

# All the World is Our Stage: primary pupils never lost in translanguaging

*Language and Identity*

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## Language and Identity – Lower Primary / First Level (P2–P4)

This pack has been created with the aim to support primary teaching practice while implementing the Scottish Government 1+2 Approach to Language Learning. We expect for this pack, originally designed to be delivered without increasing teachers' workload, to be used UK-wide both at primary and secondary levels, with minor or greater adaptations. With the chief expectation for teachers to adopt a *translanguaging* pedagogy, where pupils are encouraged to use their heritage / home language when completing some of the activities, the pack can and should be adapted and delivered in the way teachers see fit. There is some differentiation in the activities suggested for lower primary (P2–P4, ages 5/6–8/9) and upper primary (P5–P7, ages 8/9–11/12). However, the author acknowledges that more differentiated activities per year and level are indeed desirable. This project seeks to nourish a love for languages and to create a collaborative resource bank open to everyone. We invite you to treat these 'Teachers' Notes' as a *working document* for teachers to make their own. Please share your tips, ideas and activities at [eneida.garciavillanueva@glasgow.ac.uk](mailto:eneida.garciavillanueva@glasgow.ac.uk).

To find out more about the **Creative Multilingualism** research programme, which has made this project possible, please visit [www.creativeml.ox.ac.uk](http://www.creativeml.ox.ac.uk).

### What is translanguaging?

*Translanguaging* refers to the language practices of bilingual and multilingual people. For those who have and use more than one language, it is natural to use different languages with different people, even when they all are in the same room (think, for example, about a multilingual family where mum [Spanish-speaker] and dad [English-speaker] share one language [English] and use their respective heritage languages with their children [mum speaks Spanish and Dad English to their children]).

*Translanguaging* means looking at bilingualism and multilingualism differently, respecting pupils so they do not feel the pressure of rapidly becoming 'fully competent' in the language of schooling (in our case, English or Gaelic). This means using all the linguistic resources that pupils have in order to make meaning without differentiating language of schooling vs heritage / home language.

*Translanguaging*, which is both a pedagogy and a pedagogical method, challenges the concept of bilingualism in competition as "mother tongue", "L1" or "native language" vs "acquired language", "L2" or "language of schooling". For example, it allows pupils to find information reading in one language and take notes and subsequently answer questions in another. Thus, this pedagogy promotes the use of the pupils' full linguistic

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repertoire *as a whole*. The clear distinctions that adults make between the different languages (or codes) *i.e.* 'English', 'Gaelic' or 'Urdu' are in reality 'fabricated distinctions'. It makes sense, particularly with pupils who are new to the language of schooling, to let them their entire linguistic repertoire (linguistic resources) to make meaning and thus stand a fairer chance of academic and social success. Further to this the promotion of a multilingual brain brings along many well-known cognitive benefits. Pupils can access information in their heritage language, discuss the information in that language with a peer and return to English to answer the questions posed by their teacher. Traditionally, bilingualism was understood as an 'addition' to the first language, as if new language structures (grammar, semantics, syntax) were a distinct and separate 'add-on' to the existing language of the individual. A traditional approach can often create a lot of pressure on pupils who are new speakers of English, Gaelic or whatever their new language of schooling is. In practical terms, pupils who are in the process of learning their new language of schooling are doubly disadvantaged when they are instructed and assessed in just the language of schooling and prevented from using their heritage / home language. Translanguaging facilitates the adoption of a scaffolding approach, which allows pupils to use their entire linguistic repertoire (all their linguistic resources) favouring improved learning opportunities within the language of schooling, ensuring social justice and inclusion, and promoting bilingual literacy.

### What are the benefits of adopting a translanguaging pedagogy and pedagogical method?

The rationale behind adopting *translanguaging* as a pedagogy is multifaceted. Evidence is emerging that in highly diverse classrooms, teachers should be adopting this pedagogy as it serves the purpose of helping new speakers to both integrate in the receiving community and improve their school performance. Instead of setting aside pupils' linguistic and sociocultural backgrounds, pupils are encouraged to develop and use their complete linguistic repertoires as a resource for learning. Teachers create safe spaces for pupils to become literate and learn in their home language, thus breaking barriers to participation, justice and inclusion. In order to implement this method successfully, a step beyond the student-centred approach is required. As co-learners with their pupils, teachers benefit from using pupils' *funds of knowledge* to inform their own teaching practice. Under this approach, the teacher is no longer the 'vessel of knowledge' and the only one responsible for transferring knowledge but a co-learner who is supported by their pupils as needed. For example, when a teacher wishes to teach or use a language that they have never learned or used before, and there is a

