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DILARA A. ISMAILOVA

**BILINGUAL
EDUCATION**

(Teaching Manual)

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“Bilingual Education” is a teaching manual in methodology for foreign language teachers and teacher trainees in language education.

It introduces to all key across of Bilingual Education methodology: Bilingualism, Tanslanguaging, Multilingualism, Authenticity in Education, Didactics in Education.

The teaching manual implies an important practical contribution to the second and foreign language learning and teaching.

The teaching manual “Bilingual Education” will be of great value to the language teachers as well as to the students of Bachelorship and Mastership levels and researchers in Applied Linguistics who wish to widen their knowledge in all spheres of foreign language teaching.

The teaching manual “Bilingual Education” is useful mean for the students, teachers, researchers specialized in Pedagogics, Psychology, Lingvodidactics, Applied Linguistics, Sociolinguistics.

The author presents her apologizes for any errors and omissions in the manual and should be grateful to be modified of any correction that should be incorporated in the possible next edition or reprint of this manual.

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FOREWORD



OFELIA GARCÍA

Ofelia García (Otheguy) is Professor Emerita in the Ph.D. programs of Latin American, Iberian, and Latino Cultures (LAILAC) and Urban Education at Graduate Center of the City University of New York. She is best known for her work on bilingualism, translanguaging languagepolicy, sociolinguistics, and sociology of language. Her work emphasizes dynamic multilingualism, which is developed through "an interplay between the individual's linguistic resources and competences as well as the social and linguistic contexts she/he is a part of." Rather than viewing a bilingual's languages as autonomous, García views language practices as complex and interrelated, as reflecting a single linguistic system.

García received her undergraduate, graduate, and Ph.D. degrees from colleges of the City University of New York. She also obtained two Post-Doctoral Fellowships, one from the Yeshiva University, New York City Sociology of Language and Bilingualism, and another one from the University of Michigan, Ann Arbor Institute of Political and Social Science Research.

Prior to joining the faculty of the Graduate Center, García held a number of different positions in education at a variety of prestigious institutions, including Dean of the School of Education at the Brooklyn Campus of Long

Island University, Professor of Bilingual Education at the Teachers College, Columbia University, and Professor of Education and Co-Director of the Center for Multiple Languages and Literacies at City College of New York.

García is married to linguist Ricardo Otheguy.

García has dedicated her career to the field of bilingualism and bilingual education. García is known for popularizing usage of the term *translanguaging* which she defines as "*the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages.*" García met Cen Williams, who coined the term, in North Wales in 2012. Both driven by social and language conscience and passionate about language and bilingual education, they agreed on extending the concept of translanguaging from classroom usage to encompass the everyday language of bilinguals.

García has been recipient of multiple awards including:

- 2008 Gladys Correa Award from the New York State Association of Bilingual Education.
- British Association of Applied Linguistics Book Award (2014) for the volume *Translanguaging: Language, Bilingualism and Education*.
- Honorary Doctorate of Humane Letters, Bank Street Graduate School of Education (2016). García was recognized as a "distinguished research scholar, outstanding practitioner, outspoken advocate, influence on public policy and opinion, champion for equity and democracy, special impact on children through the arts and the media."
- Charles Ferguson Award in Applied Linguistics (2017). This award honors people who have outstanding scholarship, superior leadership skills, and the ability to foster collaborations among a wide range of people to enrich the world around them.
- Lifetime Career Award from the Bilingual Education Special Interest Group of the American Education Research Association (AERA) (2017).
- Appointed Member of the National Academy of Education (2018)
- Excellence in Mentoring Award, CUNY Graduate Center (2018). The purpose of this award is to publicly recognize the values of the Graduate Center and the people that represent them
- AERA Leadership through Research Award (Lifetime Achievement) (2020)
- Elected member of the American Academy of Arts and Sciences (2023)
- García obtained two Post-Doctoral Fellowships, one from the Yeshiva University, New York City Sociology of Language and Bilingualism,

and another one from the University of Michigan, Ann Arbor Institute of Political and Social Science Research

- Prior to joining the faculty of the Graduate Center, García held a number of different positions in education at a variety of prestigious institutions, including Dean of the School of Education at the Brooklyn Campus of Long Island University, Professor of Bilingual Education at the Teachers College, Columbia University, and Professor of Education and Co-Director of the Center for Multiple Languages and Literacies at City College of New York.

A Conversation with Ofelia García: “Critical Perspectives on Translanguaging and Adolescent English Learners”

This interview was conducted through Zoom on October 26, 2023. It was transcribed by **ORCID iD Huseyin Uysal** and checked by Ofelia García for accuracy.

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Ofelia García holds the title of Professor Emerita at the Graduate Center of the City University of New York. Her distinguished academic career has encompassed roles such as Professor of Bilingual Education at Columbia University's Teachers College, Dean of the School of Education at the Brooklyn Campus of Long Island University, and Professor of Education at The City College of New York. Some of her most renowned publications include *Bilingual Education in the 21st Century: A Global Perspective* and *Translanguaging: Language, Bilingualism and Education* (co-authored with Li Wei).

García has served as the General Editor of the *International Journal of the Sociology of Language* and the co-editor of *Language Policy*. She is the co-editor of the Mouton de Gruyter Series, *Contributions to the Sociology of Language*. García was the co-principal investigator of CUNY-NYSIEB (City University of New York – New York State Initiative on Emergent Bilinguals). She was given an honorary Doctorate of Humane Letters by Bank Street Graduate School of Education, the Charles A. Ferguson Award for Outstanding Scholarship in applied linguistics, by the Center of Applied Linguistics, and the Lifetime Career Award by the Bilingual Education Research Special Interest Group (SIG) of the American Education Research Association. Then, she was honored with an appointment to the prestigious

National Academy of Education and received The Graduate Center Excellence in Mentoring Award. García was also given American Educational Research Association Division G's Distinguished Contributions to Social Contexts in Education Research – Lifetime Excellence Award, and the Second Language Acquisition SIG's Leadership through Research Award. Recently, she has been elected to membership of the American Academy of Arts and Sciences.

This interview was conducted through Zoom on October 26, 2023. It was transcribed by Huseyin Uysal and checked by Ofelia García for accuracy.

Huseyin Uysal:

I want to start by thanking you for making yourself available to chat with me. You have had an extensive career working with language minority students and conducting research on bilingual education. How have your own experiences as an immigrant shaped your perspective and commitment to this field of study?

Ofelia:

Thank you, Huseyin, for talking to me! It is always wonderful to talk to young scholars who are interested in arranging these interviews¹ and to think about how language and language education can help transform the ways in which we relate to each other, especially during this very difficult time that we are living through. So, I think all the work that we ever do relates to who we are. And my commitment to the education of language-minoritized students stems from my own experience as someone who arrived in New York City from Cuba at the age of 11 and lived in a bilingual community, in a bilingual family and had to go through school with the difficulties that it brings, and then became a teacher and saw how language was not used to leverage what the students brought. In the 1960s, in New York City, there was not a large immigrant group. There was a large Puerto Rican population who are US citizens. And yet, as a colony, they were treated exactly the same way that you can expect of any other immigrant or of students of African American descent. Nothing had been thought about as far as adapting instruction to their needs so that they could understand what was going on in the classroom. So, I always say that I started experimenting with bilingual education before there was a movement to really institutionalize bilingual education. That is the work that I have continued to do throughout my long career.

I can tell you that in the beginning it was hard to in some ways foreground my personal experience, because as you start studying, you study your own experience from a very external perspective, not from an internal perspective, not through what you feel, not through what you see, not through what you think about all the time in your own life because you think that the

work of others is more valid than yours, that they are seeing more. But I was trained as a sociolinguist by probably the best sociolinguist in the world, Joshua A. Fishman. I always say that everything I know about language I learned from Joshua Fishman. But I also saw that there was a tension between the sociolinguistic theories that I was studying and the life of bilinguals that I lived with. So, I saw that as a conflict. And I must say it took me a very long time to free myself and have the courage to say, "Well, this does not quite fit my reality or the reality of people that I work with." That takes courage. I think the young people today are doing much better than we old scholars did. I think that it took us a very long time to really start theorizing from our own experiences instead of that of others. And I am always grateful to young people because I think they have moved the conversation forward with courage and honesty.

Huseyin Uysal:

In your research, you have explored the concept of translanguaging, which challenges traditional views of bilingualism. Could you share an example from your work that illustrates the power of translanguaging in the classroom and its impact on students' language development?

Ofelia:

I can tell you that, all throughout my experience, I was troubled by the way that bilingualism was defined. And because the idea was always that of elite bilingualism, of one language added to a second language, and none of that made any sense to me personally. For example, I know that the language that I learned first was Spanish, but that it may not be my L1 in any kind of way. It is not the language that I use the most. It is not the language that I write in for the most part of my life. So, you know what an L1 is and what is an L2? So, I knew that this did not make sense. I knew that diglossia did not make sense. The idea that you only use one language with certain functions and in certain spaces and the other language in the other, and that was the only way that a stable bilingual society could be maintained ... That did not make any sense to me because in my community, those separations in my home, that did not happen. I was the oldest of four children, one of whom was born in the United States. The other one was only 1 year old when he came. So, both languages coexisted in my home at the same time. All of these ideas that there is one language spoken at home and one language spoken outside did not make any sense to me, except as a system of control in some ways, as keeping that minoritized language in certain domains that were inferior or not as valuable as the other language. So, none of that made any sense to me. But I lived with it, and I went along with things. I think it was not until basically the turn of the century, I would say, there was always opposition to bilingual

education, especially after Reagan was elected in 1980 and the attack started. But it was in 2000 when things sort of came to a head. I think the bilingual educators retreated and what came forth was this idea of dual language. In many ways, that reinforced even more this idea of language separation and the idea that both languages had to be separated in some crazy way that did not respond to the way that it worked in society, or to the way that people felt about those two languages.

I was sitting in a classroom one day ... I think it was in fourth grade. I remember the child who said to me for the first time, "Spanish runs through my heart, but English rules my veins," or something like that. But the minute he said that, we had been sitting in a classroom where the policy was that one language was used one week, and the other language was used the other week. And I thought, "this does not make any sense" because for this child, this is always one system. It is all connected. I think the way that I came to translanguaging was basically from giving myself the freedom to see without first having to go through a theoretical lens. That is why, all my life, I said, "theoretical frameworks would help, but you have to make sure that they do not obfuscate your lenses." Sometimes if you have one theoretical frame, then you only see through that lens. And you have to really clean those lenses and make sure that you observe very intently, and you observe clearly, and that you give yourself the freedom to really say what it is that you are seeing without having to then appeal to another scholar, usually a white male older scholar who would justify or validate what you are seeing.

So, it took a long time. But I think it came from the ground up. It came from the experience in concert with what I had already studied. I do not think the idea that you see something different validates the fact that you have a foundational understanding of how things are perceived by others.

Huseyin Uysal:

How would you address the concerns of individuals who view translanguaging as a potential obstacle to achieving optimal language proficiency for language learners? What strategies or evidence-based practices can you recommend in order to bridge the gap between the concept of translanguaging and the goal of fostering full social and economic participation through language education?

Ofelia:

Let me first talk about language proficiency. I think the issue is that we have really produced concepts of language proficiency that are so artificial. I do not know where they came from. You say, "What is the cutoff score for this category?" The cutoff score is something that some of the psychometricians

have been working on, but it is completely artificial. So, I think that is where the Council of Europe got it right when they started talking about plurilingualism. I think that they then went beyond it and maybe did not get that right. But I think the idea of plurilingualism is an important one. It is the idea that you do not have to have full proficiency in two or three languages, but you have to have functional ways of using the language depending on the situation you are in.

The idea that there is an absolute language proficiency is an artificial construct that has been developed through standards that, again, have been artificially and externally produced without taking into account what the standards of bilinguals are. I believe in what the Martinican philosopher, Édouard Glissant, said about opacities. He said that to really understand opacities, you cannot just focus on one part or on the other part, you have to focus on the weave. So, the question is not “How does this child do this task in English or in Spanish, or in Arabic or in Chinese?” It is “How does this child use their full language repertoire to make sense and to make meaning?” I think that is what is important. If we focused on that, instead of language proficiency as an individual construct, if we focused on language proficiency, not a specific proficiency in these constructs that we have artificially built as language proficiency, but if we focused on what the person is doing, what the student is doing in motion as they interact, as they enact their meaning-making systems, that is what language proficiency is to me. It is the weave. How do we weave together all our resources, all our linguistic multimodal histories, experiences, and cultural practices? How do we weave them together to make meaning of the experience that we are having at this moment? That, to me, is language proficiency, not the concept of language proficiency that we have been working on.

Now, if you then think about that, how do you get students there? How do you get students to use language meaningfully to learn, to make sense of their lives, to have meaning? You do that by making sure that they can use all their resources. The idea that you constrain students so that they cannot use all their resources is odd. I am sometimes in classrooms where books in one language are on one side, and books in the other language on the other side. The kids can never use both books because there are supposed to be separate sides, separate teachers, separate rooms, separate days, et cetera. That does not make sense. If you have resources, why not use them? I think that is where the question of “why?” is important. Why is it that we are not giving all children the freedom to use all their resources so that they can learn?

You talk about social and economic participation. I will talk about little children first because my work is mostly with little children. The only way that

they can participate in classrooms is if they are heard, if they feel that they have something to contribute. A child that is constrained so that they cannot use all their resources, but only half of their repertoire, less than half of their repertoire ... First of all, it is so unfair because monolingual children have access to almost all their repertoire, right? Now, these children have access only to a very small part of their repertoire. But second of all, the only way to really engage them is to allow them the same freedom that you give everybody, the same equality of treatment that they do deserve so that they can use all their resources. Now, that presents challenges for teachers, for educators, but the challenges are there, and we cannot ignore them. Our classrooms are multicultural, multi-ethnic, multiracial, multilingual, wherever you are. It does not matter what type of education you are doing. Whether it is in monolingual or bilingual or CLIL [Content and Language Integrated Learning] or structured immersion or immersion, whatever the term you call it, it does not matter. These children have very different practices, even when you think of them as being monolingual. They have very different linguistic, cultural, and historical practices. So, I always say that translanguaging to me is not strategies. I think that translanguaging in education is the idea that you acknowledge the translanguaging that takes place in minority communities, that you acknowledge the practices that take place in these racialized communities. And then you can ask how you leverage them in a classroom so that everybody learns.

By the way, this does not only foster the learning of students who are linguistically minoritized. I think that it is really very important, you know, and especially in a time like we are living right now. The idea that education is just for efficiency is so absurd because education has to be for us to relate to each other as human beings and for us to learn from each other. So, what I am saying about translanguaging is that it is not only valid and important for the language-minoritized child, or whatever you want to call that child, it is important for all of us. It is as important for white English-speaking majorities as it is for Latinos in the United States or anybody anywhere else. This is important because the goal of education has to be to grow us as human beings and full human beings. If you think about language, not from the perspective that we have been taught to think about it, but if you think of the perspective of language from the human point of view, the way that biologists like Maturana and Varela have taught us to think about it, then you know that it is a communicative system that all human beings have access to and that is equally distributed everywhere. So translanguaging cannot be a strategy. Translanguaging has to be a way of opening up these translanguaging spaces in which everybody is given the freedom to use all the resources. In so doing,

we open space for each other to relate in ways that are not monolithic but are heteroglossic in a lot of ways.

Huseyin Uysal:

What are the current trends of using translanguaging as a lens in language assessment research to create equitable spaces for multilingual students who are identified as English Learners (ELs)? What are the needed areas of research that need to be informed by the body of research that uses translanguaging?

Ofelia:

I think assessment is usually the most difficult to move. I think that instructional practices are moving because teachers are in classrooms, and no matter what they are told, they have to engage with the children. So, many of them may not even believe in it, but they are willing to try it because they know that they have to engage with the children somehow and they have to make that instruction meaningful. I think assessment is more difficult because it is usually external. I think formative assessment is easily done if teachers get away from the idea that language proficiency is simply the performance with certain specific linguistic features; instead, think of proficiency as the ability to manage, to orchestrate, to assemble all your linguistic resources. The linguistic for me, is much more than just the language. It is also everything else that comes around it. If they change that definition, then I think while creating formative assessments, teachers will always think of the weave, not just of the components. I think that is very important.

Now, standardized normative assessment that is done completely externally is more difficult to change. And yet I really think that I will not see it, but your generation will see a different type of assessment because technology and AI are helping with this. They are transforming the ways in which we think of how to assess language or knowledge or any of this. I think that eventually we are going to see changes in the testing industry as far as standardized assessments are concerned. I have begun to see them and see that psychometricians think of consequential validity, for example, as more important than anything else. They are thinking of questions like what the differences between different groups are, and how we keep it equal and create simulated classrooms so that teachers have choices that they make. I think all the new technology is going to help us with assessment. And until then, I think the only thing we can always say is to make sure that teachers know that children are much more than a score, and that we teach teachers to observe them deeply, and that we teach them to trust their own judgments and to describe what it is that the child needs to know and do in motion as they engage, rather

than the static score that captures a child in a completely decontextualized situation, where it is difficult to assess the whole child. So, I think teachers have a lot of power to make sure that administrators understand that this child's score may be a number. But if you have been observing and recording what the child does, and you can then show that, "Look! This child scores this way, but on such and such an occasion, this is what he or she did," and demonstrate what it is that children are doing. I think that would go a long way.

Huseyin Uysal:

What strategies or policies do you believe could help address the issue of extended reclassification of ELs in US public schools, ensuring that these students are not held back by prolonged language support services while still receiving the necessary assistance for their academic success?

Ofelia:

First of all, I think we have to question the category. All categories are artificial constructs that we sometimes have to have in order to administer schools. But we have to remember, as scholars and thinkers, that these categories are flawed. Because I have met – I am sure you have, too many students who are categorized as Long-Term English Learners (LTELs) and yet speak nothing but English. It cannot be right. So, these categories are flawed in some ways. Many times, they are students who speak only English, and yet their reading and writing might not be up to par. And that is why they are still in that category. But that has nothing to do with being an EL. That has to do with many reasons. It has to do sometimes with inconsistent placement or their having moved back and forth. It has to do with very poor schooling. It would happen even if a child was completely monolingual in the fifth grade. So, I think that the first thing that has to be done is that the category has to be questioned. That is very important. Again, I hate to talk about strategies because then people think, "if you do this strategy, you are solving the problem." The problems are larger than just strategies. They are problems of poverty, problems of inconsistent education, problems of poor schooling, problems of reading instruction that is not meaning-making in any kind of way, problems of non-engagement with the children, or problems of racism. They are all the kinds of issues of why a child might not be a competent reader or writer in the sixth grade.

That is usually what happens. They have gone through elementary school as ELs, and then they go to middle school, and they still have not been reclassified. They remain ELs. So, I think that the answer to all of these questions is always the same: better schooling, better feeding, better health systems, more support for parents, more support for mothers. We are living in

a society where mothers are working, and there is very little child support. So, tutoring afterschool programs and all these things would help because any type of program that engages children in school, that makes the school a less alienating institution and makes the school an institution, a place where children feel welcomed, I think that helps with all types of academic issues. Because if you feel welcomed, if you feel interested, you will find ways of belonging. And belonging in schools usually has to do with reading and writing. I think this is what I would say that has to happen.

More imaginative teaching rather than remedial teaching ... We have a tendency, when children are classified in any kind of way, to make them feel like there is a deficit, which is what the classification as an EL does. The solution we have as educators is to do remedial accelerated teaching of linguistic features, and this is going to help them. I really believe that the only thing that could help a sixth grader or a middle-school child who has been unengaged from school and therefore continues to be classified as an EL is to be engaged in an imaginative curriculum, a curriculum that values who they are, that values what they bring, that understands their needs, and that tries not to fill those gaps – which is the way that we usually do it – but rather engages them in learning from what it is that they bring and expanding their experience. I think for that, a curriculum that is imaginative, that is linked to the community experience, that is not just the school curriculum, and that brings in their own histories and their own experiences is what is going to make them interested in schools.

I have a middle-school granddaughter that does not like to read. If she were classified as an LTEL today, you have to find ways to help her. She is not going to read a text that my other grandchildren do. But she will read, for example, graphic novels about certain topics that she is interested in. That is where you have to start. You have to start by giving them the support which some educators have been very critical of in recent times. You have to give them the usual support they need. Why not? Anyway, just thinking of the idea that education is much more than what schools do, education has to encompass the community and the experiences.

Huseyin Uysal:

Traditional tracking and ability grouping in education can often perpetuate inequalities. How can the practice of translanguaging provide a means to liberate students from the constraints of these systems, allowing them to harness the full potential of their linguistic and cognitive abilities, regardless of their language background or proficiency?

Ofelia:

Categories and tracking are always soothing for adults because we think we have it under control. All of us who have worked in schools know that there is tremendous variation among the children, even when you track narrowly. This variation has to be acknowledged. Then, you also have to think of the impact of labels and what they do to children. I may have been the victim of labeling because so long ago, that was certainly what was done in the United States. Therefore, when I went to high school, I was put in the slow group. But I must say, in the second year of high school, I had a teacher who saw the potential in what I was thinking and what I was doing and advocated for me. So, they moved me up. So, tracking has the effect of putting students in categories that limit their potential because the whole ethos of education is to remediate. I remember my English courses were all about teaching grammar and we may have read something, but it was all about “Who did this? What did they do? When did they do it?” Whereas when I was put in the more advanced class, I realized what they were doing with books was thinking of “What would you have done if you were so and so? What other options should this character have had?” So, the questions that were being asked were completely different. So, that is a problem with tracking.

First of all, it is impossible to have a homogeneous classroom of any kind. And secondly, in a linear kind of way, we need to understand that in every task we do, we engage differently. So, I may be very slow if you give me a task that has to do with technology, for example, because of my age. And yet, I may be very fast in writing something that someone who is wonderful in technology does not have. So that is a problem. Now, what translanguaging does is to create space in which people can use all their very different resources to make meaning of what it is that they are learning, then that space becomes more multidimensional. And maybe I am not saying for sure because it is not the answer to everything we will give some students the opportunity to work through this category in which they have been put, and maybe they will also give the educator the opportunity to see an opportunity to help them do something different from what the curriculum is asking them to have the students do. So, I think the concept of space is what is important, not the strategy, but opening up that space in which students can use all their resources and therefore gives the opportunity and the space to the educator to see them differently because they are performing the same task, but with different resources.

Huseyin Uysal:

In your book *Translanguaging: Language, Bilingualism and Education*, you challenge traditional notions of language separation. How do you envision

the future of education if more teachers and schools adopt a translanguaging approach?

Ofelia:

I think I told you that I just came back from Taiwan. One thing that is very interesting to me is how the Western world has had to grapple with translanguaging because we started with definitions of language, monolingualism, bilingualism, multilingualism that saw languages as entities that were innumerable and separate. When you travel to the East including South Africa, some African countries, and some Asian countries too their perspective on multilingualism is completely different. It is not these “different languages,” but it is what people do with all these resources that have been named “different languages,” but that are sort of inside. Sometimes you ask them, “What is it that you speak?” and they cannot even tell you because those named languages are such external categories that are not theirs.

What I want to say is that it is interesting that the Western world is grappling with translanguaging, whereas the East starts with translanguaging. I was just in Taiwan where the schools that offer some sort of bilingual instruction are not hung up on having the kids do it all through English. They know that these kids are going to have to use, in this case, Mandarin Chinese and Taiwanese Hakka or Hokkien or other indigenous languages and to work through English, and no one is afraid of it. They know that this eventually is going to lead to a more multilingual world. I often wonder, when I think back of my own experience ... if I had been taught Chinese in the same way, that is, if my education had also included Chinese without asking me to do everything in Chinese, but just making me comfortable with it, I might still not speak Chinese perfectly, but I certainly would be able to say more than 你好 (nǐ hǎo). I think that this is a case in which the East, the Global South, is leading the Global North. This is actually very satisfying to me because I never expected it, but I see it coming.

Huseyin Uysal:

Your expertise and generous sharing of insights have been immensely valuable, and I truly appreciate the time you dedicated to our conversation. Thank you so much.

Ofelia:

No. Thank you, Huseyin. Thank you for giving me the opportunity to speak extemporaneously about things that I care about.

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I am particularly grateful and express my appreciations to **Ofelia García**, Professor Emerita in the Ph.D. programs in Urban Education and Latin American, Iberian and Latino Cultures at The Graduate Center of the City University of New York. García has published widely in the areas of bilingualism/multilingualism and bilingual education, language education, language policy, and sociology of language. García has dedicated her career to the field of bilingualism and bilingual education. García is known for popularizing usage of the term *translanguaging* which she defines as "the deployment of a speaker's full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named (and usually national and state) languages." Thank her for giving me the opportunity to complete about things that I care about.

*Dedicated
to my sons*

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INTRODUCTION

Bilingual education involves using two languages in instruction. This article focuses on bilingual education within its sociolinguistic framework, looking especially at how language is used in educational settings to produce different linguistic outcomes. We start, however, by providing a historical overview of the development of bilingual education policy throughout the world, moving then to an analysis of the aims and types of bilingual education in the modern world.

Some types of bilingual education promote additive bilingualism. In additive bilingualism students come into school speaking their mother tongue and a second language is added. The result is clearly an individual who is bilingual. Other types of bilingual education, however, are involved in subtractive bilingualism. In situations of subtractive bilingualism, students are instructed in both their mother tongue and a second language. Eventually, however, instruction in the mother tongue ceases, with the second language becoming the sole medium of instruction and ultimately the only language of the student (Lambert, 1980).

Educational programs that support additive bilingualism are also referred to as strong, whereas those which engage in subtractive bilingualism are referred to as weak (Baker, 1993). Whether bilingual education promotes additive or subtractive forms of bilingualism is related to the reasons why the educational system uses the two languages. Often, bilingual education for the language majority promotes additive bilingualism, whereas that for the language minority develops subtractive bilingualism. Yet, as Fishman (1976) has argued, bilingual education with additive bilingualism as a goal can be beneficial for the minority, as well as the majority. Ferguson, Houghton, and Wells (1977) have identified ten different aims of bilingual education, some having to do with the enrichment of the elite through bilingualism, others with the assimilation or the preservation of language minorities, yet others with societal integration, increased world communication, understanding, and pluralism.

Bilingual education is a complex phenomenon with multiple realities (Otheguy, 1982; Cazden and Snow, 1990). Beyond our original definition of bilingual education as the use of two languages in education, the term "bilingual education" has been extended to also encompass educational programs for

Bilingual Education 409 students who are speakers of a minority language, even when instruction is monolingual (Hornberger, 1991). That is, for most lay people, bilingual education encompasses both the use of two languages in instruction, as well as the teaching of a second language to speakers of another language, even when the instruction takes place in the second language.

Bilingual education, both for minorities and majorities, has experienced tremendous growth all over the world in the last 30 years. This has reviewed its historical development, looked at the different societal aims for bilingual education, analyzed the advantages of bilingualism, examined the different types of bilingual education, summarized the sociolinguistic principles responsible for the differing linguistic outcomes of bilingual education, and finally listed socio-educational principles associated with greater bilingualism and biliteracy.

The Teaching Manual comprises **six (6)** parts.

Within each part covers bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Bilingualism or being bilingual means to be able to speak two languages fluently.

Part 1 begins with “**Bilingual Education**” provides:

1.1 A Brief History of Bilingual Education in a Globalized World

1.2 The Bilingual Teacher and Education Method

1.2.1 Bilingual Method of Teaching English

1.3 The Bilingual Method in Teaching English in the Classroom.

1.4 Foreign language learning statistics - European Commission

Bilingualism Statistics in 2025: US, UK & Global

Each part ends with the questions on the problem concerns with the corresponding keys.

Questions on the “Bilingual Education” with the keys and ends in Bibliography.

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language.

English only uses solely English as the medium for instruction, whereas Bilingual Education, as its name implies, uses both English and the student's native language.

Bilingual education is the delivery of academic material in two languages, one of which is usually the students' native language. Students of

all ages enroll in schools and learning environments where the primary language is different from their native language; in order to keep these students on the same academic timeline as their peers, schools may offer a bilingual education program that makes course content more accessible while students learn a new language.

Bilingual education in an English-language school system in which students with little fluency in English are taught in both their native language and English.

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Varying amounts of each language are used depending on the outcome goal of the model.

Bilingual education helps students effectively connect with people of different cultures and backgrounds, increasing their ability to empathize with others and promoting emotional intelligence.

Part 2 presents “Billingualism” which contains:

2.1 The History of Bilingualism

2.2 Educational Billingualism

2.3 The Educational Bilingual Method

2.4 Teachers Promote Bilingualism in the Classroom

Questions on the Bilingualism with the keys

Bibliography

Bilingualism means at first that the person is able to communicate in both languages and to apply the code-switching in adequate situations; this includes speaking and understanding as well as reading and writing. This is defined as the ability to articulate correctly, the use of adequate words in number and meaning and the knowledge of building correct words and phrases. The second level involves the correct way of using the language as a communicational means and also the ability to decide which language is the suitable one in which situation. The third level is the lingual-cognitive competence which means at first the ability to understand the meaning of language concerning words and meanings. These three levels combined are called biliteracy.

Part 3 “Translanguagism” is characterized by:

3.1 Translanguaging in Bilingual Education and Translanguaging Pedagogy

3.2 Teachers in Translanguaging Education

3.3 Translanguaging in Foreign Language Teaching

3.3.1 Translanguaging in English Language Teaching

3.4 Translanguaging in the classroom

3.4.1 Translanguaging Examples in the Classroom

Questions on the Translanguaging with the keys

Bibliography

Translanguaging practices will continue to be present in bilingual classrooms, sometimes surreptitiously and other times out in the open. Translanguaging offers many advantages for a multilingual future, for by taking the perspective of the individual speaker, and not that of the state, bilingual users are freed from the strictures that keep us from understanding each other and from discovering the common features in our language repertoire and those held by others. The linguistic flexibility posed by a translanguaging perspective means that individuals will be able to more openly appropriate linguistic features and make them their own, rather than linking them to a particular language or state. But translanguaging in education sometimes contradicts the regulatory role of schools. Bilingual educators must decide whether to always accept the regulations imposed upon bilingual students that restrict them as two monolinguals or to find spaces to liberate their tongues and minds. Only then will bilingual education be truly able to assist bilingual students to choose intelligently when to select or translanguaging in Bilingual Education suppress certain features of their repertoire and when to liberate their tongues, their full language repertoire, along with their minds and imagination.

Part 4 presents “Multilingualism”

4.1 The History of Multilingualism

4.2 Multilingualism in education

4.2.1 The Role and Benefits of Multilingualism in Education

4.3 A Teacher in a Multilingual Classroom?

4.3.1 Idealised Competencies of a CLIL Teacher in a Multilingual Classroom

4.4 Teaching English in a Multilingual Classroom

Questions on the Multilingualism with the keys

Bibliography

Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. When the languages are just two, it is usually called **bilingualism**. It is believed that multilingual speakers

outnumber monolingual speakers in the world's population. More than half of all Europeans claim to speak at least one language other than their mother tongue, but many read and write in one language. Being multilingual is advantageous for people wanting to participate in trade, globalization and cultural openness. Owing to the ease of access to information facilitated by the Internet, individuals' exposure to multiple languages has become increasingly possible. People who speak several languages are also called *polyglots*.

Nowadays multilingualism has spread in the educational context because of historical, social, political and economic reasons. Multilingualism refers to the ability and practice of using more than one language, either by an individual or within a community. It encompasses the skills of speaking, understanding, reading, and writing in multiple languages. While often associated with bilingualism (speaking two languages), multilingualism extends to individuals who speak three or more languages, often referred to as polyglots.

Part 5 “Authenticity in Education” presents:

5.1 The History of Authenticity in Language Learning

5.2 Types of Authentic Materials

5.3 Authentic teachers and Authenticity in Teaching

5.4 Methods to Use Authentic Materials in Language Teaching

5.4.1 Authenticity in Foreign Language Teaching

5.4.2 Authenticity in English Language Teaching

5.4.3 Authenticity in the English Language Classroom

Questions on Authenticity in Education with the keys

Bibliography

Authenticity is described as being “real” or “genuine,” and the advice often given to faculty wanting to develop authenticity in education is to “just do what comes naturally.” But obvious definitions and easy advice frequently obfuscate deeper complexities, and that is definitely the case with authenticity.

The word 'authenticity' is actually a neologism invented by Heidegger, the word *Eigentlichkeit*, which comes from an ordinary term, *eigentlich*, meaning 'really' or 'truly', but is built on the stem *eigen*, meaning 'own' or 'proper'.

Authenticity in education refers to learning experiences that connect to the real world, promote higher-order thinking, and foster deeper understanding. It involves creating learning environments where students can engage with meaningful tasks, develop their own voices, and see the relevance of their learning beyond the classroom.

Scholarly work on authenticity is being done in the field of adult education. Highlighted here are two articles, both featuring the work of Carolin Kreber, a professor at the University of Edinburgh. When Kreber and colleagues looked for a common conceptual understanding of authenticity, they found none. In their attempt at advanced understanding of the concept, they did an extensive review of the literature, starting with its philosophical origins. They make the point that “as long as authenticity remains only vaguely understood and ill defined...it is...not feasible to articulate a persuasive rationale for why we should be concerned with the phenomenon in the first place.” Based on their review of the literature and a subsequent analysis by Kreber, which involved interviews with faculty and other empirical explorations, the following six dimensions of authenticity were identified.

Authenticity comes via a process that involves ongoing critical reflection. Teaching that is authentic continually revisits the purposes of education, and regularly inquires as to the origins behind and rationales that justify how certain norms and practices have come to be accepted.

Part 6 “Didactics in Education” is highlighted as follows:

6.1 The Didactic History

6.2. The Didactic Principles in Education

6.3 The Didactic Method of Teaching

6.4. The Didactics in Teaching Foreign Languages

6.4.1 The Didactics in English Language Teaching

Questions on Didactics in Education with the keys

Bibliography

Didactics in education refers to the theory and practice of teaching, encompassing the planning, execution, and evaluation of the teaching process to facilitate effective learning. It focuses on how teachers can best design and deliver instruction to help students learn, including the selection of content, structuring of learning experiences, and assessment of student understanding.

Its objective is to share knowledge both theoretically and practically. They present didactic strategies applicable in their work as teachers have their own territory in their planification, implementation, and evaluation.

Didactics in education encompasses the principles, methods, and strategies used to facilitate learning, focusing on how teachers can effectively impart knowledge and skills to students. Didactics analyzes all aspects of teaching, including planning, control, and regulation of the learning environment.

The discipline of didactics is interested in both theoretical knowledge and practical activities related to teaching, learning and their conditions. It is concerned with the content of teaching (the "what"), the method of teaching (the "how") and the historical, cultural and social justifications of curricular choices (the "why"). It focuses on the individual learner, their cognitive characteristics and functioning when they learn a given content and become a knowing subject. The perspective of educational reality in didactics is drawn extensively from cognitive psychology and the theory of teaching, and sometimes from social psychology. Didactics is descriptive and diachronic ("what is" and "what was"), as opposed to pedagogy, the other discipline related to educational theorizing, which is normative or prescriptive and synchronic ("what should or ought to be") in nature. Didactics can be said to provide the descriptive foundation for pedagogy, which is more concerned with educational goal-setting and with the learner's becoming a social subject and their future role in society.

At the end of the monograph there is a list of authors directly related to the problem of bilingual education, whom we express our gratitude in completion of the issue.

PART 1

BILINGUAL EDUCATION

García described bilingual education as an “umbrella term covering a wide spectrum of practice and policy”. Bilingual education is not the teaching of a foreign language, but education that uses more than one language. Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Bilingualism or being bilingual means to be able to speak two languages fluently. The word originates from the Latin ‘bi’, meaning ‘having two’, and ‘lingua’, meaning tongue. But what is a mother tongue? Well, the term mother tongue refers to the language which a person has grown up speaking from early childhood.

Ofelia García



Bilingual education is not the teaching of a foreign language, but education that uses more than one language. Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language.

In bilingual education, the goal is for students to master both languages; whereas, in foreign language education, the goal is for students to master the target language.

In bilingual education, students are taught in two (or more) languages. It is distinct from learning a second language as a subject because both languages are used for instruction in different content areas like math, science, and history. The time spent in each language depends on the model. For example, some models focus on providing education in both languages throughout a student's entire education while others gradually transition to education in only one language.

The ultimate goal of bilingual education is fluency and literacy in both languages through a variety of strategies such as translanguaging and recasting. Aim of helping students concentrate on developing their skills in that language.

Two-Way or Dual Immersion Bilingual Education

This model brings together native speakers of both languages in the same classroom. The aim is for both groups to serve as language models for each other, fostering language and cultural exchange. The aims are as:

- 1) To enable to listen English with proper understanding.
- 2) To enable to speak English correctly. It means that producing sounds with the proper stress and intonation.
- 3) To enable the students to read English and comprehend and interpret the text.

In a maintenance bilingual education program, the goal is for students to continue to learn about and in both languages for the majority of their education.¹ Students in a maintenance bilingual education program should graduate being able to have a discussion about any content area in either language. Two common forms of maintenance bilingual education are two-way/dual language immersion and developmental (late-exit) bilingual education. Both programs are considered language immersion programs.

A program that utilizes two languages, known as a dual language program, typically places students in classrooms with a mixture of native speakers for each language. One popular approach to dual language programs is the 90/10 model, where in the early grades 90% of instruction is conducted in the student's native language and 10% is taught in their second language. As the student advances, this proportion changes until an equal amount of time is spent on both languages. Another model, the 50/50 model, starts with an even distribution of instruction time between the two languages right from the start of the student's education.

The goal of the Bilingual Education Program is to ensure that each student's first language and culture are honored and used as a vehicle to facilitate English language acquisition so that English Learners are able to master the state curriculum while becoming biliterate.

Academic Benefits

Students can benefit in many ways from participating in bilingual education programs or classrooms. Some of the benefits of bilingual education relate to intellect. For example, research has shown that students who can speak and write in multiple languages have cognitive advantages over their monolingual peers. Those who learn a second or third language from a young age are able to develop communication skills and a higher degree of literacy. Children who grow up in bilingual environments develop a keen awareness of how language works and have a stronger foundation for learning additional languages in the future.

Students can also benefit academically from bilingual education. Students who pursue higher education are typically required to take a foreign language at the collegiate level, so those who have been exposed to bilingual educational environments before college and speak two or more languages have an advantage over their peers. They can advance in their studies and feel comfortable with multiple communities of students on their campuses.

Students who are exposed to multiple languages throughout high school and college can also have long-term career benefits. Their proficiency in multiple languages is an advantage when they graduate and enter the workplace as professionals. Every industry has a need for effective communicators who can speak multiple languages to meet the needs of the growing number of English language learners in the United States. International operations also have a great need for professionals who can speak multiple languages and represent US-based organizations and companies.

Growth beyond Academics

While there are many benefits of bilingual education related to school and work, bilingual education programs also have a huge impact on students' cultural and social growth. Children who grow up speaking English as a second language often come from culturally diverse backgrounds. Incorporating cultural education in the classroom can help create enriching academic experiences for all students.

Exploring multiple languages in the classroom provides a foundation for cultural education that allows students to learn and grow alongside classmates from a different cultural background. As a result, students learn to become more adaptable and more aware of the world around them.

To encourage the academic and cultural development of students in bilingual education settings, teachers should have a strong foundation in education and leadership. They should demonstrate a passion for teaching as well as an understanding of how language and culture work together in their

students' academic journeys. Educators should be aware of the role that policies play in the educational environments they cultivate and have an understanding of how to best represent their students' cultural backgrounds.

Pursue a Master of Arts in Teaching or Master of Education in Education Policy and Leadership

To implement the best teaching practices in bilingual education classrooms, teachers should be equipped with a foundation in transformational leadership and cultural awareness. To that end, teachers looking to have a meaningful impact on the lives of their students can further their own education and pursue an advanced degree in education policy and leadership. Through programs like American University's Master of Arts in Teaching and Master of Education in Education Policy and Leadership, educators can broaden their worldviews, engaging in topics such as education law and policy, quantitative research in education, and educational leadership and organizational change.

English as a second language (ESL) programs are not considered bilingual education programs because they do not aim to have students become bi-literate in two (or more) languages. The goal of ESL programs is for English-language learners to learn English after having acquired one or more native languages. ESL is a supplementary, comprehensive English language learning program common in English-speaking countries.

Together, L1 and L2 are the major language categories by acquisition. In the large majority of situations, L1 will refer to native languages, while L2 will refer to non-native or target languages, regardless of the numbers of each.

Bilingual education gives ELL students the opportunity to learn grade-level academic skills in their native language until they have acquired enough language to achieve academically in English, too.

The bilingual pedagogy of education

In bilingual pedagogy, both languages are used during the whole day (e.g. lunch, circle time, outdoor activities, interaction). Both languages are used as a goal and as a tool of learning.

Bilingual education refers to the teaching of academic material in two languages, a student's native language and a second language.

Our degrees in Bilingual Education are designed to prepare prospective and practicing teachers, researchers, and future educational.

Bilingual education benefits students' cultural experiences by allowing them to connect with their heritage and appreciate diverse cultures. This cultural awareness fosters empathy, adaptability, and a broader worldview.

Bilingual education is an innovative pedagogical approach that introduces students to the mastery of two languages while enriching their

cognitive and cultural development, promoting critical thinking, problem-solving and cultural adaptability.

It provides an opportunity to promote language-talented students by providing a systematic buildup of both technical and foreign language competencies. Moreover a comprehensive bilingual education promotes the knowledge of other countries and their habits – the so-called cross-cultural competence.

Bilingual education helps students effectively connect with people of different cultures and backgrounds, increasing their ability to empathize with others and promoting emotional intelligence.

Bilingual education helps students to understand and experience other languages and cultures, and therefore plays a key role in advancing mutual tolerance.

In late-exit bilingual programs bilingual teachers work with English language learners who share the same first language. Students receive instruction in both languages until they reach linguistic, cultural and academic proficiency in both their native language and English and can join mainstream class.

Programs designed to help ESL learners are commonly led by two types of teachers: English as a second language (ESL) teachers and bilingual education teachers. Bilingual education teachers are fluent in students' native language and able to ease the transition between students' native language and English.

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Varying amounts of each language are used depending on the outcome goal of the model.

Bilingual education enables students to develop comprehensive abilities in a second language in terms of listening, speaking, reading and writing, whilst still ensuring complete fluency in their first language. Ideally, students will be able to use their second language to interact with others, excel in their academic studies and enhance their opportunities to study, live and work in different places around the world.

Bilingual learning not only helps students master and apply both languages but also enhances their understanding of each culture. The goal is for our students to be immersed in intercultural communication, where the second language is the medium and means of teaching and learning as opposed to simply the subject of study.

Bilingual education in an English-language school system in which students with little fluency in English are taught in both their native language and English.

If you are fluent in a second language, bilingual education may be the more fulfilling and financially rewarding career option. Students in a bilingual classroom all speak the same native language.

For example, a bilingual education classroom may be entirely filled with Azerbaijani students. Students find that their native language is valued in a bilingual education classroom, which in turn helps them feel valued.

In bilingual classrooms, Azerbaijani students are taught in both English and their native language. With the aid of a teacher who can engage in discussions, debates, and presentations in their first language, students in bilingual classes have a better chance of becoming fluent in both languages.

ESL and bilingual education teachers both cultivate English language skills. Teachers in either profession can enjoy fulfilling careers teaching students a language that will better connect them to the world and people around them. Permanently enriching the lives of students is the goal of every educator, but that's not the only thing these two career options have in common.

English only uses solely English as the medium for instruction, whereas Bilingual Education, as its name implies, uses both English and the student's native language.

Conclusion

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language.

English only uses solely English as the medium for instruction, whereas Bilingual Education, as its name implies, uses both English and the student's native language.

Bilingual education is the delivery of academic material in two languages, one of which is usually the students' native language. Students of all ages enroll in schools and learning environments where the primary language is different from their native language; in order to keep these students on the same academic timeline as their peers, schools may offer a bilingual education program that makes course content more accessible while students learn a new language.

Bilingual education in an English-language school system in which students with little fluency in English are taught in both their native language and English.

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Varying amounts of each language are used depending on the outcome goal of the model.

Bilingual education helps students effectively connect with people of different cultures and backgrounds, increasing their ability to empathize with others and promoting emotional intelligence.

1.1 A Brief History of Bilingual Education in a Globalized World



Introduction

Globally, it's estimated that over half the world's population is bilingual. In the United States, the percentage of public school students classified as English Language Learners (ELLs) has increased over the past decade, with a notable rise between 2011 and 2021. Furthermore, research indicates that bilingual students often exhibit enhanced cognitive skills and academic performance compared to their monolingual peers.

In the United States, bilingual education includes any form of instruction in the nation's school systems where the English language is partnered with another language for classroom use. Bilingual education has a long history in the United States, often mirroring the predominate immigration patterns of a particular era.

At the time of the foundation of the American nation prior to 1800, bilingual education was a highly localized matter. In 1839, the state of Ohio became the first jurisdiction to formally endorse a form of bilingual instruction, when the teaching of its large population of German immigrant schoolchildren in both the English and German languages was established in the state public education system.

According to the U.S. Department of Education (2006), 3.8 million students (11 percent of all students) received English language learner services in the 2003-2004 school year. In the United States today, bilingual education refers to teaching approaches which use the native languages of ELLs for classroom instruction. The National Association for Bilingual Education (2009) says that

“many of the objections to bilingual education are lodged in good faith. Others reflect ethnic stereotypes or class biases. Sad to say, they all reflect a pervasive ignorance about how bilingual education works, how second languages are acquired, and how the nation has responded to non-English-speaking groups in the past” (www.nabe.org). The Center for Equal Opportunity (CEO) says that “students who don’t speak English are locked away in speech programs whose primary purpose is to maintain native languages rather than teach English.

Theories of Bilingual Education

There has been a great deal of research on how best to teach students a second language and how students acquire a new language in childhood. One of the most popular theories of bilingual education that guides a lot of pedagogy today is Stephen Krashen's theory of second language acquisition. Krashen, an American linguist, posits that bilingual education should be structured around "comprehensible input." That means that when students receive input in their target language, it should be just slightly above their current proficiency level. That way, most of what students hear and read is already familiar, but there is also the opportunity to improve constantly. Many bilingual education programs utilize the theory of comprehensible input to create a curriculum that works well for students.

There are many reasons why bilingual education is essential, particularly in a multicultural country. Students can learn a second language on their own, but having access to formal linguistic education is often a better, more rigorous approach that provides students with a consistent structure. Language education in a school setting also means a built-in set of partners to practice the language with as well as an expert teacher who can answer questions. Learning a new language at a young age is generally a good idea because children's neuroplasticity means that they often have an easier time absorbing and retaining new languages.

For students who have recently moved to the country and are learning English, bilingual education is a very important part of the process of learning about and integrating into a new culture. For those in multilingual communities, learning a new language can help with employment, socialization, and even just navigating public spaces. Depending on one's industry and where one lives, being bilingual can be anywhere from mildly beneficial to absolutely crucial in the workplace.

Most of all, bilingualism helps people connect and understand each other's cultures and perspectives. It is likely that bilingualism will become even more widespread and even more important in the coming years, and bilingual education programs will be a big part of facilitating that shift.

Bilingual Education Today

Bilingual education is the delivery of academic material in two languages, one of which is usually the students' native language.

Students of all ages enroll in schools and learning environments where the primary language is different from their native language; in order to keep these students on the same academic timeline as their peers, schools may offer a bilingual education program that makes course content more accessible while students learn a new language. Bilingual education in an English-language school system in which students with little fluency in English are taught in both their native language and English.

The current policies shape the bilingual education programs that are implemented today. Bilingual education is a controversial topic because it is emotionally charged for parents of bilingual children, educators, those who believe English should be the official language of the U.S., and taxpayers. Therefore, there is no simple solution for the best approach to bilingual education. In reality, different programs are the most effective for different students, schools, settings, and desired goals. For instance, the language makeup and resources of the school may affect their chosen program. Moreover, some of the research is contradictory. One person might use research to support his chosen program, while another person uses different research to support a program with the opposite approach. According to Baker and Jones there are ten types of bilingual education. They label six of these as "weak forms" and four as "strong forms." What separates the two forms are the aims in language outcomes and social and educational aims. The language outcome for weak forms of bilingual education is proficiency in the majority language; there is no emphasis on maintaining the minority language. The strong forms encourage the maintenance of both languages, in order for the student to be bilingual, not monolingual. In terms of social and educational aims, weak forms demonstrate a belief that language minorities need to assimilate to the majority language and culture. On the other hand, strong forms reflect the idea that language learners should maintain their language and culture. Although Baker and Jones (1998) outline ten forms, in reality there are 90 or more because there are so many variations. Submersion education is a weak form of bilingual education in which minority language students are placed immediately into English language classes. It may also be called monolingual education. This occurs in mainstream schools, where the goal is for students to "be [come] fluent and literate in English as soon as possible so they can work alongside majority language children" In one form of submersion, structured 28 immersion, the teacher will use simplified

English at first to aid the student. This would be more difficult if the school had a high turnover rate during the year, for instance, if immigrants enter the school year mid-year. Sometimes submersion programs are supplemented with withdrawal or pull out classes. These classes are usually smaller, and may even be one on one instruction. The purpose is to “teach English as a second language (ESL) [and] are a way of keeping language minority children within mainstream schools. In other words, the goal is to give students extra time and help with their English. Students may be taken out of the classroom for varying amounts of time, from one class to half the day. However, students may fall behind in the core subjects, as they try to catch up in English. They might also feel isolated from their peers. Submersion programs are cheaper and easier to set up than transitional bilingual education programs, which will be the next type of program discussed. Historically, submersion education is the type of English-only language instruction that Native Americans received from the late 1800s to the late 1900s. Submersion programs are meant to create a melting pot, assimilating ethnic groups and languages and creating common social, political, and economic ideal). This type of bilingual education works for some students. However, many students struggle because they do not understand what the teacher and other students are saying. This makes it difficult for the student to learn content. “What they do learn is that their language is not valued, nor are they, nor their parents or their ethnic group”. The pros are that this program costs little money and can accommodate many English language learners, even of different languages, at one time. The cons are that many students struggle academically with this type of program. They also might perceive their native language and culture as inferior. Therefore, even though submersion education may be the quickest way for students to learn the majority language, it has “come to be regarded as not the best alternative for students from language minority backgrounds” because it “tends to result in underperformance in the curriculum, with consequent negative outcomes in terms of personality and social development” Another weak form is transitional bilingual education. As the name implies, students are transitioned from their minority home language to the majority language, English. The goal is for students to transition as quickly as possible to using only English in the classroom. Similarly to submersion education, the motivation for the program is to assimilate students.

There are *two types* of transitional bilingual education.

The first, early-exit, usually gives students about two years before they are transitioned to mainstream classes, but the goal is for students to transition as quickly as possible to using only English in the classroom. One problem with this

type of transitional bilingual education is that “the early-exiting of students into the mainstream classroom tends to result in a relative lack of full linguistic, cultural and educational accomplishments” Two years “of English language instruction may be insufficient time for development of linguistic skills to participate and compete in English-only classrooms,” 30 which is why students may fall behind in their language skills and academic achievement. In terms of culture, there may be a hidden curriculum which portrays English and the American culture as prestigious and the minority language and culture as less prestigious.

The second type of education is late-exit. Students may have about 75 percent of instruction in the home language in the first grade, and then decreasing to about 40 percent. “In comparison, in the first and second levels of US early-exit programs, English will be used for approximately two-thirds or the time and one-third may be in the language of the home” (Baker & Jones,). Research shows that students do better in their core subject classes using a late-exit program, as opposed to an early-exit program. Nonetheless, politicians and much of the public support submersion and early-exit transitional bilingual education more than late-exit or strong forms of bilingual education because they are less expensive and focus on the acquisition and use of English. It is important to note that transitional bilingual education requires bilingual teachers, an additional concern for administrators. A strong form of bilingual education is immersion bilingual education.

In the classroom, students are expected to speak only in the language currently being used for instruction. However language switching and mixing may be permitted at times when students are just beginning instruction or when students are confused. Immersion bilingual education is considered strong because it aims for bilingualism. However, this type of program is usually used for children who speak the majority language but want to learn a second language. It is usually optional instead of compulsory, as parents choose to send their children to schools who offer the program. Research shows that students in early total immersion learn more of the second language than students in foreign language instruction which offers only thirty minute of second language instruction per day. However, students may not advance as quickly in their English language skills at first because they do not receive English language instruction in early total immersion. The same is true for the core subjects – students initially lag behind, in this case because they have not completely developed their second language skills. However, these results are not permanent: “after approximately six years of schooling, early total immersions children have caught up with their monolingual peers in English language skills” (Baker & Jones). In fact, it seems as if there are positive

linguistic and cognitive advantages for bilingualism. Early partial immersion shows a similar pattern. One major difference, though, is that “unlike early total immersion students, partial immersion children do not tend to surpass mainstream comparison groups in English language achievement”. Some cons are that students might not speak the language with a native speaker’s fluency, for instance, students may not be grammatically accurate. Also, the language and vocabulary that students are learning may only be “classroom language.”

Students also do not always learn much about the culture of the people who speak the language. A final strong form is language maintenance bilingual education. This type of education is distinct because the majority of instruction (50 to 90 percent) is conducted in the minority language. The amount of instruction in the minority language may decrease at the end of elementary school and through secondary education. The goal is for students to become bilingual in the majority language and the minority, home/native, or heritage language. Since information about science is often in the majority language, science is often taught in the majority language. It might be more difficult to find these textbooks in the minority language. As well, the minority language may not have terms for some of the scientific jargon.

In conclusion, it aims to provide a basic overview and a starting point to developing an understanding about bilingual education.

1.2 The Bilingual Teacher and Education Method



As a bilingual teacher, you'll do everything a regular classroom teacher does: Create lesson plans, grade papers and help students learn. You might teach part of the day in English and part in another language. You might focus on one age group or work with students in many grades to support their English learning.

Bilingual educators make a big difference in students' lives by honoring their native languages, culture and traditions. You get to help students connect what they already know to new learning. You have a chance to show students they are not lacking in skills – they're doubling their skills because they already know one language!

For example, third grader Andrea Linette Rodriguez is a member of a dual-language class taught in English and Spanish. She won first place in the National Association for Bilingual Education 2023 Being Bilingual Essay Competition.

In her award-winning essay, Andrea described her pride in being able to communicate in both languages: "I am from both sides of the border. There are no stories or words I can't understand because I'm bilingual."

Andrea's essay even gained the attention of Texas Congresswoman Monica De La Cruz who visited Sanchez Elementary to congratulate Andrea and honor her achievement.

Research shows bilingual education programs positively impact academic achievement, including learning English. But the benefits extend beyond the classroom. Bilingual education also helps students:

- Improve skills in both their first language and English.
- Build self-esteem, confidence and a sense of belonging.
- Improve problem-solving, perseverance and collaboration skills.
- Find more employment opportunities and earn more as adults.

Yes! More than half of states have shortages, especially those that serve the most English learners. This means that as a bilingual teacher, you'll have a lot of opportunities and jobs to choose from.

Many states also offer incentives, bonuses and extra pay for bilingual teachers. As the number of English learners increases, the need for teachers increases too.

The requirements of bilingual teachers will depend on the state, but there are a few steps to be taken.

1. Decide the age group and subject you want to teach. The greatest need is in early elementary grades, but you can also teach middle or high school.

2. Qualify for a bilingual education program. Most programs require you to take a proficiency test in your second language before you can enroll.

3. Earn your bachelor's degree and teaching certificate. Some states or programs offer a degree in bilingual education, while other states require you to have a certificate in another subject first, like elementary education or English Language Arts. Be sure to check out your state's requirements for becoming a certified bilingual teacher.

