in their work as researchers. In Maths this included but was not limited to teaching and learning centred on the presentation and analysis of data and developing and extending understandings of means, averages and percentages. Connections between language and place generated teaching and learning in Geography that centred on diverse characteristics of places

in different locations across local and global scales, with attention to population societies and environments. Students also developed geographical questions to frame an inquiry linked to language and place and employed a variety of strategies to locate, collect and record relevant data and information to answer inquiry questions. In one History unit, focused on change and continuity, students began to describe the causes and effects of change in Australian society starting with their own local environment and community. Students examined struggles of various groups for rights and freedoms including Aboriginal and Torres Strait Islander peoples and engaged with global connections through stories of migration and the ways various groups contributed to Australia's economic and social development.

In English, evidence suggests that the project worked to support teaching and student learning of register dimensions. It enabled teachers to create lessons and activities that built on students' everyday communication outside and inside of school. Students examined their own language practices and experiences and the language choices they made for different audiences and different purposes. Students not only considered how, but why language changed across modes and examined alternatives that enhanced or limited meaning making and they applied their understandings to completing in school language texts and tasks, including for example, responding to and composing arguments and persuasive essays. Teachers reported seeing connections between home language practices and in school tasks and encouraged students to use home languages when talking and writing where applicable, employing translanguaging practices (Garcia, 2014). Teachers reported a significant increase in students' confidence in their own ability and they suggested this contributed to student motivation to complete tasks and expand their writing skills.

Findings reveal that the inclusion of a dual language book reading program had a powerful and significant influence on parent and community engagement and participation. This was realized in the participation of 28 parents and/or grandparents, 11 teachers, 4 students and 2 School Principals, reading stories in 28 languages. A positive outcome of the project

was the popularity of the bilingual reading program for all participants. Elements of this work were used to support students and teachers in working towards a range English language learning outcomes. In Years 1 and 5, students showed a marked improvement in their questioning and commenting skills, building on their knowledge from previous sessions. Bilingual reading facilitated opportunities for students to investigate individual sounds and blends, vocabulary, grammar, punctuation as well as graphemes in writing and other aspects of orthography. Students engaged in learning about language as well as building their capacities in reading and responding to and composing text. Teachers in the new arrival class report an increase in reading comprehension related to the incorporation of bilingual reading.

This project facilitated opportunities for parents, community members and teachers to build relationships and learn about each other. It offered teachers, parents and the wider school community opportunities to talk about home language learning and literacy practices, the importance of speaking and learning home languages and the relationship to in school learning. It also gave parents and community members the confidence to share their linguistic and cultural knowledge and skill and be active participants in their child's classrooms and their learning more broadly. Incidences of parents establishing friendships with each other and increasingly involving themselves in school activities and networks were reported across all schools. New parents joined coffee morning club, sewing clubs and other school and parent initiated community events and attended in class celebrations of their child's project work.

Analysis of data collected from parents reveals, that parents and community members viewed bilingual reading as meaningful and valuable and expressed a strong desire for bilingual reading to be sustained as a whole school project. A significant and important outcome was the inclusion of some early development of and renewed interest in home languages learning by students. Many parents reported that prior to the program many of their children actively resisted learning home languages and attending community language programs. All parents involved as dual language book readers and many other parents of children in the project reported their children's developing interest in home language and a desire to learn home languages in community language programs or from parents and grandparents and community others. All schools purchased bilingual books and teachers reported an increase in the loan of bilingual books from within the classroom

and school library. In two schools, opportunities were created for dual language book reading in the library and across classes.

Findings also highlight the strong relationship between language and identity and its importance in promoting self-esteem and belonging for students, parents and the wider school community. In this study, culturally and linguistically responsive pedagogies and practices are defined as those that take student and community knowledge and skill as a starting point for learning. Evidence suggests that ongoing discussions and explorations of language and cultural at home and in school promoted intercultural understanding within classrooms and in one case across the school with teachers noting a change in class behaviours and individual relationships. Clear evidence was offered in teachers reports of improved class relationships, group work and individual friendships. The promotion of self-esteem and belonging for, parents was evidenced in increasing parent participation in class and in children's homework tasks. Invitations for parents to come to class as volunteers and to share other skills and understandings with children included for example language skills, calligraphy, bread making, dance, art, music and gardening skills. Teachers also reported ongoing conversations with parents and caregivers about the language work and maintenance of home languages more generally.

Research findings also reveal further development of teacher professional learning, not only in developing teachers' skills and expertise as classroom researchers but also in their capacity to learn about their students and their school communities and begin to build on home language knowledge and skill in service of teaching and learning. Teachers made substantial connections with parents and community groups and collected resources that targeted community languages and practices. Teachers became curriculum developers, designing practices, strategies, assessments and a series of dual language book reading sequences that supported students in meeting English learning outcomes through making connections with home languages. Teacher capacity was built in the sharing of their project work within their own school but also in larger forums such as school network meetings, Education Department forums and state and national education conferences. Teachers have presented their work in publications to high impact professional journals and at several schools and national education conferences.

Project outcomes are presented under the following five headings as they reflect the commonalities in the work generated across the phases of the project; key findings are reported in relation to emerging themes within these classifications.

## **PROJECT OUTCOMES**

### **1. CULTURALLY AND LINGUISTICALLY SUSTAINING PEDAGOGIES**

- Students as researchers
- Language mapping
- Dual language book reading
- Linguistic landscape walks and translanguaging

### **2. UNIT, LESSON AND STRATEGY DEVELOPMENT**

- Inclusion of across curriculum outcomes
- Inclusion of authentic texts and multilingual tasks
- Inclusion of multimodal assessments

### **3. STUDENT LEARNING**

- English language learning
- Engagement in rich tasks
- Intercultural understanding

### **4. COMMUNITY ENGAGEMENT**

- Parent and community participation
- Inclusion and belonging
- Support of first language and out of school language learning

### **5. TEACHER LEARNING**

- Learning about students
- Curriculum development
- Building professional capacity



# Future directions

Teachers and students reported high levels of engagement in this work, this served to not only promote intercultural understanding but expanded students' and teachers' knowledge of the world and the diverse features, history and characteristics of contemporary local and global places and languages. Teachers reported growth in their knowledge of language learning and teaching for culturally and linguistically diverse students. Future directions for research include the following possibilities driven by Australian Professional Standards for Teachers:

## FUTURE DIRECTIONS FOR RESEARCH

### KNOW STUDENTS AND HOW THEY LEARN

- Building on this research to further develop and refine research and pedagogical methods for application in Intensive English Language Centres
- Further research is indicated to understand the relationship between language, identity and learning for all students and what possibilities this offers for the development of intercultural understanding across schools and classrooms.

### PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

- Further development of lessons and accompanying tasks for of Dual Language Book Reading across grades with a focus on making explicit links to English learning outcomes across modes
- Future research is needed that includes the incorporation of technologies and applications for multilingual language learning.
- Assess, provide feedback and report on student learning
- Further research is needed that captures longitudinal measurable data that shows growth overtime across all English modes reading, writing, talking, listening and viewing linked specifically to this project work
- Future research that identifies general strategies and applications for enhancing linguistic transfer of L1 and L2.

### ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

- Further research that investigates ways the linguistic and cultural resources of parents/ carers and the community can be taken up in classrooms to enhance teaching and learning beyond bilingual reading
- A collaborative project with state and international partners, that engages students, teachers and parents/carers and community members as researchers of local and global language and literacy practices (as linguistic ethnographers) across contexts. In this work, participants will collaborate to further develop and implement curriculum and analyse and share their work with each other across broader contexts.

### Next Steps

The development of a professional learning package made available to all NSW DE teachers detailing dual language book reading processes and practices.

# Introduction

This document is designed to report on the planning and implementation and findings of the project Enhancing English learning: Building on linguistic and cultural repertoires in 3 school settings from 2016 to 2017.

## **THIS PROJECT AIMED TO:**

### **1. DEVELOP AND PLAN**

Develop and plan pedagogy and practices that both engage students as researchers of their own language and literacy practices and combine this with a Dual language book reading program, where books are read in English and additional languages simultaneously.

### **2. TRIAL AND INVESTIGATE**

Trial and investigate the effect of the pedagogy on the language and literacy skills of children from culturally and linguistically diverse backgrounds.

### **3. EVALUATE AND IMPACT**

Evaluate the impact of these processes on the school and on community engagement and document a list of successful strategies and practices that make connections between L1, English and other subject area learning.

## **THIS REPORT DRAWS ON:**

**PROJECT TEAM MINUTES AND EMAILS**

**OBSERVATIONS, AUDIO RECORDINGS, TRANSCRIPTS AND MINUTES FROM TEACHER PROFESSIONAL LEARNING DAYS (SEE APPENDIX 11)**

**OBSERVATIONS, FIELD NOTES AND PHOTOGRAPHS FROM CLASSROOM LESSONS AND ACTIVITIES**

**OBSERVATIONS, FIELD NOTES AND PHOTOGRAPHS FROM BILINGUAL READING SESSIONS**

**AUDIO RECORDINGS AND TRANSCRIPTS OF INDIVIDUAL STUDENT INTERVIEWS AND STUDENT FOCUS GROUP INTERVIEWS**

**AUDIO RECORDINGS AND TRANSCRIPTS OF PARENT/COMMUNITY BILINGUAL READERS FOCUS GROUP INTERVIEWS**

**WORK SAMPLES, MAP ARTEFACTS, LESSON ACTIVITIES, UNITS OF WORK, TEACHERS' REFLECTIONS AND COMMENTS ON STUDENT LEARNING.**

# Background

In the current area, the global movement of people around the world has significantly changed the cultural and linguistic landscape in almost every country.

Australia is fast becoming one of the most super-diverse (Vertovec, 2009) nations in the world. Recent Australian Census data (Australian Bureau of Statistic, 2016) has revealed that 2.8% of Australians are Aboriginal and Torres Strait Islander peoples and 49% of Australians were either born overseas or have at least one overseas-born parent, a proportion higher than the United Kingdom, Canada, New Zealand and the United States. Data has also revealed that Australians come from nearly 200 countries around world, identify with over 300 different ancestries and speak more than 300 languages. Approximately 21% of people speak a language besides English at home. Correspondingly, Australian cities, urban and peri-urban neighborhoods are becoming multilingual environments. Publically visible written language within neighborhoods continues to document the presence of a wide variety of linguistically identifiable groups of people; these linguistic landscapes (Blommaert, 2010) reflect the continuing social change taking place in Australia. This changing landscape has important and significant implications for Australia's equitable schooling project.

Recent research (D'warte, 2013; Hull & Stornaiulo, 2014) offers evidence that young people commonly engage in complex multilingual practices. Translingual communication defined here as languages in contact and mutually influencing each other (Canagarajah, 2011) are now involving ever-wider groups of people, those who are monolingual and multilingual. Many teachers working in diverse, mainstream, multilingual classrooms recognise that two or more languages bolster each other and that knowledge and abilities acquired in one language are potentially available for the development of another (Cummins, 1979), but they continue to grapple with ways to acknowledge and then build on their students' linguistic strength and complexity (Anderson and Stillman; 2013; Gutierrez, Bien, Selland and Pierce, 2011). Schools also grapple with ways to acknowledge and leverage the

linguistic and cultural assets of their wider school community. Improved outcomes in language learning and broader academic achievement are facilitated when both/all languages are employed (Cummins, 2009). Investigating the ways young people use language and literacies to navigate their local and global contexts, offers a lens through which to view knowledge, perspectives and ways of knowing that are potentially transformative for teaching and learning. Facilitating conditions that serve to support equitable schooling outcomes for all students requires engaging young people in creative identity work that places cultural and linguistic flexibility at the center of teaching and learning.

## Multilingualism: Recent research and new understandings

In the past two decades, global flows of people have altered social, cultural, religious, socio-economic and linguistic diversity in societies all over the world. These patterns are clearly reflected in many of educational settings, places that are multicultural and multilingual and include young people from diverse linguistic backgrounds. Many scholars now argue that the lived experiences of many are characterized by rising language diversity (Canagarajah, 2011; Luke, 2011; Paris, 2009). Lorimer Leonard (2013), among others, suggests "constant movement among languages is the norm for much of the world" (p. 32). Canada, Australia the UK and the US for example have divergent histories and educational traditions, but increasingly classrooms in these countries comprise communities of diverse young people. Over the last three decades the importance of the sociocultural context of literacy education has been widely acknowledged. Heath's (1983) germinal work examined how community practices impacted on language and learning. Purcell-Gates (1998) and others (Purcell-Gates et al., 2011) have built on this work to offer evidence that children begin their school experience having already acquired the ability to use language in important and effective ways within their family and community; these researchers consider it crucial to build on those home-acquired competencies when designing and delivering literacy programmes.

It can be argued that rather than exploring and harnessing the rich linguistic diversity we have in these diverse educational settings we sometimes dismiss and thereby fail to exploit our valuable linguistic and culture resources.

It is important to consider that in Australia, the cultural and linguistic diversity of school communities may be unevenly distributed among school regions and in many diverse schools students' first language understandings and skills may differ widely. Garcia (2009) and others define bilingual individuals as those that have communicative skills, oral and/or written with various degrees proficiency in two or more languages. In Australia, young people who are bilingual learners are not a homogenous group they also differ in socio-cultural and socio-economic background. These young people may be new arrivals to Australia who have had no formal schooling or those that have had school experiences in several different countries in several different languages, they may be from families that have recently migrated or they may be the children of second and third generation immigrants. Young people may also be first language speakers of Aboriginal languages and Aboriginal English (AE), a non-standard dialect that differs from standard Australian English in morphology, syntax and semantics (See Halen, 2010 and Eades, 2013, for a more complete discussion)

### **Second language learning**

Research on second language acquisition has firmly established that language and literacy skills in one's first language more easily and quickly support learning to read and write in a second language (Cummins, 2008; Thomas & Collier, 2002). Cummins (1979) suggests that the languages of a bilingual person are interdependent and despite the languages having different features that may include for example, pronunciation and grammar, there is a 'common underlying proficiency'. This proficiency allows for the transfer of linguistic skills across languages. A high level of proficiency in L1 offers an increased possibility of high achievement in an L2. An extensive review of research by August and Shanahan, (2006) corroborates this view. However, students without such skills and understandings in their first language require extended time to reach parity with their peers (Collier & Thomas, 2009).

Many scholars have identified the challenges that exist for some students groups. Refugee background students (Mathews, 2008; Windle, 2004; Woods, 2009) for example, may have had little or no formal education and may also have experienced trauma. Despite

some students having no formal schooling and little first language literacy in one or more languages, they still come with skills, knowledge and understandings in family languages and can communicate effectively with family and community in those languages. Many of these students have been exposed to multiple languages as they moved through the settlement and resettlement process (Hammond, 2008; Dooley, 2009). However, many young people, particularly in the early grades, are still developing their language skills and these young people require ongoing sustained, support as they develop their English language proficiency.

There are still no conclusive findings about age of exposure (Butler & Hakuta, 2006) in promoting second language proficiency. Younger children seem able to speak a 2nd language and communicate effectively quite quickly. It is important to consider that younger children are often more confident than their older peers, mostly eager to communicate, more willing to make an effort and more willing to make mistakes, and these factors may influence their seemingly quick, communicative proficiency. The quality and quantity of exposure to the dominant school language at home and at school plays a key role. Learning multiple languages helps to develop metalinguistic awareness (Bialystok et al., 2005) and bilingual learners use their metalinguistic awareness to compare and contrast languages systems and to discover commonalities and differences (Koda, 2008).

### **Dynamic bilingualism**

Recent research continues to offer a rethinking of the ways young people communicate; this new knowledge compels educators to consider new ways to build on young peoples' evolving language and literacy experiences, skills and understandings. New thinking, often derived from classroom studies, asks us to consider that multilingual students may not be going from one language system or another, but instead, are drawing on one linguistic repertoire (Garcia, 2012; Paris, 2012), that includes multiple languages, knowledges and experiences. Recent work on plurilingualism (Moore & Gajo, 2009) is reinforced by the idea that languages can be used separately or together for different purposes in different places and spaces with different people and that these myriad communicative ways may result in plurilingual repertoires, where languages are rarely equal or speakers entirely fluent in their languages. Despite uneven competence, this associated knowledge contributes to the overall growth of communication skills, languages then, offer



the user an interactive plurality of skills, rather than limited masteries, learners are viewed as possessing skills and competence rather than lacking in one or more languages.

The many and varied linguistic interactions and relationships that occur among multilingual speakers, requires a view of bilingualism and multilingualism as essentially dynamic (García, 2009). Research in the field of language and literacy education has revealed that recognizing and drawing on students' linguistic knowledge and cultural backgrounds are effective instructional practices for all students and English as an Additional Language/Dialect (EALD) Learners in particular (Cummins, 2008; Gibbons, 2012; González, Moll, & Amanti, 2005; Orellana, Martinez, Lee, & Montano, 2012). Research reveals that ongoing exposure to both first language and second or multiple languages enhances learning. Enabling access to students' breadth of language practices can be a vital resource for further language development, challenging practices which neglect students' diverse language and literacy resources (Garcia & Yip 2015).

### **Multilingual literacies**

Educators working in multilingual classrooms have continued to develop new classroom pedagogies for teaching and learning such as translanguaging (Garcia, 2009) that take up and extend the practices of bilingual and multilingual people by engaging teachers and students in drawing on and using multiple language and language varieties in service of learning. Translanguaging includes wide-ranging practices for example moving between languages and across languages and using translation and linguistic invention amongst others. Another approach that emanates from this tradition is including bilingual material and books into the classroom. Recent work on bilingual reading for example suggests that in the early stages, reading in the first language can profoundly accelerate the development of reading ability in the second language (Kashen, 2004). Studies of the implementation of dual language book reading (Naqvi, McKeough, Thorne, & Pfitscher, 2012; Naqvi et al, 2012) comprising the reading of books containing the same narrative in two languages, typically English and another target language, with illustrations to link visual and textual representations, offers evidence of improved early literacy. These studies found children who spoke Urdu or Punjabi gained significantly more graphophonemic knowledge and knowledge of printed letters and words, when read to using dual language books in those languages, than did their peers who were read the same books

in English only. While little research has focused on older children; this finding lends empirical support for the claim that dual language books are a useful tool for developing foundational literacy skills in early years classrooms and supports research that suggests multilingual pedagogical practices and teaching materials having a positive impact on children's academic achievement (Conteh, 2007; Martin et al., 2006).

Using dual language book reading programs and including multilingual materials in classrooms is an approach that addresses the diverse ethnic and linguistic composition of classrooms and targets home language literacy and literacy development in English. Researchers have argued that dual language books help children feel a part of a community (May, 2008; Mullis, 2007; Robertson, 2006), develop their personal and cultural identity (Fort and Stechuk, 2008; Ma, 2008; Robertson, 2006; Taylor et al., 2008), improve literacy in their home language (Ma, 2008; Sneddon, 2009), increase their metalinguistic awareness (Robertson, 2006), and improve their English literacy (Cummins, 2009). This study investigated the reading of bilingual books with children in Year 1 through Year 5.

### **Culturally and linguistically sustaining pedagogies**

Finding ways to counter classroom practices and experiences that privilege dominant groups, continues to prove challenging across school settings (Gorski, 2011). Calls for the critical review and redesign of current educational policy and practice are being echoed by educators around the world. US scholars Paris and Alim (2012; 2017) for example are rethinking pedagogical theory and practice in their conceptualization of culturally sustaining pedagogies. This conceptualization builds on the ground breaking work of other social justice orientated scholars (Ladson-Billings, 1995; 2014). Paris & Alim (2017) contend that pedagogical theory and practice must centre on the dynamic and evolving nature of languages, literacies, race/ethnicity, cultural practices and ways of knowing of young people in 21st century classrooms.

Pedagogical theory and practice associated with culturally and linguistically sustaining pedagogies (Ladson-Billings, 2014; Lucas & Villegas, 2013; Paris & Alim 2017) focuses on the dynamic and evolving nature of 21st century classrooms. These pedagogies seek to be relevant and responsive to the languages, literacies and cultural practices of all students and in this way, validate and affirm young people and communities by acknowledging the strengths of their diverse heritages and

languages. Curriculum and assessment is developed in a way that is inclusive of students' cultural and linguistic experiences, while setting high expectations for students. Teachers are tasked with creating positive learning environments that prioritize teacher and student interaction. Knowing understanding, and working with families and the wider communities facilitates teaching and learning partnerships.

Linguistically sustaining pedagogies centre on the linkages between languages and across languages and on standard academic language. Diverse classrooms comprise young people with diverse histories, languages, and trajectories and in this new world, local diversity and global connectedness co-exist and must be central to teaching and learning. Keen attention is paid to the material used, ensuring that texts for example, represent and reflect people from different backgrounds. A social justice agenda is foregrounded, pedagogies are underpinned by the idea that teachers, students and communities must have agency in learning, knowledge is reciprocal, and multiple ways of knowing and understanding enrich learning for everyone. This study is informed by these ideas, and classroom work is explored through the lens of culturally and linguistically sustaining pedagogies.

### **The Australian school environment**

Australian Curriculum, Assessment and Reporting Authority (ACARA), acknowledges Australian students' linguistic diversity (ACARA, 2011). The Australian Curriculum foregrounds the English language learning needs of Aboriginal and Torres Strait Islander students who speak an Aboriginal or Torres Strait creole, or a variety of Aboriginal English, as their home language. Introducing the term 'English as an additional language or dialect (EAL/D) referring to those students whose home language is a language or dialect other than Standard Australian English (SAE) and who require additional support to develop proficiency in SAE, acknowledges that learners are already competent users of at least one language and that they are either learning or competent in English.

In the Australian Context, an English as an Additional Language/Dialect Learner is someone still attaining complete or near proficiency in English. These students require targeted and systematic support. Many bilingual and multilingual students in primary school and high school classrooms may meet this proficiency. In some cases these students will need minimal support, yet others may still need support in adjusting to the sociocultural and sociolinguistic demands of Australian classrooms. Second language research also elucidates the importance of the learning environment. Learning in school

requires exposure to increasing quantity, quality and variety of English communication, that is well scaffolded, age-appropriate and challenging, (Gibbons, 2009; Hammond & Gibbons, 2005; Lightbown, & Spada, 2006). Extensive research on second language learning confirms that meaning making and explicit teaching and scaffolding are central to all language learning (Gibbons, 2012). It also confirms that learning and content are fostered when tasks are engaging and instructional practices encompass meaningful, comprehensible input that motivates students to produce meaningful, comprehensible output (Trumbull and Farr, 2005). Students need to see and hear well-scaffolded purposeful language and in turn they will be prompted to use clear and purposeful language in their communicative endeavors.

The Australian Curriculum and Reporting Authority English as an Additional Language Teacher Resource: EAL/D Learning Progression Foundation to Year 10 Advice for teachers of EAL/D students (ACARA, 2014), suggests teachers should:

#### **Actively invite EAL/D students (and all students) to share their cultural and linguistic knowledge and experiences:**

This creates an inclusive space for EAL/D students in the school environment, as well as providing opportunities for deep learning and intercultural understanding for the entire class

#### **Allow students to make use of their first language to make sense of English and to the learning of new concepts:**

Using a bilingual teaching assistant or more able student from the same language background to explain concepts in the students' home language is encouraged. If the desired outcome is the presentation of knowledge in a report, then allow EAL/D students to undertake part or all of the research in their home language. (p. 24).

In the current era, realizing the linguistic competencies needed for a rapidly changing world is central to the educational endeavor and enhancing young peoples' linguistic and cultural strengths in school is a first step in this process. This research project seeks to take up ACARA's call to begin with the linguistic skills and understandings multilingual learners and their families bring to school. This study is informed by the research above and it investigated the implementation of innovative pedagogies and the ways they were used to draw upon the breadth of students' language and literacy practices and experiences, both inside and outside of the school environment. This research project considered how and in what ways this work enhanced student and community engagement and facilitated language learning.

# The Project

Building on extensive pilot work (D'warte, 2013, 2014) and a further mapping pedagogies study (Somerville, D'warte, Sawyer, 2015) funded by the NSW Department of Education, this project developed and refined research and pedagogical methods that have been shown to not only increase EAL/D students' engagement in learning. This project also supported students and teachers in making explicit links between students' home languages and dialects and English. This new study further extended this work to position students as researchers of the ways they use languages everyday i.e., their reading, writing, talking & listening and viewing practices in one or more languages and they investigated the possibilities this offered students and their teachers in meeting outcomes across key learning areas. The study also investigated the implementation of a dual language book reading and the opportunities this provided for school and community relationships and the active participation of parents and the wider community in children's learning both inside and outside of the classroom. Finally, this study sought to develop teacher knowledge in order to document practices and strategies that afforded opportunities to learn about and with students and build on student and community home languages to enhance learning.

## THIS PROJECT AIMED TO:

### 1. DEVELOP AND PLAN

Develop and plan pedagogy and practices that both engage students as researchers of their own language and literacy practices and combine this with the reading of dual language books.

### 2. TRIAL AND INVESTIGATE

Trial and investigate the effect of the pedagogy on the language and literacy skills of children from culturally and linguistically diverse backgrounds.

### 3. EVALUATE AND IMPACT

Evaluate the impact of these processes on community engagement and document a list of successful strategies and practices that make connections between L1, English and other subject areas.

## Participants

Three primary schools, Urban, Barra East, and William Lodge Public Schools (all names are pseudonym) were selected in the greater Western Sydney area. These schools included high enrolments of children from refugee and migrant backgrounds, young people who spoke many different languages and dialects of English. Schools comprised high enrolments of children who were EAL/D Learners with between 76-99% of students coming from Language Backgrounds Other than English (LBOTE). The project involved 10 teachers, 6 classroom teachers and 4 EAL/D teachers, between 3-4 teachers and 2-3 classes in Years 1 through Years 5 in each school. Approximately 160 students from 7 classes comprising 3, Year 5 classes; 2, Year 1 classes, and a Year 1-2 and Year 3-6, new arrivals class participated in the project. Implementation was carried out from July 2016 through December 2017.



# Design and methods

This study combined ethnography with design research (Edelson, 2002) to engage teachers as co-researchers (Munns & Sawyer, 2013) and students as researchers and linguistic ethnographers of their own practices (Bucknall, 2012; Bucholtz et al 2014; D'warte, 2014, 2015). An ethnographic lens underpinned the study design, data gathering and data analysis.

## Data collection and analysis

Ten teachers trained as researchers to investigate how and in what ways they could acknowledge and build on student and community linguistic and cultural repertoires to enhance students' English learning. Teachers also considered how if at all the inclusion of multilingual literacies might motivate discussion and comprehension about language and culture and support and encourage community participation.

Data emerged from weekly classroom observations of between 40-90 minutes within the English Language Arts block and within scheduled Math, Science, History and

Geography lessons within seven classrooms were applicable. Observations, field notes and audio-recorded lesson segments captured student to student and student to teacher interactions. A range of curriculum artefacts including lesson segments and activities, units of work, bilingual reading sessions and related tasks and assessments were collected. Data also included student work samples including but not limited to student mapping, written reflections, multimodal texts, audio-recorded presentations and teachers' reflections and comments on student learning.

