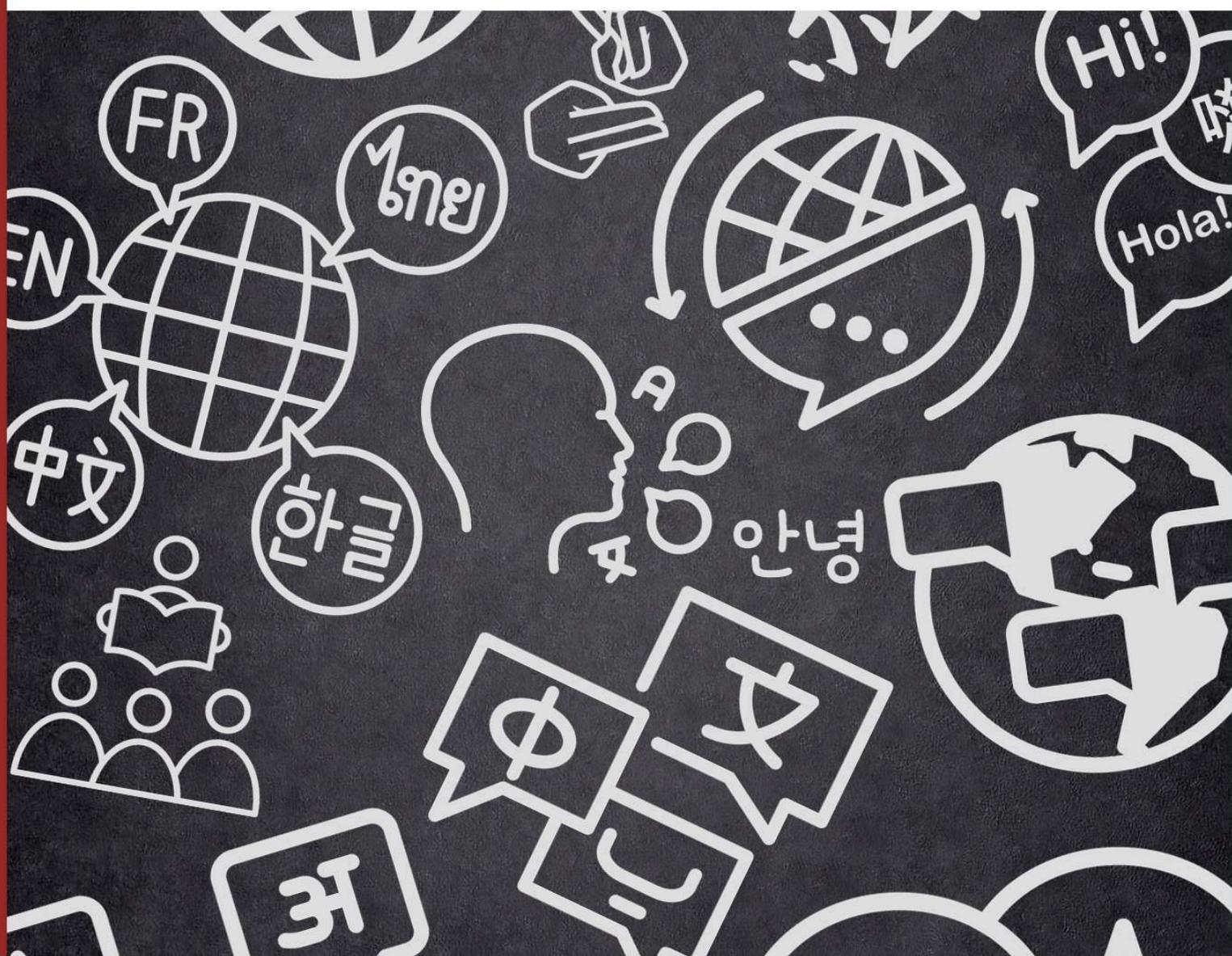


The Multilingual Education

LEARN-CHOOSE-USE

Teacher Toolkit

Teacher professional development designed to empower teachers in multilingual classrooms with options



The 2nd volume in
TeacherFOCUS's
Learn-Choose-Use
series

「Teacher」
FOCUS


the inclusive education foundation

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Teaching is a complex profession marked by continual innovation in the face of contemporary challenges. Effective teaching is the product of daily reflection, daily learning, daily change, and daily growth.

In Southeast Asia, and particularly along the Thai-Myanmar border, education is provided through a variety of channels, overseen by a range of distinct educational stakeholders. The promotion of ethnic languages, identities, and cultures through education remains a crucial process, serving as a means of resistance against dominant hegemonic forces. The supremacy of certain languages, namely Burmese and English within the Myanmar context, is a manifestation of hegemony in education systems. For this and many other reasons, advocacy for mother tongue-based and multilingual education remains at the forefront of the promotion of inclusive education. Resilient multilingual teachers continue to champion the provision of high quality, equitable, and contextually relevant education for some of the most marginalized children from non-dominant language communities.

This resource is dedicated to the passionate, uncompromising, and dedicated teachers working in multilingual classrooms that our team has had the privilege to work with since the beginning of TeacherFOCUS.

Specifically, we want to thank **Dr. Susan Malone** of **SIL International** for giving our team permission to adapt her work, *Activities for early grades of Mother Tongue (L1)-based Multilingual Education Programs (2010)*, to develop this resource. Her work remains significant, relevant, and needed for teachers working in multilingual contexts. We are grateful for this resource and her incredible contributions to the the field of multilingual education.

Thanks to **Pann Ei Phyu** and **Thi Thi Nwe** for their support translating and formatting the modules within this resource. Thanks to **Nwet Nwet** for proofreading the modules.

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GLOSSARY OF TERMS

MT or L1	Mother Tongue, also referred to as first language (L1) or home language, to define the language a learner has either a) learnt first; b) identifies with; c) knows best; or d) uses most (UNESCO, 2003)
L2	The second language, often the language of wider communication
L3	The third language, in many cases the international language: English
LoI or MoI	Language of Instruction/ Medium of Instruction, the language primarily used for teaching
MTB	Mother Tongue-Based, L1 is the Language of Instruction during the class
MLE	Multilingual Education, children learn in many languages at the same time
MTB-MLE	Mother Tongue-Based Multilingual Education, education that begins in learners' first language and then gradually introduces other languages



THE LEARN-CHOOSE-USE APPROACH

Teaching is an incredibly demanding profession. This is especially true for new teachers and teachers working in development contexts. With so many students to manage, resources to prepare, and additional duties to complete, there is hardly enough time in a day for reflection and professional development. The LEARN-CHOOSE-USE (LCU) approach was developed for teachers, with teachers in the everyday trenches of the classroom. The LCU Approach is designed to efficiently introduce teachers to a wealth of teaching strategies, techniques and routines, empowering them to choose what is right for them and their classroom. The process is simple:

1. LEARN

We believe there is not one best way to teach. Just as each student learns in a slightly different way, each teacher brings their own flavor to how they teach. During training, teachers **LEARN** a variety of methods they can use to improve a specific teacher competency. The goal is to expand each teacher's toolbox of classroom activities, routines and methods through modelling how each method is used.



2. CHOOSE

After watching and learning the different ways a teacher can effectively demonstrate a specific competency, (e.g. managing a class or introducing critical thinking activities) each teacher is asked to **CHOOSE** a new method to try in their class. In a training setting, teachers are given time to develop resources needed for their upcoming lesson.



3. USE

In a training setting, teachers are given time to practice **USING** their new techniques alongside their peers. After the training is completed, teachers are assessed during a follow-up observation and receive individualized feedback on how they are progressing. Our experience has been that teachers who get to choose the methods they want to use are much more likely to include these techniques in their daily teaching routines.



TEACHERS CAN ALSO LEARN-CHOOSE-USE AT THEIR SCHOOL

We always recommend that teachers engage in professional development in a group whenever possible, because too many teachers work in isolated classrooms. Teachers can learn so much from each other. It is best to use the LCU approach with your colleagues to expand your teacher toolbox. We're sure some of you have used these techniques before, and one of the best ways to learn is from someone who has already tried some of these strategies and methods.

OUR GUIDING BELIEFS OF TEACHER EDUCATION

The Inclusive Education Foundation (InEd) was founded on strong partnerships and a team approach. We believe that real capacity building and improvement is a process. Learning is an integral part of being a teacher and we challenge all educators to stretch themselves to constantly learn and grow. Below are some of our guiding beliefs:



THE BEST TEACHER TRAINING HAPPENS IN CLASSROOMS. As much as possible all our training is conducted in the classrooms and workspaces of the teachers we support. The same resources. The same textbooks. The same space. Teachers are most likely to use new methods when they learn and practice where they perform.



THERE IS NOT ONE BEST WAY TO TEACH. Teachers need to choose what works best for them and their students. Each teacher has unique strengths and talents. We want to empower each teacher to be the best version of themselves.



LEARNING NEVER STOPS. Every teacher, no matter how experienced, has things they can improve on. We believe all teachers can be motivated to learn and grow with the right approaches.



TEACHERS LEARN BEST FROM OTHER TEACHERS. We try to encourage teachers to support each other as much as possible. Adults learn best by teaching others, so we do our best to empower teachers to model and assess each other.



REAL GROWTH TAKES TIME AND ACCOUNTABILITY. One-time training doesn't work. We strive to build strong systems where follow-up and monitoring occurs. Teachers do better when they know there is continual support.



CELEBRATING TEACHERS' SUCCESS IS CRITICAL. Positive reinforcement cements improvement and builds confidence. We want to intentionally take time to celebrate the great things teachers do.

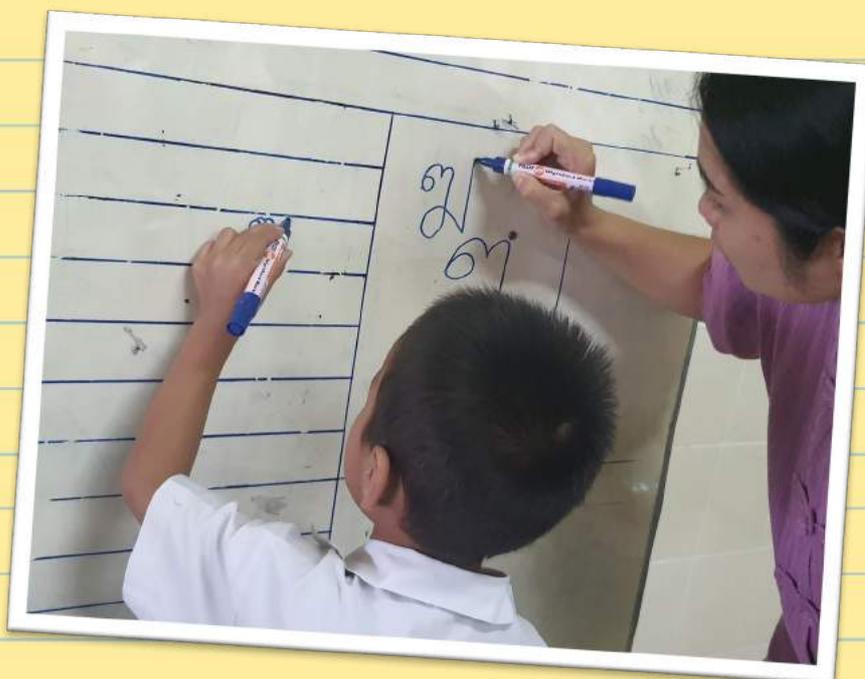


THE MOST EFFECTIVE AND CONTEXTUALLY RELEVANT TEACHING STRATEGIES COME FROM THE TEACHERS THEMSELVES. Teachers are the tireless professionals who have developed their own solutions to the challenging multilingual, multi-grade and low-resource classrooms they lead day after day. One of the best things we can do is identify and recognize the incredible strategies teachers employ to ensure all children receive a quality education.