4. Take any required tests. You'll have to show what you know by taking a subject test.

5. Apply for your teaching certificate from the state.

The Bilingual method was developed by Dr. C.J.Dodson in the 1960s, and it makes use of the traditional three Ps: *presentation, practice, production*. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge.

The Bilingual Method is a language learning method where the student's mother tongue and the target language are used together. In this method, teachers and students use their native language to explain concepts in the target language, and comparisons are often made between the two languages.

In essence, the Bilingual Method involves using two languages in instructing, typically the student's native language and the target language, with the goal to ease comprehension and foster effective communication skills in the new language.

The Principles of the Bilingual Method.

When a child learns the mother tongue, he forms the concept and grasps the situation and learns the meaning of words simultaneously. The advocates of the Bilingual Method believe that it is a waste of time to recreate the situation while teaching a foreign language. Their argument is that teaching-learning process is facilitated if only the mother tongue equivalents are given to the learner without duplicating the situation.

The key principles of the Bilingual Method include using the native language to explain new content, alternating between the native and target languages, focusing on sentence structure over word lists, and translation activities to reinforce understanding and bilingual fluency without over-relying on the native language.

Understanding the key principles of the bilingual method is crucial for its effective application:

- **Systematic Use of Two Languages:** Clearly defined strategies are employed to integrate both languages in the learning process.
- **Comprehension Before Production:** Students are encouraged to fully understand new content before attempting to produce it in the target language.
- **Cultural Context:** Lessons often integrate cultural elements to enrich learning and make language acquisition more meaningful.

A practical use of the bilingual method in the classroom could involve demonstrating a science experiment. The teacher explains the steps in both the native language and the target language, ensuring students grasp the scientific terminology in both contexts. This dual-language approach fosters deeper understanding and retention.

Core Components of the Bilingual Method

The Bilingual Method is grounded in several core components that contribute to its effectiveness:

- **Alternating Language Use:** Teachers use both the native language and English in instruction, enabling a smoother transition and better understanding.
- **Contextual Learning:** English is often taught in relevant contexts, using the native language to ensure concepts are clear.
- **Grammar and Syntax:** Direct comparisons between the two languages help students grasp grammatical rules more easily.
- **Native Language as a Reference:** Using a familiar language aids in diminishing confusion and builds confidence in using English.

Consider a scenario where a teacher asks students to describe daily activities. Initially, terms are introduced in both English and the native language:

- “Eating breakfast” = “Tomar el desayuno” in Spanish
- “Going to school” = “Ir a la escuela” in Spanish

Such practical exercises use the Bilingual Method to ensure learners effectively associate vocabulary with real-world activities.

The success of the Bilingual Method can greatly depend on the proficiency of the teacher in both languages, emphasizing the importance of skilled bilingual educators.

Conclusion

Bilingual Method – Key takeaways.

- **Bilingual Method Definition:** Utilizes two languages (native and target) for effective language teaching, enhancing comprehension and communication skills.

- **Key Principles:** Includes translation as a learning tool, emphasis on effective communication, vocabulary and grammar contrasts, and a critical role of the teacher in mediating language transitions.

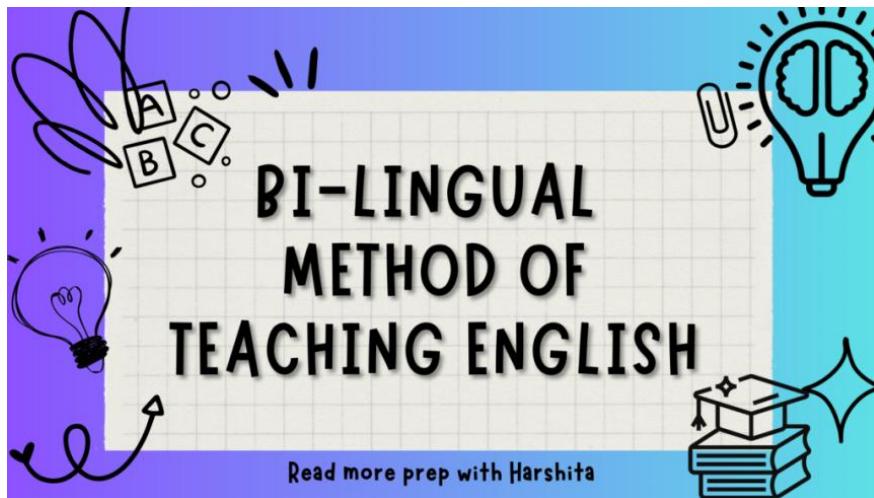
- **Bilingual Method of Teaching English:** Emphasizes the use of a student's native language alongside English to facilitate faster learning and better comprehension.

- **Practical Examples:** Classroom activities involving direct translations to assist vocabulary acquisition; e.g. “family” & “familia”.

- **Benefits and Cognitive Impact:** Improves academic achievement, reduces language anxiety, fosters cultural understanding and cognitive development.

- **Bilingual Method Exercises:** Includes role-playing, translation challenges, and interactive quizzes to reinforce learning and comprehension in both languages.

1.2.1 Bilingual Method of Teaching English



A method of language teaching developed by C.J.Dodson (1967/1972) to improve the **audio-visual method* as it was advocated in the 1960s. Its architecture is best understood as a traditional three-phase structure of *presentation – practice – production*. A lesson-cycle starts out with the reproduction / performance of a basic dialogue, moves on to the variation and recombination of the basic sentences (semi-free use of language) and ends up with an extended application stage characterised by the free, communicative exploitation of the previous work. Well-ordered activities are to take the students up to a conversational level in the shortest possible time

Pop your head into English language classes around the world and it would appear it's more often considered a hindrance, where the full immersion method is usually preferred.

But proponents of the bilingual method – which uses the students' native tongue as well as the target language together – argue that including the mother tongue in the classroom is an effective tool for achieving fluency in a second language.

In this post, we'll examine how using the bilingual method can benefit your students, with seven advantages, some clear disadvantages and a good working definition of what exactly the method entails

In audio-visual courses basic dialogues are presented and practised over several months on a purely oral basis. Dodson, however, proposed a well-tested procedure where the printed sentence is presented simultaneously to the oral utterance from the beginning. Teachers may read out the dialogue to the class just

once with books closed, but as soon as they get the class to say the lines after them, books should be open and the class is allowed to glance at the text in between imitation responses as they listen to others, and look up when they speak themselves. Dodson showed that provided the class is instructed to make the spoken sentence the primary stimulus, the imitation of sentences could be speeded up, without degradation of intonation and undue interference from the printed text. Having the printed word to glance at (whilst at the same time relying on the auditory image of the sentence just heard), students find it easier to segment the amorphous sound stream into manageable units and so retain the fleeting sound image. The retention benefits of the mutual support of script and sound outweigh possible interference effects (e.g. where “knife” would be pronounced with an initial “k”-sound by Azerbaijani learners of English).

Audio-visual textbooks present dialogues with a picture strip on the left. The pictures (also available on slides) are designed to closely match the meaning of the dialogue sentences. It was claimed that at long last the necessary media (slides and audio tapes) had been made available to do justice to *direct method principles and teach without relying on the mother tongue. Pictures and slides, along with the teacher’s drawings and realia should clarify the meaning of new words and structures.

By contrast, Dodson provides the most direct form of access to meaning possible by using oral mother-tongue equivalents at sentence level to convey the meaning of unknown words or structures.

Dodson concentrates on a careful sequence of steps so that a growing command of words and structures gradually leads to message-oriented communication where people exchange messages and mean what they say. If the practice stopped before that point, the students would be cheated. About one third of the whole teaching-time should be allocated to genuine communicative activities. For every lesson cycle, the transition must be made from role-taking to role-making, from bilingual exercises to foreign-language-only activities, from guided use to free use, from studying the language to studying topics meaningful in their own way. This constant fluctuation between focus on linguistic form and use for message delivery is paramount in the method. Bilingual method techniques fit well into a modern communicative approach.

Dodson’s seminal work dealt the short-sighted notion of the mother tongue as nothing but a source of interference. It is, above all, a scaffold on which to build further languages. *Teachers can banish the native language from the classroom, but cannot banish it from the students’ minds.* It would even be counterproductive since it would mean trying to stop them thinking altogether

The bilingual method of foreign language teaching was developed by C.J. Dodson (1967) as a counterpart of the audiovisual method. This method was developed in the 1960s and 1970s. Dodson set out to make improvements to the audio-visual method (which has much in common with the direct method outlined above). The bilingual method makes use of the traditional three P's: presentation, practice, production.

The three P's are the three main stages of any language lesson. First, you present material. Then you all practice together and students are expected to produce something with their new knowledge.

Bilingual method is the combination of the **Direct method and the Grammar translation method**.

There are **7** advantages of the bilingual method of teaching English:

1. Students become functional bilinguals

If the aim of language learning is ultimately for the student to become fully bilingual (or multilingual) then this method models this positive outcome from the very beginning. As the students begin their language learning journey, their destination is visible in their language teacher. The competence and confidence of the teacher as she moves from L1 to L2 and back again is a clear model for the student to emulate.

2. Never miss out on a lesson

Rather than being a hindrance, advocates of the bilingual method argue that the mother tongue of the students is the greatest resource in the language learning process. This is true particularly for those students over the age of 7 or 8, when the mother tongue has been firmly established in the students' minds. The bilingual method allows easy glossing of difficult words and efficient explanations of points of grammar. Time saved in this manner optimizes learning opportunities.

3. Give some love to other languages

While English, with an estimated 328 million speakers, is the third most widely spoken language in the world, it's perhaps first in terms of prestige. For this reason, students worldwide are clamoring to learn it. This is good news for English language teachers. However, there are inherent dangers for languages considered less prestigious.

4. Accessibility

The bilingual method ensures accessibility. Students beginning the daunting task of learning a new language can immediately find a level of familiarity, avoiding the terrors of that "deer in the headlights" stage of acquiring new skills.

5. Discipline

Many fresh-faced English language teachers landing on exotic shores with a shiny new TEFL certificate struggle with this one. An oft-heard complaint among foreign teachers is that they aren't afforded the respect given to the local teachers.

6. It's a teacher's tool, not a student crutch

Though the bilingual method employs the students' native language, it's important to note that it's predominantly the teacher who makes use of L1. This distinguishes it from the grammar-translation method which relies more on rote learning and the translation of texts.

7. Build strong foundations for reading, right from the start

As with the direct method, basic texts make use of picture strips to accompany the dialogue. The bilingual method makes use of the written form of the language from the start. This allows students to begin to see the shapes of words as they repeat them orally.

Since the bilingual teacher is a model for the goal of students to develop into users of two languages, this recognition supports the teacher using the students' native language strategically when it would be futile to explain things in the target language. While monolingual teachers are more liable to strictly enforce L2 use, it is frustrating to a learner or a child to hear something that is too difficult, so L1 support can be part of their overall language development.

Bilingual education, focusing on the medium of instruction, clarifies the effectiveness of content-based language teaching and other methods, so language teachers can evaluate educational options such as mainstream, ethnic, international, or bilingual schools.

Effective Bilingual Method Exercises

Efficient exercises are integral to implementing the bilingual method effectively. Consider these examples:

- **Role-Playing Scenarios:** Facilitate role-playing in pairs, alternating between languages in conversations to encourage fluidity and comprehension.

- **Translation Challenges:** Create exercises where students translate short texts, discussing differences and nuances in meanings between languages.

- **Interactive Quizzes:** Use bilingual quizzes to reinforce vocabulary and basic grammatical structures, allowing for immediate feedback in both languages.

Conclusion

The Bilingual Method offers a practical and balanced approach to teaching English as a second language. By leveraging the native language for support while prioritizing English for practice, it caters to the needs of beginners and promotes effective language acquisition. With thoughtful

application and integration with other methods, the Bilingual Method can help learners achieve fluency and confidence in English.

English is the common language for communication and the medium of instruction in educational institutions, and government and private offices. It is the link language and window to the world. All these circumstances suggest that our students should learn.

1.3 The Bilingual Method in Teaching English in the Classroom

In the bilingual method, teachers use a combination of English and the students native language to deliver instruction. They may use translations, provide explanations, and encourage students to use their native language when necessary to support comprehension and learning.

A. Listening Activities for Intermediate ESL Students.

Rachel Rock



Listening is every bit as vital to learning as reading, writing and speaking. But it often slips through the cracks in the classroom.

Whether you're using a range of audio resources or you're simply getting students to speak to each other, listening is a great opportunity to expose students to a variety of accents, as well as to have fun whilst learning.

These ESL activities for intermediate students are game-changers for developing listening skills in the classroom!

1. Relay the message

This classic game, otherwise known as “**running dictation**” is a great active ice breaker, as well as a natural way to introduce a topic.

The game plan:

1. Put students in pairs or groups of three, assigning one (or two) as a runner and one as a writer. Sit the writers at tables at one end of the room.

2. Stick pre-printed messages at the other side of the room, one for each group or pair. These messages can be the same or different, easy or difficult, long or short, depending on the level and goals of the class.

3. When you shout the word “go” the runner runs to the message, reading and remembering what they can. This can be as much as a few sentences or as little as one word. The aim is to be able to relay it accurately to the writer.

4. The runner goes back to the writer to relay the part of the message that they memorized. The writer (you guessed it!) writes it down.

5. Repeat until the message is complete. Teams score points for speed but more importantly for accuracy of spelling and punctuation.

Play

2. Back-to-back interview

This is a great activity for practicing listening without relying on lip reading or actions. It also incorporates speaking practice, thus killing two birds with one stone.

The game plan:

1. Pairs of students sit back-to-back, one as the interviewer with a list of questions.

2. The interviewee is given a famous person to role play, with a list of answers.

3. The interviewer asks the questions, writing down the answers as they go along.

4. The fastest interviewer to work out who they’re talking to wins!

3. Follow the directions

This listening activity for intermediate students provides excellent English listening practice which will prepare students to ask for directions in a foreign country.

The game plan:

1. Provide students with a street map, either a real one or something tailored to the activity and their level. You can even go crazy and create a big one for the classroom floor!

2. Split the students into teams, and have one person go at a time.

3. Read instructions for the student to follow, such as “go straight two blocks.” To win a point, the student must successfully navigate the map until they find the right store, the lost friend or the buried treasure.

4. Telephone

This game encourages students to determine similar-sounding words from one another and can be used as a starter activity to introduce any topic.

The game plan:

1. Create two teams of students and set up both teams in lines. The end of each team line should be at the whiteboard.
2. Whisper a word or sentence to the student farthest away from the whiteboard, and then have them whisper the message they heard to the next student. Each student whispers to the next until the end of the line.
3. The last student writes the message on the board. The winner is the team with the most accurate spelling, pronunciation and content.

5. Minimal pairs card hold-up

Improve your students' knowledge of proper pronunciation with this quick-fire game, which is good for reinforcing phonics lessons.

The game plan:

1. Give a set of pre-prepared word cards to each team (there can be as many teams as you want, depending on how many card sets you have). Go here for a useful list of minimal pairs.
2. Students spread the word cards out on a table.
3. Call a word out. For example: "feet!" The students have to search their decks and hold up that word's card as fast as possible.

6. Video clip quiz

Bite-sized video clips – like the interactive ones curated by FluentU – are the perfect way to showcase vocabulary, grammar and idiomatic expressions in a compelling way for students and teachers alike.

FluentU takes real-world videos – like music videos, movie trailers, news and inspiring talks – and turns them into personalized language learning lessons.

It uses a natural approach that helps you ease into the English language and culture over time. You'll learn English as it's spoken in real life.

FluentU has a variety of engaging content from popular talk shows, nature documentaries and funny commercials, as you can see here:

Learn all the vocabulary in any video with quizzes. Swipe left or right to see more examples for the word you're learning.

The best part is that FluentU keeps track of the vocabulary that you're learning and gives you extra practice with difficult words. It even reminds you when it's time to review! Every learner has a truly personalized experience, even if they're learning with the same video.

Teachers can use FluentU's extensive video library as an endless source of lesson plan ideas. Find videos that support your curriculum, bringing textbook topics to life. Work collaboratively with your colleagues and keep students organized by class – all with one synchronized, cloud-based account that's easily accessible from computers, tablets and smartphones.

The game plan:

1. Give students a question to answer, dividing them into teams.

2. Begin watching the clip. To play, students must pay close attention and stand up when they hear the answer to the question. Pause the movie and see if the first person who stood up knows the correct answer.

3. Ask the second question. Repeat. Alternatively, you can give the students a list of questions to answer and allow the clip to play through entirely. Then you see who has the most correct answers at the end.

Check out this post for a comprehensive list of creative, effective ESL movie activities.

7. Song gap-fill

Songs are a great way to engage reluctant listeners, as they can be tailored perfectly to fit the preferences of the students. Why not use the latest pop song? Lyric repetition is welcomed here!

The game plan:

1. Give each student/pair the song lyrics with some words missing. To make it easier you can put the missing words in a box at the top of the page.

2. Play the song, pausing if necessary. The aim is for the students to fill in the missing words.

3. Once at the end, go through the answers to see which student/pair got the most correct.

Play

As a bonus, you can use specific song lyrics to teach vocabulary or grammar concepts. For instance, check out this list of songs with passive voice in the lyrics.

8. Order-the-lyrics

This activity is a variation of the above, giving students practice in noticing the subtle differences between lyrics in music.

The game plan:

1. Pairs get a set of the song lyrics cut up into lines.

2. As they listen to the chosen song, they have to put the lyrics in the right order on the table. Repeat the song if necessary. You can always have a sing-along after the activity is completed!

9. Listen and throw

Of course, there's no reason why you shouldn't go back to your trusty textbook audio CD. Go ahead, and spice up the accompanying listening exercises to make this CD even more valuable as a learning tool. In this exercise, students are listening for a specific answer to a question in an audio dialogue.

The game plan:

1. Sit the students in a circle and split them into three or four teams.
2. Give each individual a piece of paper that's their team color. Have them scrunch the paper into a ball.
3. Place three baskets in the middle of the circle, each with a possible answer written on it.
4. Ask a question relating to the listening exercise – this should preferably be something that appears near the end of the dialogue. For example, “Whose birthday is it?”
5. Students listen to the dialogue and throw their paper ball when they know the answer. Count the colors in the correct basket to determine the winner.

10. Slap the picture

This activity uses friendly competition to encourage sharp listening and quick reaction times. A good activity for when students are getting tired or losing concentration.

The game plan:

1. Students sit opposite each other in pairs, with pre-prepared words in between them. There should be no more than eight words, and students should look at them first to familiarize themselves.
2. As they listen to a chosen dialogue, they have to slap the correct word when they hear it. Fastest slap wins a point! They can keep a tally as they go along to see who the winner is.

Whatever the activity, whatever the age or level, the most important thing is for your students to stay engaged by being challenged, doing something new and having fun.

B. The bilingual method in teaching English in the Conversation classroom. Stephen Seifert:

Conversation is one of the most important ESL skills you can equip your students with. In fact, it's the ESL tool that will take your students' noses out of textbooks and notebooks, letting them build English language confidence in a more natural way.

Let your students take on the “Chatty Cathy” persona with this outline for a wonderful ESL Conversation lesson plan. I'll show you a lesson structure that you can apply to any ESL conversation class, with specific examples and fun activities that your students will enjoy.



A Checklist for Your ESL Conversation Lesson

First things first, get to know your students. It's important to understand who they are, what they're interested in and what they want to accomplish by learning English.

ESL students all have their unique reasons for learning English. They might want to get more work opportunities, travel around the world after retirement or even get into a master's program abroad.

When preparing your ESL conversation lesson plan, make sure the topic of the conversation is relevant to your student. A young adult will most likely want to discuss their favorite sports team or travel, not the latest business trends or political news.

Another concept to consider is what ESL sub-skills will come up. You may find a few relevant idioms or phrasal verbs that you can add in as you go. You'll also be observing how your student delivers their thoughts while keeping track of their pronunciation and grammar.

Checklist for ESL Conversation Lessons:

- Is the discussion relevant to my student's interests and goals?
- Is the discussion moving along or is it beginning to stall?
- Are my student's pronunciation and enunciation correct and clear?
- Is my student fumbling with vocabulary?
- Is my student using correct grammar?
- Is my student staying on topic and answering my questions correctly?

How to Structure ESL Conversation Lesson Plans

Without a good structure, your ESL conversation can stall and deteriorate quickly. To structure your lesson well, you can use the ***Presentation, Practice and Production (PPP)*** method:

- ***Presentation*** is the stage in the lesson where you show new material to your students in an exciting and informative way. This lays the foundation for the rest of the lesson.

- ***Practice*** is when you let your students practice the new material with guidance. This can involve collaborative exercises in pairs, in small groups or as a class.

- ***The Production*** stage is when you'll take a step back and let students speak. You'll float around and keep a close eye or ear, maybe answer a few questions here or there. This is satisfying because you'll get to see your hard work take form in your students' abilities.

Presentation Activity

The presentation stage is where your lesson really begins.

Visual aids are the best form of mental stimulation for most students. Putting together a presentation based on a few pictures is excellent and will be our example here.

Your presentation should follow the theme you'll use for the lesson. Our theme for this sample ESL conversation lesson plan will be “National Parks.”

Animals are perfect for opening topics and then you can move into well-known geographical features or get deeper into the relationship between animals from each visual aid. There are a lot of national parks in the United States, so it's best to choose only one to quell any confusion.

Practice Activity

For this stage, prepare a worksheet with each photo and a short description of what you presented. One side of the worksheet would be information and the other side would have a few questions that your students will use.

After fielding a few questions about your presentation, you can pair your students up. Remember, the practice stage of the PPP format is the collaboration stage. That means you'll want to step back a little from your teaching power stance to let students have thoughtful discussions.

Sample Worksheet Questions:

1. What do bears eat and how do they interact with each other as a bear population? What's the bears' relationship with the wolves?

2. How do wolves travel around Yellowstone (individually or in packs) and what do they eat? What's the wolves' relationship with the bears?

3. Student A Script: How can you defend bears when they bully wolves and take their food? Why are bears eating other things beside fish? Shouldn't bears be hibernating during the winter months?

4. Student B Script: How can you say bears are the bullies when wolves attack bears in packs? Why can't wolves share their food with bears? Why do wolves get to be in charge during the winter?

These questions cover all the key discussion points from your starting presentation.

Production Activity

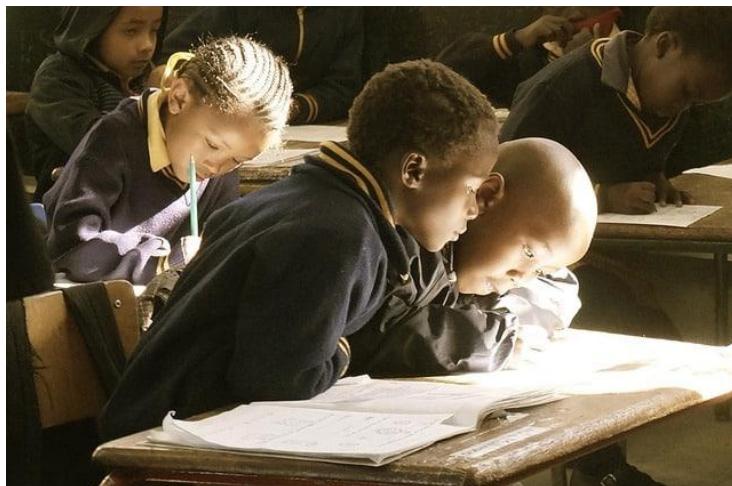
The production stage is your students' time to shine and show all that they've learned without any help from their teacher. Just remember to keep an eye out for students that are overly shy and possibly not fully engaging.

In ESL conversation lessons, your students will still work with their classmates for the production stage. Depending on the size of your class, split the class into two groups and have them develop a theatrical performance based on what they now know about bears and wolves at Yellowstone.

A great way to structure the play is to assign characters to students. Student A will be a park ranger, Student B a Yellowstone hiker or maybe journalist. Make sure some students also roleplay as (talking) bears and wolves so they can join the debate.

C. Pair Work Speaking Activities

Ruth wickham



You really must get your students to speak. That's the only way they'll achieve English fluency and find their own voices in their new language.

You've got to get your ESL students in the zone and get them talking, and we've got some ESL pair activities for your lessons to help you do just this.

1. Read a conversation script together

If you're using a textbook or creating your own materials, you'll often want students to practice a conversation to shake things up. To help them learn good spoken English and also use proper conversational intonation rather than a flat reading voice, give them these instructions:

“Always look at your partner when you speak.”

To achieve this they must first read the line they're going to say, hold the words in their memory, look up at their partner and then say the line. When they've said their line(s), their partner can look down, read and prepare to say theirs.

This may seem slow, at first, but they'll retain the language much more effectively and they can practice good English intonation (which is so different from many other languages).

2. Act out a drama or role-play

This involves more action than just reading through a script. The students may or may not have prepared the words themselves – it's up to you if you want them to draft a script together at some point.

They could be improvising or repeating learned words. They could be moving around and acting things out. They could even be using props! But the one thing that they're *not* doing is reading. Students love being active, and this could be a good follow-up activity to the previous one. This really takes speaking to another level.

This could also be a very quick activity for an in-class review of recent lessons. For example, your students could quickly pair up and practice asking each other the time, complaining about the lateness of the bus or discussing something else involving vocabulary you've just been studying.

3. Information gap

This is often referred to as a “*jigsaw*” activity. It involves getting pairs to converse naturally about a topic. When you speak to someone in real life, you don't know the whole story already – and a script will give away the whole story.

In this activity, you'll be giving each student in a pair *half* of the information for the conversation. Then you'll let them talk about it until they both have the complete story.

Many textbooks include information gap activities, and there are worksheets for this that you can take from ESL websites. However, you can also create your own worksheets and stories to suit what you're presently teaching in class. Some examples are:

- A filled-in crossword puzzle with each part missing different letters or words.

- A story or series of sentences with gaps for different words in each.
- Two pictures with different items or details removed from each.

4. Line up role plays

In this activity your students get to pair off several times with different people and have a similar conversation with each new partner. They get to practice improvising a little bit instead of just repeating the same things over and over. Students are divided into two groups and each group is assigned one of two roles, such as:

- Buyers and sellers
- Complainers and listeners
- Policemen and offenders
- Doctors and patients

Or anything else that you've been working on teaching in class.

Students in one group pair up with members of the other group, each for a few minutes, and then move on to another at your call. They could have specific guidance from the teacher about what to discuss at each position or they could improvise, depending on their level of ability.

For example, in a buying and selling role play each Seller could have a list (or pictures) of what they're selling. This could either be devised by the teacher beforehand or created by them during the activity. The Buyers could each have a shopping list (words or pictures) also devised by the teacher or created by students. The Sellers could be seated, and the Buyers could each approach a Shop and ask about something(s) on their shopping list: do they have the item, how much is it, etc.

When the students hear the signal or call from the teacher, each Buyer moves on to another Seller's table. It's kind of like speed dating!

5. Getting to know each other

One of the first things that any ESL teacher does with a new class is have students introduce themselves to one another. Introductions can be done in pairs to reduce the pressure and possible stress of being in a new group. You can even add new layers to the whole "getting to know you" phase, as students can swap partners and tell their new partner about their old partner.

With partner swapping activities, it often works to have the students sit in two circles, one inside the other. When a change is called, one circle can move to the next partner in a specified direction.

If this isn't one of the very first lessons, the students can use the same partner swapping movement but instead ask about other topics such as hobbies,

favorite foods, family. As before, have them move on to tell their next partner about their last partner (using appropriate pronouns and verb tenses).

6. Two team games

After pairing up, partners can compete against each other.

The class lines up in two lines, one from each pair in each line. As they arrive at the front of their lines, they'll be competing with one another to answer a question, spell a word, write something on the board, fill in a blank or whatever competition you set up that's relevant to your lesson at the time.

Alternatively, after pairing up each pair can be a team and work together. When their turn comes, they'll approach the board and try to list the greatest number of food words beginning with the letter B. Of course, you're welcome to change this up according to your recent lessons' thematic focus.

You could also lead into this activity by having partners sit together momentarily to discuss options and ideas.

7. Picture dictation

After pairing up for this activity, partners will need to sit facing each other, one with a blank sheet of paper and the other with a simple picture held so that their partner can't see it. (Make sure that the light doesn't shine through so that their partner can see it.) The student with the picture dictates to their partner what to draw.

Dictation vocabulary will depend on what stage your students are at. If the picture is very simple then it can be described in terms of shapes (circle, line, straight, etc.), sizes and spatial relationships (next to, under, etc.). For a more complex picture, the elements could be described as they are (man, dog, house, hill, etc.)

To make it interesting, the students could both have the same background picture in front of them to start. One student in the pair will have simple stick figures or animals in the foreground that the other student doesn't have. The student with the more elaborate illustration will then attempt to describe how to complete the drawing.

8. Rhythm games

Young students especially enjoy a sense of rhythm, and becoming aware of rhythm is actually an important part of their general language development, not just second language acquisition.

In pairs, they can improve their concentration and coordination with clapping games where they follow a sequence of clapping their own hands and then their partner's hands, possibly adding another body percussion, such as knee pats and shoulder taps. You may remember some of these sequences from your own playground days, or you could create some of your own.

Choose an English poem or song (which maybe they're already learning) and increase their appreciation of it as well as improve their learning by getting them to practice saying it with their partner while following a clapping sequence.

9. Grammar chants

Grammar chants and jazz chants were famously introduced to the ESL community by Carolyn Graham.

You can find many examples of her original works as well as similar offerings from others on the Internet, and you can very easily create your own based on what you're teaching in particular. (There may even be some examples in a textbook that you're using.)

Chants are different from other practice conversations, mostly by virtue of their strong rhythmic nature. They can be practiced as a “Call and Respond” whole class activity, but the best way to get students familiar with them is by working in pairs. It’s recommended that students be encouraged to click their fingers (if they can) or move to the strong beat of the chant.

10. Who’s who?

There’s a well-known game out there called “Guess who?” or “Who’s who?” I’m betting you’ve heard of it!

One student selects a character. The other student looks at a collection of character pictures and asks questions about their appearance or clothing until they can guess the right character.

Along with practicing the appropriate usage of vocabulary and pronouns, practicing questions and answers is always an excellent basis for a classroom activity.

The student holding the complete set of character pictures, the one who’s trying to guess which character has been selected, must ask yes or no questions. Students often do a lot of practice with “Wh- questions” but fumble over using auxiliary verbs (such as “do” and “does”) in yes or no questions.

There are many versions of this game available such as this ***Guess Who Matching Game***, or you can create your own set of characters from clip art or printed-out celebrity photos to suit the concepts you’ve been teaching.

To add extra interest, you could even have your students create simple pictures of people and scan them into a printable set for this game.

11. Puppet plays

Whether reading a script or simply improvising, using puppets can help shy students as well as add excitement. When practicing dialogue with a partner, each student can manage two puppets – one in each hand – or even more if finger puppets are used.

Creating the puppets themselves first gives added interest and opportunities to practice English. A picture of the character printed out (or drawn by the students) can easily be cut out and stuck onto a Popsicle stick, chopstick or drinking straw. The picture can be stuck or drawn onto a paper bag for a quick hand puppet. If small enough, puppet characters can be sticky-taped onto fingertips.

12. Telephone conversations

In this paired activity, partners sit back-to-back to have a phone conversation. This requires careful speaking and careful listening as a lot of the usual visual cues are missing. They could be given specific questions to ask each other and information to find out.

Of course, nowadays many students actually have their own phones, and maybe if the situation is suitable – for example, they aren't paying too much for calls, and you can trust them to speak only English – you could send one group outside or into another room and they could actually phone each other.

13. Memory cards

Students in pairs can practice vocabulary and even some rules or concepts by playing the well-known game of "**Memory**" or "**Concentration**" using cards with relevant words and/or pictures. The matching pairs could be identical pictures or words, a picture and a word, or two things that go together in some other way.

The cards are spread face-down in a grid. Each student takes a turn and turns over two cards. They should then say the word out loud and make sure their partner sees and hears it. If the cards don't match, they'll turn them back over in the same positions and the partner takes their turn. If the cards do match, then the student picks them up, keeps them, gains a point and has another turn.

14. Story retelling

Everybody loves a good story! As an ESL teacher, you'd do well to tell stories as often as you can. They don't need to be long, or even particularly significant, but you'll notice as soon as you start to tell a story (even about something that happened on the way to work) that your students will "prick their ears up." Even if they don't understand all of it, they'll *want* to listen.

After telling a story, especially when you've noticed interest, reinforce it by pairing students up and seeing if they can retell the story to each other. They may have slightly different – correct or incorrect – memories of the story to compare.

You can use a short video from YouTube to find a great topic (and clip) for a story-retelling activity. There's also FluentU, a language learning

program that offers authentic content, so your students can watch clips such as movie clips, commercials and more that were made by and for native speakers.

FluentU has features such as interactive subtitles, flashcards, vocabulary lists and personalized quizzes. It supports your students so that they can learn on their own, and you can assign clips for them to watch and retell.

In this activity, students can watch a clip and then summarize it for their partner as best they can. They'll love the authentic connection to everyday spoken English from the content.

You could even ask them to change the ending. Young students could then go on to illustrate the story and tell their versions to the class.

15. Short story creation

In most cases, your students might have had the chance to read a few stories and understand the flow needed for a story to work. Now all they need is a writing partner to craft an exciting, concise story with. This ESL pair activity is a perfect way to get in multiple skills at once.

Have your students pair up and create a story together. A great way to do this is to present a place and some interesting characters (maybe people, animals or both), and evoke a conflict for your students to use in their story. Conflict will help your students to develop a dialogue between the story's protagonist and supporting characters.

Once they have a well-developed short story, let the dynamic duo share it with the rest of the class. This will give them great public speaking practice and further their presentation skills in English. You can also have your students put together an illustration for their story, depending on how far you want to take the activity.

16. Acting out

In this ESL pair activity, you will let your students craft scripts and later act them out. There is a twist that will add an element of fun: The partners develop their dialogue separately and act it out together without collaborating first or discussing how it will flow.

You will want to whip up a very concise worksheet for this ESL activity, which the students will work on alone before acting out in pairs. This worksheet will help guide your students in a specific direction relating to a scenario. The dialogue your students create will be of their own imagination, but they will have a small guide to follow in their development.

Here is one example of how this could work:

- Set the scene. First, you will need to set the scene where the dialogue will take place. For this example, we will use a neighborhood park on a sunny day. This will give your students an image to help their creativity flow.

- Guide the conversation. Each student will read a set of short questions and develop their dialogue sentences from these. The first question on the worksheet could be, “How do you introduce yourself to someone new?” or “How do you open a conversation with a stranger?” From these questions, they can craft a working dialogue. For example, “Hello, do you come to this park often?”

- Add layers. Next, you will add layers to the situation. In the park example, you could add dogs into the mix. Here your students will see the next set of questions to help them build more dialogue: For example, “How do you ask what breed a dog is?” or “How do you compliment someone on their dog?” Your students may develop dialogue like, “Your dog is so cute, what breed is he or she?” The important thing to focus on is the natural flow and language of a conversation, like in these examples.

In order to get fun dialogue, it’s essential to guide your students a bit toward some more specific areas. Again, you will give your students a specific scenario, for example, a sunny day at the park or waiting for the train.

This is an excellent chance to run over a few vocabulary words they can use in their dialogue as well. For our dog walking example, using words like “breed” or “leash” may be beneficial in overall understanding for your students. Once you have gone over vocabulary, you can have them fill out a dialogue sheet silently by themselves.

After they have crafted their scripted lines, it’s time for the fun to begin. One student will read their first line and then their partner will follow with their first line. The two lines may have nothing to do with each other, which is sure to draw a laugh or two from the peanut gallery. You can have the class chime in afterward and help the two actors piece together a more well-developed and coherent dialogue.

17. Great debate

Here, you will give your students a chance to use all their English superpowers and go head-to-head with their partner over an important and interesting issue.

Let them debate topics covering things happening in their communities, cities and countries. This will allow them to apply English to the issues that directly affect them. The class period before having the debate is the perfect time to brainstorm a few issues your students are interested in. Make a list of topics on the board, discuss them each briefly and let your students make notes and suggestions about what is important to them.

After all the issues are on the table, employ your students to build a working outline of the key attributes they will cover during their debate. Go over the importance of “pros and cons” with supporting evidence to back what they say.

18. Picture portrayal

This activity is a slightly more advanced version of the picture dictation activity above. It's a delicate balance of fun, challenge and philosophical breakthrough, so you should be on the lookout for pictures that help develop deep thought and allow your students to have mentally exciting ideas. They should be able to craft several ideas from a single photo. An example of photos that could be good for this is from National Geographic.

Ask your students to write down what the photo means to them. The key to this activity is to let your students first individually view the photo and craft their own thoughts about it without outside interference. Putting a time limit on the individual part of this activity will benefit your students' quick response abilities.

After your students have developed and recorded their ideas surrounding the photo, put them into pairs and let their ideas collide in a perfect ESL storm of subjective thought and collaborative discussion. Your students will enjoy discussing unique and thought-provoking insights with their partners as you float around the classroom, listening to their words and perceptions.

Pair Work in the English Lessons

It's a great idea to use pair work in your ESL classroom because:

- Individual students will be speaking out loud and getting a chance to exercise their English speaking skills.
- Working with a partner is less threatening for shy students.
- All students will be involved, not just a select few.
- While the students are all occupied with their partners, the teacher can walk around and observe.
- It can be a lot of fun, and the students will be motivated.
- It's an opportunity for repetition without boredom, and as such is super useful for practicing grammar and vocab.
- It doesn't need to go for very long. There could be several short sessions in one lesson.

Considerations for Choosing Partners

This is the moment that can make or break your lesson. If you simply say, "Choose a Partner!" some students will excitedly grab their best friend, while others will slump in their seats feeling that no one will want to choose them. It's time to be creative, have a bit of fun and take your students by surprise.

Take a look at the following ideas for assigning partners and letting students organize themselves. You'll need to take into consideration the size

of your class, the age of your students, how familiar they already are with each other and your teaching style.

- Let them just choose their own partners from time to time. They can work with the people they're most comfortable with, and they can even work in threes if that makes them comfortable.

- Make it a lottery. Each student writes their name on a scrap of paper, puts their name in a container and then you – or they – pull out the names to decide who works with whom (this time).

- Have a different kind of lottery. Make a card for each student in your class. Half the deck of cards will have English words written on them, and the other half of the deck will have pictures that correspond to these words. Of course, this could relate to recent vocabulary they've learned. Pass out the cards and then let the students move around and find their partner (the student with the card that matches theirs).

- Have fun and practice language by getting them to pair off after lining up according to height, age, birthday or alphabetically by first (or last) name.

- Get them to pair up with someone who's wearing a similar color shirt or shoes, or something that follows on from a vocabulary category that you've already been teaching. Always allow leeway so that no one ends up feeling left out.

- Prepare the classroom ahead of time by sticking colored post-its under chairs or desks. There could be numbers, words or pictures to match up as with the lottery cards. The surprise of looking for their sticker adds to the fun.

The important thing is to make sure that no one dreads pair work, including the teacher!

Pair work is never an end in and of itself. It's a practice time where all of the students get to be involved.

D. An effective ESL pronunciation lesson plan for all levels.

Matthew Lubindate

While ESL students don't need to acquire a neutral American or British accent, it is necessary for them to speak clearly in order to be understood.

Most ESL teachers will focus on pronunciation with lower-level students. And while it is more important to reinforce pronunciation with such students, even higher-level ESL students require a reminder every now and again.

Fortunately, there's a technique that can be used for all levels of ESL. Take a look at my pronunciation lesson plan using below so you can fine-tune their skills.



1. Present the text to the students

Whether you're using the course textbook or your own text, ensure that every student has a copy to read. You may need to check that all the students are on the same page and at the same place in the text before beginning the lesson.

2. Focus on a specific point of ESL pronunciation

The key to a pronunciation lesson being effective at all levels is to have a focus on a specific point of pronunciation.

For some levels, you could focus on “-ed” for words in the past tense and words with “-s” or “-es” endings. For lower levels, you may choose to focus on soft and hard “g” sounds, or other commonly confused sounds.

Highlight whichever aspect of pronunciation you are choosing to focus on to your students before reading the text, so they know what to look out for.

3. Read to the students

Tell the students to follow along as you read the selected sentence or paragraph to them. Read the text slowly and clearly so the students can hear each syllable. Emphasize the sounds you want to focus on for the lesson.

4. Read the text again

It sounds redundant, but it helps. Read the text a second time, but this time read it a little faster with a more natural tone. The speed with which you read to the class is determined by the level; advanced ESL students should hear it the way a native speaker would typically speak, while beginners should still hear it read slowly.

5. Review difficult words

Ask the students if they believe they can pronounce every word in the text. If they have a difficult time with any words, they should ask you to repeat specific words. If you already know that some words will cause problems, repeat them individually and have the class repeat the words in unison.

6. Give every student a chance to read

This is the most time-consuming part of the lesson. Go around the class and have each student read the text. Sometimes it's best to choose a volunteer to begin this exercise and move about the room at random. If you choose to have students read in order, there is a greater chance that students at the end of the line will doze off rather than pay attention and review the text as their classmates read aloud.

7. Correct the reading

Stop the students as they read. If a student mispronounces a word, have the student stop and try again. Do not move on until the student has read the text clearly. Some students may get upset or frustrated, but the attempts at perfecting the reading will reinforce the correct pronunciation.

With younger ESL students, you may want to move on to another student rather than have a single student repeat the text until he or she gets it right. Don't ignore those students who aren't quite getting it; go back to them after you've given the rest of the class a try.

If a lot of students are struggling with the pronunciation, begin the process again. Give the students a break and have them listen and read along to reinforce the pronunciation that they should learn.

8. Finish the reading

After all the students have read the short selected text, finish reading the full story you selected for class. Go around the room and have students each read a portion until it's finished. Be sure to correct the target pronunciation as the students read the rest of the story. As with all reading exercises, it should be combined with vocabulary lessons and questions for discussion to ensure students understand the text.

A variation of this can be used either in class or as a homework assignment. There are many online resources for stories with audio; you must be careful, however, as just as many aren't useful for learning English.

ESL Pronunciation Resources

Voice of America (VOA)

The best 100% free resource to give students to practice on their own is, unfortunately, intended for students at the intermediate level or higher. The Voice of America (VOA) has a website full of news with audio intended for ESL students using what the organization calls "special English."

The special English on the VOA is spoken clearly and slowly; the speech is metered so students can understand it better. It also uses vocabulary that isn't too advanced for most intermediate ESL students, making it a useful resource.

E. Advanced ESL Activities

Emily Monaco



Too often, the *quantity* of ESL students talking is given priority over the *quality* of the speaking time. While it's important to get your ESL students talking, it's even more important to get them talking well.

1. Class Debate

Class debates are an ideal way to get your advanced students talking, especially because there are several opportunities for speaking practice in one activity.

First, break your class into smaller groups of about four or five students. Debating in large groups saves time, but it could cut down on how much each individual student actually gets to say. Depending on the size of your class, you may want to have two separate debate sessions, and have the students who *aren't* participating in the debate judge the results for their classmates.

For the debate, give students an interesting topic and be sure to give them enough materials – in English, of course – to be able to address the issue you've assigned. A great way to do this is to choose an issue from current events and give your students access to recent English-language newspapers, either online or in paper form, such as *The New York Times*, *The Wall Street Journal* and *The Guardian*.

The New York Times requires a subscription for full access, as does *The Wall Street Journal* (if you and your students use these sources on anything like a regular basis, you may find they're easily worth the price). You can also give students a choice of three fascinating debate topics and have them vote for which one they'd like to discuss.

Assign each group a side and give students approximately a half hour to prepare their arguments. Each side should be aware from the very beginning that you'll require an introductory argument (five minutes), rebuttal (two minutes), second rebuttal (two minutes) and conclusion (two minutes). Each student will be required to manage one of these arguments; for groups of five, the introduction can be split in half. This will ensure that all students have the opportunity to speak.

When it comes time to begin the debate, flip a coin to decide which group gives the first argument. Both introductions are then given; encourage all students to take notes during the introductions. After the introductions, give groups two minutes to formulate a rebuttal.

Rebuttals are then given, followed by an additional two minutes for a second rebuttal. Students are given two minutes to edit their conclusions, as needed, followed by deliberation by the jury or the teacher.

Things to Watch Out for:

- While students are preparing their arguments, be sure to monitor groups to ensure that the preparation work is being done in English.
- Be sure that students who are giving the introduction and conclusion avoid the temptation to read what has been prepared. Students should be graded on delivery as well as argument.

2. Film a News Show or Skit

Filming a news show or skit is a great way for students to include multimedia in their oral English practice, especially if your school has a multimedia lab. Unlike a more traditional skit that students simply perform in class, this concept allows students to use free editing software, such as iMovie for Mac, to edit their films together.

First, decide whether you would rather have students film a news show or a skit. Skits tend to be better for larger groups that are older and more advanced, whereas a news show is better for intermediate learners or when you're a bit strapped for time.

It can be beneficial to model a news show or skit with native content. With this program, you'll be able to showcase authentic English from video clips of the news or other media. Every video has interactive subtitles that let students pause and check the meaning of any word to avoid confusion.

You can also make a flashcard deck with relevant terms from the various videos. These flashcards will let students see the word in context in sentences and clips from other videos. You can also use these flashcards to help students learn the words with adaptive exercises.

Once they've seen some examples and learned a few keywords, students will need to conceive of the skit and write it. You may wish to give direction as to a topic, especially if you'd like to link it back to something that you've been studying.

For example, if you've been reading a novel with your advanced ESL students, you may ask them to reinterpret a scene from the novel. If you've been working on vocabulary, ask students to incorporate at least ten of their new words into the skit.

For a news show, each student will present the daily news (or invented news!) from each section, i.e. general news, sports news, weather news, local news. This option allows students to still experience the multimedia aspect of this activity without having quite as much to prepare.

Should you choose the first option, you should allow your students at least four class periods to prepare: one to conceive of their skit, one to rehearse, one to film and one to edit. For the news show, you could conceivably do the activity in just three periods – one to write the show, one to film and one to edit. Use an additional class period to have a screening of all of the students' projects.

Things to Watch Out for:

- Be sure to stress that each student must speak in the skit/news show. Some students will have larger parts than others, but make sure that students take turns filming so that they don't end up behind the camera instead of in front of it.

- Encourage students to write a script that suggests their lines, rather than attempting to memorize exact lines. This will not only allow them to practice spontaneous oral production but also removes the tedious task of memorization which is not the goal of this exercise.

- Consider giving students' skits a time frame, for example five to ten minutes.

3. Murder Mystery Party

A murder mystery party can be a fun last day exercise before a big break or vacation. It's a bit tougher to grade than some of the other ideas on this list (you may opt not to) but it's endlessly fun for students and it can be a lot of fun for you as well!

First off, you're going to have to come up with a scenario and characters. You can make up your own characters or you can use a guide to murder mystery parties to start off on the right track. You can even purchase murder mystery party kits online.

Next, you'll need to assign each of your students a character at the party. Each student will receive a card with secret information about his or her character, which the students should keep to him or herself unless asked a direct question by another character, in which case the student has to answer truthfully.

The aim of the game is to figure out who murdered the host of the party by asking questions and snooping for clues. You can leave clues around your classroom ahead of time, making them as simple as notecards describing an item (for example, a silver bracelet with a strange, rusty red stain on it) or you could create actual props, depending on the time you have to work on this project.

Things to Watch Out for:

- Be sure to encourage students to speak in English. When playing a game, there's always a temptation to revert back to the native language, and this should be discouraged at all costs. To keep things going smoothly you'll need to become part of the game yourself, so don't forget to create your own character!
- If it seems as though students aren't discovering clues quickly enough for the game to reach its conclusion, as the game-master you can give them hints. Just make sure that all students hear the hints!

4. Improve Games

Improve games can be a great way to encourage students to speak spontaneously, which is a vital English skill.

While there are lots of different improve games out there, this basic improve game is great for the classroom. It's fast, it allows students to speak quite a bit and it's very adaptable, depending on the class that you have.

Choose three students to go on "stage" to start. Ask students in the audience to name a place, which becomes the setting. From here, the students should begin to improvise a scene.

Right before the scene begins, ask each student to take a slip of paper, upon which you'll have already written a random word. The student must use the word in the skit at some point. Students have only five minutes to finish the skit and use each of their words before another three students take their place.

If you think that students need more guidance, you can also give them characters or a basic premise. For example, "You're all roommates and you need to talk to Chris about the problems being posed by his pet alligator."

As students get used to the game, you can also allow audience members to raise their hands periodically and throw in something new when called on.

For example, a student might say, “Someone knocks on the door” Or “A bird flies in through the window.”

Things to Watch Out for:

- With games, it’s always better to let the game reach its logical conclusion first and correct, if needed, later. Be sure to take notes so that you can address any grammar issues or other problems that you noted during the game. As always, the best way to correct speech like this is to first repeat or write the sentence the way you heard it, and then ask students to offer a correction.

5. Record an Interview

This activity allows advanced English students to use their knowledge to correct their classmates, which gives them even more linguistic awareness.

First, place your students into pairs. Give students between five and ten minutes to come up with a list of questions – for an advanced class, between seven and ten questions should be enough, as the questions should be open-ended.

Have them download a voice recorder app onto their phones, and allow students to interview one another. A variant of this may be to allow students to take on a persona, real or imaginary, and answer the questions as this persona.

Once the interview is over, have students listen to the recordings and correct themselves and one another. Ask students to justify their corrections, to ensure that they have understood the mistakes that were made. These corrections should be written out and turned in.

Things to Watch Out for:

- Students correcting other students can become mean-spirited in the wrong context. Make sure that students are correcting one another helpfully.
- Ideally, the teacher should listen to all recordings to make sure that no corrections were missed. Have students keep interviews to under 5 minutes, to make this easier for you, and have them share their audio files via Dropbox or email so that you can listen too.

6. Discussion: Speed-dating Style!

This is a fun one that can be used as a main activity or as a warm-up to a lesson. First, you’ll need to rearrange the classroom a bit, if you’re able to in your teaching environment.

Organize your class into two concentric circles with chairs from the outer circle facing in, and chairs from the inner circle facing out. The structure of this activity is much like the deeply romantic modern courtship ritual of speed dating. Choose one circle to be “mobile.” After three minutes of discussion, students in the “mobile” circle will cycle clockwise to speak to a new partner.

There are a number of ways you can organize the topics they'll discuss. You could call out a new topic every three minutes, or, to really get your students to develop an opinion, you could have them discuss the same topic with each person in the opposite circle.

Time is of the essence here; it's best to keep your topics fairly straightforward, as there won't be much space for reflection as the seconds tick away. I find relatively light topics such as "Is it really that good being young?" "Which are better: cats or dogs?" and "Should students wear uniforms?" are very effective for this format.

When teaching a course on discussion and debate at the Thai university where I work, I always use this activity as an ice-breaker for the students to get to know each other. It warms them up and helps them become comfortable with each other, which can be very important in encouraging students to express their opinions to each other.

Things to Watch Out for:

- You might find that students run out of things to say before the three minutes are up. Have some follow-up questions ready in case that happens so you can keep the conversation going.
- Listen for common mistakes that you can go over as a class after the activity.

7. Think-Pair-Share

Also called "Talking Partners," this activity begins by giving the class a topic to think about. They can think quietly about the topic for a few minutes and are then assigned a partner.

Students will discuss their opinions about the issue with their partner. After a set number of minutes is up, pairs can share their opinions about the topic with the class as a whole.

Possible topics for Think-Pair-Share might include "Nurses should be paid more than lawyers," "Alcohol should be made illegal" and "Money defines success in life."

This activity lends itself to easy differentiation: You might pair up a weaker student with a stronger one, or decide to partner two strong students together to keep them challenged.

Likewise, when each pair is sharing their opinions with the class as a whole, you may wish to have each student explain the position of their partner rather than their own opinions. A kind of "devil's advocate" then can be a useful exercise to lead into more formally organized debates.

Things to Watch Out for:

- Again, some pairs may finish talking before the set time is up. If this happens, you can have them give you a quick summary of their opinions and then ask follow-up questions for them to continue discussing. Or, if they share the same opinion, you can ask them to discuss arguments that the other side might use in a debate.

8. Pros and Cons

This simple activity is very useful – whether as preparation for structured discussion or debate or as an end in itself. It can also be a great way for students to reflect on a topic while forming their own opinion.

Pros and Cons involve individually making lists of the pros and cons (or the for and against) of a given topic. It allows the student to weigh the different arguments and counterarguments in their minds.

It can also provide a useful jumping-off point for extended pieces of writing. I sometimes provide students with word banks of target phrases, vocabulary and sentence starters during this activity, helping the students express their ideas more coherently.

When the students have completed their list of pros and cons, they can use this as a basis for writing their arguments in the form of an essay or debate preparation. The list allows them to see points and counterpoints they can develop, and also highlights the fundamental differences between mere propaganda and a well-developed argument that has taken counterarguments into full consideration.

“TV does more harm than good,” “Group English classes are better than private lessons” and “Celebrities are overpaid” can be good starting points to get the pros and cons ball rolling!

Things to Watch Out for:

- Picking the topic is an important part of this activity. Try to make it relevant or interesting for your students, but not too advanced for their current level. Again, you can tailor it to the specific vocabulary or topic you’ve been teaching in class.

9. Rounds

An important aspect of discussion is empathy. The ability to understand things from another’s point of view can be crucial in helping us develop a more sophisticated opinion of our own. “Rounds” effectively does this by putting the student briefly in the position of playing devil’s advocate.

Begin the activity by writing a contentious discussion statement on the whiteboard, such as “Zoos are a necessary way to safeguard endangered species” or “Third-level education is not worth the financial investment.” Have

the class divide itself along the lines of for and against, based on their actual opinions. The more contentious the issue, the more beneficial the exercise.

Then, tell students that those who are “for” must now speak for 30 seconds *against* the statement, and those “against” must speak for 30 seconds *for* the statement. You may wish to have a number of different statements ready to prevent students from merely repeating the arguments of others.

In this activity, the opinions expressed are less important than the intellectual gymnastics required to understand the opposing opinion and formulate an argument against their own stated belief. This is also a useful skill to develop when undertaking formal debates.

Things to Watch Out for:

- Since you’re dealing with contentious issues, the discussion could get tense and students could take it personally and get upset. Students could also feel singled out or embarrassed if they’re outnumbered by the other side. You know your students best, so approach this activity considering how they might respond. It could be a good opportunity to talk about respectful disagreement.

10. Socratic Circles

A Socratic Circle is a more formal discussion method developed from the idea of the Socratic dialogue, whereby we arrive at the “truth” by a process of questioning and answering, then reflecting and critiquing, and finally resulting in a very refined argument or position. In the context of the classroom, it usually revolves around responses to an open-ended question based on a written text.

To begin, assign a suitable text or passage to the class for homework. The students should read, analyze and annotate the text with their own thoughts and opinions. Some very interesting articles to inspire discussion can be found [here](#).

In the next lesson, divide the class into two concentric circles, both facing inwards. Students sit in their assigned circles with their text.

The inner circle then discusses the text, using their notes to help them formulate their ideas. You can use a series of prepared open-ended questions to simulate the discussion.

The outer circle sits quietly while observing closely, and may take notes. After ten minutes (or whatever time is appropriate for your group), the outer circle then provides feedback to the inner circle based on their observations. The groups then switch and the process repeats.

This activity provides excellent training in listening and speaking, and bridges these skills to reading and writing. Generally, the focus of the questions will be a moral dilemma of sorts. This doesn’t mean, however, that

it can only be used with older students. Important philosophical questions are raised in many children's texts too, especially in fables such as "The Tortoise and the Hare."

