



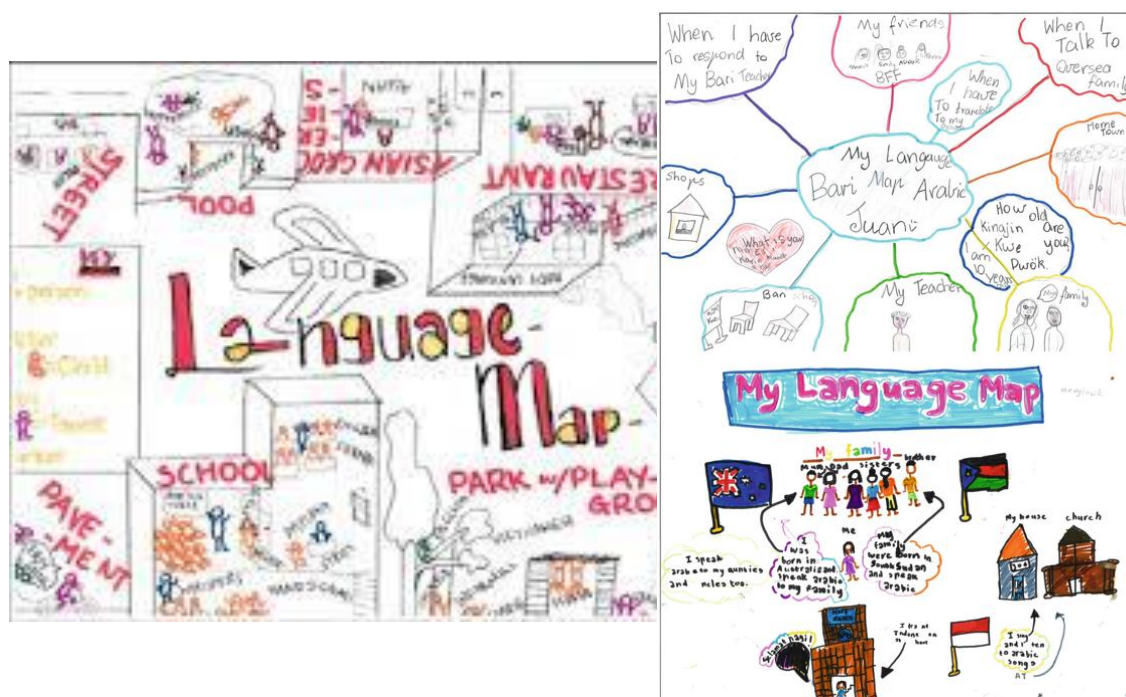
Research Unit for Multilingualism & Cross- Cultural Communication

Effective tools to investigate the linguistic repertoire and practices of EAL students

There are a number of simple tools and strategies that teachers can use in Languages and generalist classrooms to understand and support EAL students. In the following pages we explain in simple terms a number of practical and effective activities:

1. Language Maps
2. Language Portraits
3. Identity Texts
4. Multilingual Word Wall
5. Additional Resources and Information

1. Language Maps (D'warte, 2014 and Turner 2019)



D'warte, J. (2014). Linguistic repertoires: teachers and students explore their everyday language worlds. *Language Arts*, 91(5), 352-362.

Turner, M. (2019). Primary schools with heritage-language students. In: Turner, M.: *Multilingualism as a resource and a goal*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-21591-0_5

Target	Primary school students
What is it?	A language map is a visual representation of the languages spoken by the students in relation to their use.
How to create a language map?	The students are invited to represent with drawings where, when, with whom they speak/use each language or variation of language (e.g., dialects) in their everyday life.
Further activities	<ul style="list-style-type: none"> • It could be followed by a conversation with the students to give them the opportunity to verbally describe the use they make of different languages as well as any linguistic features/differences they would like to share with the teacher and classmates; • It could also be complemented with a role-play that allows the students to enact the way their languages resources are deployed in different contexts; • Cultural extension: it could be used to talk about the student's family heritage and its influence on their linguistic repertoire.

2. Language Portrait (Busch, 2012)



Busch, B. (2012). The linguistic repertoire revisited. *Applied Linguistics*, 33(5), 503–523.
<https://doi.org/10.1093/applin/ams056>

Target	Secondary school students
What is it?	A language portrait is a body silhouette used as a stimulus for students to describe their use of the different languages they know.
How to create a language portrait?	The students are invited to colour in a body silhouette. They are invited to use colours that represent their different languages, language variations (such as dialects) or ways of speaking (such as different registers) by using colours that represent these languages and by locating them in particular parts of the body meaningful to them.