BENEFITS OF MOTHER TONGUE-BASED AND MULTILINGUAL EDUCATION

According to UNESCO's 2019 Global Education Monitoring Report, approximately 40% of the global population, or over 2 billion people, do not have access to education in a language they speak or understand. A widely held misconception is that introducing the national language or English early on will lead to faster literacy and fluency, which has catalysed widespread deprioritization of non-dominant and ethnic minority languages. With over 281 million international migrants (3.6 per cent of the global population) estimated by IOM (2020), this movement has significant implications for education provision. Indigenous and non-dominant language communities around the world struggle to retain and promote their cultures, languages, and heritage. This will ultimately impact how the fourth Sustainable Development Goal (SDG4), which aims to ensure inclusive, equitable, and quality education for all, can be achieved, particularly in non-dominant language communities.

Using students' mother tongue language offers numerous advantages, including the ability to build on prior knowledge, create learning schemata, increase participation and engagement, improve reading outcomes, boost self-confidence and self-esteem, enhance cognitive abilities, and promote gender equality. Conversely, when students are placed in classrooms where they are unfamiliar with the language of instruction, learning outcomes suffer significantly. This has been observed in several countries, including South Africa, Kenya, the Philippines, and Myanmar. Failure to use the mother tongue language in primary school classrooms can create a gap that further marginalizes children from remote communities who already struggle to access formal education. This gap often results from the use of inappropriate language, curricula, or teaching methodologies that do not fit the local context. Children from minority language groups and less privileged communities are more likely to drop out in such situations.



There is ample evidence to support the advantages of using students' mother tongue language, including:



BETTER ACADEMIC PERFORMANCE: Research shows that children who learn in their mother tongue language perform better academically, especially in the early years of education. When children understand the language of instruction, they can more easily understand the concepts being taught, leading to improved learning outcomes (Ball & Ellis, 2019; Adesope & Nesbit, 2013; Gove & Cvelich, 2011).



IMPROVED COGNITIVE DEVELOPMENT: Learning in their mother tongue language can help children develop their cognitive skills, including problem-solving, critical thinking, and creativity. It also enhances their memory and attention span, which are essential skills for academic and social success (Nicoladis, 2018; Cummins, (2017).



ENHANCED CULTURAL IDENTITY: Children who learn in their mother tongue language have a stronger sense of cultural identity and are more likely to value and appreciate their cultural heritage. This can lead to increased self-esteem and a greater appreciation for diversity and inclusion (Garcia & Wei, 2014; Cummins, 2009).



IMPROVED COMMUNICATION SKILLS: Learning in their mother tongue language allows children to communicate more effectively with their family and community, which can lead to stronger relationships and a better understanding of cultural norms and values (Khul, 2010).



GREATER SUCCESS IN LEARNING ADDITIONAL LANGUAGES: When children learn in their mother tongue language, they have a stronger foundation for learning additional languages. This is because they already understand language structures and concepts, which can make it easier to learn other languages later on (Byram & Wagner, 2018; Thomas & Collier, 2017).



INCREASED STUDENT PARTICIPATION AND DECREASED DROPOUT RATES: In general, children are more likely to be engaged and participating in classes which use the language they understand the most. Specifically, learning in L1 enhances the participation of girls and women. Children from non-dominant language groups are less likely to drop out from school if their L1 is used in the classroom (Trudell, 2005; Laitin, Ramachandran & Walter, 2015; Lewis & Lockheed, 2012).



INCREASED PARENT ENGAGEMENT: Parents are key agents who need to be active and engaged if their children are to complete their education. Using the L1 of communities breaks down barriers for parents to get involved (Ball, 2010; World Bank, 2005).

COMPONENTS OF EFFECTIVE MLE PROGRAMS

Effective MTB and MLE programs aim to produce multilingual and multiliterate learners who understand both local and national cultures. However, the success of these programs is often measured by students' academic ability in the national language or English (Malone, 2016). Comprehensive programs use multiple languages as the language of instruction throughout a child's education, in addition to teaching languages as subjects for specific literacy development. Depending on age, experience, and motivation, research suggests that minority learners may take between five and seven years to transition from their mother tongue language to the national language (Cummins, 2000; Hakuta, Butler, & Witt, 2000; Thomas & Collier, 2002).

Conversely, children from minority language groups who cannot effectively communicate with teachers in the language of instruction have higher dropout rates and poorer academic results (Ball, 2011). Research, including large-scale studies and case studies, has consistently demonstrated the positive educational outcomes of transitional programs that begin with MTB education before progressing to national language acquisition. Examples include Chumbow (2013), Kosonen and Young (2009), Taylor & Coetzee (2013), and UNESCO (2006, 2007a, 2008).

Educators in linguistically diverse settings require specific competencies, particularly where materials in multiple languages are scarce. Pre- and in-service teacher training should therefore prioritize MTB-multilingual education (MLE) in order to provide standards that demonstrate teachers' readiness for diverse language settings. Ndoye (2003), in his review of language policy in Africa, advocates for MLE-focused teacher training as part of a broader language intervention strategy. Droop and Verhoeven (2003) propose two pedagogical approaches for MTB-MLE classrooms: firstly, using students' existing L1 language abilities and knowledge to bridge to new concepts and ideas; and secondly, developing students' oral, written, and higher-level thinking skills in their L1 before gradually transitioning to the target language. Teachers should also allow for translanguaging and code-switching, enabling students to integrate languages they are confident using, and allowing for the incorporation of higher-level thinking and problem-solving in instruction.

A critical component of an effective MLE program is the preparation and continual support of teachers. This resource is designed to be used by teachers and teacher educators to support mother tongue-based and multilingual education in diverse contexts. The strategies and methodologies that follow are designed to be practical, easy-to-use, and iterative. Following through with the Learn-Choose-Use cycle will help you determine which activities work best for you and your students.

STRATEGIES TO PROMOTE MULTILINGUAL LEARNING

MLE Teacher Competency Standards

- B1.** Demonstrates capacity to promote active learning (participatory learning, student centered approach)
- B2.** Promotes Higher Order Thinking Skills

A teacher's knowledge of methodologies that promote effective Multilingual Education (MLE) is vital for quality learning in a linguistically diverse classroom. By using and intentionally incorporating students' mother-tongue language for learning, students grow more confident when learning new concepts in additional languages. Mother Tongue-Based (MTB) education fosters a classroom culture that values not only students' languages, but also their cultural backgrounds, heritages and traditions. Students who learn in a classroom that promotes MTB-MLE are more likely to be confident expressing their ideas and transitioning to multilingual fluency. Teachers can use these multilingual education techniques to make their teaching more inclusive.

LIST OF STRATEGIES

DISCUSS IN L1 FIRST

Before beginning a new topic, ask students to share their background knowledge on the content using their first language. This will allow you to identify what they already know and can explain. Often, students already understand a topic, they may just need to learn new vocabulary in the language of instruction. If the topic is new, explain the concept in students' first language first to give them a better understanding.



RETELL A STORY

Read or tell a story about a topic that is familiar and interesting to your students in their home language. When you are finished, ask the students to retell the story in their own words using the language of instruction (L2). If they hesitate or struggle, ask questions to help them such as "Why did that happen?", "What happened before that?", "What happened next?". If they are really stuck, give them the option to explain in their home language. This will help your students build their confidence in L2 using a story they are already familiar with.



WRITING WITH INTENTIONAL ERRORS

- Ask students to prepare a sentence or short paragraph related to the topic being taught. The twist is that the students must intentionally make mistakes in their writing.
- Remind them that errors are normal part of how we learn.
- Students then read or write their sentences on the board in front of the class. Ask the audience to listen carefully, writing down the mistakes and the corrections.
- For a large class, this activity can be done in groups of 3 to 4 students.

For example: Find the errors in the sentences below:

I went with my mother to visit a children at the school. He said to them that they should eat at least 4 vegetables each day.



LISTEN AND NOTE IT DOWN

- Read a passage slowly 2-3 times in the language of instruction, pausing after each paragraph to allow students time to note important points from the reading.
- Encourage students to write in their mother tongue and use their own words when writing the main points.
- As you read, walk around the classroom to check students' notes. After reading, ask different students to share 1 or 2 of the main points they've written.
- When students have finished their notes, review the passage and ask what vocabulary or concepts were difficult to understand and review them.
- To ensure students understand the passage, do a final review to explain the main points in students' mother tongue.



INTERVIEWING EXERCISE (NOUNS)

- Prepare flashcards with pictures or new vocabulary students recently learned.
- Give each student a card.
- Ask students to walk around and interview each other about the word or picture on their card.
- Once a pair has correctly guessed the object on each others' cards, have them switch cards.
- Students then move to a new person and repeat the activity.

For example: Grade 5, English

Vocabulary on cards: bottle, ruler, pen

Example questions for students to ask each other:

- *What is the picture on your card used for?*
- *Do you have this object in your kitchen at home?*



QUICK WRITING

- Give a topic to the class. Tell students they will have 5 minutes to write as much as they can about the given topic.
- Students must use their second language to write.
- Remind them to try and use full sentences (if they can) with correct grammar and spelling. They will make mistakes, but this is part of learning.
- Once the time is up, students exchange their papers with a partner. Ask each student to edit and correct what their partner wrote.
- After editing, ask students to share their partner's good work, highlighting what their partner did well.



DEVELOP THE QUESTION

After reading a paragraph, share an answer statement based on the reading. Ask students to write a question to match the answer you read.

1. When developing the questions, allow students to discuss in their first language.
2. Depending on your answer statement, ask students to write both open and closed questions.
3. Explain that students need to write their questions in their second language. Assist the students who need help.
4. Afterwards allow students to share their creative questions with the group.

Example answer statement: *The owl knew the deer was trying to trick him.*

Example question: *Why did the owl stay up in the tree instead of landing on the ground?*





IF AND THEN

This activity can be used when students are learning about cause and effect.

- Using their mother tongue, student A can begin by saying a causation sentence (begins with “If”).
- Student B attempts to say an effect in the language of instruction.
- Then ask student to switch languages and try again, making more sentences.

For example: Grade 7, Burmese (Conjunctions)
Student A says in Mon language: *If Mg Mg is sick*

Student B responds in Burmese: *Then he can't come to school.*



COMPLETE THE STORY

- Have students get into small groups of 3-4 students
- Give a body paragraph from a story to each group and ask students to create an introduction and conclusion for their paragraph.
- While working, allow students to discuss in their mother tongue language.
- Once finished, students exchange their work with another group. Ask each group to check each others' work and give feedback.
- Once completed, ask each group to read their completed writing in front of the class.