As the teacher, you can also differentiate the complexity of the questions in line with the maturity of your students. Usually, the text will be a short thought-provoking piece. While fables work well with younger students, strong, opinionated newspaper editorials are great for older students.

Things to Watch Out for:

- Make sure everyone contributes to the discussion rather than relying on the stronger students to do most of the talking. It will quickly become obvious who did or didn't do their homework!

- If it seems like some or all of the students didn't fully understand the text, take some time to break it down and have the students use context to discover the meaning of unknown words and phrases.

These techniques are only one element of teaching your advanced students to speak English.

The important thing is to help students overcome their initial fears of speaking and to give them plenty of time to practice.

F. To motivate students to learn English: classroom strategies



Several classroom strategies that'll bring out the best in the students and get them excited about learning English.

1. State clear rules and expectations

Start at the beginning of the school year with clear rules. Above all, you need to explain from day one that this is an English class, and English will be the medium of communication.

Have realistic expectations too, depending on the language level of your students. Obviously, different age groups “ring the bell” concerning language or maturity levels. Your students also won’t develop their language at the same rate, face the same struggles, or excel in the same areas.

2. Give plenty of talking time

The more you encourage students to communicate in class, the more motivated they’ll be. Here are some ways I’ve made my class more communicative:

- Set up group activities so students have to use the language while working together.
- Instead of traditional rows and columns, arrange student desks to make larger tables to encourage communication.
- Try the discovery grammar method. Give students a grammar worksheet with the answers already in the blanks *before* you teach the grammatical concept. Then challenge groups of two or three students to work together to see if they can figure out the rule on their own.
- A flipped classroom is another great technique. Assign instructional material to be completed at home and then use class time for extension, practice and deepening activities – in other words, putting language to use through communication.
- When all else fails, keep your class communicative by minimizing **teacher talk time (TTT)**. The less you talk, the more your students will be talking.

3. Know your students’ needs and goals

Get to know your students. Analyze their needs and understand their goals and reasons for learning English. Which skills are each student interested in improving, productive (writing and speaking) and/or receptive (reading and listening)?

To help find out this information, at the beginning of the term or school year I ask students to fill out a questionnaire. This is where students can describe their language needs, as well as their long-term/short-term English learning goals. You can devise your own questionnaire or use existing materials from the web or your textbooks.

As you go through the class, observe your students’ strengths, weaknesses and needs! Just informally gauge where they might be. This can be done through those low-key chats, engaging in games or even by talking with students one on one.

4. Make your lessons practical

People don’t like doing things that are pointless. They want to know that there’s a purpose behind what they do, even with simple activities:

- Use **realia** whenever possible. Realia are physical objects, like fruits, maps and pencils. If you're learning about oceans and beaches, have a handful of seashells to share with your students. Even just having a photograph or drawing of new vocabulary words will increase understanding.

- Project-based learning is a great way to keep things focused on reality, since it starts with a true-to-life problem and asks students to solve it. Students work through a series of steps to come to a solution, like planning their steps, gathering the necessary information and coming to a conclusion.

- Role-playing is another way to stay focused on the practical. Giving students real-life situations they're likely to encounter in the outside world lets them practice for the future in a safe environment.

5. Use authentic materials

To have interesting lessons, you need to use authentic materials frequently. People love movies, magazines and contemporary music, so invite pop culture into class. One teacher resource even has hundreds of English clips from TV shows, popular vlogs and more, all with learner exercises and interactive subtitles.

Use these materials in class for listening activities, reading activities or to learn new vocabulary. Get yourselves out of the textbook and start reading *People* magazine. Use a movie as the basis for event sequencing, writing a summary or a cloze listening activity. Pay attention to the music your students like, the types of movies they watch and what they enjoy on TV, then include these materials whenever possible.

6. Include fun activities

Making class fun is a surefire way to up intrinsic motivation levels. When students are having a good time, they'll be more engaged in learning.

I'll be honest – I love using games with my students. Some of my favorites are Scrabble, Scattergories and Charades. And you don't have to feel tied to the traditional rules, either. There are plenty of ways to change up traditional games to make them even more fun for your ESL students in class.

Another activity would be using social media in class. Try having students write short posts for Facebook, X (Twitter) or Instagram. They can also start a class blog and then write there and respond to comments from their classmates as well as the world at large.

7. Let students be creative

Being too explicit with instructions usually means there's little creative liberty for students. They might have a fantastic idea, but it has been shut down by all the "dos and do nots."

Give your students room to explore. Just as explicit directions lead to stifled creativity, an open-ended approach provides the opportunity for

massive creativity. You can ask your students to create a written essay, video, blog post, photo essay with captions or something entirely different that brings out their creative side.

If there truly is a very specific way things must be done, explain it in the simplest terms that you can. Providing a visual example might be more beneficial, though be careful that your example doesn't end up being the standard.

8. Make your classroom a safe space

One of the best ways to shut down an ESL student is to put them on the spot. Asking a student to respond or speak on demand, especially solo, can create some major anxiety.

Providing relaxed situations for students to try out English will really allow them to open up. Starting off with classroom or small group conversations doesn't put anyone on the spot. If a student feels like they can communicate at their own speed, they'll be more likely to eventually participate in the conversation.

Warm and positive tones, smiles and open body language will also put your students at ease.

9. Connect with your students

Your students will likely be more motivated to learn if they know that you care. That's why forging relationships with your students is so important.

Let your students know that you care about them and where they come from by encouraging expressions of culture in class. Be on the lookout for any opportunities to have students share their values, beliefs and traditions.

Also, take some time every day to relate to your students on a personal level. Ask them how their weekends went. Encourage them if they seem down. Let them know that you're there for them in any way.

10. Don't correct every mistake

It's important to give positive feedback, like compliments and encouragement, as well as criticism.

But please, please don't correct every little thing. Ask yourself two questions: Is it causing a major breakdown in communication? If not, maybe just let it go. Will this embarrass the student? If so, definitely let it go.

If you must correct, it's best to do it in a natural and positive way.

For example, your student makes the following statement when speaking about his father: "She liking ice cream pink." Instead of pointing out each of the errors in the sentence, it would be more beneficial to say "Cool – he likes pink ice cream. Me too!" Your student will pick up on that.

Next time they might not make the same error – or they might. The important thing is, they tried again.

11. Celebrate hard work and achievements

It's great to celebrate achievements on a regular basis. This means taking the time to talk about the things your students have accomplished and giving them the space to brag a little. Go around in a circle and have everyone share something they believe they did well. Have their peers give them a round of applause, compliments or "snaps" to celebrate!

You can also praise students for their process and effort. If a student studies all night for a test then gets 60%, you can say, "You must have studied really hard, I bet if you study that hard next time you will do even better!" The student will know that if they study hard they'll be praised (and they're still aware that there's room for improvement). This can reap rewards in the classroom environment.

Scholarly research into effective praise goes much deeper into the subject, and the BSP model of praise (Behavior-specific, Student-specific, Positive praise) is very popular in educational discourse.

Intrinsic vs. Extrinsic Motivation for Learning English

Motivation can be categorized into two types: intrinsic and extrinsic.

Intrinsic motivation is simply the motivation to do something because it's personally rewarding. For example, you might play a sport because you enjoy it, or you might complete a puzzle because you find the challenge interesting. This would be intrinsic motivation, and this is the holy grail of learning.

The opposite is **extrinsic motivation**. This is when external factors are required to motivate you towards doing something. Examples are competing in a sport to win a trophy, or being paid to complete a task. This is extrinsic motivation, and it's best used to complement your students' intrinsic motivations.

One thing that you should notice straight away is that almost everything we use as teachers is extrinsic. Praise, rewards, stickers, candy, wanting to make parents proud, awards: all extrinsic motivation.

But to motivate students to learn English, you need to bring out their intrinsic motivation, whether through games, creative projects or lessons that are tied to their goals. You should also provide a supportive environment for them to boost their confidence and help them see the real-world applications of what they're learning.

Extrinsic motivation can be a very useful tool; especially to encourage students to do something they have absolutely no interest in whatsoever. The focus, however, should be on using the students' intrinsic motivations – their real motivations – to help them to learn.

Motivating students is a part of every teacher's job. By encouraging intrinsic motivation in your students, you'll be setting them up for success even after they leave your classrooms!

G. ESL family activities to practice vocabulary



EMMA THOMAS



Incorporating students' real-world knowledge and experiences into your lessons makes the learning process more effective.

Creative and effective ESL classroom activities using content that almost every student can relate to – their families.

1. Family Trees

In every ESL family lesson plan, the family tree should be your first port of call.

The perfect family trees aren't only useful for eliciting vocabulary about family members, they can also be turned into excellent conversation exercises for helping students learn to speak naturally.

Introduce this activity by drawing your family tree on the board, clearly indicating where you are in relation to other family members.

From there, expand the diagram further, making it more complex by adding things like *daughter*, *son*, *aunt* and *uncle*, until you cover all of the basic family vocabulary.

Then ask students to draw their own family trees, either on the board or on poster board or paper. Then they can present to the class or other students.

You can also introduce the activity by playing this charming video on ***"My Family Tree"***

2. Famous Families

Choose a famous family that all of your students should be familiar with. It could be a fictional family from a TV show, a celebrity family like the

British Royal Family. Just make sure that the family is a big one with lots of different family members.

3. Learning “Do” and “Be” Questions With Family

Along with possessive adjectives, *do* and *be* questions are some of the most commonly misused grammar for ESL students. Fortunately, you can use family lessons to help your students master these types of questions.

Spend some time going over the difference between the two types of questions, giving specific examples in relation to families. Some questions you could use include:

- *Where does your sister live?*
- *What do your parents do?*
- *Do you have brothers and sisters? How old are they?*
- *Are you married?*

After that, ask your students to come up with their own questions and then interview classmates.

4. Describing Family Members

You can delve into some more detailed ways to talk about family members by discussing their looks and personalities. There are a lot of words to cover here, so start by brainstorming some vocabulary words together to get your students thinking about descriptive adjectives too.

You can do this by splitting the whiteboard down the middle, with *appearance* on one side and *personality* on the other. Give your students some markers, step aside and have them fill in as many words as they can.

Once finished, have your students make sentences about their family using the descriptive adjectives on the board, like these examples:

- My mother is short.
- My brother is shy.
- My sister has long hair.
- My father is a veterinarian.

From there, have students make questions corresponding questions for those sentences, like: “*What does your mother look like?*” and “*What is your brother like?*”

5. Family Interviews

This is a great activity from my personal experience using it in my ESL classroom. Here’s what you do:

- Divide students up into pairs, preferably pairs that have different language and cultural backgrounds.
- Ask student to interview one another about their lives, traditions and families. Students should take notes so they remember the details.

- Then ask students to brief presentations to the class, introducing their partner's family.

When I've done this, the students have really gotten to know one another better and they seemed to appreciate the diversity in the room more afterwards, which is never a bad thing.

Here's a great example video of how these presentations can look:

Play

6. My Family Photo Album

This is a really fun activity. It can lead to both laughing and even tears if a particular student is in a wistful or homesick mood, so be prepared with some tissues!

A couple of days before you do this activity, give a brief preview and ask students to find family photos to show the class. These days that usually means printing them out from parents' emails or Google Photos. Another option is that they can collect photos into a folder on Google Photos and then show them on the projector.

Once the sharing activity day arrives, ask your students to go through their photos, describing them to the class. They can include details like:

- Names and ages
- Background of the photo (what was happening when it was taken)
- Their relationship with the subjects

After each presentation, open the class for questions. You might just have a heartfelt discussion on your hands, which is always good for learning.

7. Family Event Role Play

Acting and role play is always fun, so I try to include it as much as possible. If you set the tone by acting and role playing yourself beforehand, I find the students tend to take it more seriously.

Here's that to do:

1. Put students into groups.
2. Have them come up with a family-based scenario. This would be a family reunion, a wedding or a birthday party.
3. Have them assign roles and then act out the skit in front of the class.

After the activity, have students critique the skits. They can focus on acting quality, grammar or vocabulary to do this.

8. Family Traditions Collage

Including art and collage making into my ESL classroom has become one of my go-to activities, especially when you sense that some students are getting a little bored with traditional activity types.

Here's how to go about doing this activity:

1. Put students in groups.
2. Instruct each group to come up with a different family tradition, such as celebrating a holiday or cooking a special meal.
3. Have students research and create collages, either by cutting out pictures and words from old magazines or from printing them out from the internet.
4. Then have them do short presentations to the class, explaining their collages.

This activity takes about an hour, which will give you a little downtime as well, while students are having fun.

Here's a good video on family traditions around the world to get this activity started:

Play

9. Family Values Poster

This is another art-based activity that my students have always loved doing. You have to do a little prep work for this one. Ideally, you'd have one sheet of poster board for each group (and maybe a couple of back-ups in case one group messes theirs up), and some kind of colored markers so they can make the posters colorful.

For this one, you start the activity off by discussing family values, such as respect, honesty, working hard, saving money or even generosity.

Then you can ask students questions about their own family values to get people talking and to get used to using this group of vocabulary.

After the discussion:

- Put students in groups.
- Ask students to create posters illustrating their assigned value and present them to the class, explaining its importance and how their own family embraces it.

If you want to start off this activity with a short video about different types of families and family values, this is a great video for that:

Play

10. Family Mystery Game

This last activity takes the concept of finding out a mystery about each students' families.

A couple of days before the activity, ask students to bring in a small object (or photo of a small object) that represents one of their family members or one of their family's interests.

Ask each student to do a brief show-and-tell and then allow questions, such as:

- Does this object belong to a man or a woman?
- Does this object mean a lot to the person?
- Is this related to horseback riding?

Once the object's mystery is figured out, you can move to the next object. I've found students really enjoy this activity, because they get to share a bit of their personal history with their classmates.

With these creative ESL family activities, the students will be able to share about their families and their cultures and countries. This personal connection always makes for effective language learning.

1.4 Foreign language learning statistics – European Commission Bilingualism Statistics in 2025: US, UK & Global

Bilingual education statistics indicate that a significant portion of the global population, potentially over half, are bilingual or multilingual. While specific numbers vary, current estimates suggest that around 43% of people worldwide speak two languages fluently, with a further 17% being multilingual. In the United States, a considerable percentage of students are English Language Learners (ELLs), and these students benefit from bilingual education programs.

Global Bilingualism:

Estimates suggest that around 43% of the world's population is bilingual, with an additional 17% being multilingual.

U.S. English Language Learners:

The percentage of public school students identified as ELLs rose from 9.4% in 2011 to 10.6% in 2021.

California Bilingualism:

In California, 44% of 5-17 year olds are bilingual, according to the Kids Count Data Center.

Cognitive Benefits:

Bilingual students have demonstrated advantages in cognitive abilities like problem-solving and multitasking, as well as improved academic performance.

U.S. Teacher Demographics:

While linguistic diversity is growing in U.S. schools, U.S. teachers remain disproportionately monolingual, with only 13% speaking a non-English language at home.

Bilingual Education in the U.S.

Dual Language Programs:

Dual language programs, which immerse students in both English and another language, are becoming increasingly popular in the U.S. **California English.**

Learner Roadmap:

California has developed a roadmap to support bilingual education, emphasizing the value of students' home languages and promoting inclusive programs.

Teacher Shortages:

There is a growing need for bilingual teachers to support the expansion of dual-language programs.

There are approximately **3.3 billion bilingual people** worldwide, accounting for **43%** of the population.

36% of UK adults are bilingual. That's over 24 million people.

Spanish is the most popular second language to learn in the US, with more and more students taking Spanish lessons.

More searches are made in **California** for terms related to learning a language than any other US state.

More young people (aged 16-24) are bilingual than any other age group in the UK.

Belfast and **Brighton** have more bilingual speakers than any other UK city.

Indonesia is the **largest bilingual country in the world** being home to more than 200 million bilingual individuals.

Here's a more detailed breakdown:

Global Bilingualism:

Estimates suggest that over half the world's population is bilingual or multilingual.

- Approximately 43% of the global population is estimated to be bilingual.
- About 17% of the world's population is considered multilingual.
- Some sources suggest that the percentage of bilinguals in the world ranges from 50% and upwards, depending on the country and location.

How many people are bilingual in the UK?

The survey of 2,000 UK adults was conducted in October 2023 and found that:

- Over a third (36%) of UK adults can speak more than one language fluently. This means that there are around 24.5 million bilingual adults in the UK.
- 17.5% are bilingual, so can fluently speak 2 languages.
- And 6.5% of people in the UK are multilingual, as they can speak 3 or more languages fluently.

What's more:

- 1 in 20 people say they can speak 3 languages fluently (5%).
- Whilst 1.4% say they can fluently speak 4 languages.
- And 0.1% say they're able to speak 5 or more languages fluently!

How many people are bilingual in the US?

According to the U.S. Census Bureau, 21.6% of people in the US speak a language other than English at home. That's 1 in every 5 adults.

It's important to note, however, that this may be an inaccurate estimate of the number of bilingual people in the US. This is because some individuals may speak other languages fluently but may not use them at home.

Which second languages are most popular in the US?

There are a variety of different ways in which a person can learn a second language. They may have grown up around a speaker of that language, learned it at school or even decided to get a tutor or teach themselves the language as an adult.

To find out a little more about language learning preferences of US adults in 2024, we conducted an analysis of search volumes in each state for various terms centred around language learning. To do this we used the online search analysis tool Keyword Finder, which enabled us to obtain average monthly search volumes for the 20 most widely spoken languages in the world, proceeded by the word “learn” (eg. “learn Spanish”, “learn German” etc).

- **Spanish** is the most popular second language to learn in the US for people taking **conversational Spanish classes**, with “learn Spanish” being searched for online 75,300 times a month!

- **English** is the second most sought after language when it comes to learning, with an average of **24,800** searches being carried out online each month for the term “learn English”.

- **Japanese** is also a popular language, being searched for online approximately 20,600 times every month in the US by people that want to learn Japanese.

- **Korean** and **French** are also highly sought after when it comes to learning another language, with the terms “learn Korean” and “learn French” receiving 18,000 and 13,200 monthly searches respectively.

- **Chinese**, **Russian** and **German** are also popular choices amongst those in the US.

- As are **Arabic**, **Portuguese** and **Hindi**.

Questions on the Bilingual Education with the keys

What Is Bilingual Education?

Bilingual education is the delivery of academic material in two languages, one of which is usually the students' native language. Students of all ages enroll in schools and learning environments where the primary language is different from their native language; in order to keep these students on the same academic timeline as their peers, schools may offer a bilingual education program that makes course content more accessible while students learn a new language.

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language. Varying amounts of each language are used depending on the outcome goal of the model.

What is the goal of bilingual education?

The ultimate goal of bilingual education is fluency and literacy in both languages through a variety of strategies such as translanguaging and recasting.

What is the purpose of the bilingual education program?

Bilingual education programs are designed to make grade level academic content accessible to emergent bilingual students through the development of literacy and academic skills in the child's primary/partner and English.

Why do we need bilingual education?

Why is Bilingual Education Important? Bilingual education benefits students' cultural experiences by allowing them to connect with their heritage and appreciate diverse cultures. This cultural awareness fosters empathy, adaptability, and a broader worldview.

What is the difference between English only and bilingual education?

English only uses solely English as the medium for instruction, whereas Bilingual Education, as its name implies, uses both English and the student's native language.

What is L1 in bilingual education?

Together, L1 and L2 are the major language categories by acquisition. In the large majority of situations, L1 will refer to native languages, while L2 will refer to non-native or target languages, regardless of the numbers of each.

What is the primary purpose of bilingual education?

The goal of the Bilingual Education Program is to ensure that each student's first language and culture are honored and used as a vehicle to facilitate English language acquisition so that English Learners are able to master the state curriculum while becoming biliterate.

What is late bilingual education?

In late-exit bilingual programs bilingual teachers work with English language learners who share the same first language. Students receive instruction in both languages until they reach linguistic, cultural and academic proficiency in both their native language and English and can join mainstream classes.

Program Structure: Bilingual education programs aim to develop bilingualism and biliteracy skills, fostering academic success in both languages. ESL programs focus on providing English language instruction and support to help students acquire English proficiency

What are the benefits of bilingual education?

Those who learn a second or third language from a young age are able to develop communication skills and a higher degree of literacy. Children who grow up in bilingual environments develop a keen awareness of how language works and have a stronger foundation for learning additional languages in the future.

Why is bilingual education important in a globalized world?

The benefits of bilingual education go well beyond the ability to converse in multiple languages. It strengthens cognitive development, deepens cultural awareness, and equips students with better job prospects in an increasingly interconnected world.

Bilingual education is the delivery of academic material in two languages, one of which is usually the students' native language.

Bilingual education enables students to develop comprehensive abilities in a second language in terms of listening, speaking, reading and writing.

What is the bilingual pedagogy of education?

In bilingual pedagogy, both languages are used during the whole day (e.g. lunch, circle time, outdoor activities, and interaction). Both languages are used as a goal and as a tool of learning.

What is the meaning of bilingual approach?

Bilingual Method allows the teacher and pupils to use two languages; one is the target language to be learnt and the other mother-tongue which is used to achieve the target language English. Bilingual Method is suitable to Indian multicultural context where people speak different regional languages.

How important is bilingual education?

Bilingual education has many cognitive benefits. Children that know a second language perform better in tasks that call for creative thinking, pattern recognition and problem solving. Young learners develop greater linguistic awareness and a more complex understanding of their native language.

How to teach bilingual education?

Flores recommends finding ways in class for students to share their language with their peers. If a class is talking about a vocabulary word, ask students how they would say the word in their language. She also encourages teachers to add books written in students' native languages to their classroom collections.

What is an example of bilingual education?

In grade schools, bilingual education programs incorporate both the students' native language (the partner language) and English in varying proportions: 50/50: English and the partner language are used equally throughout the class, schoolday, semester or program length.

What is considered bilingual education?

By definition, bilingual education is education that teaches academic content using two languages. However, beyond this basic definition, there is considerable variety in how a bilingual program actually looks. Many differences exist because student populations are so diverse.

How teachers can promote bilingualism in the classroom?

1. Show students that you're open to learning about their culture. ...
2. Group students strategically. ...
3. Think about ways to engage with families. ...
4. Consider what students have been through.

What country has the highest rate of bilingualism?

Indonesia is the largest bilingual country in the world, with approximately 200 million people speaks more than one language. Indonesians speak about 746 different languages. Javanese has the most users in terms of native speakers (about 80 million).

What percentage of Europe is bilingual?

Approximately 65% of Europeans can converse in a language other than their mother tongue, a notable contrast to the United States where only about 20% of adults speak more than one language.

What's the easiest language to learn?

5 easy languages to learn

- **English.** It's the most widely spoken language in the world, making practice possible. ...

- **French.** French has over 100 million native speakers and is – as the official language in 28 countries – spoken on almost every continent. ...

- **Spanish.** ...

- **Italian.** ...

- **Swahili.**

Which language came first?

Oldest Written Evidence of Language

If the question is what language has the oldest written evidence, then Sumerian and Egyptian are the likely contenders, says Roberts. Both languages emerged around the same time – toward the end of the fourth millennium B.C., or about 5,000 to 6,000 years ago.

Which country is officially bilingual?

Examples of officially bilingual countries include Canada (English and French) and Belgium (Dutch, French, and German). Additionally, there are numerous multilingual countries such as Singapore, South Africa, and Switzerland, where multiple languages are spoken within their borders

What are the 5 methods of teaching English?

Top 5 English Language Teaching Methods

By understanding and integrating these popular methods, educators can create a dynamic and supportive learning environment that fosters language acquisition and communication skills in learners. Here are the most popular English language teaching methods from which educators can choose from:

- 1. Grammar-Translation Method**
- 2. Audio-Lingual Method or Army Method**
- 3. Communicative Language Teaching (CLT)**
- 4. Task-Based Language Teaching (TBLT)**
- 5. Total Physical Response (TPR)**

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PART 2

BILINGUALISM



The theory of Bilingualism was developed by Jim Cummins, in the early 1980's.

Bilingualism means **at first** that the person is able to communicate in both languages and to apply the code-switching in adequate situations; this includes speaking and understanding as well as reading and writing. This is defined as the ability to articulate correctly, the use of adequate words in number and meaning and the knowledge of building correct words and phrases. **The second level** involves the correct way of using the language as a communicational means and also the ability to decide which language is the suitable one in which situation. **The third level** is the lingual-cognitive competence which means at first the ability to understand the meaning of language concerning words and meanings. These three levels combined are called **biliteracy**.

1. Bilingualism refers to the ability to speak two languages. There are different types of bilingualism depending on when and how a second language is acquired.

2. There are several advantages to being bilingual, including enhanced cognitive abilities and better performance on tasks requiring selective

attention. Bilingual children also tend to be more creative and sensitive to social aspects of language.

3. Second language acquisition theories aim to explain how people learn additional languages after acquiring their first. There are different stages of second language acquisition and various factors that influence the process, including age of learning, amount of exposure or immersion, and social conditions.

Bilingualism is the case which occurs when an individual can communicate in two languages. A bilingual person can fully or partially comprehend the messages transmitted in two separate languages. Nowadays, as an inevitable consequence of a very high rate of migration, common implementation of international trades, international tourism events and a diversity of education programs, people are required to be able to communicate in at least two languages together with their mother tongue. Bilingualism plays an important role in today's world because of globalization. As it is related to individuals and languages, it requires detailed investigation in individual, societal, political, cultural, historical, scientific and global level. Considering the importance of the situation, this study focuses on the definition, causes, types, dimensions, outcomes and taxonomy of bilingualism as well as examples across the globe and Turkey. It aims to connect the bilingualism to the changes in people and society, too. It also provides implications of bilingualism in educational context

Bilingualism may be associated with better social skills and students well-being in high schools. The present study attempts to explore the perspectives of Azerbaijani students toward bilingualism in educational system. They commented a positive attitude toward their first language in a way that bilingualism is important and will be utilized in any situation. The students will try to be in touch with the culture and language.

Nowadays the view on bilingualism has changed due to modern scientific knowledge. For a long period second language was seen by researchers and educators as an interference that is more like a hindrance for the academic and intellectual development of a student. In fact in the bilingual brain both language systems are active even when only one language is used. This can cause situations in which one system restrains the other one. Now the question is whether this can be seen as a benefit or not.

Nowadays, controversy of bilingual education system program still exists. Bilingualism remains as an issue particularly whether or not it is appropriate to be taught for young learners. Learning two languages in the same time is seen to create damaging effect into confusion for children in their

age. In spite of the criticism, there are advantages which is offered from bilingual education. Seeing on how bilinguals have good deals as across many aspects such as cognitive control and linguistic knowledge whose the learners are better in problem solving and high order thinking skills, the purpose of the study is going to focus on how bilingualism is suitable or not to learn for young learners. Since young learners are in the golden age to acquire new language, linguistic knowledge.

Bilingualism is in the modern foreign language pedagogy, looking into bilingual practices of foreign language teaching in a communicative context.

2.1 The History of Bilingualism

Bilingualism has existed throughout human history, with evidence of multilingual societies dating back to ancient civilizations (Mesopotamia, Egypt, and the Roman Empire). The spread of languages through colonization, trade, and migration has contributed to the development of bilingualism worldwide. The expansion of European empires (British, French, Spanish) led to the spread of their languages and the emergence of bilingual communities in colonized regions.

Globalization and increased international mobility in the 20th and 21st centuries have accelerated the growth of bilingualism, as people move across borders for work, education, and personal reasons.

The recognition of linguistic rights and the promotion of language revitalization efforts have also contributed to the maintenance and growth of bilingualism in minority language communities. Technological advancements, such as the internet and language learning apps, have made language learning more accessible and have facilitated the development of bilingualism.

The study of bilingualism has evolved over time, with early research focusing on the perceived negative effects (language confusion and delay) and later research highlighting the cognitive and social benefits.

Bilingualism has a long history as humans have needed to communicate with people speaking different languages. According to Baker and Wright, starting from the time when earliest communities existed, bilingualism has been a phenomenon in every civilization. Unlike the long history of bilingualism, bilingual education came into prominence in the 20th century. However, there are some earlier examples of bilingual education in history in contrast to the common belief claiming bilingual education started in the 1900s. The misconception that bilingualism is a recent topic might result from two important handicaps of bilingual education, which are ambiguous past of bilingualism and disconnecting bilingualism and bilingual education today with their historical roots. Although they might not be parallel to today's understanding of bilingual education, Mesopotamian civilization provides us with some instances of bilingual education. "We have a large number of bilingual texts within the system of scribal tradition and education" (Galter, 1995, p. 25). These texts were written as a consequence of communicational, economic, political and social processes in Mesopotamia. Multiculturality of the region was the main reason behind the actions regarding the bilingual texts and education in that humans have had to find ways to deal with the

multicultural societies throughout the history as they have been obliged to or have preferred to share the same environment and means. Taking this into account, it would be appropriate to name bilingualism and bilingual education as phenomena which are commonly related to individuals, groups, countries and nations. Thus, bilingual education is a significant component of a social, political, cultural, economic and educational world. Likewise, bilingualism is affected by several factors such as political or socio-cultural ones. Considering the interconnectedness of bilingualism and society, research and studies conducted and published in the area of bilingualism and bilingual education are of great importance for the communities. Seeing that, a compilation of previous studies conducted in the fields of bilingualism and bilingual education is reported in this paper. This study also aims to provide an insight into reasons behind bilingualism, types and dimensions of bilingualism as well as outcomes of bilingualism. In addition, it focuses on bilingualism in the context of Turkey. It also gives information about the reasons for bilingual education and its purposes. It examines the taxonomy of bilingual education, as well. It also gives information about the advantages and disadvantages of bilingual education in addition to bilingual education in Turkish context. Finally, it declares some implications for educational context.

The history of bilingualism has suffered from constant shifts between governmental and public support or rejection. The history of the US from the colonial period to 1840 was characterized by the proliferation of bilingual schools. Bilingual education was common in states like “Pennsylvania, Maryland, Virginia, and the Carolinas during the 1700s.” Fishman & Keller claimed that “in some of these early schools the native tongue was used exclusively as the medium of instruction and English was taught as an academic subject).

The most common languages taught were those of Western Europe – German, Dutch, Polish, Norwegian, and French. With the establishment of California as a state, parochial schools proliferated in the southwest. At this time, bilingualism was accepted, and this acceptance was reflected governmentally by the establishment of one of the Acts of Congress in 1774-1779. As Fishman and Keller note, “The Congress provided for the publication in German of a number of documents in order to make them accessible to the German-speaking minority . . . In addition, federal laws were printed in French for the first time in 1806, and the federal government later mandated that all laws applying to the Louisiana territory be printed in both English and French.

From 1774 to the 1840, bilingual education had been the domain of private and parochial schools. But after 1840 up to World War I, public schools began to experiment with bilingual education. After World War I,

bilingual education was practically abandoned, and some states passed laws requiring “that English be the sole language of instruction . . .” Other states even attempted to eradicate the teaching of foreign languages.

Historical Development of Bilingualism

- Bilingualism has existed throughout human history, with evidence of multilingual societies dating back to ancient civilizations (Mesopotamia, Egypt, and the Roman Empire).
 - The spread of languages through colonization, trade, and migration has contributed to the development of bilingualism worldwide.
 - The expansion of European empires (British, French, Spanish) led to the spread of their languages and the emergence of bilingual communities in colonized regions
 - Globalization and increased international mobility in the 20th and 21st centuries have accelerated the growth of bilingualism, as people move across borders for work, education, and personal reasons.
 - The recognition of linguistic rights and the promotion of language revitalization efforts have also contributed to the maintenance and growth of bilingualism in minority language communities.
 - Technological advancements, such as the internet and language learning apps, have made language learning more accessible and have facilitated the development of bilingualism.
 - The study of bilingualism has evolved over time, with early research focusing on the perceived negative effects (language confusion and delay) and later research highlighting the cognitive and social benefits.
 - Historical events and policies, such as the U.S. Bilingual Education Act of 1968 and the European Union's promotion of multilingualism, have shaped attitudes and approaches to bilingualism in education and society.

2.2 Educational Bilingualism

Educational bilingualism is attracting the growing interest of schoolteachers, lecturers, teacher trainers and cognitive scientists (Garcia and Kleifgen 2010). The focus is on the educational bilingualism (emergent bilingualism), typical of students who are learning English as a foreign language in the medium of their mother tongue. Educational bilingualism means two or more operating linguistic and cultural codes in the learner's linguistic mind to perform learning tasks and communicate with the teacher or peers in the classroom, discussing problems, roleplaying, doing exercises or doing fun activities.

The studies of educational bilingualism today are particularly relevant in relation to the following socio-pedagogical factors:

- the social environment is getting increasingly multicultural and code-switching is a common and convenient strategy for interpersonal communication in the family, school and elsewhere (Rios and Campos 2013);

- the contact of languages and cultures inevitably activates the processes of seeking one's cultural identity and the preservation of one's "self" in a foreign language lesson (Gao et al. 2010);

- language pedagogy is increasingly focusing on the integration of language and interdisciplinary knowledge (CLIL – Content and Language Integrated Learning), which necessitates switching codes in the educational process for reasons of removing the language barriers in general knowledge acquisition (Lasagabaster 2013);

- code-switching in the foreign language classroom is beginning to be seen as a teaching resource to improve the effectiveness of training, and its usefulness is being recognized by both teachers and students (Sert 2005).

In bilingual education, students are taught in two (or more) languages. It is distinct from learning a second language as a subject because both languages are used for instruction in different content areas like math, science, and history. The time spent in each language depends on the model. For example, some models focus on providing education in both languages throughout a student's entire education while others gradually transition to education in only one language. The ultimate goal of bilingual education is fluency and literacy in both languages through a variety of strategies such as translanguaging and recasting.

Bilingual education can also support minority language speakers by communicating the value of their home or heritage language, resulting in

increased self-esteem. Additionally, bilingual education models have been shown to improve student engagement and attendance as parent involvement in school activities.

Bilingual education supports students in becoming literate in both languages, which has been shown to increase reading scores for students in both languages. Researchers have proposed that this could be due to students in bilingual programs having an increased awareness of languages and their writing systems.

Educational bilingualism operates two or more linguistic and cultural codes to perform learning tasks and communicate with the teacher and students in the classroom, discussing problems, roleplaying, doing exercises or doing authentic activities.

Educational bilingualism is a natural phenomenon in the modern society conducive to successful language acquisition, learner intelligence development, and self-actualization of the learner personality.

Educational bilingualism has proved to be pedagogically authentic phenomenon that can play a positive role in achieving the required learning outcomes, including subject knowledge of English as a foreign language. It also opens up new cultural and social experiences, and can enhance career opportunities in a globalized world. However, bilingualism can also lead to language confusion, delayed language development, learning difficulties, reduced cognitive development, and social and emotional difficulties.

Psychological and neurolinguistic studies indicate that native and foreign language codes are functionally interrelated in the learner's mental space (Riehl 2005). This means that ousting the native tongue from the foreign language classroom restricts thinking processes by blocking access to the well-rooted native language-based resources of forming and formulating the ideas. The emerging cognitive overload further hinders thought processes forcing a setback and limiting the learners' intellectual capacity during the lesson. Regarding the relationship of the native and foreign vocabulary, it is shown that access to the foreign words in the memory storage is facilitated if the lemma is well known to students in their native language (Roselli et al. 2012). The enhancing effect of the native mental lexicon on the foreign word use is further supported by scientific evidence received from young language learners. Students with a more developed vocabulary in their own language demonstrate broader vocabulary storage in a foreign language (Grover et al. 2016). Conversely, observations prove any degree of the native lexical retardation in students has a negative impact on the foreign language learning. The phenomenon of native/foreign vocabulary co-functionality is explained by

the integration of native and foreign words in a single neural network with widespread activation at the time of speaking a foreign language. It means that native lexical network activates and supports foreign words recall in the act of foreign language speaking (Goral et al. 2002).

Principles of Educational Bilingualism:

• Maintenance and Development of Native Language:

Bilingual education recognizes the importance of maintaining and developing the student's first language alongside the second language.

• Cognitive Benefits:

Research suggests that bilingualism can lead to improved cognitive skills, such as problem-solving, creativity, and multitasking.

• Content-Based Instruction:

Bilingual programs often integrate language learning with subject matter instruction, allowing students to learn academic content while developing language proficiency.

• Culturally Responsive Teaching:

Bilingual education can foster cultural awareness and appreciation, connecting students to their heritage and promoting cross-cultural understanding.

• Gradual Transition (Optional):

Some bilingual programs gradually transition students from their native language to the dominant language of instruction, while others maintain a dual-language approach.

One of the manifestations of educational bilingualism is code-switching in the foreign language lessons, where participants from time to time move from a foreign language to the native tongue. Another known form of educational bilingualism is translanguaging teaching, in which the horizon of students' knowledge expands by drawing on the foreign and native language resources in the lesson. The key point here is the choice between isolating (bracketing) or including the native language of students in the classroom procedure with the purpose to pedagogically scaffold the course (Garcia and Kleifgen 2010).

The working hypothesis about the positive role of educational bilingualism:

The basis for the hypothesis that bilingualism is a natural factor playing a positive role in achieving the learning outcomes can be found in the research into the process of acquiring a foreign language in the multilingual and multicultural environment. These studies began in the second half of the last century and are still going on (Krashen 2004). The natural language learning theory (S.Krashen, 2004) is reduced to the fact that, **firstly**, the study of a

foreign language in the educational setting is significantly different from the natural process of mastering the native language. The natural language environment cannot be replicated in the classroom where teaching tools are school-specific. The natural language medium is that of the native tongue. **Secondly**, learning the language as a curriculum subject is possible only if the comprehensible input is provided at the check-in point, without which the productive output at the checkout is not possible. Comprehension can be made much easier by the learners' own language. **Thirdly**, the anxiety and stress of students caused by alien language signs and the quality ensuring. The procedures (language testing) in the lesson activate an "affective filter" of anxiety in the learners, lowering the barriers of cognitive overload. The stress and anxiety can be effectively managed with the help of the mother tongue. Latest publications shed light on the role of bilingual teaching a foreign language in the intellectual development of students. In particular, code-switching helps improve the efficiency of learner's problem solving skills (Kempert 2015). Also important are the data on the effect produced by bilingual teaching on students' future success in life.

2.3 The Educational Bilingual Method

The Azerbaijani system of higher education is dynamically involved in the process of integrating into the world educational environment.

Global trends of the development of education, concerning life internationalization, advance specific requirements to lingual and intercultural competences of a personality. The modern lingual background is composed mostly of bilingual and multilingual representatives, resulting in establishing comprehension of two foreign languages as a common norm for the majority. The pragmatism of bilingual and multilingual education in Azerbaijan is caused by its focus on the integration into the world community for solving human global issues, implementation of public-spirited projects in the various fields of international cooperation.

Bilingualism possesses massive didactic potential. According to the mutual correlation criteria of the mechanisms of the native and foreign languages, there are such types of bilingualism as **coordinating and subordinated, pure and mixed**.

Subordinated bilingualism is divided into receptive, reproductive and productive. Subordinated bilingualism is more frequently generated while studying a second language, which is characteristic of not fluent language knowledge, unlike **coordinating bilingualism** with a higher and more professional level. Necessary condition for bilingual capacity realization is the creation of a functional environment, which admits inserting a person into the bilingual surrounding where both languages become its integral parts. This factor is to be considered within the pedagogical process, in order to use the potential of the bilingualism for developing careful and polite attitude towards all studied languages.

Bilingualism is commonly known as the co-existence of two languages inside one lingual collective surrounding, using these languages in the definite communicative fields, depending upon the social situation and various forms of the communicative act.

Bilingual individuals experience double world overviews, one of which reflects the peculiarities of their native culture and the other one – foreign values and philosophy. Therefore, bilingual training as the focused process of integrating into the world culture by the means of bilingualism. Comprehending foreign languages by the bilingual students is very specific due to the inevitable interaction between several foreign lingual systems and their structures, that is why the comparative-contrast teaching methods

appeared to be the most efficient one, which encourages discovering common and diverse features in every language.

The choice of integrating native and first foreign language is reasoned by the following conditions:

a) learning a genetically relative language simplifies the process of its mastering;

b) learning foreign language within a comparative contrast context is favourable for creating and developing new foreign language thinking skills while widening general literacy.

The whole learning process is composed in order to transfer communicative skills of the native and the first foreign language to the second one.

Educational bilingualism is successfully developing in Azerbaijan. All the approaches show the attempts of researchers and teachers to help students acquire target-like proficiency in a language different from their mother tongue. In a sense, their aim would be to help students become bilingual, even if their success has been doubtful. On the other hand, bilingual programs cater for different needs: they attempt to teach students who are in contact with two languages, because of their family, country of origin, etc. Before commenting on these educational programs and the change of teaching perspective they show, we need to define bilingualism.

According to Lam, bilingualism “refers to the phenomenon of competence and communication in two languages”. However, it is difficult to determine what constitutes competence in two or more languages. One argument that must be considered is the relationship between meaning and its symbolic representation. Does the bilingual learn one set of meanings to which he/she attaches two linguistic representations or does he/she learn two complete languages, as if he/she was the sum of two monolinguals? There is no clear answer, although translation arguments and imperfect projection phenomena such as ambiguity and synonyms constitute some of the criteria claimed against or in favour of considering the bilingual as an expert in two complete sets of systems and meanings. What seems clear nowadays is that the task of learning two linguistic systems gives them a neurological advantage in verbal aspects.

The Bilingual Method was developed by Dr. C.J.Dadson. This method needs L1 and L2. The approach begins from Bilingual and becomes monolingual at the end. The teacher uses both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination of the Direct Method and the Grammar Translation Method.

Objectives of the method are as follows:

- to make the learners of a second/foreign language fluent and accurate in the spoken word;
- to make the learners accurate in the written word;
- to prepare the learners in such a manner that he may be able to achieve through bilingualism.

The Bilingual Method, therefore, makes use of the mother tongue in this restricted manner. It differs from the Grammar Translation Method in two ways:

- In the Bilingual Method it is the teacher who always makes use of the mother tongue to explain meanings and not the students.
- The learner is sufficiently subjected to sentence pattern drills, which are not provided in the Grammar Translation Method.

Moreover, in the Bilingual Method reading and writing are introduced early in the course of language teaching and there is an integration of the speaking and writing skills.

- Any Foreign Language or Second language can be learned with the help of L1
 - Mother tongue is not used as Translation
 - Teacher only uses L1 in the class room
 - Students are not allowed to use their mother tongue.
 - Sentence is the unit of teaching.
 - L1 is used by the teacher to achieve his communication or explanation.
 - Teacher gives meanings in L1 for meaningful parts or sentences.
 - When the students achieve sufficient communicative proficiency, L1 is withdrawn by the teacher.

Since the 16th century, grammar-translation method prevailed in the foreign language teaching, by which Latin and ancient Greek were taught. The basic tenets of that method were uncritically transferred to the teaching of modern languages until the end of the 19th century. The tradition to organize teaching around grammar and push to the fore reading and translation skills still sits in its prominent place in a number of cultures today. By the end of the 19th century, international contacts became more active and there was a real need to find a method of teaching foreign languages practically. An American applied linguist, M.Berlitz, developed and actively promoted the “direct method” of teaching English to immigrants. A characteristic feature of that method was prohibition of the native tongue in the foreign language classroom. He and his followers argued that semantic associations need to be

formed between a target word and its meaning exclusively in the target language, and that any association with the native language would be harmful to students (Sweet 1882, 57). Similar judgments have proved to be “long-living” and they can still be heard today. The belief that bilingualism in the foreign language classroom has a devastating effect on the learning results is usually supported by the traditional argument that the mother tongue enhances cross-language interference and boosts the growth of the lexical and grammatical errors in the students’ speech. It is assumed that, if the mother tongue is not prohibited, then the students will prefer to talk with each other and with the teacher in their native language. It is also argued that if the learners use their own language in the lesson, the foreign language training time will be reduced. As a result, communicative skills of students will be not strong enough. Such arguments are usually supported by the native English speaking teachers who do not speak the native language of their students or by those non-native English language teachers who follow suit (Jeffrey 2008).

The proponents of monolingual foreign language teaching tend to overlook the natural interaction of native and foreign language in the linguistic consciousness of students in the multilingual environment and quite a few teachers still prefer to ignore the numerous facts of regular code switching in their own speech during their own lessons (Turnbull 2016). It should be noted that the direct method followers are at odds with the current data on how the mechanisms of communicative competence develop and with the trends of migration of cultures creating multicultural and multilingual community of a different scale. This happens both in the society and in the classroom. Students usually welcome the practice in which the teacher of a foreign language, is using students’ “own language” to support them in case of difficulty, to broaden their background A Perspective on Educational Bilingualism knowledge, and to achieve better mutual understanding (Hall and Cook 2012).

Procedure / Steps in Teaching:

- First the teacher reads out a dialogue to the class. The students listen to the teacher with their books closed.
- The students repeat the lines with the teacher with their books opened in the second reading.
- The teacher gives sentence wise or meaningful parts wise L1 equivalents (meanings).
- The teacher says each sentence of the dialogue twice with L1 version (meanings).

Advantages of the Bilingual Method: Some of the advantages claimed for the Bilingual Method are the following:

- The teacher is saved the botheration of maneuvering situations in order to convey the meanings in English only instead he gives the meaning in the mother tongue of the student.
- The time thus saved is utilized in giving pattern practice to the learner
- Even an average teacher of English can teach through this method without any elaborate preparation.
- The Bilingual Method promotes both fluency and accuracy. It promotes theory as it lays emphasis on speech and pattern practice. It promotes accuracy as the meanings of new words are given in the mother tongue of the learner.
- It does not require any teaching aids and is suited to all kinds of school-rural and urban.
- Unlike the Direct Method, which ignores the linguistic habits already acquired by the learner in the process of learning the first language, the Bilingual Method makes use of them.

Disadvantages of the Bilingual Method:

- The focus is on the grammatical structures not on the day-to-day conversation.
- The teacher must be proficient (fluent) in L1 and L2.
- It does not follow any set theory.
- Students become dependent on their mother tongue.
- The methods and procedures are not different.
- A possible disadvantage of the method is that if the teacher is not imaginative enough, this method may degenerate into the Grammar Translation Method with all the attendant drawbacks.
- Secondly, whereas, the Bilingual Method is useful at the secondary stage, the Direct Method is more useful than the Bilingual Method at the primary stage.

2.4 Teachers Promote Bilingualism in the Classroom

Teachers recommend finding ways in class for students to share their language with their peers. If a class is talking about a vocabulary word, ask students how they would say the word in their language. It also encourages teachers to add books written in students' native languages to their classroom collections.

"When teachers can show that they value a student's language ... they also show that they value that student's culture, which also means if they value the culture, they value the student and they value the student's family."

Group students strategically.

A teacher, frequently grouped students who were native speakers of different languages together, to help build community and encourage language skill development.

But, sometimes, if the activity really meant processing content in a deeper, more complex way, the teacher would put students together in like-language groups. It was more important that the students grapple with the content and it was important that they do that in the language in which they were the most comfortable.

Think about ways to engage with families.

Involving parents and involving families is a great strategy that teachers and schools can use and there's research out there that shows that it actually boosts student achievement. Student achievement is one of the main goals. It encouraged teachers to consider researcher Joyce Epstein's work on spheres of influence at school, home and in the community.

These spheres of influence have to overlap for students in order for students to be surrounded and supported in an environment in all the different areas where they can actually grow and reach academic success. To help strengthen school-family partnerships, the teacher recommends taking a step back and considering the unintentional biases we may have when approaching a situation from our own cultural norms and perspectives.

This conclusion summarizes some of the specific ways that bilingualism informs language teaching.

- Bilingualism constitutes the goal of language learning as well as, through bilingual education, the means of becoming bilingual, thus providing an overall orientation to language teaching.

- Bilingualism sheds light on identity issues involved in becoming bilingual, so learners can be given guidance on the option of biculturalism.

- Bilingualism clarifies the standpoint of students socially and developmentally, so language teachers can grasp the levers of group dynamics and motivation.

- Knowing the types of bilinguals, critical periods (ages after which language features are no longer smoothly acquired), and thus what to expect when L2 learning is started too late, language teachers can advise the public and policy makers on when and how to start exposing children to plural languages.

- The focus in bilingualism on bilingual child-raising from age zero calls attention to some ways that first language acquisition applies to second language learning or the acquisition of two or more languages, such as the primacy and need for much listening.

- The common mistake, even by researchers, of measuring acquisition by speaking, can be avoided with the knowledge that children or learners understand much more than they express. Acquisition is demonstrated in the extent of understanding what is heard.

- Receptive bilinguals, who hardly say anything in their weaker language, are still recognized as a type of bilingual. Their bilingualism comes out when they go abroad or are placed in an environment where they need to speak the weaker language. Often within weeks of immersion they speak the language with some fluency. This knowledge is applicable also to second and foreign language teaching, supporting the confidence that learners understand more than they say, but would speak much more if they studied abroad or were immersed in an environment where L2 communication was needed.

- Bilingualism counters many misconceptions held in monolingual and monocultural societies about languages in contact in individuals and communities, so language teachers can help learners overcome barriers to becoming bilingual and bicultural.

- Bilingualism clarifies the societal context of language education, cultural attitudes regarding the value of languages, and unstated government policies, so language teachers can adjust their expectations and navigate educational institutions in the host society.

- Bilingualism clarifies the different domains and purposes affecting language choice and use. Actually no one knows or needs to know all the words in their languages. A person can be a balanced bilingual without mastering both languages, because different languages are used for different purposes in different domains of life.

- Bilingualism research findings show the harmlessness of mixing languages. Infants separate the languages within two or three years and

associate the languages with their native speakers appropriately. Code-switching by bilinguals is strategic and creative rather than a problem in their language use. Language teachers can suffer less frustration and misunderstanding by realizing that learners' mixing of languages is a developmental stage on the way to fuller bilingualism.

- Since the bilingual teacher is a model for the goal of students to develop into users of two languages, this recognition supports the teacher using the students' native language strategically when it would be futile to explain things in the target language. While monolingual teachers are more liable to strictly enforce L2 use, it is frustrating to a learner or a child to hear something that is too difficult, so L1 support can be part of their overall language development.

- Bilingual education, focusing on the medium of instruction, clarifies the effectiveness of content-based language teaching and other methods, so language teachers can evaluate educational options such as mainstream, ethnic, international, or bilingual schools.

- Finally, bilingualism sheds light on language acquisition, how research on first language acquisition, bilingual acquisition, and bilingual education informs L2 teaching. Seeing the whole picture from a bilingual perspective, from the societal to the individual level, informs one's approach to teaching and communication. Reflecting on these and other insights from bilingualism can make a difference in everyday decisions in practice as well as in cultivating theories to undergird one's language teaching.

Questions on the Bilingualism with the keys

What is the origin of bilingualism?

The oldest accounts of bilingualism can be traced back to Panini's grammar of Sanskrit, religious texts, such as the Bible, and the accounts of classical languages, such as Greek and Latin, in the context of linguistic prescriptivism, language contact, and spread.

What is bilingualism in teaching English?

One of the most notable advantages of the bilingual method of teaching English is its effectiveness in language acquisition. Learners often find it easier to grasp complex grammar rules, sentence structures, and vocabulary when they can relate them to their native language.

The Bilingual Method promotes both fluency and accuracy. It promotes theory as it lays emphasis on speech and pattern practice. It promotes accuracy as the meanings of new words are given in the mother tongue of the learner.

What are bilingual education models?

All bilingual program models use the students' home language, in addition to English, for instruction. These programs are most easily implemented in districts with a large number of students from the same language background.

What is the bilingual method of teaching English?

Bilingual Method allows the teacher and pupils to use two languages; one is the target language to be learnt and the other mother-tongue which is used to achieve the target language English.

What is bilingualism in education?

In bilingual education, students are taught in two (or more) languages. It is distinct from learning a second language as a subject because both languages are used for instruction in different content areas like math, science, and history. The time spent in each language depends on the model.

How do you teach bilingualism?

1. Show students that you're open to learning about their culture. ...
2. Group students strategically. ...
3. Think about ways to engage with families. ...
4. Consider what students have been through.

What are the educational bilingualism principles?

In a bilingual program, teachers encourage students to use the knowledge of rules and structures of their entire linguistic repertoire to comprehend and generate new language.

What are the benefits of bilingualism?

Those who learn a second or third language from a young age are able to develop communication skills and a higher degree of literacy. Children who grow up in bilingual environments develop a keen awareness of how language works and have a stronger foundation for learning additional languages in the future.

What is the process of bilingualism?

Bilingualism is defined as the individual's ability to comprehend and produce two natural languages, involving neural processing, language acquisition, memory, metalinguistic awareness, and code-switching. The competence in both languages can be native-like if learned together early in life.

What are the different types of bilingualism?

Compound Bilingual: refers to people who develop two languages within a single context.

Coordinate Bilingual: refers to people who learn two languages in different contexts.

Sub-coordinate Bilingual: refers to people who learn a second language using their native tongue.

What are the main concepts of bilingualism?

Bilingualism, the ability to use two languages proficiently, is a complex phenomenon influenced by factors like age, exposure, and context. It can lead to cognitive benefits, enhanced cultural understanding, and improved communication across linguistic boundaries.

What are the criteria for bilingualism?

For the purpose of this article, let's settle on a common definition: Bilingual people are those who grew up speaking two languages and are able to switch effortlessly between the two.

How to promote bilingualism in the classroom?

1. Understand the structure and goal of a class's bilingual education. ...
2. Use welcoming signage and displays. ...
3. Take a critical approach to collection development. ...
4. Reject common myths. ...
5. Scaffold lessons and book selection. ...
6. Be intentional about cataloging and shelving. ...
7. Make the most of community resources.
8. Use new words multiple times in contexts that are relevant to students.
9. Promote vocabulary development by reading aloud in class.
10. Use visual aids to increase student understanding of course content.
11. Incorporate songs and rhymes in both English and native languages.

What are the 5 stages of bilingualism?

Students learning a second language move through five predictable stages: *Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency*.

What is the goal of bilingualism?

Bilingualism increases mental flexibility for children. Bilinguals will have two or more words for a single object, concept or idea. Bilingual children are more willing and able to learn a third language, and show an increased analytical orientation to language.

What is bilingualism with examples?

Bilingualism means to have the ability to communicate in two languages. For example, a person could communicate in French and Spanish or English and American Sign Language. A person could become bilingual because they are raised in a dual-language household or because they learn a second language later in life.

What is bilingualism in teaching English?

One of the most notable advantages of the bilingual method of teaching English is its effectiveness in language acquisition. Learners often find it easier to grasp complex grammar rules, sentence structures, and vocabulary when they can relate them to their native language.

What is true bilingualism?

TRUE BILINGUALISM: A DEFINITION. In common parlance when someone is referred to as being “perfectly bilingual” two things are implied:

- a) the subject speaks both languages equally well;
- b) the subject has two mother tongues.

How does bilingualism affect students?

Improved Memory and Multitasking Research indicates bilingual individuals often have better working memory than their monolingual peers. This is because managing two languages requires the brain to store and retrieve information more efficiently, strengthening overall memory capacity.

What are the main 2 types of bilingualism?

Compound Bilingual: refers to people who develop two languages within a single context.

Coordinate Bilingual: refers to people who learn two languages in different contexts.

What factors promote bilingualism?

This article explores several key factors that influence the likelihood that a child who has access to interactions in two languages will learn them both.

The five factors discussed are input, language status, access to literacy, family language use, and community support, including schooling.

What is the difference between bilingual and bilingualism?

According to Webster's dictionary (1961) bilingual is defined as 'having or using two languages especially as spoken with the fluency characteristic of a native speaker; a person using two languages especially habitually and with control like that of a native speaker' and bilingualism as 'the constant oral use of two ...