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pupil in the classroom who speaks that language, then the pupil can and should serve both as a language instructor and cultural ambassador. There are occasions, of course, where it becomes necessary to rely on parents and the wider community to ensure accuracy but, as we know, a core aspect of the Scottish Curriculum for Excellence (CfE) is to include parents and families in all aspects of their children’s learning. For those in a different education system, we believe that increasing parental engagement, raising awareness of heritage / home languages (particularly those which are not part of the curriculum) and supporting English as an Additional Language (EAL) learners’ English acquisition are desired outcomes which these activities seek to accomplish. Broadly speaking (children birth dates for enrolment might differ), the Scottish First Level (P2–P4) is equivalent to years Y1–Y4 in England and Wales, and P2–P4 in Northern Ireland.

This Teachers’ Pack contains the following resources:

P2–P4 Lower Primary	P5–P7 Upper Primary
○ Teachers’ notes	○ Teachers’ notes
○ PPT “All the World is Our Stage I”	○ PPT “All the World is Our Stage II”
○ Pupil worksheet	○ Pupil worksheet
○ PPT “Twinkle, Twinkle, Little Star”	○ PPT “TheThreeWeePigs”
○ Script to practise “Twinkle...”	○ Script to practise “TheThreeWeePigs”
○ PPT “Old MacDonald had a farm”	○ My Story Logbook
○ Script to practise “Old Macdonald...”	
○ PracticeOnYouTube resource bank – links & lyrics to versions of subtitled songs av. on YouTube	

## Translanguaging in action

As stated above, a *translanguaging* pedagogy and method will be adopted throughout. Translanguaging activities encouraging pupils to use English/Gaelic and their heritage / home language have been planned. Characters use English and their respective heritage / home languages and subsequently ask pupils direct questions to be responded (orally or in writing) in the language they indicate.

- ❖ In order to facilitate that pupils reflect on the theme ‘Language and Identity’, two non-gendered fictional characters from outer space, speaking unidentifiable languages, share information about themselves and invite pupils to interact with them.

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## Learning Outcomes (LOs)

- ❖ To acknowledge the pluralities of identity having some components in common with others and some which are completely different by discussing sameness, difference and diversity amongst pupils and their families.
- ❖ To develop an intra-pupil sense of empathy and commonality.
- ❖ To collect oral and written examples that demonstrate that we live in a diverse and multicultural society.
- ❖ To discuss and express ideas and concepts in languages other than the schooling language recognising and celebrating diversity in the classroom.
- ❖ To learn about cultures and cultural customs through the voices of all pupils.
- ❖ To create safe spaces that recognise, respect and celebrate that we belong to different groups and communities at the local, national and international level.
- ❖ To recognise that different individuals, groups and communities speak languages other than those used at school, and these languages are equally important and should be valued.
- ❖ For students to find their individual voice to contribute in both peer-to-peer and large group discussions.

## Suggestions to use the PowerPoint presentation (PPT) 'All the World is Our Stage I'

The PPT portrays two non-gendered fictional characters from outer space, speaking unidentifiable languages. They are interested in finding out who the pupils are, focusing on individual and family, local, national and international identities and languages. The PPT contains audio files which will auto play during the slide presentation.

Characters interact with pupils and their teachers in a multilingual conversation. The activity has been designed with an aim to promote discussion in class, both peer-to-peer and within a wider group not only in the languages learned at school but also in the languages used at home.

Let us celebrate language and cultural diversity **T H R O U G H   T H E   A R T S !**

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The adoption of a translanguageing methodology has been planned as follows:

- pupils sit beside those sharing their heritage / home language
- pupils receive instructions to discuss in their heritage / home language
- pupils receive instructions to answer questions in their heritage / home language
- pupils receive instructions to write the answers to some of the questions in their heritage / home language
- pupils receive instructions to discuss, answer or write in either language (language of schooling or heritage / home language)

\*If pupils are all monolingual, consider joining with another group so pupils can learn about other languages, identities and cultures.

## PPT 'All the World is Our Stage I'

Instructions below are also included as 'notes' in the PPT. Times are only indicative.