WORDS AROUND THE ROOM / ON THE WALL

The following can be done in small groups:

- Print 3-5 paragraphs from the topic in the second language and 2-4 questions that correspond to each of the paragraphs.
- Post the paragraphs around the classroom walls.
- Mix the prepared questions and distribute them as cut out papers for each group.
- To answer the questions, students will walk around the room, reading the paragraphs. Students need to answer the questions in the second language but can discuss in their first language.
- Students need to note where, specifically from which paragraph, they found the answer to each question.
- Afterwards the students can discuss their answers with other groups, checking if they found their answers from the same paragraphs.
- To conclude, the teacher then asks a few students to share their answers using their first language.



VERBAL ART

- Prepare pictures of scenes related to the lesson. (E.g., a map, picture of a street, a picture of kitchen. If you don't want to draw, you might be able to find relevant pictures in a newspaper or online)
- Give each student a picture and have students find a partner.
- Have each student describe their scene to the other, being careful not to show them the picture. Students must try to use the language of instruction as much as they can.
- Each student must draw the scene described by their partner to the best of their ability.
- Once both are finished, ask them to compare the original picture to what they drew.
- Next have students switch partners and try again.





STRATEGIES TO PROMOTE L1 SPEAKING: FOCUS ON MEANING

MLE Teacher Competency Standard

B1. Demonstrates capacity to promote active learning (participatory learning, student centered approach)

A teacher's knowledge of methodologies that promote Multilingual Education (MLE) is vital for quality learning in a linguistically diverse classroom. By using and intentionally incorporating students' mother-tongue into lessons, students grow more confident when learning new concepts in additional languages. This module focuses on helping students develop their oral L1 by focusing on meaning using whole texts. Both small group and whole class activities are included.

SMALL GROUP ACTIVITIES (3 - 5 STUDENTS)

TEAM STORY

Encourage the students to talk about the weekly theme or a current event, a story, picture, etc.

- Divide the class into teams
- Each team creates a story about the theme.
- The story can be funny; it can be about an adventure relating to the theme- whatever the team wants as long as it is about the chosen theme.

For example: If the theme is food, the story is about a girl and boy that got lost on their way home from buying food at the market.

- Teams can draw a picture about the story, song or poem.
- After they tell their story, put their picture on the wall so that everyone can see it.



CREATE A NEW SONG, DANCE, OR POEM

- Tell / read a story or generate discussion about the theme or current event.
- Then teams create a song about that topic.
- Each team sings their song to the class.
- Students can ask who, what, when, where, how, why questions about other groups' songs.
- Students can also dance to the song and vote for best song.

Instead of creating a song this activity can be changed into creating a poem and asking questions to understand the meaning of the poem. Students can recite their poems to the rest of the class.



GUESS MY EMOTION

Ask the class if they can tell the way a person feels by looking at their face. If they say yes, then ask them how they know what the person is feeling. What do they see?

- Tell the class you want them to guess your emotions. But they will only be able to tell by looking at your face. Tell them that you will say the same sentence each time

For example: "My name is Mya Hnin." They should listen to your voice (not your words) and watch your face and then tell you the emotion you were feeling when you said the sentence.

- First say all the sentences: first time as if you are very happy, 2nd time very sad, 3rd time very angry, 4th time very worried.
- Ask the class if they can guess what you were feeling each time.
- Do the sentences again and let them guess the feelings.

In teams, students take turns acting out emotions; others guess the emotion.



STORY ABOUT A PICTURE

- Show the class an interesting picture.
- Encourage each team to make up their own story about the picture.
- Teams share their stories with each other.



GUESS: WHAT ARE WE DOING?

- Divide the class into teams.
- Assign an activity to each team (but don't let the other teams hear it.)
- Tell the teams that they should act out the activity you gave them without saying any words. The other students will guess what they are doing.
- Give them about 10 minutes to prepare their activity.
- Then call on one team at a time to do their activity.
- Other students guess what it is.
- Praise the class for using their imagination in planning their activities.



POINTING GAME

Before class, display a large picture on the whiteboard. Divide the class into 2 teams. The teams stand in lines facing the picture. Tell the first students on Team #1, "Go to the picture and point to..."

For example: Point to the black bird that is sitting on top of the house"

- If the student points to the correct thing in the picture, mark a point under his/her team number.
- That student can sit down.
- If the student does not point to the correct item, tell the first student in the other team to point to that item. If she/he is correct, then that team gets the point.

You can change the game as follows: Students from Team 1 give the directions.

For example: Point to the woman pounding rice under her house".

- Student from Team 2 must go to the whiteboard and point to that thing in the picture.
- If student from Team 2 points to the correct thing in the picture, then Team 2 gets 2 points, and they give the directions to Team 1.
- If student from Team 2 points to the wrong thing, Team 1 gets one point and gets to give the directions again.

Note: You can do this game with 2, 4, or 6 teams...with one picture per 2 teams.



CREATE SKITS

- Assign each team a specific topic, based on the day's theme or topic.
- Each team plans a 3-4-minute skit then performs their skit for the rest of the class.
- Other students see if they can tell the story in the skit.



CHANGE THE ENDING OF A STORY

- Read or tell a story about a topic that is familiar and interesting to the students.
- Together or in teams, students think of a way to change the ending of the story.
- Individual students or teams give their ideas for the ending of the story- OR, they change characters, setting, or events in the story.





WHOLE CLASS ACTIVITIES

ACT OUT A STORY

Tell the class, “I am going to read a story to you.”

- The second time I read it I need volunteers to act out the story.”
- Read a story about a topic that is familiar and interesting to the students.
- When you are finished, ask for volunteers to play the part of each person in the story. Remind them that they do not have to talk—just listen and act out the story.
- Tell or read the story again as the students act it out.
- Praise them when they finish.

If more students want to act out the story, read it again.



RELAY STORY

- Choose a topic that is relevant to the lesson you learned this week.
- Have students stand in a circle with you.
- Decide on a character name.

For example: Character Name Maung Satt Su.

- The teacher starts the story with the first sentence as the character.

For example: “*Maung Satt Su put three tomatoes in his mouth at the same time.*”

- Then the teacher throws the ball at a student. The student must continue the story with the next sentence of the story.

For example: “*Then he saw two elephants running towards him.*”

- The student throws the ball to the other student and the students continue to tell the story.

Note: Colours, Numbers, Location words, and Relay Stories can be used to introduce students to grammatical expressions (past, present, future).



NEWS REPORT

Each day /week a different team is responsible for reporting to the class on events in the community. Provide 5-10 minutes for the “reporters” to share their “news” with the rest of the class.

For example: a fire; travel experience; a gift; an accident or injury; religious, cultural, or sporting events; a new baby



HOW & WHY QUESTIONS (HIGHER LEVEL/ QUESTIONS)

- Read or tell a story about a topic that is familiar and interesting to the students.
- Then ask, “how and why” questions about the story.

For example: “Why do you think she did that?” or “How did he know that would happen?” (These questions require the students to give more lengthy replies, not just a word or two.

- You can also ask evaluation questions: “Do you think the grandmother should have done that? Why or why not?”



GUESS WHAT WE SEE GAME

Tell the class that in this game, one pair of students will see something in the room and the other students must try to guess what they see.

- Start by giving the first example.

For example: Identify something in the room (make sure it is something obvious such as the teacher's desk; a girl's red dress; a flower)

- Then, tell the class, "I see something. What do you think I see?"
- Students try to guess what you see by asking Yes-No questions

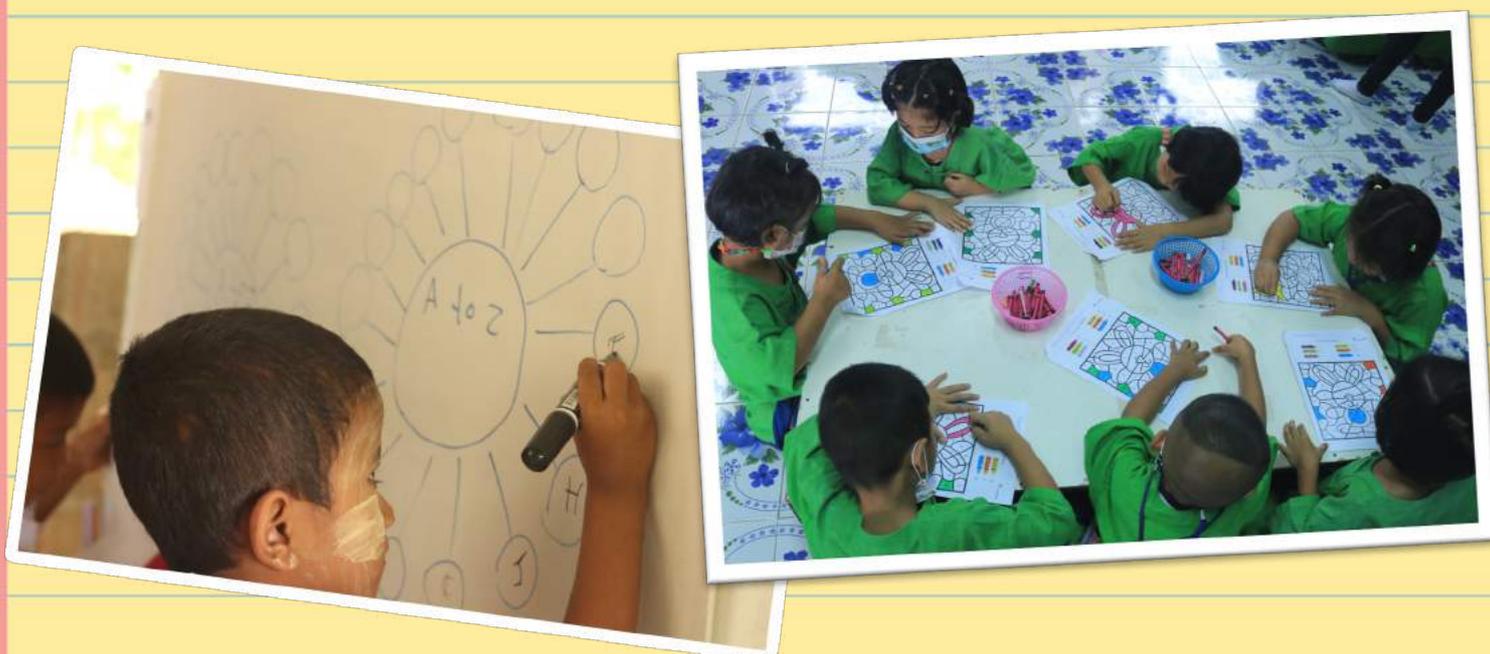
For example: is it green? is it a person? is it alive? can you wear it? can you eat it, is it smaller than my hand? etc.

- Answer the questions clearly.
- Encourage the students to use the hints to help them guess the thing you see.
- When you are sure the students understand the game, invite one pair of students to identify something in the classroom or outside.
- When the first pair identifies their object, they whisper what it is to you.
- Other students try to guess what it is.
- If they have a problem, you can give them some hints.
- Do this with 3-2 things the first time so students learn the game. Later you can add more objects.



PICTURE SEQUENCE-READING

- Read or tell a story about a topic that is familiar and interesting to the class.
- Then give different student a picture that is part of a sequence of events from the story.
- Students line up to show the sequence of activities.
- Encourage other students to help them get into order to show the correct sequence.
- Students then say what happens in each picture.