What is the conclusion of bilingualism?

Whatever the languages learned, bilingual people derive benefits from their bilingualism. This is a conclusion that all researchers have come to. Being bilingual is a tremendous asset academically, professionally, and personally.

What is the goal of the Bilingual Education Program?

The goal of the Bilingual Education Program is to ensure that each student's first language and culture are honored and used as a vehicle to facilitate English language acquisition so that English Learners are able to master the state curriculum while becoming biliterate.

Is bilingualism good or bad?

Bilingualism enhances executive function – the brain's orchestra conductor responsible for critical thinking, problem-solving, and attention control-leading to enhanced executive function performance due to Bilingualism; bilingual students demonstrate higher academic achievements while showing improved memory skills

What is perfect bilingual?

An interesting concept from academic literature on this topic is "perfect bilingualism." It's the idea that someone can speak two languages perfectly at an equally high level.

What are the functions of bilingualism?

Bilingual people enjoy advantages: they have enriched cognitive control; it's likely that they have improved metalinguistic awareness, as well as better memory, visual-spatial skills and even creativity. There are also social benefits from being bilingual.

What is the difference between early and late bilingualism?

Firstly, bilinguals who learn to use two languages before school age are classified as early bilinguals. Whereas, late bilinguals are individuals who learn a second language after childhood or during adulthood.

There are several reasons people become bilingual:

- Choice. Of course, sometimes becoming bilingual is purely motivated by an interest in languages. ...
- Geography. The choice is a relatively uncommon reason for becoming bilingual, however. ...
- Migration. ...
- Religious or Professional Reasons.

What is bilingualism in English language teaching?

Using bilingualism is considered as a skill, to be used in the classroom to acquire listening, speaking, reading, and writing skills. English learning process, it is highly commendable and achievable. Creating a learning atmosphere for the students will give them confidence in learning English language.

What is the role of bilingualism?

Bilingualism is often important for satisfying a person's economic, social, educational, and political needs. Which is especially true when there is high interdependence between countries with mutual borders or when speakers of different languages reside within a common geographic area.

What is meant by bilingual education?

A bilingual education is any school curriculum where students learn two languages. Students can be native English speakers broadening their horizons or can be English language learners whose education helps them integrate into mainstream American culture.

Why is bilingualism important in education?

For students living in the United States who do not yet speak English, bilingual education is crucial for helping them function in a new culture. For students who do speak English, they may benefit cognitively and socially from learning a second language.

What are 5 benefits of being bilingual?

Bilingualism can improve memory, delay the onset of dementia, and improve cognitive control. It can also build bridges between people and improve people's employment options.

How do children benefit from a bilingual education?

Children benefit from a bilingual education because they receive cognitive benefits and because they learn about other cultures. They may be more likely to make friends with peers who come from diverse linguistic and cultural backgrounds.

What is the concept of bilingual education?

Bilingual education is a term that refers to the teaching of academic content in two languages, in a native and second language.

Why do we need bilingual education?

Bilingual education benefits students' cultural experiences by allowing them to connect with their heritage and appreciate diverse cultures. This cultural awareness fosters empathy, adaptability, and a broader worldview.

What are the benefits of bilingualism?

Any language learning is full of benefits, not just in a bilingual education program. Adults and kids alike benefit from mastering a new language. But (and it's a big but) the longer you spend as a bilingual, the bigger the benefits.

In terms of bilingualism, earlier is better. The benefits kids, gain in bilingual education, are stronger and have greater influence than those gained as an adult. Because they learn earlier in life, the benefits have more time to affect kids from bilingual schools.

We can broadly split the benefits into two: cognitive benefits and social benefits. Let's take a look at some of the big ones.

- Cognitive benefits of bilingualism:

The science is conclusive – language learning is good for your brain. And the earlier you master a second language, the longer you can reap the benefits. Kids who go through bilingual education get the following benefits for the rest of their lives.

* Bilinguals have better memory

And are less prone to memory issues as they age. Monolinguals on the other hand may have more difficulty remembering things and their memory deteriorates as they age.

* Bilinguals have better attention spans.

All those years of learning and managing two (or more) languages are great for concentration and focus. Bilinguals can focus better and for longer than monolinguals.

* Bilinguals have a lower risk of dementia.

Being bilingual can delay dementia by up to four years. This is because bilinguals tend to have more neural reserves (for all the non-neuroscientists out there, that means resilience).

* Bilinguals have improved problem-solving skills.

Speaking more than one language is associated with stronger white matter (white matter is important for other things like decision-making, mood, balance, and walking too).

I want to point out that these benefits aren't all for young people. It doesn't matter how old you are. You can learn a new language and get cognitive benefits from it. The only difference is that people who speak more

than one language for a long time period (generally people who start learning as kids), get greater benefits.

- Social benefits of bilingualism:

The cognitive effects of learning a second language as a child are huge. But so are the social benefits. For example, because bilingual children are good at seeing things from other people's points of view, they have communicative advantages. Other research shows that bilinguals have greater social flexibility. This means they're better at reading social cues and can adapt to different social situations more easily than monolinguals.

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PART 3

TRANSLANGUAGING

Translanguaging, García (2009) continues, are “multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds”

From Wikipedia, the free encyclopedia

Translanguaging is a term that can refer to different aspects of multilingualism. It can describe the way bilinguals and multilinguals use their linguistic resources to make sense of and interact with the world around them. It can also refer to a pedagogical approach that utilizes more than one language within a classroom lesson. The term "translanguaging" was coined in the 1980s by Cen Williams (applied in Welsh as *trawsieithu*) in his unpublished thesis titled "An Evaluation of Teaching and Learning Methods in the Context of Bilingual Secondary Education". Williams used the term to describe the practice of using two languages in the same lesson, which differed from many previous methods of bilingual education that tried to separate languages by class, time, or day. In addition, Vogel and Garcia argued that translanguaging theory posits that rather than possessing two or more autonomous language systems, as previously thought when scholars described bilingual or multilingual speakers, bilinguals and multilingual speakers select and deploy their languages from a unitary linguistic repertoire.

Translanguaging as a focus of study first emerged in Bangor, Wales, in the 1980s. It is based on François Grosjean's idea that bilinguals are not two monolinguals in one. Cen Williams and his colleagues were researching strategies of using both Welsh and English in a single lesson in a classroom setting. Cen Williams' Welsh term "*trawsieithu*" was translated into English as "*translanguaging*" by their colleague Colin Baker.

However, the dissemination of the term, and of the related concept, gained traction decades later due in part to published research by Ofelia García, among others. In this context, translanguaging is an extension of the concept of languaging, the discursive practices of language speakers, but with the additional feature of using multiple languages, often simultaneously. It is a

dynamic process in which multilingual speakers navigate complex social and cognitive demands through strategic employment of multiple languages.

Translanguaging involves issues of language production, effective communication, the function of language, and the thought processes behind language use. Translanguaging is a result of bilingualism. The term is often employed in a pedagogical setting, but also has applications to any situation experienced by multilingual speakers, who constitute most language communities in the world. This includes complex linguistic family dynamics, and the use of code-switching and how that usage relates to one's understanding of their own multilingualism.

As you learn a new language, you are not forgetting what you already learned in your home language; rather, you are leveraging it to learn the target language. And if your home language and the new language are related, you might even recognize some words, especially academic words with a Latin base like “*precipitation*” and “*evaporation*”.

Imagine being a student in a new country where you only speak a few words of the language. You go to school, and your teacher is teaching about the water cycle. You don't understand the teacher, but you know what the topic is thanks to the labeled diagram on the board. To make sense of the instruction, you use what you already know about the water cycle, information you learned in your home language, to make sense of the instruction in the new language. What you are doing is called “*translanguaging*”.

Translanguaging is a common practice in multilingual communities, and educators are beginning to realize that it should also be a strategy teachers use to help students draw on all their linguistic resources as they read, write, and discuss academic subjects in a new language. A student's home language can serve as a scaffold in the process of acquiring additional languages and a scaffold for learning academic content in the new language.

The Future

As always, translanguaging practices will continue to be present in bilingual classrooms, sometimes surreptitiously and other times out in the open. Translanguaging offers many advantages for a multilingual future, for by taking the perspective of the individual speaker, and not that of the state, bilingual users are freed from the strictures that keep us from understanding each other and from discovering the common features in our language repertoire and those held by others. The linguistic flexibility posed by a translanguaging perspective means that individuals will be able to more openly appropriate linguistic features and make them their own, rather than linking them to a particular language or state. But translanguaging in

education sometimes contradicts the regulatory role of schools. Bilingual educators must decide whether to always accept the regulations imposed upon bilingual students that restrict them as two monolinguals or to find spaces to liberate their tongues and minds. Only then will bilingual education be truly able to assist bilingual students to choose intelligently when to select or Translanguaging in Bilingual Education suppress certain features of their repertoire and when to liberate their tongues, their full language repertoire, along with their minds and imagination.

3.1 Translanguaging in Bilingual Education and Translanguaging Pedagogy



Since Cen Williams first used the Welsh term “trawsieithu” in 1994 to refer to a pedagogical practice where students in bilingual Welsh/English classrooms are asked to alternate languages for the purposes of receptive or productive use, the term translanguaging has been increasingly used in the scholarly literature to refer to both the complex and fluid language practices of bilinguals, as well as the pedagogical approaches that leverage those practices.

Translanguaging in education, use of two languages and use of more than two languages in teaching and learning provides justice to the students to preserve meaning creating language friendly situation through using students' mother tongue. Translanguaging, an inevitable part in teaching and learning, is today's need. Translanguaging is the only way to educate the world as it is moving forwards along with different complexities and affecting factors; unplanned language education policy, linguistic background and skills of the learners, knowledge about subject matter to be taught, selection of appropriate classroom tasks and multilingual learners' classroom in the 21st century. Bilingual students were not supposed to get any motivation, concern and financial contribution for their study in secondary level.

Translanguaging provides the chance to make concepts and ideas clear and effective in the context while the authenticity of rules, norms, values, and assumptions can be preserved.

Moreover, translanguaging in education, a broad term replaces the terms, code-mixing, code-switching, polylingual languaging, polylanguaging, heteroglossia, hybrid language practices, translingual practice,

metrolingualism, flexible bilingualism for academic discourse space. In translanguaging, the meaning of dual literary discourse is linked through different cultural and linguistic contexts, in which everyday communication and experiences generate conceptualization about the subject matters.

Translanguaging in education not only creates opportunities for the learners to understand the content contextually enhancing their level of knowledge but also encourages them to express themselves in the horizon of languages with their expanded linguistic, cultural and social identities even if they are from minority. Translanguaging, one of the techniques of critical pedagogy to create opportunities for promoting the voice of voiceless, reserved and shy students as they can easily share their existing unexpressed knowledge.

The role of translanguaging is very important for studying the English language as an additional or non-native language in the sense that translanguaging provides an opportunity to have diversified linguistic repertoire. Learning a second language using mother tongue provides the opportunity to develop linguistic competence on both languages in one side and on the other it enables the learners to obtain the content in a specific way. It is because the content might not be understood in the target language but if it is presented in the mother tongue, students can learn easily. Translanguaging is being practiced in many levels and institutions in Azerbaijan. For example, our teachers teaching English language using Azerbaijani language. In such a context, the teacher first reads some parts in the English language, then describes in the Azerbaijani language. Using this procedure the students not only become able to negotiate meaning in an effective way but also share their ideas and knowledge creating self-motivation independently.

Translanguaging in education views bilingual and multilingual individuals as possessing a single, dynamic linguistic repertoire rather than separate, distinct language systems. It suggests that students draw from this repertoire, blending linguistic features from different "languages" as needed for communication and learning, rather than being confined to using one language at a time. This approach challenges traditional views of bilingualism and offers a pedagogical framework that leverages students' diverse language practices to enhance learning.

Translanguaging in education posits that individuals, especially bilingual and multilingual speakers, don't have separate, neatly compartmentalized languages, but rather a single, fluid linguistic repertoire. They draw on this repertoire, selecting and combining linguistic features from different "languages" to communicate effectively.

Translanguaging in education is defined as “using all linguistic and cognitive resources, including one's home language, to make sense of the academic content being delivered in a language one is just starting to learn”.

Translanguaging is important in education as the process allows students to increase “their English proficiency by enabling them to make connections between their home language(s) and English,” as well as help them understand other subjects. Many schools are beginning to implement translanguaging as pedagogy, especially in bilingual programs.

Translanguaging might look like a student mixing languages when responding to a friend's question by drawing on whatever knowledge and vocabulary they know. It might also look like reading, listening, or watching something in one language and summarizing or interpreting it in another language.

Key aspects of translanguaging in education:

• Viewing multilingualism as an asset:

Translanguaging recognizes that students' home languages are valuable tools for learning and should be leveraged in the classroom.

• Fluid language use:

It allows students to move fluidly between languages, using whichever language or combination of languages best facilitates their understanding and expression.

• Building on students' existing knowledge:

Translanguaging builds on students' existing linguistic and cultural knowledge to support their learning in a new language.

• Promoting deeper understanding:

By allowing students to access and express concepts in their strongest languages, translanguaging can lead to a more profound and nuanced understanding of academic content.

• Fostering inclusivity and identity:

It affirms students' multilingual identities and creates a more inclusive classroom environment where all languages are valued.

• Developing metalinguistic awareness:

Translanguaging can help students develop a deeper understanding of language structure and function by comparing and contrasting different languages.

• Preparing students for a multilingual world:

Translanguaging recognizes that multilingualism is a valuable asset in today's globalized world and prepares students for success in diverse contexts.

Translanguaging in education is a pedagogical approach that leverages students' full linguistic repertoire, including their home languages, to enhance learning and promote inclusivity. It recognizes that multilingual individuals don't keep their languages compartmentalized, but rather draw on all their language resources to make meaning and engage with content.

Translanguaging Pedagogy is a theoretical approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire. The aim is to provide the framework for pedagogical translanguaging, which proposes planned activities involving **two or more languages** so that languages reinforce one another and multilingual students make the most of their linguistic repertoire and their experience as language learners and language users. Pedagogical translanguaging is closely related to the original approach to translanguaging in Welsh bilingual education but goes beyond both the theory and practice of language alternation. Pedagogical translanguaging is learner endorsed the support and development of all the languages used by learners. It fosters the development of metalinguistic awareness by softening boundaries between languages when learning languages and content.

Translanguaging Pedagogy demands that multilingual speakers engaging in translanguaging do not vacillate between language systems arbitrarily, but rather, that they do it with intention and a metacognitive understanding of the way their language practices work.

Translanguaging Pedagogy insists in keeping both senses of language visible – the external one, the named language(s) that is the medium of instruction, and the internal one, the language repertoire of students. Whereas **traditional pedagogy** privileges the external named languages, translanguaging pedagogy privileges the internal language of learners. It does so by combining spaces/times where/when the named language is privileged, and spaces/times where/when students are given freedom to express themselves using their entire language repertoire.

Translanguaging Pedagogy goes against the strong language separation ideologies that are well rooted at school, in high schools and are based on two ideas.

- **The first** is that students can get confused if they are exposed to more than one language at a time and that the ideal situation occurs when the school organisation reinforces separation by having different teachers for each language and a strict differentiation in the allocation of spaces and times for each language. Inside the classroom, the principle is that only the target language is used, thus avoiding the use of other languages.

- **The second idea** to support compartmentalisation of languages at schools. High schools are that it is necessary to give maximal exposure to the **target language**. The strong tradition of language separation is not only found in schools that teach majority languages to students who speak other home languages but also in schools aiming to develop multilingual competence in several languages. It is obvious that extended **exposure to the target language(s)** is necessary, but there is also a real need to build on what students already know.

Translanguaging analyses the original use of the term ‘translanguaging’ aimed at the development of language and academic skills and characterised by the planned use of two languages in the same class.

Pedagogical Translanguaging presents the approach called ‘Focus on Multilingualism’ with the three dimensions of the multilingual speaker, the multilingual repertoire and social context as the point of departure to develop pedagogical translanguaging. It also distinguishes pedagogical translanguaging from spontaneous translanguaging and provides a definition and theoretical principles.

García, Johnson, and Seltzer have proposed that translanguaging pedagogy consists of **three elements**: a **translanguaging stance**, a **translanguaging design**, and **translanguaging shifts**. But beyond a stance, it is important to design lessons and assessments taking translanguaging into account. Finally, all teaching relies on creative acts and a translanguaging pedagogy requires that teachers shift linguistic practices in relation to how students are making meaning. For students whose language repertoires differ from the accepted school norm, teachers who take up a translanguaging pedagogy use it in two ways: **(a) as scaffold**, so that students understand the meaning of academic texts; and **(b) as transformative**, so that students are given the freedom to represent themselves not in reference to the “school-other” but as themselves.

Translanguaging as scaffold is particularly relevant when teaching students who cannot make meaning through the language of instruction. A teacher who uses translanguaging as scaffold for these students provides them with, for example, readers in a language they understand, creates listening centers where they can hear the school text in a language they understand, or uses more visuals and gestures. Often teachers and students use electronic translations and other technology as scaffold. Many teachers allow students to write with the features that they have until a later time when students have added and appropriated relevant features of the new language. Some teachers also allow students to perform or draw their meanings. The purpose of

translanguaging pedagogy as scaffold then is simply to help students during a transition phase while they are adding and appropriating the necessary features that are required to complete the academic task in one or more named languages. Other times, translanguaging pedagogy is more **transformative**. This is especially so in situations where bilingualism is recognized as the norm. In trying out Welsh and English within the same lesson, Cen Williams was transforming the relationship of the two languages, histories, and cultures, and putting the education of bilingual bicultural students at the center of instruction and not simply adhering to an English plus Welsh curriculum. Since then, efforts to use translanguaging to transform the education of linguistically minoritized students have grown translanguaging pedagogy allows and encourages students to use language creatively, Translanguaging pedagogy puts the student at the center of the educational efforts, and not the named language. But at the same time, a translanguaging pedagogy acknowledges that named languages are used by mobile speakers; they can be protected, but not isolated (García). In addition, a translanguaging pedagogy respects a formal transformative space where students are encouraged to be their own agents in selecting appropriate features to communicate their meaning. Some teachers open up this transformative translanguaging space once a day, whereas others do it once a week.

3.2 Teachers in Translanguaging Education



In translanguaging education, teachers play a crucial role in leveraging students' full linguistic repertoires to enhance learning. They facilitate a dynamic process where students fluidly move between and combine their languages to access content, participate in discussions, and develop deeper understanding. Translanguaging empowers students by validating their diverse linguistic and cultural backgrounds, fostering a more inclusive and engaging learning environment.

You will design and implement activities that encourage students to use the target language in meaningful ways. Creating a supportive environment where students feel comfortable experimenting with language and making mistakes is essential. Another significant role is that of a monitor.

Making use of translanguaging in the classroom does not require the teacher to be bilingual; however, it does require the teacher to be a co-learner. Monolingual teachers working with bilingual or multilingual students can successfully use this teaching practice; however, they must rely on the students, their parents, the community, texts, and technology more than the bilingual teacher, in order to support the learning and leverage the students' existing resources. Teachers can participate by being open to learning the varieties of their students, serving as a model for their students to begin working with their non-native languages.

Traditionally teachers must plan out the translanguaging practices to be used with their students just as each lesson must be planned out, by reading bilingual authors and texts, teachers give the chance to experience two or more languages together and help compare and contrast the languages for the learners.

The use of translanguaging in the classroom enables language acquisition for the students without the direct insertion or influence of the teacher. While teachers do not need to become a language varieties practiced in their classrooms, they do need to be open to working with these new languages and language varieties to encourage student participation in translanguaging.

Teachers typically support students as they become independent learners, empowering them to think critically through analysis, questioning and high-level thinking. Teachers also help shape the lives of their students and provide guidance as they work through the school curriculum.

Some teachers can even influence their students' futures and career choices by helping them refine or recognize their skills. Over time, they may be able to identify talents, or students may be open with their teachers about their passions. For example, if a student has a positive learning experience in their high school English class, they may be more inclined to pursue a degree in language arts, such as creative writing, literature or publishing.

Teachers can also encourage students to pursue their passions through tutoring, extracurricular activities or by providing them with credible resources to further their knowledge.

Does translanguaging require bilingual teachers?

Teachers don't have to speak the home languages of students to help them engage in translanguaging. It does require teachers to be comfortable being a learner themselves as students teach them what they know about their own language. Some teachers may fear that students may engage in off-task behavior in languages the teachers don't understand, but research has found that in such cases, teachers are still able to register what is going on and get students back on task, Phillips Galloway said. She also said that teachers who work in states with laws requiring English-only instruction can and should still allow students to use other languages in the classroom to help them access academic content. The key, Marrero-Colon said, is flexibility. For instance, a student may need to write an essay in English. They can instead start with building a PowerPoint primarily of images that convey a story or meaning. The teacher can then use the PowerPoint to help students come up with words and phrases, then move to sentences and paragraphs, and so on.

Teaching can be a multifaceted profession. **Some primary roles of a teacher are:**

1. Providing mentorship

There's generally a connection between a caring, knowledgeable teacher and a secure, motivated learner. Addressing personal challenges is typically

important in student mentorship, as it can help create a supportive environment beyond academic success.

As you're interviewing teachers, look for candidates who actively try to understand every student's defining characteristics, including:

- Social, economic and cultural background
- Individual learning styles and abilities
- Access to resources
- Aptitudes and interests
- Home environment and family involvement

Teachers who offer mentorship may also be willing to commit time outside the classroom to their students, for additional review or to provide resources that supplement the lesson plan. Providing feedback can also help students improve. For example, if a student scores a low grade, a quality new hire may offer to meet with them and attempt to explain the subject in a different way.

2. Inspiring learners

To help inspire learning, teachers may leverage different instructional methods that align with students' individual learning styles and aptitudes. For example, teachers might ask elementary-age students to write instructions for a task, such as how to make a milkshake, to demonstrate how to be precise with language.

Ask strategic interview questions to find educators with creative and flexible teaching styles. For example, "Can you tell me about a time you found an innovative way to help a student feel enthusiastic about learning?"

3. Encouraging curiosity

Successful teachers often encourage curiosity and exploration in the classroom. Look for candidates who create lesson plans with activities tailored to each student.

Teachers encourage students to take ownership of their learning by engaging their natural curiosity. Strong candidates may connect learning goals to lifelong value and use diverse methods to increase class participation, such as music-based lessons for auditory learners, hands-on assignments for tactile learners or assessments that measure student accomplishments.

4. Creating meaningful experiences

Curating and building meaningful experiences can prepare students to solve everyday challenges outside the classroom, as students are often more cooperative when they can contribute to the format and content of their curriculum. Consider teacher applicants who are passionate about providing guidance to students through lesson plans and goal setting.

These interactive experiences can reinforce the theoretical ideas students learn in class. They may also refine skills and habits that help students achieve their educational goals.

5. Leveraging technology

Teachers can incorporate technology into the learning process by focusing on information literacy, or the ability to decipher its credibility, and teaching students how to evaluate if data is reputable and trustworthy. You can also use training plans to help teachers become proficient in available classroom technology.

Evaluate whether candidates have experience using learning management systems (LMS) or collaborative learning platforms, such as online discussion boards.

6. Mediating and communicating with parents and education professionals

Teachers often work with multiple collaborators, including parents, administrators and other teachers. For example, teachers may need to relay important information about assignments and school policies to parents. They might collaborate with fellow teachers to develop activities that support the school curriculum.

Because they typically work directly with administrators and parents, they can act as mediators who represent students' best interests. Conflict resolution may be another task in the classroom, as well as enforcing school policies.

During interviews, consider asking each candidate about how they can mediate and act as a liaison by asking situational interview questions.

7. Researching learning strategies

Teachers typically need to be knowledgeable about new ideas, research and practices that affect learning or education to adapt their strategies to improve student outcomes. For example, teachers might use research to understand and cater to different learning dynamics, such as students who better comprehend project-based learning or real-world examples.

You might inquire about ways each candidate pursues continuous education and how they implement that knowledge into lesson plans. For example, you might ask a behavioral question, such as, "Can you tell me about a course or conference you attended and how it impacted your teaching style?"

8. Acting as a role model

Teachers can help shape their students' values and character through their behavior, attitude and teaching methods. Teachers can strive to be good role models by demonstrating empathy, kindness and a commitment to

lifelong learning. Through positive behavior, they can help students develop essential social skills, such as communication, teamwork and problem-solving. They can also encourage students to take risks, ask questions and explore new ideas.

Consider evaluating if your teacher applicants are aware of their impact on students and committed to continuous personal growth. This may be evident by asking candidates how they want to influence and shape students' passions and careers. Candidates with voluntary certifications may also demonstrate an interest in continual growth.

9. Developing lesson plans

Lesson planning is a crucial part of a teacher's job, as it ensures students receive a structured and comprehensive learning experience. The process typically includes defining learning objectives from a standardized content curriculum, utilizing relevant instructional resources and implementing appropriate teaching strategies.

Lesson plans may involve multiple teaching methods to convey course content, such as pre-assessments, discussions, projects and checks for understanding. Teachers may also use online resources, multimedia and educational software to enhance the learning experience and both administrative feedback and assessment data can lead to lesson plan adjustments.

Consider asking candidates how they construct their lesson plans and examples of modifications they've made for students' needs.

10. Promoting critical thinking skills

Critical thinking skills can help students analyze information, evaluate evidence and solve problems. Teachers may often encourage critical thinking regardless of the subject area. For example, they might use strategies such as debates, open-ended discussions and group problem-solving exercises to encourage students to ask questions and explore new ideas, which can help develop critical thinking skills.

You may find potential hires who can help students develop problem-solving, decision-making and communication skills by asking applicants critical thinking skills questions during interviews. These abilities can help students succeed in their personal and professional lives, enabling them to assess complex situations and adapt to changing circumstances.

11. Providing one-on-one support

Differentiated learning and individual support are generally important for all students, especially for those who require additional help or guidance. This personalized guidance may be achieved through assignment or instruction accommodations, small group instruction, tutoring, mentoring and coaching.

Students may not recognize when they need additional help, so teachers can monitor progress using assessment data and formative observations, offering assistance where appropriate. You can assess whether candidates have soft skills such as active listening, problem-solving and strong communication abilities to support each student, helping them build confidence and develop a growth mindset.

12. Embracing lifelong learning

Lifelong learning helps teachers stay current on the latest teaching methods, technologies and subject-specific knowledge. Search for candidates enthusiastic about ongoing professional development activities that enhance their teaching skills by participating in workshops, attending conferences and pursuing training.

You can also support teacher learning by offering online courses, webinars and educational podcasts. Continuous education may help teachers adapt to new curriculum requirements, technological advancements and shifting student needs.

To assess teachers' knowledge about modern technology, you might ask them to explain the steps they take to embrace or prevent artificial intelligence (AI) in the classroom. Their answers may express an awareness of how other schools approach it, such as using Google Classroom's AI capabilities.

Hiring Tip of the Day

Use a scorecard.

Using a scorecard during interviewing is a more objective way to evaluate candidates, allowing you to rate each candidate on the same skills and qualities as opposed to first impressions and potential biases.

Teachers in modern education

Modern teachers help guide students toward new information, accommodate learning differences and encourage essential developmental relationships. Teachers are also responsible for creating a supportive, inclusive environment where students feel respected and valued.

When hiring teachers, it's important to build a diverse workforce prepared to guide the next generation of learners. Detailed teacher job descriptions with clear responsibilities can help you attract educators with the necessary skills and traits. If you're hiring for public education roles, you also need to follow state requirements for any required certifications and degrees.

Many students will use translanguaging in higher education where they are attending a university that does not have their first language as the medium of instruction. The students use their multiple languages as resources in their learning and understanding of subjects and ideas. An environment of multiple

languages spoken with various repertoires allows a greater multilingual competence of subjects taught and reviewed in each language available. Bilingual or multilingual students in higher education who study in their native tongue and the medium of instruction used at their institutions are studied to determine how to reform primary and secondary education. Translanguaging in higher education has been seen mostly within North America and in the United Kingdom. There are certain countries that are accepting of multilingual policies, such as India. However, places such as the United Arab Emirates are not accepting of adopting languages into their school systems.

Using the first language to support the second language can benefit in numerous ways. Learners can connect their previous knowledge to their new learning. Additionally, technology can support the development and comprehension of multiple languages based on learning theories and strategies. This can also facilitate the visualization and interaction with grammar, pronunciation, and much of various languages simultaneously. According to Ofelia García, translanguaging can contribute to education by:

- Supporting students as they engage with and comprehend complex content and texts, providing opportunities for students to develop linguistic practices for academic contexts, making space for students' bilingualism and ways of knowing.
- Supporting students' bilingual identities and socioemotional development.
- Collaborative translation can also contribute to translanguaging because many participants can translate simultaneously in the same document. This technique is fundamental because learners can utilize all the language knowledge, they have from their first, second or third language to input and expand knowledge in several areas.

Cultural and Identity

The implementation of translanguaging can help preserve cultural heritage. Learners can recognize ways in which two languages are similar to support understandings of both languages, which can help them better understand and preserve their first languages.

Ofelia García affirms that using translanguaging helps students from diverse backgrounds to understand and express their identities. Bilingual people have complex language skills that can change, and translanguaging helps them show multiple identities, not just those from one language. Translanguaging reveals new ways of using language that show the complexity of communication between people with different backgrounds. This breaks away from fixed language identities tied to specific countries.

3.3 Translanguaging in Foreign Language Teaching

Translanguaging in education adopts a heteroglossic approach to teaching that allows and also encourages the implementation of multiple language practices. The classroom can be considered a community of practice that offers the right setting for students and teachers alike to use and further develop all their language skills and linguistic repertoire. According to Williams, Wenger defines a community of practice as a group of people who share a common interest for something they do and aim at improving their skills by practising regularly.

Translanguaging in education “refers to using one language in order to reinforce the other, in order to increase understanding and in order to augment the pupil’s activity in both languages”. Despite the fact that to this day there is no universally accepted definition of translanguaging (consider the split between the “strong” and “weak” version of translanguaging), there is evidence of translanguaging practices in many education systems all over the world (for example, Paulsrud et al. (2017) report about the existence of translanguaging in Scandinavian institutions, Krause and Prinsloo (2016) analyse translanguaging in the South African educational setting, or Leonet Cenoz and Gorter (2017) discuss translanguaging within the context of trilingual education in the Basque country) underlining the advantages of these linguistic practices in a bilingual or multilingual setting.

According to Baker (2011: 289), a leading expert on bilingualism who also coined the term translanguaging in English, one of the main advantages of translanguaging in an educational setting is that it leads to a better understanding of the subject matter; so, “to read and discuss a topic in one language, and then to write about it in another language, means that the subject matter has to be processed and digested.” Baker (2001) also mentions other advantages of translanguaging in teaching, such as the development of the weaker language, the facilitation of home-school links and cooperation, and also the integration of fluent speakers with early learners. In addition, Stathopoulou (2015) points out the importance of translanguaging in testing and highlights the importance of tests that favour cross-language mediation practices. Although the present paper focuses mostly on the repercussions of translanguaging in the foreign language classroom, translanguaging as a linguistic practice can and is used in all educational contexts. Lopez et al. (2014), for example, show in their studies how emergent bilingual students alternated between English and Spanish while interacting with mathematical

items, which made possible for them to show their mathematical skills even in the conditions where their knowledge of English was not good enough. Similarly, Hassan and Ahmed (2015: 26) give an account of the alternate uses of several languages: Arabic, English, Urdu, and in some cases also Sylheti in religious classes in a madrasah (private Islamic secondary school). They point out that a positive effect of the translanguaging processes is the reinforcement of certain concepts through repetition in various languages, which then leads to a more profound understanding and learning of the subject material. With respect to the use of translanguaging methods in the foreign language classroom, while the data concerning the efficiency of these practices are rather scarce, several studies point to the advantages of translanguaging in foreign language teaching. For example, Portolés and Martí (2017) analyse the linguistic behaviour of young learners (5-year-olds) in a multilingual setting and show “On Translanguaging and Its Role in Foreign Language Teaching” how youngsters use their whole language repertoire while communicating with each other and construct new concepts based on their previous knowledge. Interesting is also Chukly-Bonato’s (2016) analysis of translanguaging processes in the classroom who, observing her students’ linguistic behaviour for several weeks, notes how translanguaging pedagogy changes their behaviour in a short amount of time.

The implementation of translanguaging practices, by eliminating the pressure of having to articulate in perfect English, created a calmer and more relaxed atmosphere in her classroom, thereby encouraging students to take an active part in class and use their language skills more confidently. The ways translanguaging practices can be implemented in a language class are multifold, depending on the linguistic background and language proficiency of the students. The classroom as a community of practice includes participants (both students and teachers) that work towards a common goal; in a class with mixed linguistic skills and competences and in certain cases also a different linguistic background, translanguaging can function as a linking element that serves as a tool to overcome cultural and linguistic differences. It can be said that translanguaging in the classroom serves both as a linking element that closes the gap between participants with different linguistic backgrounds and a scaffolding device that helps emergent bilinguals to keep pace with more advanced learners and at the same time demonstrate and improve their linguistic skills and abilities.

Translanguaging can be implemented in a wide range of activities for the practice of various linguistic skills such as speaking, writing, reading, or listening. The aim of translanguaging practices is to allow language learners to

use their linguistic competences to the fullest by eliminating the requirements of having to adhere to the norm of an idealized, native-like speaker. Pacheco (2016) gives examples of translanguaging in a class, where, besides English, the use of Spanish can be observed in various speech acts. He points to the employment of translanguaging practices by the teacher and the students alike for various purposes, such as for requesting information and clarification, providing or affirming a particular answer, demonstrating expertise, and so on. The examples given by Pacheco (2016: 79) shows how creatively translanguaging is used in various situations (in initiative, declarative, affirmative, evaluation speech acts, etc.):

1. What's a javelina? Requesting information
2. Was assistente the same as assistant? Invitation to a speech event
3. Correción. Yes, like correction. Affirming information
4. You got it. It's corriendo. Affirming information
5. Acción sounds like action. Provide information
6. They are having a fiesta. Demonstrate expertise

Translanguaging strategies could be employed in all kinds of activities that include not only speaking but listening, reading, or writing skills as well in a way that allows or encourages the use of other languages along the target language (L2). Ideas for translanguaging activities could be, for example, reading a text in one language and summarizing it in another, doing research on a topic in L1, report on it in L2, allowing the use of L1 in group work, explaining something in L1 after the explanation in L2 has failed, translating terms from L2 into L1, etc. In what follows, the paper will present the outcomes of a reading activity among L1 speakers of Hungarian, a translanguaging activity that included the alternative use of English and Hungarian in class. In addition, the paper will comment on the reaction of the students to this activity, especially with regard to language use. While students had been used to occasionally hearing or speaking Hungarian in class, it was the first time that they came in contact with Hungarian as part of a reading exercise.

A translanguaging activity

The translanguaging activity was carried out at Sapientia University, Faculty of Miercurea Ciuc in three English classes, with first-year pre-intermediate students (around 15 students in a group). I chose these classes especially because at this level a mix of emergent/weaker learners and more advanced learners can often be found, some of them being rather at elementary levels while others approaching the intermediate level. The primary aim of this activity was to see what strategies the students use in order to handle the task at hand and also whether they like or dislike the idea of using Hungarian in

class. The results are far from being conclusive and only serve to shed light on the linguistic behaviour of students as well as their perspective on using other languages besides English during the activity. The task consisted of two parts: the first part was a reading comprehension exercise where students had to put the paragraphs of a text in the right order. Once they had managed to do that, there was a true or false exercise based on the text that they had to do in Hungarian. The students worked in small groups of 3 or 4 and were expected to do the task in a certain amount of time (20 to 25 minutes). No instructions were given with regard to the language use during this activity. After the students finished the task, there was a whole-class discussion in which they talked about the strategies they used to do the exercise and also shared their opinion concerning the use of Hungarian besides English. A common strategy that the students used during this exercise was translating the paragraphs into Hungarian, which helped them reconstruct the entire story. Other strategies that helped students to put the paragraphs in the right order included looking for connectives, keywords, or repetitions within the text.

On Translanguaging and Its Role in Foreign Language Teaching

Most of the students got involved in a spontaneous, one-sided translanguaging during the exercise. While some of the students did not translate the sentences into Hungarian, all of them switched to Hungarian right at the beginning of this exercise and kept speaking in Hungarian during the entire activity. With respect to the usefulness of Hungarian as part of the exercise, and also occasionally in class, the answers of the students varied. While the first reaction of the majority of the students (around 70% – as it was part of an oral communication activity, the exact number is hard to tell) was a positive one, saying that the use of Hungarian was useful, later on, it came to a difference of opinions between weaker students, struggling with their English, who would welcome similar exercises in the future, and more advanced speakers for whom the exercise was not challenging enough.

According to more advanced learners, or even weaker learners that overestimated their own linguistic competences, Hungarian should be used only in cases when they do not know or cannot remember a word or when they do not understand something. Several students mentioned that during their previous studies they had not been allowed to speak Hungarian in English classes. In order to understand the students' perspective on the language use in class, their schooling background should be taken into account as well, the more so as this shapes the image the students have of themselves as language speakers. How language learners view their language competences and how confident they are about their language abilities depend on their previous

language learning background to a great extent since this already sets the norms for the ideal foreign language speaker. In addition, the self-image of students as language learners and speakers also influences their learning motivation. This idea is highlighted in Dörnyei's (2005) analysis of language learning motivation, a study that draws attention to the importance of self-image in language learning processes. Dörnyei (2005) differentiates between *ought-to L2 self* (language learning motivated by the expectation of the society, teacher, parents, etc.) and *ideal L2 self of language learners* (the ability to use English at work and in daily life in the future), stating that they have a great impact on the students' motivation in learning a foreign language. As concerns the participants in the translanguaging activity, it is important to consider that most of the students came from a monolingual educational background where only the use of English was encouraged in class. In such circumstances, the formation of the *ought-to L2 self* and also of *the ideal L2 self-images* were conditioned solely by the norms of the monolingual language teaching and learning. This can explain why, although the students switched to Hungarian when they started the exercise and had no problem with me occasionally switching to Hungarian either (e.g. when the explanation in English failed), when made conscious of their linguistic behaviour, most of them regarded it as an ultimate solution, a tool that should be limited to situations when their knowledge of English did not allow them to express themselves properly.

Coming from a linguistic background that was defined by monolingual teaching methods, the students' ideal image of themselves as future language speakers did not make room for the use of other languages in the classroom; so, despite the fact that the students used their L1 in class, they were inclined to see it as a mistake, as something that they should not do. Translanguaging practices intend to resolve such contradictions in that they create a learning space where language skills are viewed primarily as communicative competences and where monolingual linguistic methods are regarded as guidelines and not as the only acceptable norm.

Conclusion

Translanguaging, a relatively newly coined term, is used to describe both the alternation between languages and the underlying linguistic processes. The paper offers an insight into this complex phenomenon, elaborating on the possibilities of implementing translanguaging in the classroom, with a special focus on foreign language teaching.

Translanguaging as a pedagogical method takes a heteroglossic, multilingual approach to teaching. One of the main advantages of these

practices is that, by allowing learners to use their full linguistic potential within a planned activity in the classroom, they motivate weaker learners to engage more in learning activities. By not following monolingual norms exclusively, translanguaging practices also lead to a more relaxed atmosphere, where the learning process is a creative one, based on the language skills of each individual who comes in contact to create and negotiate meaning together. The idea of allowing a multilingual language use in the classroom can be challenging for teachers who have been trained according to monolingual language norms that discarded the use of other languages in class. It is paramount to understand, however, that translanguaging practices, if implemented correctly, do not harm language skills in a particular language; on the contrary, they foster language learning by allowing students to engage more actively in learning activities and also to use their linguistic skills with more confidence in any circumstances.

3.3.1. *Translanguaging in English language teaching*

Translanguaging in English language teaching refers to a pedagogical approach that leverages the full linguistic repertoire of multilingual learners, including their first language (L1), to facilitate their learning of English. It acknowledges and integrates students' diverse linguistic backgrounds, allowing them to strategically use their languages to enhance comprehension, communication, and overall learning.

All students can benefit from a classroom welcoming of translanguaging because few use academic English at home, regardless of their home language. For instance, Black students may be fluent in African American Vernacular English and can use translanguaging activities to engage in academic classroom English, Johnson said. An example of English-only translanguaging is asking students to turn William Shakespeare's sonnets into modern pop songs, because it is a use of language in different registers, or levels of formality, Phillips Galloway said. Students are also more interested in acquiring more languages after hearing their peers use their home languages, which helps them succeed in an increasingly global society, she added.

The more opportunities students have to use language, whether that's English or not, breeds more language use, which is then associated with language learning. "I think the mistake that we often make is that we don't help students to make the connections between the linguistic resources that they bring in languages other than English," Phillips Galloway said. "And in the course of doing that, we take a whole set of resources that could be used for comprehending texts as they read in English, or learn to write text in English, we take those resources off the table." More research has found that allowing students to participate in translanguaging helps English learners eventually outperform their monolingual peers because they become more flexible in thinking about and using language in academic contexts, Marrero-Colon said.

The Reasons of Using Translanguaging in EFL Classroom

According to open-ended questionnaire, and semi-structured interview, the researcher got the data about some reasons why English teachers implement translanguaging in EFL classrooms. There are eight reasons of translanguaging implementation.

First, the lack of vocabulary mastery.

Since it was in elementary school, English learning has become a new experience for the students. The students' which are categorized as young

learners still have limited vocabularies. Therefore, the teacher allowed the students to use their mother tongue in the classroom. This reason is strongly argued by Teacher 1 who is teaching in the first and second grade. For example, Teacher 1 says:

“Students in the first and second grade still learn how to read, write, and count. They still have limitations in English vocabularies. Therefore, they need more guidance and support in learning. As the strategy in English teaching, the teacher helps them to understand English and increase their vocabularies by using translanguaging”. The lack of vocabulary is also mentioned by the other English teachers. Even though they taught English for the students in the higher-class level, the students still had limitations in vocabulary mastery. Teacher 3 says:

“The English materials for the higher-class level are more difficult and complex. In each chapter, they will learn a new topic and vocabulary. The instructions are sometimes different from the previous chapter. Therefore, the teacher implements translanguaging so that the new materials and vocabularies can be understood easily”. The lack of vocabulary becomes the reason of translanguaging implementation is in line with the finding of (Anwar et al., 2014), (Rerung, 2018), (Sanjaya & Sumardi, 2023), (Marsevani & S, 2023) and (Canagarajah, 2011). They found that translanguaging is needed due to a deficiency in students' foreign language vocabulary pertaining to the subject being studied.

These findings indicate that translanguaging may serve as an effective strategy for overcoming vocabulary difficulties among EFL learners. Translanguaging facilitates students' comprehension and retention of new English terminology by enabling them to utilize their L1 expertise. This is especially significant in subject-specific circumstances, where students may confront foreign terminology and concepts. (**Journal of English Teaching and Research**)

Furthermore, translanguaging can enhance comprehension of terminology by establishing links between L1 and L2 concepts. This can assist students in cultivating a deeper comprehension of the target language and its complexity. Moreover, translanguaging offers students the opportunity to engage with new language in significant and genuine circumstances. It is essential to recognize that translanguaging should not be seen as a replacement for conventional vocabulary education. Although translanguaging is a beneficial strategy, it is crucial to offer students explicit instruction in vocabulary acquisition and application. An integrated strategy that merges translanguaging with conventional vocabulary instruction techniques can be highly effective.

The second step is related to the teachers' instruction.

The English teachers implement translanguaging to make the instruction clearer for the students. Since the students' mastery in vocabulary is still low, sometimes the students do not understand the teachers' instruction. To avoid misconception of instruction, the teachers implement translanguaging. If the teachers use full English in giving instructions, sometimes the students are confused about what to do. The students will ask the teacher to get the clear instruction. This difficulty not only happens in oral instruction, but also the written instructions in the coursebooks. This reason aligns with the finding from (**Liando et al., 2022**). They found that in actuality, there is no assurance that pupils will comprehend the content that is delivered by the teacher even if the teacher uses just English when instructing. The teacher's use of "full English" will impede the students' comprehension and level of participation in the classroom. A primary rationale for employing translanguaging is to deal with students restricted language with the complexity of classroom instructions.

Translanguaging can assist students in linking unknown vocabulary or concepts to their pre-existing knowledge. This may result in enhanced comprehension and heightened motivation to acquire knowledge. Moreover, translanguaging can enhance student understanding by offering various language signals. Utilizing both L1 and L2, educators may clarify meaning, provide examples, and reinforce essential concepts. This can be especially beneficial for students who may have difficulties with listening comprehension or who are unacquainted with specific English-language conventions. Nonetheless, the efficacy of translanguaging in enhancing instructional clarity may be contingent upon several circumstances. The degree of students' language competency, the intricacy of the subject matter, and the educator's adeptness in employing translanguaging procedures can all affect its efficacy. All English teachers agreed that the students will be so confused if they listen to the new instruction. But, if they ever listen to the instruction frequently, they will understand. In this condition, the teachers usually use English. So, the use of classroom instructions depends on the students' familiarity with the instructions. Teacher 1 says:

"I use translanguaging to make my instructions clear for my students. Since English is the new thing for the students, to avoid misconception toward what the teacher instructs them to do, then use translanguaging."

Teacher 2 says:

"In the EFLS classroom, the teacher often uses various kinds of instructions. The instructions are based on the situation".

Teacher 2 says:

“In the EFLS classroom, I often use various kinds of instructions. The instructions are based on the situation and materials. If the instruction is new for the students, I usually use translanguaging. But, if the students have been familiar with the instructions, I usually use English”. (**Marzon Efendi, Syafryadin**)

The third step is classroom participation.

The English teachers use translanguaging to engage the students and make them active. By allowing the students to use their mother tongue, the students will have opportunities and courage to participate. The students can combine the use of language between English, mother tongue; It aligns with the former research by (**Liandoet al., 2022**). They found that utilizing translanguaging can enhance student motivation and promote active engagement in the learning process. It also fosters critical thinking skills and encourages students to attentively comprehend the teacher's explanations of the offered content. A primary rationale for adopting translanguaging is to foster a more inclusive and supportive educational atmosphere. Permitting students to utilize their L1 enables teachers to create a more inviting and accessible educational environment for all learners. This may motivate students to engage more actively and enhance their confidence in contributing to class discussions. Moreover, translanguaging offers students the opportunity to engage with English in a more authentic and significant manner. Students can achieve more sophisticated and nuanced communication by integrating their L1 with English. This can assist students in enhancing their linguistic abilities and fostering confidence in their capacity to utilize English in practical contexts.

Translanguaging can enhance critical thinking abilities by prompting pupils to establish links between other languages and cultures. This facilitates students in cultivating a profound comprehension of their surroundings and in engaging critically with intricate concerns.

The fourth step is to create a comfortable and joyful learning environment.

Since it is not their first language and at the elementary school level, the teachers should design a fun learning environment. Teacher 3 argued that if the students learnt in a comfortable learning environment, they would be happy and decrease their anxiety. If the students were happy, they would love English. Since this school implements full day school with many kinds of subjects and activities, the teacher should create a joyful and comfortable learning environment. Employing translanguaging enables teachers to foster a more inclusive and culturally responsive learning environment. This fosters a

sense of value and respect among students, thereby enhancing their motivation and involvement.

Moreover, translanguaging can reduce worry and stress, as students may experience greater comfort and support when permitted to utilize their L1. Moreover, a conducive classroom atmosphere can cultivate a passion for studying. When students experience happiness and engagement, they are more inclined to cultivate a favorable disposition towards English and other disciplines. This could provide permanent advantages for their scholarly achievement and personal growth. It is essential to recognize that establishing a conducive and enjoyable learning environment necessitates thorough planning and execution. Teachers must consider the distinct needs and interests of their students and offer a diverse array of interesting and culturally appropriate activities. The English teachers used translanguaging in the EFL classroom to avoid misconception of learning materials.

Translanguaging can be a powerful tool to avoid misunderstanding across the language. Especially for the students in the higher-class level of elementary school, they are taught some language features to make them be able to make simple sentences or short dialogues. The students find many difficulties in understanding the materials when the teacher uses English fully. The teacher ever tried to use English fully, but at the end of the learning process, the learning objectives could not be reached well. Therefore, the teacher used translanguaging in explaining the lesson in order to make the students get a clear understanding. It is in line “Journal Of English Teaching and Research” with the finding of **(Patmasari & Kamaruddin, 2022)**. They found translanguaging can help to communicate difficult ideas.

The utilization of translanguaging is also according to the students’ desire. When the teacher explains the lesson by using English, and the students cannot get the teacher points, the students usually ask the teacher to explain it by using Indonesian language. Therefore, to avoid the students’ misunderstanding, the teachers use it by combining English. The combination can be sentence by sentence or only some words in a sentence which are translated into Indonesian language. By permitting students to express their preferences and seek explanation, teachers can create a more individualized and focused on students learning atmosphere. This can cultivate a sense of ownership and motivation in pupils, as they perceive their voices as valued and respected. Moreover, employing translanguaging in reaction to student inquiries might improve comprehension and reduce misunderstanding.

Translanguaging can serve as an effective technique for clarification when students encounter difficulties in understanding a lesson. By

integrating L1 and L2, educators can facilitate students' connections between new information and their prior knowledge, so fostering a more profound comprehension of the subject matter. Nonetheless, it is crucial to recognize that the implementation of translanguaging should not be exclusively motivated by student demands. Teachers must also take into account the instructional objectives of the class and the individual requirements of the students.

An effective strategy integrates student-centered instruction with teacher-directed learning. Teacher says: "For the students in higher-class level (fifth and sixth grade), the English materials consist of some language features, such as adjectives, tenses, imperative, etc. To make the students understand the materials, I explain the materials by using bilingual, English and Indonesian language. I use bilingual English in order to prevent any misinterpretation among the kids regarding the materials given in the EFL classroom". The teachers used translanguaging also because of the limitation of time in the EFL classroom. In elementary school, English is taught once a week. The duration of each meeting is seventy minutes. It is not enough for the teacher to improve students' mastery in English faster. Moreover, English is a new thing for the students in the first grade. Besides that, the teachers use translanguaging to reduce students' anxiety.

Translanguaging serves as an effective mechanism for optimizing instructional time. By integrating students' L1, teachers can offer supplementary context and assistance, facilitating a more quick comprehension of new topics for students. This can be especially advantageous in elementary schools, when students may possess less prior exposure to English. Moreover, translanguaging may reduce student anxiety. Translanguaging can offer comfort and assistance when students experience feelings of overwhelm or confusion. This might enhance students' confidence in their language acquisition skills and diminish their fear of errors. Nonetheless, it is crucial to acknowledge that the proficient application of translanguaging necessitates careful planning and execution. Teachers must be aware of their student's distinct requirements and employ translanguaging judiciously to facilitate language acquisition objectives.

Teacher says: "If I use full English in my EFL classroom, it can increase my students' anxiety. English is not their first language, so they need to be helped with it".

3.4 *Translanguaging in the classroom*



The term “translanguaging” comes from a holistic view of multilingual students. This view recognizes that they have just one language system, not two or more, and that effective instruction involves finding ways to help students draw on all their linguistic resources, their full repertoire, to learn academic content in a new language. While students do need solid and extended instruction in English to acquire English, strategic use of their home language can accelerate acquisition of English and understanding of math, science, social studies, and language arts being taught in the new language.

Some educators have thought that translanguaging is like translating. In some classes, teachers have tried to help their emergent multilingual students learn academic subjects by translating everything they say. This concurrent translation, however, does not help students. There simply isn't time to translate everything that should be taught, and even if there was enough time, students would tune out the English and just wait for the translation into their new language. They wouldn't acquire much English, and they wouldn't learn much academic content either.

Effective translanguaging strategies draw on emergent multilingual learners' home languages without direct translation of the content. It has shown how good teachers, whether they are multilingual teachers, English as a second language (ESL) teachers, or mainstream teachers with emergent multilingual learners in their classes, find ways to help all their students use their full linguistic resources as they read, write, and discuss academic subjects.

How is translanguaging used in the classroom?

Teachers can engage in a variety of activities that deliberately encourage translanguaging, ranging from providing vocabulary in multiple languages to collaborative translation opportunities. The goal is to get students translanguaging as a practice that can be leveraged toward supporting literacy outcomes and engagement, as well as other academic endeavors. For example, two students could be assigned to solve a word problem, and one might be stuck on a word in English. The two students can then use an equivalent word in their home language to make sense of what the word problem is asking of them, Phillips Galloway said. Or in group activities, students can be prompted to share with the rest of the class how something taught in English would make sense in Spanish by highlighting similar and different grammatical structures between the two languages, Marrero-Colon said. "When you translate, you don't have to do it word for word. You're really trying to capture the feeling of that text," Marrero-Colon said. Once teachers start doing these activities, research has found that students who have not spoken before start speaking and students who were not as engaged in text-comprehension activities suddenly are, she added. That's occurring because they are being encouraged to use their

Translanguaging in the classroom

"Translanguaging" is a relatively new term for an age-old practice – that of switching between the languages one knows in order to maximise communicative potential. Translanguaging is flexible multilingualism. Whether it involves combining elements from different languages in the same utterance ('codeswitching') or alternating between languages in different parts of a task, it is a natural means of employing one's linguistic resources to their greatest effect. It occurs because individuals associate a given language with a specific task, topic or situation, or because some concepts (such as 'the Internet') tend to be more commonly expressed in a given language, or because it can be playful and witty. Translanguaging is something most people do all the time with their friends, family and other members of the community without even thinking about it.

In the classroom, translanguaging may involve:

- translating between languages;
- comparing and being playful with different languages;
- mixing words and expressions from different languages in the same spoken or written utterance;
- using the home language in one part of an activity and the school language in another part.

Thus, students might listen to information in one language and explain the gist of it orally or make written notes about it in another. Similarly, they might read a text in one language and talk about it or summarise it in writing in another.

As a resource for both teachers and students, translanguaging has many educational benefits because it:

- validates multilingualism, viewing it as a valuable asset rather than a problem or a temporary transitional interactional tool in early schooling
- represents a more efficient and effective teaching and learning technique than is possible in one language only
- offers opportunities for individuals to develop rich and varied communicative repertoires for use within and outside school.

Case Study Translanguaging in the classroom

Mrs. Indra, a Class IV teacher in a rural school outside Bhopal, describes how she has started to incorporate translanguaging in her language lessons.

Many of my students are not first-language Hindi speakers. Since I started incorporating translanguaging practices into their language lessons three months ago, they have become much more talkative and engaged in their learning. Their confidence in using Hindi has noticeably improved too. I have observed that monolingual Hindi speakers in my class are starting to pick up words and phrases from their classmates as well.

If my students are going to read a section or page of their Hindi textbook, I begin by introducing the topic, inviting my students to volunteer anything they know about it and encouraging them to translate the key Hindi vocabulary into their home language. I ask them to help me if I can't follow what they are saying.

I then ask my students to read a section or page of their Hindi textbook aloud in pairs or small groups, or silently and independently on their own. In either case, I invite them to pause at the end of each page or section and discuss what they have just read with their partner or other group members, making sense of it and establishing the meaning of any unfamiliar words

together. I suggest to them that they use their home language for this. I encourage them to add any new words or expressions in the dictionaries they have created.

If I want pairs or groups of students to present something to the rest of the class in the school language, I encourage them to use their language to discuss how they will express their ideas first. I do the same if I want them to write a summary or report in the school language.

To maintain the interest of all my students, I try to vary the organisation of the pairs and groups, while ensuring that they include at least two students of the same home language each time. Sometimes I place students with similar competence in the school language together. At other times, I place a more confident student with a less confident one, so that the former can support the latter in their shared home language. If there is someone in the group who does not speak the shared home language, I ensure that my students translate what they are discussing into the school language.