Emerson, Fretz and Shaw's (1995) guidelines on ethnographic research guided an iterative analysis of the research questions. The inclusion of contrastive thematic analysis of data supported an inductive analysis of lesson segments field notes, audio data, related curriculum artefacts, student work samples, audio recorded professional learning days and teacher and student interviews and focus groups with bilingual readers. The project was carried out in the following three phases to address the three aims detailed above.

AIM 1, PHASE 1:  
PLANNING AND DEVELOPMENT.

AIM 2, PHASE 2:  
TRIALING AND INVESTIGATING  
TEACHING AND LEARNING.

AIM 3, PHASE 3:  
EVALUATING THE IMPACT  
ON LEARNING AND COMMUNITY  
ENGAGEMENT, DOCUMENTING  
PRACTICES AND STRATEGIES.



AIM 1, PHASE 1:  
PLANNING AND DEVELOPMENT.

Ten teachers from 3 schools Urban, Barra East, and William Lodge Public Schools engaged in 3-4 professional learning (PL) days that involved them in planning, assessing, developing and analysing project work.

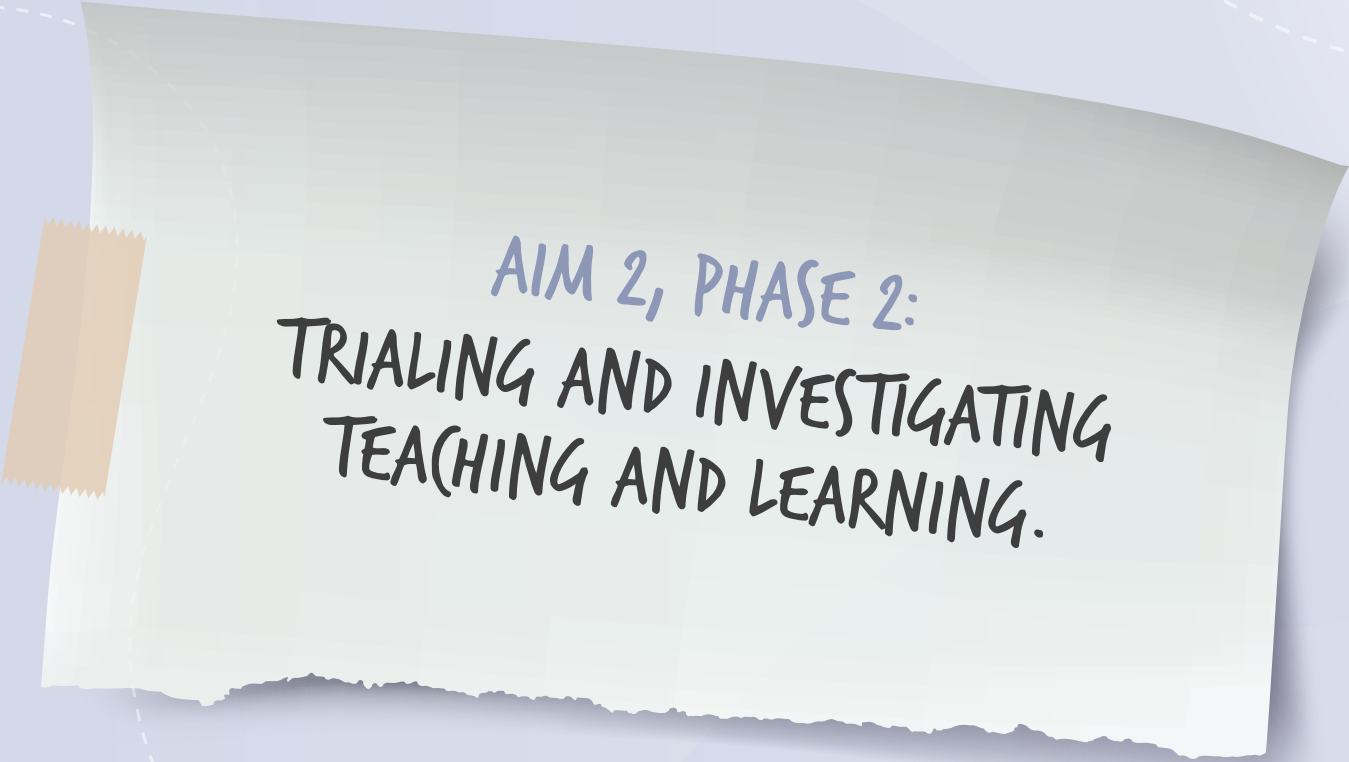
All PL days were audio-recorded. Teachers participated in audio-recorded interviews with the researcher at the beginning and end of the project work. Teachers were asked to reflect on and share their past and ongoing experiences of working with multilingual learners and communities and to consider and discuss their views about the relationship between L1 and English learning in school throughout the project. This data was collected in field notes and teachers' research diaries. As a first step in planning and developing the project, teachers were engaged in reflection and discussion of research methods and the review of past and related project work (D'warte, 2014; D'warte & Somerville, 2015; Somerville & D'warte, 2014; Somerville, D'warte & Sawyer, 2016; Kashen, 2012; Naqvi, McKeough, Thorne, & Pfitscher, 2012). Teachers reviewed and discussed research on engaging students as researchers (Bucholtz et al 2014; Bucknall, 2012; Egan-Robertson & Bloome, 1998), second language acquisition theory and practice (Cummins, 2008; Garcia, 2009; Gibbons, 2012; Mathews, 2008; Thomas & Collier, 2002; Windle, 2004; Woods, 2009) and international scholarship on the everyday language and literacy practices and experiences of young people (Blommaert 2010; Cox, 2015; D'warte, 2014; 2016; Cruikshank, 2014; González, Moll, & Amanti, 2005; Orellana, 2009, 2016; Rampton, 2011). Teachers were encouraged to use researcher diaries to reflect on all aspects of the project including but not limited to teaching and learning sequences, student learning, attainment of English learning outcomes and community participation.

Implementation was guided by previous work and teachers began planning lessons that involved engaging students with investigating the language/s they spoke and those they were learning, either formally or informally and to talk about their multimodal language and literacy practices. As a first step, teachers planned lesson that would equip students with the tools they needed to become researchers.

(See handout teacher handout Appendix).

Teachers and researcher planned and developed pedagogical activities, lessons, units of work and accompanying assessment tasks carried out as regular classroom practice. Teachers linked this work to outcomes in English- in talking, listening, reading, viewing and writing activities, Mathematics- in collecting, graphing and analysing data, (using percentages and averages and means). In Geography connections between language and place generated teaching and learning of diverse characteristics of places in different locations across local and global scales. Students developed geographical questions for inquiry linked to language, culture and place employing a variety of strategies to locate, collect and record relevant data and information. Key lessons included for example mapping activities, linguistic walks and country studies. In History, teaching and learning focused on change and continuity in Australian society starting with local environments and community with attention to Aboriginal history and society. Students engaged with global connections through stories of migration and the ways various groups contributed to Australia's economic and social development.

Teachers and researcher also planned dual reading segments guided by Rahat Naqvi's Dual language books project, (<http://www.rahatnaqvi.ca/wordpress/>). Bilingual children's books were borrowed from Henry Parkes Equity Resource Centre (<https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/henry-parkes-equity-resource-centre>) and in-school libraries. Stories were read in both languages simultaneously, page by page, with the teacher reading in English and a parent or community member reading in another language with three different languages read in the week. Book choices were made according to the languages represented in the classroom and the topic, themes or interests relevant to each class. Once dual language books and materials were collected, lessons, multimodal tasks and assessments (English outcomes targeting, comprehension, listening and questioning skills) were developed to accompany dual language book reading (Naqvi, McKeough, Thorne, & Pfitscher, 2012; Naqvi et al, 2012).



AIM 2, PHASE 2:  
TRIALING AND INVESTIGATING  
TEACHING AND LEARNING.

After all consents and ethical research protocols were completed, learning sequences and unit implementation began in phase 2.

Enhancing learning and community engagement and developing teacher knowledge about strategies that afforded opportunities to learn about and with students and communities were driven by the NSW Syllabus for the Australian Curriculum: English K-10 syllabus and the Australian Professional Standards for Teachers (APST). Focus was given to APST, Standard 1, which requires teachers to Know students and how they learn: Demonstrate and be responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds and Standard 7 which requires teachers to Engage professionally with colleagues, parents/carers and the community (Australian Institute for Teaching and School Leadership, 2014).

All learning sequences began with whole-class discussions about the ways people communicated. Teachers used progressive brainstorming to further develop students thinking about the multimodal nature of communication, following this student attention was turned to individual communication. As researchers, students investigated the ways they communicated, designing questions to investigate their everyday practices, such as how many languages were spoken, the frequency of translating and skyping with family members, participation in gaming and using social and multilingual media for example. Research methods were reviewed and discussed and with the exception of the K-2 new arrivals class at Urban PS, students used audio recorders and a fish bowl activity to learn to interview and record. After all data was collected, supported by dedicated Math lessons, students (mostly used Excel spread sheets, word docs) and, collated and created digital displays to present their information. Group data was compiled and discussed in collaboration with students

in whole class lessons, world maps were used to plot languages across the world. Students then visually represented their individual language practices in language maps (D'warte, 2014). Maps were discussed and shared with parents and individually analysed by teachers and students. A range of written, digital and oral tasks were generated (see findings for further detail of both components). Parents and community members were invited to volunteer for bilingual book reading and borrowed books were sent home with individual readers in preparation. Three different languages were read in the week and focused discussion and learning were generated around each book title (See findings bilingual reading and bilingual reading lessons for further detail).

During phase 2, teachers and researcher collected ongoing quantitative and qualitative data. Qualitative data included the researcher's observations, field notes and reflections and evaluation of lessons detailed in teachers' researcher diaries. Data also included student interviews and parent focus group interviews, bilingual reading episodes, unit and lesson sequences and relevant multimodal work samples and tasks (See finding and units in appendices for more detail). Quantitative data comprised teacher PLAN data and numbers and categories of bilingual readers and the languages of books read within individual schools.

AIM 3, PHASE 3:  
EVALUATING THE IMPACT  
ON LEARNING AND COMMUNITY  
ENGAGEMENT, DOCUMENTING  
PRACTICES AND STRATEGIES.



While evaluation was ongoing teachers and researchers evaluated the impact of pedagogical developments on student learning outcomes in English and across the curriculum in final Professional learning days.

Teachers engaged in exit interviews with the researcher and reviewed and analysed quantitative and qualitative data. Observations, field notes and ongoing evaluation of lessons and units of work, detailed in teachers' researcher diaries were also reviewed. Completed units and lessons sequences were reviewed by each school group. Collaborative workshops in schools and on WS Bankstown campus were recorded for further analysis of project goals. Numbers and categories of bilingual readers and the languages of books read across schools were compiled and interactions with parents and school community members both inside the classroom and in out of classroom activities (e.g., during school pickups, book parade, P&C meetings, parent/teacher conferences, readers celebration morning tea etc.) were detailed. Audio recordings, photographs and lesson plans of bilingual reading episodes were also collected.

Teachers participated in preliminary coding of final student interviews and reviewed transcripts of bilingual readers' focus group interviews. A wide-range of final student work samples including language maps, story maps, bilingual comics, recorded retells, linguistic landscape data, audio-visual presentations and written reflections were reviewed by each school group. On the final analysis day attention was paid to initial and final written and/or oral tasks and texts and these were analysed in relation to achievement of outcomes. In the early years achievement was plotted on the literacy continuum for oral language skills,

phonemic awareness, questioning skills, and comprehension (see findings: student learning for further details). Teachers also used informal qualitative measures such as engagement and growth overtime in relation to length and complexity of work submitted with attention paid to writing tasks.

Regular meetings and milestone reports were submitted in July and October 2016 and February, July and November, 2017 to Nell Lynes Leader, Equity Learning and Leadership and Elizabeth Campbell, EALD Program.

### **Ethical issue**

- All student work samples have been de-identified and coded
- Transcripts of students, parents/care givers, and teacher interviews were de-identified



## Findings

The increasingly complex and dynamic 21st century linguistic landscape has prompted further considerations of the ways we support and promote language learning.

Fostering the development of belonging and engagement for diverse students and communities can mean building on the linguistic and cultural repertoires of all young people and placing cultural and linguistic flexibility at the center of teaching and learning. When young people internalise deficit views of their own skills and communities view their knowledge and skills as having no value in school they withdraw from the school community. Teachers can see parents' absence as demonstrating a lack of interest or capacity, confirming deficit perspectives that perceive parents as having little to offer the school and little to contribute to their child's learning (Comber & Kamler, 2004). Many teachers recognise that two or more languages bolster each other and that knowledge and abilities acquired in one language are potentially available for the development of another (Cummins, 1979),

but they continue to grapple with ways to acknowledge and then build on their students' linguistic strength and complexity in meeting curriculum outcomes.

The maintenance and development of ones' language and culture are important for learners' personal, social and academic growth (e.g., Cross, 2011). Scholars contend that allowing diverse students to showcase their cultural and linguistic funds of knowledge in classrooms, not only serves to acknowledge and appreciate students' proficiency, but also emphasizes their achievement and enhances their learning potential (Cummins & Early, 2011; Hammond, 2008 Moll et al., 1992). This section presents findings from across the project schools, offering understandings about how and in what ways student and community linguistic and cultural repertoires were acknowledged and used to build on and enhance students' learning. These findings centre on the ways discussion and comprehension about language and culture were motivated and worked to support community engagement.

"SCHOLARS CONTEND THAT ALLOWING DIVERSE STUDENTS TO SHOWCASE THEIR CULTURAL AND LINGUISTIC FUNDS OF KNOWLEDGE IN CLASSROOMS, NOT ONLY SERVES TO ACKNOWLEDGE AND APPRECIATE STUDENTS' PROFICIENCY, BUT ALSO EMPHASIZES THEIR ACHIEVEMENT AND ENHANCES THEIR LEARNING POTENTIAL"  
(CUMMINS & EARLY, 2011; HAMMOND, 2008 MOLL ET AL., 1992)

## Culturally and linguistically sustaining pedagogies

Culturally sustaining pedagogies are those that take student and community knowledge and skill as a starting point for learning. Culturally sustaining pedagogies as conceptualized by US scholars Paris and Alim (2012; 2017), builds on the ground-breaking work of social justice orientated scholars (for example, Banks, 1991; Delpit, 1988; Ladson-Billings, 1994; Mole & Gonzalez, 1994; Lee, 1995; Nieto, 1992). Paris & Alim (2017) call for schools to value, validate and support the linguistic and literate repertoires of all students in order for them to be sustained, leveraged and expanded. Project findings, identify and detail emerging culturally and linguistically responsive pedagogies and the ways these pedagogies engaged students and teachers in meaningful learning.

### Students as researchers

Findings reveal that beginning by exploring communication and the multimodal nature of making meaning in students' everyday lives was an important first step and one that enhanced the ongoing work. Data reveals rich, engaging discussion and written reflections on multiple aspects of language, culture and identity. With the exception of the new arrivals K-2 class, research about everyday language practices and experiences was student directed. Whole class discussions of the what, why and how of research was followed by student developed research questions. Students choose data collection methods for studying their language and literacy practices inside and outside of school for example, observation, digital recording, questioning, collecting images, drawing, online research and reviewing archival material. Students collected and compiled their data for presentation; in most classes this included languages spoken and learned, practices and experiences and multimodal activity, (for example, gaming, skyping, texting, multilingual reading and viewing, locating and listening to music an frequency of translation). Groups used data displays to present languages, practices and places for language use and plotted languages and places on world maps.

A welcome unexpected outcome was that students continued to engage in individual research. In two year 5 classes, students kept research diaries and observed and collected data in their holidays. In each class, students and teachers engaged in substantial conversations

about what the data revealed about their class, their school and their community. They went on to research the linguistic and cultural profile of their school and neighbourhood using a range of multimodal sites. They engaged in discussions about for example, English as the official language of Australia, how multiple languages were learned, how students felt about learning and speaking home languages. Discussion also included how students felt when they came to school not speaking English, what strategies they used to support English language learning and a number of issues related to identity and belonging in relation to speaking home languages at school and in the wider community. Data revealed that across classes, students developed knowledge of their own languages and backgrounds, in many cases students were unable to name their language. This sharing of student data was engaged and informed classes as evidenced in the representative student comments below, collected from students across schools at the end of the project:

*I loved being a researcher it made me think I think every class should do this, I learned so much it was hard and fun*

*It helped me teach people about my language, its important because people can know you better, I felt happy and not so lonely*

*I learned about Arabic and Hindi and different writing and sounds*

*Mum and dad were a bit excited that I am doing this and I learned more Spanish*

*I learned I sometimes mix up languages but it's not bad*

*We are researchers and we know about language*

*I learned that being bilingual is like lifting weights heavy weights, one on each arm and you get stronger and stronger*

*I learned about language and what I can do and my friends can do; we have never talked about this before*

*I learned I am normal*

Evidence suggests teachers found this work equally engaging and most importantly informative in revealing the breadth and value of students' everyday practices and promoting student engagement and confidence. Five of the seven teachers in Years 1 and 5 found it easy to build on this work and continue to offer challenging tasks that extended student skills. In most cases, new lessons and ideas were generated by students' enthusiasm. A second welcomed outcome was the opportunities created to target outcomes in a range of key learning areas. Engaging students as researchers offered opportunities to create real world, purposeful tasks in English, Math, Science, Creative Arts and Geography learning. In English for example, students worked across language modes discussing, developing questions, interviewing, recording data and making formal presentations. Year 5 Barra East student generated data is included below:



## ALL GROUPS LOTE SPOKEN

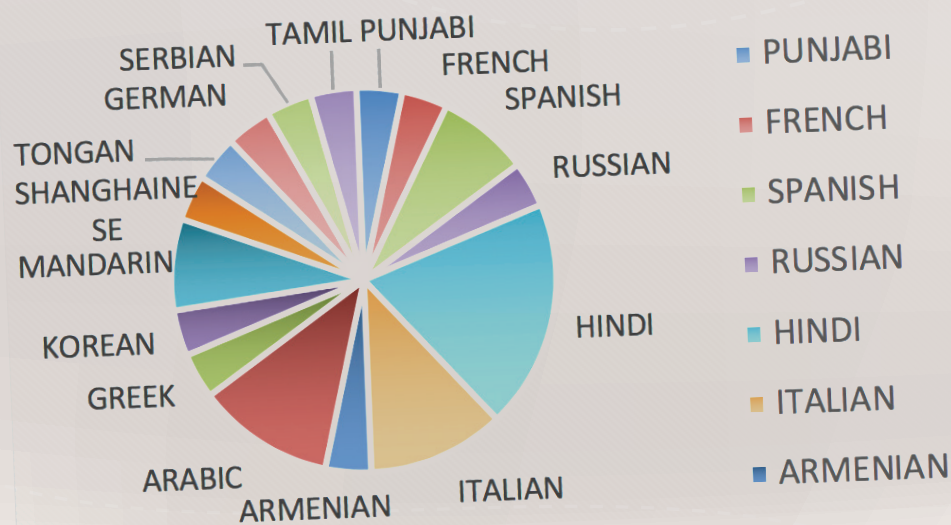


Image 1 and 2: Data displays Year 5 Barra East



Math learning included gathering and organizing data and creating displays. In the younger grades, teachers used the generated data to introduce new words and concepts for example, less than, more than, most, least and in the older grades to develop understandings of percentages, averages, means, graphing, analyzing and presenting data. Teachers in Years 5 and Year 1 found this work supported their own learning as well as that of their students as suggested in the teacher comments below:

*They were excited about being researchers and we used what they collected easily in Math and HSIE, after the initial modeling it worked really well.*

*I don't speak another language, but I am learning how to bring this in, it is such a huge awareness for me too!*

In year 5, teachers at William Lodge and Barra East felt engaging students as researchers was one of the most powerful components of the project as detailed below:

*The interviewing and researching was fantastic, I have been telling everyone who asks how fantastic that was and I am going to do it in every class I have in the future at the beginning of the year, to find out about them from them and it was so exciting for them, they were embarrassed and laughing, I think it was great!*

*I am in Kindergarten next year and I am going to start with the research part we will see how it goes but you can do it whatever grade you are in I think.*



## Language mapping

Concurrent with previous studies, language mapping, visual representations created by students detailing- how, when and where and with whom language/s were used inside and outside of school, (D'warte, 2013) offered students an opportunity to present to themselves, to each other, and to their teachers, a vast range of complex cultural and linguistic skills not easily revealed within in-school learning. Using A4 paper and a range of coloring materials students made language maps, in this project innovation was offered in involving students in analyzing their own maps and using audio-visual material to generate companion oral and written texts. These texts and tasks included for example, composing and responding to descriptions of important places, story-telling about special occasions and celebrations, role-playing, retelling and recounting events, oral presentations, completing information reports and recounts about languages, language learning events and country studies. Using Venn diagrams students compared their individual language maps and further discussed their experiences. Mapping elucidated the relationship between language and identity for teachers and students and involved parents in talking with students about home languages and cultural practices. Students found the mapping task to be one that enabled them to reveal more about themselves in an interesting ways as communicated in the student comments below

*It's like a map of our everyday life. It's a map like of what we're speaking to our sisters or maybe other people that we know. So I just thought it was quite good to do this project with my classmates in here, they learned about me and I learned about them*

*Because it (mapping) gets you to talk about your language and it feels kind of interesting because it feels like that people want to know about how - about you and your language and stuff.*

Evidence suggests student collection and presentation of their own data added complexity to the language mapping task and enabled teachers to continue to build on this work and refer to it throughout the school year. These representations of everyday practices were increasingly rich and nuanced as evidenced in the year 1 and year 5 maps below. Multimodal material and activity featured prominently and revealed students individual experiences and increasing understandings of register dimensions.

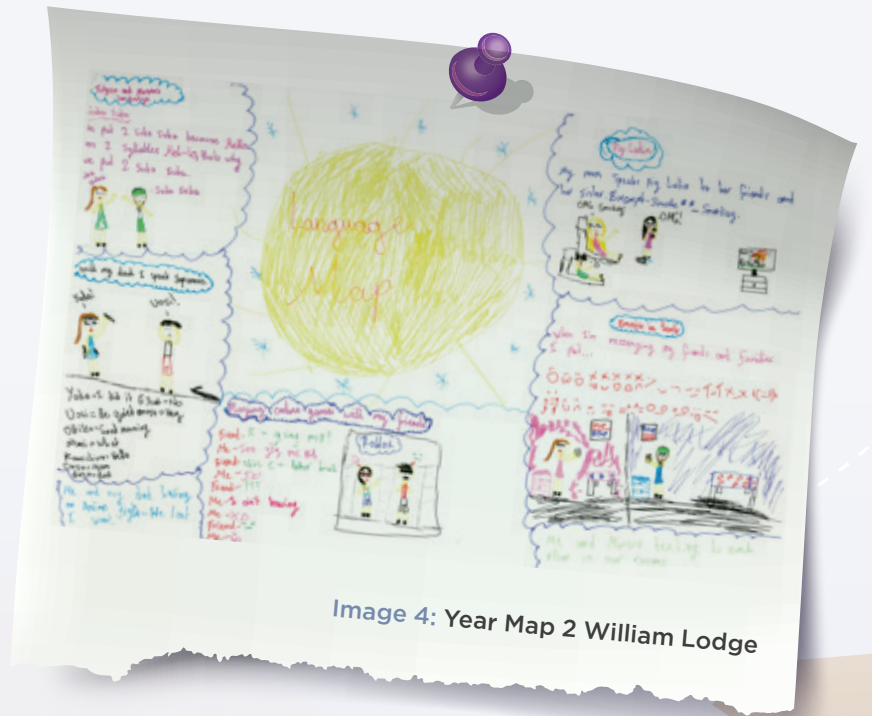


Image 4: Year Map 2 William Lodge



Image 3: Map Year 1 Barra East



Maps were taken home and shared with parents and in Year 5, students audio-recorded themselves talking about their maps, this offered teachers a deeper knowledge of their students. Evidence reveals that maps became a catalyst for ongoing conversations about language and learning between students, parents and teachers. Mapping work in classrooms across the schools involved pair and whole class sharing. It also became the catalyst for writing persuasive essays about the importance of bilingualism and the importance of language learning and intercultural understanding. In the year 5 maps below from William Lodge, two students revealed the meanings realized in their maps. Students 1 commented: I am building a tower of language the roof is my language it's establishing the whole building. In the second map, the student communicated his understanding of register dimensions: I realized how I change it up, I speak in different ways all the time but they all are connected.





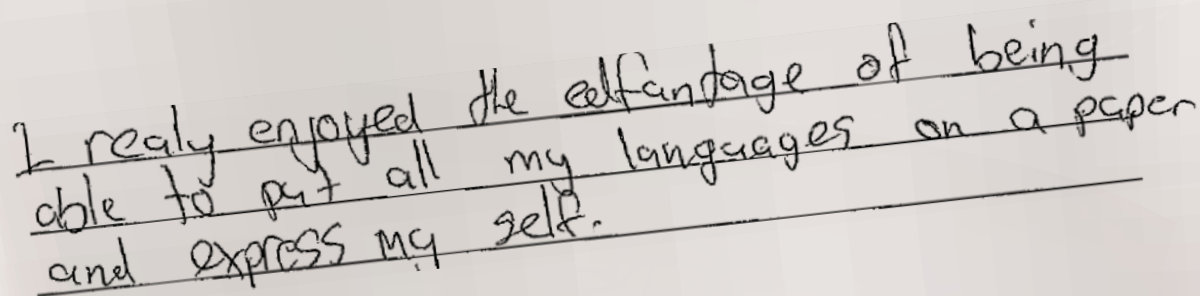
For teachers at Barra East and William Lodge, maps offered students opportunities to celebrate themselves and it gave them confidence and a way to visually represent their knowledge, skill and experience. This is realized in the following excerpt from the two year 5 teachers at William Lodge

*For some kids the mapping opened up their thinking and gave them more time to think about how language worked in their life. For those kids who are not talkers this was so good and it gave them something tangible they could use to talk about, something from their own life and it made them confident*

*They loved mapping it gave my kids a deep focus and a way to represent themselves and their languages, I was so surprised by what they put on those pages and then what they said about them, when we asked them to talk about them.*

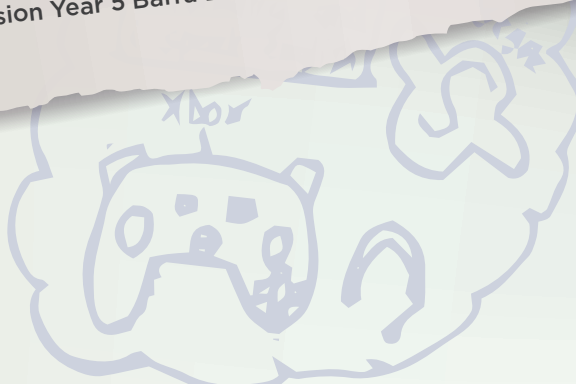
Teachers at Barra East and William Lodge also engaged in individual mapping analysis (D'warte & Somerville, 2014- added) and as realized in previous studies, this task helped reveal children's multimodal language and cultural worlds. Applying spacial and linguistic analytical methods to students maps supported teachers in developing an increasing awareness

of children's rich multimodal language practices. These new understandings promoted teachers to consider how to include this knowledge in their teaching. Maps became a catalyst for further discussions about languages spoken, identity and belonging, inclusion and language learning. Maps prompted teachers to include translanguaging practices that included, adding multilingual text to visual representations, the composing of informative, descriptive and persuasive written texts in multiple languages were applicable and the creation of accompanying multilingual audio recordings about places and practices revealed in maps. In these maps students revealed information including but not limited to for example, Aboriginal identity, experiences translating across modes and contexts, high level first language literacy, and some loss of home language that lead to difficulties communicating with family members. Most often they revealed wide ranging individual and family linguistic skill and flexibility. Maps supported teachers in further realizing the strong relationship between language and identity and the ways some students were navigating the worlds of home and school. This was particularly evident for EAL/D learners as maps offered them an alternative way to communicate.