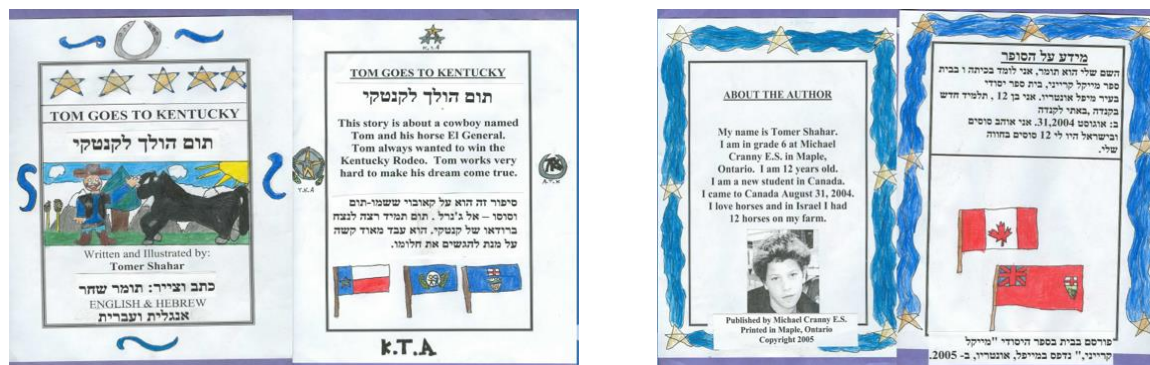
Example of task instructions:

What languages do you speak? When do you use them? Where do you use them? With whom? What languages do you understand but not speak? Maybe there are languages that you can write and read only...Think of languages or dialects that you have learnt or been exposed to throughout your life, that you use when traveling, studying or working. Think of the place you want to allocate them in your portrait, the colours you want to represent them with, their distribution on the silhouette.

Further activities	<ul style="list-style-type: none">• Ask the students to explain their choices of colours and location in the body part in written form around the silhouette.• Plan a conversation with the students to let them speak about their choices to you/to the class.
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3. Identity Texts (Cummins, 2006; Cummins and Early, 2010)

An effective tool to bring the identity of the EAL students to the centre of the learning process.



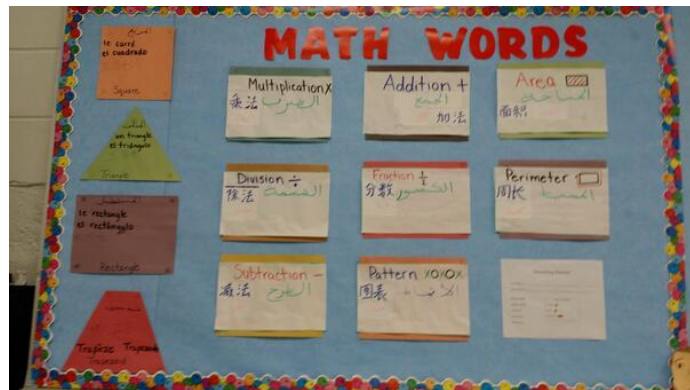
<https://www.luc.edu/media/lucedu/education/pdfs/language/matters/Cohen%20-%20Identity%20Texts.pdf>

Cummins, J. (2006). Identity Texts: The Imaginative Construction of Self through Multiliteracies Pedagogy. In García, O., T. Skutnabb-Kangas and M. E. Torres-Guzmán (eds) (2006) *Imagining Multilingual Schools, Languages in Education and Globalization*, Clevedon: Multilingual Matters, 51-68.

Cummins, J. and M. Early (2010) Identity Texts: The Collaborative Creation of Power in Multilingual Schools. Oakhill, Stoke-on-Trent: Trentham Books.

Target	Primary and secondary students
What is it?	An identity text is a text or artefact produced by the student. It can be a written, spoken, visual, musical type of text or a combination in multimodal form. Students use this text to present an aspect of their identity. Some examples are recipes, description of their homeland, family treasures (e.g., a book, a jewel, a scarf).
How to create an identity text?	The students are invited to write a text about themselves in their first language. The teacher, with the support of the family or a Multicultural Education Aide (MEA) , will help the student to create an English version. The result is a dual language text that communicate something about the student.
Further activities	<ul style="list-style-type: none"> • Parents/families could be involved in the creation of the book. • Dual language books could be presented to and displayed in the school community.

4. Multilingual Word Wall



Target	Primary and secondary students
What is it?	A multilingual word wall is a display of vocabulary and themes in different languages that include the languages of the students.
How to create a multilingual word wall?	The students and the teacher choose a corner of the classroom were to display vocabulary, sentence structures, grammar rules, stories in multiple languages.
Further activities	<ul style="list-style-type: none"> • The multilingual word wall can be used as a prompt for speaking and writing activities. • The multilingual word wall can support meaning-making processes.

5. Additional resources and information that may be helpful

- (a) The New York State Education Department provides a useful guide with information on how to foster and support so-called Students with Interrupted/Inconsistent Formal Education (SIFE). These students are defined as Multilingual Learners/English Language Learners (MLLs/ELLs) who have been in an American school for less than 12 months, and have had interrupted or inconsistent schooling.
<http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/topic-brief-sife-a.pdf>
- (b) A visual example of a multilingual math word wall.
https://twitter.com/a_jolly/status/425327518204567552
- (c) An example of a Dual Language Science Word Wall
<https://www.pinterest.com.mx/pin/366550857169452041/>
- (d) Using multilingual word walls and sketch notes to incorporate new vocabulary
https://twitter.com/naomi_barbour/status/847895489668407296