Recently I located a traditional short story that was available in Hindi and my students' home language. I used this with my Class VII students. I made copies of the stories in each language and got small groups of students to read them in parallel. I then invited them to use their home language to compare the different versions of the two stories, including the key words.

How to Implement Translanguaging in the Classroom

"We start off the year building bridges between the languages by learning about and identifying cognates," Marina said. "But also speaking about our traditions, cultures and experiences, which is also part of translanguaging. There's not one direct explanation of translanguaging. There's so much that comes into play."

The students suggest several ways to bring translanguaging into the classroom:

- Create a welcoming language environment.
 - Encourage students to use all their language abilities without fear of correction or restriction.
 - Acknowledge and celebrate all languages spoken in the classroom.
 - Build bridges between languages.
 - Use cognates (similar words across languages) to highlight connections between English and their home languages.
 - Compare idioms and expressions across languages to deepen understanding.
 - Incorporate multilingual resources.
 - Encourage students to use bilingual dictionaries, texts and digital tools.

- Provide content in multiple languages to reinforce learning.
- Have students create personal glossaries with translations and explanations in their home languages.
- Utilize arts and expression.
- Encourage students to write poetry, create music or engage in storytelling using all their languages.
- Use multilingual journals for reflections and creative writing.
- Educate and involve school leadership.
- School leaders must understand and support translanguaging to create a school culture that embraces it.
- Explore professional development to help educators and administrators implement these practices effectively.

Resources to Get Started

Translanguaging is more than a strategy to use in the classroom – it's a mindset that values and leverages the linguistic assets of all students.

“It’s like the air we breathe,” Tatyana said. “The more that we can expose students to growing their linguistic repertoire and also learning about other languages, the stronger it’s going to make them, and the better prepared they are to be with other people in the world, and to understand people, even if you don’t speak their language.”

Tatyana and Marina met through the CUNY-Initiative on Immigration and Education (CUNY-IIE) when Marina and some of her colleagues helped create a video on welcoming new students into the classroom. In the video, you can see Marina, her colleagues and the students translanguaging.

CUNY-IIE also provides modules for educators on a variety of topics, including one on translanguaging, authored by Professor Maite Sánchez.

In addition to CUNY-IIE, Tatyana has been involved in the CUNY New York State Initiative on Emergent Bilinguals (CUNY-NYSIEB). This initiative has an entire web page on translanguaging resources, and it's an excellent place to find information on the following:

- Translanguaging guides
- Tips for establishing a leadership team at your school
- Relevant books and resources

If you're interested in more information about translanguaging, that had been used in each:

Activity: Students discuss a topic in pairs using their home language.

Here are some possibilities:

- ‘In Hindi we say xxx, in [your home language], we say yyy.’
- ‘How do you say xxx in [your home language]?’

- ‘What [home language] words do you know for this topic?’
- ‘Work in pairs. One pupil says the word in Hindi, the other in [their home language]. Then change over.’
- ‘I’m going to ask the questions in Hindi. You can tell me the answer in [your home language].’
- ‘You can start in [your home language], then move to Hindi.’
- ‘You can use [your home language] to discuss this topic in your pairs [or groups], and then give your report back to the class in Hindi.’
- ‘Now we have some time for questions in [your home language].’
- ‘Make a list of new words in your notebook. Write the Hindi word on the left and the [home language} equivalent on the right.’

(Adapted from Simpson, 2014)

Activity: Incorporating translanguaging in your classroom

Identify a forthcoming language lesson in which you can introduce translanguaging into your classroom practice. Note down the parts of each activity in which use of the school language or the students’ home language would be most appropriate. Consider how to pair or group your students. Plan the lesson, revisiting and practising the instructional phrases that you are likely to use for each step (see above). Share your plan with a colleague if possible.

When you are ready, implement the lesson. Begin by explaining to your students what the benefits of translanguaging are to learning and why you wish to encourage them to do this. Give them clear instructions for each stage of the activity. Respond supportively to their use of their home language.

You may find it helpful to read the key resource ‘Planning lessons’. Once you introduce translanguaging into your teaching practice, it is important to incorporate it consistently in your lessons so that your students gain confidence in the acceptability of using their home language in their learning on a regular basis.

3.4.1 *Translanguaging Examples in the Classroom*

Translanguaging is using all linguistic and cognitive resources, including one's home language, to make sense of the academic content being delivered in a language one is just starting to learn.

1. Strategic pairing and grouping of students

- Example: You have established a routine for peer discussion or “turn and talk” during whole-group lessons. You intentionally place or partner same-language students together, and offer them the opportunity to translanguange as part of the discussion routine.
- Example: You have the second language (L2) version of a chapter book or text available. As the class is directed to read a portion of the book, you position same-language peers so that they may read the L2 version together.

2. Tapping into multilingual literacies through content-area texts and materials

- Example: You have planned to show a short video as part of your content lesson, and you have one student in the class whose dominant language is other than English. You know he will have a difficult time accessing the video presentation. You locate a video on the same subject matter in his L1, and give him opportunities to view this prior to the lesson.
- Example: Your “big box” ELA curriculum includes Spanish versions of the texts for each lesson. Some of your students have Spanish L1 literacy, while others have had interrupted education, and are not able to read it. You allow these students to read the text in a small group, with those who are able reading it aloud in Spanish. As the lesson progresses, you ensure that these students have access to both versions of the text, so that they can reference and make meaning from the two.

3. Activating student talk

- Example: You are about to guide students in a time of partner or small-group discussion, in which they will respond to a prompt or essential question. You provide a couple of sentence starters, and explain that you'd like to hear students using the sentence starters as they share their ideas. You also display the sentence frame (using Google Translate) in some students' L2, and say that they are welcome to translanguange as they share their ideas. (Be sure to group them strategically, so that monolingual students aren't excluded from discussion.)
- Example: Establish a word/phrase of the day, in which a student teaches the rest of the class a helpful word or phrase in their L1. Encourage students to practice and apply new words or vocabulary throughout their day.

4. Multimodal, multilingual assessment options

Whether writing or speaking, some students may benefit from being able to initially produce or express academic ideas in their L1. This product may be assessed as is. It can also serve to launch them into a scaffolded English-language assessment activity.

- Example: Students are writing a personal narrative. You have a newcomer with strong L1 literacy, and would like to give them the opportunity to freely express their story. You enable them to do so in their L1 first, and they submit a version in both languages. You work with the ML specialist to guide the student in a lesson in which they recreate the narrative. They might label pictures of the narrative events, or co-construct simple sentences, based on the student's English proficiency level.

- Example: A team of students is about to present to the class the outcome of their science experiment. Part of students' grade is based on participation. You enable multilingual learners to language freely and flexibly throughout the experiment. For the presentation, you allow them to share their part/ideas/input using their L1. (They may speak, if they are confident to do so, or write, and translate as needed for the class to understand what is shared).

5. Impromptu translanguaging to respond to student needs

- Example: You are working together as a class to solve a math problem, and one student has found a solution. If they are bilingual themselves, you may invite them to share their process/thinking in both English and their other language. Or, you have another student listen to the explanation, then repeat it in the L2.

- Example: You are sharing new information on a topic, and have a sense that a key content term being used might have a Spanish cognate. You don't know much Spanish, and are unsure, but you refer to a Spanish-speaking student to translate, share from their background knowledge, or look up the translation. (We love a little on-the-fly bilingual sparkle in a lesson!)

These are just some translanguaging examples, to give you a sense of what this might look like for you and your learners. *Do you have any additional examples or ideas? Please share in the comments!*

Tips for Implementation:

- Introduce the class to the definition of translanguaging.
- When you are preparing students for a learning activity where translanguaging will be encouraged, signal to them or directly state your intentions/expectations/hopes for the activity.
- Remind students of tools and resources they may utilize.

- You may wish to model for students what translanguaging may look like for a particular activity, especially if they are not accustomed to a linguistically-inclusive learning environment.
- Remain very open and observant, responding to individual student needs and preferences, rather than relying on assumptions. Adjust your expectations accordingly.

Translanguaging in the classroom refers to the practice of leveraging a student's entire linguistic repertoire, including their home language(s) and the target language, to facilitate learning. It's about embracing a student's full linguistic capacity rather than restricting them to a single language. This approach can create a more inclusive and effective learning environment, particularly for multilingual learners.

Effective translanguaging strategies in the classroom

To support her emerging multilingual learners in this exercise, the teacher didn't speak all the home languages of her students, but helped them learn important math concepts and acquire academic English by using these effective translanguaging strategies.

1. She asked students to share the name of the figures in their home language. She had them find cognates where possible; in some cases, the written language was very different but the sounds were similar.
2. She provided students with multilingual resources to support their work.
3. She placed them in same home-language groups to discuss the problems using their home language, English, or both.
4. She allowed students to make journal entries in their home language or in English.

As this translanguaging example shows, translanguaging strategies designed to draw on students' full linguistic repertoires require careful planning by the teacher. She doesn't simply translate. Instead, she finds ways for her students to use all their cognitive and linguistic resources to learn academic English and academic content in English. At the same time, she recognizes and builds on their multilingual identities. As a result, her students are engaged and fully involved in her math class.

A translanguaging example: how it looks in class

In a math class with students from six different language backgrounds, the teacher explained how to determine the volume of different three-dimensional figures. Students kept a journal in their home language or in English to answer the questions "What is volume?" and "How do we determine volume in a figure?"

The teacher began by reviewing some basic math vocabulary: *volume*, *cone*, *prism*, and *cylinder*. She held up various objects and asked students, “What is this figure?” and “What are some examples of these figures in real life?” For each figure, she asked students with different home languages how to say the word in their own language and to write the word on the board. In some cases, the students recognized that the word in their language was a cognate or an English word. For example, the Spanish words *cono* and *cilinder* are cognates of the English terms *cone* and *cylinder*.

As students solved problems to find the volume of different figures, they sat in same home-language groups. They were told that they could use their home language or English as they discussed how to solve the problems. They also had access to electronic translation resources they could use to help understand the problems. When they were finished, each group reported in English how they had solved the problem, and they wrote down their solution in English.

1. Key aspects of translanguaging in the classroom:

- **Embracing Linguistic Diversity:**

Translanguaging acknowledges and values the diverse linguistic backgrounds of students, recognizing that their home languages are valuable resources for learning.

- **Strategic Language Use:**

It's not just about using multiple languages interchangeably; it's about strategically employing different languages to support understanding, communication, and concept development.

- **Bridging Home and School:**

Translanguaging can help bridge the gap between students' home lives and the language of instruction, making academic content more accessible.

- **Co-construction of Knowledge:**

It fosters a collaborative learning environment where students can draw on their linguistic resources to make sense of new information and build upon their existing knowledge.

2. Benefits of translanguaging:

- **Increased Comprehension:**

By allowing students to access information in their stronger language(s), translanguaging can improve their understanding of complex concepts.

- **Enhanced Language Development:**

It can promote the development of both the home language(s) and the target language, fostering deeper language acquisition.

- **Improved Engagement:**

When students feel their linguistic and cultural backgrounds are valued, they are more likely to be actively engaged in the learning process.

- **Promoting Multilingualism and Multiliteracy:**

Translanguaging can help students develop a broader understanding of language and literacy, preparing them for a multilingual world.

- 3. *Classroom strategies:*

- **Bilingual Anchor Charts:**

Creating charts with key vocabulary and concepts in both the home language and the target language.

- **Graphic Organizers:**

Using visual tools to help students organize their thoughts and ideas, potentially in multiple languages.

- **Peer Discourse:**

Encouraging students to discuss and explain concepts with each other in their preferred languages.

- **Bilingual Libraries:**

Providing access to books and other resources in both the home language(s) and the target language.

- **Online Research:**

Allowing students to use their full linguistic repertoire for online research tasks.

- **Explicit Connections:**

Helping students make connections between their home language and the target language to facilitate learning.

- 4. *Considerations:*

- **Teacher Training:**

Teachers need appropriate training and support to effectively implement translanguaging practices.

- **Contextual Appropriateness:**

Translanguaging should be implemented in a way that is appropriate for the specific learning context and the needs of the students.

- **Positive Attitudes:**

It's important to cultivate positive attitudes towards multilingualism and translanguaging among all students and educators.

- **Potential for Misconceptions:**

It's crucial to address any misconceptions about translanguaging and ensure that it is understood as a strategic and effective pedagogical approach.

Conclusion

Translanguaging transforms the conversation about the language use of bilingual and multilingual speakers, and especially emergent bilingual students and other bilingual learners. Although it holds much promise to transform multilingual subjectivities in ways that equalize opportunities to participate in society, it continues to be seen by many as suspicious. For some it legitimizes bilingual practices, the grassroots multilingualism (Mohanty, 2013) of speakers. For others it blurs the boundaries of named languages that shape traditional understandings of bilingualism. The simultaneous interaction of local, global and virtual contexts in which we perform language today requires that we pay attention to the translanguaging of speakers, and at the same time that we continue to develop ways of using language that respond to societal conventions. It is the tension produced between the two that creates the energy that moves speakers from the cages and boundaries of the languages of nation-states into a space in which they become agents and builders of their own language. Language belongs to speakers, not to political states. And translanguaging is the motor that frees us from the constraints of having to use language only according to certain conventions and privileging only the communicative modes favored in schools – listening, speaking, reading, and writing. Linguistic creativity is then given back to speakers and especially students, as they chart their own learning and lives.

Questions on the Translanguaging with the keys

What is a translinguistic approach?

The translinguistic writing approach invites students coming from diverse linguistic and cultural backgrounds to acknowledge and negotiate the various languages and rhetorical styles they bring into their writing.

How to Implement Translanguaging in the Classroom.

1. Encourage students to use bilingual dictionaries, texts and digital tools.
2. Provide content in multiple languages to reinforce learning.
3. Have students create personal glossaries with translations and explanations in their home languages.

Who introduced translanguaging?

Educator Cen Williams

The term “translanguaging” was created by Cen Williams, a well-known Welsh educationalist, as a way of discussing communication by people who speak more than one language, which began in North Wales in the 1980s. Welsh educator Cen Williams was working with some colleagues to develop ways:

- to help students who spoke both Welsh and English use both languages in the classroom;
- for the planned and systematic use of two languages for teaching and learning inside the same lesson.

What is another word for translanguaging?

Synonyms for Translanguaging

- bimodal bilingualism;
- simultaneous bilingualism;
- sequential bilingualism;
- multilingualism;
- dual language acquisition;
- code-switching;
- heritage language acquisition;
- cross-linguistic influence.

Is translanguaging as pedagogy?

Pedagogical translanguaging is a pedagogic theory and practice that refers to instructional strategies which integrate two or more languages. Spontaneous translanguaging refers to the reality of bilingual usage in naturally occurring contexts where boundaries between languages are fluid and constantly shifting.

What does translanguaging look like?

Translanguaging is a theory that explains the dynamic way people use language in real life. Translanguaging might look like a student mixing languages when responding to a friend's question by drawing on whatever knowledge and vocabulary they know.

How do you use translanguaging in the classroom?

Effective translanguaging strategies in the classroom

1. She asked students to share the name of the figures in their home language.
2. She provided students with multilingual resources to support their work.
3. She placed them in same home-language groups to discuss the problems using their home language, English, or both.

What is the difference between translation and translanguaging?

- Translation is the communication of meaning from one language (the source) to another language (the target).
- Translanguaging is the process whereby multilingual speakers use their languages as an integrated communication system.

How is translanguaging different from translation?

Translanguaging extends beyond translation to something where students gain an understanding of how language functions and works.

Although translation activities are a way to engage in translanguaging, it's not word-for-word translation. It's about a student using the words and thoughts they have in their home language to make sense of English and then be able to respond in English, said Kia Johnson, the director of PreK–12 language and literacy at the Center for Applied Linguistics.

Translanguaging requires students to think about language components such as the placement of adjectives, what cognates are in various languages, and more in multiple languages at once, Phillips Galloway said.

Does translanguaging require bilingual teachers?

Teachers don't have to speak the home languages of students to help them engage in translanguaging. It does require teachers to be comfortable being a learner themselves as students teach them what they know about their own language. Some teachers may fear that students may engage in off-task behavior in languages the teachers don't understand, but research has found that in such cases, teachers are still able to register what is going on and get students back on task, Phillips Galloway said. He also said that teachers who work in states with laws requiring English-only instruction can and should still allow students to use other languages in the classroom to help them access academic content.

The key, Marrero-Colon said, is flexibility. For instance, a student may need to write an essay in English. They can instead start with building a PowerPoint primarily of images that convey a story or meaning. The teacher can then use the PowerPoint to help students come up with words and phrases, then move to sentences and paragraphs, and so on.

Does translanguaging just benefit English learners?

All students can benefit from a classroom welcoming of translanguaging because few use academic English at home, regardless of their home language. For instance, Black students may be fluent in African American Vernacular English and can use translanguaging activities to engage in academic classroom English, Johnson said. An example of English-only translanguaging is asking students to turn William Shakespeare's sonnets into modern pop songs, because it is a use of language in different registers, or levels of formality, Phillips Galloway said. Students are also more interested in acquiring more languages after hearing their peers use their home languages, which helps them succeed in an increasingly global society, she added.

Would translanguaging hinder a student's ability to acquire English?

The more opportunities students have to use language, whether that's English or not, breeds more language use, which is then associated with language learning. "I think the mistake that we often make is that we don't help students to make the connections between the linguistic resources that they bring in languages other than English," Phillips Galloway said. "And in the course of doing that, we take a whole set of resources that could be used for comprehending texts as they read in English, or learn to write text in English, we take those resources off the table." More research has found that allowing students to participate in translanguaging helps English learners eventually outperform their monolingual peers because they become more flexible in thinking about and using language in academic contexts, Marrero-Colon said.

What are the 5 other functions of a teacher?

The primary roles of a teacher are:

- Providing mentorship.
- Inspiring learners.
- Nurturing healthy curiosity in learners.
- Creating meaningful learning experiences.
- Leveraging technology to support learning.
- Mediating and liaising.
- Researching learning strategies.

How can schools overall better encourage translanguaging?

Improved curriculum, professional development, and mindsets around the value of home languages can all help schools to encourage translanguaging and support students in the process.

Phillips Galloway is working with colleagues on a curriculum that better guides teachers in translanguaging activities since not all curricular materials recognize the concept. Researchers at the Center for Applied Linguistics, including Cieslak, also work on professional development and policy discussions that help educators and policymakers alike understand how English learners bring with them linguistic assets that should be nurtured for overall academic success.

“It’s about understanding cultural identity, and my language is part of my identity,” Cieslak said. “And I’m going to naturally translanguag, whether you tell me I can or cannot.”

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PART 4

MULTILINGUALISM



International Encyclopedia of the Social & Behavioral Sciences
(Second Edition)

The word "multilingualism" is pronounced /'mʌlti'lingwəlɪzəm/ (multee-LING-gwuh-liz-uhm). In the International Phonetic Alphabet (IPA), it's represented as /mʌlti'lingwəlɪzəm/. The "multi-" part is pronounced as "multee," "lingual" as "LING-gwuhl," and "ism" as "iz-uhm".

Multilingualism is the use of more than one language, either by an individual speaker or by a group of speakers. When the languages are just two, it is usually called **bilingualism**. It is believed that multilingual speakers outnumber monolingual speakers in the world's population. More than half of all Europeans claim to speak at least one language other than their mother tongue, but many read and write in one language. Being multilingual is advantageous for people wanting to participate in trade, globalization and cultural openness. Owing to the ease of access to information facilitated by the

Internet, individuals' exposure to multiple languages has become increasingly possible. People who speak several languages are also called *polyglots*.

The term multilingualism has been used with increased frequency over the last few years. Many still use the term multilingualism to refer to any system with more than one language. As bilingualism is the most commonly studied form of multilingualism, the two terms are also used synonymously. In contrast, an increasing number of researchers argue that bilingualism should be seen as a subtype of multilingualism. Within the same group, third language acquisition (TLA) is not discussed as extended second language acquisition (SLA), but rather as a different language learning process in various respects (cf Jessner, 2008a).

The first recorded use of the word *multilingual* in the English language occurred in the 1830s. The word is a combination of *multi* – ("many") and *-lingual* ("pertaining to languages") The phenomenon of multilingualism is as old as the very existence of different languages.

A simple multilingual definition is a person who is capable of speaking different languages. Many people around the world can speak, read, and write in two or more languages, making them multilingual. According to most recent estimates, around 43% of the world's population can speak two languages, while another 17% can speak three or more. This means that **monolingual** people, or individuals who can only speak, read, and write in one language, are actually a global minority. Currently, English is the most common second language in the world: around 66% of English speakers learned English as a second or third language. Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is usually acquired without formal education, by mechanisms about which scholars disagree. Children acquiring two languages natively from these early years are called simultaneous bilinguals. It is common for young simultaneous bilinguals to be more proficient in one language than the other. People who speak more than one language have been reported to be better at language learning when compared to monolinguals.

Multilingualism in computing can be considered part of a continuum between internationalization and localization. Due to the status of English in computing, software development nearly always uses it (but not in the case of non-English-based programming languages). Some commercial software is initially available in an English version, and multilingual versions, if any, may be produced as alternative options based on the English original.

Multilingualism can be defined as “the ability of societies, institutions, groups and individuals to engage, on a regular basis, with more than one language in their day-to-day lives” (European Commission, 2007: 6).

Nowadays multilingualism has spread in the educational context because of historical, social, political and economic reasons. Multilingualism refers to the ability and practice of using more than one language, either by an individual or within a community. It encompasses the skills of speaking, understanding, reading, and writing in multiple languages. While often associated with bilingualism (speaking two languages), multilingualism extends to individuals who speak three or more languages, often referred to as polyglots.

Someone who speaks two languages is multilingual, but the term is most often used to describe someone who speaks more than three languages, since the term bilingual is commonly used to describe someone who speaks two languages and trilingual is used to describe someone who speaks three.

It opens you up to new cultures and to the fruits of diversity. Speaking a second or third language will boost confidence and increase self-esteem. In a globalizing world, knowing a second or third language gives you an advantage career-wise.

Multilingualism refers to the coexistence of more than one language system within an individual, contrasting with monolingualism, and can arise from various social circumstances, such as living in a bilingual community or an officially bilingual country

Key Aspects of Multilingualism:

- Individual vs. Societal:**

Multilingualism can refer to an individual's ability to use multiple languages or to the linguistic diversity of a community or nation.

- Degrees of Proficiency:**

Multilingualism doesn't necessarily require native-like fluency in all languages. Individuals may have varying levels of proficiency in different languages, depending on factors like age of acquisition, frequency of use, and context.

- Bilingualism vs. Multilingualism:**

While bilingualism specifically refers to the use of two languages, multilingualism encompasses the use of three or more languages.

- Diverse Contexts:**

Multilingualism is present in various contexts, including personal, educational, professional, and societal settings.

- **Benefits and Challenges:**

Multilingualism can offer cognitive, social, and economic advantages, but it can also present challenges related to language maintenance, educational approaches, and communication.

Examples:

- A person who speaks English, Spanish, and French is multilingual.
- A country where multiple indigenous languages are spoken by its population is considered multilingual.
- A student learning a foreign language in school is engaging with multilingualism.
- Multilingualism - an overview | ScienceDirect Topics

4.1 The History of Multilingualism

The Encyclopedia of Applied Linguistics Edited by Carol A. Chapelle
RITA FRANCESCHINI

Multilingualism is a human potentiality which can be developed when circumstances permit it anywhere and at any time throughout human evolution: Sporadic or prolonged language contact between populations through cohabitation, trade, intermarriage, conquest, exploration, travel, or shared interests raises the desire or need for exchange. These direct contact situations heighten the probability that speakers and entire groups become able to understand, speak, or write several languages, to a greater or lesser degree (functional multilingualism).

Multilingualism can also develop through mediated means, like an interest in studying written texts, through administrative acts or religious practices expressed in languages other than the commonly used one, or through teachers. All these contribute to form a dynamic landscape of language diversity with regional, historical, cultural, and ideological differences. Broadly speaking, what multilingualism means is the use of more than one language socially, or in everyday life by individuals or groups or in institutions (Franceschini, 2009, pp. 33-4). The interest in exploring all these facets of multilingualism with historical depth is still in its infancy. The state of the art is built on case studies mainly from cultures with widely available written documentation; unfortunately, these are not necessarily the regions with the highest language diversity (today these include Papua New Guinea, Indonesia, Nigeria, and India; see Nichols, 1992), where colonial languages were often imposed as well (mainly English, Spanish, and French).

The traces or reports of the different phenomena of bilingual speech or writing—such as code switching, code mixing, code alternation, and accommodation to speakers of other languages—bilingual annotation of texts (in glosses for example), and different types of mediation and translation can be found in written documentation. Since an individual does not usually master different languages to the same degree, we can deduce that, in the past, some individuals' languages were used and understood in a limited way or only for specific purposes (for reading or for ritual purposes, for example). Thus, receptive multilingualism (which is not passive at all) can be practiced when each person understands another language to some extent and needs not acquire a perfect command of it (Braunmüller, 2007). Entire languages like

pidgins or lingua franca –also sign languages-emerged from the need for intercultural communication and for specific functions (mainly for trade) (Wurm, Mühlhäusler, & Tryon, 1996): One of the most durable lingua franca was used in the Mediterranean from the 13th to the 19th century for trade, naval communication, communication with foreigners, and other practical situations. This Mediterranean lingua franca (which also gave this phenomenon its name) was a sort of grammatically simplified mixed language based on several Italian vernaculars (Venetian, Genoese) with a fluxing addition of French forms and other languages from the Mediterranean basin, thus being comprehensible to people with different linguistic backgrounds. Languages can come under pressure: A language can fade out of the repertoire of an individual or a group. This language shift can take place over generations, when a group moves to another linguistic environment or when the social circumstances and power relationships are negative to the maintenance of the original language(s): Conquests, colonization, migration, and minority contexts may create the conditions for language loss and therefore contribute to diminishing multilingualism.

The forced assimilation of Native Americans to English culture is one such case. People may, by contrast, be determined to maintain an inherited language against the pressure of others, signaling group solidarity through its use too (as in the maintenance of Basque to this day as a pre-Indo-European language or the case of Hebrew in the Jewish culture, maintained around the world through religious practices). The most interesting topics in the history of multilingualism are how attitudes toward multilingualism have changed over time, and how ideology, mainly nationalism, has forced people toward monolingualism.

Sumerian and Ancient Egypt

One of the oldest sources documenting an administration's need to train people for multilingual purposes in a large empire goes back to the Sumerians: A huge number of multilingual vocabularies and grammars on clay tablets (ca. 2600 BC) impressively show that multilingually skilled persons, mainly civil servants, were deliberately trained to be able to speak and write in the different languages of the empire, such as Sumerian and Akkadian (Kramer, 1981, pp. 3-7; Titone, 1986, pp. 10-12, 25-6; van Hoof, 1991, pp. 7-8). Similar texts were also found from the Hittite Empire (till 1180 BC) (Macqueen 1986, pp. 24-5); and the same holds true for a multitude of ancient Egyptian sources (found in El-Amarna, for example, in 1400 BC). Egypt preserves a long history of multilingual scriptural practices: From the arrival of the Greeks up to the ninth century AD one can trace bilingual texts for over a millennium. A

large collection of papyri, for example, contains writings from various levels of society, private letters (written perhaps with help from scribes), and administrative documents in Demotic, Greek, Latin, Coptic, and Arabic (Papa constantinou, 2010).

The Roman Empire (up to the Fourth Century AD)

From the early Republic on, Latin was in contact with a multitude of other languages spoken in the vast territory of the Roman Empire, for instance Oscan, Gaulish, Punic, Aramaic, and Greek. Adams (2003, p. xxi) argues that a substantial part of the population in contact with Romans, and the Romans themselves, must have been bi- and multilingual. Evidence is given through traces of code switching from inscriptions to literary texts (for example in the works of Plautius and Lucilius; Cicero's code switching in his personal letters is described in Swain, 2002). Important institutions in the Roman Empire were multilingual: In the army, Latin and Greek were used, and the latter played an important role in the eastern part of the empire, where it assumed the role of a lingua franca. People with non-Latin languages as their L1 had to choose between learning Latin or Greek alongside maintaining their inherited language(s), or shifting completely to the language of authority, Latin, by giving up the language of their ancestors. In the west of the Roman Empire, a shift to Latin was the most common tendency, but in other countries communication through Greek formed a consistent pattern (Adams, 2003, p. 757). Another important institution was slavery: Many slaves were Greek and also worked as teachers in upper-class families, in Rome for example. This fostered the learning of Greek as a prestigious language (Adams, 2003, p. 762).

The Roman Empire did not have an explicit language policy, imposing the learning of Latin, but the expectation and the necessity to learn Latin was pretty convincing: For socially powerful interaction, submitted allolect speakers had to come to grips with the language of the dominators. A certain pragmatism combined with a dismissive attitude toward local languages (except Greek, which was admired) seems to have prevailed over an officially spelled-out policy. And, mainly in the west, a certain degree of disregard for regional languages like Etruscan and Oscan seems to have contributed to reducing their use (Adams, 2003, p. xix). Another attitude is noticeable: Non-Latin speakers seemed to accept the new Latin language alongside their old, without giving up the rules of their native tongues. This can be seen in inscriptions when names are maintained, for example. Sometimes, in accordance with the bilingual surroundings, people had two different names, as has been observed in Etruscan or North African gravestone inscriptions. Thus, names becoming more and more Latinate in the same family signaled an

increase in the bearer's level of identification with Latin-language culture (Adams, 2003, pp. 213, 755). Overall, Latin adopted a large number of words of Greek origin and, all over the Roman Empire, L2 speakers of Latin spoke it with accent and mastered it to different degrees. These forms of spoken substandard Latin or so called Vulgar Latin were the main foundations for boosting the development of Latin in non-native speakers. The bilingualism of ordinary people, and not only those who were literate, then, played an important role and became the foundation for the development of the precursors of the later Romance languages.

The Middle Ages

Medieval societies developed in a multilingual context and profited from sources in Arabic culture. The spoken languages were far from being unified or codified as they are today, but were open to the needs of practical purposes. Knowing several languages was seen as something useful, necessary for carrying out one's tasks, for trade, for communicating in church networks, and for governing. Educated people were at least bilingual with Latin as the main language of instruction. Scholars such as Raymond Lulle (ca. 1232-1316) knew Latin and Arabic, and wrote in Catalan and Occitan.

Multilingualism could be spread not only through erudition, but also via class distinctions, as in the case of the middle and upper classes in England after the Norman conquest of 1066. These classes had to learn and apply French. This kind of bilingualism was mainly diffused at the end of the 12th century, reaching as Short (2009) calculates not more than 15% of French-English bilinguals in the middle of the 14th century. In 1362 the opening speech of parliament was given for the first time in English rather than French. The population was mainly monolingual, the clergy trilingual with Latin (Short, 1980). The testimony of language-learning manuals (the oldest at our disposal dates back to 1396) shows that French at that time had to be learned anew for the special purposes of jurisdiction and administration (Kristol, 1995). Nevertheless, this early period of elite bilingualism left profound marks on much of modern English vocabulary. Britain was multilingual in another, very practical, sense because of its vast trading activities: In its ports merchandise from all over the world was registered and, as in all great ports, people communicated in several languages and the creation of functional trade languages, with mixed lexical forms, was common (Trotter, 2003). An example of how spoken vernaculars changed status and became languages of prestige can be seen in the social history of the old Southern Netherlands (with Flanders), which developed into a territory of great commercial and cultural

prosperity, generating a highly diversified society in a cultural border region where three languages were socially accepted.

Latin was used as elsewhere in Europe for all written purposes up to the 11th or 12th century. The awakened self-consciousness and rise in social status of the merchant classes elevated the spoken (and not yet standardized) "vernacular languages" all over Europe into a more prestigious position: In Flanders, for example, French was used as well as Dutch as the lingua franca in the courts and in literature from the 12th century onwards.

Vernacular languages appeared later in administrative texts too, contributing to an overall intelligibility for a large population, since mastery of Latin was increasingly restricted to the clergy (who favored it for some centuries). Documents, then, could be written in two languages. The spoken vernaculars (Italian, English, French, and German, for example) were generally more suitable than Latin for the practical purposes of international medieval commerce (Prevenier & de Hemptinne, 2005). It was not only in this time and in this part of the world that merchants were among the most multilingual people. It was quite common for young merchants to spend time in another city, learning the necessary new language "hands on." Traces of this practice can be seen in learning materials, as documented for example by a collection of dialogues in Venetian and Bavarian dating from 1423 (Rossebastiano Bart, 1984). Also in the 13th to the 14th centuries we know of similar didactic dialogues which were used in Novgorod and Hamburg, aiming to sustain the acquisition of German and Russian. As in other parts of the world, it was simply a prerequisite in the Hanseatic League (a trade alliance extending along the Baltic and North Sea) for successful trade activities to have linguistically skilled merchants (Braunmüller & Ferraresi, 2003). Dialogue books, grammars for language learning in five, six, or more languages, and polyglot dictionaries were diffused not only for erudition, but also in pocket format, apparently for those who traveled (Hüllen, 2005; Considine, 2008). The topics in the latter books clearly reveal their practical purpose: Conversations that include negotiations, pricing, sales discussions, asking for addresses, and so on show the necessity to be directly in touch with people in the relevant trade places.

The learning of several languages at that time does not seem to have been so uncommon (Franceschini, 2002). An attitude grounded in practical thinking can also be seen in the Golden Bull decree of 1356 in Nuremberg, where Emperor Charles IV advised the princes to have a multilingual education so that they would be able to rule their land with more political intelligence. He recommended that the sons of the Prince Electors, already

strong in German, learn Latin, Italian, and Czech from the ages of 7 to 14, for the same reasons (Schneider, 1996, pp. 74-75). We know from the first emperors of the Habsburg dynasty how many languages they mastered: The first language of Maximilian I (1493-1519) was German, his most important L2 was French, and he also mastered Flemish, Italian, and Slovenian, and to some extent also English, Spanish, Latin, and Czech. The mastery of four to five languages was the minimum for emperors, right up to relatively recent times (Goebl, 1997, p. 112).

Another revealing example of the management of several languages in bilingual or multilingual cities or regions is the city of Fribourg/Freiburg (Switzerland), situated in the French-German transition zone. In the 14th and 15th centuries five language varieties were used in spoken and written communication: Latin, French, Francoprovençal, German, and Swiss German (Alemannic). Hybrid forms were regularly used, with a high degree of interpenetration and widespread borrowing. Code switching between German, French, and Latin can be found in letters as well as in the minutes of the city council (Lüdi, 1985). In literature, several forms of multilingualism were widespread in the Middle Ages: A poem could contain verses or strophes in different languages (as in Raimbaut de Vaqueiras' *Descort*), without explanation. In a sort of fusion, languages were used in an intertwining manner in literary or scientific texts too; one can imagine that this also happened in speech. In terms of an approach to multilingualism, these practices are signs of a non-puristic attitude with respect to the mixing of languages and emphasize the crucial role of overall multilingual practices in the Middle Ages up to the 16th century. So, for centuries, multilingual abilities were not highlighted because they were simply normal for doing a job well (see also Braumüller & Ferraresi, 2003, p. 3). Nor was perfect command of a language an issue, as it is in contemporary discourse. We can assume that functional multilingualism was seen as the norm, and that non-ideological, pragmatic attitudes prevailed. Attempts to enforce one language in connection with state power were not very pronounced. Enemies were made, but not because of language differences. The seizing of linguistic differences in order to create hostility emerges very clearly later, when the idea of a pure and unified nation is raised. The ideology of the nation-state began to emerge slowly over the next centuries, giving colonialism its roots.

Moving On to Early Modernity and the Rise of the Nation-State

In terms of multilingualism, the period of the Renaissance (15th to the mid-16th century) was characterized by the attempt of humanists to return to pure Latin and Greek, after the decline in their view during the Middle Ages.

This negative attitude toward the "Babel-like," mixed use of languages or the autonomous development of Vulgar Latin in the Middle Ages opened the way for the search for a pure form, as well as for a monolingual and nationalistic ideal (fully developed in modern times through romanticism and nationalism). In the same way, spoken regional languages were codified, which means that a certain homogenization took place due also to the necessity to have unifying norms when printing books (increasingly available from the beginning of the 16th century) (Burke, 2004). Nevertheless, mixed texts did not completely disappear, but achieved another status in an exceptional sphere.

The age of Enlightenment (mid to late 17th and 18th century) brought language learning into focus as a subject to learn by following rules: Increasingly grammars of single languages were written and therefore standardized. The basis of many new, empirical sciences was established in this period. Rationality was highlighted. Homogenizing, purist attitudes began to prevail. The Académie Française, for example, was founded in 1635 and had to guarantee the purity of the French language, thus avoiding influences from other languages. Learning "foreign" languages was an objective to achieve by learning in a guided way, and attaining perfection was perceived as more desirable than pragmatic, functional mastery. Against this background, one could be proud to know another language perfectly, as can be seen in the reports from Frederick the Great of Prussia (1712-86), who ostensibly showed his fluency in French and wrote it on a daily basis, not only by corresponding with Voltaire (Petersilka, 2005) and Goethe, but also by writing letters in French to his sister. Apparently, multilingualism was no longer part of a self-evident practice but was seen as an exceptional competence. A divide can be seen: Learning other languages came under control, and either became an achievement for the elite (like French in the courts of Russia in the 19th century) or was relegated to socially excluded minorities and disregarded. From the 19th century on, the formation of nation-states was carried out in an overall ideology of cultural homogenization, where multilingual communities were forced into monolingualism. The Habsburg Empire was a noticeable exception to this rule, not seeking to unify linguistically but pursuing a pluralistic language policy. From the time of Empress Maria Theresa's school reform of 1774 onward, lessons could also be held in the respective native language of the children.

Foreign languages were taught according to local conditions and requirements. The use of foreign languages in school was due to the commitment to the ideals of the Enlightenment, not only to show respect to minorities. In a special school model ("utraquism"), different subjects could be

taught in different languages in primary schools; today we would perhaps call them CLIL schools. German in the Habsburg Empire was not institutionalized as a state language, and assimilation was not explicitly intended. Thus, in the constitution of 1867, all languages spoken at the time were considered equal, schooling in the mother tongue guaranteed. However, another article clearly stated that no nationality should be forced to learn the language of another and, as a result, ultraquist schools were gradually replaced by more monolingual "nationality schools." Toward the end of the empire (1919), nationalistic ideologies prevailed and destroyed the efforts for coexistence between ethnic groups (Rindler-Schjerve & Vetter, 2007, pp. 56-9).

Among highly multilingual groups, we have to mention Jews as an outstanding multilingual community: Persecutions, expulsions, and opportunities have scattered the Jews around the world and they have protected their roots fiercely despite the influences of other languages and cultures. Such experiences have enabled Jews to be important mediators and translators, to be flexible, and to have a sense of relativity toward language and culture. In new territories, varieties of Judeo-Arabic and Judeo-Greek were developed by the second generation for in-group communication. In modern times, in Eastern Europe, for example, a repertoire could include languages from three different language groups: Semitic, Slavic, and German. Hebrew and Aramaic were used alongside local dialects and the language of power (such as Polish, Russian, Czech, German, or today English). Yiddish can be traced back to the end of the first millennium as a fusion language of the Ashkenazim, where German, Hebrew, and Russian, for example, can be merged into one word, as in *Shlimezalnik* 'an unfortunate person' (schlim + mazl + nik). Preserving the "Holy tongue" (written Hebrew and Aramaic) in the core of their repertoire, it was an "essential multilingualism" (Harshav, 2008) that enabled the Jews to maintain essential common cultural traits.

From the early 19th century on, the prevailing ideological discourse in Europe has tied together the notions of nation, language, and identity. The standardization process which began for practical purposes (such as that of the new book-printing techniques in the 15th and 16th centuries) became ideological. National languages became fixed and the "pure use" of them was seen as the only attainable mastery, which had the effect of stigmatizing those who spoke with an accent, and bi- and multilingual people in general (Braunmüller, 2007). By tracing sharp national boundaries and postulating nations with only one national language, nationalism creates language minorities. In modern nation-states all over the world, overt or covert suppression of minority languages was (and is) all too common (Thomason, 2001).

Linguistic Diversity in the Former Colonial World

South America shows a high linguistic diversity with respect to other countries (highest in the Pacific): Due to migrations, population displacements, and colonization in modern times, the language diversity pattern in South America shows a discontinuous, patchwork like image. A functional divide between indigenous languages and the languages of the European colonialists seems to be typical, as is the assimilation of the European languages: During the Inca expansion, interrupted by European colonization from the 16th century onward, Quechua had the function of a lingua franca in vast areas of the Andes, and other populations adapted it, or shifted to it definitively. European colonization then became intrinsically linked to Christianization, for which priests initially tried to use the indigenous languages. Grammars of local languages were written (the first for Quechua in 1560).

The overall language policy was one of assimilation, clearly from the 17th century on, with widespread attitudes of devaluation of the indigenous languages on the part of the colonizers. A high number of linguistic groups became extinct during the colonial period. In the territory of Ecuador, for example, only a dozen of the 30 or so languages known to have been spoken at the time of the conquest were maintained (Hornberger & King, 2001). The African continent also figures among places with high scores in linguistic diversity (around 250 languages are currently spoken in Nigeria, for example); one can imagine that it was not very different in the past. Due to the presence of multiple home languages (through intermarriage, for example) and the use of a huge amount of lingua franca (like Wolof and Krio) for practical reasons, there seems to be a rooted pattern of individual multilingualism in Africa; moreover, for those who are educated or living in major cities, a colonial language (French, English, German, or Dutch) can enter the repertoire. Languages are seen as a resource, as a necessity for practical action (Adegbija, 1994). Colonial languages were imposed as official languages by the colonial powers in Africa and South America, but also in other parts of the former colonial world such as India, and they often maintained this position even after such countries gained independence in the 20th century. The social repertoire of these societies often includes a supranational language or a language of international communication, usually the language of a current or former colonial or cultural power, which covers the spheres of science and culture and is complementary to the national languages. Despite this powerful umbrella function, the inherited patterns of multilingualism can be preserved, as is the case today in India, Pakistan, Bangladesh, and Nepal, which have been multilingual countries from the time of their earliest recorded history (Kachru, Kachru, & Sridar, 2008).

Worldwide Lines, Forces and Tendencies

From the above examples, the main lines and general driving forces behind multilingualism in history emerge as follows:

1. Multilingualism is seen as a social phenomenon and as a capacity of individuals or groups which can be best studied in contact situations. These are more likely in regions with high language diversity, which is greatest in the Pacific area and in the "New World," and lowest in the "Old World." Because the available historical documentation shows the inverse pattern, we found our observations were still biased.

2. In contact situations, the need to cope with multilingual communicative situations is pressing. The strategies used seem to have been widespread in the past and include help from translators, sign languages, creating functional trade codes, partial (or total) acquisition of the other language in speaking and writing.

3. When language contact goes along with the establishment of power (conquests, for example), hierarchies of prestige prompt speakers to adopt a new language. However, it does not follow from this that the original languages disappear as a rule. Languages can coexist and be preserved despite the presence of continuing political forces.

4. Establishing explicit language policies is a relatively new practice. Fluid, pragmatic choices were almost common in the past in Europe and prevail in highly diversified societies.

5. The ideological overload with respect to languages as identity markers and symbols of nations is more typical of modern times, with special focus on the Old World.

6. Codification comes along with technical development, administrative needs, and the necessity for widespread communication. It produces homogenization in a variable, regional use, as well as a divide between the written and spoken language.

7. Partial, functional command of several languages is the main rule in multilingual practices and was more accepted in the past, and more prevalent outside the Old World.

4.2 Multilingualism in Education

Multilingualism in Education uses more than two languages as languages of instruction for students who speak different mother tongues. The aim of multilingual education is to develop a good command of multiple languages in the students while respecting and promoting linguistic diversity.

Multilingualism in Education refers to the practice of using multiple languages in the learning process, encompassing the teaching of local, international, and minority languages. It plays a crucial role in promoting linguistic and cultural diversity, enhancing academic performance, and fostering inclusive learning environments.

A multilingual education helps students master multiple languages throughout their academic studies, enabling comprehensive abilities in listening, speaking, reading, and writing, while ensuring complete fluency in their first language.

Multilingual education involves using two or more languages throughout a student's education, aiming to develop proficiency in multiple languages while also ensuring strong foundational skills in their first language.

- It can involve teaching in the mother tongue (first language) initially, then gradually introducing additional languages, or using multiple languages simultaneously.

- It can also involve teaching through the medium of a lingua franca, such as English, alongside other languages.

Multilingual education, based on mother tongue instruction, is essential because it enables learners to be taught in the language they understand and speak best, resulting in better learning outcomes across a range of subjects including math and science.

The purpose of a multilingual education programme is to develop appropriate cognitive and reasoning skills enabling children to operate equally in their native, state and national languages, starting in mother tongue with transition to second (Telugu) and third languages. (English).

One view is that of the linguist Noam Chomsky in what he calls the human language acquisition device – a mechanism that enables a learner to recreate correctly the rules and certain other characteristics of language used by surrounding speakers. This device, according to Chomsky, wears out over time, and is not normally available by puberty, which he uses to explain the poor results some adolescents and adults have when learning aspects of a second language (L2).

If language learning is a cognitive process, rather than a language acquisition device, as the school led by Stephen Krashen suggests, there would only be relative, not categorical, differences between the two types of language learning.

Rod Ellis quotes research finding that the earlier children learn a second language, the better off they are, in terms of pronunciation. European schools generally offer secondary language classes for their students early on, due to the interconnectedness among neighboring countries with different languages. Most European students now study at least two foreign languages, a process strongly encouraged by the European Union.

Based on the research in Ann Fathman's "*The Relationship Between Age and Second Language Productive Ability*", there is a difference in the rate of learning of English morphology, syntax and phonology based upon differences in age, but the order of acquisition in second language learning does not change with age.

In second language class, students commonly face difficulties in thinking in the target language because they are influenced by their native language and cultural patterns. Robert B. Kaplan believes that in second language classes, foreign students' papers may seem out of focus because the foreign student employs rhetoric and sequences of thought that violate the expectations of the native reader. Foreign students who have mastered syntactic structures have still demonstrated an inability to compose adequate themes, term papers, theses, and dissertations. Robert B. Kaplan describes two key words that affect people when they learn a second language. Logic in the popular, rather than the logician's sense of the word, is the basis of rhetoric, evolved out of a culture; it is not universal. Rhetoric, then, is not universal either, but varies from culture to culture and even from time to time within a given culture. Language teachers know how to predict the differences between pronunciations or constructions in different languages, but they might be less clear about the differences between rhetoric, that is, in the way they use language to accomplish various purposes, particularly in writing.

People who learn multiple languages may also experience positive transfer – the process by which it becomes easier to learn additional languages if the grammar or vocabulary of the new language is similar to those of the languages already spoken. On the other hand, students may also experience negative transfer – interference from languages learned at an earlier stage of development while learning a new language later in life.

A study in 2012 has shown that using a foreign language reduces decision-making biases. It was surmised that the framing effect disappeared

when choices are presented in a second language. As human reasoning is shaped by two distinct modes of thought: one that is systematic, analytical and cognition-intensive, and another that is fast, unconscious and emotionally charged, it was believed that a second language provides a useful cognitive distance from automatic processes, promoting analytical thought and reducing unthinking, emotional reaction. Therefore, those who speak two languages have better critical thinking and decision-making skills. A study published a year later found that switching to a second language seems to exempt bilinguals from social norms and constraints, such as political correctness. In 2014, another study showed that people using a foreign language are more likely to make utilitarian decisions when faced with moral dilemmas, such as the trolley problem and its variations. Participants in this study chose the utilitarian option more often in the Fat Man dilemma when it was presented in a foreign language. For the related Switch Track dilemma, however, the use of a foreign language presented no significant influence on the choices participants made. The authors of this study surmised that a foreign language lacks the emotional impact of one's native language.

The idea of Common Underlying Proficiency highlights that we can still access any knowledge we gain in one language when we are using one of our other languages. So, if we learn accounting skills through a Mandarin-language class, we will still retain these skills when we take additional accounting courses in English.

Research shows that when children learn in their first language, they have better reading and comprehension skills, making it easier to learn additional languages. Multilingual education based on the mother tongue(s) in the early years of schooling also plays a key role in the transition from home to school and fosters respect for diversity.

Yet, according to the advocacy brief of UNESCO's Global Education Monitoring Report, 40% of learners globally do not receive education in their mother tongue, creating significant barriers to literacy and academic success. In some low- and middle-income countries, this figure rises to 90%. More than a quarter of a billion learners are affected.

By some estimates, between half and two-thirds of the world's population use two or more languages in their daily life.

Switzerland attributes 10% of its gross domestic product (GDP) to its multilingual heritage, which includes French, German, Italian, and Romansh. In contrast, the United Kingdom of Great Britain and Northern Ireland has been estimated to lose approximately 3.5% of its GDP annually due to

relatively poor language skills among its population, limiting international trade and economic opportunities.

In Mozambique, bilingual education was expanded to 25% of schools with a new teacher training curriculum. Children learning in schools benefiting from a bilingual education curriculum are performing 15% higher in basic reading and mathematics.

The Pacific is home to nearly 25% of the world's approximately 6,000 languages. Students are found to perform better when concepts are explained in terms of their personal context and experience.

Countries that promote multilingual education benefit from enhanced innovation, improved employability, and increased participation in the global economy. Furthermore, multilingual education supports sustainable development by preserving Indigenous knowledge systems, which often contain valuable insights into biodiversity and climate resilience.

Multilingual education faces several challenges. One of the main issues is limited teacher capacity, as many are not trained to teach in multiple languages or may lack proficiency in their students' mother tongue(s).

Another significant challenge is the lack of resources, with many regions experiencing a shortage of textbooks and learning materials in minority and Indigenous languages.

Policy gaps also hinder the effective implementation of multilingual education; while many governments acknowledge its importance, few have enacted comprehensive policies to support it effectively. Additionally, there can be resistance from communities, with some parents and stakeholders concerned that mother tongue instruction may hinder proficiency in dominant national or international languages, potentially limiting future opportunities. Overcoming this resistance necessitates community engagement, awareness campaigns, and concrete evidence of the long-term benefits multilingual education brings to students and society. Tackling these challenges demands stronger policy commitments, investment in teacher training, and active community engagement to demonstrate the long-term advantages of multilingual education.

Technology is transforming multilingual education by offering innovative ways to teach and preserve languages. AI-driven tools, mobile apps, and digital archives facilitate the documentation and dissemination of Indigenous and minority languages. Digital learning resources, such as e-books and online courses, make language education more accessible, especially in remote areas. Additionally, speech-to-text applications and translation tools are improving the reach of multilingual education, ensuring that learners can access content in their preferred language. However, it is

essential that these technologies are developed inclusively, supporting underrepresented languages, and that digital education aligns with cultural contexts and community needs.

UNESCO underscores the importance of multilingual education as a foundation for equitable and inclusive learning. To strengthen it, governments must prioritize policies that integrate mother tongue languages into the education system, allowing learners to develop literacy in their mother tongue before acquiring additional languages.

A well-trained teaching workforce is central to this effort. Teachers must be equipped with the skills to deliver instruction in multiple languages effectively, supported by culturally relevant materials that reflect diverse linguistic backgrounds. Additionally, embedding multilingual education into national curricula from early childhood through higher education provides a seamless transition for students.

Assessment strategies must also align with multilingual education principles to ensure fair evaluation of students' progress. Community involvement plays a key role: when parents and local stakeholders are actively engaged in shaping education policies, multilingual approaches gain broader acceptance and lead to better outcomes. Furthermore, collecting and analyzing linguistic data helps policy makers make informed decisions and allocate resources efficiently. By adopting these approaches, countries can create education systems that enhance learning outcomes and preserve linguistic diversity for future generations. This fosters cultural identity and social cohesion in an increasingly interconnected world, ultimately paving the way to achieving the Sustainable Development Goals.

UNESCO has been promoting multilingual education as a means to improve learning and learning outcomes and give life to linguistic and culture diversity since 1953 when a meeting of specialists in vernacular languages led to the Organization publishing "The use of vernacular languages in education". This position was strengthened in 1999 when the UNESCO General Conference adopted a resolution crystallising the definition of 'multilingual education' as the use of at least three languages: the mother tongue(s), a regional or national language and an international language. This led to the establishment of International Mother Language Day, at the initiative of Bangladesh.

Each year, on 21 February, UNESCO celebrates International Mother Language Day highlighting different aspects of linguistic diversity and multilingualism. The Day promotes the importance of multilingual education and cultural and linguistic diversity for sustainable societies. Its 25th

anniversary in 2025 marks a significant milestone, celebrating progress and reinforcing global commitments to language preservation and inclusion. UNESCO continues to lead dialogues, research, and policy discussions aimed at strengthening multilingual education worldwide. The Silver Jubilee serves as a reminder of the critical role language plays in education, cultural identity, sustainable development and peace.

UNESCO produces studies and reports and shares promising practices that help advance the recognition of multilingual education, notably in early years of schooling. It also undertakes advocacy and awareness-raising work through the annual celebration of International Mother Language Day.

UNESCO pays particular attention to the promotion of multilingual education in support of Indigenous Peoples. UNESCO participates in, and contributes to, the United Nations Permanent Forum on Indigenous issues. UNESCO is the lead agency of the United Nations International Decade of Indigenous languages. People's ability and freedom to use their chosen language is essential for human dignity, peaceful co-existence and the general well-being of a society. In 2019, as a way of recognizing the challenges faced by Indigenous Peoples and the important role played by their languages in culture, knowledge, communication and education, the UN General Assembly declared 2022-2032 the International Decade of Indigenous languages. UNESCO was tasked to lead global efforts.

Indigenous Peoples are disproportionately represented among people missing out on education. Their languages are vital for exercising their human rights, preserving their history, customs and traditions and for their freedom of personal expression and thought. The Decade is a global call to action to preserve, revitalize and promote Indigenous languages while mainstreaming linguistic diversity and multilingualism into sustainable development efforts.

Multicultural education is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

Multicultural education is a process that permeates all aspects of school practices, policies and organization as a means to ensure the highest levels of academic achievement for all students. It helps students develop a positive self-concept by providing knowledge about the histories, cultures, and contributions of diverse groups. It prepares all students to work actively toward structural equality in organizations and institutions by providing the knowledge, dispositions, and skills for the redistribution of power and income among diverse groups. Thus, school curriculum must directly address issues of racism, sexism, classism, linguicism, ableism, ageism, heterosexism, religious intolerance, and xenophobia.

Multicultural education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking. In addition, teachers and students must critically analyze oppression and power relations in their communities, society and the world. To accomplish these goals, multicultural education demands a school staff that is culturally competent, and to the greatest extent possible racially, culturally, and linguistically diverse. Staff must be multiculturally literate and capable of including and embracing families and communities to create an environment that is supportive of multiple perspectives, experiences, and democracy.

Multicultural education requires comprehensive school reform as multicultural education must pervade all aspects of the school community and organization. Recognizing that equality and equity are not the same thing, multicultural education attempts to offer all students an equitable educational opportunity, while at the same time, encouraging students to critique society in the interest of social justice.

4.2.1 The Role and Benefits of Multilingualism in Education

Multilingualism is the ability to speak multiple languages. More than half of the population of the world is able to speak at least two languages, with some speaking three, four, or even more. Not all people who speak multiple languages are equally comfortable in all of them, though some cultures emphasize multilingualism more than others.

- People who can speak only one language are considered **monolingual**.
- An individual's native language, spoken at home or in one's home country, is called a **mother tongue**.