I really enjoyed the advantage of being able to put all my languages on a paper and express my self.

Image 7: Mapping and Self Expression Year 5 Barra East.





Teachers also incorporated visual art and music as well as speaking, listening, reading, viewing and writing into lessons to build on what students had revealed. In two schools, parents and family members were invited to share their linguistic or cultural expertise and maps were put on permanent display within the school.

### Dual book reading

Across the schools and classrooms, 28 parents and/or grandparents, 11 teachers, 4 students and 2 School Principals read stories in 28 languages. Findings reveal the bilingual reading program was a successful and important outcome of this project. Book choices were made according to the languages represented and the topic, themes or interests relevant to each class, in two classes bilingual fairytales were used exclusively. Considerations were also given to interest and availability of languages. Dual language books reading materials were collected, and lessons, multimodal tasks and assessments commonly focused on English outcomes related to responding to texts, comprehension and speaking and listening (see Appendix for reading plans) were generated. When parents/caregivers agreed to be a bilingual reader, books were sent home and parents were given an opportunity to practice reading before they came to class. Stories were read in both languages simultaneously, page by page, with the teacher reading in English and a parent or community member reading in another language. During these sessions three different languages were read in the week. Evidence reveals high engagement by all participants and increasingly complex conversations about the texts and the individual languages heard and seen. Bilingual reading created an authentic experience for students to learn about languages and to call on and transfer their understandings of English learning in relation to sound, words and grammar.

### Urban

Fairytales were read live or audio-recorded and displayed on electronic wide boards for children to view in weekly reading lesson. Readers comprised 3 Parent volunteers, 2 teachers and 4 Community Language teachers, books were read in Urdu, Dari, Farsi, Turkish, Hindi, Chinese and Arabic. Students oral language skills were further developed in retelling, story mapping, sequencing tasks and audio recorded retellings using pictures, see images below. Key vocabulary such as adjectives, synonyms and prepositions were further developed through multilingual word lists. This offered support and scaffolding for writing; students completed descriptions of places and character profiles and wrote innovations on text. Bilingual story maps were used as a final assessment of students reading comprehension. Teachers reported high levels of engagement and enthusiasm as well as ongoing student requests for more bilingual book reading as evidenced in teacher comments below. Teachers also reported repeated incidences of students using technology to listen to audio recordings of books and read bilingual hard copies during free time.

*They were so engaged, smiling, listening, when we read the stories or when they were projected on the white board, so focused. I remember them really enjoying Goldilocks in Arabic, Dari and Chinese they were all laughing, it was wonderful!*

*They asked so many questions and wanted to share words, like chair, bed, table, in their languages it gave them confidence. When they didn't know a word they asked their parents and told me the next day; sometimes they asked their friends and siblings during lunch and came running in to tell me. It was challenging adding sleepy, happy, sad and scared to our list, google translator first and then I asked parents and other speakers to write it and check it.*

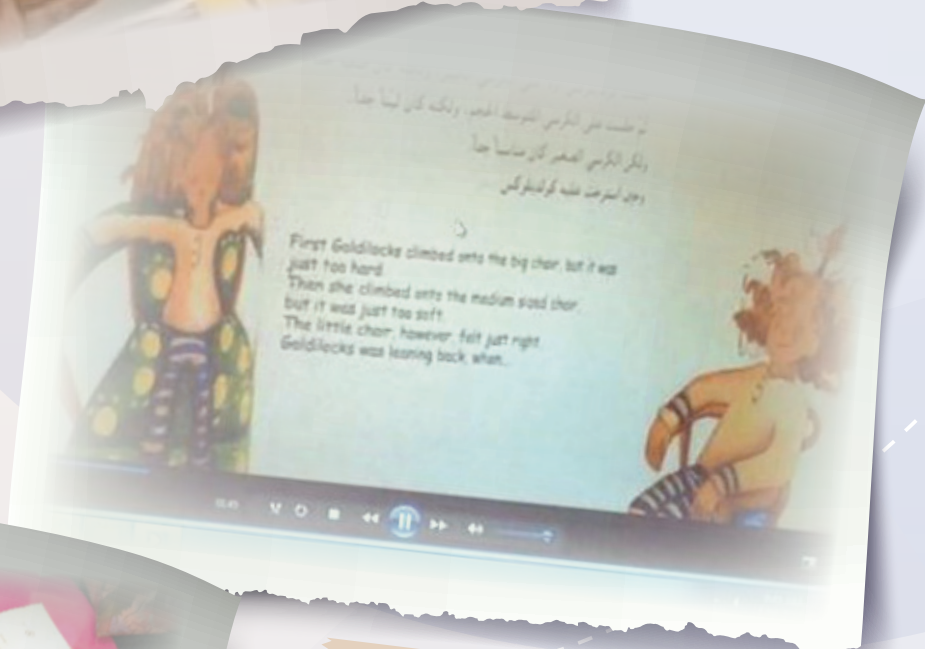


Image 8 and 9: Bilingual Reading in the literacy block Urban Year 1-2



Image 10 and 11: Free time and sequencing tasks Urban Year 1-2

## William Lodge

At William Lodge a range of narratives were read live by 7 students, one of whom was a newly arrived student from a refugee background. Teachers reported this was an unexpected and confidence building activity for the student and had a significant impact on the child's relationships with peers. Readers also included 4 parents, 3 teachers and the school Principal. Books were read in English and Arabic, Greek, Vietnamese and French. Teachers at William Lodge also reported high engagement for all students. Evidence from teachers and students suggest bilingual reading had an impact on understandings and appreciation of others' languages as well as multilingualism and diversity more generally as evidenced in the two student interview comments and the teacher's final interview comment below:

*It was great for everyone to hear their language, the more we know about each others' languages the less wars we will have.*

*The reading made us unique and stand out I got to hear words in other languages, I learned about respect about other languages and if you respect people you feel safe*

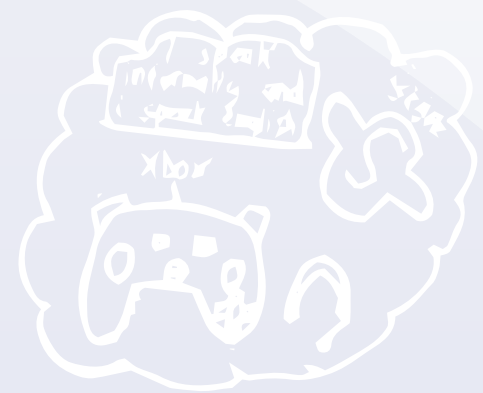
*Children were enjoying something, some either made a connection because it is their language even if it's Arabic, they listened to another language even if it's Greek or if it's Vietnamese, it was just a real eye opener that you can see from a child's perspective how they have enjoyed the bilingual reading*

At William Lodge invitations to read books lead to increased community interest from the parents involved and provided one parent with the confidence to visit the classroom, something she had not done prior to the reading invitation. The parent in question took up the opportunity to meet other parents and began to build a network and make employment connections as a result of her participation. Teachers in year 5 at William Lodge found it difficult to devote the correct amount of time to bilingual reading,

while they saw the value and engagement for students, finding time to include comprehension and discussion of the text after reading proved challenging, one teacher suggested the books should be shorter to enable more time for discussion. Teachers wanted bilingual reading to be more fully integrated into existing programs, as the two teacher comments below reflect more planning and support were required to maximize students learning and teachers' capacity to cover all curriculum demands while including bilingual reading.

*I did actually enjoy bilingual reading in the afternoon and I know the students looked forward to it, they were also active and engaged listeners but I needed more time to give it the discussion it deserved, so we could have a lively discussion that did not take away from other class lessons*

*It opened my eyes the connections they were making and what I didn't pick up that they picked up, but including it in my program was hard. When we did discuss they opened up and we looked at language and it gave so many kids confidence*





## Barra East

At Barra East two classes of Years 1 and 2 participated in bilingual reading in late 2016 and 2017. In 2016, books were read in Polish, Slovakian, Chinese, Gujarati, Swahili, Hungarian, Spanish Samoan, Russian, Tagalog, Serbian, Arabic and Hindi. Bilingual readers comprised 12 mothers, 1 father, 2 grandmothers, 2 teachers and 2 students. In 2017, books were read in Greek, Hungarian, Hindi, Chinese, Punjabi, Urdu, Italian, Dutch and Spanish and the teacher included online stories read in Noongar Language from the Wirlomin Noongra language and Stories Project <http://wirlomin.com.au> and a Wiradjuri Country iBook. Bilingual readers in this class comprised 3 mothers, 1 father, 2 teachers and 2 students.

In the case of the four student readers, books were taken home and practiced with parents before class readings, two students read in Hungarian and two others in Swahili, and Spanish respectively. All bilingual readers read alongside the teacher or researcher and texts were projected onto electronic white boards where possible. Students discussed formality, social distance, grammatical structures, similarities and differences between texts and how these structures sometimes differed across languages. During these sessions parents wrote down key words of interest as pictured in the image below. In some cases, students, teachers and parents accessed relevant words and concepts in multiple languages outside of these sessions and returned to share their findings with students.

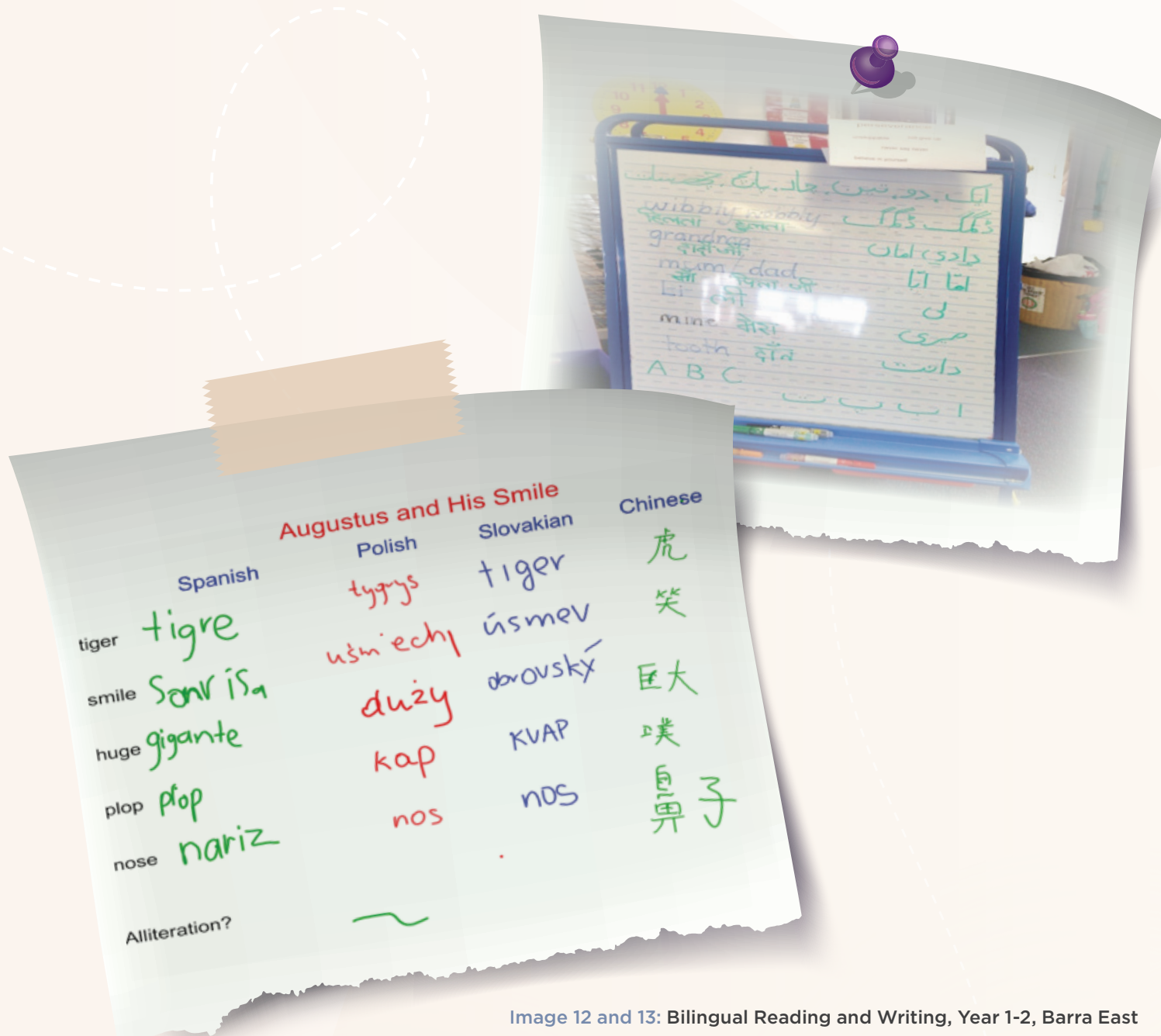
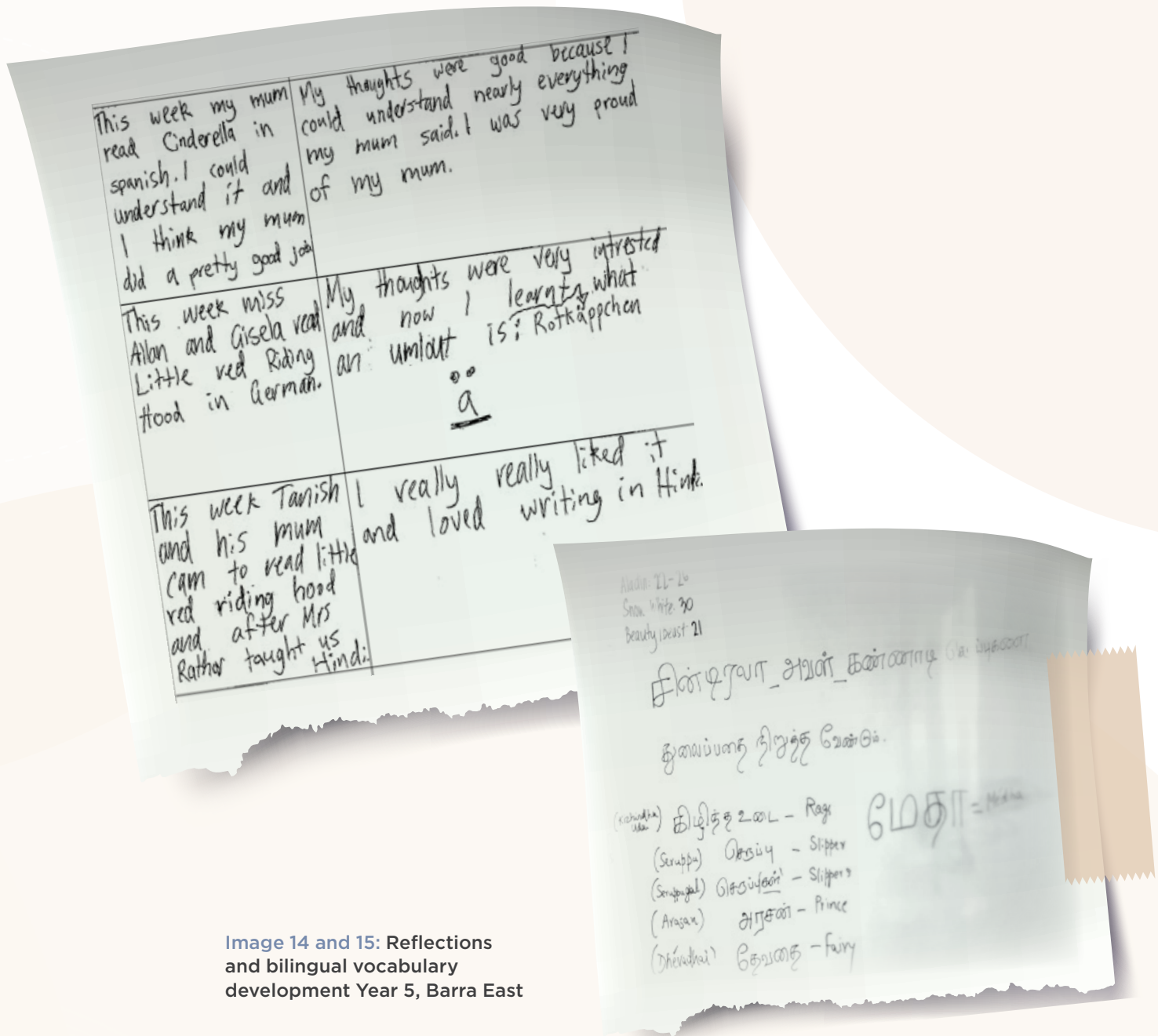


Image 12 and 13: Bilingual Reading and Writing, Year 1-2, Barra East

In year 5, books were read in Korean, Tamil, Spanish, German, Hindi and Chinese by 2 teachers and 4 parents. In line with outcomes across all classes, high student engagement and participation was a key feature of this component. Year 5 students found this to be a rewarding experience as detailed below in the writing sample and collection of text emanating from student questions during a bilingual reading session in Tamil.

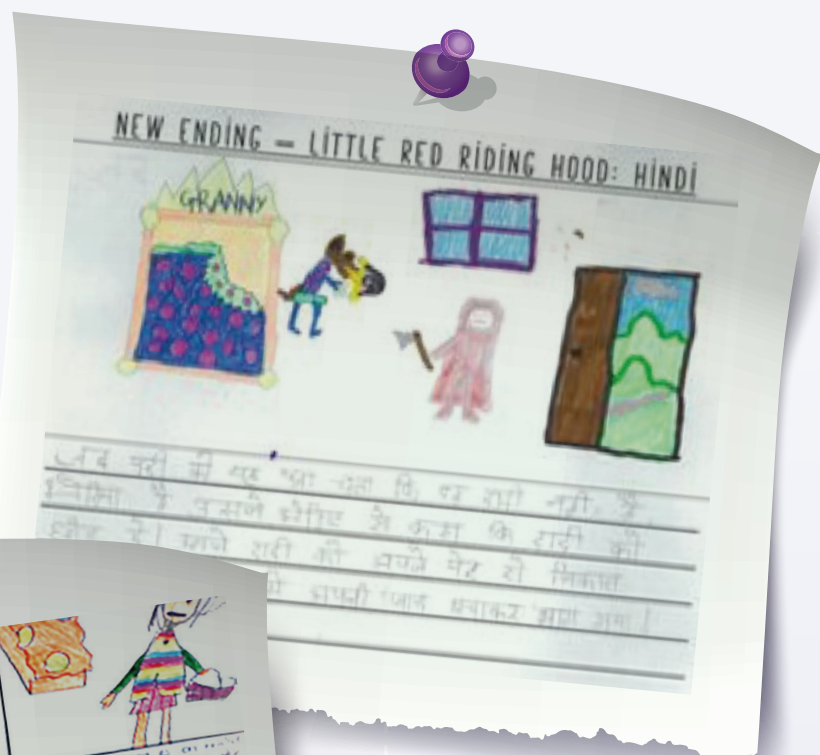


**Image 14 and 15: Reflections and bilingual vocabulary development Year 5, Barra East**

Students were particularly taken by the Hindi bilingual reading session, resulting in a parent being invited to class on several occasions to support student writing of bilingual comics in Hindi. This parent was a teacher of Hindi in her home country and this experience encouraged her to pursue and Australian teaching qualification. Teachers and students heard and learned words in new languages; this prompted students to engage in individual studies of languages across the world, for example, researching the frequency of languages spoken and the places they were spoken in the world, this included for example research about Spanish, Arabic and Urdu. Teachers and students in Year 1 and 5 collaborated to involve students in a bilingual book writing project. Supported by parents, community members and teachers, first language partners in years 1 and 5 created sentences then, bilingual stories in multiple languages that were shared across the school. This was a very successful task for students and contributed to the purchase of additional bilingual books for the library.



Image 16 and 17: Bilingual Stories and Comics Strips Year 5 Barra East



During bilingual sessions, evidence revealed that students in Year 1 and Year 5 showed marked improvement in their questioning and commenting skills, building on their knowledge from previous sessions. Students asked questions about individual sounds and blends, plurals, vocabulary, grammar, punctuation and orthography. As reflected in the Barra East teacher and parent comments below:

*We saw an increase in students' ability to formulate questions and they were more able to listen actively, asking why and make comparisons to English and what they already knew. They expressed their ideas in a written format with increased use of a variety of sentence structures including complex sentences.*

*I was so surprised about the way children asked questions, I went home and told my husband, they loved it, they were so happy to hear my language. They asked about accents and words like how do you say Wibbly Woobly in Urdu?*

## Linguistic landscape Walk

At Urban a very successful strategy that that worked to support students' language and literacy development was the linguistic landscape walk. A linguistic landscape (Sayer, 2010) walk involves exploring language and multilingual, multimodal signage evident in a street, neighborhood or selected area. At Urban, a linguistic landscape walk provided an additional opportunity for the linguistic, literate and cultural practices and resources of the students and the school community to be honored, explored, and extended in working towards meeting outcomes in English, Math, History and Geography. In the Year 3-6 new arrivals class, the unit of work: Past and present life: How people, environments and places grow and change over time, involved students in further studying themselves and their community environment. Like many urban spaces around the world Urban's local environment was rich in multilingual, multimodal signage. The linguistic landscape offered an additional teaching and learning space for focusing on multilingual and multimodal texts and meaning making. Engaging with the linguistic environment, students observed street activity, what and who was on the street, what they could see and hear. The street was divided into five sections and students formed groups of 5 people.

Teachers, parents, teacher's aides and students walked along the street and used a blank street grid to note types of places and the language/s, symbols and signs outside and inside the places in their assigned section of the street. Students also used mobile devices, such as tablets and digital cameras to collect images, particularly signs and symbols they did not recognise. On return to the classroom they used all their linguistic resources and employed translanguaging practices to catalogue places on the street, numbers of people, languages written, spoken and heard and notes made from conversations with people and shop keepers were catalogued. As observers and researchers students came to realize the great diversity of their school and neighborhood and began to understand how it continued to grow and change to meet their needs and the needs of others who came from countries around the world. They learned that the shops had either been on the street for a very long time or were new and changing to accommodate the community. While some signs were written in Arabic and less frequently in Chinese few people were heard speaking English. Written English dominated signs while Arabic and other languages were spoken by most people and shopkeepers on the street. The images below include, a jointly constructed text, a line graph showing shop data, an image of students using shapes to construct a landscape map and finally, student notes comparing their own observations and an historical photo.

We observed, listened and recorded the languages we could see and hear on our sheets.

We recorded the languages that were written and spoken in the shops. We saw the language they spoke in. We also noted the music that were heard being played in the cars.

We heard Arabic, English, Farsi, Urdu, Turkish, Hazaragi, Chinese and Somali.

Image 18: Linguistic Landscape - Urban Joint construction



Image 19: Year 3-6 Urban types of shops



Less buildings  
 Big wide road  
 Most signboards in English because no Arabic people  
 hard to come to Australia  
 Less number of people  
 Not many people from  
 other cultures cars look different  
 Lam post and telegraph post looks different.

Image 20: Urban street comparison text



Image 21: Urban cataloguing shops types

Each group presented their data, and across class date was reviewed and compiled over several days. The class combined sections to complete a fuller portrait of the entire street. Teachers engaged students in discussions using the prompts below:

- What does this portrait tell us?
- Do different sections do different things?
- Who are the people on the main street?
- What are people doing?
- What types of shops or business operate on the street?
- What languages are spoken and written?
- What is most common?  
What is least common?
- What is the main function or business of the street?
- What is provided for whom?
- What does the mapping tell us about the neighborhood?

For these beginning and emerging English language learners, the task offered opportunities for scaffolding and developing students' English vocabulary and writing. This work offered an engaging topic, purpose and audience for completing oral and written descriptions, poems and reports such as the pieces detailed below. Students extended their vocabulary, focusing on adjectives and tense in their writing, they engaged in individual and joint construction of texts that included descriptions and comparisons of their neighborhood and its

growth and change overtime. Students were required to read, write, view and employ critical thinking, research and math skills to complete their tasks. These newly arrived students developed presentations and used English in increasingly complex ways as the student texts below suggest.

*We live in a multicultural place. People are moving quickly, listening, talking, and singing in multiple languages. Many people are new to Australia.*

*People come from many countries, who speak Arabic, Somali, Turkish, Farsi, Hindi, Urdu, Chinese, Burmese, English and other languages and these languages are heard and written in some places in the street.*

Students went on to look for archival material of the local area and viewed and discussed changes over time, linking this back to their Australian history study. They found that the neighborhood was historically a meeting place for Darug inland people and the Eora/Dharawal coastal people. They also located recent historical information, photographs and other news events such as the building of the Mosque and railway station. These tasks offered a scaffold for student thinking and making meaning in relation to the complex and abstract ideas that were the focus of their learning in Australian history - First settlement.

## Unit, lesson and strategy development

### Addressing across curriculum outcomes

A clear outcome across schools was that authentic and purposeful lessons, task and units were developed that worked to address a range of across curriculum outcomes. In year 5 at William Lodge, English, Geography and Science and Technology were combined in a themed unit of work on the Olympics. Teachers felt the initial work with students as researchers of their own language and literacy practices, connected to, and motivated students to undertake country studies. In this unit, student teams choose a competing country and studied its history, geography, language and population. Presentations of school work were made across classes and at school assembly. At Urban, the unit: Past and Present: How people, environments and places grow and change over time, incorporated English, Australian History, Geography and PDHPE learning. Students learning included understandings related to the first settlement students began with their own neighbourhood, working backwards to understand local history and change over time. At Barra East, units centered on the Key Learning Area of English and incorporated the bilingual reading program. Learning centred on engaging with text and reading and responding to texts. In Year 1, units combined English and Geography to explore language and culture. In year 5, cross cultural connections were made through using bilingual fairytales. A range of KLA outcomes were targeted across all units and these are listed below. Teacher assessment was ongoing and a range of student tasks detailed above were used to show progress in meeting the outcomes below.