STRATEGIES TO PROMOTE L1 PRE-READING AND PRE-WRITING: FOCUS ON MEANING AND ACURACY

MLE Teacher Competency Standard

B1. Demonstrates capacity to promote active learning (participatory learning, student centered approach)

Accomplished language teachers ensure students' language usage (grammar, pronunciation and spelling) is accurate and correct by frequently and consistently correcting errors as they arise. Students should have opportunities to proofread their own work and make improvements. The teacher should also encourage students to respond, share ideas, and expand on content. It is critical to encourage students to communicate original ideas with their peers and read for meaning. This module focuses on helping students build their L1 by introducing pre-reading and pre-writing. Both small group and whole class activities are included.

SMALL GROUP ACTIVITIES (3 - 5 STUDENTS)

WRITE A STORY (EMERGENT WRITING)

- Introduce a general topic to the students related to the weekly theme.
- Encourage them to create their own story about that topic. They can start with a picture and then "write" their story in whatever way they can (called "emergent" writing).
- Emphasize that they should not worry about writing each letter correctly but that they are free to express their own thoughts and ideas creatively.
- When they finish, they can share their story with a partner or with members of their team.

At least once a week, put the students' stories on the wall and encourage them to look at each other's stories. Be intentional about praising them for their work.



3-PART PICTURE STORY

- Tell the class to draw three pictures: one that shows the beginning of a story, one that shows the middle of the story, and one that shows the end of the story.

For example: 1. a picture of a boy shooting an arrow at a tree. 2. a picture of the arrow hitting a wasp's nest, and 3. a picture of the boy running away from the wasps.

- Ask students to show their pictures to a partner or team and tell their story.

To do this activity in teams, have each student draw a picture that is part of a sequence. They stand in line to show the story from their picture sequences. Other students look at the pictures and guess the story. Each team corrects the story, as necessary.



CLAP FOR WORDS

- Divide the class into teams of 3-5 students
- Turn to the first team and say a sentence with four words.
- Students try to remember how many words were in the sentence and clap for each word (so 4 claps).
- If they clap correctly, put a mark on the chalkboard for that team.
- Then say a sentence with 3 (or 4 or 5) words.
- The second team tries to remember how many words; clap for each word. If correct, they get a mark.
- Do this 5 times for each team.

Team with the most correct clapping (and most marks), wins.

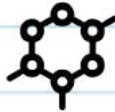
Note: You can also do this with words that have 2 or more syllables.



SORT OBJECTS BY CATEGORY

Before class, find 30-40 objects around the community that can be used for sorting (seeds, sticks, stones, bottle caps, buttons, etc.). Group 4-5 of each of the different objects together to make a set. Give one set to each team of students. Teams sort the objects according to a specific direction:

- **Sort by type of object.** Example: all stones together; all seeds together; all sticks together; all bottle caps together
- **Sort by size.** Example: all the big stones, seeds, leaves in one group; all the small stones, seeds, leaves in another group.
- **Sort by shape.** Give students assortment of objects (leaves, flower petals) of different shapes. The students sort by shape.
- **Arrange by length.** Give the students assortment of small sticks of different lengths. The students sort by length, from shortest to longest or longest to shortest.



DRAW A PICTURE ABOUT A STORY

- Read a story to the class. Encourage students to recall the story in small groups.
- Then ask students to draw a picture that shows what they believe is the most important part of the story.
- Students talk about their pictures and explain how it shows the most important part of the story.



MATCHING CARDS

**For this activity you will need to make a set of picture cards, cards with words on them, and letter cards. 2 identical copies of each card are needed.*

This activity can be used differently as students match a picture card with another picture card, match a picture card with a word card, or match a picture card with a word card that has the first letter of the word.

For example: Pairing picture cards

- Give each team a set of 20 pairs of cards (40 total).
- Students will spread the cards out on the floor randomly.
- Children on each team take turns finding each pair with the same picture

For example: Matching a picture card with word card

- Give each team a set of picture cards with the associated word cards.
- Students on each team will take turns finding a word card that matches each picture card.



PICTURE ON THE GROUND

- Have students get into teams and take them outside to an open place.
- Ask teams to use objects they find (sticks, leaves, stones, shells, sticks) to create a picture on the ground.
- Once each team is finished, have all students walk around to see the pictures their friends made.
- Encourage students to ask questions about each others' pictures and explain their own work



WRITE ON THE CHALKBOARD (INDIVIDUAL ACTIVITY)

For writing review, students take turns writing the symbols they have learned that week on the chalkboard.

For example: The students have learnt about ASEAN this week. The teacher can ask students to write anything they can think of related to that topic on the board: Asia, Myanmar, Thailand, Cambodia, types of food, clothing, cultures etc. Observe and correct, as necessary.





WHOLE CLASS ACTIVITIES

WHAT IS IN THE TIN?

Fill three tins with different things. (example: sand, stones, rice.)

- Show the students what is in each tin and shake the tins, so the students hear what each one sounds like.
- Ask the students to close their eyes. Shake one of the tins, then the second one, then the third one.
- Ask students to say what the contents of each tin are in order (Example: First, you shook the tin with sand, then the tin with stones in it, then the tin filled with rice)
- Do this several times with different objects



LISTEN AND PREDICT

- Read a story that relates to the week's theme, stopping every so often to ask student what they think will happen next.

For example: Read a few sentences of the Tortoise and Rabbit story (Grade-2) and ask the students, "What do you think the tortoise and rabbit are going to do next?". After they answer, keep reading and ask another question: "What will happen next? Who do you think will win in this race, the tortoise or the rabbit? What might rabbit do along his way?"



BIG PICTURE

- Show the students a big picture that relates to the weekly theme.
- Encourage students to think about all the things that they already know related to the picture.
- Then ask questions that encourage them to talk about the picture.

Examples of W questions: Who are the people in this picture? Where do you think they live? What are the people in this picture doing? When do people usually do activities like this?

Examples of How and Why questions: If the picture is about people working together to build a house you can ask questions like these: What do you do when you see people building a house? Tell us how people in our community build a house. Why do people work together when they build a house? What is your favorite part of house building?

Examples of Imagination questions: If you were one of the children in this picture, which child would you be? What would you be doing? What would you be thinking about?



WHISPER A MESSAGE

One student whispers a message to another student who whispers it to the next child.

To do this activity as a Class:

- Students stand in a line.
- Whisper a message to the first student. That student whispers the same message to the next one and so on down the line.
- The last student says the message out loud.

To do this activity in teams:

- Divide the class into two teams. A student whispers a different message to the first student in each team.
- When the last student on each team has received the message, they say it to the class.
- The team that says their team's original sentence most accurately wins the game.





STRATEGIES TO PROMOTE L1 READING AND WRITING: FOCUS ON MEANING AND ACCURACY

MLE Teacher Competency Standards

- A5. The teacher knows how to teach for accuracy and correctness
- A6. The teacher knows how to teach for meaning and communication

When helping students build their fluency in new languages, effective teachers encourage students to sound out words correctly when reading and proofread their own and their friends' writing to make improvements. Teachers should intentionally ensure feedback to students is always accurate and specific. A culture that normalizes mistakes and uses them as opportunities to learn is one of the best traits of language learning classrooms. When mistakes are made, students should be given the opportunity to answer correctly with support or prompts from the teacher.

WHOLE CLASS ACTIVITIES

FIND THE HIDDEN LETTER OR SYLLABLE

- Write a new letter, syllable, or keyword in large letters on the board. Read it with the students.
- On the board, write a row of letters or syllables. In two or three different places, put in the new letter or syllable or word.
- Have learners use a pointer to point out the new letter, syllable or word every time they see it.

For example: the new word students have learned is "snow" or new syllable is "ter" or new letter is "z". Then you can write on the board as "CARSNOWABCTERBOOKZ"

Note: This game can be played with the student's name cards by asking the students to check if their name cards include the new letters.



MATCH LETTERS/ SYLLABLES/ KEYWORDS

- Write the new letter (or syllable or keyword) on the board. Read it several times with the students.
- Write about 6-8 letters/ syllables / keywords that the students have learned in a column on the board.
- Write the same letters/ syllables / keywords in a different order in a second column across from the first column.
- Start with the first letter/ syllable/ word on the top of the column on the left. Read it with the class.
- A volunteer comes and draws a line from that the letter/ syllable /keyword in the column on the left to the matching one in the column on the right.
- Call on other volunteers to draw lines matching the other letters.



WORDS FROM SHARED READING

- Choose a word from a well-known story.
- First, read the page that contains the word with the students.
- Next, read the sentence that contains the word, and write the sentence on the board. Underline the word and read it with the students.
- Then write the word by itself underneath that same word in the sentence. If you want to focus on a particular letter, help the students sound out the word with that letter.
- Students practice saying the sound of the letter, then say the word.
- They think of other words with the same letter/sound. Read the word, the sentence, and then the entire page with the students.

Here is an example for the letter "m"

m
ma
mango
I ate a mango.



PUT LETTERS TOGETHER TO MAKE KEYWORDS

Think of one of the keywords that the students learned during the last few weeks.

- Write the letters used in the keyword in random places on the board (not in order).
- Students look at the letters and try to think which word is represented.
- Volunteers come to the board and write the word correctly.
- Or ask individual student to write the correct word in their books.

For example: In English, if the keyword is mango, write the letters in different places: n g a o m



CREATE A CROSSWORD PUZZLE

- Write a familiar word in large letters across the middle of the board.
- Ask the students to choose one of the letters from that word and think of another word with that letter.
- Write that word, so that it "shares" the letter with the word that was there first.
- Now ask the students to choose one of the letters from the second word and think of a word that shares that letter.
- Write this third word so that it shares the letter with the second word. Keep doing this with about 6-8 new words.
- When you are finished, ask different students to come up and point out the different words they have made.

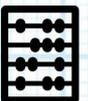


LITERACY BINGO

Do this game only after the students have learned all the letters of the alphabet.

- Before class, make cardboard cards - enough for each student in your class plus about 5 extra. On each card make a box with 25 squares—5 squares across and 5 down. Put a different letter of the alphabet in each square. Put different letters on each card so each card will have a different arrangement of letters.
- Cut some paper into small squares. On each small square, write one of each of the letters of the alphabet. Then put the squares into a small container.
- Give each student 25 markers (stones or seeds). Then start the game.
- Shake the container and take out one of the squares. Call out the letter that is written on that square so all the students can hear you. Then place it on the table in front of you.
- When students hear you call out a letter or syllable, they look to see if that letter is on their card. If so, they put one of their markers on the square with that letter. The first student to complete a line of letters or syllables calls out "BINGO". The line can be horizontal or vertical or diagonal.
- Have that child tell you the letters from the completed line as you check the squares in front of you to make sure that you have actually called out those letters. If the child put the counters correctly, she / he wins that round.

Later you can exchange letters for numbers, syllables and even words that the students have learned.



DICTATE POEMS, RIDDLES, SONGS

- Have students compose a poem, riddle, or a song.
- Ask a student to dictate what they wrote to you while you write what they say on board.
- If possible, showcase the poems, riddles and songs on the wall as posters

Later, the students make their own book with their poems, riddles and songs.





SMALL GROUP ACTIVITIES (3 - 5 STUDENTS)

ANALYZE STORIES

Give students a story to read. The students write their answers to these questions about the story.