Multilingualism promotes cultural awareness and sensitivity, allowing individuals to navigate different social contexts more smoothly. Being able to speak in another person's native language instantly breaks down barriers, creating stronger connections and mutual understanding.

A multilingual education can improve their memory retention, reading skills, and test scores. In a multilingual environment, students learn to understand complex language concepts better and quicker, leading to better academic results

Personality. Being bilingual does not necessarily mean that one can speak, for example, English and French.



"Pvt. Lloyd A. Taylor, 21-year-old transportation dispatcher at Mitchel Field, New York City, who knows Latin, Greek, Spanish, French, German,

and Japanese, studies a book on Chinese. A former medical student at Temple University, he passes two hours a day studying languages as a hobby." This picture was taken during World War II.

A multilingual person is someone who can communicate in more than one language actively (through speaking, writing, or signing). Multilingual people can logically speak any language they write in (aside from mute multilingual people, but they cannot necessarily write in any language they speak. More specifically, bilingual and trilingual people are those in comparable situations involving two or three languages, respectively.

A multilingual person is generally referred to as a polyglot, a term that may also refer to people who learn multiple languages as a hobby. Multilingual speakers have acquired and maintained at least one language during childhood, the so-called first language (L1). The first language (sometimes also referred to as the mother tongue) is acquired without formal education, by mechanisms heavily disputed. Children acquiring two languages in this way are called simultaneous bilinguals. Even in the case of simultaneous bilinguals, one language usually dominates over the other.

In linguistics, first language acquisition is closely related to the concept of a "native speaker". According to a view widely held by linguists, a native speaker of a given language has in some respects a level of skill that a second (or subsequent) language learner cannot easily accomplish. Consequently, descriptive empirical studies of languages are usually carried out using only native speakers. This view is, however, slightly problematic, particularly as many non-native speakers demonstrably not only successfully engage with and in their non-native language societies, but in fact may become culturally and even linguistically important contributors (as, for example, writers, politicians, media personalities and performing artists) in their non-native language. In recent years, linguistic research has focused attention on the use of widely known world languages, such as English, as a lingua franca or a shared common language of professional and commercial communities. In lingua franca situations, most speakers of the common language are functionally multilingual.

The reverse phenomenon, where people who know more than one language end up losing command of some or all of their additional languages, is called language attrition. It has been documented that, under certain conditions, individuals may lose their L1 language proficiency completely, after switching to the exclusive use of another language, and effectively "become native" in a language that was once secondary after the L1 undergoes total attrition.

Multilingual Education is of high importance and offers great benefits:

Bolsters cognitive development

Studies indicate that individuals who speak multiple languages tend to have better cognitive abilities than those who only speak one language. The reason for this is because learning a new language stimulates the brain and improves its cognitive functions. Children who grow up in a multilingual home or receive multilingual education tend to have better problem-solving skills, creativity, and critical thinking.

Students who receive a multilingual education generally perform better academically. A multilingual education can improve their memory retention, reading skills, and test scores. In a multilingual environment, students learn to understand complex language concepts better and quicker, leading to better academic results.

Improved memory

Studies show that speaking multiple languages can improve memory retention and recall. This is because learning new languages requires memorization and recall of new vocabulary and grammatical rules, which are good exercise for the memory. Researchers have also found that the brains of bilingual individuals have denser gray matter than those who speak only one language, which suggests that these individuals may have better memory retention even as they age.

Resistance to dementia

Seniors who speak multiple languages have a lower risk of developing cognitive decline or dementia. Studies indicate that being bilingual can delay the onset of dementia by several years. Bilingualism requires regular exercises of the brain to switch between languages, leading to an increase in cognitive reserve, which can delay the progression of dementia.

Cross-cultural appreciation

A multilingual education exposes students to different cultures, people, and ways of life. This exposure nurtures cross-cultural appreciation and adaptability, which is essential in today's diverse global economy. It helps children to develop an understanding of different perspectives, promotes a sense of empathy, and better equips them to navigate cultural differences in their future lives.

Better career opportunities

In today's global marketplace, knowing more than one language is increasingly valuable, and being multilingual can give individuals an edge when it comes to job opportunities. Multilingual employees can better

communicate with clients, customers, and colleagues in different parts of the world. They are highly sought after in sectors such as business, international law, diplomacy, and tourism, to name a few.

There are several benefits of a multilingual education that make it a worthwhile investment for students of all ages. Multilingual education promotes cognitive development, better academic achievement, improved memory retention, resistance to dementia, cross-cultural appreciation, and better career opportunities.

Giving students a multilingual education is an investment in their future, equipping them with valuable skills to navigate the diverse world around them, and making them marketable in the global economy. As the world evolves into a global village, it is vital to learn and appreciate different cultures, and a multilingual education plays a significant role in achieving this goal.

4.3 A Teacher in a Multilingual Classroom



Teachers in multilingual classrooms play a crucial role in fostering positive attitudes towards multilingualism, promoting inclusive learning environments, and supporting students' language development. They act as facilitators, advocates, and bridge-builders, helping students navigate diverse linguistic landscapes and realize their full potential.

By promoting multilingualism, through their own presence as a model of a successful language learner, the multilingual teacher also "creates awareness for the psychological dimension of multilingual practices in terms of an important individual resource but also a legitimized means of promoting social and political ...

Broadly speaking, the function of teachers is to help students learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively. But teachers fill a complex set of roles, which vary from one society to another and from one educational level to another.

In the 21st century, the teacher provides advice and guidance and helps students clarify ideas and limit tasks. This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs.

A Teacher is a professional who educates about a certain subject or subjects. Duties will vary depending on the educational setting, age and capability of the students. The primary goal is to inspire, motivate and encourage students.

A Teacher of primary education will be expected to deliver lessons on a variety of different subjects such as English, maths and science. In secondary education, there will be a specific teacher for each subject.

A teacher's job involves a diverse range of responsibilities that are aimed at nurturing students' growth and providing a positive learning experience. Teachers create and deliver lesson plans, ensuring each student receives a comprehensive education. Alongside this, they allocate homework to reinforce concepts and track students' progress, carefully documenting their achievements to provide constructive feedback.

Collaboration with parents is essential, as teachers share students' progress when requested, fostering a strong partnership between home and school. Encouraging active participation in lessons, teachers should strive to engage every student in the learning process, tailoring their approach to individual needs.

Flexibility is a key aspect of the role, as they work with other organisations to address specific students' needs and implement a support network that enhances a students learning journey. A teacher's job comes with a dedication to continuous growth as they attend meetings and training courses, improving their skills to provide the best possible education for their students.

While working as a teacher, you will participate in school events, supporting the senior leadership team to maintain a cohesive educational environment. Attendance tracking ensures students' presence and contributes to a structured and organised classroom experience. Additionally, teachers will diligently mark and grade students' work, providing valuable insights into their progress.

A teacher's attention to detail extends to organising supplies for lessons and presentations, ensuring an enriching and well prepared educational setting. Creating a positive learning environment is a constant focus, fostering a sense of belonging and enthusiasm that empowers students to thrive and reach their full potential. A teacher's passion and dedication plays a pivotal role in shaping students' futures and instilling a lifelong love for learning.

A teacher will be required to:

- Create and deliver lesson plans.
- Allocate homework.
- Monitor and document students' progress.
- Provide constructive feedback.
- Share students' progress with parents when requested.
- Encourage participation in lessons.
- Work with other organisations when requested depending on individual's needs.

- Attend meetings and training courses when requested.
- Attend and participate in school events.
- Answer student questions.
- Support the senior leadership team within the school.
- Record classroom attendance.
- Mark and grade work completed by students.
- Organise supplies needed for lessons and presentations.
- Create a positive learning environment.

Language teachers play a crucial role in empowering individuals to communicate across linguistic and cultural barriers. By helping students develop language skills, teachers enable them to pursue educational, professional, and personal opportunities they might not otherwise have access to.

Teachers are important because they change lives, inspire dreams, and push the limits of human potential. A teacher's job is to nurture, teach, and raise children to become useful to society. Teachers' role in the classroom, society, and the world at large has taken a different turn from what it was back in the day.

Teachers are important as they change lives, inspire dreams, and push the limits of human potential. A teacher's job is to nurture, teach, and raise children to become useful to society.

Teachers' role in the classroom, society, and the world at large has taken a different turn from what it was back in the day. Over time, teachers were given a specific curriculum to follow and instructions on how to teach the curriculum.

Today, the teachers' role has gone beyond teaching. Their role now involves counselling students, mentoring students, and teaching them how to use and apply knowledge in their lives. Teachers are now looking for ways to impact students on a different level and even inspire them to be more and do more.

Teachers create and deliver lesson plans, ensuring each student receives a comprehensive education. Alongside this, they allocate homework to reinforce concepts and track students' progress, carefully documenting their achievements to provide constructive feedback.

In addition to your primary role as a classroom instructor, you may also be expected to serve as a mentor, a counsellor, a curriculum developer, a technology specialist, and a community liaison, among other duties. Balancing these multiple roles can be a challenging but essential aspect of being an effective teacher.

There are many qualities and strengths of a teachers. It is important to note that you don't need to have all of these qualities in order to be a good teacher.

Teacher skills to help answer the questions in a Multilingual Classroom:

1. Good Communicator

Communication and honesty are traits that all teachers must have. No matter what your students' age, they are looking to you as a role model. Thus, you should communicate clearly and honestly. This will not only help them with practical skills, such as literacy and verbal communication, it will help form a bond between you and your students, increasing students' motivation to learn and decreasing possible behavior issues.

You also need great communication among yourself and parents, administrators and community members. Articulating your expectations, sharing data and inviting the community to school functions show that you are professional and dedicated to your work. Having these strong relationships can make the difference between teachers who are successful and those who are not.

2. Fair and Respectful

Other important teacher skills include being fair and respectful. Good teachers recognize that students are unique, from their cultural backgrounds to academic abilities to religions and school interests. Recognizing students' differences is the first step in creating a fair and respectful classroom because it can allow you to help students have what they need to be successful.

Teachers need to recognize not only how their students are doing academically, but socially and emotionally as well. Then, together you can create a classroom community of respect and human flourishing, allowing you to care for each student in your class with fairness.

3. Develop Relationships with Students

Developing relationships with students is a continuation of recognizing each student as a unique and special person. Building good relationships with students not only makes the classroom a much more successful learning environment, it models for students what good relationships should look like.

This can give them life skills such as problem-solving and teamwork. Good teachers build positive relationships by delivering thoughtfully designed lessons tailored to their students' needs, fostering a sense of community and teamwork in the classroom and dedicating time to one-on-one interactions with each student.

4. Use Hands-On Examples Within Learning

Are you someone who can make a connection between what you are teaching and how it will be used in a student's life? Then teaching might be for you. Sharing practical examples can spark students' curiosity and help them make connections that can make learning worthwhile and meaningful.

Teachers often bring in experts, relevant artifacts and involve parents in creating these experiences for students.

5. Stay Balanced and Organized

Finding balance between work and personal life is important in any job, but it is especially important in teaching. It is easy to take home grading or lesson plans, but you must take time for self-care and family, friends and community.

Teacher burnout is common because many teachers carry the world on their shoulders. However, by making sure you are organized, using your time wisely, and finding a balance between work and home, you could have the skills to make this job into a meaningful profession.

6. Hold Students to High Expectations

Many adults believe their teachers gave up on them. If you are someone who thinks you can break that trend, then teaching might be for you. Showing students that you are dedicated to their learning and won't accept the bare minimum is what will drive students to constantly improve themselves. Having the support of a trusted adult like a teacher telling them that they can do better might be the spark a student needs to shine.

7. Make Decisions Based on Data

Do you love numbers, charts and spreadsheets? You would be surprised how much data is involved in teaching. Not only do you have data like test scores and grades to work with, but you also have data on students' demeanors, strengths, weaknesses, family life, etc. If you like the idea of figuring out the pieces of students' personal puzzles and helping them improve, you have the strengths of a teacher. Using data can inform your decisions about lesson planning and student growth, and parents love it when you can show them the progress their child made over the school year.

8. Advocate for the Needs of Others

Do you like to stand up for others? Are you the person who will defend someone in a tough situation? Do you like to help others when they are down? Students in today's schools need advocates. Good teachers pay attention to their students' needs and find a way to help.

Whether that means talking to the student's parents, getting them something to eat when they have no food, or recommending a student for a gifted program, teachers can be the voice of their students. Many adults today have a favorite teacher from their childhood and it is often the teacher who advocated for them in one way or another.

9. Commit to Teaching and Learning

Dedication and commitment are some of the most important strengths of a teacher. In the movies you see teachers walking out of their classrooms as

soon as the bell rings and getting into class after all the students are already seated, which is not what students need.

They need a teacher who carefully crafted a lesson, spent time giving quality feedback on assignments and perhaps even created a personal handshake with each student in the class. This doesn't mean you spend all day and night at school; that is not a good balance, but putting in the extra effort is something that your students will notice. Showing dedication to students means they will often mirror that in their schoolwork.

10. Life-long Learner

If you are still wondering, *Would I be a good teacher?* then ask yourself this, *Are you dedicated to bettering yourself and others?*

A good teacher is someone who loves learning. They want to be great at their profession and reflect on what they did well or could have done better each school day. They seek out resources to help them understand a subject, create a lesson plan and lean on the community of teachers at their school for support. They ask questions and find answers, so they can give their students the best instruction and learning experience possible.

Strengthen Your Teaching Abilities at GCU

Do you have the qualities of a good teacher? If you have even two or three of these teacher skills, teaching might be a good fit for you. A bachelor's in education may be right for anyone with the drive to be a role model for youth today. Learn more about Grand Canyon University's College of Education and the variety of education degrees offered.

1. Fostering Positive Attitudes and an Inclusive Environment:

Valuing Linguistic Diversity:

Teachers should acknowledge and celebrate the linguistic and cultural backgrounds of all students, making it clear that multilingualism is an asset, not a deficit.

Creating a Welcoming Space:

Teachers can create a classroom environment where students feel comfortable using their home languages, promoting a sense of belonging and reducing language-related anxiety.

Challenging Monolingual Ideologies:

Teachers should be aware of and challenge the tendency to privilege one language (often the dominant language of instruction) over others.

2. Supporting Language Development:

Explicit Language Instruction:

Teachers should provide explicit instruction in the target language(s), focusing on vocabulary development, grammar, and communicative skills.

Connecting to Prior Knowledge:

Teachers can help students make connections between their home languages and the target language, building on existing linguistic knowledge.

Utilizing Multilingual Resources:

Teachers can incorporate multilingual resources, such as dictionaries, word walls, and bilingual books, to support language learning.

Scaffolding Learning:

Teachers can provide appropriate scaffolding, such as sentence starters, graphic organizers, and peer support, to help students access challenging content.

3. Promoting Multilingual Practices:

Teachers can strategically use code-switching (switching between languages) to support understanding, clarify concepts, and facilitate communication.

Translanguaging:

Teachers can encourage students to draw on their full linguistic repertoire to make meaning and express themselves.

Creating Opportunities for Language Use:

Teachers can create opportunities for students to use their languages in meaningful contexts, such as group work, presentations, and discussions.

4. Bridging the Gap Between School and Home:

Communicating with Families: Teachers can play a crucial role in communicating with families about their child's language development and providing support for language learning at home.

Collaborating with Families:

Teachers can collaborate with families to understand their child's linguistic background and needs, and to leverage their linguistic resources.

5. Teacher Development:**Professional Development:**

Teachers need ongoing professional development to build their knowledge and skills in supporting multilingual learners.

Collaboration and Networking:

Teachers can benefit from opportunities to collaborate with other teachers, share best practices, and learn from each other's experiences.

In essence, teachers in multilingual classrooms are not just language teachers; they are educators who create inclusive learning environments, facilitate language development, and empower students to thrive in a diverse world.

4.3.1. Idealised Competencies of a CLIL Teacher in a Multilingual Classroom

KATARZYNA PAPAJA master a foreign language and has reached level B2 or B2+ of the Council of Europe Common European Framework of Reference for Languages (2001).

Teachers should integrate diverse perspectives, authors, and historical events into their lessons, ensuring that students see themselves reflected in the material. Interactive Learning: Incorporating interactive learning activities fosters collaboration among students with different backgrounds.

The findings revealed that to teach in multilingual classroom Teacher Educator should possess skills like content analysis, multilingual reading, writing and speaking, translation skill, multilingual typing skill, multilingual board writing skill, code switching and code mixing skill, skill to motivate learning skills, teachers/strategies for teaching MLL students:

- Build on Background Knowledge.
- Build Vocabulary.
- Engage in Conversations.
- Check for Comprehension.
- Encourage Collaboration.

The CLIL teacher should have the qualities that Whitty (1996: 89–90) enumerates, namely: “professional values, professional development, communication, subject knowledge, understanding of learners and their learning”. Additionally, the CLIL teacher should have the ability to teach one or more subjects, in the curriculum in a language other than the usual language of instruction and moreover, teach that language itself (Eurydice 2006). Teachers involved in CLIL should also recognise the need to change established habits which might be used in the L1 when teaching the same content in L2. In the following article, I am going to discuss the role of a teacher in a CLIL classroom. I strongly believe that apart from the CLIL learner, the CLIL teacher is a central ‘element’ in determining success in learning subjects through another language. Firstly, I will enumerate the main features of a CLIL teacher. Secondly, I will present the methods and instruments of data collection and discuss the results of the study. The empirical study based on observations and interviews with the teachers was conducted over a period.

Katarzyna Papaja of one school year at secondary schools in which various subjects are offered in English. All the schools which took part in the

study are situated in the southern part of Poland (Silesia and Little Poland). The total number of teachers who took part in the study was 31. Finally, I will draw some conclusions and provide suggestions concerning the improvement of bilingual education in Poland.

Teachers involved in CLIL recognise the need to change established habits which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognise that the CLIL context means that it is not only the teacher's linguistic competence which is of importance, but also that of the learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centred to learner-centred methods. It is also very important for those teachers who know that their linguistic skills are limited to adapt their content and methods accordingly. Marsh (2001: 78) claims that "this is where code-switching and preparation become crucial". On the other hand, Hall (2001: 120) states that "it is very important to remember that being able to use a L2 does not mean being able to teach in that L2 in a given situation". If a CLIL teacher is to teach extensively in the L2 it is essential that she/he has sufficient command of the language. Marsh et al. (2001: 78–80) outline the 'idealised competencies' required of a CLIL teacher:

- a) LANGUAGE/COMMUNICATION sufficient target language knowledge and pragmatic skills for CLIL, sufficient knowledge of the language used.
- b) THEORY comprehension of the differences and similarities between the concepts of language learning and language acquisition.
- c) Methodology ability to identify linguistic difficulties, ability to use communication/interaction methods that facilitate the understanding of meaning, ability to use strategies (e.g. repetition, echoing etc. ...) for correction and for modelling good language usage, ability to use dual-focussed activities which simultaneously cater for language and subject aspects.
- d) THE LEARNING ENVIRONMENT ability to work with learners of diverse linguistic/cultural backgrounds.
- e) MATERIALS DEVELOPMENT ability to adapt and exploit materials, ability to select complementary materials on a given topic.
- f) ASSESSMENT ability to develop and implement evaluation and assessment tools.

One of the most important abilities of the CLIL teacher is second language competence. Andrews (1999: 163) argues that "the teacher of a language, like any educated user of that language, undoubtedly needs levels of implicit and explicit knowledge of grammar which will facilitate effective

communication”. At the same time, however: “effective L2 teaching requires of the teacher more than just the possession of such knowledge and the ability to draw upon it for communicative purposes. The L2 teacher also needs to reflect upon that knowledge and ability, and upon his/her knowledge of the underlying systems of the language, in order to ensure that the learners receive maximally useful input for learning” (Andrews 1999).

Teaching in CLIL demands much more than the ability to speak or listen in a particular language. Whether one is dealing with native or non-native speakers of a given language, the key question of linguistic competence for the teaching context remains a key issue. Good linguistic skills in the target language are necessary. Teachers who use CLIL need to be linguistically aware, possessing insight into how language functions, in addition to being able to use the language as a tool in the classroom. What is very important is that those teachers who know their linguistic skills are limited need to adapt their content and methods. In fact, “this is where code-switching and preparation become crucial” (Marsh, Marsland 1999: 45). It is also reasonable to suggest that teachers with more limited linguistic skills have to pay more attention to lesson planning in order to feel more confident. Generally speaking, CLIL teachers need to be simultaneously both language and content teachers. The emphasis may be more towards one of these than the other, depending on the teacher competences but nonetheless “dual-interest and dual-ability, if not dual-qualification, appear to be highly desirable” (Marsh, Marsland 1999: 38). According to Eurydice (2006), in the CLIL type provision, teachers are specialists in one or more non-language subjects or have two areas of specialisation, one in a language subject and the other in a non-language subject. However, there are countries in which the teachers do not have dual education and therefore they need to provide a certified evidence of particular skills. None of the diplomas or certificates required relates to CLIL type provision as such, or more specifically to particular aspects of its teaching principles and methodology.

The world of ELT is changing, and changing fast. Teaching English is much more than teaching just a language, going further than the dichotomy between native and non-native speakers teachers, but “between those who know how to teach just one standard national language and those who know how to teach multilingual crossing skills” (Kramsch and Zhang, 2018:4).

Since English is an International language, and since “at least 80% of the interaction in English are between non-native speakers” (Crystal, 2018), having a realistic understanding of how English is used also depends on the teacher, and in our case, multilingual teachers. Highlighting that critical

component was an important part of the new curriculum I implemented as Head of Department: emphasis was placed on the material used in class, which had to be not only authentic, but also had to offer a variety of international perspectives.

English as a Lingua Franca was also added to the curriculum this academic year, considering that ELF is “any use of English among speakers of different first languages for whom English is the communicative medium of choice, and often the only option” (Seidlhofer, 2011:)

In a time and space where multiculturalism and multilingualism are inevitable, highlighting the key role of languages in cultures is only the beginning. Helping students to navigate through a new culture, to communicate as much as possible without yearning for absolute (and perhaps even unachievable) proficiency, are among the different goals and justifications of having multilingual and multicultural language teachers.

4.4 Teaching English in a Multilingual Classroom



A multilingual class, on the other hand, is one with a mix of students from various countries who may all speak different languages. For example, if you get a job at a language school in the U.S., you might teach local residents *as well as* students who have come from abroad to study English in an immersive setting. Your multilingual class, therefore, could have students from the Middle East, Europe, Asia or any region.

The fact that students come from vastly different countries and cultures makes for great conversation starters in class. As the teacher, you can use culture as a springboard to introduce class topics like worldwide holidays or food vocabulary or otherwise stimulate the class with new perspectives.

A multilingual education helps students master multiple languages throughout their academic studies, enabling comprehensive abilities in listening, speaking, reading, and writing, while ensuring complete fluency in their first language.

In much of the world, multilingual students are the norm rather than the exception. There is much research and evidence about the cognitive and practical benefits of knowing more than one language. Such knowledge is a tremendous resource for teaching and learning. Whatever their subject specialism, every teacher should seek out opportunities to celebrate, promote and exploit the linguistic knowledge and skills of all their students. As a language and an English teacher, you have a particular responsibility to do this.

Access to Resources: In many multilingual classrooms, instructional materials, textbooks, and resources are often available in English. Students who are proficient in English have better access to these resources, which can enhance their learning experiences and academic success.

Teaching English in a multilingual classroom requires employing specific strategies to cater to diverse language backgrounds and ensure effective learning for all students. This involves creating an inclusive environment, utilizing visual aids and scaffolding techniques, and fostering collaboration among students with varying language proficiencies.

In a multicultural classroom, effective communication is a key to fostering understanding and cooperation among students from different backgrounds. Be clear, patient, and empathetic in your interactions, and encourage open dialogue and mutual respect among students.

Use a variety of teaching methods, such as visual aids, group activities, and real-life examples, to accommodate different learning styles and language abilities.

Moreover, consider incorporating language support services or resources for students who may need additional assistance due to language barriers or cultural differences. Provide extra practice opportunities, one-on-one support, or access to bilingual materials to help all students succeed in their language learning journey.

Key challenges include managing multiple first languages, varying levels of English proficiency, cultural differences, and limited access to resources.

A multilingual approach offers instructional strategies to supplement instruction in English and support English language acquisition. Multilingual approaches allow learners to access their full linguistic repertoire for the purposes of accelerating their English proficiency.

Familiarise the learners with the importance, role and existence of the many languages around them. Consider the implications and benefits of code-switching and translanguaging in the classroom.

English language learner focuses on English language development (ELD) which is the process in which individuals acquire, refine, and master the English language. Multilingual learner refers to students who are developing proficiency in two or more languages.

Students in a multilingual classroom can't chat in their first language or turn to their classmate to clarify a grammar point or define a vocab word in their mother tongue. All communication has to be in the common language – English. While more challenging, this is great practice for students!

The fact that students come from vastly different countries and cultures makes for great conversation starters in class. As the teacher, you can use culture as a springboard to introduce class topics like worldwide holidays or food vocabulary or otherwise stimulate the class with new perspectives.

Students in a monolingual classroom often understand each other not because they speak correctly, but because they all make the same mistakes. For example, a classroom of Chinese students may all struggle with the “r” sound in English, so they understand their classmate when he mispronounces words with “r.” However, if that same Chinese student is in a multilingual classroom, he will need to pronounce “r” words so that *everyone* in the room understands him. This has the potential to make all students in the class better speakers and listeners.

Learning styles can differ from one culture to the next, too. The mix of students in a multilingual classroom means you’ll have students from cultures where the teacher’s role is to lecture and give tests, mixed with students from cultures where students are encouraged to actively participate in class. Pair work and small groups made up of students from different cultures can be the perfect opportunity for students to get out of their comfort zone and try a new approach to learning English.

Once you are a TEFL-certified English teacher, your career can lead you in many directions, including monolingual or multilingual classrooms at home or abroad. Making the most of the unique issues you and your students will face in a multilingual classroom will help to make you an engaging and effective teacher.

Visual aids can be a cornerstone of language teaching in multilingual environments. They serve as a universal language that can bridge understanding between speakers of different languages. Every learner, regardless of their language proficiency, can benefit from well-crafted visual representations.

MLs need additional time for oral language practice to build oral proficiency. Provide multilingual learners clear speaking prompts using graphic organizers, sentence frames, or more academically rigorous response frames for oral language practice. How is multilingualism used in the classroom?

A multilingual education helps students master multiple languages throughout their academic studies, enabling comprehensive abilities in listening, speaking, reading, and writing, while ensuring complete fluency in their first language.

The units of Multilingualism in the classroom

Activity 1: Key principles

The three statements that follow are based on the findings of international educational research on effective classroom practice in multilingual contexts:

- Students learn best in the language they know best.

- Teachers teach most effectively in the language they're most familiar with.
- The longer teaching and learning take place in the first language, the better the educational outcomes.

Now answer the questions below, discussing them with a colleague if possible:

- As a teacher, what are the challenges of integrating these statements into your daily classroom practice?
 - Is there a 'language gap' between you and your students, or amongst the students that make up your class? If so:
 - How does this affect your teaching and their learning?
 - How does this affect relationships in the classroom?
 - Do you do anything to acknowledge your students' other languages in your teaching? Why or why not?

The three statements above reflect increasing powerful evidence of the positive impact that prolonged teaching in the mother tongue has on students' school attendance and their long-term educational success.

While the introduction of wholly mother tongue-based teaching may not be possible in your school, there are many small changes you can make to your teaching practice to draw on the valuable home language resources that your students bring to the classroom.

Activity 2: A class language survey

Undertake a language survey with your class. Start by talking to your students about the languages you know – perhaps clarifying whether you can understand a few words, speak the language fluently or write it – and explaining how you gained that knowledge, be this from your parents or grandparents, from living somewhere, or from studying it in school, for example.

Using chart paper, make a large table. Write with your name, followed by your students' names, down the left-hand side, and a list of languages across the top. Invite your students to state which languages they know and add ticks to the chart accordingly. When you have finished, put the survey chart up on the classroom wall.

If any students are absent on the day you do the survey, be sure to update the chart on their return. Insert extra rows at the bottom in case any new students join the class during the year. You may wish to survey the head teacher and other members of staff and add this information, too.

Depending on the age of your students, you could make the survey more detailed by noting whether they can understand, speak, read or write the languages have mentioned.

In the classroom, translanguaging may involve:

- translating between languages
- comparing and being playful with different languages
- mixing words and expressions from different languages in the same spoken or written utterance
- using the home language in one part of an activity and the school language in another part.

Thus, students might listen to information in one language and explain the gist of it orally or make written notes about it in another. Similarly, they might read a text in one language and talk about it or summarise it in writing in another.

As a resource for both teachers and students, translanguaging has many educational benefits because it:

- validates multilingualism, viewing it as a valuable asset rather than a problem or a temporary transitional interactional tool in early schooling
- represents a more efficient and effective teaching and learning technique than is possible in one language only
- offers opportunities for individuals to develop rich and varied communicative repertoires for use within and outside school.

Multilingual learning

Multilingual learning refers to the process of teaching students who regularly engage with more than one language. For example, in the U.S. a student may be in a school where instruction is English-based while Spanish is the primary language at home. Effective multilingual learning fosters a welcoming environment for those students and uses research-based instructional strategies to support their learning.

A multilingual learning environment is most successful when educators create an inclusive environment that celebrates language diversity and encourages students to improve their mastery of multiple languages by forming connections between words and ideas.

Getting Started with Multilingual Learning

A good place to start with multilingual learning (or any type of learning) is to consider who you'll be teaching, what they know, and where they come from. Chris McCormick, Sphero Education Content Manager, finds that WIDA, a consortium that has put together a helpful framework for multilingual learning, offers excellent key considerations when teachers are developing instruction for multilingual learners. Teachers can ask:

- What are their previous educational experiences?
- Have they recently arrived in the U.S.?

- What are their cognitive and behavioral strengths, needs, and abilities?
- What are their personal experiences?

These considerations allow teachers to customize instruction for their students which will not only make it more effective from an academic standpoint, but also create a more welcoming and engaging environment for their learners.

Best Strategies for Multilingual Learning

For educators working with multilingual learners, one of the most important things to remember is that a positive teaching foundation translates across language barriers. This means that effective teaching strategies based on empathy and acceptance should easily translate from monolingual to multilingual learners. That said, there are some helpful strategies we want to highlight when it comes to multilingual learning.

Create a welcoming environment

Students learn their best when they feel welcome and safe, so creating an inclusive classroom environment is key. This can be achieved in many ways, such as offering learning materials that relate to a variety of different identities and experiences, using multilingual labels, and inviting students to share their language or culture.

Make it fun

Making multilingual learning fun for students not only helps them acquire new languages more effectively, but it also fosters a positive attitude toward language learning. Roosevelt Elementary English as a Second Language Teacher, Dana Finneran, utilizes ELD STEAM in her classroom to create a more engaging learning environment, Finneran says.

“We select missions or tasks that are meaningful to students and connect to language standards and classroom content. We have learned that ELD STEAM is a safe time and place for translanguaging, in fact, it's encouraged! We have also learned that using the different Sphero robots provides students with academic language opportunities in real life.”

Engage with families

As an educator of multilingual learners, making connections with a student's family is invaluable. Not only does it invite parents or guardians to be active in the student's learning process, but it can also provide teachers with insights into the student's home language and culture that can be brought into the classroom.

Scaffold learning

Scaffolding is an educational strategy in which the teacher provides support as needed to students to help them establish independent learning

skills. This can involve modeling or demonstrating lessons, prompting students with helpful questions, and creating connections that will help students absorb knowledge.

Consult multilingual learning standards

When planning a curriculum for multilingual learners, there are many resources at your disposal, including standards developed by WIDA. Using these standards as a framework for instruction can streamline your planning process, improve outcomes, and develop a welcoming environment for all students.

Chris re-emphasizes that many teachers implement these approaches already. "Most of these strategies are not new to teachers and are not unique to multilingual learners," he says. "Good instruction is good instruction, regardless of the language being used."

Expands understanding of other cultures

One of the biggest benefits of being multilingual is that it opens up our understanding of other people, cultures, and places. While traveling, speaking more than one language can allow you to more thoroughly immerse yourself by communicating directly and learning from others' lived experiences.

Enhances understanding of primary languages

By learning a new language, students can gain a stronger understanding of their primary language. In other words, learning another language's grammar, verb conjugation, and expressions can illuminate their primary language's structure and traits. In the long run, this can help students master each language they speak and learn new languages more easily.

Creates job opportunities

As our world becomes increasingly connected and globalized, the ability to communicate in multiple languages offers a massive competitive advantage, particularly as students grow up and enter the job market. Companies and organizations are keen to recruit people with multilingual skills and it can open doors for them to work internationally.

Increase the ability to switch between tasks

Research suggests that people who are bilingual are better at switching between tasks than those who speak a single language. One study looked at three different groups of bilingual children and compared their performance on a series of cognitive tasks to monolingual children and found that "all of the bilinguals could switch from one task to another more rapidly than could the monolinguals." It seems that the ability to "toggle" between two or more languages improves one's ability to switch between tasks more generally.

Improves cognitive function

Evidence suggests that learning multiple languages can actually shape the brain and improve its ability to reorganize and adapt. Recent studies have also shown that multilingualism has a positive effect on cognition as you age and can help fend off things like dementia.

Dynamic multilingual learning

The beauty of multilingual learning is that it permeates all subjects: students can learn new vocabulary and practice their language fluency while doing art, math, or science. Sphero's STEM kits and STEAM activities are a great fit for a multilingual classroom and can get kids engaged in multiple levels of education at on

Conclusions

In conclusion, preparing to teach English in a multicultural environment requires a combination of cultural awareness, adaptability, and effective communication skills. By taking the time to understand your students' backgrounds, incorporating diverse perspectives into your lessons, examining your own cultural biases, and promoting inclusive communication practices, you can create a positive and enriching learning experience for all. Embrace the diversity of your classroom as a source of learning and growth, and celebrate the unique contributions that each student brings to the language learning process.

Multilingual education (MLE) typically refers to "first-language-first" education, that is, **schooling which begins in the mother tongue, or first language**. Multilingual education aims at multilingualism for students who speak different home languages and learn additional languages at school. Globalization, the mobility of the population or the protection of minority languages are important factors for the development of multilingual education.

Multilingual education is inclusive education that acknowledges and promotes linguistic diversity. Schools that aim at multilingualism can be found in different parts of the world and involve different types of languages, different pedagogies and sociolinguistic contexts. This situation creates the need for new approaches that can deal with the diversity of students and the increasing role of languages in the school curriculum.

Multilingualism in education takes many forms depending on factors such as linguistic diversity, the aims of the educational program or the characteristics of the languages involved. In many contexts, a great number of schoolchildren have different home languages from the ones used at school. Today, school classes are more linguistically diverse than in the past, particularly in the case of big cities in Europe and North America, due to the

mobility of the population. In a globalized world, even young learners come to the classroom with rich and dynamic trajectories that are influencing their language learning process. These students have to learn the language(s) of the host country and other languages in the curriculum, which in many cases are different from the ones spoken at home.

Multilingualism in education is often related to the mobility of the population but it can also be related to the use of two or more languages in the same region. In these contexts, the situation of the languages is often asymmetrical and one language, the majority language, is dominant while the other(s) have a minority status. Students who speak the minority language at home are also in most cases multilingual because the majority language is widely used and it is necessary to learn it.

Questions on the Multilingualism with the keys

What is the difference between multilingualism and bilingualism?

If you're bilingual, you use 2 languages. If you're multilingual, you use more than 2 languages. Raising multilingual or bilingual children can create strong family and cultural bonds. It can also be good for children's learning. Raising multilingual or bilingual children is a long-term commitment.

Is multilingual in 3 languages?

- Bilingual refers to a person who can communicate in two languages.
- Trilingual is someone who can speak three languages.
- Multilingual describes individuals who can use more than three languages, while polyglot refers to those who are proficient in many languages.

What is an example of multilingual?

Do you speak Spanish or French, in addition to English? Then you are multilingual, which is an impressive and practical thing to be. Multilingual people can speak and/or write more than one language, whether that's English and Japanese, Spanish and sign language, or French and Klingon.

What are the types of multilingualism?

Types of multilingualism include:

- Bilingualism (2 languages)
- Trilingualism (3 languages)
- Multilingualism (4 or more languages)
- Polyglot (someone who learns many languages for fun)

What do you call a multilingual person?

There are thousands of languages spoken in the world, but you don't need to know them all to be a polyglot. The "glot" comes from the Greek word for "tongue," and the prefix "poly" means "more than one," so if you speak two or more languages, you're technically a polyglot. Well done!

What is another word for multilingual?

multilingualistic	multilanguage
plurilingual	bilingual
polyglot	trilingual
many-tongued	multi-tongued
polyglottal	Polyglottic

Is America a multilingual country?

What is the state of multilingualism in the United States?

The US has always been a multilingual country. It was multilingual pre-European colonization and has remained that way since, fueled in large part by the continuous waves of immigration that have defined the nation.

Is multilingualism related to intelligence?

Several studies have consistently shown a high correlation between fluid intelligence and multilingualism, meaning the multilingual children performs better in tasks that measure fluid intelligence

What are the characteristics of multilingualism?

A multilingual person is someone who can communicate in more than one language actively (through speaking, writing, or signing). Multilingual people can logically speak any language they write in (aside from mute multilingual people), but they cannot necessarily write in any language they speak.

What is the most multilingual city?

Over on the other side of the Atlantic, the northern English city of Manchester has been reported, by some estimates, to be the world's most multilingual, with over 200 languages spoken relative to a population of around 500,000.

What is the oldest language in the world?

Historians and linguists generally agree that Sumerian, Akkadian and Egyptian are the oldest languages with a clear written record. All three are extinct, meaning they are no longer used and do not have any living descendants that can carry the language to the next generation.

What is the difference between multilingualism and polyglot?

- Polyglot is a person that has mastered several foreign languages.
- Polyglotism is a synonym to multilingualism, yet it stands for a person that has learned additional languages as a hobby. To put it simply: polyglots learn languages for the sake of learning languages.

How can I teach English in a multicultural classroom?

In a multicultural classroom, effective communication is a key to fostering understanding and cooperation among students from different backgrounds. Be clear, patient, and empathetic in your interactions, and encourage open dialogue and mutual respect among students.

What are the challenges of teaching English in a multilingual classroom?

Key challenges include managing multiple first languages, varying levels of English proficiency, cultural differences, and limited access to resources

What is a multilingual approach to teach English?

A multilingual approach offers instructional strategies to supplement instruction in English and support English language acquisition. Multilingual approaches allow learners to access their full linguistic repertoire for the purposes of accelerating their English proficiency.

What is the role of English language in a multilingual classroom?

There is no common first language among students in a multilingual classroom. Students in a multilingual classroom can't chat in their first language or turn to their classmate to clarify a grammar point or define a vocab word in their mother tongue. All communication has to be in the common language – English.

What are the 5 characteristics of a multicultural classroom?

Here are a few:

- Exposes students to different cultures. ...
- Fosters acceptance and tolerance in a learning environment. ...
- Teaches multiple perspectives. ...
- Encourages critical thinking. ...
- Helps build an international network.

How to teach in a multilingual learners?

Practical Tips for Teaching Multilingual Learners

1. Plan for Small Group or Think-Pair-Share Discussions. ...
2. Offer Extra Support with Subject-Specific Vocabulary. ...
3. Provide Visual Learning Materials. ...
4. Engage Students with Oral Language Practice. ...
5. Make Use of Reading Comprehension Strategies. ...
6. Establish a Regular Class Structure.

What is the role of teacher in multicultural classroom?

Teachers should integrate diverse perspectives, authors, and historical events into their lessons, ensuring that students see themselves reflected in the material. Interactive Learning: Incorporating interactive learning activities fosters collaboration among students with different backgrounds.

How can teachers support multilingual learners?

Strategies for Teaching MLL Students

- Build on Background Knowledge.
- Build Vocabulary.
- Engage in Conversations.
- Check for Comprehension.
- Encourage Collaboration.

What do you mean by multilingualism?

Multilingualism refers to the ability of societies, institutions, groups, and individuals to engage with more than one language in their day-to-day lives. It is a phenomenon that has become prevalent in the educational context due to historical, social, political, and economic reasons.

Why is multilingualism so important?

Being multilingual improves communication, promotes cross-cultural interaction, and can help with cognitive abilities like multitasking and problem-solving. It is essential to globalization because it makes it possible for individuals with different linguistic origins to interact and work together productively.

How to learn multilingualism?

Immerse yourself in the language

You might create social media accounts specifically for each language, which helps reading, writing and conversational skills. If you can, travel to places with speakers of your target languages. Immersive experiences can give you practical experience, which helps the learning process.

What are the causes of multilingualism?

Well-known agents of spread are war and colonization, but also migration and settlement, religion, the media, and the needs of trade and business. 'The causes of multilingualism' considers four conditions that serve to spread languages: introduction, sustainment, establishment, and benefit.

What is the power of multilingualism?

Cognitively, it sharpens problem-solving, strengthens memory, and boosts adaptability. Neurological research confirms this. Economically, multilingual workplaces perform better and drive innovation. Socially, multilingualism fosters inclusion, belonging, and peace.

What are the characteristics of multilingualism?

Multilingualism is the ability to speak, understand, read, and write more than one language. It can be individual or societal, depending on whether a person or a community uses multiple languages.

What is multilingualism as a strategy?

Multilingualism as a strategy means using the languages of learners for teaching and learning. It ensures the inclusion of all students irrespective of their linguistic background.

What is a multilingual society?

In a multilingual society, individuals who are constantly interacting with different languages and linguistic varieties develop stronger mental skills that

can be transferred to other areas of life, including academic achievement, professional success, and interpersonal relationships.

How to help multilingual students?

Provide opportunities for language practice: Providing multilingual learners with opportunities to practice their language skills can help them develop confidence and fluency in the language of instruction. This can be accomplished through activities such as group discussions, debates, and presentations.

What are the most spoken languages?

Top 100 Languages by Population

Rank	Language Name	Population
1	CHINESE, MANDARIN [CHN]	885,000,000
2	SPANISH [SPN]	332,000,000
3	ENGLISH [ENG]	322,000,000
4	BENGALI [BNG]	189,000,000

Why is multilingualism important in the world?

It develops empathy, and cross-cultural understanding, and improves personal and professional relationships. Multilingualism promotes cultural awareness and sensitivity, allowing individuals to navigate different social contexts more smoothly.

Why is it good to be multilingual?

Learning a new language expands your mind and worldview. It opens you up to new cultures and to the fruits of diversity. Speaking a second or third language will boost confidence and increase self-esteem. In a globalizing world, knowing a second or third language gives you an advantage career-wise.

What is the role of multilingualism?

Languages are more than a means of communication; they are a bridge to understanding different cultures and perspectives. In a globalised world, multilingualism helps students connect with individuals from diverse backgrounds, fostering empathy and collaboration.

What country has the most multilingual people?

Papua New Guinea

Taking the crown for the most linguistically diverse country is Papua New Guinea. This island nation boasts a staggering 840 languages spoken by its population of approximately 9.4 million.

Are multilingual people intelligent?

The way it's structured, bilingual brains are more capable of improved attention, intelligence, and better verbal and spatial abilities. This has a profound impact on how teams work collaboratively.

How being multilingual benefits the brain?

Improved Memory and Multitasking

Research indicates bilingual individuals often have better working memory than their monolingual peers. This is because managing two languages requires the brain to store and retrieve information more efficiently, strengthening overall memory capacity.

What country speaks 100 languages?

Papua New Guinea is the world's most multilingual country, with a total of 840 languages spoken..

What is the nature of multilingualism?

Multilingualism can also be regarded as the co-existence of a number of languages within a society. These languages can be official or unofficial, native or foreign and national or international. There is an old saying, “A man who knows two languages is equivalent to two men”.

Which language is easy to learn?

Top 10 Easiest Languages for English Speakers to Learn

- Norwegian. ...
- Spanish. ...
- Italian. ...
- Portuguese. ...
- French. ...
- Romanian. Approximate time to learn: 24 weeks (575-600 hours) ...
- Swahili. Approximate time to learn: 36 weeks (900 hours) ...
- Tagalog. Approximate time to learn: 44 weeks (1100 hours)

Why multilingual education?

The purpose of a multilingual education programme is to develop appropriate cognitive and reasoning skills enabling children to operate equally in their native, state and national languages, starting in mother tongue with transition to second (Telugu) and third languages. (English).

Why are some people multilingual?

A new study of people who speak many languages has found that there is something special about how the brain processes their native language. In the brains of these polyglots – people who speak five or more languages – the same language regions light up when they listen to any of the languages that they speak

How to speak multilingualism?

Spend 80% of your time on one (main) language, and then 20% of your time on the other language. This works best when they are two different languages or if you are intermediate+ in both.

How to make a multilingual relationship work: 6 tips

Six tips are what they highlighted.

1. Communicate

Yes, really. You've heard it before, but it's true – communication is important, and especially in relationships where English is not the first language. After all, misunderstandings can arise quickly (see point 2), and being able to discuss them openly is crucial.

The language barrier can also mean that grievances are left undiscussed, since arguing in a foreign language can just be too tiring. Make the extra effort and openly discuss any problems you may have, so things don't get too complicated down the line.

2. Laugh

Whether you're both learning English or both have a good grasp of the language, misunderstandings can happen. And mix-ups can happen quickly – just think of words like *embarazada* in Spanish and *embarrassed* in English. These two words look and sound the same, and probably mean the same thing, right? Wrong. These two words mean wildly different things – one means 'embarrassed', but the second one means 'pregnant'. And the mix-up is pretty common (really)! The trick is to accept that misunderstandings will happen, and to be able to laugh about them.

3. Be genuinely curious

The more you understand your partner's culture, the easier it will be to look past misunderstandings. So whether your significant other invites you to attend an, ehm, unusual Christmas tradition (just Google *Krampus*) or discover a new artist, saying yes will familiarize you with your partner's culture, and ease any potential frictions

4. Be flexible and understanding

Despite the fact that you both speak the same language, you may have different communication styles, which may take some getting used to. In some

cultures, indirect communication is the norm – winding, elaborate speech that asks for some ‘reading between the lines’. In other places, communication is all about efficiency, and being honest is key. These different communication styles can also affect relationships, and a comment that comes off as ‘blunt’ to you may just be considered ‘honest’ by your partner. The key here is to remain open-minded and flexible!

5. Be patient

Accept the few stumbling blocks that might come your way. Whether you have different conversation styles or just haven’t figured out yet how to argue in English, be patient with yourself – and your partner. It takes some time to adjust to speaking a third language and understand where your partner is coming from. (A bonus point one of our in-house relationship gurus mentioned: when you’re arguing in a language neither of you speak perfectly, you actually end up arguing less because it’s too exhausting and too difficult!)

6. Have fun

At the end of the day, multilingual relationships are extremely enriching and fulfilling. Not only will you get to understand your own culture better, and get to know a new one through your partner, but you will also learn a new language or greatly strengthen an existing skill – it’s an absolute win-win, right?

What is the hardest language to learn?

UNESCO is giving credit where credit is due: Chinese is officially the most difficult language in the world. To give you an idea of the complexity of this language: The written form gives no clues as to pronunciation... And pronunciation and intonation completely change the meaning of a word.

Is it attractive to be multilingual?

Multilingualism Signals Intelligence

As a result, multilingual people are often perceived as smarter, more creative, and mentally sharp. Intelligence is one of the most universally attractive qualities, and knowing multiple languages can give you that intellectual edge.

Is 4 languages a polyglot?

A person who can speak four or more languages is multilingual. Only three percent of people around the world can speak over four languages. Less than one percent of people worldwide are proficient in many languages. If someone is fluent in more than five languages, the person is called a polyglot.

Is Russian or Arabic harder?

“Yes, Russian is more difficult for English speakers than languages like Spanish, French or German. But it’s easier than the Asian languages or Arabic.

And besides, Russian has lots of softening factors, such as the flexible word order, no articles, and lack of dialects.

What city has 800 languages?

New York City

There are as many as 800 languages spoken in New York City, and nowhere in the world has more than Queens, according to the Endangered Language Alliance (ELA)

What is the richest language in the world?

The Greek language is one of the oldest and most captivating languages in the world. According to the esteemed ancient Greek philosophy scientist, Vagia Karantidis, Greek is not just old; it's the richest language you'll ever encounter.

What country has the best music in the world?

Top 10 Most Musical Countries

- Germany.
- United Kingdom.
- Japan.
- France.
- Canada.
- Australia.
- Russia.
- Netherlands.

Who can speak 42 languages fluently?

World record holder for fluency.

In 1985, Janulus entered into the Guinness World Records for spoken fluency in 42 languages. To qualify, he took a two-hour conversational fluency test with a native speaker of each language he spoke at that time.

What is the role of a teacher in a multilingual classroom?

In multilingual classrooms, clear communication is vital. So, teachers should use simple language to ensure all students understand the lessons. Moreover, visual aids, like charts and images, help convey concepts effectively. Additionally, non-verbal gestures can also bridge language gaps.

What is an example of multilingual education?

Multilingual learning refers to the process of teaching students who regularly engage with more than one language. For example, in the U.S. a student may be in a school where instruction is English-based while Spanish is the primary language.

What is the multilingual method of teaching English?

A multilingual approach offers instructional strategies to supplement instruction in English and support English language acquisition. Multilingual

approaches allow learners to access their full linguistic repertoire for the purposes of accelerating their English proficiency.

How can a teacher apply multilingualism in the classroom?

In the classroom, translanguaging may involve:

1. Translating between languages.
2. Comparing and being playful with different languages.
3. Mixing words and expressions from different languages in the same spoken or written utterance.
4. Using the home language in one part of an activity and the school language in another part.

What do you mean by multilingualism?

Multilingualism is the ability to speak multiple languages. More than half of the population of the world is able to speak at least two languages, with some speaking three, four, or even more.

What do you call someone who speaks 3 languages?

A person who speaks three languages is called a trilingual. All people who speak two or more languages also fall under the umbrella of multilingualism, but technically a multilingual is someone who speaks four or more languages.

Is bilingual the same as multilingual?

Bilingualism is a subset of multilingualism. Bilinguals can speak two languages; multilinguals, by most definitions, can speak four or more.

Trilinguals can three languages, and monolinguals can only speak one.

What is Multilingualism?

The Types of Multilingualism

There are several ways for a person to be considered multilingual that depend on how many languages an individual can speak. It is worth reiterating that multilingualism does not mean equal or total fluency in all languages, but rather an ever-shifting and likely unique balance between all of the languages that an individual speaks. A reasonable degree of fluency that would allow a person to live and work in a culture that uses their second or third language is typically required before an individual is considered multilingual. Those who learn multiple languages in childhood, especially as a result of immigration, tend to be more fluently multilingual than adults who pick up a new language later on.

What are examples of multilingualism?

Multilingualism can also occur as a result of a political union among different groups. Switzerland for example incorporates German, Italian,

Romansch and French populations; Belgium unites French and Flemish speakers; Canada has English and French 'charter' groups.

What is the multilingual method of teaching?

In multilingual communication, speakers move between the different languages they know so that everyone can understand and join the conversation. This process is called translanguaging. Teachers can direct learners to use different languages at different stages in a lesson to help them communicate.

How to teach English in a multi-language classroom?

Visual aids can be a cornerstone of language teaching in multilingual environments. They serve as a universal language that can bridge understanding between speakers of different languages. Every learner, regardless of their language proficiency, can benefit from well-crafted visual representations.

What do multilingual learners need?

ML needs additional time for oral language practice to build oral proficiency. Provide multilingual learners clear speaking prompts using graphic organizers, sentence frames, or more academically rigorous response frames for oral language practice.

How is multilingualism used in the classroom?

A multilingual education helps students master multiple languages throughout their academic studies, enabling comprehensive abilities in listening, speaking, reading, and writing, while ensuring complete fluency in their first language.

What is required of a teacher in a multilingual classroom?

The findings revealed that to teach in multilingual classroom Teacher Educator should possess skills like content analysis, multilingual reading, writing and speaking, translation skill, multilingual typing skill, multilingual board writing skill, code switching and code mixing skill, skill to motivate learning, skill ...

How to create a community of learners in a multilingual classroom

1. Celebrate Diversity. Embrace the richness of linguistic diversity within your classroom. ...
2. Create a Multilingual Classroom Library. ...
3. Peer Collaboration and Language Exchange. ...
4. Cultural Show and Tell. ..

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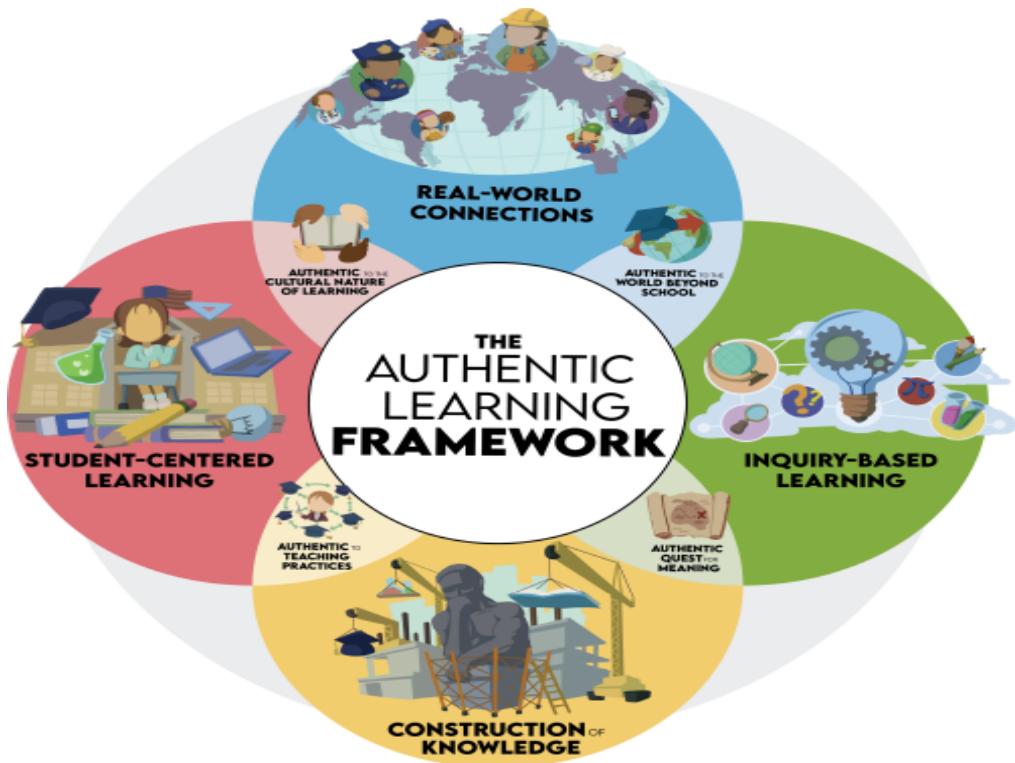
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PART 5

AUTHENTICITIES IN EDUCATION



Authenticity is described as being “real” or “genuine,” and the advice often given to faculty wanting to develop authenticity in education is to “just do what comes naturally.” But obvious definitions and easy advice frequently obfuscate deeper complexities, and that is definitely the case with authenticity.

The word 'authenticity' is actually a neologism invented by Heidegger, the word *Eigentlichkeit*, which comes from an ordinary term, *eigentlich*, meaning 'really' or 'truly', but is built on the stem *eigen*, meaning 'own' or 'proper'.

Authenticity in education refers to learning experiences that connect to the real world, promote higher-order thinking, and foster deeper understanding. It involves creating learning environments where students can engage with meaningful tasks, develop their own voices, and see the relevance of their learning beyond the classroom.