#### ASSESSMENT OUTCOMES

##### GEOGRAPHY

- Describes features of places and the connections people have with places GE1-1
- Communicates geographical information and uses geographical tools for inquiry GE1-3

##### MATHEMATICS

- Gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results MA1-17SP
- Represents and describes the positions of objects in everyday situations and on maps MA1-16MG
- Uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot Plots, line graphs and two-way tables MA3-18SP

##### SCIENCE AND TECHNOLOGY K-6

- Investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations ST3-4WS

##### CREATIVE ARTS

- Making artworks in a particular way about experiences of real and imaginary things VAS1.1
- Taking on roles in drama to explore familiar and imagined situations DRAS1.1
- Interacting collaboratively to communicate the action of the drama with others DRAS1.3

##### PDHPE

- Shows understandings about others feelings COS1.1
- Displays cooperation in group activities e.g., turn taking INS 1.3
- Recognises a wide range of influences on personal identity, e.g., peers, media, cultural beliefs GDS3.9
- Models behaviour that reflects sensitivity to the needs, rights, feelings of others IRS3.11

## Inclusion of authentic texts and multilingual tasks

A clear outcome of the project across schools was the development of authentic and purposeful tasks and prompts for writing. Teachers reported high student engagement which they suggested supported and extended student writing as evidenced by the Year 5 and Year 1 teacher's comments at Barra East and William Lodge below:

*I saw the importance of real tasks and what kids can do when they are really interested*

*Well they got excited and started writing about themselves and what they thought because they knew it would be shared in our group discussions.*

In all schools, maps were displayed as visual markers of the children's identities as multiple language speakers and these were then used and built on for further literacy tasks. Students employed translanguage skills and used iPads were used to take pictures of maps and combined with audio of children talking about one or more aspects of their maps, these texts were further used as a basis for digital story boards at Urban and Barra East. At Urban, students talked about a favourite place, what they did in that place, how they

felt and the language they used in that place. Others recorded how they felt when talking with and learning from a family member or when translating. These tasks varied in length and complexity, based on individual linguistic proficiency, beginning English language learners completed these tasks using a combination of English and home language with support from Bilingual Aides and first language peers, it offered students an opportunity to practice their English as well as used their first language knowledge. In Year 1 and Year 5 at Barra East and William Lodge, teachers used ongoing discussions and understandings about multilingualism and students use of home languages as topics for persuasive writing. Students developed arguments and wrote persuasive essays about why using or learning a language other than English was important and/or why Australia should be a country of multiple languages. In Year 1/2, a Verso online discussion tool and question prompts placed around the room supported students in developing arguments and making a case for their positions. An image of the posters used to support students in thinking about the topic and building an argument appear below from Year 1/2.

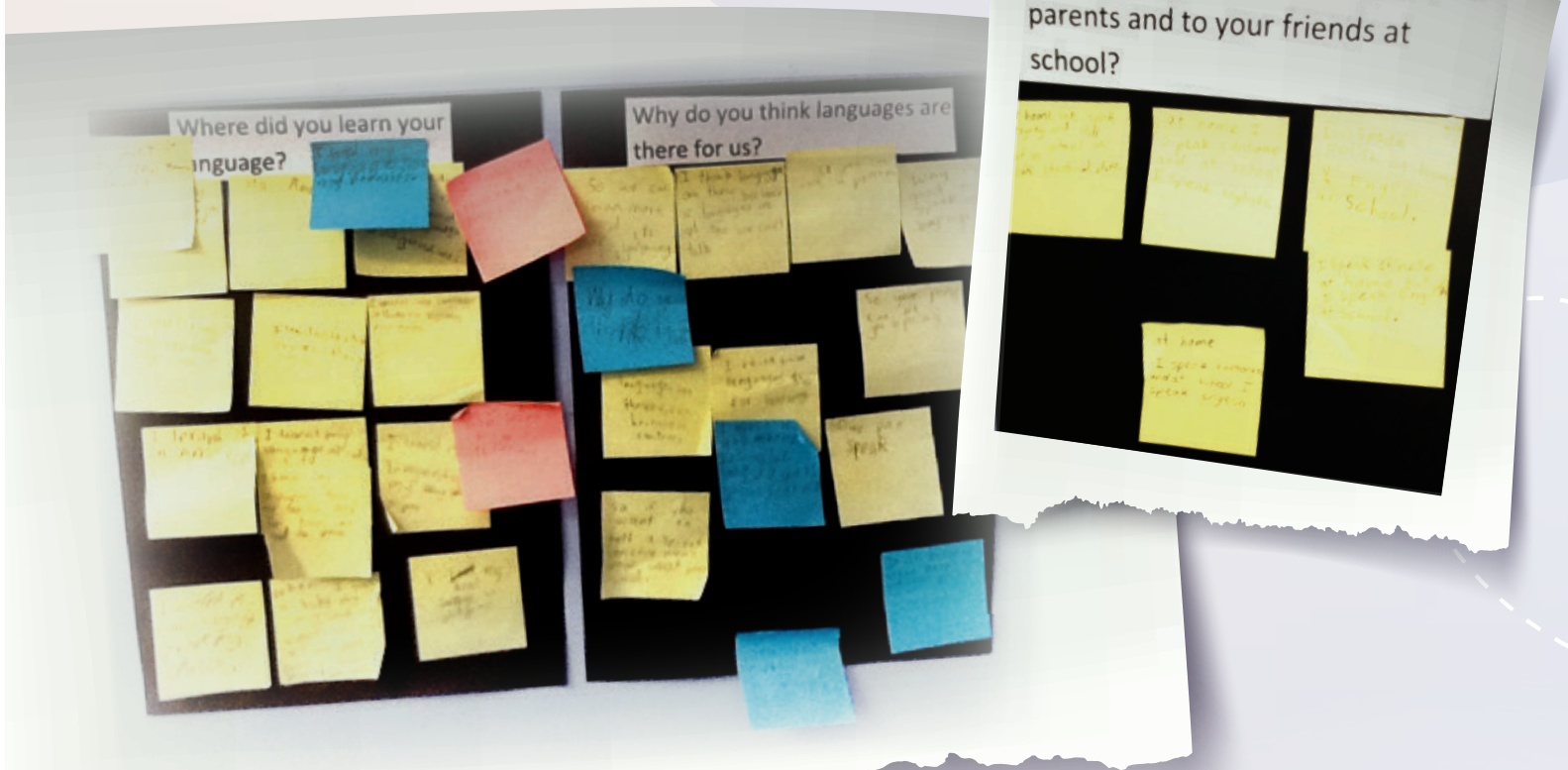


Image 22: Prompts for persuasive writing Year 1/2 Barra East



In all classes, multilingual texts were used as part of the bilingual reading program. At Urban and Year 5 at Barra East, students were given the option of using first language text on language maps and they were invited to use first language to complete other tasks where applicable. In Year 5 at Barra East, frequent inclusions of onomatopoeia in bilingual books prompted students to compile a multilingual onomatopoeia word list that included words such as splash, drip and giggle in several languages. In all schools students and teachers used bilingual dictionaries and enlisted parental and google translator help to with this task. Students went on to use these lists as a starting point for composing and sharing multilingual texts such as narratives, descriptions, labelling of maps, storyboards, descriptions, poems, biographies, role plays and comic strips, as appear below.



Image 23: Barra East Year 5, Comic Books



Image 24: Barra East Year 5, Bilingual Writing Wall

An unexpected outcome was the ongoing use of bilingual word list and dictionaries. At Urban, students in years 1-2 and 3-6 catalogued vocabulary in multiple languages in their linguistic landscape work and from a range of bilingual fairy tales. At Urban and Barra East, bilingual word lists generated from texts were used to support writing. Children became increasingly interested in words and sound combinations and compared similarities and differences. The comment below from a Year 5 teacher from Barra East details how this took place in the reading of fairy tales.

*They asked so many questions and wanted to share words, simple and more complex words, Grandma, fear, Princess, hunting, they asked parents, each other and google translator we had to do a lot of checking. We built long word lists and continued to develop vocabulary that they could use in their writing.*

### **Inclusion of multimodal assessments**

A welcomed outcome across schools was the ongoing use of multimodal learning activities (See units in Appendix). Teachers and students used a range of texts and technologies that included for example, photography, multiple drawing and story making applications, on line discussion tools, imovie software and excel spreadsheets. I pads, audio and video recorders, music and art, were used in collecting, reporting and reflecting on students' language research work. At the culmination of the project work all students produced texts and audio-visual presentations and or written reflective texts on one or more aspects of their project work. A common outcome across schools was frequent student and community sharing of practices and experiences. This included the sharing of languages, interests, stories, music, dance, food, art, celebrations and festivals. A parent reader returned to class to give students calligraphy lessons, another to support students writing of Hindi in comic strips. At the end the project, students at Barra East, William Lodge and Urban, used video or audio recorders to talk about and reflect on their learning. At Urban, teachers used these recordings to assess students developing oral language proficiency and at Urban and Barra East teachers used these as assessment tasks focusing on students ability to plan for and make oral presentations. At Barra East, parents were invited to a class celebration where students shared presentations and the work of the project. In Year 5 at Barra East and William Lodge students were involved in peer assessment developing rubrics to assess their oral presentations skills.

Analysis of all class work reveals attention to the teaching and learning of register dimensions, specifically in relation to the mode continuum. A key area of teaching and learning was purpose, audience and word choice as applied to student composition of spoken and written text. Lessons centred on how students' language changed for different audiences and purposes, moved along the mode continuum and became more and less formal. Teachers used children's knowledge and experience of their own communicative purposes as outlined in their research and mapping for example, persuading someone to a point of view, disagreeing, being kind and supportive and translating for particular people in particular places. Teachers at William Lodge centred on vocabulary lessons and the inclusion of thoughtful and systematic instruction in key vocabulary. Students created word banks that were made available for writing tasks, including adjectives and adverbs for descriptions, and modal verbs used for persuasive texts. Findings reveal starting with students' everyday language practices and experiences supported teachers in making explicit connections between children's everyday worlds and the formal requirements of school based language and literacy, in particular this offered scaffolded support to reluctant writers and EAL/D learners. Teachers reported that students began to recognise and build their own skills and make connections to in school learning, represented in the two student comments below.

*Language is important it means everything it helps people, I did my best writing ever*

*It's good to know more things. I learned more and I got it. I learned about words and sounds and writing more.*

The written text below, from an emerging EAL/D learner at Barra East, offers evidence of how the project supported his writing of sentences in English.



I liked doing language project because it helped  
me ~~to~~ speak English with my teacher and friends,  
~~it~~ language project helped me understand ~~how~~  
how to write in English and ~~to~~ read books,  
when I did language project I learnt ~~about~~ how to  
write sentences in English. It also helped me to learn  
more about myself, my country and make friends.

Image 26: Year 5 Barra East EAL/D Learner



## Student learning

### English language learning

English was the key focus of all work, and all students were involved in ongoing opportunities to read and respond to texts and to writing and compose a range of texts. Most commonly teachers targeted the following English outcomes:

#### ENGLISH OUTCOMES

##### SPEAKING AND LISTENING 1

- Communicates effectively for a variety of audiences and purposes ....EN1-1A and EN3-1A

##### WRITING AND REPRESENTING 1 AND 2

- Plans Composes, edits and presents well-structured and coherent texts.... EN1-2A, EN3-2A

##### READING AND VIEWING 1 AND RESPONDING AND COMPOSING

- Draws on an increasing range of strategies to fluently, read, view and comprehend a range of texts...EN1-4A
- Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts EN-5B

Analysis of lessons, tasks and learning sequences undertaken across this project in Years 1 through Years 5 reveal teaching and learning targeted to support students to work towards the following English objectives and content descriptors:

#### ENGLISH OBJECTIVES AND CONTENT DESCRIPTORS

##### A. COMMUNICATE THROUGH SPEAKING, LISTENING, READING, WRITING, VIEWING, & REPRESENTING

- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing Ideas, information and questions
- Use some persuasive language to express a point of view
- Plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

##### B. USE LANGUAGE TO SHAPE AND MAKE MEANING ACCORDING TO PURPOSE, AUDIENCE AND CONTEXT

- Discuss possible author intent and intended audience of a range of texts

##### C. THINK IN WAYS THAT ARE IMAGINATIVE, CREATIVE, INTERPRETATIVE AND CRITICAL

- Recognise and begin to understand how composers use creative features to engage their audience
- Recognise similarities between texts from different cultural traditions
- Thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
- Recreate texts imaginatively using drawing, writing, performance and digital forms of communication

##### D. EXPRESS THEMSELVES AND THEIR RELATIONSHIPS WITH OTHERS AND THEIR WORLD

- Identify, explore and discuss the morals of stories from a variety of cultures
- Responds to and composes a range of texts about familiar aspects of the world and their own experiences

##### E. LEARN AND REFLECT ON THEIR LEARNING THROUGH THE STUDY OF ENGLISH

- Jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance
- Reflect on own reading



Final oral and written assessment tasks were common across schools, these tasks were designed to prompt students to reflect on their own learning and understandings, examples of tasks from students in Year 1-2 at Barra East appear below. In each case students were able to elaborate on their initial responses. The prompt do you think it is important to learn another language was discussed and reviewed throughout the project.



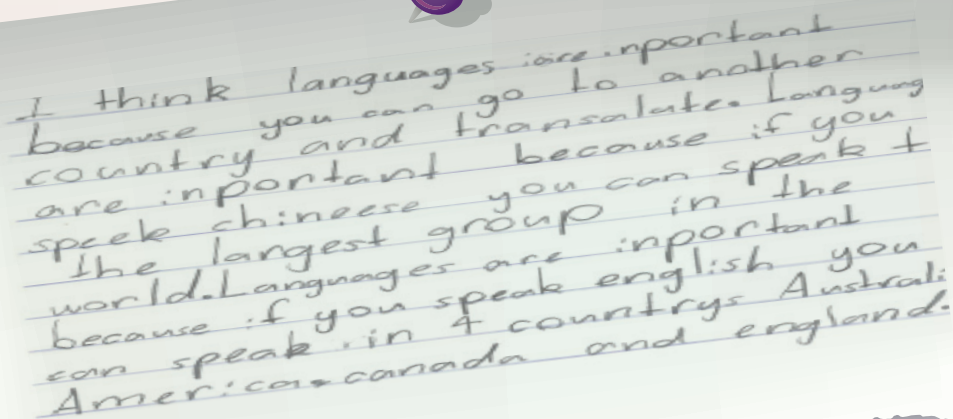
Image 27: Year 2 texts Barra East: Learning a different language is important because 1,2,3.

Teachers analysed student work samples in relation to achievement of outcomes and informal qualitative measures such as student engagement in tasks and growth overtime in length and complexity of the ideas and work submitted. Specific English language skills were assessed using outcomes and learning progressions from the K-6 literacy continuum. Analysis of tasks and interviews with all teachers revealed teachers perceptions of a marked improvement in students writing in relation to specific content descriptors such as their ability to self-reflect and evaluate their learning, to use complex sentences and to expand ideas and opinions from the beginning to the end of the project. A welcomed outcome was an increase in the length and complexity of student writing and a change in perceptions. Students across the project commonly viewed the purpose of learning another language as enabling communication and in particular enabling them to help and teach the person their own language in order to facilitate basic communication.

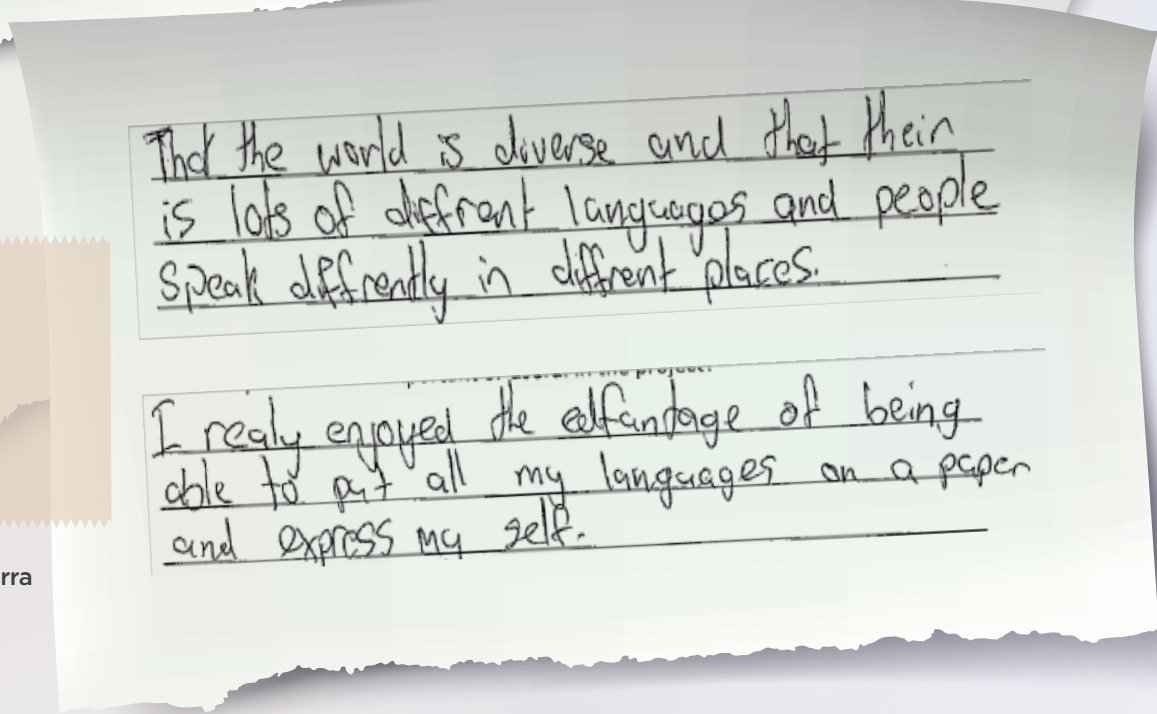
At the conclusion of the project ideas about communicating in multiple languages moved away from enabling an individual, as a one way communication to facilitating mutual learning, this is evidenced in the texts above and represents a common pattern across schools.

Teachers also noted increased student engagement and interest in learning about themselves, their peers and their home languages as evidenced in these texts from Barra East and William Lodge below. At William Lodge teachers reported an increase in students' attention to tasks

These tasks were assessed in relation to aspects of writing: Cluster 11; Writes coherent, structured texts for a range of purposes and contexts. Deliberately structures language in a way that creates more cohesive imaginative and persuasive texts. The writing samples below show evidence of reflective writing and achievement of these aims from two Developing and Emerging English language learners.



I think languages are important because you can go to another country and translates. Languages are important because if you speak chinese you can speak the largest group in the world. Languages are important because if you speak english you can speak in 4 countrys Australia, America, Canada and England.



The world is diverse and that there is lots of different languages and people speak differently in different places.

I really enjoyed the advantage of being able to put all my languages on a paper and express my self.

Image 28 and 29: Year 5 Barra East EAL/D Text 1 and 2.

Analysis of final written reflections and individual interviews from year 5 students at William Lodge Public School reveal an overwhelming interest and enjoyment in discovering things about each other and their own languages, equally important were the increase in awareness of their own capacity and an understanding of register dimensions as reflected in the representative comments students shared in their final reflective interviews below:

*I never knew I spoke so many languages in so many places*

*I learned how language is used in different places, how I speak formal to Grandmother*

*I learnt about all the languages in my class so many it is good, I could write more*

*I loved hearing about all the languages and talking with friends we got to know each other more*

What have you learnt during this project?

I have learnt umlauts and the subject object & the verb  
verb can be changed around & were commas & exclamation  
marks go in the right place.

English learning was also assessed in the completion of talking and listening tasks tied to oral presentations and language maps and writing was assessed in story maps and reflective tasks. At urban this occurred during talking, listening, researching and presentation of information from the linguistic landscape walk. At Barra East teachers saw a marked improvement in students' abilities to formulate, ask and respond to questions during bilingual reading episodes, and in online conversations in verso. As communicated by the teacher's comment below

*Um, the fact that they would be listening to what the parents said and come up with questions that made sense. And it wasn't just them making comments about things ... it was collectively about words, sounds, ideas, you don't see a lot of this in a general reading response*

At Urban, Years 1-2 used story maps before and after bilingual reading sessions, teachers reported an improvement in comprehension across the class after students listened to stories in English and home languages, evidenced in teacher comments and the work samples below. At Urban books were read in two or more languages over the course of a week. In the story map below, the student moves from responding to reading with pictures to responding to reading with text.



## Read & Recall

Name: \_\_\_\_\_ I need to: \_\_\_\_\_

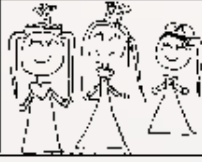


Directions: Use the reading book and weekly story to help you and answer the following questions. Please use complete sentences.

Title: YEH-HSIEH

What is the story mostly about?  
A Chinese girl marriage

Tell me 2 things you remember from the story:  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_

Draw something that happens from each part of the story.

Beginning	Middle	End
		

## Read & Recall

Name: 2.2 I need to: \_\_\_\_\_

Directions: Use the reading book and weekly story to help you and answer the following questions. Please use complete sentences.

Title: YEH-HSIEH

What is the story mostly about?  
Qing Dynasty (Hav) (qin) (Fans)

Tell me 2 things you remember from the story:  
 1. (Shi) (hav) (Fan) (Qin)  
 2. (Shi) Wi Sit to hav face

Draw something that happens from each part of the story.

Beginning	Middle	End

*I am surprised by how much they enjoyed listening to multilingual stories even in languages they did not speak; I thought they might be bored but they kept asking miss, miss can we hear another story. They were so excited and so still and listening even R who cannot stay still for very long. They listened to stories on their own and were more confident with story mapping; going straight to it- it had more meaning I guess and each time more detail. I did the story maps before and after the bilingual readings and I could see the change, more writing more understanding.*

In Year 1 and Year 5 at Barra East, teachers were able to plot student achievement on the literacy continuum in relation to Aspects of Writing, Cluster 5 and 6: Draws on personal experiences and topic knowledge to create texts of about 4-5 sentences for a range of purposes; creates longer texts supported by visual information, e.g. diagrams, maps, graphs on familiar topics for known audiences, writes a sequence of thoughts and ideas and Cluster 7: Plans texts by making notes, drawing diagrams, planning sequence of events or information and Cluster 8: Writes for a wider range of purposes, including to explain and to express an opinion. In Year 5 at Barra East, the focus was on punctuation, grammar and comprehension and in Year 5, this was facilitated in bilingual reading sessions. The teacher reported clear evidence of students' ongoing development in the bilingual reading sessions as reported below.

*For me it was a focus on punctuation and sentence structure and questioning. ... When there were three languages the kids made comparisons, how you know how to stop, how a full stop in English looks, or you know subject, verb agreement. Yes sentence structure it is huge when kids come here from other countries we kind of like say forget what you know and learn English, but why can't we draw on what they know from other languages to assist in their understanding now? This was huge in my class and we tried to do it and it helped them with English. Most of my class struggle with writing even putting anything down it was huge. They had a place to start.*

While teachers were explicitly identified some strategies that showed evidence of the relationship between student and community first language knowledge and experience and English language learning, most often these were reflective observations. Working to make these links more explicit and to match tasks and strategies to English and EAL/D learning progressions needs further exploration.



### Engagement in rich authentic, cognitively challenging tasks

Findings reveal that teachers across classes were eager to build on student interest and engagement. They were able to target outcomes and develop real world tasks for understanding and meaning making in English, Math, Science, Creative Arts, and Geography. In four classes, students were tasked with learning about how they got their name, this task was a highlight of each class as observed by the researcher and reported by teachers. Evidence reveals that most often these presentations introduced students to new vocabulary, offered topics

for further discussion and involved students in sophisticated discussions with their parents about history, etymology, culture and tradition as evidenced in the excerpts from classroom presentations below:

- My name comes from the Sanskrit and means aims high
- My last name tells that all my Grand, Grand, Grandparents collected tax for the King and I have the name of people who collected taxes
- My name comes from the bible and is Hebrew
- My name is Bangla and it means young flower

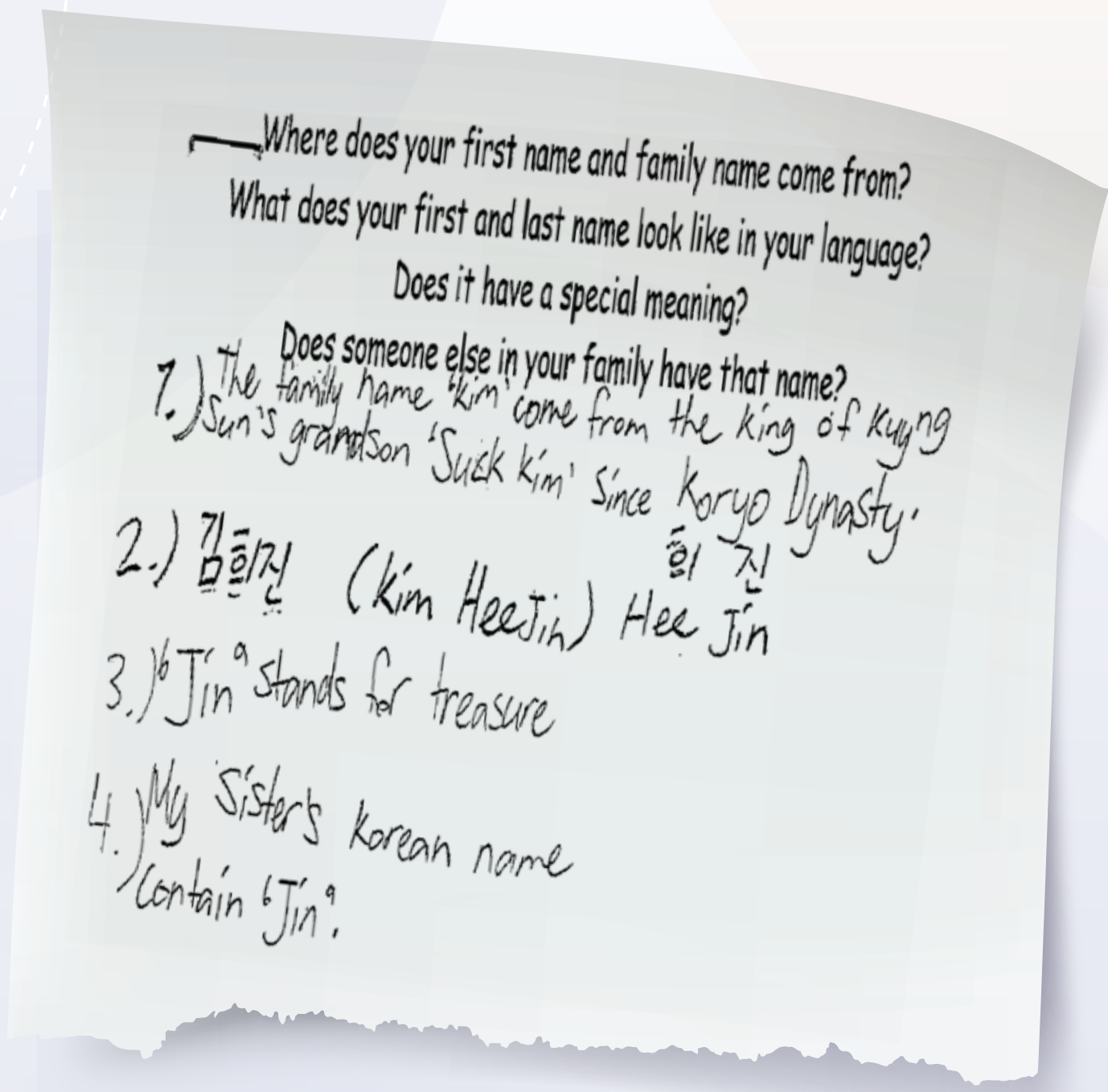


Image 30: Year 2 Barra East: How I got my name

Year 1 and Year 5 teachers at Barra East suggest that beginning with student knowledge and experience engaged them, parents and the school community. They also reported this supported students in completing more complex texts as the project progressed.