- 1) What is the setting of the story? (Where does it take place?)
- 2) Who are the characters in the story (names, relationships, descriptions)?
- 3) What happened at the beginning of the story?
- 4) What happened in the middle of the story?
- 5) What happened at the end of the story? Why do you think that happened? Do you think that something else could have happened instead? Explain why you think that.
- 6) Did you like the story? Why or why not?



WORD RELAY

- Divide the class into two equal teams.
- Write 6 to 8 words on the board.
- One student from each team goes to the center of the room between the two teams. Give each of the two students a stick or ruler.
- When you call out a word, the two students in the center run to the board and point to that word. The first student to point to the correct word scores a point for their team.
- Repeat so everyone has a turn. Repeat this activity several times with the same words or change the words after each student has had a turn.



INDIVIDUAL ACTIVITIES

PICTURE WITH STORY

- Students draw a picture and write a story (one word, a phrase, a sentence or a paragraph) about their picture then tell others about it.
- The purpose is to help them learn that they can communicate their ideas in written form.
- Do not correct spelling or handwriting in these stories. Focus on building creative writers.



SILENT READING

- Put as many reading stories as possible on a table or mat in the middle of the room.
- Encourage the students to choose one of the stories and look at it silently.
- Later, you can ask different students to tell you what their story was about (from reading the pictures.)





STRATEGIES TO PROMOTE SPEAKING IN L2

MLE Teacher Competency Standards

B5. Demonstrates capacity to scaffold to ensure students understand first in L1 then progress to L2

B7. Demonstrates capacity to have students respond to prompts in both L1 and L2

Once students have demonstrated foundational proficiency in L1 speaking, teachers can begin to introduce oral L2. As L2 is gradually introduced, the teacher should incorporate both speaking and listening comprehension activities in their classes using both L1 and L2. Educators can facilitate the development of L2 by first teaching new concepts in L1. This enables learners to adequately express new ideas in the language they are most comfortable in before asking them to express their thoughts in L2. In this way L1 is used to support learning when the L2 is not sufficiently developed to be used alone.

SMALL GROUP ACTIVITIES (3 - 5 STUDENTS)

GIVE DIRECTIONS: FOCUS ON LOCATION

- Show the class how to use their second language to direct someone to a certain location.

Example: “Walk to the front of the room. Turn left and walk to the door. Turn left and walk back to your place and then sit down.”

- Then let the students practice with each other in small groups. Encourage other team members to help with any language gaps, as necessary.



WORD ASSOCIATION

- Tell the class a word in their second language relating to the weekly theme. Ask students to call out all words they can think of associated with the key word. Write all responses on the board.

Example:

Teacher: What words can you think of when I say the word “market”?

Students: Buying, selling, money, people, food, fruit, lots of people, flowers

- You can do this as a team competition. The team that thinks of the most words wins.



NAMING GAME

- Give each team a picture with a lot of familiar looking objects, people, and activities.
- Students take turns pointing to a person, object or action in the picture and describing it using their second language using simple sentences.
- Have the students use complete sentences as much as possible.

Example: A student can say “I see a yellow flower growing in the grass” or “I see cows eating grass”

- Go around the room to help any students who are having trouble.



QUESTIONS ABOUT EACH OTHER

- Ask students questions that have them describe themselves.

Example: How old they are, the names of their mother, father, sister, brother, etc., where they live, their favorite food, the place they want to travel, the day they never forget, etc.

- Use simple sentences in the L2 so the students can understand and answer.
- Next, encourage students, in pairs or teams to ask each other questions and answer them.
- This game can be played in both small groups or as a class activity.



ROLE PLAY CONVERSATION

- The teacher and 2 student helpers create a role play about a familiar activity that involves a conversation between 2-3 people. At first the conversation should be short; later it can be longer.
- Then in groups of 2 or 3, students practice the dialogue.
- Walk around the room to encourage and the students help as needed.

Example:

Teacher: Hello, Ana! How are you today?

Student: Hello, teacher. I am fine, thank you.
How are you?

Teacher: I am fine, thank you. What did you do yesterday after school?

Student: Yesterday I went to the market.

Teacher: Where are you going now?

Student: I am going to get water.

Teacher: Okay. Have a good day!

Student: Thank you!



DO A SERIES OF ACTIONS

- Ask for several volunteers to respond to a series of instructions relating to familiar activities. Volunteers listen to all the instructions first and then do as instructed.

Example:

- 1) Please go to the chalkboard
- 2) Pick up the eraser
- 3) Erase all the writing on the chalkboard
- 4) Put down the eraser
- 5) Go back to your seat.
- 6) Sit down.
- 7) Thank you!

You can also give instruction by using objects (example: pick up the mango; put down the mango; pick up 2 bananas; give me a banana; pick up the big stone; put down the big stone; show me a leaf; show me 2 leaves, etc.)

- Praise the volunteers when they complete the actions correctly.



GUESS WHAT I AM LOOKING AT

- Show the class how to play this game and then let them play it in teams.

People and objects. Look around the room and find something interesting.

Example: Someone wearing pink sandals—if the students have already learned the word “sandals” and “pink”. Then say, “Someone is wearing pink sandals. Who is that?” First student to identify the girl gets to ask the next question.

Color and size. Look around the room to find a specific color or size and then say, “I see something that is red /blue / green”, etc. OR “I see something that is as big as a football”. First student to identify the object gets to ask the next question.

Location words. Look around the room to identify something that is in a specific location and then say, “I see something above the chalkboard (picture) OR in Ana’s hair (hair clip) OR.” Other students guess what the thing is. The first student to identify the object gets to ask the next question.





THE WHOLE CLASS ACTIVITIES

RE-TELL A L1 STORY IN L2

- Ask for volunteers to tell a short story that they know, and which is written in their native language (L1). Encourage all the students to talk about the story in their language.
- Then, working together as a class they translate the story into the second language.
- Encourage students to focus on the meaning of the story rather than on specific words.
- Write what they say on the chalkboard.

Later, you can have teams translate the stories and compare their translations.



RHYMING WORDS

- Say a second language word that has at least 2-3 rhyming words. Students call out second language words that rhyme with your word.

Example:

Teacher: What words can you think of that rhyme with “rat”?

Students: pat, mat, sat, hat, fat, etc.,

Teacher: Can you share the class what rhymes with the word “boy”?

Students: toy, joy, coy, soy, etc.



RELAY: QUESTION ABOUT MYSELF

- Students stand in a circle with the teacher in the middle.
- Roll the ball to one student. Ask that student a question about herself or himself and let the student answer.
- Do the same for as many students as possible.
- Encourage the students to help each other if they have trouble answering.

Example:

Teacher to student #1: What is your favourite food?

Student #1: My favourite food is mango.

Teacher to student #2: How many sisters and brothers do you have?

Student #2: I have 2 sisters and 1 brother.



USE DIFFERENT TENSES

- Ask the student to tell you what they did yesterday, what they are doing today and what they will do tomorrow.
- Students make up a sentence for each day in their second language.

Example

Teacher: Tell me what you did yesterday, what you are doing today, and what you will do tomorrow.

Student #1: Yesterday I went to the market. Today, I came to school. Tomorrow, I will go to the playground.

Student #2: Yesterday I played football. Today I came to school. Tomorrow I will play with my friends.



QUESTION GAME

- Tell or read a short second language story (no more than 10 sentences) followed by a question-and-answer activity. Ask students to respond using their second language. Assure the students that if they can't fully answer in L2, that they can use their L1 as needed.
- Have the students stand in a circle with you in the centre.
- Roll a ball to one student and ask, "Who were the people in the story?" The student names the people in the story and then rolls the ball back to you.
- Throw the ball to another student and ask, "Where did the story take place?" Student says the general or specific place and rolls the ball back to you. Roll the ball to another student and ask, "What did the main characters do?" The student says the main action in the story and rolls the ball back to you.
- Ask as many questions like this as possible so many student get the opportunity to respond.
- Do not correct the students if they mispronounce a word. Focus more on meaning and communication.
- If one student has problems sharing their answer, encourage others to help.



STRATEGIES TO INTRODUCE L2 LITERACY: READING & WRITING

MLE Teacher Competency Standards

- B6. Utilizes or creates supplemental early grade reading materials for students
- B8. Facilitates students to write creatively in both L1 and L2

Once students are ready to begin focusing on L2 literacy, effective language teachers use the L1 of the students to support as needed. Teachers should use existing (or develop their own) reading materials for students who are gaining reading fluency in L2. The teacher should read both to and with the students to model fluent reading. As much as is possible, students should get opportunities to read independently in L2. It's important that students have adequate time for reading during each class. Effective language teachers incorporate an opportunity for students to creatively write without an example and using just their own ideas during the lesson in L2.

INDIVIDUAL ACTIVITIES

READ LABELS AROUND THE ROOM

- Make labels for different objects around the classroom and attach the labels to the objects.

For example: door, wall, window, floor, picture, table, chair, whiteboard, etc.

- For the activity, write the L2 word for one object on the chalkboard and (without reading the word aloud) tell a student to go that place in the classroom and point to the L2 label.



JOURNAL WRITING

- Give each student an exercise book as their own "journal", to write their thoughts, ideas, and activities.
- Every day, provide at least 15 minutes for the students to write in their journals.
- Do not correct spelling or punctuation or vocabulary mistakes.
- Encourage them to write freely, using as much L2 as they can.
- If they need help with a word, let them help each other.
- Walk around the room to encourage the students and help them, as needed.



PRACTICE SPELLING

- At least once a week, have the students practice spelling L2 words as you dictate the words to them.
- Dictate 5-10 words and they write the words in their exercise books.

For example: When you say the words "happy, boring, excited, pineapple, banana, cake, bread, egg, etc.," the students will write them down in their notebooks.

- Later, you can dictate short L2 sentences. While you say a short sentence, the students will try to write that sentence by carefully listening what you dictate.



PRACTICE WRITING WORDS AND SENTENCES

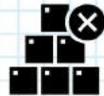
- Write 5-10 L2 words on the chalkboard (use only words that the students have already learned orally) and the students copy the words / sentences in their exercise books.
- Encourage them to write neatly.
- Later, they can copy short L2 sentences.



SMALL GROUPS ACTIVITIES (3-5 STUDENTS)

FLASHCARDS AND DICE GAME

- Have a set of flashcards of L2 words that the children have learned.
- Have one set for each team (Add cards as the students learn more words.)
- A team of students sit on the floor with the flashcards in the middle.
- The first child takes the dice and rolls it. She picks up the number of flashcards shown on the dice.
- She reads the cards and keeps any she reads correctly. Any cards that she does not know are returned to the pack.
- The second child then rolls the dice.
- They continue until all the cards are used or until you stop the game.
- The child in each team with the most flashcards at the end of the game wins.



PASS THE CARD AROUND THE CIRCLE

- Students, in teams of 8, sit in a circle. Hand each team 2-3 word cards (with L2 words that the students have learned orally) holding them face down so the students cannot see them.
- Clap, sing or beat a drum while the students pass the flashcards round the circle. (Make sure they pass the flashcards in one direction only.)
- When you suddenly stop beating the drum or clapping, the students who are holding a card stand up.
- Each one shows their card to the other students in the group.
- Then the child reads the word on her card. (If the child has trouble reading, another child without a card can help her.)
- Do this several times and then each group changes their cards with another group.