Scholarly work on authenticity is being done in the field of adult education. Highlighted here are two articles, both featuring the work of Carolin Kreber, a professor at the University of Edinburgh. When Kreber and colleagues looked for a common conceptual understanding of authenticity, they found none. In their attempt at advanced understanding of the concept, they did an extensive review of the literature, starting with its philosophical origins. They make the point that “as long as authenticity remains only vaguely understood and ill defined...it is...not feasible to articulate a persuasive rationale for why we should be concerned with the phenomenon in the first place.” Based on their review of the literature and a subsequent analysis by Kreber, which involved interviews with faculty and other empirical explorations, the following six dimensions of authenticity were identified.

Being sincere, candid, or honest

When students look at the teacher, they see a genuine reflection of that teacher’s personal identity. They also hear from someone who speaks with candor and integrity.

Being true to oneself

The teacher is a self-aware person who has made a commitment to teaching. This teacher has reflected on the purposes of education and has chosen to teach because educational goals matter. Authenticity finds expression in consistency between values and actions.

Being true in this sense

Being true in this sense means not being defined by others but using self-knowledge to establish one’s own identity, regardless of how well or poorly it fits with the expectations of others.

Acting in the interests of learners

Authenticity extends beyond the individual. It is other directed as well. In the case of teachers, it is caring about students and wanting them to flourish. One interviewee described it as the difference between teaching what we are interested in versus teaching what interests us plus what students really need to know.

Care for the subject

Authenticity also involves beliefs about the value of the subject matter and being committed to engaging students with the subject in important and meaningful ways. The ultimate goal is using connections between students and the subject matter to grow the authenticity of students. It might be something as concrete as genuine interest in the questions students ask and something as abstract as being fully invested in the course.

A process of becoming

Authenticity comes via a process that involves ongoing critical reflection. Teaching that is authentic continually revisits the purposes of education, and regularly inquires as to the origins behind and rationales that justify how certain norms and practices have come to be accepted.

At the conclusion Kreber and colleagues (Kreber, C., Klampfleitner, M., McCune, V., Bayne, S., and Knottenble, M. (2007)) write: “The literature reviewed here revealed authenticity in teaching as an intriguing but also complex and multidimensional phenomenon. Authenticity in teaching involves features such as being genuine; becoming more self-aware; being defined by one’s self rather than by others’ expectations; bringing parts of oneself into interactions with students; and critically reflecting on self, others, relationships and context, and so forth....Authenticity is not just something that exclusively rests within myself...for authenticity to be meaningful it needs to be sought in relation to issues that matter crucially.”

5.1 A Brief History of Authenticity in Education

Middle English *autentik*, *auctentyke*, borrowed from Anglo-French & Medieval Latin; Anglo-French *autentik*, *autentique*, borrowed from Medieval Latin *autenticus*, *authenticus*, *auctenticus* “original, genuine (of a document), authoritative, approved by authority”, going back to Latin *authenticus* “original (of a document),” borrowed from Greek *authentikós* “warranted as genuine, original, authoritative,” probably from *authentía* “absolute sway, authority” (from *authéntēs* “doer, master” + *-ia* -ia entry 1) + *-ikos* -ic entry 1; *authéntēs*, in earlier Greek “killer, murderer, perpetrator of a deed,” from *aut-* aut- + *-hentēs*, from *hen-* (going back to Indo-European **senh₂-*, full-grade ablaut of zero-grade **sṇ-ne-h₂*, whence Greek *ánymi*, *anýnai* “to complete, achieve, perpetrate”) + *-tēs*, agent suffix.

Note: Greek *authentikós* and *authentía/-eia* first appear in non-literary sources of the first centuries A.D., whence their adaptation into Latin, and go on to see considerable elaboration in patristic and Byzantine Greek. The base of these words, the agent noun *authéntēs*, had rather disparate senses in ancient Greek. The earliest, attested in Herodotus and the Attic tragedians, is “killer, murderer,” apparently generalized in Hellenistic Greek to “perpetrator (of a crime)” and then “doer, master,” whence the derivatives based on the notion of authority. The etymological sense of the word, however, supported by Sophocles’ *autoéntēs*, is “person accomplishing something on their own,” which is not far from the later meaning “doer.” The specific application to murder was perhaps originally a euphemism or a legal usage, or, somewhat less likely, by association with the verb *theínein* “to strike, kill.” Several Indo-European congeners of Greek *ánymi* have been proposed, as Sanskrit *sanóti* “(he/she) gains, obtains,” *ásanat* “has gained,” Avestan *hanāt* “will obtain,” Hittite *šan̩-* “seek, look for” (see further in *Lexikon der indogermanischen Verben*).

Authenticity everywhere and for everything is “in” (Potter, Citation 2010). Brands must create authentic experiences for consumers/users (Gilmore & Pine, Citation2007); musicians only survive if they are perceived as being true (Peterson, Citation1997), and even in political elections, being authentic is an important issue (Williams, Pillai, Deptula, & Lowe, Citation2012). In education, researchers stress the importance of authenticity (for an overview see, Kreber, Klampfleitner, McCune, Bayne, & Knottenbelt, Citation2007) for optimal learning, assessment and even teacher–student relationships. In teacher training programmes—heavily influenced by the ideas of Carl Rogers (Citation1983) –

the student is often advised to “just be yourself”. However, “just be yourself” can be one of the most complicated tasks you can give someone, particularly if they are a teacher or student teacher (Gallego, Citation2001). The question, thus, is: What does it mean to be “yourself”? This study addresses this problem by examining what being authentic means in the perception of students looking at their teacher. Authenticity in the eye of the beholder (Gulikers, Bastiaens, & Kirschner, Citation 2004).

Authenticity refers to the genuineness or truthfulness of an artifact, document, or piece of evidence. It is crucial when assessing primary sources, as it helps determine whether the information is reliable and accurately represents the historical context in which it was created.

Authenticity is a concept with an impressive history in Western philosophy and a significant hold on the modern imagination. Inseparable from conceptions of truth and individual fulfillment, authenticity remains a powerful ideal, even as it eludes precise definition. Recently it has also become an organizing principle for many educational initiatives. Education, like authenticity, is opposed to dissimulation, ignorance, manipulation, and related states of misalignment between truth and experience. There is widespread enthusiasm for the promotion of authenticity across different types of education and in the personal identity of educators and students. Most of the scholarly literature pertaining to authenticity in education falls outside the scope of philosophical inquiry. But in all cases, the pursuit of authenticity in education rests on various philosophical assumptions about the nature of truth, reality, ethics, and, ultimately, the aims of education.

The concept of authenticity in education has evolved significantly, particularly since the 1990s, moving from a philosophical idea to a practical approach in learning and teaching. Initially, authenticity was explored in philosophy, suggesting that individuals should live according to their true selves and values. In education, this evolved into a focus on creating learning experiences that are relevant to students' lives and future endeavors, moving away from abstract or decontextualized learning.

With the influence of Dewey and 20th-century progressive movements in education, authenticity entered the vernacular of educational theory and practice. Attention to the relationship between learning environments and the “real” world has generated pervasive commitments to authentic learning, authentic pedagogies, authentic curriculum, and authentic assessment practices. Here, “authenticity” is used to track the verisimilitude of an educational practice with respect to some external reality. It constitutes an ontological claim about levels of “reality,” as well as an epistemological

attitude toward learning as the construction of knowledge. In this respect, authenticity intersects debates about constructivism and relativism in education. Likewise, teachers are exhorted to be authentic *qua* teachers, elevating their true selves above institutional anonymity as a key part of effective teaching. This phenomenon trades on the values of truthfulness and autonomy that are prized in Western modernity but also problematized in the personal identity and ethics literature. The authenticity of students has also been championed as an educational aim, even as the methods for eliciting authenticity in others have been criticized as self-defeating or culturally limiting. Personal authenticity stands in a contested relationship to autonomy, which has been promoted as the key aim of liberal education. The project of creating authentic people through education remains an intense site of research and debate, with important implications for educational ethics and liberal values.

The notion of authenticity has a long history in language teaching, starting as early as the nineteenth century when Henry Sweet, one of the first linguists, criticized the ‘incessant repetition’ of artificial systems, and compared them unfavourably to natural texts which ‘do justice to every feature of the language’ (Sweet 1899: 177). However, it was probably the ‘communicative turn’ in the 1970s that marked the most significant change in language teaching methodology, as the emphasis shifted from abstract grammatical rules to actual, contextualised performance and the development of learners’ overall communicative competence (Hymes 1972). No longer was it considered sufficient to simply contrive random, isolated sentences to exemplify form or model substitution drills. Initiatives like the Common European Framework of Reference for Languages (CEFR) sought to describe the different communicative needs of European citizens, using real communication tasks to promote interaction amongst its member states. Meanwhile, the development of the tape recorder allowed researchers to begin transcribing and analysing natural speech, spawning new fields of enquiry such as discourse and conversational analysis and providing insights into real-time interaction that then began finding their way into language textbooks (Gilmore 2015). Advanced Conversational English (Crystal & Davy 1975: v), innovative in its time, notes in the preface, for example: ‘Recent concern with the nature of discourse has called further into question the oral dialogues of many ELT textbooks which, because of their sentence-structure illustrating task and a lack of ready-to-hand criteria for the treatment of actual speech, have borne little resemblance to the hesitations, false starts, speed and volume changing characteristics of everyday conversation. As a result, learners have been handicapped in their powers of interpretation of real

spoken data'. Today, advances in information and communications technology (ICT) provide materials designers, language teachers and learners with unfettered access to authentic input from across the globe, 'impelling the issue of authenticity of texts and interactions to the fore in language pedagogy' (Mishan 2005: ix). The rich variety of multimodal media available on the Web can also effectively illustrate how different semiotic modes (text, images, gestures, sound, movement, etc.) are exploited, in various combinations, to communicate, which can facilitate the development of a range of competencies in language learners (linguistic, pragmalinguistic, sociopragmatic, strategic or discourse).

Historical development of authenticity in education, early influences:

Late 19th Century: Linguists like Henry Sweet criticized artificial language learning materials and advocated for using natural, idiomatic texts.

Early 20th Century: Various methods like the oral method, audio-lingual method, and direct method emphasized structured language learning materials, often with a focus on linguistic aspects.

1970s: The "communicative turn" highlighted the importance of using language for real communication and developing learners' communicative competence.

The Rise of Authenticity:

Communicative Language Teaching (CLT): CLT embraced the idea that language learning is best achieved through meaningful interaction and communication, rather than just grammatical accuracy.

Authentic Materials: The use of real-world materials like newspapers, songs, and films became increasingly popular, as they provided learners with exposure to natural language use.

Task-Based Learning: This approach focused on using authentic language to complete meaningful tasks, with a pre-task, task, and review structure.

Lexical Approach: This approach emphasized the importance of lexical units (chunks of language) in language acquisition.

Content and Language Integrated Learning (CLIL): This method involves teaching subject matter content through the target language, immersing learners in authentic language use.

Ongoing Developments:

Integration of Technology: Videoconferencing and other online tools are being used to facilitate authentic communication and interaction between learners across different locations.

Focus on Learner Identity: Recent research explores how learners' identities and cultural backgrounds influence their language learning experience and the authenticity of their self-expression.

Critical Pedagogy: There's a growing emphasis on critically examining the role of authenticity in language learning, considering factors like learner needs, cultural contexts, and potential power dynamics.

5.2 Types of Authentic Materials

By authentic materials in English Language Teaching (ELT), we understand any text written, edited, and published without any consideration for learners of English as a second or foreign language. This may include: Reading texts such as newspaper articles, e.g., from The Guardian or Financial Times.

There are *many types of authentic materials*, here are examples of them:

Magazines: They are massively used as rich source of authentic texts in the English language classes as they are very interesting and inspire a wide variety of activities. Magazines help the learners in improving the language skills, grammar and vocabulary. They consist of considerable amount of information and of a wide range of text types.

Newspapers: One of the most important and best sources of authentic texts which are more helpful in teaching and learning in the classrooms is the newspapers. The teachers can use the useful news reports as authentic texts in teaching the students in English classes. It enables the English language students to grasp and understand the language usage in a various way. Newspapers are also informative they provide news on a variety of topics including education columns, cultural activities columns, sports columns, geographical and historical columns, etc. They also present the daily language with all the possible idiomatic expressions of the local culture. Newspapers are used to improve the English language students', writing skills, grammatical skills, vocabulary skills, reading comprehension and critical thinking.

Media: It is utilized as an accesssive tool for language teachers to improve the presentation of the materials in the classrooms. Media plays a vital role in engaging the learners' learning process of the language. The teachers of English have to choose media that are used in teaching and learning process appropriate for the students' interests and needs and. Murcia (2001: 461) emphasizes, "Media tools are physical things used by the teacher to motivate the students by bringing a slice of real life into the classroom and by presenting language in its more complete communication complex".

Brochures: In fact, brochures are cost effective and they are largely used in teaching and learning English. Brochures come in several shapes and sizes. The teachers can support the learners to collect many brochures of various companies and institutions such as travel brochures. The teachers should give a chance to the learners to select a particular destination and ask them to write about it why they want to travel to that particular place. Using the travel

brochure, the teachers can booster the language skills of the learners and their language proficiency.

Menus: Menus are available and found in all the restaurants and a lot of them have online menus. As food plays an essential role in the lives of the people, especially in the lives of the students, the English language classes teachers can present the menus as their authentic teaching materials. The teachers can encourage the learners to use the menus of the restaurants to have dialogues with their partners. Also, the students can order the food in the restaurants with more confidence. Teacher asks learners to use a dictionary with them to look up the terms related to food. Since the learners of English improve their speaking as well as analytical and reasoning skills using menus in the classrooms, the teachers of English should attempt to introduce identical activities to promote the learners' all the four language skills in real-time situation.

Weather Reports: Due to its audio-visual impacts, TV plays a crucial role in using it as authentic materials. The songs, games, attractive ads, comics, movies, pictures, sports programs , weather reports and so on are have enormous use to teach the learners in the language classes. Generally, the teachers of English can make use of authentic materials to make the learning motivating and interesting in the classrooms with a dash of creativity. Therefore, the teachers can integrate authentic materials into their EFL classrooms to create fun among the students by using the suitable authentic material for the learners' needs. Moreover, the teachers should adopt authentic materials that highly impact their students in learning the English language and thus, enhancing the language proficiency overall.

Advantages of authentic materials:

Authentic materials have a positive influence on learner motivation for instance:

1. Authentic materials provide authentic cultural information.
2. They also provide exposure to actual language.
3. They are easily available everywhere.
4. They bring students into direct contact with a reality level of English language.
5. Authentic materials from a certain source, such as: newspapers, magazines, TV programs, movies, songs, literature books and the Internet.
6. Authentic materials provide us with a source of up-to-date texts which can be relevant to English language learners' needs.
7. They are beneficial to minimize the level of fear among the learners from using the language.
8. They are so useful to improve social language skills.

9. They promote creativity among the students and the teachers.
10. They provide the learners with higher level of motivation.
11. They build a real connection between the outside world and the English classroom.
12. They encourage the students to concentrate more on the language.

Disadvantages of authentic materials:

According to Richards (2001, p. 253) states that beside, of these advantage, authentic materials often include difficult language, they contain more unfamiliar language, unrequired vocabulary terms and complicated language structures, which increase burdens for the teachers in lower level classes. Martinez (2002) says that authentic materials may be too culturally based and too many structures are mixed, causing lower levels have a hard time interpreting the texts.

The role of the teacher in the authentic classroom language:

A teacher has a great role when deciding to use authentic materials in his/ her classroom, here are some norms to follow:

1. Authentic materials should be selected according to the students' needs and interests.
2. The teacher should consider the suitability of content, exploitability, and readability when selecting authentic materials.
3. The authentic materials should be culturally relevant to the students' level.
4. The method the authentic materials is used to improve the students' proficiency.
5. The teacher can search for sites that focus on a specific topic. One of the main feature of content-based instruction is the use of authentic materials for teaching.

5.3 Authentic Teachers and Authenticity in Teaching

"Authentic teachers" are those who demonstrate genuineness, self-awareness, and a willingness to connect with students on a personal level. They strive to create meaningful learning experiences by integrating their own experiences, identities, and perspectives into the teaching process. This approach involves being true to oneself, fostering genuine relationships with students, and critically reflecting on one's teaching practices.

At Authentic Teacher we are dedicated to helping students learn using culturally relevant lessons, best teaching practices and state of the art technology to help parents and teachers provide the best education possible in the 21st century!

Teachers are perceived as authentic when they know what they are talking about and can translate subject matter to the students' knowledge level (expertise). Second, authentic teachers are passionate about what they teach (passion). Third, authentic teachers give students the feeling that each student and each class is different (uniqueness).

However, to be truly authentic, teachers should enact such behaviors only so far as their personality and demeanor naturally allow, say study authors Professor Zac Johnson of California State University and Professor Sara LaBelle of Chapman University.

Professor Zac Johnson commented, "This research indicated that students do pay attention to the messages we send about ourselves in the classroom, and that their perception of those messages seem to play an important role in how they connect to the content of the course. Further, our findings suggest that we must attempt to be thoughtful when presenting our true self; not dishonest or antithetical to our real self, but rather cognizant of how students might perceive our actions. Overall, authentic communication appears to be a critical component of meaningful communication in multiple contexts."

Hurst emphasizes that true teachers are filled with curiosity, pursue answers to questions that they or others raise, give their time to those being taught, show interest in many subjects, are good observers and communicators, continually study, enter the minds of their trainees, and retain a sense of wonder and awe.

Confucius is thought to have been the world's first teacher. He was a private tutor who taught history. Previously, only the royal or noble classes had access to education. Confucius, on the other hand, changed this perception and taught anyone who was willing to learn.

The result of a wide-ranging study provides an insight into the kind of teacher you may be. According to the findings there are four major types of teachers: the idealist, the moderate, the practitioner and the rationalist. Key qualities of a real teacher mentioned are the ability to make students lose track of time through engaging lessons, noticing each student in a crowded classroom, commanding attentive listening from the whole class, demonstrating intelligence through wit, and shaping one's life around their profession as a teacher rather than ...

Shulman identified ***seven categories*** of essential knowledge for teachers:

- content knowledge.
- general pedagogical knowledge.
- pedagogical content knowledge.
- curriculum knowledge.
- knowledge of educational contexts.
- knowledge of learners and their characteristics.
- knowledge of educational goals

Teachers who have an authentic teaching style are more positively received by their students, according to new research published in the National Communication Association's journal, *Communication Education*.

To achieve a more authentic style, teachers should use time before and after class to converse with students, allow opportunity to share experiences, and view teaching as an opportunity for dialogue between themselves and their students. Around 300 college students were questioned about their perceptions of authentic and inauthentic teacher behavior and communication.

Responses indicated that authentic teachers were seen as approachable, passionate, attentive, capable, and knowledgeable, while inauthentic teachers were viewed as unapproachable, lacking passion, inattentive, incapable, and disrespectful.

Authentic teachers showed a willingness to share details of their life, and displayed elements of their humanity by telling personal stories, making jokes, and admitting mistakes.

They also demonstrated care and compassion toward students by recognizing them as individuals and attending to their needs both academically and personally, for example, by emailing those absent from class due to illness to ask how they were.

According to the authors, "Our participants made it clear that a teacher's efforts to view themselves and their students as individuals had a lasting impact. The process of teaching authentically need not be more complicated

than making simple and direct statements regarding the level of concern and care that a teacher holds for their students.

"Our implication is not simply that teachers should engage in limitless amounts of self-disclosure. Rather, by making efforts to engage with students beyond their expected roles in the classroom, teachers can greatly impact students' perceptions of them and their course."

Students report higher levels of learning and deeper understanding in learning experiences described as authentic. Perhaps more importantly, at-risk students are positively impacted by teachers they perceive as authentic in their communication.

By teaching authentically, teachers may create more meaningful experiences and deeper learning for all students in a variety of settings and across disciplines, the authors conclude.

Characteristics of an authentic teacher:

Genuineness: Authentic teachers are aware of their own strengths, weaknesses, and biases, and they strive to be genuine in their interactions with students.

Connecting with Students: They actively seek to understand their students' backgrounds, experiences, and perspectives, and they use this understanding to create a more inclusive and engaging learning environment.

Reflective Practice: Authentic teachers regularly reflect on their teaching practices, considering what works well, what could be improved, and how they can better meet the needs of their students.

Realistic Intentions: They set realistic learning goals and adjust their teaching strategies based on student progress and feedback.

Caring and Empathetic: They demonstrate care for their students' well-being and learning, and they are willing to go the extra mile to support their students' success.

Embracing Technology: Authentic teachers recognize the role of technology in students' lives and use it as a tool to enhance learning and connect with students on their own terms.

Benefits of Authentic Teaching:

Deeper Learning: Students are more likely to engage with content when they feel connected to their teacher and the learning environment.

Stronger Relationships: Authentic teaching fosters trust and rapport between teachers and students, creating a more positive and supportive learning environment.

Increased Student Engagement: When students feel that their teacher is genuine and invested in their learning, they are more likely to be actively involved in the learning process.

Positive Impact on At-Risk Students: Students who may struggle in traditional learning environments may find a more supportive and engaging experience with an authentic teacher.

In essence, authentic teaching is about being true to oneself as an educator, building meaningful connections with students, and creating a learning environment that is both challenging and supportive.

Finally, authentic teachers aren't friends with their students but have an interest in them (distance). By describing these student perceptions, this study helps us to understand and build better relations between students and teachers.

1. Authenticity of Materials:

Real-world texts: This includes materials like newspaper articles, blog posts, song lyrics, movie scripts, and even restaurant menus.

Unedited and unsimplified: These materials are created for native speakers, not specifically for language learners.

Variety: Authentic materials can be found in various formats (written, audio, visual) and cover a range of topics.

2. Authenticity of Tasks:

Relevance to learners' lives: Tasks should be meaningful and connected to learners' interests and experiences.

Real-world application: Activities should simulate real-life communication situations, encouraging learners to use language for practical purposes.

Examples: Role-playing a phone conversation, writing a product review, or giving directions.

3. Benefits of Authenticity:

Increased motivation: Learners are more engaged when exposed to materials and tasks that are relevant to their lives.

Enhanced language acquisition: Authentic materials provide exposure to natural language patterns and usage, aiding in vocabulary acquisition and grammatical understanding.

Improved communicative competence: Learners develop practical language skills that can be used in real-world situations.

Greater cultural awareness: Authentic materials can offer insights into the culture of English-speaking communities.

4. Considerations for Teachers:

Careful selection: Teachers need to choose materials and tasks that are appropriate for their students' language level and learning objectives.

Contextualization: Teachers should help learners understand the context of the authentic material and how it relates to their own lives.

Scaffolding: Teachers may need to provide support and guidance to help learners access and understand the authentic materials.

5. Authenticity is not an absolute concept:

It's a process of personal engagement with the language.

It's relative to the learners' needs and goals.

It's about creating meaningful and relevant learning experiences.

The problem with the glib advice to “be real” and “do what comes naturally” is that it assumes teachers know their real selves and know how to act in ways that are consistent with those selves. That kind of knowledge does not come easily – it must be discovered and learned, and for many teachers that takes sustained effort. The effort to achieve authenticity in teaching is worth making, because teaching that shares what is genuine and real about the person is teaching that challenges students to pursue their own authenticity. It is teaching that goes beyond changing what students know – it can change who they are.

Key Aspects of Authenticity in Language Teaching:

Authentic Materials: These include texts, audio, and video created for native English speakers, such as newspaper articles, songs, or movie clips.

Authentic Tasks: These are activities that mirror real-world communication needs, such as giving directions, participating in a debate, or writing a business proposal.

Authentic Language Use: This involves exposing students to natural language patterns, vocabulary, and pronunciation, rather than simplified or artificial versions.

Authentic Learning Environment: Creating a classroom atmosphere where students feel comfortable using English for genuine communication and expressing their own ideas.

Benefits of Incorporating Authenticity:

Increased Motivation and Engagement: Authentic materials and tasks are often more interesting and relevant to students' lives, leading to increased motivation and participation.

Improved Language Proficiency: Exposure to authentic language use provides learners with valuable input and opportunities to practice language in meaningful contexts.

Enhanced Real-World Communication Skills: By engaging with authentic materials and tasks, students develop the skills and confidence to communicate effectively in real-world situations.

Development of Cultural Awareness: Authentic materials can expose students to different cultures and perspectives, fostering a deeper understanding of the English-speaking world.

Examples of Authentic Materials and Tasks:

Materials: Newspaper articles, blog posts, social media updates, movie trailers, songs, podcasts, recipes.

Tasks: Role-playing a job interview, giving a presentation on a topic of interest, writing a letter to a company, planning a trip, participating in a debate.

Challenges of Using Authentic Materials:

Difficulty Level: Authentic materials can be challenging for lower-level learners, requiring careful selection and adaptation.

Time Constraints: Integrating authentic materials can be time-consuming, requiring teachers to find appropriate resources and develop suitable tasks.

Potential for Misunderstanding: Authentic materials may contain cultural nuances or slang that could be difficult for learners to grasp.

5.4 Methods to Use Authentic Materials in Language Teaching

Teaching with authenticity is a pedagogical approach that humanizes the online classroom room by including student and instructor experiences, identities, and backgrounds within multiple parts of the course design and execution.

As technology is developing day-by-day, authentic materials can be found in different forms. One can utilize them both online and offline.

1. Written (printed) authentic materials
2. Audial authentic materials
3. Visual authentic materials
4. Realia

Key language teaching approaches.

Approaches to language teaching have evolved considerably over the centuries thanks to developments in our understanding of how people acquire language.

As well as scientific approaches, language pedagogy has also seen its fair share of fads and fashionable, experimental methods over the years. From the reliance on dreary sentence translation to the use of Baroque music to create an optimal learning environment, language learning has been a fertile field for innovation.

While language pedagogy has seen dozens of distinct methods emerge, they have followed several broad trends. From the 1600s to the 1900s, language learning was seen primarily as a scholarly pursuit, and therefore was only really for the very wealthy or the highly educated. The focus was on learning grammar, and not on being able to actually speak the language.

In the 20th Century, more humanistic approaches to learning were starting to emerge. The emphasis was shifting towards engaging the learner as a whole, rather than just their mind. This holistic, learner-centred style replaced the more authoritarian approaches of the past.

In the 1970s and 1980s, language teaching started moving towards our modern communicative methods. Academics started observing how children learn their first language and applying their findings to second language acquisition.

ELT (English Language Teaching) methods – applied to other target languages

1800s – Grammar Translation Method

In this method, grammar was seen as central to language learning. A concept was presented and practised through translating sentences into and out of the target language – usually Latin or Ancient Greek.

1900s – Direct Method

The Direct Method involved students making direct associations between objects or concepts and the corresponding words in the target language. Teachers frequently used images, objects and realia to represent the vocabulary.

1920s – The Oral Approach

Unsurprisingly, this approach focused on speaking – and listening. Language was presented in everyday scenarios, and students had to mainly listen and repeat. Lessons were based around the principles of selection, gradation and presentation.

1940s – The Audiolingual Method

This language teaching approach, nicknamed the “Army Method”, was developed in the US after World War 2. It was created in response to the need for the military to acquire language skills quickly. It focused on intensive oral drilling of the target language.

Humanistic approaches start to emerge

1960s – Situational Language Teaching

Situational Language Teaching was in many ways similar to the Oral Approach and the Audiolingual method. It emphasised presenting grammar and vocabulary in real-life situations, and prioritising oral and aural skills over linguistic accuracy.

Total Physical Response

Total Physical Response language teaching focused on giving students instructions and commands that encouraged physical movement. Similar to children learning their first language, the initial focus was on receptive skills before developing productive skills.

1963 – The Silent Way

As the name suggests, the Silent Way was based on the principle that the teacher should say as little as possible, thus encouraging language production from the students.

1970s – Suggestopedia

This method, created by Bulgarian psychologist Georgi Lozanov, centred on the idea that the brain learns more under the right conditions. It therefore focused on creating a relaxing atmosphere for optimal learning, with music often featuring strongly.

Community Language Learning

Community Language Learning focused on group interest learning, with the teacher in a counsellor role, helping the client (learner) to understand.

Communicative approaches become dominant

1980s – Communicative Language Teaching

In Communicative Language Teaching, interaction is both the way people learn, and the ultimate goal of language learning. Accuracy is less important than production.

The Natural Approach

Tracy Terrell and Stephen Krashen published The Natural Approach in 1983. It assumed language would emerge spontaneously once students had heard and seen a lot of target language content.

1987 – Task-based Learning

This approach entails using authentic language to complete meaningful tasks. It was first presented in the book *Second Language Pedagogy* by N.Prabhu in 1987. A typical lesson is structured around 3 elements – the pre-task, the task, and the review.

1990s – The Lexical Approach

Developed by Michael Lewis, the Lexical Approach is based on the idea that language is made up of lexical units rather than grammar structures. This approach focuses on understanding and producing these lexical units

1994 – Content and Language Integrated Learning (CLIL)

CLIL was first coined by UNICOM, University of Jyväskylä and the European Platform for Dutch Education in the mid-90s. It is a method of teaching an area of curriculum content entirely in target language. It is similar to the extremely successful Immersion approach, pioneered in Canada. It is a method which is gaining momentum in Australia and other countries who are struggling to retain enrolments in Languages.

It's rather fitting to end this timeline with CLIL, because at Languages Roadshow we love helping teachers get started with and extend their understanding of CLIL. The Immersion method is widely agreed to be one of the most effective ways of teaching a second language, but the criteria can be hard for many schools to meet. CLIL shares the advantages of improved first-language literacy and second language competency, but it's much more flexible so can be applied in most school contexts.

Written authentic materials include many materials such as stories, novels, articles, newspapers, magazines, written news, posts and even poems. They can be as big as books and as small as posts in social media as well. This blog post can be the smallest example of written authentic materials. Blog posts contain such a wide variety of language styles and grammar. They can be written in both informal and formal styles of writing depending on the topics it is written for. They provide great modeling for new language use and they also provide a starting point for both conversation and deeper debate.

They provide opportunities for reading and speaking. They can also provide the possibility for creative writing exercises and report writing. There are virtually no limits on how blog posts can be used in the class. They can be used at different levels and with so many different types of activities.

Audial authentic materials can include audio tapes, podcasts, songs, and audial versions of poems, CDs, news, radio advertisements, broadcasts, voice messages and recordings. Music and the latest pop songs can be a useful authentic resource to use in your classroom. Music can help engage and motivate learners and can create a productive learning environment in your classroom.

Visual authentic materials include any content from pictures to movies. Even a wordless sign on the street can be a great example of visual authentic materials.

Real authentic materials that are often called *realias*. They include anything that can be touched with hand. Coins of the English speaking countries, flags, national puppets, national toys and even clothes can be cited on them.

5.4.1 Authenticity in Foreign Language Teaching

Authenticity has entered foreign language teaching (FLT) and research in the 1970s and has since been gaining popularity. The discourse has most significantly been influenced by scholars such as Widdowson (1976, 1978), Breen (1985) and Gilmore (2007) (cf. Will, 2018). Most currently, Will's (2018) disentanglement of the field within English language teaching (ELT) has contributed an important stepping stone for the tracing of its development. The fundamental idea grounding the concept of authenticity focuses on teaching a foreign language as closely to real-life situations as possible, i.e. by imitating and creating contexts that resemble actual communicative situations.

Foreign language education (S/FLE), authenticity was initially predicated upon the authority of the native speaker (NS) who has a command of a given standard language, thus indexing cultural values, conventions and belonging to an identifiable speech community. As a logical extension, the second language learner has been viewed as 'a deficient communicator struggling to overcome an underdeveloped L2 competence, striving to reach the "target" competence of an idealized native speaker' (Firth & Wagner, 1997: 285). In an effort to tackle the authority and legitimacy of the NS, Widdowson (1994: 384) questioned the 'ownership' of language

Authenticity in foreign language teaching refers to using materials and tasks that are not specifically designed for language learning, but rather for native speakers in real-world contexts. This approach aims to create a more engaging and relevant learning experience for students, enhancing their communicative ability and motivation.

Authentic materials, such as real-life texts and media, provide learners with exposure to language as it is naturally used, enhancing comprehension and engagement. These materials help bridge the gap between classroom learning and real-world application, making language acquisition more relevant and effective.

The "authentic" in authentic materials simply means that **the text, video, or audio material has *not* been created with English language teaching in mind**. Instead, **the learning content comes from a genuine source** like a news outlet, podcast, or video platform. The teacher develops questions, activities or projects around the authentic material, graded to the level of their students.

There are lots of advantages to teaching English with authentic texts and materials. For example, you can more easily:

1. Teach to your students' interests

After getting to know your student (or students) on your first day of tutoring online, you'll know plenty about their interests, goals and challenges.

You can then easily curate lesson materials that directly relate to a student's personal or professional interests and goals.

How can you do this quickly and easily?

Of course, a simple Google search can do the trick. But you can also follow your students' favorite sports teams, or other social accounts relating to their interests (e.g. Twitter, LinkedIn or Pinterest). There you can find topical, interesting stories, videos, or simple social posts to cover during your lessons.

2. Show how far they've come

When you stick to coursebook materials, students often feel like they are bowling with guardrails. By sharing and working on real-world texts, videos, and listening materials, students often feel more motivated.

After all, they see that they can really comprehend real-world texts (rather than course book materials).

What should you be aware of?

Make sure to monitor carefully, be patient, and walk them through the content as many times as needed, so they don't feel discouraged if they find it more difficult than expected.

3. Talk about topical stories

Beyond talking about the things your students are interested in, you can also find content relating to topical news stories or local events. News, so long as it's not upsetting or too controversial, can be a great starting point for any lesson.

Should you use any type of news story?

It always comes down to your best judgment on what you feel would make for a good classroom discussion. It's best to avoid sad, controversial or highly contentious topics. Also, be sure to consider lesson objectives and language points before diving into the content.

4. Make Business English class material more relevant

Business English coursebooks are often quite generic. While they have business-related vocabulary and decent role-play activities, you'll be very lucky to find an exercise that fits your student's role.

So why not start using authentic materials relating to your student's industry or company?

A great idea is to take content from the company blog, reviews, or news reports talking about the company. Students often find this type of material especially relevant.

Should you avoid any types of company-related content?

It probably goes without saying, but avoid negative reviews and press. Also, steer clear of news stories relating to lay-offs or other topics that could cause your students stress.



What are examples of authentic materials?

Here are some examples of authentic materials and how to use them.

Newspaper or magazine articles

Starting with the basics, newspaper or magazine articles are fairly easy to work with in the online classroom. The length and complexity of the authentic texts you select will depend on your class objectives, your students' interests, and their level of proficiency. You can select headlines, clips, or full articles for your class.

If you are unsure if an authentic text is suitable, or if you are worried the vocabulary is too difficult for your students, copy and paste it into Text Inspector. This free tool grades the level of the text, aligning vocabulary to the CEFR. It also helps you pick out difficult words for pre-teaching activities.

In general, **it's best to choose shorter, less complex texts for lower level learners.** Articles with clear images or illustrations can also help provide context and improve understanding too.

Non-controversial recent news topics are great because students will very often be familiar with the story and have their own opinion. This can lead to interesting discussions in class and lots of language learning opportunities.

What activities can you try in class?

Just like an ELT coursebook text, you can use pre-reading activities to cover complex or new vocabulary. You can include all the regular prediction activities to help students think critically, comprehension exercises, quizzes, ordering activities, role-plays, etc.

For starters, a simple news article headline or article can turn into:

- **A prediction activity:** After reading the headline, ask students to predict what happened next.
- **A research and writing activity:** Have students research the story and write their own blog post.
- **A debate:** Give students roles and have them prepare an argument based on the content.
- **A grammar transformation activity:** Have students rewrite the headline using different tenses or in the **passive voice**, for example.

5.4.2 Authenticity in English Language Teaching

Authenticity in English Language Teaching (ELT) refers to the use of materials and tasks that are relevant and meaningful to learners, mimicking real-world language use, rather than artificial classroom materials. This approach aims to enhance learner motivation, engagement, and communicative competence by exposing them to genuine language use.

English Language Teaching (ELT), authenticity refers to the use of language and materials that are not specifically designed for language learning, but rather are used in real-world contexts. It encompasses the use of authentic materials, tasks, and contexts that mirror real-life communication. Authenticity in ELT aims to provide learners with exposure to genuine language use and create a more engaging and meaningful learning experience.

Authenticity in English Language Teaching (ELT) refers to the use of materials and activities that mirror real-world language use, rather than materials specifically designed for language learning. It's about exposing learners to genuine language samples and communicative situations they might encounter outside the classroom. Authenticity can encompass the materials themselves, the tasks learners engage with, and the learning environment.

Authentic material is any material written in English that was not created for intentional use in the English classroom. Using this content for teaching English can make the teaching experience even more engaging, imaginative and motivating for students

The Importance of Authentic Texts in English Language Teaching

In the realm of English Language Teaching (ELT), educators are often faced with the decision of whether to use authentic materials or classroom materials in their teaching practices. Authentic materials refer to resources created for real-life communication by native speakers, such as newspapers, magazines, advertisements, and authentic literary texts, while classroom materials are specifically designed for language learning purposes, often created by language educators or textbook publishers. This essay aims to explore the differences between authentic materials and classroom materials, as well as highlight the importance of incorporating authentic texts in English language teaching.

Firstly, it's essential to understand the distinctions between authentic and classroom materials. Authentic materials represent language as it is used in real-life contexts, providing learners with exposure to genuine language use, including idiomatic expressions, colloquialisms, and cultural nuances. These resources offer learners the opportunity to engage with language in authentic

communicative situations, enhancing their language proficiency and promoting cultural awareness. On the other hand, classroom materials are specifically designed for language instruction, often focusing on controlled language practice and skill development. These materials are tailored to meet the learning objectives of a particular lesson or course, providing structured language input and practice activities.

One of the key differences between authentic and classroom materials lie in their relevance to learners' real-life language needs. Authentic materials reflect the language learners will encounter outside the classroom, allowing them to develop the necessary language skills for effective communication in real-world situations. By exposing learners to authentic texts, educators can bridge the gap between classroom learning and real-life language use, fostering a deeper understanding of the language and its cultural context. In contrast, classroom materials may lack the authenticity and relevance needed to fully prepare learners for authentic communication experiences.

Moreover, authentic materials offer a rich source of linguistic input that can enhance learners' language acquisition process. Authentic texts provide exposure to authentic language structures, vocabulary usage, and discourse patterns, allowing learners to develop their language proficiency in a natural and contextually meaningful way. Additionally, authentic materials offer opportunities for learners to engage in authentic language tasks, such as reading real-world texts, listening to authentic audio recordings, and interacting with native speakers through authentic communication channels. These experiences not only promote language acquisition but also enhance learners' communicative competence and intercultural communicative competence.

Furthermore, incorporating authentic texts in English language teaching can enhance learners' motivation and engagement. Authentic materials are often more interesting, relevant, and engaging for learners compared to artificial classroom materials. Authentic texts provide learners with opportunities to explore topics of personal interest, connect with real-life experiences, and engage with authentic language use in meaningful ways. By tapping into learners' intrinsic motivation and personal interests, educators can create a more dynamic and engaging learning environment that fosters active participation and language learning success.

Authenticity in ELT is:

Authentic Materials: These are texts, audio, or video created for native speakers, not for language learners. Examples include newspaper articles, movie trailers, songs, or online videos.

Authentic materials provide real-life examples of the language actually used in everyday situations. Educators can introduce content relating to topical or local news / events. As such, authentic materials can add more engagement and interest for the learner.

Authentic Tasks: These are activities that require learners to use language in ways that are meaningful and relevant to real-life situations, like giving directions, ordering food, or participating in a discussion.

Authentic Environment: This refers to creating a classroom atmosphere where learners feel comfortable using the language naturally and engaging in meaningful communication.

Increased Motivation: Learners are more engaged when they see the relevance of what they are learning to real-world situations.

Improved Language Acquisition: Exposure to authentic language helps learners develop a better understanding of how language is used naturally, including pronunciation, vocabulary, and grammar.

Enhanced Cultural Awareness: Authentic materials often expose learners to cultural nuances and contexts that are important for effective communication.

Better Preparation for Real-World Use: Authenticity in language teaching better prepares learners for using English in everyday situations outside the classroom.

Selecting Appropriate Materials: Teachers need to carefully choose authentic materials that are appropriate for their students' level and learning goals.

Adapting Materials: Authentic materials may need to be adapted or supplemented with additional activities to make them accessible and engaging for learners.

Balancing Authenticity and Support: While authenticity is important, teachers also need to provide sufficient support and scaffolding to help learners succeed.

Considering Learner Perspectives: It's important to consider how learners perceive and engage with authentic materials, as their individual experiences and backgrounds can influence their learning.

In **conclusion**, authenticity in ELT is a multifaceted concept that involves using real-world materials and tasks to enhance language learning. By incorporating authenticity, teachers can create more engaging, relevant, and effective learning experiences for their students.

Some examples of authentic materials are a magazine, map, news, radio or TV show, newspaper, reality show, and poster. Meanwhile, the textbook is an example of non-authentic material, which mostly teachers use in the classroom.

The use of authentic texts in English language teaching offers numerous benefits for learners, including exposure to genuine language use, linguistic input, relevance to real-life language needs, and enhanced motivation and engagement. While classroom materials play a valuable role in providing structured language input and practice activities, authentic materials provide learners with invaluable opportunities to develop their language proficiency in authentic communicative contexts. Therefore, educators should strive to integrate authentic texts into their teaching practices to create a more meaningful and effective language learning experience for their students.

By incorporating authenticity into ELT, teachers can create a more engaging and effective learning environment that prepares students for real-world communication.

5.4.3 Authenticity in the English Language Classroom

One of the major ideas of using authentic materials in the English Language classroom is exposing the learner to as much real language as possible. Authentic materials do have a very important place within it, even if the classroom is not a real-life situation

The utilizing of authentic materials in an EFL classroom is involved by many teachers in the field of English language teaching in recent years in different ways such as, magazines, articles, real advertisements, cooking recipes, newspaper, reports, etc.

Authenticity in the English language classroom refers to the use of real-world materials and tasks that reflect how English is used naturally, rather than materials created specifically for language learners. This approach aims to increase student motivation, engagement, and language proficiency by exposing them to authentic language use in meaningful contexts.

The authenticity in the classroom is a process of becoming – Authenticity comes via a process that involves ongoing critical reflection. Teaching that is authentic continually revisits the purposes of education, and regularly inquires as to the origins behind and rationales that justify how certain norms and practices have come to be accepted.

There are 7 Ways to integrate authentic materials in English into the classroom.

1. Weather Report: There Is a Blizzard on the Way!

Familiarize your students with the U.S. climate by exposing them to weather reports. While you can definitely search for “weather reports” on Google, Weather.com is the perfect place to go.

The site features a wide range of weather reports as well as interesting aftermath disaster analyses. Want to know what happened to the MS World Discover Cruise ship after it was wrecked in 2000? Weather.com will tell you!

Another great feature of this site is that, aside from short weather write-ups, it also provides mini-clips to brush up your students’ listening comprehension.

You can read a weather report or watch a video from Weather.com in class. Feel free to ask your students to do further research on the subject and make a mini-lesson/presentation that:

- summarizes key points in the weather report
- teaches 2-3 vocabulary related to current weather conditions
- gives practical tips on how to prepare for this kind of catastrophe

Is there a blizzard on the way? Your students can tell you all about it!

2. Menus: Order Your Favorite Dish

Introduce your students to some of the most common dishes in America so they can order their meals with confidence.

Many restaurants have online menus so you can easily download them without driving around the neighborhood. You can also make this exercise easier with popular food-ordering apps like Grubhub and Doordash. Do try to use local restaurants, though, as this will make it more meaningful for your students.

For this activity, you need several copies of restaurant menus and follow the steps below.

- Designate “stations” for the restaurant menus. Each station should have a set of different menus to represent Drinks/Appetizers, Salads/Soups, Meals/Entrees and Desserts.
- Give students a worksheet where they can write down what they “order” at each station. Include a section for prices.
- For each station, pick random students to be the waiter/waitress and use the back of his/her worksheet to take orders.
- The rest of the students will be divided into teams of “customers” who will make their orders.
- Have the students calculate their spending at the end and figure out how to tip their waiter/waitress for a complete restaurant experience.

Students can take a dictionary with them to look up food terms. If needed, students can call the manager (you, the teacher) for help.

3. Job Opening: 1-2-3 I Need a Job!

Job Search

Give your students the full experience of job hunting by directing them to sites like Indeed.com, CareerBuilder.com and Monster.com.

On Indeed, for example, all they have to do is to fill out the “Job Title” and “Location” boxes and Indeed will generate a list of matching jobs. Have your students look through the job descriptions and bring three of them to class for discussion.

Form a small group and have each person present his/her job search process. Some questions you can ask your students include:

- What keywords did you use to find the jobs you really want?
- What is the job and what are your duties?
- Why did you pick this job? Discuss your decision-making process to help other students to find their dream jobs too.

Depending on the level of your students, you might want to model the process and go through the steps of filtering through job openings in class. If

you like, you could pick a job, print out its description and hand it out for a lively in-class discussion.

Make the exercise fun and practical to help your students prepare themselves for future careers in English-speaking roles. Questions such as “What are some qualifications for this job?” and “What can you do to prepare for it?” are particularly thought-provoking.

Job Application

Because many companies use online application forms to screen their candidates, you can have a class lesson set aside to have students fill these out.

Using the sites mentioned above, have students fill out basic information about themselves, upload a resume or submit a profile photo. You can go through the profile and discuss essential points related to them or have them actually send out those applications and see what happens!

4. Written News: Fact or Fiction

This exercise provides the perfect opportunity to challenge students’ critical thinking skills. Specifically, students will learn how to evaluate the validity of a report and read between the lines.

To start, have students go to the *The New York Times* website to find an article that interests them.

(You cannot access the articles for free, but as this is a valuable resource for students, a subscription can be a great investment.)

On the other hand, if you’re teaching British English, have them look at sites like *The Guardian* or *BBC News*.

Once this is done:

- Ask students to remake the news by adding a few personal opinions or imaginary events/people of their own. This is also the perfect opportunity to discuss the importance of paraphrasing as well as the academic and social consequences of plagiarism.

- Ask the students to bring the finished product to the next class.

- Divide them into groups to distinguish fact from fiction. Try to have groups of 4-5 students. Ask the students to give a copy of their rewritten work to each group member.

- Readers are responsible for circling information they think is fictional. The writer should also keep an original copy for himself or herself to provide answers at the end of each round.

Visit this post for a selection of the best news sources for ESL lessons: [News Articles for English Learners: 6 Top Resources | FluentU English Educator Blog](#)



Are you looking for news articles for English learners in your ESL class? Students are fascinated by international news because it's relevant to their lives and changes...

5. Radio: Listen and Learn

You may want to track down some English radio programs for use in the classroom. For example, the VOA Learning English Podcast has tons of materials on a variety of topics designed for beginner and intermediate English learners.

This exercise is pretty straightforward: Ask your students to listen to the audio materials and give them a list of questions to test their comprehension.

When using audio materials for teaching:

- As much as possible, keep the audio clip below 1 minute. Otherwise, it'll be too difficult for students to remember everything they hear and valuable class time will be wasted listening to it over and over again.
- When coming up with your general comprehension questions, aim for ones with answers that can be found near the middle of the recording. This way, students have to really listen to the audio but not necessarily finish it.
- Make sure to write the questions in the order in which the answers will be found. This way, students will not become flustered if they miss one: they can simply move on to the next question.

6. Comics: Tell a Story Through Pictures

Beginners may not be ready to be fully immersed in long fictional materials like books and novels. However, you can give them comics instead. You can study these short fictional scenes with students or ask them to imitate via their own comic strips produced in class for a fun activity.

When you're teaching English using comics:

- Make sure to select comics your students can understand. Remember that humor is often just as much – if not more – about culture as it is about language.
- Make sure the jokes in the comics will be comprehensible to your students. If you can't avoid things like puns or references only native speakers can understand, give your students the tools to make sense of these.

One place you can find easy-to-understand comics is GoComics. It has all the classics including Calvin and Hobbes, Peanuts and Garfield.

7. Films: Sit Back, Relax and Review

Beginners can also be shown short films, particularly films for children and animated features (e.g. Disney films). To make it easier to use authentic films English learners can watch, use a language-learning platform like FluentU.

FluentU features movies, trailers, clips, newsreels and other video materials with interactive subtitles. If there are any difficult words in the film, you can click on it in the subtitles to show important information like definitions, pronunciations, example sentences, tips and other videos where that word is used to add even more context.

Intermediate and advanced students can progress into authentic resources created for native speakers. Consider devoting an entire unit to the study of one film. Use it as a primary source for vocabulary, grammar points and discussion topics.

Give your students authentic materials in English. Ask them to look over weather reports or apply for a few jobs on the web to make learning a part of their everyday life. Your students will appreciate the lessons and remember new words much better when they need to use them the way they should be used.

Conclusion:

Authenticity in the English language classroom is a valuable approach that can enhance student motivation, engagement, and language proficiency. By incorporating authentic materials and tasks, teachers can create a more dynamic and relevant learning environment that prepares students for real-world communication. While challenges may exist, careful planning and adaptation can help teachers effectively integrate authentic materials and tasks into their lessons.

Since the use of authentic materials have several benefits and they are very helpful to the teachers to develop their teaching strategy, and for the learners to improve their learning skills and style. So the English language teachers and learners should utilize the authentic materials properly to actualize better results. Eventually, the challenge of the use of authentic material is on how the language teachers chose the relevant authentic materials. Authentic materials can help learners to interact with truer language and content rather than the form. Therefore, adopting authentic materials in the learning process, should be utilized to bridge the gap between the competency and performance of the learners, which is a commonly makes problems among the language learners in Arab countries. In conclusion, it can be said that authentic materials have marked a positive effect on the learners' language skills proficiency.

Questions on Authenticity in Education with the keys

What is authenticity in English?

Authenticity is the quality of being genuine or real. You might question the authenticity of your eccentric uncle's photo of a UFO. The word authenticity is the state of something being authentic, or legitimate and true.

What are the 4 types of teachers?

The result of a wide-ranging study provides an insight into the kind of teacher you may be. According to the findings there are four major types of teachers:

- the idealist;
- the moderate;
- the practitioner;
- the rationalist.

Who is a real teacher?

Some key qualities mentioned are the ability to make students lose track of time through engaging lessons, noticing each student in a crowded classroom, commanding attentive listening from the whole class, demonstrating intelligence through wit, and shaping one's life around their profession as a teacher rather than ...

What is authenticity in teaching English?

Authentic material is any material written in English that was not created for intentional use in the English classroom. Using this content for teaching English can make the teaching experience even more engaging, imaginative and motivating for students.

What is the origin of authenticity?

The word we translate as 'authenticity' is actually a neologism invented by Heidegger, the word *Eigentlichkeit*, which comes from an ordinary term, *eigentlich*, meaning 'really' or 'truly', but is built on the stem *eigen*, meaning 'own' or 'proper'.

What is authenticity in history?

Authenticity refers to the genuineness or truthfulness of an artifact, document, or piece of evidence. It is crucial when assessing primary sources, as it helps determine whether the information is reliable and accurately represents the historical context in which it was created.

What is authenticity in education?

Authenticity here finds expression in consistency between values and actions. Being true to oneself, Being true in this sense means not being defined

by others but using self-knowledge to establish one's own identity, regardless of how well or poorly it fits with the expectations of others.

How do teachers use authentic materials in the classroom?

For example, you can more easily:

- Teach to your students' interests.
- Show how far they've come.
- Talk about topical stories.
- Make Business English class material more relevant.
- Newspaper or magazine articles.
- Tweets or other social media posts.
- TikTok videos

What is the difference between created text and authentic text?

The document categorizes different types of texts:

1) **Created text** is composed by a non-native speaker for a non-native audience.

2) **Semi-authentic text** is based on authentic language material and can be for native or non-native audiences.

3) **Authentic text** is produced by a native speaker for native readers.

What is an authentic teacher?

The teacher is a self-aware person who has made a commitment to teaching. This teacher has reflected on the purposes of education and has chosen to teach because educational goals matter. Authenticity here finds expression in consistency between values and actions.

Seven Ways to Use Authentic Materials for Teaching English

1. Weather Report: There Is a Blizzard on the Way! ...
2. Menus: Order Your Favorite Dish. ...
3. Job Opening: 1-2-3 I Need a Job! ...
4. Written News: Fact or Fiction. ...
5. Radio: Listen and Learn. ...
6. Comics: Tell a Story Through Pictures. ...
7. Films: Sit Back, Relax and Review.

What is the value of using authentic materials in foreign language teaching?

Authentic materials provide real-life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their everyday lives.

What are authentic teaching materials examples?

Here are some examples:

- TV shows, news segments, documentaries, movie clips and trailers, online videos, and commercials
- Radio broadcasts, songs, and podcasts
- Photographs, artwork, signs, postcards, maps, and advertisements
- Magazines, letters and emails, news articles, brochures, websites, blogs, and social media posts
- Recipes, food labels, bus and train schedules, menus, and price tags and product descriptions

What is the best definition of authenticity?

Authenticity is the quality of being genuine or real. You might question the authenticity of your eccentric uncle's photo of a UFO. The word authenticity is the state of something being authentic, or legitimate and true.

What does authenticity mean?

Authenticity is the quality of being genuine or real. You might question the authenticity of your eccentric uncle's photo of a UFO. The word authenticity is the state of something being authentic, or legitimate and true.

What is the synonym of authenticity?

- accurate,
- authoritative,
- convincing,
- credible,
- legitimate,
- original,
- pure,
- reliable,
- true,
- trustworthy.

What are the three types of authenticity?

They are:

- objective
- constructive
- existential

What is the meaning of authenticity in education?

In education, authentic learning is an instructional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner.

What is an example of authentic learning?

Authentic learning opportunities range from project-based learning assignments to internships to community involvement projects. Whenever students

are using real-world problem solving skills, simulating professional scenarios, or accumulating work experience, they are practicing authentic learning.

Why is authentic learning important?

Research shows authentic learning benefits students by: Making school more interesting and motivating. Helping students remember concepts better. Teaching transferable skills like critical thinking.

What is the theory of authentic learning?

Authentic learning is defined as learning knowledge and skills in contexts that mirror real-life situations, emphasizing the integration of knowledge in practical settings to enhance higher-order thinking strategies and problem-solving abilities.

What are authentic activities in the classroom?

Authentic learning activities are tasks given to students in the real world where they can apply what they learned in class and continue to learn more in a setting that is relevant to them. The basic tenets of authentic learning activities include: Learning activities relate to the real world/real life.

What is authentic learning in the 21st century?

It's a useful learning approach to preparing students for the 21st century. Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.

What is authentic assessment?

Authentic assessment focuses on students using and applying knowledge and skills in real-life settings. For example, you might have students take part in:

- a simulation or role play of a scenario;
- completion of a real-world task;
- assessment in a workplace setting.

What are examples of authentic assessment in the classroom?

Examples of authentic assessments

- Oral interviews.
- Writing samples.
- Exhibitions.
- Experiments.
- Observation.
- Producing a commercial.
- Composing a song.
- Creating a flyer.

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PART 6

DIDACTICS IN EDUCATION

Didactics in education refers to the theory and practice of teaching, encompassing the planning, execution, and evaluation of the teaching process to facilitate effective learning. It focuses on how teachers can best design and deliver instruction to help students learn, including the selection of content, structuring of learning experiences, and assessment of student understanding.

Didactics in education encompasses the principles, methods, and strategies used to facilitate learning, focusing on how teachers can effectively impart knowledge and skills to students. Didactics analyzes all aspects of teaching, including planning, control, and regulation of the learning environment.