*I saw the importance of real tasks and what kids can do when they are really interested, they loved it*

*The walk gave us a rich topic for writing and it did help them to meaning of the idea of past and present life.*

The conversations around the texts and language were rich and personal, creating an authentic experience for students to learn about the English language. This authentic experience was created, by making the foundations of their learning experience, their personal experiences in languages. They had vested interest in their learning, so they had more to say and were excited to share their experiences with their parents. The students added to the discussions in class with the conversations they were having with their parents. Their spoken and written responses were more detailed and more complex in structure as the project progressed.

A noted outcome was how tasks often developed as a result of student interest and enthusiasm. A number of written tasks resulted from pair and whole class discussions. Task increased in length and complexity and involved students in ongoing research as they searched for demographic information, or viewed historical images across a range of online sites and sources of information. Across the classes, students wrote descriptions of favourite places as revealed in maps, performed role-plays of translation, retold and wrote recounts of key events. Students composed autobiographies and wrote information reports about countries and the local neighbourhood

and wrote persuasive essays about bilingualism and language learning. All students completed texts that required them to reflect on their own knowledge and skill and what they were learning.

A second welcomed outcome was the ongoing incorporation of bilingual material and resources into the classroom this included for example, bilingual word lists, multilingual applications, dictionaries and online and hard copy bilingual stories and visits to the classroom by first language speakers from the community. Students' languages were validated and this led to a renewed interest and developing self-confidence and pride in their own knowledge and skill as expressed by the student comments below.

*I learned I am clever, I told Mum we speak two languages we are clever*

*I learned about language and what I can do and my friends can do; we have never talked about this before*

*I am bilingual and my Dad speaks 3 languages and he is going to learn me them*

*Some of us are polyglots*

*We can speak and think in different ways*

*I used my brain and got to really share what I think*

### Intercultural understanding

An equally important project outcome was the ways intercultural understandings continued to develop for all project participants. This is realized in student, teacher and parent interviews and in end of project presentations and written reflections as seen in the writing samples below.

*I learnt that language isn't just about speaking it's about where people came from and it is their culture and a part of someone.*

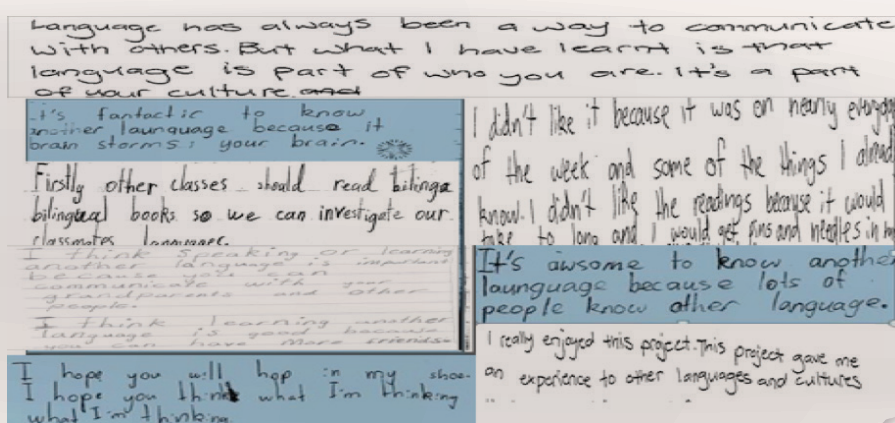


Image 31: Across project reflections: Intercultural understandings as detailed by student across schools

*I learnt that language isn't just about speaking it's about where people came from and it is their culture and a part of someone.*

*I learned how hard and lonely it is when you can't communicate you need to learn fast*

*I learned that language is important to everyone*

## Community engagement

### Parent and community participation

A clear outcome of the project was the powerful and significant influence on parent and community engagement and participation. Across the schools 28 parents and/or grandparents, 11 teachers, 4 students and a School Principal, read stories in 28 languages. A second welcomed outcome was the popularity of the bilingual reading program for all participants.

Dual book reading facilitated opportunities for parents, community members and teachers to build relationships and learn about each other. It offered teachers, parents and the wider school community opportunities to talk about home language learning and literacy practices and the importance of speaking and learning home languages. Teachers were able to discuss the relationship between speaking and reading and writing in home languages and its relationship and contribution to learning English. Parents and community members felt increasingly confident to share their linguistic and cultural knowledge and skill and be active participants in their child's classrooms and their learning more broadly. Parents reported being reluctant bilingual readers, but they were encouraged by their children as they very much wanted them to come to class and read in home languages. Their children's renewed requests for their participation encouraged them as reported by parents below.

*He said Mum, mum when are you coming, and my son he was very happy when I came to his class and read in Arabic and in front of his friends. He said, my friends now they can talk Arabic like us, he learnt, they've learnt some words. He's very happy. I think it's a good idea to have these, to learn different languages, to give him and me confidence.*

*My daughter was so excited about me coming to read and asking me, Dad can you write down me about all this 1, 2, 3, 4, words, write them down, before she did not want to learn my language.*

*It has given confidence to my 3 girls they are now excited to talk to their grandparents in Hindi*

*My grandson was so proud of me*

*So she was so excited, Mummy teach me so that I can read in the class, because everybody was appreciating them for reading in their own language so after that, that really she was really interested in learning and she don't mind to sit and write things to practice. So I really appreciate this program.*

While many parents were nervous about reading aloud in their child's class, they were interested in learning more about what their children were doing and this facilitated opportunities for teachers to talk with parents about reading at home. Teachers sent bilingual books home for parents to read with children and several parents bought in books in home languages to add to the class library. Including bilingual books as home reading encouraged parents and others to volunteer to audio record fairy tales in home languages and these became an additional resource that students could use. If parents were unable to read in home languages they invited older siblings, family members and friends to read on their behalf. In this way, individuals, families and communities were positioned as experts and knowledge producers, parents and children wanted their languages shared. They felt this was also an important learning opportunity for them and it prompted them to see the value of using home languages as communicated by parents below.

*The most surprising and the most disheartening thing for me as a parent is that I don't even know half of my own language, the language that I had grown up reading and at this age I didn't know half of the words and I was to read so I practised them and thank God for that I had to get the pronunciation right so I think that that way it was fantastic for me as a parent. We now read in Hindi together at night and they are leaning to write also, we are all working together with English and Hindi.*

*The dialect of my cultural background the language that is spoken has a very distinct dialect in southern Italy, lots of the words were very different and I had to really concentrate on how I was going to say those words to make sure that I articulated*

*I think parents should be prepared for the questions. For example, one of the kids asked me how many alphabets are there in Urdu? In my house, the fact that I read that book made me rediscover my own language and now we taken out books sometime and we read at home in Urdu, like we read a book, we watch our TV programs just to rediscover the language because I as a parent had to learn half of the words that I was reading. We have started watching Urdu shows.*



Parents were surprised at how engaged students were and how much interest they had in hearing their languages and learning from them.

*And I noticed when we were reading the kids were very excited to get up and talk ask questions, those who knew how to participate with your language, and even those that did not know the language because it wasn't theirs.*

*It was so interesting they listened with great attention, the music of language. I asked a question, what do you know about Russia? One boy said I know about Great Trans-Siberian Railway yes it is the biggest railway in the world, I was so happy to have contact with this amazing experience, thank you so much from my heart.*

*I find it amazing that they, all the kids were really interested in how things are said and how to say them and it's really great.*

*They were not bored they wanted to know more words, more questions, to hear more*

*I found it very challenging to start with because the bilingual book they had a word there that we wouldn't normally use in everyday language so I was like ooh! How do I read this? Because we are not used to it you know, like in day-to-day life we are not using such language or reading ... so it was a bit challenging. Interesting though, because the kids were very amazed, you know, they were fascinated about the fact that oh, you know, I have heard this word before in Arabic language and that word in Hindi, you know, so they were kind of comparing it and contrasting and that was interesting And um, yeah so, the discussion that they were doing in the classroom was quite interesting and you think kids are in Year 1, you wouldn't think that they would be too involved and comparing between languages.*

Incidences of parents establishing friendships with each other and increasingly participating in school activities and networks were reported across all schools. Analysis of parent data across projects revealed that parents and community members viewed the bilingual reading program as meaningful and valuable and expressed a strong desire for bilingual reading to be sustained as a whole school project. Real and meaningful connections were made between parents and teachers, parents and teachers saw the value of promoting and encouraging home languages. The excerpts from parent interviews reveal their feelings about the value and opportunities provided through their participation.

*I was thinking, oh this great, this very good to know because I, I want my daughter to learn, to learn our basic, our language first. If you know your language, you know where you come from you can know other more languages ... so I think this is a great thing, I'm looking forward to participating as well, doing it again I really am, this is great things you're doing thank you.*

*That's the thing they found the importance of other languages too. So I think they'll carry it in their future life and they learn other languages too.*

*It gave me such confidence.*

*What's the follow-up of it, I don't want it to be done and then shelved and then it's forgotten. So what's the next step is there a next step what about other classes and next year?*

*Yes more are we keeping doing it, I will do it again and tell and ask others.*

## **Inclusion and belonging**

A welcomed outcome and one supported by ongoing across project evidence was the sense of inclusion and belonging felt by parents, children and the wider community. Home languages and cultural practices were validated and this promoted confidence and pride in home languages and culture. Most importantly this was meaningful for parents and bilingual readers as evidenced in the excerpts from parent interviews below.

*For multiculturalism we attend many programs but not like this, parents are invited to really be a part in a way that really means something.*

*I learned about all the kids my own and others.*

*I felt so happy, happy to read for me and for them it was very good.*

*It was a pleasure, a real pleasure.*

*We got to talk about our language and it felt like children wanted to know about your language and culture.*

*Like these kind of activity. It really gives our own children confidence... okay my parents are involved. So, and like I feel that it should be something all parents should get involved in. It brings us together.*

*I want my son to learn English but knowing my language makes me happy.*

Teachers also reported that the project facilitated opportunities for them to make meaningful connections with parents and helped them to learn more about the school community. Teachers reported several



conversations with parents at home time and at other school events, where they asked about the project and discussed the use of home language and its relationship to learning English in school.

*I thought it was wrong to speak my language at home only English, it would not help my grandchild learn but the teacher says no, I fell happy I can talk with him in my language.*

*I feel very happy to see that when they see me in the playground now they greet me with my own language so I feel very happy.*

*My son wants to go to Chinese school I am so so happy, I thought this was not good for his English.*

Teachers also reported several incidences that detailed how the project worked to give parents the confidence to share their linguistic and cultural knowledge and skill. This worked to promote parent participation in their child's classroom but also facilitated opportunities for parents to make connections with others and develop networks outside of the school as reported by teachers below from William Lodge and Barra East.

*.....one of the parents that read a bilingual books was from a refugee background she was an asylum seeker and spent time in detention centres and is now in community detention, so ... she is unable to work, unable to travel. This mother she was a teacher back in Iraq, so inviting her to speak and read to the class was really important. And I believe it's done a lot for her self-esteem, her wellbeing, since then she has joined the community hub in our school, and often comes there sharing with the other parents and teaching them things. So, I think it's a small step for her in being able to get her identity back and her autonomy back.*

*I had like two parents ring me, two different parents and for one of them there was a relationship developed a friendship with someone who was also doing this in class reading. So for me that was very important, my kids and parents connecting and you know building friendships that was really nice. The other parent is someone who started to come to class, her husband goes to work, the kid goes to school, and she just stays at home and she was so happy to be needed and I thought that was really beautiful.*

*One of my parents was a Hindi teacher and she was fantastic in our room and she came back several times and helped the kids with bilingual comics and now she has decided to study here and get Australian qualifications so she can teach. It just gave her that confidence and momentum.*

Parents also reported the profound effect they felt the project had on intercultural understanding and harmony more generally, this is also reflected in the parent focus group interviews excerpts below.

*People in my community were excited about this, asking me about it.*

*If you know your language, you know where you come from and then you can know others and learn from them we need this very much.*

*If you learn about culture you learn respect for others and this is so important.*

*It is more than books it is about building community.*

### **Support of first language and out of school language learning**

Children, teachers and parents reported that children showed a notable interest in learning home languages. This included asking parents to teach them or engage them in after school first language programs. In all grades a number of children were unaware of the languages they and their parents spoke and began to take an interest in and developing knowledge of their own languages and backgrounds, continuing to ask parents about languages in country and within home countries outside of Australia. Teachers' observations and focus group interviews with parents reveal children had previously resisted speaking or learning home languages but this change began as a result of the project.

At Barra East, a parent reported that she could not get her child to use a word of Polish even though the child understood the language. The child's mother communicated with her in Polish but the child would only answer in English. The child did not reveal she spoke Polish at the beginning of the project. As the project progressed the child became more interested in Polish and began speaking in Polish with her mother and siblings at home. This child strongly encouraged her mother to come to school and read a book in Polish and at her request her mother has enrolled her in after school Polish language classes. Almost all parents reported that this project encouraged them and their children to talk about home language and culture more broadly. They reported children's interest in talking about home countries, family histories, and accessing books in home languages and they reported how important this was to them and their family.

In the excerpts below parents highlight their children's renewed interest in language learning.

*I didn't get an opportunity to read book in the classroom, but I really want to another time. I wanted to teach my daughter my own language but at the beginning she was not interested but when the school started this project she was, she was really was happy and now she's excited to learn our language. So I will send her to class and during the weekends, at the beginning she was not interested now, now that she's interested to go to that class to learn language. So she can understand what the importance of language is, and to learn another, it doesn't matter if it's my language or another other language, but she wants to learn*

*Yes he is excited*

*It would be a waste if we do not make use of this multicultural background of our school... It's a very, very rich resources, because I have 2 other daughters they are in high school they do not have such program and when they were younger they were very interested in speaking our mother language and now they are getting older and older, the school do not stress learning other languages, so they have lost their interest in learn our own language. Now their younger sister is getting them interested in the home language again.*

*Yes he wants to learn he is so excited*

*Yes she just showed more enthusiasm in learning Mandarin and she's very interested in writing now, before no, now and each week after the Tuesday I put her in the Chinese class, she's very happy to go and when at home I say, Oh let's do the Chinese homework and she can sit and do the homework by herself, it's wonderful, it's amazing.*

## Teacher learning

Teacher learning crossed multiple areas and included development of professional knowledge, knowledge of students and knowledge of curriculum. The comments below from one teacher at each school represent the sentiments of teachers involved in this project work.

Talking about languages other than English and reading bilingual books became an authentic way for students and teachers to begin to understand the cultural and linguistic background of each other. Using the students' first language targeted personal and relevant foundational knowledge. From this platform teachers worked to support students in their

written and oral expression of ideas. Students, parents and community members become the source of the content and enriched the learning for everyone.

*I think we've learned a lot from the children and they have learned from each other.*

*Talking about languages other than English and reading bilingual books was an authentic way for us to begin to understand the cultural and linguistic background of each other. We all learned together.*

*The really positive factor of it was seeing children really enjoying something and it motivated them and giving them confidence, we did make a real connection between home and school.*

*It helped me to see value and not feel overwhelmed by all the languages*

*I am so amazed by what they did, all students, those that are not speaking English to those that are just beginning to read and write in English or other languages.*

## Learning about students

Outcomes from student language research and mapping offered an alternative analytical tool through which teachers felt able to view their students' sociocultural and sociolinguistic practices and skills in one or more languages or dialects. Looking at and talking about maps with individual children, increased teachers awareness of the individual and dynamic practices of their emergent bilingual students. Teachers were able to reflect on what languages were prominent in which environments and the ways children were navigating home and school. Teachers reported that for them, maps illuminated the close relationship between language and identity, both deepening their understanding of students' linguistic and cultural resources and enabling them to see the importance of building on young people's bilingual and bicultural identities to complete class tasks. The teachers' comments below, shared during final interviews reveals their perceptions of what was learned about students.



## William Lodge

*We've just got a massive bunch of refugee children in the older years over the last couple of weeks and I think in the future this is going to continue. I am going to include it in my day somehow, having them up there reading and talking about home languages. I could see what this was doing for their wellbeing. I will continue doing this for sure because of all the obvious things you can get from it but I just realize the importance for wellbeing and getting students comfortable.*

*There was a really positive factor, seeing that the children are enjoying something making a connection because it is their language it's Arabic it's Greek, it's Vietnamese seeing that from a child's perspective and how they have enjoyed talking about themselves and the bilingual reading was great!*

*As an EAL/D teacher I can build on this remind them of what they know and start from there I think that it's a good idea for us to learn more about our students and I think*

*because they're talking about themselves we can. We've found that they're really engaged with the project. Some of the weaknesses are the we need more parents to come in to read that would be great, I think we could but possibly just the timeframe of when the project was and everything like that, whereas we will be thinking about doing it from the beginning of the year we'd have that established.*

## Urban

*They were able to represent their languages and the ways they used them, it told me about their literacy and their developing language between home and school. I was surprised by what they could do and represent.*

*They loved hearing their language, the reading and multilingual word lists gave them confidence; they used them in writing and retelling. It gave them independence and they were so excited to add to these lists. It extended their vocabulary; I could not get R and S to write at all without sitting next to me. I saw value there, it really helped them they used both languages*

*The walk went so well, it helped us to make the history connection, starting with ourselves and then going back really helped, it promoted so much language, extended vocabulary and thinking*

*I am not sure I can say that the multilingual reading alone improved comprehension but it certainly engaged the students and that we worked with story maps after each reading, they were keen to listen to the books read in their languages over and over again they really loved it. We did see and movement in their ability to respond to text, meaning was enhanced in hearing stories in two languages.*

## Barra East

*I am just going to reflect on one child who told me point blank - he came to school to play soccer at recess and lunch. He then commented on the fact that he now understands how hard it is to learn something when you have come with no knowledge of the language. I just think that is huge because he is not actually doing the background work even though he has it. So for me that was huge, you know from a Year 5 kid you know someone who is 10 years old that is a very big statement, engagement and appreciation was a massive thing that occurred in my room, yeah.*

*My thinking had completely changed as to how I could use a student's first language, from not knowing how to integrate the students' language, to now looking for other opportunities in other subject areas.*

*I am looking to use the students' language and cultural background in a study of features of places in Geography and encouraging students to share poems, songs, dance, artefacts and other cultural items as part of a Creative Arts program.*



## Curriculum development

A welcome outcome for teachers was the connections made between home language practices and in school tasks. They reported an increase in student confidence and felt this contributed to students' motivation to complete across curriculum tasks. Findings reveal further development of teacher professional learning in making substantial connections with parents and community groups and collecting resources that targeted and supported community languages and practices. Teachers designed practices, strategies, assessments and a series of dual reading lesson sequences that supported students in meeting English learning outcomes.

## Urban

*This encouraged students to develop sensitivity to various language intonations and compare and contrast between language forms. After stories were read in English and then in one more of the students home languages, they did sequencing tasks and retelling and writing a summary of the same story first after listening in just English and later after listening in their home languages. I observed a marked improvement in students' behaviors and attitudes towards each other.*

*Whilst previously students would giggle, tease or be distracted, as the lessons progressed students were more accepting of each other's home languages, quality of friendship and group cohesion increased and students were more engaged in classroom lessons.*

## Barra East

*The project has given me the platform to encourage students to talk about what they do with language and literacy every day. It has become an integral part of what we do in the classroom now. I've seen the benefits of the rich conversations. The children connected to the discussions, as it was a real thing to talk about. It was so personal to them, that it captured their attention and their enthusiasm to find out more. The students were highly motivated to learn.*

*I think I learnt a lot about myself and the delivery of things in terms of you know teaching sometimes there are concepts ... oh, I have to teach it, don't enjoy it, but ... you incorporate it with something like language and it is a different experience. You know the more engaging you are and the more passionate you are about doing something the more kids are going to be engaged you know this, but it was powerful to see that in action*

*What we did two weeks ago where my year 5s and we should have thought about doing this earlier, and year 1 and 2 came together and wrote a complex sentence together ... yeah and they drew an image together and the parents came in and assisted, like it was fun task. My Year 5's felt like they were taking ownership and they were educating the younger kids and the young kids enjoyed working with the older kids and there is connection made and yeah and we turned that into bilingual stories with parents in the room and translating into Arabic. We are moving to compose bilingual books.*

*In the first year I had a 1-2 composite and this Year a 1 it was the whole range of students. In Years 1-2 they were highly academic verbal children, they had lots to say lots of different languages, um and cultural backgrounds. I was concerned that when we went to the straight Year 1 with less diversity and different languages the program wouldn't work. But I actually found that the kids had the same depth of questions at the end of the program for the parents after reading and as the year before, and the same engagement, so it surprised me that the questions were as good. They had made the same connections. So that was a real learning experience and one that says you can do this anywhere. And the learning intentions and outcomes where the same. Basically we did cover some of the geography. We just didn't go a lot into countries and cultural practices as we did before.*

*We have moved from culturally responsive to culturally inclusive.*

*We are focusing on language, researching and then you just keep it consistent from term 1 to term 4 and it pops up and it is flexible and it is fluid. Okay we have got half an hour now, it is language time lets think about what we are learning about all our languages.*



## William Lodge

*I mean overall I thought the project was good for the children, for the students actually in line with the other activities we had with the Olympics and our own 5C work that we were doing it connected it well that way, but my ideas of trying to integrate it more fully if I was to do it again that would be my main focus, I would feel I would be able to give much more and probably would receive much more back from the students as well.*

*They were engaged in all of those activities, I think they really enjoyed being a learner and being an owner of that learning. So it's nothing to discredit the activities themselves, but it's just the process and the time trying to fit it in is what I'm kind of just more disheartened about because I wanted to give it more time and obviously now I can see the what we've said about how we can put it into a proper writing or reading lesson.*

*I think that would just be so much, just a different thing in the class but it's a normal thing in the class then just to bring in those languages so that you can really embrace their language and their culture as well. Yeah, so for the students I would look at it from that perspective and then obviously my own teaching and learning as I said I would prefer to do it earlier in the year*

*Talking with them and interviewing them in my EAL/D room was wonderful, they had so much to say, they wanted to share their language and knowledge they felt important. I really learned so much.*

## Building teacher capacity

Teacher capacity was built in the sharing of their project work within their own school but also in larger forums such as school network meetings, Education Department forums and state and national education conferences. Two teachers have contributed publications to high impact professional journals.

## Barra East

*Well for me this is my third year out and in my first two years is all about teaching English and Math. And yet the thought of bringing in culture and language had ever crossed my mind so I quite enjoyed doing that. Um and I will continue to do that. For me, I don't know, I liked seeing the kids do something that was a little bit out of the ordinary to what they would normally do. And they enjoyed it, you know, sometimes some kids don't enjoy things and I really enjoyed watching them enjoy what they were doing, learning about what they were doing rather than just doing it because Yeah.*

*For me professionally it has been working with the university, the opportunity to write a journal and you encouraged me to write a journal article, the chance to speak at conferences, to attend the National Conference and run a workshop and that has been phenomenal. I wouldn't have done it without the project. So, there are lots of those sorts of things that I wouldn't have done without the project. It has motivated me and given me confidence*

*What has been encouraging for me is the feedback I got from the last conference ... where I had several teachers ... asked me for sample programs and they were really excited to tr ... those sorts of things have been really good.*

*No it is always you can do this - and it ...pushes you to want to keep going because sometimes I know myself that things happen and things are said in schools. You question are you doing a good enough job or is this profession for me But those kind of comments, being asked to do things and the encouragement and seeing how successful the work is it makes you want to keep going and push yourself.*

## William Lodge

*No matter what grade I am on, I will do this again.*

*I want to see how I can take it the process to other classes it might be a little bit different you know depending on the needs of the kids and whatever but I see how it goes.*

*Yeah, what I noticed too was how the students learned new information. We have a large number of Arabic kids, and they didn't realize Arabic was spoken differently, in different places.*

*I realize the importance of discussion about communication, the students created mind maps or language maps about language and how, when and where they used it. There appeared to be a growing understanding about how they used language and applied it to English.*

*Discussion and comparison activities to analyse their data were rich and students completed harder and harder tasks that they enjoyed. They had so much to say.*

## Urban

*We were surprised by what we were able to accomplish particularly with our new arrivals. We have presented out work in other forms and at EALD meetings. This has really helped us to make opportunities for students to experience listening to many languages regardless of their language backgrounds.*

*In our experience over the last years as EALD teachers in a New Arrivals Class, we found that the New Arrival students including students from refugee background seldom recognise the skills and abilities of using their home language. They think that learning only happens at school and the skills and understanding like phonemic awareness and other language skills they bring from home or their first language has no connection to what they do in school. We always wanted to empower students to recognise the skills & capabilities that they've already acquired through their use of first language and we have been able to start to understand how it supports development of English language acquisition but we need more work on this because it has will change our teaching and their learning*

### KEY HIGHLIGHTS

Facilitated opportunities to learn with and about students, teachers and community.

Acknowledgement of bilingual capacity and improved self-esteem and confidence of students and the wider community.

Increased teacher expectations of the language and literacy capacities of students and the wider school community.

Increased teacher confidence, professional knowledge, curriculum knowledge and knowledge of the wider community.

The creation of engaging, authentic, complex multimodal tasks and assessments in English and other KLAs.

Evidence of some increase in student capacities in reading and responding and composing persuasive essays and descriptive reports in English across schools.

Bilingual reading programs seen as meaningful and valuable for students, parents and community members.

Increased community participation in classrooms, events and networks across schools.

Increased use of multilingual material, multilingual language learning, translanguaging and expanded vocabulary development.

Renewed interest in home languages learning, parents reporting children's desire to attend community language programs and reports of enrolment in programs.