CROSS THE BRIDGE (L2 WORD CARDS)

- Divide the class into teams of 6-8 students.
- Have each team divide themselves in two smaller groups and sit across from each other—pretending that there is a river between them.
- Put a row of 4-6 word cards, each with an L2 review word written on it, on the floor, face down; between two groups of students. They pretend the flashcards are a bridge over the river.
- One at a time, the student cross the “bridge”. The first student picks up the first flashcard on her side of the river and reads it.
- If successful, she goes to the next flashcard and does the same (being careful not to step on the card). If she reads all the flashcards, the others clap because she crossed the bridge safely. If she misses one, she must jump over that “hole” in the bridge and try the next one.
- When she has gone all the way across, mix up the flashcards to make a “new bridge”.

Each child has a turn crossing the bridge. You can also do this with picture flashcards, as a way of teaching new vocabulary in L2 as well as reviewing.



CHARTS OF OBJECTS THAT ARE THE SAME

- Assign each team a category of objects that are found in the community (example: local foods, plants, domestic animals, wild animals, transportation, buildings, workers, family members) and tell them to make a chart with things in their community that fit into that category.
- Teams think of the things that fit into their category; they write the L2 name and draw a picture of each thing.
- Teams then show others their chart and explain what they have done.

NOTE: You can also use this for a science exercise.





WHOLE CLASS ACTIVITIES

HIDE YOUR EYES-WHICH CARD IS IT?

- Place 6 flashcards with L2 words in front of the children so they can read the words on each card together.
- Choose one child who goes to a corner of the room, turns her back and covers her eyes. Point to another child who comes to the front and picks up a flashcard and shows it to the class, then puts it back on the ledge.
- The child covering her eyes then comes back to the front of the room and looks at the cards trying to guess which card the other child picked up.
- He picks up a card and says "Is it ___?" (reading the word on the card). The other children say yes or no.

The children has three guesses to find the right card. The game continues with another child hiding her eyes.



SIT DOWN GAME

- Before the class starts, make flashcards with L2 words that the students have learned recently. Also make your own list of all the words on the flashcards.
- Give each student a flashcard. They walk slowly around the room holding their flashcards.
- Call out one of the words from your list. The students holding the flashcard with that word hold up their card and read it. Then they get to sit down at their place. All the other students walk around the room again.
- Call out another word and the student with that word holds up their card, reads it, and sits down.
- Continue in that way until all the students are sitting down. Collect all the cards, shuffle them and repeat the game.



CREATE AN L2 EXPERIENCE STORY

- Before the class starts, think of an interesting, exciting or funny experience.
- Ask the students if they have had an experience that is interesting, exciting or funny (*example*: being in a bad storm).
- Encourage several students to talk about their experience.
- Ask the student if they would like to create a story (in the L1) about the topic. Let them talk together about the topic for several minutes. Ask them what they want to say first (in L1). Then ask what happens next.
- Do this until the students have given you 4 or 5 sentences.
- When they are finished, ask if someone can remember the whole story. Now tell the students that you want them to re-tell the story in the L2.
- When the students agree on what they want to say for the first sentence, write it on the chalkboard. Try to use the same L2 words they use (but use correct grammar). In that way they can see that their words can be written.
- Do the same for all the sentences of the story. Ask them for a good title. Write it above the story and underline it.
- Read the student's story with them.



PICKING FRUITS GAME

- Draw 6-10 pictures of a fruit on the chalkboard.
- Inside each piece of fruit, write one of the L2 keywords that the students have learned.
- Individual student see how many mangoes they can "pick and eat" by reading the words correctly.
- Each time the child reads the word correctly the other student clap.





SUBJECT-BASED MLE ACTIVITIES

MLE Teacher Competency Standards

- B1. Demonstrates capacity to promote active learning (participatory learning, learner/ student centered approach)
- B4. Utilizes or creates activities and resources that enable students to use what they know to learn new concepts

Multilingual education doesn't only happen in language classes: MLE can and should occur in every subject and as much as possible! In this module you will see MLE activities organized by subject through which children can demonstrate their proficiency in their L1 and L2. This will help students to improve their self-confidence, self-esteem, and identity (Cummins, 2009).

FAMILY, COMMUNITY & GOVERNMENT

HELPING EACH OTHER: VULNERABLE PEOPLE IN MY COMMUNITY

L1: Ask children to think of vulnerable people or people who need help in the community. Teachers can give example such as old people, blind people, people with disabilities etc....

Ask children if they know any vulnerable people in the village.

How old are they? Who do they live with? Who helps them get firewood? Who helps them get water? Who helps them take care of their animals? What kind of difficulties do they have? Ask them to imagine what it feels like to depend on someone else to keep you safe and take you where you want to go.

L1 & L2: Then ask them to think about ways they can help and support these people in their community.

- What things can they do to help someone old or someone with a disability?
- What can they do to make these people happy? (The teacher can translate the words or phrases that children don't know in L2)

L2: After the discussion, children write a story or poem about a vulnerable person that they know and how they would like to help them.



HEROES

L1: You or another adult show pictures and tell the children stories about heroic or inspirational people from within or outside the community who lived in another time.

L1 & L2: Ask children to think and talk about the good things that person did.

Ask them to think about what they could do to be like that person. (The teacher can help with words or phrases that children do not know in L2)

L2: Children draw a picture of the person and talk about their pictures.



COMMUNITY GOVERNMENT

L1: Ask children to think about their communities. You can divide the class into teams and ask each team questions about the community.

For example:

- How do people work together in the community? What kind of disagreements can people have in the community?
- Who is responsible for making sure that people work together?
- What happens when people disagree about something—who helps them settle their disputes?

L1: Introduce the idea of government—of people establishing a system, rules and laws for organizing themselves so they can live and work together in peace. (Introduce the new vocabularies or words in L2 e.g. system...)

L1 & L2: Ask children to list the people in their community who have responsible positions. Encourage the children to think about what they can do to help the community.

L2: Ask children to present their ideas in small groups then share with the whole class. (Teacher can help when children don't know particular words in L2) (Grade 2 or 3).



FAMILY, COMMUNITY, & GOVERNMENT

LIVING AND WORKING TOGETHER: PEOPLE IN MY COMMUNITY

L1: Ask the children to think of the kinds of work activities that people do together as a community

For example: making a well, building and maintaining a road or path; building and maintaining a community building; cleaning up around the village.

Ask the children to think about the benefits of working together as a community to accomplish tasks. What happens if the community does not work together? (Introduce the new vocabularies or words in L2)

L1 & L2: Then children do a skit to show a community working together (if there's time, they can first do a skit to show what happens when the community does NOT work together, then do one to show people cooperating to do something).

Extended Activity:

L1: Ask children to think about the different groups in their community: family, schoolmates, friends, religious groups, business groups, etc. (introduce new words in L2).

L1 & L2: For each group, ask children to think about what makes that group a "community"? What do they do together? What interests do they share? How do they help each other?

L2: Ask children to write a story about their community, how different groups support and help each other. Children can also draw a picture of one of the groups doing something together.



COMMUNITY MAP

Divide class into teams and take them outside.

L1: Tell each team to make a map of the village in the dirt outside the classroom using stones, sticks and other objects.

Encourage them to be creative in finding objects to show the houses and special community places e.g. religious center, cultural center/dancing ground, bazaar, community water source, etc. (if possible, introduce words for community places in L2).

L1 & L2: When they are finished, teams walk around to see each other's work. Each team explains their map, describing the different places they drew.



ART AND CULTURE

TRADITIONAL RIDDLES AND SAYINGS

L1: Ask children if they can tell some of their community's traditional riddles or sayings (proverbs). If they cannot do that, prepare a few in advance to tell them (introduce some common words or phrases in L2)

L1 & L2: Then tell children to go around the community to see if they can learn additional riddles and proverbs.

L1 & L2: The next day the children tell the riddles and proverbs they learned.

L1: As an assignment, in teams, ask children to write their own riddles or proverbs. Then they share their riddles and proverbs with others in the class and write their own in their journals.



CULTURAL SHOW AND TELL

The aim is for children to learn more complex things about their cultural heritage and demonstrate their knowledge.

- They learn and recite longer traditional songs, poems, riddles
- They learn about, demonstrate, and explain the use of traditional tools, activities (making a fire without matches, using traditional cooking utensils, etc.)
- They put on a cultural show with traditional poetry, song and dance.





ART AND CULTURE

LEAF TRACING

L1 & L2: At the end of the previous class, ask the students to find a nicely shaped, solid leaf and bring it to school.

With your own leaf, demonstrate:

- Put the leaf on a piece of paper and trace around it with a pencil.
- Color the paper leaf the same color as the real one.
- Write your name on their paper.

(Introduce and practice useful language for shapes, sizes and comparing)

Instruct and support the children to do the same with their leaves.

When they have finished their drawings, ask children to talk about the shapes, sizes and similarities and differences of leaves.



HERITAGE LANGUAGE

L1: Talk with the children about languages in the community. How many languages do children in the community already know?

L1 & L2: Help children understand why their heritage language is important.

For example: it shows their cultural identity; it provides a way to talk about their own traditional culture, their ideas; not many people speak it, so it might be lost.

L1 & L2: Ask them why it is important to learn? [dominant / national / international language] (so they can also be part of the national society, do better in school, enjoy other cultures, have more job opportunities in the future).

(You can point out that researchers have found that people who learn 2 languages when they are young are usually smarter than people who learn only one language!) (Introduce key words or phrases in L2)



TRADITIONAL ARTS AND CRAFTS

L1: Invite someone from the community to show the children how to use local materials to make their own musical instruments, clothing or other crafts.

For example: stones in a tin; string stretched tightly across nails on a piece of wood, etc.

When the children have completed their instruments, put them on display for other children to see.

Invite people from the community to view the display, too. Encourage the children to play their instruments for the visitors.

L1 & L2: Ask children to create a manual on how they created their instruments/crafts.

This activity can be done similarly by:

1. Inviting someone in community to wear traditional clothes and talk about the clothes and their traditional uses.
2. Inviting a craftsman from the community to explain the kind of things they make, show how they're used, and talk about the history of making the items.



HEALTH AND SAFETY

CONNECTING BODY PARTS

Review the parts of the body and children point to each part.

L1: Ask “What are the connecting parts of your body?” (As a prior assignment, ask children to learn the L1 name of connecting parts from parents or others)

For example: what connects our foot to our leg? Lower leg to upper leg? Upper leg to lower body? Upper body to arms? Upper arm to lower arm? Lower arm to hand? Hand to fingers? Upper body to head?

L1& L2: Tell each team to find the name of “their” connecting part and report to the class.

When they report, each team demonstrates the movement and says the 2 parts and connecting part.

For example: Each one moves their foot and says, “the ankle connects the foot to the leg.”

NOTE: these activities could be done over several weeks to help the children become familiar with the L2 names of body parts and talk about how they work together.



WASHING HANDS

L1: Ask children to think about all the things they touch in a day.

Encourage children to call out different things they touch. When they have called out many different things, ask, “Which things are dirty?” Children name the things that are dirty.

Then ask, “What happens when you touch dirty things?” (Introduce the vocabularies in L2 if necessary)

L1 & L2: Help the children understand that when they touch dirty things, tiny germs stick to their hands. Then help them understand that when they touch clean things such as their food, the dirt or germs on their hands get onto their food and into their bodies, making them sick.