Its objective is to share knowledge both theoretically and practically. They present didactic strategies applicable in their work as teachers have their own territory in their planification, implementation, and evaluation.

Didactics concerns with teaching and learning strategies together. The strategies of teaching refer to the design, programming, elaboration and formulation of learning contents in a verbal or written form (W.Casasola, 2020).

While didactics focuses on the how of teaching, pedagogy is a broader term that encompasses the art and science of teaching, including the philosophical and social aspects of education. Didactics can be seen as a specific approach within the broader field of pedagogy.

In essence, didactics provides a framework for teachers to thoughtfully design and deliver instruction, ensuring that students are effectively engaged with the learning process and achieve desired learning outcomes.

The discipline of didactics is interested in both theoretical knowledge and practical activities related to teaching, learning and their conditions. It is concerned with the content of teaching (the "what"), the method of teaching (the "how") and the historical, cultural and social justifications of curricular choices (the "why"). It focuses on the individual learner, their cognitive characteristics and functioning when they learn a given content and become a knowing subject. The perspective of educational reality in didactics is drawn extensively from cognitive psychology and the theory of teaching, and sometimes from social psychology.

Didactics is descriptive and diachronic ("what is" and "what was"), as opposed to pedagogy, the other discipline related to educational theorizing, which is normative or prescriptive and synchronic ("what should or ought to be") in nature. Didactics can be said to provide the descriptive foundation for pedagogy, which is more concerned with educational goal-setting and with the learner's becoming a social subject and their future role in society.

Didactic teaching is characterized by: Structured lesson plans: One of the top characteristics of didactic teaching is structured lesson plans. Teachers who use the didactic teaching approach keep their lessons clearly organized to present information to students directly.

Teachers who use didactics plan their lessons carefully and structure the information logically to promote learning. From a pupil's perspective, it involves listening, reading and taking instructions. Pupils who respond well to the visual and auditory learning styles benefit from didactics.

Didactics deals with teaching and learning as a whole, whereas methodology focuses on specific methods that can be used in the teaching and learning environment.

6.1 History of Didactics

The term didactic has its origin in the Ancient Greek word διδακτικός (didaktikos), "pertaining to instruction", and signified learning in a fascinating and intriguing manner borrowed from New Latin *didacticus*, borrowed from Greek *didaktikós* "apt at teaching," from *didaktós* "taught, learned" (verbal adjective of *didáskein*, aorist *edídaxa* "to teach, instruct," factitive derivative of *daēnai* "to learn") + *-ikos* -ic entry 1; *daēnai* going back to Indo-European **dens-*, **dῆs-* "become knowledgeable or skillful," whence also Avestan *dīdaijihē* "I learn, experience" and, in nominal derivatives, Sanskrit *dámsah* "marvelous power, " *dasráh* "accomplishing wonderful deeds," and perhaps Greek *dénea* "plans, intentions"

The first known use of *didactic* was in 1658

1. The Beginnings of History Didactics

There has always been a didactic dimension to History: whenever history was told, written down or researched it was done for a specific purpose. History is a discipline with great effects on society's consciousness. For that reason, History needs to be published and made available to everyone and must not be restricted to specialists (Rohlfes, 1986, 9f.). According to Hans-Jürgen Pandel, people in the last thirty years of the 18th century had been thinking along the lines of History Didactics. By that he understands particular ways of mind and opportunities to make both historical knowledge and thought relevant to processes of everyday life. It is important to note that general educational thinking was no longer simply applied to the Science of History. Instead, the concept of History Didactics evolved within History (Pandel, 1982, 108ff.). However, the following years saw the differentiation of History and the evolution of Didactics within Educational Studies. These two phenomena lead History Didactics to be ground "between the total lack of didactics in the Science of History and the pedagogues' incompetence in subject-based Didactics (Pandel, 1982, 129)".

History was established as subject at universities in the early 19th century although events had, of course, been recorded before and historiography as well as verification of sources had existed before. In Europe, history at school gained general acceptance during the 19th century at higher as well as lower schools (among the latter for example in Germany: "Volksschulen", Höhere (Higher) Volksschulen and "Bürgerschulen"). However, younger noblemen and future regents had already been taught History long before the 19th century.

2. The History of Didactics

Ever since History has been taught at school or university, consideration has been given to how and why History should be taught. For a long time, History was seen as the great teacher of life (see for example Cicero's "Historia vitae magistra" [de oratore II 9, 36]). In 1681, Bossuet put it in a similar way in his introduction to "Discours sur L'Histoire Universelle" (Bossuet, 659ff.). In the first half of the 19th century, it was believed that it was sufficient – at least at schools for lower education – to use History for the needs of the present and draw (practical) morals from it. It was also believed – especially for higher education schools – that the idea of History in its various forms should be made distinguishable by comparing the various epochs in order to come to a critical evaluation of one's own life. However, at the time, these concepts were not clearly separated. "In practice, differences were blurred and it was believed that it was possible to combine all ways indicated regardless of their different origins. Thus, it was impossible to convincingly articulate the aims of History education and to mediate a safe methodological way." (Hoffmann, 184).

Up until well into the 20th century, basically until around 1970, Germany and other European states saw a similar development (Erdmann/Hasberg part 1, 2). In the 1920s, it was, as Bernd Mütter continued to point out, especially the educationalist Erich Weniger with "The Basics of History Education" who provided an academic justification for History Didactics as a separate discipline according to educational principles. In contrast, Wolfgang Hasberg perceived these years as the crucial period of Prefiguration for an academic History Didactics because in addition to Weniger other new approaches were developed that would have their breakthrough in the 1970s (Hasberg 2005, 30). After the Second World War, Germany did not opt for a completely new start with no connections to the past, "but looked rather for historical orientation backwards as well as pioneering sketches for the future. History Didactics approaches of the Weimar Republic suggested themselves." (Süssmuth 1991, 18). Thus, Weniger's justification of History Didactics established itself in post-war Germany (West) as one of the major theories with considerable influence until curriculum theory appeared around 1970 (Mütter, 1997, 334). Even though History Didactics had been established as a subject at teacher colleges and some universities after 1945 and even though different positions existed, History Didactics in the 1950s and 1960s basically meant how to teach History at school. This consensus was further strengthened since education towards the integration into society was regarded as compulsory goal of History classes.

The psychological justification of History classes was still based on older concepts of developmental psychology (Roth, Küppers). The focus was on History classes while History outside the school was not noticed at all (Kuss, 741ff.).

3. History Didactics as an Academic Discipline

Social and political changes imposed new requirements on academics, teachers and the education system, which, around 1970, caused History at universities and schools to experience a crisis. For some years, the progress in education and learning theories had been considerable and it seemed possible that History Didactics would be left behind. At the same time, History Departments conducted a discussion on general principles within their subject. The evolution of History Didactics as an academic discipline is closely linked to the development in both Education and History departments. After 1970, a “new History Didactics” had evolved. It was built on learning and curriculum theories as well as on ideas of society and theoretical history. “At the same time, different levels of thought define the points of departure for different, and still existing, concepts of History Didactics. These are (1) the critical communicative concept as supported by Annette Kuhn, Klaus Bergmann and Hans-Jürgen Pandel; (2) the approach according to academic guidelines as supported, and rather differentially so, by Karl-Ernst Jeismann, Jörn Rüsen, Hans Süßmuth, Uwe Uffelmann and Siegfried Quandt; (3) the educationalist concept as developed by Joachim Rohlfes, Rolf Schörken and Bodo von Borries; (4) the concept that focuses on actual History classes and is linked inextricably to Kurt Fina, Heinz-Dieter Schmid, Margarete Dörr and Wolfgang Hug; and finally (5), the empirical approach of Peter Schulz-Hageleit, Peter Knoch and Hans Pöschko. The Marxist-materialistic view as proposed by Horst W. Jung and Gerda von Staehr has never been of any influence to the History Didactics debate.” (Kuss, 752f.)

There are, of course, common elements shared by more than one conception of History Didactics. However, clear distinctions became evident when guidelines were set up in Hesse with the following issue at stake: whether ideas of History Didactics should start from a theory of society or from a theory of history. The “critical History Didactics” followed the idea of emancipation strictly and thus chose the selection of contents. The other side rallied behind the so-called “Wissenschaftsdidaktik” (scientific didactics). This label, however, is not altogether correct, because while it does define History including its methods, theories and research as the point of reference, this reference to the academic subject does not imply some kind of representational didactics. The depicted development did not take place in

Germany only, but also, quite similarly, in other countries as well. A survey by Piet Fontaine is characteristic of History Didactics establishing itself as an academic subject everywhere. Fontaine, a professor at Utrecht University and member of the initiative group that initiated the founding of the International Society for History Didactics in 1980, wanted to know exactly what History Didactics was and from 1986 to 1988, wrote letters to the members of the International Society for History Didactics. He asked 25 members of 14 countries to give their definition of History Didactics in not more than 15 lines. Despite many differences in their answers a great deal of agreement showed in the following points:

- 1) History Didactics is an academic subject.
- 2) History Didactics is relevant not only for school but for the entire society.
- 3) History Didactics is connected to and deals with Historical Consciousness.

These three points of consent can also be found in Karl-Ernst Jeismann's definition of History Didactics (Jeismann, 1977).

"The new History Didactics that has evolved in West Germany since 1970 features learning and curriculum theories as well as thoughts on social and historical theories as their inextricable part." (Kuss, 1994, 752). Since the end of the 1970s, the view gained acceptance that Historical Consciousness in society is the subject of academic History Didactics. It was Karl-Ernst Jeismann who defined Historical Consciousness as the central category of History Didactics.

'Historical Consciousness' includes both teaching and learning History not only at school but also in general contexts. Furthermore, the term describes the mental capacities to be formed and shaped during the learning process as well as its predispositions due to its social environment. Finally, it contains the aims, contents, methods and effects of mediating historical ideas.

'Historical Consciousness' analyses past processes and conditions categorizing and explaining them within their historical contexts. Finally, the past will be judged and evaluated from a present perspective and linked to perspectives of the future (Jeismann, 1977, 14; Jeismann 1980, 165 ff.). The concept of 'Historical Consciousness' has provided History Didactics with a sound academic basis. At the same time, this defining of goals allowed History Didactics to be rediscovered as an aspect of History alongside the Science of History and Historical Theories. Once History Didactics had been defined along these lines as a proper part of History, it was no longer necessary to substantiate the discipline any further. Accordingly, Jeismann mentions as

related subjects to History Didactics both Empirical and Historical Educational Sciences; further mentioned are Educational Anthropology, Educational Psychology, Learning and Social Theories, empirical Social Sciences, Theory of Societies and Theories of Education and Culture (Jeismann 1978, 74). Bernd Mütter coined the phrase “Integrationsmodell” (model of integration). However, it needs pointing out that different opinions of History Didactics and its place within History have existed until today.

If the Science of History and History Didactics are perceived as related but separated disciplines with some common goals, Mütter calls them parts of the “Überlappungsmodell” (model of overlap). If, however, History Didactics is an independent subject with the same status as the Science of History and Educational Studies, Mütter named it “Eigenständigkeitsmodell” [model of independence] (Mütter, 1986, 37). On the other hand, History Didactics has long been considered as either part of Educational Studies or an aspect of the Science of History, while today many History Didacticians emphasize its bridging functions between History and Educational Studies. „Nobody would seriously deny that History Didactics does not belong to either the Education or the History department.” (Rohlfes, 1986, 17. Schönemann, 2003, 21). Recently, Mütter assumed both General Didactics and History Didactics as bridging disciplines relating and integrating vastly different subjects. According to him, they are no longer related to each other in a stable and schematically fixed proportion, but hover constantly in a complex and ever-changing field of interaction. Thus, Mütter hopes to allow for a better contact between the theory of didactics and actual teaching (Mütter, 1997, 601, 610). Despite these competing positions it is undisputed that History Didactics is particularly closely related to the Science of History. This in turn means that History Didactics cannot do without approaches, methods and results of the Science of History. This is completely different from the so-called “Abbildungsdidaktik” (representational didactics) which confines itself to having the Science of History dictate its contents and reformulate their results ad usum delphini only. Examining these dispositions’ effects on the structuring of disciplines at universities, however, it is evident that many universities assign History Didactics to the History department.

There are chairs for History Didactics within the History department as well as chairs for branches of History plus History Didactics. A different solution is to subsume all Didactics chairs in either one Didactics department or one faculty of Education. In fact, both variations do exist even within one federal state of Germany. This can only be explained by differing historical evolutions and the individual university’s setting of academic focuses. In

addition, some countries have Pädagogische Hochschulen (tertiary education institutions for teacher training), pedagogical universities, teacher colleges or similar institutions with similar names. There, most but not all future teachers for elementary and secondary schools (both modern and intermediate secondary, but not grammar schools) are trained and qualified. Other countries have elementary teachers study at so-called pedagogical colleges. Professors at these institutions are responsible for both their subject as well as its teaching, i.e. Didactics. Consequently, chairs are only offered for History and History Didactics combined, while they will be advertised as Medieval or Contemporary History chairs. In countries with Pädagogische Hochschulen, where future grammar school teachers choose to study at university, History Didactics at university is sometimes taught only via Lehraufträge (occasional and low-paid seminars that are not taught by professors cf. Erdmann/Hasberg, 2011).

6.2. The Didactic Principles in Education

The didactic principles generate a conceptual-pragmatic understanding and they are characterized by objectivity, systemicity, generality, dynamism and pragmatism. The objectivity of the didactic principles is given by that coherent approach of the didactic action.

General didactic principles also apply to education:

- ***the motivation principle***: learning is faster and more thoroughly when pupils are intrinsically motivated to learn;
- ***the integration principle***: the material taught must be consistent with the pupil's existing knowledge;
- ***the visualisation principle***: lessons should make maximum use of sensory perception;
- ***the activation principle***: it is important to have pupils actively participate in lessons;
- ***the repetition principle***: repeating the subject matter ensures consolidation, repetition in different contexts is beneficial, as is spaced repetition;
- ***the differentiation principle***: it is important to pay attention to the differences between pupils in interest, learning pace and intellectual base.

The didactic principles are general norms through which are projected, organized and put the activities of teaching-learning-evaluating into practice, so that the functioning of the objectives/competences should become efficient at the level of the educational dimension. The didactic principles relate to an applicative, concrete dimension of the system and process of education.

In the system of the didactic principles one can find: the principle of the conscious and active participation of students in the education process, the principle of thorough acquisition of knowledge, skills and abilities, the principle of accessibility and individuality, the principle of connecting theory with practice, the principle of systematization and continuity, the principle of intuition (of the unity between concrete and abstract, of the unity between sensorial and rational) and the principle of reverse connection (of feedback or retroaction).

Education is a complex process that involves the transfer of knowledge, skills and values from the teacher to the students. The effectiveness of education depends on the adoption of appropriate didactic principles. The principles as a basis for developing educational strategies, organizing educational activities and promoting educational success:

Principle of active learning:

Active learning emphasizes student engagement through hands-on activities, discussions, and problem solving. By actively participating in the learning process, students learn concepts more deeply, improve critical thinking skills, and retain knowledge effectively.

The principle of individualization:

Recognizing that students have different needs and abilities, individualization involves adapting instructional methods to meet each student's unique needs. By considering students' backgrounds, strengths, and challenges, teachers can provide personalized learning experiences that optimize student engagement and achievement.

The principle of individualization in education recognizes that each student is unique, with different needs, abilities, interests, and learning styles. It emphasizes the importance of adapting educational methods, taking into account the unique requirements of each student. By considering factors such as student background, strengths, challenges, and prior knowledge, educators can create personalized learning experiences that optimize student engagement and achievement.

Principle of motivation:

Motivation plays a crucial role in facilitating learning. This principle emphasizes the creation of a supportive and stimulating learning environment that enhances intrinsic motivation. Strategies such as setting clear goals, providing constructive feedback, and including meaningful and relevant content can increase student motivation to learn. The principle of motivation in education recognizes the central role of motivation in facilitating effective learning. Motivated students are more interested in the learning process, persistent and active, which leads to better learning and academic achievement. This principle emphasizes the creation of a supportive and stimulating learning environment that fosters intrinsic motivation, which implies an intrinsic drive and desire to learn and achieve. Several strategies can be used to increase motivation in education:

Development principle:

The principle of development suggests that learning should follow a logical sequence based on previously acquired knowledge and skills.

Repetition is a key principle that reinforces learning by revising and reinforcing key concepts. By including regular review activities, practice exercises, and application opportunities, teachers can strengthen students' understanding and retention of information.

Feedback is essential to guide student success and inform their performance. Constructive feedback should be timely, specific, and focus on

both strengths and areas for improvement. This helps students understand their progress, identify areas of growth and make necessary adjustments. Active involvement of students in the learning process promotes deeper participation and understanding. Encouraging student participation through discussions, group work, and hands-on activities promotes critical thinking, collaboration, and independent learning.

Practical Applications:

Implementation of didactic principles and rules in educational institutions requires careful planning and application. Teachers are able to:

- Designing interactive lessons that actively engage students.-use a variety of teaching methods and resources to meet individual learning styles.
- Add real-world examples and applications to increase motivation and relevance.
- Scaffolding learning activities to ensure progressive and logical development of concepts.
- Provide immediate and constructive feedback to guide student learning.
- Encouraging student cooperation and active participation through group work and discussions.

The principle of the conscious and active participation of students in the education process:

According to this principle, the educated ones must have conscious attitudes and participate effectively in the didactic activity. A conscious participation of students within the process of education supposes the capacity to understand the informational content clearly and deeply, and the capacity to make conceptual-theoretical correlations.

The principle of thorough acquisition of knowledge, skills and abilities:

This principle reminds of the idea that the educated ones must not be offered all the information at once, but gradually on different levels of increasing complexity. In this way, one can avoid the discouragement and the boredom the moment the knowledge is presented.

The principle of accessibility and individuality:

This principle supposes that the organization of the didactic activities “should be made taking into account the peculiarities of age and the individual ones characteristic to students, of their real intellectual and physical possibilities: age, sex, level of anterior training, physical and intellectual potential, motivational level, their attitude towards discipline” (Bocoş & Jucan, 2008, p. 54).

The principle of connecting theory with practice:

This principle reminds of the idea that everything that is acquired from a theoretical point of view can be put into value at a practical level.

The principle of systematization and continuity:

Through some cognitive plans, one can ensure a systematic acquisition of information.

The principle of intuition:

According to this principle, the student's teaching has to be focused on an intuitive basis,

The principle of reverse connection:

The principle of the reverse connection proves its usefulness in the learning activity especially

Summary:

In the system of the didactic principles one can find: the principle of the conscious and active participation of students in the education process, the principle of thorough acquisition of knowledge, skills and abilities, the principle of accessibility and individuality, the principle of connecting theory with practice.

To use didactic principles in education, teachers can create an effective learning environment that promotes engagement, critical thinking, and knowledge acquisition. Understanding the importance of active learning, individualization, motivation, accuracy, repetition, feedback, and active participation allows teachers to improve the quality of instruction and equip students with lifelong learning skills.

6.3 The Didactic Method of Teaching

From Wikipedia, the free encyclopedia

A didactic method (from Greek: διδάσκειν *didáskein*, "to teach") is a teaching method that follows a consistent scientific approach or educational style to present information to students.

The didactic method of instruction is often contrasted with dialectics and the Socratic method; the term can also be used to refer to a specific didactic method, as for instance constructivist didactics.

A didactic method is a teaching method that follows a consistent scientific approach or educational style to present information to students.

Didactic teaching is a teaching method that focuses on teachers giving lessons to students. Typically, teachers who use didactic teaching create structured lessons that focus on lectures. Teachers can use different teaching methods depending on the needs of their students, their personal preferences and other factors.

The theory of didactic learning methods focuses on the baseline knowledge students possess and seeks to improve upon and convey this information. It also refers to the foundation or starting point in a lesson plan, where the overall goal is knowledge. A teacher or educator functions in this role as an authoritative figure, but also as both a guide and a resource for students.

With the advent of globalisation at the beginning of the 20th century, however, the arguments for such relative philosophical aspects in the methods of teaching started to diminish somewhat. It is therefore possible to categorise didactics and pedagogy as a general analytic theory on three levels:

- a theoretical or research level (denoting a field of study)
- a practical level (summaries of curricular activities)
- a discursive level (implying a frame of reference for professional dialogs)

Didactic method provides students with the required theoretical knowledge. It is an effective method used to teach students who are unable to organize their work and depend on the teachers for instructions. It is also used to teach basic skills of reading and writing. The teacher or the literate is the source of knowledge and the knowledge is transmitted to the students through didactic method.

Though the didactic method has been given importance in several schools, it does not satisfy the needs and interests of all students. It can be tedious for students to listen to the possible lectures. There is minimum

interaction between the students and the teachers. Learning which also involves motivating the students to develop an interest towards the subject may not be satisfied through this teaching method. It may be a monologue process and experience of the students may not have a significant role in learning.

The Four Key Instructional Methods

The Four Key Instructional methods are an essential part of the teaching process. Educators must utilize certain approaches to craft a vibrant educational atmosphere and guarantee that their pupils can learn productively.

The four types of instructional methods include the lecture, demonstration, cooperative, collaborative learning, and case study methods.

The Lecture Method

The lecture method is one of the most commonly used instructional strategies among today's four types of instructional methods. It involves presenting information to learners through verbal or written communication from an instructor or presenter.

The lecture method is a tried-and-true instructional approach that has been used for centuries. It involves an instructor presenting information verbally to a group of learners. It is essential to recognize the effectiveness of this teaching method in particular contexts and comprehend how it operates and when it is most beneficial.

The lecture method involves the instructor presenting information from notes, slides, or verbally. It aims to maximize students' understanding through hearing the lesson. Although effective for structured information delivery, the demonstration method can provide tangible examples to illustrate concepts further.

This approach can be useful when introducing new concepts or topics as it allows for the quick delivery of information in a structured manner.

Key Takeaway: Educators can use various instructional methods to create dynamic learning environments, such as lectures for quick information delivery, demonstrations for practical instruction, cooperative and collaborative learning for problem-solving and teamwork skills development, and case studies to apply learned concepts. In other words – give students the knowledge they need with a spoonful of sugar.

The Demonstration Method

Demonstration is another popular instructional technique of the four 4 types of instructional methods which involves showing learners how to do something rather than simply telling them about it.

The demonstration method involves hands-on activities, simulations, and visual aids to show learners how something works. It effectively teaches practical tasks, software applications, safety procedures, and more. This method ensures learners understand complex concepts and allows instructors to demonstrate their expertise.

***Demons*tations** are an effective way to introduce learners to new topics or concepts. Presenting a visual example of how something functions in the real world can assist learners in comprehending and retaining new concepts.

Examples could include demonstrating proper use of equipment during safety training sessions, scientific experiments during lab classes, or providing examples of how to solve math problems in class. To enhance the learning experience, instructional designers can create 3D experiential learning scenarios with no-code platforms that engage learners with gamified learning experiences tailored to their organization's needs. Combining the demonstration method with cooperative and collaborative learning can further increase learners' comprehension of the topic.

Key Takeaway: Demonstrations are an effective instructional method that involves the instructor showing learners how something works through hands-on activities, examples, and simulations. No-code platforms can be used to create 3D experiential learning scenarios for employees so they can learn soft skills training with gamified role-play simulations tailored specifically for their organization's needs – a win-win situation.

Cooperative and Collaborative Learning

Cooperative and collaborative learning involves working with other learners towards achieving a common goal while allowing each learner to work independently on their tasks and collectively contribute ideas with others within the group setting. Although both strategies have similar elements, they differ in focus and implementation.

This approach encourages problem-solving skills and creative thinking among participants while also promoting teamwork skills such as cooperation and collaboration among peers.

Cooperative learning involves individuals working together on a task while still relying on their abilities. ***Collaborative learning***, on the other hand, requires all members to work together using their unique strengths towards a shared goal.

Both approaches promote team-building skills and can foster better relationships between members. Additionally, they encourage active participation and help learners exercise abilities that may be useful in future job prospects.

Key Takeaway: Cooperative and collaborative learning are two distinct instructional methods that involve students working together to reach a common goal. The key difference between the two lies in their focus, with cooperative learning emphasizing individual responsibility while collaborative learning encourages group participation for success. Both strategies have numerous benefits such as building team skills, creating strong bonds among members, increasing motivation levels, and allowing learners to practice real-world skills which can be advantageous later on down the line.

The Case Study Method

The case study method is an effective instructional tool for many different types of learning. It requires learners to analyze specific situations from multiple perspectives, which allows them to develop critical thinking skills and apply knowledge gained during instruction time more effectively.

A *case study* typically consists of a problem or challenge that must be solved by applying relevant concepts and theories to reach a solution.

Examining the quandary from various perspectives, debating potential resolutions with associates, and deciding on solutions based on the data-driven investigation are all aspects of a case study. This type of learning can help students better understand how their studies can be applied in real-world scenarios.

By working collaboratively, *the case study method* fosters strong relationships between participants while also providing a platform for creative problem-solving and critical thinking. Working together helps build relationships between team members while providing valuable opportunities for peer feedback and brainstorming ideas.

Additionally, working through challenging cases provides learners with valuable problem-solving experience that will serve them well beyond the classroom setting. Before attempting to devise a resolution, instructors should ensure that all parties have been given sufficient background information so they can accurately assess the situation.

Furthermore, if one student monopolizes the conversation or not enough time is allotted for everyone's contribution during group discussions it could be detrimental and lead to miscommunications between members or solutions lacking input from each individual in attendance. Keywords: collaboration, peer feedback, brainstorming ideas, problem-solving experience

Key Takeaway: The case study method is an effective instructional tool encouraging collaboration and problem-solving skills by analyzing complex situations. It provides participants with valuable opportunities for peer

feedback, brainstorming ideas, and developing critical thinking abilities to better apply knowledge in real-world scenarios.

FAQs about: What are the different types of teaching instructional methods?

There are several types of instructional methods used in teaching. These include direct instruction, inquiry-based learning, problem-based learning, project-based learning, flipped classrooms, game-based learning, and simulations.

Direct instruction is the most traditional approach to teaching which involves a teacher delivering content to students through lectures or other activities.

Inquiry-based learning focuses on student exploration and discovery with guidance from teachers or mentors.

Problem-based learning encourages learners to work collaboratively to solve real-world problems related to the subject matter being taught.

Project-based learning requires students to create an end product demonstrating their understanding of the studied material.

Flipped classrooms involve flipping traditional lecture-style instruction by having students watch video lessons at home and complete assignments in class under teacher supervision.

Game-based Learning uses gaming elements such as points systems for rewards within educational settings while **Simulations** use virtual environments for experiential hands-on practice with concepts learned in class.

What are the 4 methods of learning?

1. Visual Learning:

This method involves learning through visual cues, such as diagrams, videos, and other visuals that can help learners better understand concepts or processes.

2. Auditory instruction is a type of learning in which students gain knowledge by listening to audio materials, such as lectures, podcasts, or music.

3. Kinesthetic Learning:

Also known as tactile learning, this approach is based on physical activities and allows students to learn by doing rather than just listening or watching passively.

4. Experiential Learning:

With this method of instruction, learners are encouraged to actively participate in an activity while reflecting on their experiences and how they apply them to real-world situations outside the classroom environment.

What are the 4 types of teaching methods PDF?

1. Direct Instruction:

This method involves the teacher providing clear instructions to students and giving them specific tasks to complete. It is a very structured approach that focuses on delivering information in an organized manner, to achieve predetermined learning objectives.

2. Inquiry-Based Learning:

This type of teaching encourages students to ask questions, explore topics independently or collaboratively, and develop their understanding through investigation and experimentation.

3. Problem-Based Learning:

In this method, teachers present real-world problems for students to solve using critical thinking skills as well as knowledge from different disciplines or subject areas.

4. Experiential Learning:

This type of teaching emphasizes hands-on activities such as field trips, simulations, projects, and experiments that allow learners to actively engage with content in meaningful ways while developing important skills like problem-solving and communication abilities at the same time

What are the 4 types of instructional materials?

1. Textual Materials:

These are instructional materials that use words, either printed or spoken, to communicate information and instructions. Examples include books, manuals, articles, handouts, and lecture notes.

2. Visual Materials:

These are instructional materials that utilize visual elements such as images (e.g., photographs), diagrams, and charts to convey information more effectively than textual material alone can do.

3. Audio Materials:

These are instructional materials that rely on sound recordings for instruction purposes such as audio lectures or podcasts delivered via the internet or other digital mediums like CDs/DVDs etc

4. Interactive Media:

This type of instructional material utilizes a combination of text, visuals, and audio to create an interactive learning experience through which learners can interact with content by manipulating objects on the screen or responding directly to questions posed by the instructor/programmer within a simulated environment. Examples include simulations, virtual reality, and interactive games.

6.4 Didactics in Foreign Language Teaching

Didactic principles in teaching foreign languages emphasize creating an engaging and effective learning environment.

In foreign language didactics, four key elements are often considered: language skills, grammar and vocabulary, cultural context, and teaching methods. These elements are crucial for effective language acquisition and communicative competence. Key principles include:

1. Four Language Skills: These are the fundamental components of language learning and use: listening, reading, speaking, and writing. Developing these skills in tandem is essential for overall language proficiency.

2. Grammar and Vocabulary: While communicative approaches often prioritize fluency, a solid foundation in grammar and vocabulary is vital for accurate and nuanced language use.

3. Cultural Context: Learning a language also involves understanding the culture in which it is used. This includes social conventions, non-verbal communication, and cultural nuances.

4. Teaching Methods: Various approaches and methods are used to facilitate language learning, such as the Communicative Language Teaching, Grammar Translation Method, and Task-Based Language Teaching.

Didactics itself focuses on the "how" of teaching, encompassing principles like activity, visibility, and systematicity, alongside specific methodologies. It also involves considering the learner, the goals, the content, the resources, the environment, and the methodology (the "triple process"). Ultimately, the goal is to create a purposeful and effective learning experience that leads to communicative competence and cultural understanding.

Language didactics deals with the teaching and learning of foreign languages in an institutional setting.

Methods of teaching foreign language are based on the fundamental principles of pedagogic. The seven didactic principles (consciousness, activness, visuality, consecutiveness, systematicness, accessibility, and durability) are interdependent and mutually complementary.

One area that remains controversial in the world of foreign and second language teaching today is the question: Is native-like attainment a necessary or desirable goal in the global world we live in today? In the field of English as a Foreign Language (EFL), the question of whether speakers should conform to native speaker norms of English in light of its increasing use in international contexts has been widely debated in recent years (Timmis, 2002). In light of this issue many scholars in the field have raised the question of why

native speaker communities are most often a model for learners of English as an international language. In reaction to this, a deluge of terms have been developed (e.g., Global English, International English, International Standard English, World English, or World Englishes) some of which challenge the idea that only native speaker community varieties are valued (McArthur, 2001). Proponents of the term ‘Global English,’ for example, promote the idea that English belongs to all who use it, however they use it.

Another important direction in research that requires more attention is use and effect of computer technology on foreign language learning. As classroom tasks become more focused on real-world issues, texts, or events, and problem-solving-based tasks, technology introduces a new dimension to the teaching and learning process that incorporates the use of social media such as Facebook, Twitter, Skype, Voice Thread, and others. Digital media allows students to manipulate learning materials and language at their own pace and according to individual needs. Students examine reports, authentic documents, and web pages to find information that can be synthesized and discussed later and can collaborate electronically with youth from around the world. In such a learning environment the role of the teacher changes from one of authority figure.

The study programme of Didactics of Foreign Language offers a deeper understanding of the processes of foreign language teaching and learning. It develops and cultivates analytical abilities that are currently required in the area of education. The interdisciplinary character of the didactics of foreign languages arises from its close relationship with a range of other disciplines, especially to philosophy, pedagogy, general didactics, psychology, language acquisition, culture studies, literature studies and many others. The students will be acquainted with modern approaches to learning and teaching foreign languages on the basis of theoretical knowledge of the abovementioned auxiliary sciences and will be systematically prepared for independent research activities and analytical expertise.

Key principles include *fostering motivation, ensuring integration with existing knowledge, utilizing visual aids, and promoting conscious and active student participation*. These principles guide educators in designing lessons that are not only informative but also relatable and memorable for learners.

The principle of developmental education:

One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive development of the individual.

It is known that training creates a zone of proximal development, i.e. arouses in the child and interest in life, awakens and sets in motion a whole range of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, brings to life such developmental processes that would be impossible without education in general. It should, however, be emphasized that the development processes follow the learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be covered by a single, a priori speculative formula given in advance. **Principles of accessibility and affordability:**

It should be noted that some authors recognize the need to take into account the principles of teaching and learning and distinguish the following:

- cognitive principles:
 - the principle of automation of speech units (automaticity);
 - the principle of using intrinsic motivation (intrinsic motivation principle);
 - the principle of using the student's personal contribution de how and what learning content to select, what materials and techniques to use.
 - strategic investment principle - his time, strength, individual abilities, etc. - and a number of other principles.
- emotional-psychological principles (affective principles):
 - the principle of "linguistic I" (language ego), which means that when mastering a foreign language, a "second self" is formed in a person, affecting his feelings, emotions, behavior, etc.;
 - the principle of interconnected mastery of the language and culture of the country of the language being studied (language-culture connection). You should also take into account such qualities as self-confidence, self-esteem, the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking).
- linguistic principles:
 - taking into account the influence of the native language on mastering a foreign language (native language effect);
 - taking into account the peculiarities of mastering the language being studied as an intermediate language system (inter language is a constantly changing language system that is located between the native and studied languages and is inherently individual for each student);
 - it improves as the language is mastered, approaching the system of the language being studied);

- the principle of communicative competence in the process of teaching a foreign language.

Both in domestic and foreign methods, there is no consensus on the classification of the principles of education. In the domestic methodology, many of the concepts described above are considered within the framework of the linguistic or psychological foundations of education and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of education.

General didactic principles of teaching a foreign language

The general didactic principles of domestic science reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of *consciousness*, *activity*, *systematic*, *visibility*, *strength*, *accessibility* and others.

The principle of consciousness

There are many interpretations of this principle. Let's take a look at the main ones.

Consciousness is the comprehension of theory and the ability to apply it in practice.

Consciousness is the understanding of the content of speech. Information about the structure of the language should be generalized on the basis of language material that has been previously learned practically.

Consciousness is not only understanding the content of speech, but also awareness in the process of mastering those units of which it consists, and ways to use them.

Consciousness lies in understanding why it is necessary to learn. For supporters of intensive teaching of foreign languages, this principle receives the following definition: "... it is considered as a broader principle that implies an optimal combination (different at different stages of learning), conscious and unconscious in learning. This combination presupposes a rational dosage, realized by the teacher, of the operations and actions being worked out; conscious participation of the student in communication; not always and not fully conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude from the learning process at certain stages of the students' awareness and analysis with the help of a teacher of the means of language communication.

The principle of activity

In teaching foreign languages, the principle of activity acquires an important role, since mastering the language being studied is possible if each

student is an active participant in the process, if he is involved in speech activity.

In modern psychology, **activity** is considered as the main characteristic of the process of cognition. Activity occurs under certain conditions, and according to the theory of set, the student must feel the need to study this subject and have the necessary prerequisites to satisfy this need. In the study of a non-native language, one should distinguish between intellectual, emotional, speech activity, which together can provide favorable conditions for mastering the language.

The intellectual activity of the child is achieved by posing problem questions that put students in front of the need to think, analyze, compare, generalize, connect the thinking of children.

Emotional activity is called upon to play a special role, which manifests itself in the fact that children are not indifferent to the activities they perform, and if positive emotional experiences provide internal, external activity, and therefore success, then negative emotional experiences inhibit activity and have a bad effect on success. However, in certain categories of students endowed with strong volitional qualities, negative emotions cause dissatisfaction with unfulfilled tasks and can stimulate activity in the right direction. It is important to develop the initiative of speech behavior in students. This can be achieved if the student from the object of learning becomes the subject. To master a foreign language, practice in its application is necessary, and for this it is necessary to rationally use the time allotted for learning a foreign language. One of the ways to solve the problem of increasing the active of the student's time in the lesson is the use of various modes of work (work in chorus, small groups, in pairs, individually, class work).

The principle of visibility follows from the essence of the process of perception, comprehension and generalization of the material by the student.

Visualization is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. In interpreting this principle for methodology, a curious mistake occurred: a literal interpretation of the term "visibility" or "looking" at something. Hence the requirement – to use pictures, images of objects, the objects themselves. But when didactics say that the principle of visualization involves the perception of the phenomenon being studied, then in the implementation of this principle by a teacher of a foreign language, we should not talk only about demonstrating the objects themselves and their images.

Taken together, all these tools will create just that foreign language environment, which will provide linguistic visualization. Such clarity certainly does not exclude illustrative clarity. But the point is that linguistic clarity

should be in the foreground. Subject pictures and their series, objects and actions with them, models, filmstrips can be used as auxiliary means.

The principle of developmental learning

One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of all-round development of the individual. It is known that learning creates a zone of proximal development, i.e. arouses a child's interest in life, awakens and sets in motion a number of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, gives rise to such developmental processes that, outside of learning, would generally become impossible. However, it should be emphasized that development processes follow the learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be captured by a single, previously given a priori speculative formula.

Accessibility and Affordability Principles

The application of these principles requires that learning is carried out at the level of the capabilities of children, so that they do not experience insurmountable difficulties.

Accessibility is ensured by both the material itself, its organization, and the method of working with it in the lesson. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units correlated with communication situations that are close and understandable to children, the construction of the educational process of the language, based on real possibilities, which finds expression in the volume of the proposed material and the level of assimilation. Ability is manifested in the pace of advancement of the study of the material.

The principle of strength is expressed in the fact that the words entered into the memory of students, the structures must be preserved in it so that students can extract the necessary units from it whenever the need arises.

The strength of assimilation is ensured by: a bright presentation of the material when familiarizing with it to students, when they have living images, associations; training in reproducing the material, immediately after familiarization and in subsequent lessons, with the inclusion of various analyzers; independent creative use, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systemic control of the assimilation of the passed, which creates favorable conditions for the retention of material in memory

6.4.1 Didactics in English Language Teaching

Didactics in English Language Teaching (ELT) refers to the theory and practice of teaching English as a foreign or second language. It encompasses the principles, methods, strategies, and techniques used to design, deliver, and assess effective English language learning experiences.

For this reason, we define didactic as the discipline that studies techniques, procedures, strategies, and methods to enhance the teaching process for students to approach in a wide, deep, and significant way the knowledge in the process of acquisition of English as a foreign language.

The educational process follows didactic, psychological, linguistic, methodical and other laws. Some of them may be common to all subjects. These laws are called general didactic principles of education. Other laws may be specific to the teaching of certain subjects, for example; English language teaching principles. The concept of principle has not yet been fully resolved in didactics.

The document outlines 6 principles for teaching English:

- 1) Know your learners by collecting information about their backgrounds;
- 2) Create conditions for language learning by making students feel comfortable;
- 3) Design high-quality lessons that promote language development and critical thinking;
- 4) Adapt lesson...

Core Principles of the Didactics of English Language

1. Communicative Approach

The communicative approach prioritizes meaningful interaction over rote learning. It encourages learners to use English in authentic situations, fostering both fluency and confidence. Key features include:

- Focus on functional language use.
- Integration of speaking, listening, reading, and writing skills.
- Use of pair and group work to simulate real-life communication.

2. Task-Based Learning

Task-Based Learning (TBL) revolves around completing meaningful tasks using English, such as planning a trip or conducting an interview. This method:

- Promotes active learner involvement.
- Develops problem-solving and critical thinking.

- Encourages natural language use rather than isolated grammar drills.

3. Learner-Centered Instruction

This principle puts learners at the heart of the educational process, recognizing their interests, backgrounds, and learning styles. Benefits include:

- Personalized learning experiences.
- Increased motivation and autonomy.
- Better accommodation of diverse learner needs.

4. Integration of Technology

Modern didactics of English language embraces technology to enhance learning. Tools like Talkpal provide:

- Interactive speaking practice with native speakers.
- Access to multimedia resources for varied input.
- Opportunities for asynchronous and synchronous communication.

Effective Strategies in the Didactics of English Language

Incorporating Talkpal into English Language Didactics. Talkpal stands out as an innovative platform that complements traditional didactic methods by offering:

- Real-time conversations with native speakers and peers worldwide.
- Customizable lesson plans focused on learners' proficiency levels.
- Gamified elements that boost motivation and engagement.
- Feedback mechanisms that help learners track progress and identify areas for improvement.

Utilizing Talkpal enables learners to apply theoretical knowledge in practical scenarios, a crucial aspect of language acquisition.

Emphasizing Contextual Learning

Didactics of English language stresses learning vocabulary and grammar within meaningful contexts rather than isolation. This approach:

- Improves retention through association with real-life situations.
- Enhances understanding of cultural nuances.
- Facilitates the transfer of knowledge to everyday communication.

Balancing Accuracy and Fluency

A key didactic challenge is balancing the focus on grammatical accuracy with the development of fluency. Effective strategies include:

- Providing corrective feedback without discouraging learners.
- Designing activities that promote spontaneous language use.
- Incorporating repetition and practice to build confidence.

Utilizing Authentic Materials

Authentic materials such as news articles, podcasts, and films are invaluable in the didactics of English language. Their use:

- Exposes learners to natural language and diverse accents.
- Engages learners with relevant and contemporary content.
- Develops listening and reading comprehension skills.

Challenges and Solutions in English Language Didactics

Addressing Learner Diversity

Learners often vary widely in age, background, motivation, and cognitive abilities. Didactics must adapt by:

- Implementing differentiated instruction techniques.
- Offering flexible learning pathways and materials.
- Encouraging peer learning and collaborative projects.

Overcoming Language Anxiety

Many learners experience anxiety when speaking English, which can hinder progress. Solutions include:

- Creating a supportive and non-judgmental learning environment.
- Using Talkpal's conversational features to build confidence gradually.
- Incorporating relaxation and mindfulness techniques before speaking tasks.

Maintaining Learner Motivation

Sustained motivation is crucial for language acquisition. Didactic strategies to maintain motivation involve:

- Setting clear, achievable goals.
- Providing regular positive reinforcement and feedback.
- Incorporating varied and engaging activities.
- Using technology platforms like Talkpal to make learning interactive and fun.

Measuring Success in the Didactics of English Language Assessment Techniques

Effective didactics include ongoing assessment to monitor learner progress. Common assessment methods are:

- Formative assessments such as quizzes and peer reviews.
- Summative assessments including standardized tests and oral exams.
- Self-assessment and reflection encouraged through tools like Talkpal's progress tracking.

Learning Analytics and Feedback

Utilizing data from learning platforms can provide insights into learner behavior and outcomes. Benefits include:

- Identification of strengths and weaknesses.
- Customization of instructional approaches.
- Improved learner autonomy through transparent feedback.

Conclusion

Mastering the didactics of English language is essential for both educators and learners aiming for successful language acquisition. By adopting learner-centered, communicative, and technology-enhanced teaching methods, learners can achieve greater fluency and comprehension. Platforms like Talkpal play a pivotal role in this process, offering interactive and contextual learning experiences that align perfectly with modern didactic principles. Embracing these strategies ensures an enriching and effective English language learning journey.

Effective foreign language teaching is guided by several key principles that focus on communicative competence, learner-centered instruction, and a deep understanding of the language learning process. These principles emphasize creating a supportive classroom environment, utilizing multiple modalities, and providing frequent opportunities for interaction and meaningful language use.

By adhering to these principles, educators can create a more effective and engaging foreign language learning experience for their students.

Regardless of the teaching approach taken, it is essential to make sure students are captivated and can access necessary materials. By combining traditional methods with experiential activities and technology-enhanced instruction, educators can create an effective learning environment for their students.

With careful planning and thoughtful implementation of what are the four 4 types of instructional methods, teachers can help their students reach new heights in knowledge acquisition.

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Questions on Didactics in Education with the keys

What are the didactic principles of teaching foreign language?

Methods of teaching foreign language are based on the fundamental principles of pedagogic. The seven didactic principles (consciousness, activness, visuality, consecutiveness, systematicness, accessibility, and durability) are interdependent and mutually complementary.

What is didactic language?

The word “didactic” means instructive. Speaking, writing, or showing someone how to do something is didactic. Didacticism is defined as the type of literature that is meant to instruct or teach something.

What does didactic mean in teaching?

Didactic – teacher-centered method of instruction in which teachers deliver and students receive lessons, best suited to brief delivery of factual information.

What is the meaning of didactics of English?

English didactics is the science of teaching and learning of the English language, literature, and culture.

What is the difference between linguistics and didactics?

So, while didactics is essentially concerned with the science of teaching and instruction for any given field of study, applied linguistics is focused specifically on language-related problems.

What are the 5 didactic principles?

In the system of the didactic principles one can find: the principle of the conscious and active participation of students in the education process, the principle of thorough acquisition of knowledge, skills and abilities, the principle of accessibility and individuality, the principle of connecting theory with.

What is didactics in teaching foreign language?

On the one hand, this concerns the development of foreign language skills (listening, comprehending audio-visual texts, reading, writing and speaking as well as the ability of language mediation); on the other hand, language didactics is about ways of learning and teaching grammar (morphology, syntax) and knowledge of ...

What is an example of a didactic method?

Didactics is based on multiple theories of teaching, and in a wider sense, the theory and practical application of teaching and learning methods. Textbooks and “how-to” guides or tutorials are all examples of “didacticism” since their ultimate purpose is to instruct and educate.

What are didactic activities?

The activities of educating or instructing; activities that impart knowledge or skill.

What is the meaning of didactics in education?

Didactics – the activities of educating or instructing; activities that impart knowledge or skill.

Why is didactic teaching important?

Teachers who use didactics plan their lessons carefully and structure the information logically to promote learning. From a pupil's perspective, it involves listening, reading and taking instructions. Pupils who respond well to the visual and auditory learning styles benefit from didactics.

What are the didactic principles?

The didactic principles are general norms through which are projected, organized and put the activities of teaching-learning-evaluating into practice, so that the functioning of the objectives/competences should become efficient at the level of the educational dimension.

What is foreign language didactics?

Language didactics deals with the teaching and learning of foreign languages in an institutional setting.

What are Linguodidactics and methods of teaching a foreign language?

Linguodidactics studies the general laws of language teaching, develops methods and tools for teaching a particular language depending on the didactic objectives, the influence of monolingualism (monolingualism) or bilingualism (bilingualism) on language learning and solves a number of related problems.

What is Linguodidactics?

Linguodidactics, a general theory of language education, is a theoretical science that develops methods and tools for teaching a particular language, as well as the problems encountered in language teaching, a term first used in 1969 by N.Chomsky.

What is the difference between methodology and didactics?

Didactics deals with teaching and learning as a whole, whereas methodology focuses on specific methods that can be used in the teaching and learning environment.

Here is a description of the three primary language teaching methods, along with our analysis of the strengths and weaknesses of each one:

- The Direct Method. The Direct Method is also known as the Oral or Natural method. ...
- The Grammar-Translation Method. ...
- The Audio-Lingual Method. ...
- Comparing the Language Training Methods.

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AUTHORS

Ofelia García (educator)

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• Yes, language research refers to the research on language. It is called language research because it is a specific type of research that focuses specifically on the study of language. This can include research on language acquisition, language processing, language evolution, language disorders, language typology, and many other areas related to language.

• The use of the word "language" in the term "language research" serves to distinguish it from other types of research, such as scientific research, medical research, or economic research. By using the word "language," researchers can indicate th.

Elizabeth Gration

2 articles

Linkedin

Elizabeth is a marketing and SEO specialist who produces a wide range of content for clients in a multitude of industries. Her background is in English Language and Linguistics and she has over 5 years of experience working in digital marketing, SEO and PR.

Malahat Veliyeva

Malahat Veliyeva is currently a PhD and an ESL instructor of foreign/second language education and a lecturer in the Department of Lexicology at Azerbaijan University of Languages. Her research interests include second language acquisition, bilingualism and its different aspects. She has 12 years' experience of teaching IELTS and 10 years' experience as a teacher trainer at different higher educational institutions and secondary schools of Azerbaijan. She is the author of the following teaching aids: "Success with English" (for pre-intermediate students), "Lexical-semantic features of turkisms in English", "The program for teaching English to undergraduate students".

Educational Bilingualism: New Language Pedagogy Edited by Natalia A. Gunina and Radislav P. Millrood.

Teachers can engage in a variety of activities that deliberately encourage translanguaging, ranging from providing vocabulary in multiple languages to collaborative translation opportunities. The goal is to get students translanguaging as a practice that can be leveraged toward supporting literacy outcomes and engagement, as well as other academic endeavors.

For example, two students could be assigned to solve a word problem, and one might be stuck on a word in English. The two students can then use an equivalent word in their home language to make sense of what the word problem

is asking of them, **Phillips Galloway** said. Or in group activities, students can be prompted to share with the rest of the class how something taught in English would make sense in Spanish by highlighting similar and different grammatical structures between the two languages, **Marrero-Colon** said.

“When you translate, you don’t have to do it word for word. You’re really trying to capture the feeling of that text,” **Marrero-Colon** said.

Once teachers start doing these activities, research has found that students who have not spoken before start speaking and students who were not as engaged in text-comprehension activities suddenly are, she added. That's occurring because they are being encouraged to use their home language in class to think about language use overall.

Steve McCarty

Steve McCarty is a Professor at Osaka Jogakuin College and University in Japan. He is also President of the World Association for Online Education (WAOE). He was born in Boston and studied Asia at the University of Hawaii, specializing in Japan in graduate school. He teaches content-based EFL courses such as topic discussion, research paper writing, intercultural communication, language acquisition, and bilingualism. He regularly lectures to foreign officials on "Japanese People and Society" for the Japan International Cooperation Agency (JICA). He also advises Worldwide Kids English for Benesse Corporation in Tokyo. He and his Japanese wife have raised two happy sons.

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Mildred is a Senior Content Marketer at Preply and a former college instructor of Hispanic literature and linguistics. She holds a B.A. in Humanities & Communication, a Master’s degree in Spanish Language and Culture from the University of Salamanca, and doctorate studies in Hispanic Studies from the University of Puerto Rico. She has been working in content marketing across different industries, including PropTech, TravelTech, and EdTech. A keen believer in the power of education, Mildred loves to create content that can help learners along their language learning journey.

Marybelle Marrero-Colón

In her 35 years as an educator, inclusion specialist, program coordinator, administrator, and professional developer, Marybelle Marrero-Colón has acquired experience within the fields of ESL, Bilingual Education, Bilingual Special Education, Special Education instruction and evaluation, and Professional Development. She has adjunct at various colleges and universities in teacher programs. These include but are not limited to: Central Connecticut State University, College of New Rochelle, College of Mount Saint Vincent, and the University pf Maryland-Baltimore Campus. For the Center for Applied

Linguistics, she has provided coaching, workshops, and presentations for schools, districts, national conferences, and various education based organizations in topics involving Bilingual Students, English Learners, and Second Language Acquisition. Marybelle has a B.A. in Psychology & Spanish Language & Literature, an M.A. in Bilingual Special Education, and an M.S. in Administration & Supervision with a specialty in professional development. She is also a US Department of Education Title VII Fellow in Bilingual Special Educations. In her spare time, Marybelle is an avid reader, cook, and crafter. She also volunteers as a lector at her local church.

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Choi is a senior lecturer in Education (Additional Languages) at the Melbourne Graduate School of Education, The University of Melbourne. Her research and teaching interests are in the areas of multilingual identity development, sociolinguistics, narrative inquiry, reflective/reflexive academic writing using (auto) ethnographic approaches, and language teacher education. She is the co-editor of the book *Language and Culture: Reflective Narratives and the Emergence of Identity and Plurilingualism in Teaching and Learning: Complexities across Contexts* and the sole author of *Creating a Multivocal Self: Autoethnography as Method*.

Mei French

Mei French has worked as an EALD teacher in Australian high schools and is an academic researcher with the University of South Australia. Her PhD investigated the complex and purposeful multilingual practices, including translanguaging, of high school students and their teachers, and the implications for pedagogy and policy.

Sue Ollerhead

Sue Ollerhead is a lecturer in Languages Education at the Department of Educational Studies at Macquarie University in Sydney. She has worked extensively in English language and literacy training and materials development in Africa, Europe and Australia. Her expertise lies in Language Teacher Education, in particular the development of classroom pedagogies that best support students for whom English is an additional language in contexts where English is the medium of instruction. Her other research interests include multilingual education, language-in-education policy, literacy across the curriculum and oracy development in schools.

Dr Cen Williams

Foreword

It was in the early eighties, in a Llandudno hotel bar, that the term ‘translanguaging’ was baptised, or indeed born. The late Dafydd Whittall and

myself, both of us at that time deputy heads in secondary schools, had just been listening to a lecture by an Open University lecturer. When I went to the bar, Dafydd noticed that my notes were in Welsh, with the occasional English term, and we started discussing the process; listening to the English, digesting the information and very rapidly reproducing it in Welsh. This was something that we had both done. But what happened was not translation; had I attempted to do that, the lecturer would have left me far behind. I did not possess all the linguistic resources to do that. We then discussed a suitable term to describe the process, and after having considered a number of possibilities, we settled on the term ‘translanguaging’.

At the beginning of the nineties, I was researching teaching and learning methods in Gwynedd and Môn secondary schools, and noticed that exactly the same process was happening in our schools. In some cases, this was a matter of necessity since the teaching and learning was in Welsh but the materials and resources were in English. But it was also intentional in some situations, e.g., a history teacher with a class of good learners giving one piece of evidence in Welsh and the tasks/questions in English; the other piece of evidence in the same lesson in English, with the response in Welsh. We realised that this skill was extremely valuable, and if its use was to be carefully planned, it could be a means of reinforcing both languages. We realised also that there was room to develop the skill in all sectors of education in Wales since it could develop proficiency and confidence in Welsh and English. Then, much more attention was devoted to ‘translanguaging’ by observing (i) the way it was used in different primary and secondary schools, and (ii) its suitability in those schools receiving later immersion pupils at 11 years of age.

The next step was seeking to outline the steps that could be taken to develop this skill in the further and higher education sectors while seeking to sell the idea to prospective teachers, secondary school teachers and lecturers. Unfortunately, the practice in the world of Welsh-medium education at the time was to separate the two languages within one lesson, and I remember members of the Inspectorate emphasising this. There was no hope for translanguaging to succeed as a skill to be developed in the classroom! But with the emphasis on ‘Language’ and bilingualism rather than English and Welsh in the new Curriculum for Wales, now is the time to revisit this concept. The aim is to strengthen and use both languages at a high level to develop confident and balanced bilingual pupils. Ironically, ‘translanguaging’ has developed immensely internationally, thanks to the attention devoted to it by Ofelia García and her colleagues, although its definition and the concept have been expanded and extended. She mentions it as a method of developing

the second language almost from the beginning, but my interpretation of translanguaging was as a strategy for children who had a fair grasp of one language and a fairly good oral grasp of the other. It was also a strategy to maintain and develop bilingualism rather than transmitting a second language to children from the beginning. I wish to thank the authors for revisiting this field, and wish the book every success.

Elisa Caruso

Elisa Caruso obtained a Master Degree in Linguistics and Translation at the University of Turin, Italy, and is actually a Ph.D. student at the University of Algarve, Portugal, within the MIME project – Mobility and Inclusion in Multilingual Europe. She is also a professor of Italian language at the University of Algarve.

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Helene Pattio Combe is the National Head of Languages and Cultures at Quest Education Group in France. She holds an MA in Applied Linguistics and TESOL from the University of Portsmouth, an Instructional Leadership Certificate from Harvard University and continues her research in multilingualism at the University of Portsmouth, where she is finishing an MA in TESOL, Management and Leadership.

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