Promotion of intercultural understanding within classrooms and across schools.

Teachers did not need to master all of their students' languages to acknowledge and build on student and community linguistic repertoires to enrich classroom learning.

More evidence of systematic tasks and assessments explicitly linked to the K-6 English learning continuum and the EAL/D learning progressions are required.

# Concluding Remarks

THIS REPORT ADDRESSES TWO CENTRAL RESEARCH QUESTIONS:

HOW AND IN WHAT WAYS CAN ACKNOWLEDGING AND BUILDING ON STUDENT AND COMMUNITY LINGUISTIC AND CULTURAL REPERTOIRES ENHANCE STUDENTS' ENGLISH LEARNING OUTCOMES?

CAN THE INCLUSION OF MULTILINGUAL LITERACIES MOTIVATE DISCUSSION AND COMPREHENSION ABOUT LANGUAGE AND CULTURE AND IMPACT COMMUNITY ENGAGEMENT/INVOLVEMENT?



In response to question 1 evidence across the research sites suggests that teachers were able to build on student and community, linguistic and cultural repertoires by first involving students as researchers and then employing a range of lesson, activities and strategies that built on what the students continued to reveal about themselves and their language and literacy practices.

Teachers were able to design a range of lessons, tasks and assessments matched to English outcomes. This differed across classes and within units of work however, explicit tasks and corresponding assessment tasks were not always realized. Evidence reveals that young people's language repertoires were recognised, validated and treated as resources for learning and this began to promote children's identities as competent learners and emergent bilinguals. Findings demonstrate that teachers did not need to master all of their students' languages

to acknowledge and build on student and community linguistic and cultural repertoires and use them to enrich learning in their classrooms.

Teachers were able to generate rich authentic tasks that were both engaging and complex. In this study culturally and linguistically responsive pedagogy and practice continued to develop as student and community knowledge and skill were taken as a starting point for learning. Most importantly teachers increased their expectations about what students knew and could do and began to increase the complexity of their assigned tasks. Opportunities for students to work towards across curriculum outcomes to employ and extend their English, Maths, Science, Geography, critical thinking and research skills were facilitated in all units. A significant body of evidence reveals that lesson and activities most often supported teaching and learning of register dimensions. This most often included building on students' everyday communication outside and inside

of school by examining language practices and experiences and most particularly the language choices they were making for different audiences and different purposes and how and why their language changed or was modified across modes in their everyday worlds. This critical examination of register and attention to field, tenor and mode was applied to writing across genres for example in persuasive essays and descriptive reports across schools. Teachers reported that making explicit connections between home language practices and in school tasks, increased student confidence in their own ability, while it motivated students to complete tasks it also had a reported impact on the length and complexity of writing and their engagement in discussion and reflection. Evidence suggest that students continued to develop and expand English vocabulary as evidenced across multimodal work samples and student reflections.

A key outcome was that bilingual reading program facilitated rich learning opportunities. At Barra East this included explicit phonemic and linguistic comparisons between languages, improved questioning and attention to English grammar and structure. At Urban this served to support students' comprehension and writing in English. In all schools, bilingual reading engaged participants and worked to not only offer an acknowledgement of the linguistic diversity of the school community but began to expand the linguistic repertoire of the classes and schools participating.

In relation to outcome two, positioning student and community home language repertoires as natural and valuable motivated discussion and comprehension about language and culture. Most significantly, this impacted community engagement through classroom participation, but also through discussion with teachers about student learning more broadly. A key outcome was that engaging students as researchers and including bilingual reading programs facilitated learning opportunities that included making explicit phonemic and linguistic comparisons between languages that enhanced writing in English and helped further developed vocabulary often in multiple languages. In two schools, this included expanding vocabulary in languages other than English. Findings reveal teachers' realization of the strong relationship between language and identity and its importance in promoting self-esteem and belonging for students, parents and the wider school community. A clear outcome was the early development of and renewed interest in home languages learning by students, with parents reporting their children's desire to go out of school community language programs, or learn languages more formally from parents and grandparents. Parents reported enrolling their children in community language programs. Evidence suggests that ongoing discussions and

explorations of language and cultural at home and in school promoted intercultural understanding within classrooms. Findings reveal that dual language book reading had a powerful and significant influence on parent and community engagement and participation. Incidences of parents establishing friendships with each other and increasingly involving themselves in school activities and networks were reported across all schools. Parents and community members were given opportunities to share their linguistic and cultural knowledge and skill and be active participants in their child's classrooms and all parents felt this was an invaluable opportunity. This program of work also gave teachers, parents and the wider school community opportunities to talk about home language learning and literacy practices. It foregrounded the importance of speaking and learning home languages and the relationships this had to in school learning. This project work facilitated opportunities for student, parents, community members and teachers to build relationships and learn with and about each other. Students engaged in learning about themselves, each other and about English language and languages other than English. Across classes, students showed interest and engagement in this work and oral and written reflections reveal strong evidence of student enthusiasm and ongoing self-esteem and confidence. Students began to build their capacities in reading and responding to and composing a range of texts.

Analysis of data collected from teachers reveals ongoing teacher learning in relation to professional knowledge, knowledge of students and knowledge of the curriculum. Teachers reported that their involvement helped them understand how to better recognise the strengths and meet the needs of an increasingly diverse school population. Teacher capacity was built in the sharing of expertise with others, across classes, schools and in educational forums and publications. Teachers have continued to implement and expand on this work in their current schools. Parent and community data offers overwhelming evidence that this work and bilingual reading in particular was meaningful and valuable. Parents and community members and expressed a strong desire for bilingual reading to be sustained and at Barra there is a strong desire for this to be an ongoing whole school project. More dedicated research that explicitly details strategies and activities that explicitly connect first language and English learning are required, this is a clear limitation of this study. Research that reveals ongoing systematic tasks and assessments that are linked to the K-6 English learning continuum and the EAL/D learning progressions would be invaluable.



## Future Directions

It is important to consider that despite considerable knowledge of the rich repertoires of students' linguistic practice, and the knowledge that these practices are a resource for literacies in English and for enhanced educational practice, students' everyday language and literacy experiences and learning are commonly not reflected in schools (Pacheco & Gutiérrez 2009; French, 2014).

However, current interest in and dedicated support for multilingual learning and home languages is rapidly increasing as evidenced by the introduction of the The Aboriginal Languages Bill (October, 2017), the NSW Aboriginal Languages Centre and the Sydney Institute of Community Languages Education (November, 2017). Evidence suggests bilingual reading is also growing in momentum with the recent introduction of the ABC children's television series that includes the reading of bilingual books and the dedicated bilingual story reading sessions occurring in Bilingual Bookshops across Sydney. The success of the bilingual reading program within this project warrants further attention and research, preparation has begun to expand and trial the bilingual program across classes within these schools and within other school settings.

It is also proposed that Australian teachers in this project may collaborate with US and Canadian teachers working to engage students in diverse communities as researchers of their own practices and experiences. This research will link teachers, students and researchers together to examine the following questions. What are the cultural and linguistic flexibility and practices of young people in each setting? What is the application of this knowledge to the design and implementation of classroom pedagogies that link children in across curriculum projects across settings? This work has the potential to transform and enhance teaching and learning for culturally and linguistically diverse students both locally, nationally and internationally.



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# Appendix I

## Unit of work: Barra East Year 1/2

### DURATION 6 WEEKS: BILINGUAL LITERACY STUDY

#### ACKNOWLEDGEMENT:

Procedure for the bi-lingual readings taken from the work of Dr. Rahat Naqvi <http://www.rahatnaqvi.ca/wordpress>

#### KEY CONCEPTS:

Language, Context and Narrative

#### ADDITIONAL CONCEPT:

Author's Purpose

#### LEARNING INTENTION:

##### From this unit of work students will be able to:

- Identify the languages they speak, when and how they use it
- Demonstrate an awareness of their own language usage
- Listen to a variety of narratives in different languages
- List distinguishing features of narratives in other languages
- Recognise that stories can be told in different ways
- Identify author's purpose

#### ASSESSMENT

#### FORMAL ASSESSMENT:

#### FOR (PRIOR):

- Recalling texts they have read in other languages
- Observation of class discussions / Anecdotal records
- Language map

##### Writing:

Initial question-Why is speaking another language important?

Repeated at end of program

Mind map of language and Venn diagrams to compare with another student

Reflection on Bilingual readings -

What did they learn? Did they enjoy it? Why?

#### OF (FOCUS TASKS):

- Oral Presentation rubric
- Student self-assessment
- Task: Prepare an oral presentation on their learning

##### Speaking/Vocabulary Knowledge:

Each student prepares an oral presentation that reflects their learning about their language.

What did they learn about their language? How does it feel to speak another language? What did they learn about their friends?

#### AS (OPEN ENDED):

- Student reflection
- Teacher Feedback

##### Reading: Response to text

What features of a narrative are evident?

What story did you relate to? Why?

What did it remind you of?

How are you the same or different to a character in the story?

What is the author's purpose in writing this narrative?

#### FOCUS QUESTION/S:

##### Bilingual language questions:

Do you think speaking and learning another language is important? Why or why not?  
 What did they learn about their language? How does it feel to speak another language?  
 Why is speaking another language important?  
 What did you notice about the sounds? What unusual words did you hear?  
 How is the written language the same or different to English and your language?  
 Are the alliteration/onomatopoeia words in English the same effect in other languages?

<p><b>FOCUS QUESTION/S:</b></p>	<p><b>Narrative questions:</b>          What have you learnt about another culture?          How do aboriginal people and other cultures use symbols and motifs?          What story did you relate to? Why?          What did it remind you of?          How are you the same or different to a character in the story?          What is the author's purpose in writing this narrative?</p>
<p><b>SUGGESTED FOCUS TEXTS:</b></p>	<p><b>Bilingual Books:</b>  <b>Wibbly Wobbly Tooth</b> By David Mills and Julia Crouth          (Available in: Albanian, Arabic, Bengali, Chinese, Czech, Farsi, French, German, Gujarati, Hindi, Italian, Korean, Japanese, Panjabi, Polish, Portuguese, Serbo-Croatian, Somali, Spanish, Tamil, Turkish, Urdu, Vietnamese)  <b>Augustus and His Smile</b> By L.R.Hen          (Available in: Albanian, Arabic, Bengali, Chinese, Czech, Farsi, French, Haitian-Creole, Hindi, Irish, Lithuanian, Panjabi, Polish, Portuguese, Romanian, Russian, Simplified Chinese, Slovakian, Somali, Spanish, Turkish, Urdu, Vietnamese, Welsh)  <b>The Little Red Hen and the Grains of Wheat</b> By L.R.Hen          (Available in: Albanian, Arabic, Bengali, Bulgarian, Cantonese, Croatian, Farsi, French, German, Greek, Gujarati, Hindi, Italian, Japanese, Korean, Kurdish, Mandarin, Panjabi, Polish, Portuguese, Romanian, Russian, Shona, Somali, Spanish, Swahili, Tagalog, Tamil, Turkish, Urdu, Vietnamese, Yoruba)  <b>Indigenous Readings:</b>  <b>Mamang Retold</b> by Kim Scott, Iris Woods and the Wirlomin Noongar Language and Stories Project <a href="http://wirlomin.com.au">http://wirlomin.com.au</a>  <b>When We Go Walkabout</b> – Yurruwa Yirrilkenuma-langua – Anindilyakwa language of Groote Island</p>
<p><b>LINKS TO OTHER KLA'S:</b></p>	<p><b>Geography</b>          Labelling Australia and countries on a world map          Exploring our connections to Australia and other countries          Communicating with friends and relatives in other countries</p> <p><b>Mathematics</b>          Collecting data, recording with tally marks          Creating graphs from collected data</p> <p><b>Creative Arts</b>          Participating in dramatic activity and performing in front of others          Using creative design skills to draw/paint responses to texts</p> <p><b>Technology</b>          Use Wordle and Excel to present data          iPad – video</p>

**ENGLISH SYLLABUS OBJECTIVES:**

- EN1-1A communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations
- EN1-2A plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers
- EN1-3A composes texts using letters of consistent size and slope and uses digital technologies
- EN1-4A draws on an increasing range of skills and strategies to fluently read, view and comprehend a range of texts on less familiar topics in different media and technologies
- EN1-6B recognises a range of purposes and audiences for spoken language and recognises organisational patterns and features of predictable spoken texts
- EN1-7B identifies how language use in their own writing differs according to their purpose, audience and subject matter
- EN1-8B recognises that there are different kinds of texts when reading and viewing and shows an awareness of purpose, audience and subject matter
- EN1-9B uses basic grammatical features, punctuation conventions and vocabulary appropriate to the type of text when responding to and composing texts
- EN1-10C thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
- EN1-11D responds to and composes a range of texts about familiar aspects of the world and their own experiences
- EN1-12E identifies and discusses aspects of their own and others' learning

## SPEAKING AND LISTENING 1

### Develop and apply contextual knowledge

- listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions (ACELY1666)
- understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others (ACELA1444)

### Understand and apply knowledge of language forms and features

- understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)
- use turn-taking, questioning and other behaviours related to class discussions
- identify, reproduce and experiment with rhythmic, sound and word patterns in poems, chants, rhymes and songs (ACELT1592)
- explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (ACELA1787)

### Respond to and compose texts

- communicate with increasing confidence in a range of contexts
- engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions (ACELY1656)
- use role-play and drama to represent familiar events and characters in texts
- use a comment or a question to expand on an idea in a discussion
- use some persuasive language to express a point of view
- use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1788, ACELY1789)
- contribute appropriately to class discussions

## WRITING AND REPRESENTING 1

### Understand and apply knowledge of language forms and features

- create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1661, ACELY1671)
- compose texts supported by visual information (eg diagrams and maps) on familiar topics
- use effective strategies to plan ideas for writing, eg making notes, drawing, using diagrams, planning a sequence of events or information
- draw on personal experience and topic knowledge to express opinions in writing

## READING AND VIEWING 1

### Reading and viewing 1

- develop and apply contextual knowledge
- discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)

### Understand and apply knowledge of language forms and features

- recognise grammatical patterns to enhance comprehension, eg action verbs, words or groups of words that tell who, what, when, where and how
- understand patterns of repetition and contrast in simple texts (ACELA1448)
- understand how sentence punctuation is used to enhance meaning and fluency
- identify word families and word origins to understand the meaning of unfamiliar words, eg base words, rhyming words and synonyms

### Respond to, read and view texts

- use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1660, ACELY1670)
- use background knowledge of a topic to make inferences about the ideas in a text
- predict author intent, series of events and possible endings in an imaginative, informative and persuasive text
- sequence a summary of events and identify key facts or key arguments in imaginative, informative and persuasive texts
- identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)
- compare opinions about characters, events and settings in and between texts (ACELT1589)



## SPEAKING AND LISTENING 2

### Develop and apply contextual knowledge

- understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELA1460)
- make connections between different methods of communication, eg Standard Australian English, Aboriginal English, home language, sign language and body language
- recognise a range of purposes and audiences for spoken language with increasing independence
- recognise different oral texts, eg conversations at home, in the classroom and playground

### Understand and apply knowledge of language forms and features

- understand the use of vocabulary in everyday contexts as well as a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)

### Respond to and compose texts

- make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)
- rehearse and deliver short presentations on familiar and new topics (ACELY1667)
- retell familiar stories and events in logical sequence, including in home language
- rephrase questions to seek clarification
- explain personal opinions orally using supporting reasons, simple inferences and reasonable prediction
- demonstrate active listening behaviours and respond appropriately to class discussions

## WRITING AND REPRESENTING 2

### Develop and apply contextual knowledge

- discuss some of the different purposes for written and visual texts

### Understand and apply knowledge of language forms and features

- understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1447, ACELA1463)
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)

### Respond to and compose texts

- compose and review written and visual texts for different purposes and audiences
- discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1584, ACELT1591)
- make inferences about character motives, actions, qualities and characteristics when responding to texts

## READING AND VIEWING 2

### Develop and apply contextual knowledge

- recognise a range of purposes and audiences for imaginative, informative and persuasive print and visual texts
- understand that texts can draw on readers' or viewers' knowledge of texts to make meaning and enhance enjoyment, eg comparing fairytales
- discuss possible author intent and intended audience of a range of texts

### Understand and apply knowledge of language forms and features

- understand how text structure contributes to the meaning of texts

### Respond to, read and view texts

- respond to a range of literature and discuss purpose and audience

## GRAMMAR, PUNCTUATION AND VOCABULARY

### Develop and apply contextual knowledge

- begin to understand that choice of vocabulary adds to the effectiveness of text
- understand and apply knowledge of language forms and features
- explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

### Understand and apply knowledge of vocabulary

- recognise, discuss and use creative word play, eg alliteration and onomatopoeia

### Respond to and compose texts

- compose sentences effectively using basic grammatical features and punctuation conventions
- demonstrate the use of more precise vocabulary to describe emotions and experiences when writing

## THINKING IMAGINATIVELY AND CREATIVELY

### Engage personally with texts

- recognise the way that different texts create different personal responses
- respond to a wide range of texts through discussing, writing and representing

### Develop and apply contextual knowledge

- recognise and begin to understand how composers use creative features to engage their audience
- identify and compare the imaginative language used by composers

### Understand and apply knowledge of language forms and features

- identify that different texts have different organisational patterns and features for a variety of audiences
- identify creative language features in imaginative texts that enhance enjoyment, eg illustrations, repetition

### Respond to and compose texts

- recreate texts imaginatively using drawing, writing, performance and digital forms of communication (ACELT1586)
- predict and discuss ideas drawn from picture books and digital stories
- use creative and imaginative features in role-play and drama
- recognise similarities between texts from different cultural traditions, eg representations of dragons in traditional

### European and Asian texts

- recognise the place of ancestral beings in Aboriginal and Torres Strait Islander Dreaming stories
- express a range of feelings in response to a text

## EXPRESSING THEMSELVES

### Engage personally with texts

- recognise and begin to understand that their own experience helps shape their responses to and enjoyment of texts
- identify aspects of different types of literary texts that entertain, and give reasons for personal preferences (ACELT1590)

### Develop and apply contextual knowledge

- discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1581, ACELT1587)
- recognise simple ways meaning in texts is shaped by structure and perspective
- respond to texts drawn from a range of cultures and experiences (ACELY1655)

### Understand and apply knowledge of language forms and features

- discuss aspects of imaginative texts such as setting and dialogue, making connections with students' own experiences
- identify features of texts from a range of cultures, including language patterns and style of illustration

### Respond to and compose texts

- compose simple print, visual and digital texts that depict aspects of their own experience
- discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)
- discuss the place of Dreaming stories in Aboriginal and Torres Strait Islander life
- identify, explore and discuss symbols of Aboriginal and Torres Strait Islander culture and recognise recurring characters, settings and themes in Dreaming stories
- identify, explore and discuss the morals of stories from a variety of cultures, eg Asian stories, and identify their central messages
- express preferences for specific texts and authors and listen to the opinions of others (ACELT1583)

# Program Plan

## ORGANISATION:

- Organise parents to come into the classroom to read bilingual text
- Source selected copies of bilingual books for parents to read to the class (Henry Parkes Equity Resource Centre)
- Scan texts for display on interactive board during the readings

## WEEKS 1-3

- Class discussion: What languages other than English can you speak? Create a class graph on the languages spoken. Create a word cloud of languages using <http://www.wordle.net> or [http://www.abcya.com/word\\_clouds.htm](http://www.abcya.com/word_clouds.htm) Compare countries using ABC Splash- Concensus <http://concensus.splash.abc.net.au/concensus-game/language-spoken-at-home> Label a world map with their language and country
- Class discussion: Do you think speaking and learning another language is important? Why or why not? Students record responses. Keep so can compare responses with one at the end of the program.
- Students pose their own questions about languages. Display around the room for further discussion. Students can add comments or questions on Post-it notes.
- Partner or small group discussion: How might language change in different situations and with different people? Role-play situations to demonstrate examples.
- Students create a language mind map of what they know about their own language, when and how they use it. In pairs, students use a venn diagram to compare their language maps. (not done)

### Home tasks:

- Students ask their parents the origin of their name.
- Students bring in texts in other languages to share.

## WEEKS 4-5

- Bilingual book Readings- 1 book each week read for 3 sessions, each one a different language
- Students discuss texts and write journal response after each session. See individual texts for suggested discussion points and activities.
- Provide a tray of bilingual books put out for students to read alone or with a partner.

### Home task:

- Where else is your language spoken in the world? What does it look like? How is it the same or different to English?

## EXTENSION

- Create a bilingual text and drawing with a partner
- Students read a bilingual text to class if they wish
- As a class compose questions to ask their parents about their cultural heritage
- Students create a PowerPoint or poster about their language/country
- Look at origins of English language <https://www.youtube.com/watch?v=YEaSxhcns7Y>  
<https://www.youtube.com/watch?v=yytKTqdi9hQ>

## ABORIGINAL PERSPECTIVE:

- Contact local aboriginal representative to organise a visit by someone to tell an aboriginal story. Discuss how the language compares to English and other languages heard in the past readings
- Stories read in Noongar and English <http://wirlomin.com.au>  
Mamang Retold by Kim Scott, Iris Woods and the Wirlomin Noongar Language and Stories Project
- When We Go Walkabout - Yurruwa Yirrlikenuma-langwa - Anindilyakwa language of Groote Island  
Video of Reading: <http://www.marrickviw-p.schools.nsw.edu.au/community/bilingual-stories-online1/an-aboriginal-story>  
Sound Cloud of Aboriginal Reading: <https://soundcloud.com/allenandunwin/yirruwa-yirrlikenuma-langwa>  
Activities: <http://readingaustralia.com.au/books/yirruwa-yirrlikenuma-iangwa-when-we-go-walkabout/>
- Wiradjuri Country iBook - resource for Aboriginal connection with their environment

## ASSESSMENT TASKS:

- Use Book Creator iPad App to create a book as a response to what they have learnt with this program
- Each student prepares an oral presentation that reflects their learning about their language. (Video using iPad) What did they learn about their language? How does it feel to speak another language?
- Redo language maps and compare to their first effort.
- Redo question: Why is speaking another language important? Compare to first response
- Class discussion: What did you learn about your friends? What did you learn about yourself and your family?

# Appendix II

## Unit of work: Barra East Year 1

DURATION 15 WEEKS: ENHANCING LINGUISTIC REPERTOIRES PROJECT AN INTEGRATED ENGLISH/GEOGRAPHY UNIT

### ACKNOWLEDGEMENT:

Procedure for the bi-lingual readings taken from the work of Dr. Rahat Naqvi <http://www.rahatnaqvi.ca/wordpress>

### KEY CONCEPTS:

Language, Context and Narrative

### ADDITIONAL CONCEPT:

Author's Purpose

### LEARNING INTENTION:

#### From this unit of work students will be able to:

- Identify the languages they speak, when and how they use it
- Demonstrate an awareness of their own language usage
- Listen to a variety of narratives in different languages
- Identify how their life is the same or different to those who live in other countries
- List how narratives in other languages may differ
- Recognise that stories can be told in different ways (music, speaking, print, digital etc)
- State their preference for which type of story telling they like and why

### ASSESSMENT

### FORMAL ASSESSMENT:

#### FOR (PRIOR):

- Recalling texts they have read in other languages
- Observation of class discussions/ Anecdotal records
- Language map

#### OF (FOCUS TASKS):

- Oral Presentation rubric
- Student self-assessment
- Task: Prepare an oral presentation on their learning

#### AS (OPEN ENDED):

- Student reflection
- Teacher Feedback
- Task: Language map/ Venn diagrams

#### Writing:

Initial question-Why is speaking another language important?

Repeated at end of program

Mind map of language and Venn diagrams to compare with another student

Reflection on Bilingual readings -

What did they learn? Did they enjoy it? Why?

#### Speaking/Vocabulary Knowledge:

Each student prepares an oral presentation that reflects their learning about their language.

What did they learn about their language? How does it feel to speak another language? What did they learn about their friends?

#### Reading: Response to text

Response to text

What features of a narrative are evident?

What story did you relate to? Why?

What did it remind you of?

How are you the same or different to a character in the story?

What is the author's purpose in writing this narrative?

### FOCUS QUESTION/S:

#### Bilingual language questions:

Do you think speaking and learning another language is important? Why or why not?  
 What did they learn about their language? How does it feel to speak another language?  
 Why is speaking another language important?  
 What did you notice about the sounds? What unusual words did you hear?  
 How is the written language the same or different to English and your language?  
 Are the alliteration/onomatopoeia words in English the same effect in other languages?



**FOCUS QUESTION/S:**

**Narrative questions:**

What have you learnt about another culture?  
What have you learnt about other languages?  
How do aboriginal people and other cultures use symbols and motifs?  
What story did you relate to? Why?  
What did it remind you of?  
How are you the same or different to a character in the story?  
What is the author's purpose in writing this narrative?  
What makes a place special?  
Why is Australia a unique place?