If possible, do an experiment using dust or sand or brick powder and then something light-colored (white cloth or paper) to show how the dark particles (powder, dust) stick to our hands and then onto the light object we touch.

L2: Ask children to create a poster to teach people in the community the lesson we learned in class. e.g. What happens if we don't clean our hands?



EMOTIONS

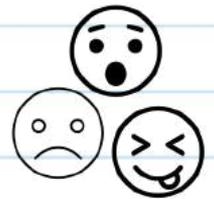
L1: Children identify as many different emotions as they can (happy, sad, angry, bored, frustrated, etc.). Ask them to write each emotion in L1 on the board.

L1 & L2: Ask questions to encourage the children to talk about each emotion. Have they ever felt that emotion? When? (Introduce the new vocabularies or words in L2)

Ask volunteers to draw a face on the board to show each emotion.

Other volunteers do actions that show the different emotions on each face. The rest of the children guess which emotion they are showing. (Support and try to encourage use of L2)

L2: Then ask children to give example situations that make them feel that emotion.



SICKNESS

L1: Encourage children to think about sicknesses in the community. If children do not know the L1 words that are used for the sicknesses, tell them the words and ask them to repeat. Write the new words on the board.

L1 & L2: Ask questions that encourage them to talk about the causes of sicknesses and what they can do if they get sick (Introduce some words in L2 examples: rest, drink clean water, go to the health center, take medicine as instructed)

Then children do a skit to show how they could take care of someone who is sick. In groups, assign some children as having a sickness, and one child as a doctor/advice-giver. For the skit, the sick people come to explain their sickness and ask for advice from the doctor. Ask questions to the audience as they watch each skit to check the advice given and understanding of difficult words.





HEALTH AND SAFETY

USING TOOLS

Invite adults to bring some everyday tools (gardening, hunting, fishing, etc.) to show to children.

L1: Encourage children to talk about how the tools are used and especially how to use the tools safely and responsibly.

Later, children do skits to mime how someone might use the tools in the wrong way, dangerously. Then show how the tools should be used safely.

L1 & L2: Children talk about the differences in how the tools were used in the skits.



PARTS OF THE BODY

Show a picture or draw a picture on the board of a person's body.

L1: Point to different parts of the body and elicit the words from different children.

L2: After they say the name of the body part in L1, ask them to tell you the name in L2.

L1 & L2: Point to pictures and elicit in L1 or L2, especially difficult words, to help them remember.



ENVIRONMENT

DOMESTIC ANIMAL DISCUSSION

L1: Ask Children to name all the domestic animals that are in their community and describe what the animal gives us, e.g. a cow gives us milk. If you have a picture of domestic animals, you can show that to the class and ask them which ones are in their community.

L2: Ask children to try to say the name of animals.

L1 & L2: Ask the children to think about all the things that domestic animals do for us or give us.

Let as many children as possible come to the board and draw a picture showing the way we use domestic animals OR look at the picture and talk about the way the animals are used. If there's time, children can draw a picture of their favorite domestic animal in their notebook with a description of what they do for or give us.

In the next class, children can be divided into teams and assigned a domestic animal. Give the children time and support to plan a skit showing how they take care of the animal and what they use it for. Other teams watch and guess the animal.



SOURCES OF FOOD

Divide the class into teams.

L1: Tell all the teams that you want them to think of all the foods they eat and where they get the food.

Here are some questions you can ask:

Animals (Which animals give us food? What foods do they give us?)

Family gardens (What foods do families grow in their gardens?)

Other plants (What other plants do they eat and where do they get them?)

Store (What foods do their family buy at the store/market?)

While the teams are thinking and talking, draw 4 simple pictures on the board: a cow or other animal they eat, a garden, a fruit tree, and a store/market. (Introduce the words in L2 as you go e.g. animal names, food names)

L1 & L2: When the teams are ready, point to the first picture and ask each team to say the foods that come from animals. Do the same for the other 3 categories of food.

L2: Let each team have a chance to say the names of the foods that they came up with.

Ask for volunteers to come to the board and draw pictures of foods for each category.



WEATHER

Draw a line down the middle of the board. On one side, show houses and trees and a bright sun. On the other side, show houses and trees with dark clouds and rain.

L1 & L2: Ask children to describe the difference in the WEATHER shown in the two pictures.

L2: Ask them to talk about the things they do when it is sunny. Then ask them to talk about the things they do when it is raining. Let as many children talk as possible so they can all share their ideas. (The teacher can help with the words or phrases if children don't know how to say it in L2. eg. washing clothes, drying fish, etc...)

If time, let them draw a picture that shows their favorite weather and what activities they like to do in this weather.



ENVIRONMENT

GETTING RID OF RUBBISH

If possible, bring to class some old, smelly garbage in a concealed container, so no one knows what it is. Also bring some nice smelling flowers or other natural things that smell nice.

L1: Ask children about things they see outside that look and/or smell nice (flowers, trees, grass, wind). Draw a picture on the board of a pretty scene with trees and grass. Carry the flower around the room and ask children if they like the smell.

Ask children to close their eyes and think of the nice scene you drew on the board.

When their eyes are closed, open the container with smelly garbage so that they can smell it. Ask which they like better, the smell of the flower or the garbage.

L1 & L2: Use this example to talk about littering, why it is harmful (flies, causes disease) and how it destroys the environment. (Introduce the specific words in L2 to guide the discussion around why littering is bad for us and the environment)

L1 & L2: In this or next lesson, encourage children talk about what people in the village can do to reduce littering.



ROCK & ROLL

For several days before this lesson, you and/or the children bring rocks to class. You should have a lot of rocks of different sizes from very small to larger. Also bring some dirt or clay, some water and some sticks and long grass.

Mix the water with the dirt or clay. Make teams and divide the rocks (mixed sizes) among all the teams.

L1: Ask the children to think about rocks. Are they good or bad? How do we use them in our everyday life?

L1 & L2: Tell the children that you would like them to build something with rocks. Show them the rocks and the mud set out for each team. Tell them they can build the walls of house with the rocks and mud/clay. They can use the sticks and long grass for the roof. (Introduce specific words or phrases in L2 as you go) Walk around the room as they are working to be sure that everyone is involved. (NOTE: If the boys are working but the girls are left out, change the teams to boys' teams and girls' teams.)

Let them work outside or in a corner of the room so they can leave their "houses" out to dry. When they are finished everyone goes around to see what the others have done



SCIENCE

PHYSICS: FORCE / STRENGTH

L1: Bring objects of different size and weight to the class.

Ask one or two students to demonstrate pulling or pushing an object such as a desk, chair or bench. (Introduce words and phrases needed in L2)

Ask questions about how the object moves e.g. position, direction and how the force is applied to the object.

L1 & L2: Bring children to a larger space and, in pairs, ask children to do an experiment moving some objects over a certain distance. Ask children to record how the object position changed, time taken, and if possible, the weight of the object.

Ask questions and give phrases that help children compare the amount of strength required to move each object and how the object's position changes.



BIOLOGY: DESIGN A SEED

L1: Bring children around the school compound to look for new plants and bring back some seeds from these plants. If this is not possible, prepare some seeds from fruit or trees in advance and bring to class.

L1 & L2: Review the different ways plants can disperse their seeds e.g. wind, water and animals. (Teacher can introduce some of the words or phrases in L2)

Tell children to imagine they went on an expedition and discovered a new kind of plant. Divide them into groups and ask them to draw their plant and draw a magnified version of a seed from their plant.

L2: Ask children to name their plant and think of how their seed dispersed. The groups can then present to the class.



SCIENCE

PHYSICS: FEELING THE PRESSURE

Prepare plastic bottles with a small hole at the bottom for each group. Place a balloon inside the bottle and spread its neck over the top of the bottle (as in the picture).

L1: Ask children what atmospheric pressure means. Divide the class into small groups and give each group a balloon and a bottle with a hole in it. Tell children that they have to inflate the balloon while covering the hole with their thumb.

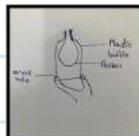
The teacher can go around to check as students try their experiments.

L1 & L2: Ask different groups what they did to inflate the balloon. Why is it not possible to blow up the balloon without the hole in the bottle? What happens when you remove your thumb from the hole of the bottle?

When children have inflated the balloon, ask them to cover the hole with their thumb again and see if the balloon stays inflated.

Explain the concept of air pressure. Ask children to think of some examples of atmospheric pressure in our daily lives. (Teacher can introduce some words or phrases in L2)

L2: Ask children to choose one example of atmospheric pressure and draw about it. Students have to write how it works.



CHEMISTRY: CHEMICAL CHANGES

A week before class, prepare two glass bottles; one with some nails inside, and one with some nails and filled with water.

Show the two bottles to children.

L1: Ask children to note their observations about the two bottles. For example: What is the color of the nail? What about the water?

L1 & L2: Teacher leads the discussion with some questions. For example: How do the nails smell? How do their textures differ? What do they think the nails in the bottle with water looked like before? Why did it change? What caused the nails to rust? (Teacher can help if students do not know some words in L2)

Introduce the concept of chemical change.

L2: In pairs, ask children to create a table with a list of processes in daily life that involve chemical changes. For example: burning wood, cooking rice.



CHEMISTRY: SAND, WATER, AND TEMPERATURE

L1: Ask children which one heats up faster, sand or water? Is there a difference in temperature changes? Which one cools down faster?

Bring the children outside of the class. Have two trays of equal size. Call for a volunteer and ask them to fill one tray with sand and another tray with water. Using the thermometer, measure the temperature of the sand and water from each tray (keeping them under the sun). Let children record the temperatures of sand and water on a table every minute for 10 minutes.

L1 & L2: From the experiment, discuss with the class. Which one increases in temperature faster and why. Explain according to the children's level that sand absorbs more light as its molecules are darker than water's and this is why the temperature on land is higher in the daytime. (Teacher can introduce some words in L2)

Bring the two trays back into the shade/classroom. Then ask the children to take turns measuring the temperature of sand and water from the trays every minute and for 10 minutes. Remind them to keep a record of temperature changes.

L2: As an assignment, ask children to create a graph that shows the temperature changes of sand and water.



CAVE GAME - ADDITION AND SUBTRACTION

Lay out 5 objects on the floor or table.

L1: Make one of your hands into a “cave” and make up a story.

For example:

“I see 5 sheep. Two go into the cave.” [Move two of the objects under your “cave”.] “How many are left outside?” Try different stories and numbers. (Try to tell different stories in L2)

L1 & L2: Then let children try it in pairs to practice different combinations.

As an extension, say, “There are three sheep outside the cave and two inside (show them). How many are there altogether?” (From Wanda Jennings)



ESTIMATE AREA USING OBJECTS

Teams work together to cover the surface of a book with small objects:

- 1 team uses stones,
- 1 team uses leaves.
- 1 team uses small squares of paper.

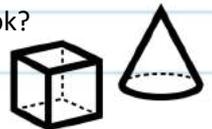
L1: Each team then counts the number of small objects it took to cover the book and compares differences. (Introduce the numbers, objects or concepts in L2 as needed)

L1 & L2: Ask questions that help them think about the relationship between the number of objects they used and the area of the thing they covered .

For example:

How many leaves does it take to cover a notebook?