**FOCUS TEXTS:**

**Week 1-2**

Our Big Island By Frane Lessac and Mark Greenwood (Geography/L3)  
Book Week Book: The Cow Tripped Over the Moon By Tony Wilson and Laura Wood  
<https://www.youtube.com/watch?v=AytIOXHgOzg>

**Week 3**

Why I Love Australia - By Bronwyn Bancroft (Geography/L3)  
A Cloudy Lesson- Animation Literacy Shed  
<http://www.literacysshed.com/the-inventors-shed.html> (Science)

**Weeks 4-5**

Are We There Yet? By Alison Lester (Geography)  
Tales Around the World-animations- ABC iView

**Week 6**

Tom Tom By Rosemary Sullivan and Dee Huxley (Geography/L3)

**Weeks 7-10**

Bilingual Texts:

**Week 7**

Wibbly Wobbly Tooth By David Mills and Julia Crouth (Hindi, Urdu, Arabic)

**Week 8**

Augustus and His Smile By L.R.Hen (Slovakian, Polish, Chinese, Spanish, Swahili, Hungarian)

**Week 9**

The Little Red Hen and the Grains of Wheat By L.R.Hen  
(Gujariti, Tagalog, Swahili-student, Hungarian-student)  
My Daddy is a Giant By Carl Norac(Chinese)

**Week 10**

Various titles (Samoan, Russian, Kannada, Serbian)

**Week 8-9**

Where the Forest Meets the Sea By Jeannie Baker (Geography/L3)  
<http://www.australiancurriculumlessons.com.au/2014/07/27/forest-meets-sea-inferential-comprehension-lesson-plan-f12/>  
Wiradjuri Country iBook (Geography)

**Week 10**

The Desert By Peter Macinnis and Jane Bowring (Geography/L3)

**Weeks 9-10**

My Girragundji By Meme McDonald and Boori Pryor

**LINKS TO OTHER KLA'S:**

**Geography**

Labelling Australia and countries on a world map  
Exploring our connections to Australia and other countries  
Communicating with friends and relatives in other countries

**Mathematics**

Collecting data, recording with tally marks  
Creating graphs from collected data

**Creative Arts**

Participating in dramatic activity and performing in front of others  
Using creative design skills to draw/paint responses to texts

**Technology**

Use Wordle and Excel to present data  
iPad - video

## ENGLISH SYLLABUS OBJECTIVES: A, B, C, D, E

### **A: Communicate through speaking, listening, reading, writing, viewing, & representing.**

- engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- use some persuasive language to express a point of view
- plans, composes and reviews a small range of simple texts for a variety of purposes on familiar topics for known readers and viewers

### **B: Use language to shape and make meaning according to purpose, audience and context.**

- discuss possible author intent and intended audience of a range of texts
- compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning

### **C: Think in ways that are imaginative, creative, interpretative and critical.**

- recognise and begin to understand how composers use creative features to engage their audience
- recognise similarities between texts from different cultural traditions
- thinks imaginatively and creatively about familiar topics, ideas and texts when responding to and composing texts
- recreate texts imaginatively using drawing, writing, performance and digital forms of communication

### **D: Express themselves and their relationships with others and their world.**

- identify, explore and discuss the morals of stories from a variety of cultures
- responds to and composes a range of texts about familiar aspects of the world and their own experiences

### **E: Learn and reflect on their learning through the study of English.**

- jointly develop criteria for assessing their own and others' presentations or compositions with teacher guidance
- reflect on own reading

## OTHER SYLLABUS OBJECTIVES: A, B, C, D, E

### **Geography**

- describes features of places and the connections people have with places GE1-1
- communicates geographical information and uses geographical tools for inquiry GE1-3

### **Mathematics**

- gathers and organises data, displays data in lists, tables and picture graphs, and interprets the results MA1-17SP
- represents and describes the positions of objects in everyday situations and on maps MA1-16MG

### **Creative Arts**

- makes artworks in a particular way about experiences of real and imaginary things. VAS1.1
- takes on roles in drama to explore familiar and imagined situations. DRAS1.1
- interacts collaboratively to communicate the action of the drama with others. DRAS1.3

# Program Plan

## TERM 2

### WEEK 8

- Consent forms sent home

### WEEK 9

- Monday 9:15-10:15: Jacqui comes to meet students. Discussion about language and how they use it. Benchmark Data: Students respond to question "Do you think speaking and learning another language is important?" "Why or why not?" (Align these with Literacy Continuum- Aspect of Writing) Students bring in texts in other languages to share.

## WEEK 9

- Wednesday 9:15: Fishbowl how to participate in interview situation in a small group.
- Wednesday-Friday: Small groups discuss set questions. (5 groups)  
Responses are recorded with a tape recorder for data analysis by using tallies.  
Create graph on own group data.  
Use Word Cloud [http://www.abcya.com/word\\_clouds.htm](http://www.abcya.com/word_clouds.htm) to create a word display of the languages spoken by the group. (Students access Wordle by using link on Google Classroom)

## WEEK 10

- Wednesday 9:15:
- As a class: discuss each small group graph and wordle.  
Create a whole class table and graph on excel and Word Cloud of data collected.  
Compare countries using ABC Splash- Concensus  
<http://concensus.splash.abc.net.au/concensus-game/language-spoken-at-home>  
Students pose their own questions.  
Discussed how language might change in different situations and with different people  
Roleplayed situations to encourage awareness and examples  
James and Leela read bilingual book- Spanish/English

### For holidays and Wk 1:

- Use Verso to discuss questions that come up from initial discussions.

## TERM 3

### WEEK 1

- Friday 9:15 Further small group interviews by teachers- Second Tier questions
- Parent note to go home to invite parents to read bilingual book to the class.
- Grammar lesson - discuss positioning of nouns in their first language
- Homework: Students ask their parents the origin of their name.

### WEEK 2

- Friday 9:15 Whole class discussion on other data collected.  
Students create a language map.  
In pairs discuss maps and add anything else they may not have thought of  
Create Venn Diagram comparing 2 maps
- Verso - online discussion - What have you learnt about language so far?

### WEEK 3

- Discuss findings from Venn diagrams
- Continue with Verso discussions

### WEEK 5

- Thursday - Professional Development Day to look at language maps and data
- Look at language maps and do another venn diagram comparison with a new partner,  
Write their findings into a short report to take home to their parents
- Verso- Discuss Verso responses so far, students suggested further questions for Verso  
One question chosen for Verso, others to be displayed around the room for student to add responses  
Watched-Tales Around the World - ABC iView
- Led Assembly - Presented some of our work on languages including graphs and language maps to K-2

### WEEK 5

- Book 1 - parents/teacher read bilingual book My Wibbly Wobbly Tooth (Arabic-mother, Hindi- class teacher, Urdu-mother)
- Continued with Verso discussion - New question devised by class member- What do you use your language for? Why?
- Set up wall charts for post it discussion

## WEEK 7

- Homework: Where else is your language spoken in the world? What does it look like? How is it the same or different to English?
- Book 2 - parents/teacher read bilingual book -Augustus and His Smile (Polish-mother, Slovakian-mother, Chinese-father)
- Additional: My Daddy is a Giant (Chinese-mother)
- Tray of bilingual books put out for students to read alone or with a partner

## WEEK 8

- Book 3 - parents/teacher read bilingual book -The Little Red Hen and the Grains of Wheat (Gujarati-mother, Swahili-student, Hungarian-student)
- Additional: Augustus and His Smile (Spanish)
- Create a bilingual text and drawing with a partner
- Reflection on Bilingual readings- What did they learn? Did they enjoy it? Why?

## WEEK 9-10

- Augustus and His Smile (Spanish-grandmother)
- One off books - parents (Samoan-Mum, Russian-grandmother, Kannada-mother, Serbian-mother, Filipino-mother, Serbian-mother)
- Students read Bilingual text to class if they wish
- Looked at origins of English language <https://www.youtube.com/watch?v=YEaSxhcns7Y>
- Students encouraged to do own research about how their language started/or what it is based on
- Class discussion: Did you have to learn English when you came to Australia? Was it easy? Who taught you?

## TERM 4

### WEEK 1

- Literacy-Wiradjuri Country iBook - resource for Aboriginal connection with their environment  
Modelling of persuasive text - Why is it important to have books about aboriginal culture?  
Why do the aborigines need to look after their environment?
- Language maps

### WEEKS 2-4

#### Literacy-Aboriginal perspective:

- Discuss how the language compares to English and other languages heard in the past readings
- Discuss lack of written aboriginal language/tradition of oral storytelling
- Stories read in Noongar and English <http://wirlomin.com.au>  
Mamang Retold by Kim Scott, Iris Woods and the Wirlomin Noongar Language and Stories Project
- "When We Go Walkabout" or "Yirruwa Yirrilkenuma-langwa- Bilingual reading  
Video of Reading: <http://www.marrickviiw-p.schools.nsw.edu.au/community/bilingual-stories-online/an-aboriginal-story>  
Sound Cloud of Aboriginal Reading: <https://soundcloud.com/allenandunwin/yirruwa-yirrilkenuma-langwa>  
Activities:<http://readingaustralia.com.au/books/yirruwa-yirrilkenuma-iangwa-when-we-go-walkabout/>

### WEEK 2

- Redo initial question
- Plan presentation for parents

### WEEK 3

- Parent Morning Tea
- What has your child learnt about their language?
- What have you noticed?



**Geography:**

- Devise questions to ask parents about their country and culture
- Students work on an individual country project
- Students interview their relatives with class devised questions, research and prepare a presentation on their culture, country and language,

**Assessment:****Writing:**

- Revisit Initial question-Why is speaking another language important?
- Mind map of language and Venn diagrams to compare with another student

**Speaking/Vocabulary Knowledge:**

- Each student prepares an oral presentation that reflects their learning about their language.
- What did they learn about their language? How does it feel to speak another language? What did they learn about their friends?
- Students: Use Book Creator to create a book as a response to what they have learnt with this project (transfers from iPad as a video) ?

**WEEK 5**

- Literacy-The Desert By Peter Macinnis and Jane Bowring
- Geography: Students work on country project
- Presentation to staff of Bilingual Project

**WEEKS 6-9**

- Literacy- Novel: My Girragundji By Meme McDonald and Boori Pryor

**RESOURCES**

<http://www.rahatnaqvi.ca/wordpress/>  
Henry Parkes Equity Resource Centre



# Appendix III

## Plan Data 1-2 Barra East

### ASSESSMENT PLAN:

DATA COLLECTION		
<b>INTERVIEW DATA:</b>	<ul style="list-style-type: none"> <li>• Responses to interview questions</li> <li>• Sharing of group data</li> <li>• Naming explanations</li> </ul>	
<b>WRITTEN RESPONSES</b>	Initial and Final Written Task Final Task Written Task	Is it important to speak another language? What did I learn about language?
<b>BILINGUAL READING: 3 LANGUAGES, 1 TITLE WEEKLY</b>	August's Smile Wibbly Wobbly Tooth My Dad's a Giant Little Red Hen	<b>Questions</b> What do you notice? What unusual vocabulary do you hear? Questions from teachers/ word forms, word choice, sounds of language
	Parent Meeting Volunteer Readers	<b>Questions</b> What do you notice about the dual reading process? What this a valuable process? What are benefits of knowing two languages? What if anything do you notice about your child's understanding or views about language as a result of the project? <b>Additional Comments</b>
<b>MAPPING</b>	Initial Maps completed term 1	Create a map that details all the ways you read, write, talk and listen and view with whom ad where
	Final Maps	
	Venn Diagrams	Comparing and contrasting maps with a partner
<b>FINAL PRESENTATION</b>	Presentation/ Report/ explanation/description special places	Design and deliver a presentation about your special place
CASE STUDY WITH INDIVIDUAL CHILDREN		

<p><b>Aspects of Speaking Literacy Continuum Cluster 8</b> Expresses more detailed ideas and justifies a point of view about familiar texts/topics</p>	
<p><b>Aspects of Writing Literacy Continuum Cluster 8</b></p> <ul style="list-style-type: none"> <li>• Writes for a wider range of purposes, including to explain and express an opinion</li> <li>• Produces a range of grammatically accurate sentences</li> </ul>	<p><b>Aspects of writing Literacy Continuum Cluster 8</b></p>
<p><b>Reading Literacy Continuum Cluster 8</b></p> <ul style="list-style-type: none"> <li>• Reads increasingly complex texts with less familiar content an vocabulary and more extended descriptions</li> </ul> <p><b>Vocabulary Knowledge Literacy Continuum Cluster 8</b></p> <ul style="list-style-type: none"> <li>• Recognises that different words can be used to describe concepts e.g. everyday, technical, concepts</li> </ul>	
<p>Collection of Audio Data</p>	<p>Discourse Analysis</p>
<p><b>Reading Literacy Continuum Cluster 9</b></p> <ul style="list-style-type: none"> <li>• Uses visual representations e.g. photographs, tables, charts to enhance meaning...</li> </ul>	
<p><b>Reading Literacy Continuum Cluster 9</b></p> <ul style="list-style-type: none"> <li>• Uses visual representations e.g. photographs, tables, charts to enhance meaning</li> </ul>	<p>Comparison with Initial maps</p>
<p><b>Aspects of Speaking Literacy Continuum Cluster 8</b></p> <ul style="list-style-type: none"> <li>• Contributes to collaborative group problem solving to complete a task by questioning, listening and responding to the ideas of others and making suggestions</li> </ul>	
<p><b>Aspects of writing Literacy Continuum Cluster 8</b></p> <ul style="list-style-type: none"> <li>• Experiments with producing / publishing texts using an increasing range of mediums and modes</li> </ul>	

# Appendix IV

## Unit of work: Barra East Year 5

### LANGUAGE AND LINGUISTICS

#### ORGANISATION:

1. Researcher introduce 5O and explain the project.
2. Source books from the equity library (HOLIDAYS).
3. Source books from school library (RETURN TO SCHOOL).
4. Send out note to parents and organise parents to read the bilingual books in the classroom.
5. Students write "What is the importance of language?" – Students write down – put the responses on the wall – (Compare at the end of the unit).
6. Possibly borrow the document reader to show the text on the IWB or scan the book prior to each lesson.
7. Teacher to keep a journal – Students to keep a journal of what they're learning.
8. Batteries for the voice recorders – Explain to students how to use them.

#### PLAN TO FOLLOW:

TERM, WEEK	ACTIVITIES/DISCUSSION	RESOURCES
T1, W11	<ul style="list-style-type: none"> <li>• Introduction to 5O and explain the project.               <ul style="list-style-type: none"> <li>– Mindmap on the board of different modes: reading, writing, speaking and listening and viewing.</li> </ul> </li> <li>• Students were provided with a booklet to take home over the holidays and document what they did in each of those categories during the two weeks off.</li> </ul>	Whiteboard Booklets
T2, W1	<ul style="list-style-type: none"> <li>• Demonstration of group interviews.</li> <li>• Group interviews – in small group recording answer questions about language.</li> <li>• Upload the interviews and the recorded data collated</li> <li>• Send out notes for interested parents to come and read bilingual books.</li> <li>• Labelled a map of the world with different countries students are from in 5O.</li> </ul>	Recorders Print and photocopy the interview questions Notes to parents Map of the world Sticky notes
T2, W2	<ul style="list-style-type: none"> <li>• In groups, students listen to their own group recordings and record the data they have heard in their own way.               <ul style="list-style-type: none"> <li>– Ask students different ways to record data.</li> </ul> </li> <li>• Review the language diaries that students took home over the holidays – make a researchers list.               <ul style="list-style-type: none"> <li>– Put the researchers list on the display wall.</li> </ul> </li> </ul>	Recorders Coloured A4 pieces of paper
T2, W3/4	<ul style="list-style-type: none"> <li>• Present interview a group of students with the second lot of questions.               <ul style="list-style-type: none"> <li>– A lot of probing and pulling apart of the questions required.</li> <li>– Take the recorders and send them off to be listened to.</li> </ul> </li> <li>• Used google maps and google to explore what languages are spoken in which countries. For example: Spanish in Mexico</li> </ul>	Recorders Interview questions Internet and IWB



TERM, WEEK	ACTIVITIES/DISCUSSION	RESOURCES
T2, W5	<p>Bilingual Reading: CH, A C and H.J.K            – Korean Cinderella            Bilingual Reading: S. G and M. G            – Tamil Cinderella</p> <ul style="list-style-type: none"> <li>• Students were provided with bilingual books from PEPS library to read during DEAR (Drop Everything and Read).</li> <li>• Data from the recordings presented.</li> <li>• Introduce the idea of language maps – students complete language maps</li> </ul>	<p>Bilingual Books            IWB            A3 pieces of white paper for language maps</p>
T2, W6	<p>Bilingual Reading: V.T and R.G            – Spanish Cinderella</p> <ul style="list-style-type: none"> <li>• Students complete language maps.</li> <li>• Homework task: students are required to ask their parents and record the following:               <ol style="list-style-type: none"> <li>1. Where does your first name and family name come from?</li> <li>2. What does your first and last name look like in your language?</li> <li>3. Does it have a special meaning?</li> <li>4. Does someone else in your family have the same name?</li> </ol> </li> </ul>	<p>Bilingual books            Language maps            Homework slips</p>
T2, W7	<p>Bilingual Reading: Miss A. G.T            – German Little Red Riding Hood            Bilingual Reading: Mrs R and T.R.            – Hindi Little Red Riding Hood</p> <ul style="list-style-type: none"> <li>• Students explain what is on their language map and the significance of it to them (record).</li> </ul>	<p>Bilingual books            Recorders            Language maps</p>
T2, W8	<ul style="list-style-type: none"> <li>• Mrs R came into do a Hindi writing task with 50 – change the ending of LRRH.            – Students record in Hindi in their English books and in their journal.</li> <li>• Students begin their comic strip (Fairytale English Assessment) in groups.            – Students have the assistance of parents to translate simple phrases into a different language to record on the comic strips.</li> </ul> <p>Bilingual Reading: Mr X and E.Xu            – Chinese Three little pigs</p>	
T2, W9	<ul style="list-style-type: none"> <li>• Students continue their comic strip (Fairytale English Assessment) in groups.</li> </ul>	
T2, W10	<ul style="list-style-type: none"> <li>• Students present their comic strip (Fairytale English Assessment)</li> <li>• Students complete assessment and review the Language and Linguistics Program.</li> </ul>	

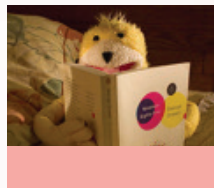
# Appendix V

## Unit of work: Urban 1-2

URBAN YEAR 1-2

### READING AND WRITING DIARY (EARLY YEARS & NEW ARRIVALS)

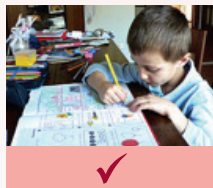
What did you read and view this week? *(Tick the boxes of the items you read)*



I read a novel



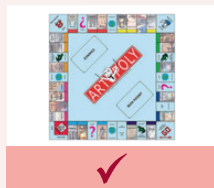
I read a newspaper



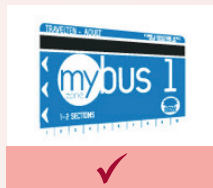
I read my homework



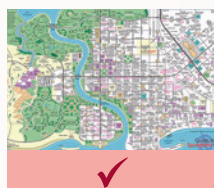
I read to a family member



I played a board game



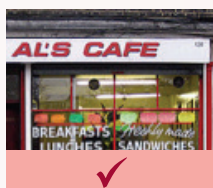
I read my bus/train ticket



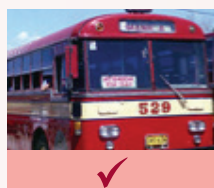
I looked at a map



I read my spelling words



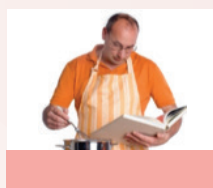
I read shop signs



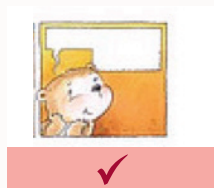
I read the signs on a bus



I read a magazine



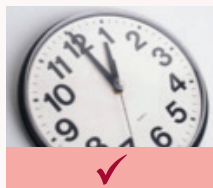
I read a recipe



I read a cartoon



I read texts on a mobile phone



I read the time



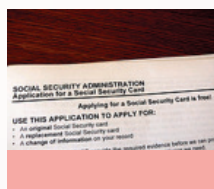
I read instructions for a game



I read a non-fiction book



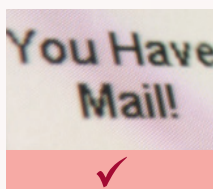
I read street signs



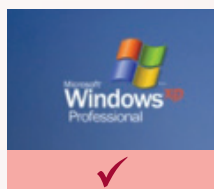
I read a form



I read a billboard



I read an email



I read a webpage



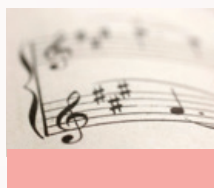
I read chocolate wrappers



I read a picture book



I read another language



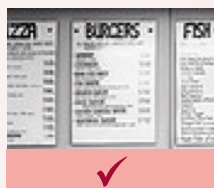
I read music



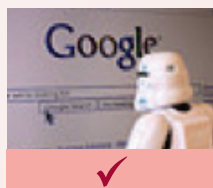
I read a poster



I read a calculator



I read the canteen menu



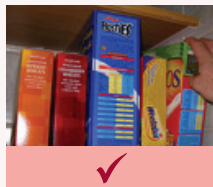
I Googled the internet



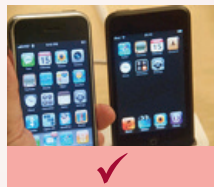
I read my writing



I read the board



I read a food package



I played a computer game



I did a crossword puzzle

## READING SEQUENCE

Outline a short reading sequence that you have/ plan to use in a lesson (series of lessons) to improve this student's reading outcomes.

**Focus:** To develop student's reading comprehension – literal and inferential leading them to reproduce a well structured imaginative text.

**Focus for this unit:** Learning Intention

Students will read, view and create imaginative texts. They will be able to communicate with a wide range of audiences on familiar and introduced topics. Students will explore and identify different ways in which texts differ according to purpose, audience and subject.

<p><b>PRE-READING ACTIVITIES</b></p>	<p><b>SUCCESS OR ISSUES?</b> (did the activity work the way you hoped? Did it show any improvement later on? Did it not work? Why do you think so?)</p>
<p><b>To make predictions and locate key information</b></p> <p><b>Discussion Questions</b> Before Reading:</p> <ul style="list-style-type: none"> <li>• Locate key information from the cover of the book (Title, author etc)</li> <li>• Using the title and cover illustration, predict what the text maybe about, setting, main character and any other information that can be derived from the cover.</li> <li>• What sort of book do you think it is? (i.e. information, imaginative, etc)</li> <li>• What might the main character in the story doing? (front cover)</li> <li>• Why might have happened in the end? (back cover)</li> </ul>	<p><b>Text: ELIJA, the Convict Girl.</b></p> <p>The activity was a big success. Students were highly engaged observing the 'Big book'</p> <p>Students consistently listened to and responded orally to texts and to the communication of others in informal and structured classroom situations</p> <ul style="list-style-type: none"> <li>• communicate with peers and familiar adults about personal experience</li> <li>• respond to simple questions either verbally or non verbally</li> <li>• contribute appropriately to class discussions</li> <li>• use questions and statements appropriately to class discussions</li> </ul>
<p><b>DURING READING ACTIVITIES</b></p>	<p><b>SUCCESS OR ISSUES?</b> (did the activity work the way you hoped? Did it show any improvement later on? Did it not work? Why do you think so?)</p>
<p><b>To comprehend text (literal &amp; inferred), provide justifications, give descriptions and explanations</b></p> <p><b>Discussion Questions</b> During Reading:</p> <ul style="list-style-type: none"> <li>• What is the problem in the story</li> <li>• How is the problem solved?</li> <li>• Is the solution solved properly?</li> <li>• What is done differently to solve the problem?</li> <li>• Why did that work?</li> </ul>	<p>In my opinion the activity was successful.</p> <p><b>Descriptive language in text was explored</b></p> <ul style="list-style-type: none"> <li>• Students explored the use of words that made the story and characters interesting</li> </ul> <p><b>Repetitive phrases in text were explored</b></p> <ul style="list-style-type: none"> <li>• Students were encouraged to join in the reading of these parts of the story</li> </ul> <p><b>Students were engaged in the discussion questions such as:</b></p> <ul style="list-style-type: none"> <li>• Do these words and phrases make the story more enjoyable? Why? Why not?</li> <li>• What do we call these types of words?</li> <li>• Create some phrases to describe the class</li> </ul> <p>Students Jointly constructed sentences about familiar characters using descriptive language</p>

## POST READING ACTIVITIES

**SUCCESS OR ISSUES?** (did the activity work the way you hoped? Did it show any improvement later on? Did it not work? Why do you think so?)

### To draw conclusions and make parallels

#### Discussion Questions

After Reading:

- Do the characters in the story look and act like real characters?
- How are they different to real characters?
- How are they the same?
- In what ways are they like people/ animals etc?

Students were engaged in this activity however there was a marked improvement in students participation later on.

Students conducted character studies based on their traits

#### Character study

- Students discussed the individual characters from the story; their traits, positive and negatives
- Students expressed their opinions and feelings about each character
- Students tell the gender do of each character. They attempt to explain and justify their opinion
- Students created a class character chart from all the rich discussion

#### Students explored the behaviour of the characters

- They described the main characters behaviour

Class brainstormed words to describe characters behaviour

Students explored the questions such as —

#### Why did the character behave that way?

#### Was it justified? Explain

- In groups students compared the character with how the class described him
- Jointly students & teachers explored the questions- Do you think that character would agree with the classes' description of him? Explain





# Appendix VI

## Unit of work: Urban 3-6

### RESEARCH: URBAN 3-6

#### AUSTRALIAN CURRICULUM: ENGLISH

Students learn the diversity of languages spoken within their families, class and community, and to develop appreciation of these (ACARA, 2015, ACELA1426)

#### PROPOSED PLAN FOR 3-6

Changes over time: Language and Learning Focus

#### 1. CLASS DISCUSSION

Students are engaged in reflection discussion on their previous year's work, exploring their linguistic repertoires.

- What do you remember about last year's work?
- What did you learn?
- We are going to start by talking about the reading and writing in one or more languages,
- How many of you read and write in multiple languages? How, when and where do we do this? List on white board.

#### 2. LANGUAGE RESEARCHERS

- What languages do you speak (where, when, what, with whom)
- Preliminary brainstorm Partner work – documenting our reading and writing practices
- Do you have books at home in other languages?
- Ask student to bring those in

#### 3. BILINGUAL READING MENTORING FOR K-2

- What is your favourite book?
- Review the books students bring in languages other than English?
- Show students bilingual books
- Is it important for you to be able to read in another language Why? Why not?
- How do you know someone is a good reader?
- What helps you to read?
- Inform students about the bilingual reading program (1-2K and 3-6S)
- Explain the process ( English/Other language)
- Show students the books they will be reading
- Wiggly Wobbly Tooth, Hungry Caterpillar, Deepak's Diwali, August and his Smile, Hungry Caterpillar, We're going on a Bear Hunt
- At the conclusion students can make a bilingual book with their partner student in 3-6R. They construct the story together, write and illustrate in multiple languages

#### Process

- Book 1 the hungry caterpillar (3 times in rotation)
- Collection of benchmark data
- What do you notice? What is similar or different?

#### 4. STUDYING OURSELVES

- Teacher and students read the book Name Jar (Yangsook Choi Author, Illustrator) 2003
- Homework: Students go home and ask their parents how they got their name. Who picked it? Is someone else in the family called that name? What does it mean in your language?
- Have students share what they found the next day

#### 5. STUDYING OUR LOCAL ENVIRONMENT: COMMUNITY WALK

- Students take a walk in the local community (Cameras? Can they be borrowed from school)  
What buildings/ and or businesses do you see?
- What languages can you identify?

##### Return Discussion

- Complete whole class map
- Discussion: What do you notice?  
Why are multiple languages used? What is the purpose?
- Students are presented with past map of Auburn (Auburn history kit/resource)
- Compare you present map and past map with a partner
- Discussion: What do you see, what do you notice?
- What languages can you identify?

Read text Belonging Jeannine Baker

I (have some books that show old toys will bring those in)

- Homework: Students ask their parents what toys they had when they were young?
- Have students share what they found the next day

#### 6. PAST PRESENT (NOT SURE WHAT IS NEXT)

- Ask parents about the toys they played with in the past? Technology how does this occur today?

#### 8. REVIEW BILINGUAL READING

- Rotate books and include some reflection
- What have you noticed?
- Collect benchmark data
- Students conclude by making a bilingual book with a K-3 student

**HANDOUT 1**

**PARTNERS:**

<b>TALKING AND LISTENING</b>	<b>WHAT LANGUAGE</b>	<b>WITH WHOM</b>	<b>WHERE</b>	<b>WHEN</b>
	English / Arabic	Friends	School-Playground	Lunch Time
	Urdu	Cousin	Home — on the internet / skype	At Eid
	Arabic	Family and Imam	Mosque	Saturday
<b>READING</b>	<b>WHAT LANGUAGE</b>	<b>WHAT</b>	<b>WHERE</b>	<b>WHEN</b>
	English	Friends	At school	Everyday
	Farsi	Mrs	Community Language Class	Tuesday
	Arabic	Quran	Mosque	Weekend
	Korean	Mangwa	At home	After school
	Chinese	Menu	Restaurant	
	Hindi	Words	On TV	Watching movies
<b>WRITING</b>	<b>WHAT LANGUAGE</b>	<b>WHAT</b>	<b>WHERE</b>	<b>WHEN</b>
	English	Report	At school	In science
	Turkish	Text	Friend	Everyday
	English / Arabic	Words	At home	Google translator

**HANDOUT 2**

**WHAT CAN WE DISCOVER OUT STREET WALK**

Name/Type of Business/building. Languages used? What type of writing – sign, notice, message, image?  
What can we see, hear, view?

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# Appendix VII

## Unit of work: William Lodge Public

**DURATION 10 WEEKS: EAL/D LITERACY/OLYMPICS UNIT.  
STAGE 3: ENGLISH, GEOGRAPHY, MATHEMATICS, SCIENCE AND TECHNOLOGY K-6**

### SUMMARY

This unit focuses on enhancing English learning through building on linguistic and cultural repertoires in a school setting. The learning experiences integrate many of the Key Learning Areas where students will investigate their everyday language practices. Multilingual material will be incorporated into the learning environment. Students will use a range of skills and knowledge to participate, visualise, make connections and comprehend the activities within this unit.

### OUTCOMES

#### English K-10

- EN3 1A communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features
- EN3 2A composes, edits and presents well-structured and coherent texts
- EN3 5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts

#### Mathematics K-10

- MA3 18SP uses appropriate methods to collect data and constructs, interprets and evaluates data displays, including dot plots, line graphs and two-way tables
- Science K-10 (inc. Science and Technology K-6)
- ST3 4WS investigates by posing questions, including testable questions, making predictions and gathering data to draw evidence-based conclusions and develop explanations

#### Geography K-10

- GE3 1 describes the diverse features and characteristics of places and environments

CONTENT	TEACHING, LEARNING AND ASSESSMENT	RESOURCES
<p><b>Stage 3 – Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• compare and justify the ways in which spoken language differs from written language according to purpose, audience and context</li> <li>• understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</li> </ul> <p><b>Stage 3 – Writing and representing</b></p> <ul style="list-style-type: none"> <li>• compose imaginative and informative texts that show evidence of developed ideas</li> </ul>	<p><b>Week 1</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Introduction to unit – discussion with University advisors.</p> <p>This session involves outlining to the students what the project entails.</p> <p>Class activity: Ball of yarn activity. Students will sit in a circle; one student will start the conversation stating what and how many languages they speak in their home place. They then pass the yarn to another student and this continues until each student has had a turn. The session will conclude with a visual ‘web’ and where teacher tally additional languages in the class and outlines that we are connected by the English language.</p> <p>Students will be given a homework speech topic of a profile of them, their family and their culture.</p>	<p>Ball of yarn</p> <p>Whiteboard</p>



CONTENT	TEACHING, LEARNING AND ASSESSMENT	RESOURCES
<p><b>Stage 3 – Speaking and listening</b></p> <ul style="list-style-type: none"> <li>compare and justify the ways in which spoken language differs from written language according to purpose, audience and context</li> <li>understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships (ACELA1501)</li> </ul>	<p><b>Week 2</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Conducting interviews</p> <p>Using the fishbowl technique, students will be divided into groups of 4-5 and will be provided with a handout of questions and a voice recorder.</p> <p>Assign a student/teacher who will ask each question to the group. As each student answers a question they will state their name before responding.</p>	<p>Voice Recorder</p> <p>Interview questions handout</p>
<p><b>Stage 3 – Writing and representing</b></p> <ul style="list-style-type: none"> <li>compose imaginative and informative texts that show evidence of developed ideas</li> </ul> <p><b>Stage 3 – Factors that Shape Places</b></p> <ul style="list-style-type: none"> <li>How do people and environments influence one another?</li> </ul> <p><b>Stage 3 – A Diverse and Connected World</b></p> <ul style="list-style-type: none"> <li>How do places, people and cultures differ across the world?</li> <li>The world’s cultural diversity</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>investigate the world’s cultural diversity, including the culture of indigenous peoples, for example: (ACHGK033) <ul style="list-style-type: none"> <li>— examination of various cultures eg customs, beliefs, social organisation</li> </ul> </li> </ul>	<p><b>Week 3</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Data collating - this lesson will involve students listening back to their recorded interviews, tallying data and information based on the first three questions students responded to.</p> <p>Class activity: Students will be creating a data display in the form of a graph based on the data collated. Students will be given a choice to create the graph in their maths workbooks or using Microsoft Excel (scaffolding and modelling by teacher will be required along with a revision on the topic of graphs).</p> <p>Book reading (D.E.A.R): Hansel and Gretel will be read in the 3 different languages, which will be in line with the whole school Creative Arts initiative.</p>	<p>Computers/ iPads/Laptops</p> <p>Voice Recorders</p> <p>Maths Workbook</p> <p>Book 1 - Hansel and Gretel</p>
<p><b>Stage 3 – Data 1</b></p> <ul style="list-style-type: none"> <li>Construct displays, including column graphs, dot plots and tables, appropriate for data type, with and without the use of digital</li> </ul> <p><b>Technologies (ACMSP119)</b></p> <ul style="list-style-type: none"> <li>tabulate collected data, including numerical data, with and without the use of digital technologies such as spreadsheets</li> <li>construct column and line graphs of numerical data using a scale of many-to-one correspondence, with and without the use of digital technologies</li> <li>consider the data type to determine and draw the most appropriate display(s), such as column graphs, dot plots and line graphs</li> </ul>	<p><b>Week 4</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Register - this lesson will have scenario based activities involving different situations where different types of dialogue i.e, formal, informal, text etc., to show the ways you communicate are influenced by the person to whom you are speaking.</p> <p>Class Activity: Teacher will pose questions about situations where you will use different types of language, register, tone and expression. Teacher will model an informal and formal scenario to students.</p> <p>Divide students into pairs and provide them with a handout with different scenarios where they have to role play how they would communicate with certain people e.g., principal, peers/friends, parents, grandparents etc.</p> <p>Provide students the opportunity to present one of their role plays to the class and discuss.</p> <p>Book reading (D.E.A.R): Book 2</p>	<p>Scenario Handout</p> <p>Book 2</p>
<p>Describe and interpret different data sets in context (ACMSP120)</p>	<p><b>Week 5</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Introduction to Olympics (students will already be exposed to information about the Olympics and will be building on prior knowledge).</p>	<p>Book 3</p>

CONTENT	TEACHING, LEARNING AND ASSESSMENT	RESOURCES
<p><b>Stage 3 - Working Scientifically</b></p> <ul style="list-style-type: none"> <li>with guidance, planning appropriate investigation methods to test predictions, answer questions or solve problems including surveys, fieldwork, research and fair tests (ACSIS086, ACSIS103, ACSHE081, ACSHE098)</li> </ul> <p><b>Students process and analyse data and information by:</b></p> <ul style="list-style-type: none"> <li>constructing and using a range of representations, including tables, graphs (column, picture, line and divided bar graphs) and labelled diagrams</li> <li>drawing conclusions and providing explanations based on data and information gathered first-hand or from secondary sources</li> </ul>	<p><b>Week 5 (cont'd)</b></p> <p>Class Activity: Discuss with students the countries participating in the Olympics and identify those countries that are linked to their cultural background.</p> <p>Teacher will introduce a scenario of the athletes in the Olympic Village in a cafeteria. Students will think/pair/share their ideas on how athletes would communicate in this scenario. Prompt students about the use of symbols, body language (non verbal).</p> <p>Teacher will note anything that happens in the language transfer within the classroom.</p> <p>Book reading (D.E.A.R): Book 3</p>	
	<p><b>Week 6</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Origin of names - Class discussion involving where a name originated from and why is a person given a particular name. Teacher models example of their name.</p> <p>Students will be provided with speech topic as a handout.</p> <p>Book reading (D.E.A.R): Book 4</p>	<p>Speech topic handout Rubric Proforma Book 4</p>
	<p><b>Week 7 and 8</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Language Maps - Teacher introduces the term “language map” and other words similar to “map”. Teacher prompts students and discusses the purpose of a language map. Identify the key questions which are:</p> <ul style="list-style-type: none"> <li>How do we use language?</li> <li>What language?</li> <li>Why?</li> <li>When?</li> <li>Where?</li> <li>With whom?</li> </ul> <p>Considering who they communicate with and how the way they communicate can change with different people and places.</p>	<p>Paper for language map</p>
	<p><b>Week 9</b></p> <p><i>*Teacher addresses the students each morning in a chosen language*</i></p> <p>Poetry writing</p> <p>Students will refer to prior knowledge and skills in poetry and poetic techniques to create a poem e.g. acrostic, diamante, haiku, cinquain etc.</p> <p>The poem will relate to their cultural background/ languages spoken etc.</p> <p>Book reading (D.E.A.R): Book 5</p>	<p>Book 5</p>
	<p><b>Week 10</b></p> <p>Post-interviews</p>	

**ASSESSMENT OVERVIEW****EVALUATION**

Observations of students within activities  
Class discussions and group discussions  
Bookwork  
Interview content and interaction/response within interview activity



# Appendix VIII

## Bilingual Reading: We go Walkabout

**TEXT: WHEN WE GO WALKABOUT” OR “YURRUWA YIRRILKENUMA-LANGUA BY RHODA LALARA IN ANINDILYAKWA LANGUAGE OF GROOTE ISLAND**

<b>CONCEPT:</b>	Language, Context and Narrative	<b>VISUAL LITERACY:</b>	Colour, layout, motif, symbols
<b>VOCABULARY:</b>	Lagoon, billabong, scrub, walkabout	<b>GRAMMAR AND PUNCTUATION:</b>	Verbs

### ACTIVITIES:

<http://readingaustralia.com.au/books/yirruwa-yirrilikenuma-iangwa-when-we-go-walkabout/>

### TEACHING/LEARNING ACTIVITIES

#### Learning Intention:

- Listen to a text in a language other than English
- Identify similarities and differences in the spoken and written language

### FIRST READ

- Looking at cover: predict what the book might be about. Justify their predictions.
- Recall Dreamtime stories
- Listen to sound cloud recording of story in Anindilyakwa dialect  
<https://soundcloud.com/allenandunwin/yirruwa-yirrilikenuma-langwa>
- Discuss: What did you notice about the sounds? What unusual words did you hear?
- Response: Use a venn diagram to compare the walkabout in the story to a walkabout around the school

### SECOND READ

- Video of Reading:  
<http://www.marrickviw-p.schools.nsw.edu.au/community/bilingual-stories-online1/an-aboriginal-story>
- Discuss: As for first reading, encourage students to think of own questions
- What sounds would you hear on the walkabout in the story? (use instruments to create a soundscape for a page)
- Response: Create a class book of places around the school using same structure  
e.g. On the big rock we see something running away from us

### THIRD READ

- Discuss: As for second reading
  - What features of aboriginal paintings can you identify?
  - Why did the author write this story? What aspects of Australia is she portraying? Why?
- Response: Illustrate their page for the class book in the same style as the book



# Appendix IX

## Bilingual Reading: Wiggly Woobly

**TEXT: THE WIGGLY WOBBLY TOOTH**  
**BY DAVID MILLS AND JULIA CROUTH**

<b>CONCEPT:</b>	Language, Context and Narrative	<b>VISUAL LITERACY:</b>	Gaze, non-verbal communication
<b>VOCABULARY:</b>	Alliteration: wiggly woobly	<b>GRAMMAR AND PUNCTUATION:</b>	Speech marks
<b>BILINGUAL WORD STUDY:</b>			
Wiggly woobly, Grandma, Mum, Dad, Li, mine, tooth, ABC			
<b>TEACHING/LEARNING ACTIVITIES</b>			
<b>Learning Intention:</b>			
<ul style="list-style-type: none"> <li>• Listen to a text in a language other than English</li> <li>• Identify similarities and differences in the spoken and written language</li> </ul>			
<b>FIRST READ</b>			
<ul style="list-style-type: none"> <li>• Looking at cover: predict what the book might be about. Justify their predictions.</li> <li>• Recall when they lost a tooth</li> <li>• Parent and teacher read bilingual text</li> <li>• Discuss: What did Salma say to do with the tooth? Why? What did Grandma say?               <ul style="list-style-type: none"> <li>– What did you notice about the sounds? What unusual words did you hear?</li> <li>– How is the written language the same or different to English and your language? (View with document camera or iPad screenshots)</li> <li>– (Write selected Bilingual Words on IWB so can compare with other language readings)</li> </ul> </li> </ul>			
<b>SECOND READ</b>			
<ul style="list-style-type: none"> <li>• Parent and teacher read bilingual text</li> <li>• Discuss: As for first reading, encourage students to think of own questions               <ul style="list-style-type: none"> <li>– Does your family talk about the tooth fairy? What do they say to do with your teeth? (partner talk-Report back to class)</li> </ul> </li> <li>• Response: Draw what they think the tooth fairy looks like?</li> </ul>			
<b>THIRD READ</b>			
<ul style="list-style-type: none"> <li>• Parent and teacher read bilingual text</li> <li>• Discuss: As for second reading               <ul style="list-style-type: none"> <li>– Does your family have any other traditions?</li> <li>– What aspects of the pictures do you like? Discuss gaze depicted.</li> </ul> </li> <li>• Response: Draw a picture of themselves depicting two different gazes</li> </ul>			

# Appendix X

## Bilingual Reading: Red Hen

**TEXT: THE LITTLE RED HEN AND THE GRAINS OF WHEAT**  
**BY L.R.HEN**

<b>CONCEPT:</b>	Language, Context and Narrative	<b>VISUAL LITERACY:</b>	Frames, layout
<b>VOCABULARY:</b>	Speech marks	<b>GRAMMAR AND PUNCTUATION:</b>	<b>Verbs</b> threshed, carried, pulled <b>noun + verb pairs</b> sun shone, clouds rained

### BILINGUAL WORD STUDY:

Not I, cat, dog, hen, ABC

### TEACHING/LEARNING ACTIVITIES

#### Learning Intention:

- Listen to a text in a language other than English
- Identify similarities and differences in the spoken and written language

### FIRST READ

- Looking at cover: predict what the book might be about. Justify their predictions.
- Recall story of Little Red Hen
- Parent and teacher read bilingual text
- Discuss: What were the animals busy doing? How did the Hen react?
  - What did you notice about the sounds? What unusual words did you hear?
  - How is the written language the same or different to English and your language?  
(View with document camera or iPad screenshots)
  - (Write selected Bilingual Words on IWB so can compare with other language readings)
  - How is the punctuation the same or different?

### SECOND READ

- Parent and teacher read bilingual text
- Discuss: As for first reading, encourage students to think of own questions
- Response: Who would you be in the story?

### THIRD READ

- Parent and teacher read bilingual text
- Discuss: As for second reading
- Circle discussion: Should the Little Red Hen have invited the animals to share the bread?
- Discuss: Why are some of the pictures in a small oval not a whole page?
- Response: Write and draw about a new character that might help the hen

# Appendix XI

## Bilingual Reading: Mamang

### TEXT: MAMANG

RETOLD BY KIM SCOTT, IRIS WOODS AND THE WIRLOMIN NOONGAR LANGUAGE AND STORIES PROJECT

<b>CONCEPT:</b>	Language, Context and Narrative	<b>VISUAL LITERACY:</b>	Colour, layout, motif, symbols
<b>VOCABULARY:</b>	Ancestor	<b>GRAMMAR AND PUNCTUATION:</b>	Verbs

### TEACHING/LEARNING ACTIVITIES

#### Learning Intention:

- Listen to a text in a language other than English
- Identify similarities and differences in the spoken and written language

### FIRST READ

- Listen to the introduction, predict what a mamang might be
- Recall Dreamtime stories and why the aborigines wrote them
- Watch story: <http://wirlomin.com.au>
- Discuss: What did you notice about the sounds? What unusual words did you hear?
  - How would you feel if you were inside the whale?

### SECOND READ

- Discuss: What do you think is the meaning of this story? Is it explaining something?
- Response: Act out the story

### THIRD READ

- Discuss: What examples of alliteration can you find?
- Response: Act out a scene to explain how something happened e.g. How was the great Australian Bight was formed?

# Appendix XII

## Bilingual Reading: August

**TEXT: AUGUSTUS AND HIS SMILE**  
**BY L.R.HEN**

<b>CONCEPT:</b>	Language, Context and Narrative	<b>VISUAL LITERACY:</b>	Colour, layout
<b>VOCABULARY:</b>	Alliteration: splished and splashed with shoals of tiny, shiny fish, onomatopoeia: crept, chirped, swirled, splished, plip, plop	<b>GRAMMAR AND PUNCTUATION:</b>	<b>Verbs</b> threshed, carried, pulled <b>noun + verb pairs</b> sun shone, clouds rained

### BILINGUAL WORD STUDY:

Tiger, smile, nose, plop, huge

### TEACHING/LEARNING ACTIVITIES

#### Learning Intention:

- Listen to a text in a language other than English
- Identify similarities and differences in the spoken and written language

### FIRST READ

- Looking at cover: predict what the book might be about. Justify their predictions.
- Read First page only, discuss why Augustus may have lost his smile
- Parent and teacher read bilingual text
- Class Discussion: What did you notice about the sounds? What unusual words did you hear?
  - How is the written language the same or different to English and your language? (View with document camera or iPad screenshots)
  - (Write selected Bilingual Words on IWB so can compare with other language readings)
  - Are the alliteration/onomatopoeia words in English the same effect in this language?
  - What did Augustus do to find his smile?

### SECOND READ

- Parent and teacher read bilingual text
- Discuss: As for first reading, encourage students to think of own questions
  - How does the colour and the layout help tell the story
- Response: Draw an animal using the ink techniques of the book
  - Write a list onomatopoeia words

### THIRD READ

- Parent and teacher read bilingual text
- Discuss: As for second reading
  - How did Augustus find his smile? What makes you find your smile?
- Response: Write about what/who makes you smile?



# Appendix XIII

## Building on linguistic repertoires: Teacher Handout



Dr Jacqueline D'warte | [j.d'warte@westernsydney.edu.au](mailto:j.d'warte@westernsydney.edu.au)

Research partnership NSW Department of Education and Western Sydney University.

Engaging teachers as researchers and young people as linguistic ethnographers of their own language and literacy practices and experiences in Australian primary and secondary schools.

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### AIMS:

- Engage teachers as researchers and young people as linguistic ethnographers mapping their everyday language practices, skills and experiences.
- Develop pedagogies based on that mapping to address curriculum outcomes (English, Arts, Math, History, Geography etc).
- Trial pedagogy and practices that incorporate this knowledge into classroom learning
- Evaluate the impact of these practices and processes on learning in English and across the curriculum.

### QUESTIONS:

- What types of curriculum and potential learning are generated when culturally and linguistically diverse young people and their teachers engage in studying their everyday language and literacy practices and experiences?
- What happens when young people are positioned as researchers, as experts with real insights into the ways they talk, listen, read, write and view in one or more languages and /or dialects inside and outside of school?
- What can teachers and young people learn from each other?
- How and in what ways might this invigorate educational practice and equity for young people in diverse contexts?

### THEORETICAL FRAMING:

This research is theoretically informed by a critical, sociocultural framework for learning (Lewis, Enciso, & Moje, 2007; Stetsenko, 2008; Vygotsky, 1978; 1981) and underpinned by the theoretical and conceptual understandings below:

- Identity, agency and power in language learning (Lewis, Enciso, & Moje, 2007)
- 'language as resource' (Ruiz, 1984),
- 'funds of knowledge' (González, Moll, & Amanti, 2005)
- 'community cultural wealth' (Yosso, 2005)
- plurilingual competencies (Moore & Gallow, 2009)
- children as researchers (Bucknall, 2012; Bucholtz et al., 2014; Christensen & James, 2008)
- Critical literacy and place-conscious pedagogy (Comber, 2015).
- Culturally Responsive Teaching & Cultural Sustaining Pedagogy (Ladson-Billings, 1995; Paris & Alim 2017)
- Linguistically Responsive Teaching (Lucas & Villegas, 2010).

## INITIAL WHOLE CLASS DISCUSSION

- What is research? Define and discuss- talk about any research that might be relevant to young peoples' lives (e.g., music charts, news feeds, school assessments etc).
- Discuss the ways research is collected (listening, looking, asking questions, video recording, audio recording, photography, imaging, observing)
- Progressive brainstorming (in support of preliminary discussion see mind map above, how do I communicate? How do I use language? Where and with whom do I communicate?)
- Make the class aware that they are going to be engaged in research -they will be researching themselves and their peers, most specifically the ways they communicate and use language to read, write, talk, listen, view and make meaning inside and outside of school
- Ask the class to consider what they might want to know about the ways they and others communicate and generate a list of class questions (this will determine your data collection, see below for some examples)
  - How and in what ways do we communicate inside and outside school?
  - Do we change the ways we communicate with different people in different places?  
When and where and why does this happen, list some examples
  - How many languages/dialects do we speak?
  - How do we change the way we communicate?
  - When and where do we speak those languages/dialects? Or change our way of communicating?
  - With whom do we speak those languages/dialects?
  - What languages are we learning? Where and when with whom?
  - How do we use technology to communicate? How, why and with what device and in what ways?
  - Do we translate for others? When, where with whom?
  - How do we use our bodies to communicate?

## PREPARING TO COLLECT RESEARCH DATA (A CLASS SET OF AUDIO RECORDERS, CAMERAS, I PADS ARE IDEAL)

- Discuss processes for collection (audio and digital recording, interviewing, observing, drawing, school and neighbourhood mapping, online research).
- What questions will we ask? Whom will we interview? Where will we observe? How will we collect this data? Where will we store our data?
- A fish bowl activity is recommended to support young people in collecting data (practice interviewing, audio recording, observing – perhaps perform this as a whole class)
- Suggest (designate) research groups of 4-6. The group will collect data from each other and then share out with whole class after collection.

## COLLATING AND COLLECTING DATA (IDEAL MATH LESSONS USING EXCEL SPREAD SHEETS, WORDLES, TABLES, GRAPHS, PIVOT CHARTS- CREATE AN ACTIVE AND ADDITIVE DATA SET)

- Continue to refer to the class as researchers as you proceed
- After data is collected discuss how it will be collated and presented to the other groups and the whole class or school community (consider what key learning area or lessons might be best for this work, English, History, Geography, Math, Visual Arts, Health and Wellbeing)
- After this discussion student groups compile their own data (listen to audio recordings, tally the languages spoken, download images) and design ways to present it (graphs, tables, audio visual presentations)
- Each group or team present their data to the whole class
- Following group presentations teachers and students use all data to collectively compile a whole class data set
- Experience shows that when this is presented to students they continue to recall and reveal additional data. Using an interactive white board works well for this task. This base line data set will continue to expand as you proceed and continue to work with students.

## CRITICAL REFLECTION ON WHOLE CLASS DATA (SMALL GROUPS AND WHOLE CLASS)

- What does this data tell us?
- What are you surprised about?



- What have we learned about each other?
- What have we learned about our class?
- What have we learned about our community?
- What things are similar or common within our data?
- What things are different or unusual?
- Ideal for further lessons

### Math:

percentages, fractions, mean, averages – for languages practices for example, languages spoken, use of social media, translation etc

### Geography and History:

mapping of local area, regional and country studies, local, regional language studies, place studies, environmental studies

### Citizenship and Wellbeing:

identity, place, belonging, community engagement, social justice issues, history of local area/community, source archival material, primary source documents

- Consider alternative modes of expression for presenting and discussing the data e.g., art, dance, movement, music, video, audio visual presentations.

## VISUAL MAPPING (A4 PAPER, ASSORTED MARKERS/CRAYONS/PENCILS/PAINT)

- After class data is collected ask young people to reflect on their individual language use and create a visual representation of the ways they use language in their everyday lives
- Prompt for mapping: Think about yourself who do you communicate with? How and in what ways do you communicate and what language/s/ dialects, when and in what places and with whom?  
...show the ways you use language by making a picture (language map), organize this any way you like
- Perhaps make a map yourself as a model to use with students
- Send language maps home for discussion with parents, family members, community elders
- Ask parents, caregivers, community members, elders or agencies to visit the class and support young people with map making
- Have students talk about their finished map with a partner
- Student pairs compare and contrast language maps using a Venn diagram
- Create group work tasks to identify similarities/ differences (What can you see/notice? What is common? What is unique?)
- Analyse the class maps with another teacher or additional support staff what do you notice? What do they reveal? How has the space been used? What things are on view? How have text/images/objects been placed on the page? What have you learned about the class or individual children?
- Group maps and categorize maps to help with this task (How can maps be grouped? What criteria can be used to group maps? What names can be given to these groups? Are their maps that cannot be grouped?)
- Engage the students in the analysis of class maps also – follow the same or a similar procedure as above
- Display maps in the classroom, within the school, at a community place or event
- Create an exhibition, art show, gallery walk and invite parents/caregivers, others classes, elders, other schools, community members, education department officials, media to the opening

## REFLECTIONS: USING MAPS AND DATA FOR OTHER TASKS/ACTIVITIES AND UNITS OF WORK THAT ADDRESS LEARNING ACROSS THE CURRICULUM

- What has been revealed?  
What have you learned about these young people that you did not know before?
- Are students engaged in this work? How can you build on this engagement?
- How can you use this knowledge for further learning in your classroom?
- How can this work be used to meet targeted outcomes/benchmarks?
- Can you involve other staff, other classes, community members, elders and parents in this work?
- Engage in a linguistic landscape walk (Sayer, 2010) in the local or surrounding area. Students apply a researcher's gaze to the local community and the linguistic landscape of the community streets adjacent to the school. Students use a blank street grid and/or mobile devices such as tablets and digital cameras to capture images, signs and symbols in multiple language in the neighbourhood
- Search archival material about the local area and compare with the class data collected
- Some ideas from previous work: Pick a place or a practice from the maps to write about; make an Imovie about a place or practice; roleplay using practices and events from maps; use multiple languages to label maps; develop country/regional studies; engage in further research about language/dialects or the community environment/neighbourhood/groups of people; create identity texts; write autobiographies, family histories; write persuasive essays in relation to ideas, issues raised; write descriptions; engage in discussions about language issues; take action or engage in a campaign to address an issue; invite parents and communities members into class to discuss/ share linguistic, cultural practices; include a bilingual reading program within your classroom; engage in a linguistic landscape walk in the local area, interview community members, see articles/chapters for further ideas and suggestions.

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