How many small squares of paper are needed to cover the surface of the math textbook?



COLLECT AND SORT

L1: Tell the children that they should go around the community and collect objects such as stones, seeds, beads, containers, bottles, bundles of small sticks, pipes, flowers, leaves, 2 dimensional shapes such as squares, rectangles, triangles, cones, cylinders, etc.

Tell them to bring back different objects—at least two or three of each type of object that are roughly the same.

For example: Find two or three small stones of a similar color or size; two or three sticks that are about the same length. Tell them to find a container for their collection—whatever is commonly used in the community to keep things.

For example: a box, carton or bag. (If they do not have a container, teacher can provide one for each team.)

L1 & L2: Demonstrate how to sort the objects in different ways, e.g. by weight, size or color (provide translation of important words as you demonstrate). Then ask children to work in pairs or small groups and do the same with their objects.



MOVEMENT DIRECTIONS

L1: Review directions from a previous class (Introduce and practice the direction and location words in L2 if not already done in the previous class)

L1: Have 6 children line up in a row in front of you. Use direction words to give a series of commands. Tell them to listen carefully and follow the instructions exactly.

For example: move forward 3 steps, walk backwards 2 steps, turn left etc....

L1 & L2: Divide the rest of the class into teams and have them follow directions (you may have to go outside to do this activity).

Increase the challenge by gradually expanding the number of locations and number of words you use to give directions.

If possible, have different children take the leader’s role for each team.





MATHEMATICS

MATCHING NUMBERS WITH PICTURES

L1: Divide the children into teams of 4. Give each team:

- A set of number picture cards from 1-10, using traditional number symbols, if possible.
- A set of picture cards with 1-10 objects on each card (1 dog, 2 bottles, 3 ducks, etc.).
- A bunch of small objects (seeds).

Assign roles so that when you call out a number, each child in the team does something different:

- 1 team member finds the corresponding numeral card;
- 1 team member finds the picture card;
- 1 team member counts out the correct number of seeds;
- 1 team member writes the number.

L1 & L2: Each time you do a new number, team members change their roles so that everyone gets a chance to do all 4 tasks. If there is time, bring volunteers to call out the number.



MAKING PATTERNS

L1: Use local objects like stones, leaves, seeds, sticks. Gather the children around a desk or table. Create a simple pattern using two of the kinds of objects:

For example:

**+ **+ **+ **+

##=#=#=#=#

As you make the patterns, encourage children to guess the next object in the pattern.

Then try a pattern like a leaf with a stone on it then a stick, then a leaf with a stone on it, then a stick, etc. (Introduce the object names and instructional phrases in L2 and encourage children to use them)

L1 & L2: Divide the class into teams of five. Give each group objects and tell them to try making simple patterns.

Support them and encourage use of language as you go around the room.

L2: When students feel confident, ask them to draw the patterns in their book individually.



USING NUMBERS IN MY COMMUNITY

L1: Ask children to give examples of the ways that people use numbers in the community.

Give several examples. For example: counting the number of potatoes needed to feed the family that day.

Then encourage children to think of other examples.

L1 & L2: Children can share their examples first in small groups and then to the whole class.

L2: As an assignment, children can ask for 3 more examples from their parents or adults and note down responses in their book.



MATHEMATICS

TIME AND ROUTINES

L1: Ask the class to tell you the words for the main times of the day. For example: morning, midday, late afternoon, night.

Write the words across the board (or use pictures).

L1 & L2: Point to the word (or picture) for morning and elicit common morning activities. (Teacher can help if students do not know some words in L2)

Do the same for the other times of the day.

If time, do role plays of each activity.

L2: In their notebook, ask children to draw the time of the day and write the activities they do next to the picture.



HEAR, WRITE, COUNT

Give each children a group of counters (stones, seeds, sticks), at least 5 more than they will count today. [If they are counting to 10, then give them about 15 counters.]

L1: Tell the children that you will call out a number.

For example: 7! They should write that number and then put that number of counters next to their number. (Introduce the numbers in L2)

L1 & L2: Teacher can ask for volunteers who can call out the numbers. Give enough time so everyone has a chance to practice.





MATHEMATICS

READING NUMBERS

L1 & L2: Divide children into teams and give each team some small objects (seeds, stones) plus number cards from 1 to 10, (in early grades, use traditional symbols for the numbers). Children mix the cards without looking at them and place the cards face down on the floor. One child picks up a number card and reads out the number. Another child counts the correct number of objects to match the number on the card. Do this with all 10 number cards.

L1 & L2: Ask them to do another round. This time ask children to switch the roles between the one calling the numbers and the one counting numbers.



FIELD TRIP: IDENTIFY SHAPES OF THINGS IN THE COMMUNITY

L1: Review the four shapes and their names (circle, square, diamond, triangle). Take the children outside and tell them to look around to find things that have different shapes. What things can see that have a shape like a circle? Square? Diamond? Rectangle? Have them name or think of as many things as they can that have those shapes. (Introduce and practice the object and shape names in L2)

L1 & L2: Go back into the classroom. Write each of the four shapes at the top of the board. Then ask the children to call out things they mentioned outside. As children call out different things, they should also say its shape.

For example:

“An orange is shaped like a circle.”

As the children call out the objects, write the name of the object on the board in the correct column. When they have listed all the things, read each item together with the children.

L2: Ask children to write the 10 different object names and draw their shapes in their notebooks.



MEASURING

L1: Tell the children that they are going to measure different things in the room today.

For example: desks, chairs, benches, board, books, and mats.

Explain that they will be using different body parts to “measure”.

For example: hand, arm (fingertips to elbow), foot.

Teacher can demonstrate using your hands to measure a desk. (Introduce and practice the common phrases or words in L2 as needed while measuring)

Divide the class into small team of 3 to 4 students.

L1 & L2: Ask all the children walk around the room as you sing or clap.

Stop suddenly and call out instructions to measure something in the room, e.g. “Measure a chair with your hands”, “Measure the mat with your feet” or “Measure a book with your fingertips”.

Teams quickly get together to follow the instructions. Keep a record of the size of each object and the unit of measurement used.

For example: The classroom is almost 9 Myo Myo’ arms long; the board is 7 Chit Chit’s hands long; the desk is four Doe Doe’s feet long.

The first team to finish and calls out an accurate measurement wins a point.

L2: Give more practice. If there is time, take children outside of the classroom and ask them to measure items with body parts of their choice and keep a record in their notebooks.



GUESS MY NUMBER

L1: Write a number between 1 and 5 or 1 and 10 (depending on which lesson is being taught) on the board and cover it so the children cannot see it. Children try to guess what number it is, but you can only answer, “My number is higher” or “My number is lower”. (Introduce the phrases in L2)

The children who guess correctly can then be the one to write the next number and hide it, while children in the class again guess.

L1 & L2: Try to practice as much as you can so that different children have the chance to lead.





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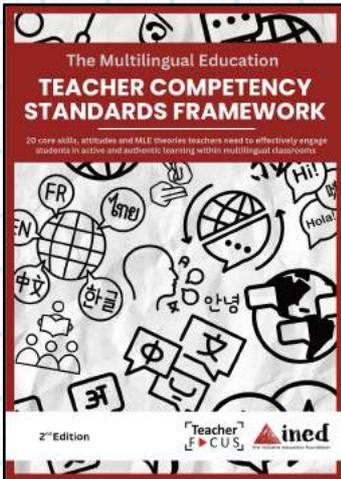
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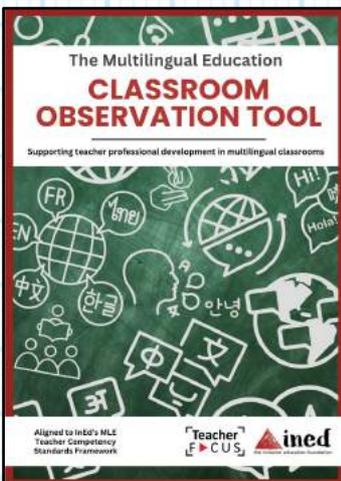
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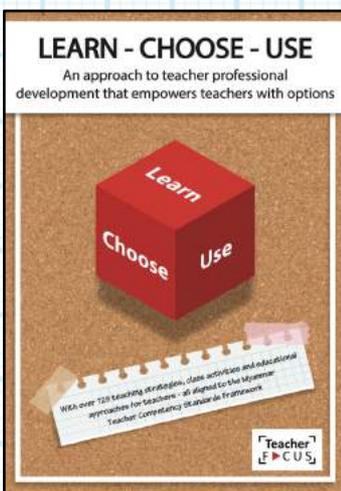
OTHER MULTILINGUAL EDUCATION RESOURCES BY THE INCLUSIVE EDUCATION FOUNDATION



Multilingual Education Teacher Competency Standards Framework seeks to identify and validate the approaches and best practices for multilingual teaching and learning used and cited from around the globe. The 3 domains and 20 teacher competencies aim to assess a complex combination of knowledge, skills, understanding, values, and attitudes which lead to effective language learning, cultural promotion and critical thinking. The MLE framework consolidates the essential multilingual competencies that would enable a teacher to effectively promote authentic learning in a multilingual environment. The framework provides a core set of competency standards to be used as the point of reference or benchmark for quality multilingual teaching.



The MLE Teacher Competency Standards Framework has been used to develop a **Classroom Observation Tool** to be able to give teachers working in multilingual classroom specific feedback on their teaching methodology. These can also be used to measure teachers' growth and development as they are routinely observed. Download the observation tool in English, Burmese and S'Gaw Karen Languages.



With so many students to serve, resources to prepare, and additional duties to complete, there is hardly enough time in a day for reflection and professional development. **The LEARN-CHOOSE USE (LCU)** approach was developed for teachers, with teachers in the everyday trenches of the classroom. The LCU Approach is designed to efficiently introduce teachers to a wealth of teaching strategies, techniques and routines, empowering them to choose what is right for them and their classroom.

MLE RESEARCH PUBLICATIONS BY THE INCLUSIVE EDUCATION FOUNDATION



An assessment of multilingual education (MLE) teacher competencies was used to assess the specific proficiencies needed to effectively promote multilingual education with 16 teachers working in areas under ethnic administration in southeastern Myanmar, as well as one temporary shelter on the Thai-Myanmar border, with the goal of identifying existing abilities and areas for growth. Overall, 94% of observed ethnic and refugee teachers demonstrated meeting minimum MLE competency requirements to support children to build a strong bridge from their mother tongue to their L2 (Burmese or English, depending on the context). The study was conducted together with the Karen Education and Cultural Department (KECD), Kayan New Generation Youth (KNGY), the Karen Teacher Working Group (KTWG), the Mon National Education Committee (MNEC), Rural Indigenous Sustainable Education (RISE), and the Karen Refugee Committee-Education Entity (KRC-EE) and World Education Thailand and Myanmar.



A study utilizing classroom observations was conducted in collaboration with the Karen Education and Cultural Department (KECD) to assess the MLE competencies of 12 Karen teachers working in multilingual classrooms using InEd’s MLE Teacher Competency Standards Framework. This paper aims to shed light on the discourse surrounding “best practices” in multilingual education shared at the Inclusion, Mobility and Multilingual Education Conference held in Bangkok September 2019 and highlight the unique competencies of locally trained teachers working in challenging MLE classrooms.