- ❖ Slide 1: Title 'Creative Multilingualism – Language and Identity'. [2 min.]
  - Teacher > Please ensure pupils are sat in groups that share a common heritage / home language if this is not the current class arrangement so a translanguageing pedagogical method can be more easily adopted.
- ❖ Slide 2: Play sound files (auto play set) – Two fictional characters coming from outer space announce that they have come to explore 'Creative Multilingualism'. [2 min.]
  - Teacher (suggestion) > Invite peer discussion (in pairs, invite pupils to hold discussion in either language) about what 'Creative Multilingualism' is. Give some prompts, what do they think when they hear the words 'creative' and 'multilingualism'. What do they mean?
    - *Creative* can be understood as 'involving arts'. In this particular example, it will refer to drama (to be shown in next slide) — please do not disclose this yet, first gather pupils' opinions. *Multilingualism* means using multiple languages, this is to say the use of more than one language either by one person or by a community of speakers. An example of one person speaking more than one language can be when we learn French or Gaelic. The teacher is multilingual because they use more than one language (English and French, English and Gaelic or English, French and Gaelic). We are all multilingual when we are learning languages too, aren't we? Yes, because we speak more than one language. An example of a multilingual community of speakers could be the Chinese community. For example, when we celebrate the Chinese New Year, we can see how this community of speakers uses both Chinese and English. They are multilingual. We can also think



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about families who speak languages other than English at home. This is what we call a heritage / home language. Do we have any examples in the class? Any multilingual pupils who would like to share what languages they speak at home? The heritage / home language is different from the schooling language which in our case is English or Gaelic for Gaelic Medium Education (GME).

- ❖ Slide 3: Play sound files (auto play set) – characters share what ‘Creative Multilingualism’ means for them “languages and drama together!”. [3 min.]
  - Teacher (suggestion) > Agree with characters as ‘Creative Multilingualism’ can be ‘languages and drama’. Ask pupils to put their hand up if they agree that ‘Creative Multilingualism’ can be ‘languages and drama’. Say ‘fantastic!’ (or the praising phrase / remark you normally use in class) in one of the heritage languages that your pupils speak. Ask your pupils if you do not know the phrase. Pupils learn it and repeat it too.
- ❖ Slide 4: Play sound files (auto play set) – characters introduce theme ‘Language and identity’ by prompting pupils to think about who they are. [20 sec.]
  - Teacher (suggestion) > Agree with characters. We like both languages and drama. Ask pupils if they have ever thought about who they are without waiting for an answer.
- ❖ Slide 5: Play sound files (auto play set for the first dialogue) –There are two dialogues. Characters first talk about their nationality, their planet and the languages they speak, and they subsequently introduce their pet. [45 sec.]
  - Teacher > Highlight that the robot-like character speaks two languages. Ask pupils to show hands if they speak more than one language. Ask again to show hands if they learn a language at school, then confirm that they also speak two languages. We have a multilingual class!
  - Teacher (suggestion) > Comment that they also have pets in outer space.
- ❖ Slide 6: Play sound files (auto play set) – characters share that they love traditional music. [1 min.]
  - Teacher (suggestion) > Announce that we will be talking more about music later.
  - Extension (suggestion): share an example(s) of traditional music from one or more cultures (for example, music played at a ceilidh, Gaelic waulking songs, flamenco, African djembe drumming, salsa music, Caribbean steel drum music, Polish folk music, traditional oud (guitar-like instrument) playing, tabla (hand drum) in Hindustani classical music, etc.). [+3 min.]
- ❖ Slide 7: Play sound files (auto play set). Characters build upon question by asking more questions “How are we the same? How are we different? Do you know who we are?”. Slide with animated prompts inviting pupils to think about who and what makes up one’s identity. *What makes “you”, “you”?* [7 min.]
  - Teacher > (Icebreaker 1) Yes, we certainly have some things in common amongst ourselves, and other things which make us completely different



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from each other. Invite pupils to share ideas out loud with the rest of the class. Ask questions: were these below the same last year? Will these be the same next year? In five years? In twenty? Are there different types of identity? Our aim is that pupils understand that identity is a fluid concept and also that identity can be self-perceived and as viewed by others. Some pupils may recognise the word 'age' but unable to say their age in English, invite them to say their age in their home language.

- Teacher (suggestion) > The slide shows some prompts for reflection. Name (nickname at home / school)? Gender? Age? Religion? Country of birth? Country of school / education? Ethnicity? Hobbies? Practices / Habits / Activities / Interests (music, food, events, celebrations)? Family? Friends? Possessions? Teams? School / Work (what are our school core values)? Appearance? Goals / Values / Beliefs? Choices? Creations?
- ❖ Slide 8: Play sound files (auto play set) – characters share what they eat and drink. [7 min.]
  - Teacher (suggestion) > Comment that foods can really vary from one place to the next. > (Icebreaker 2) On worksheet provided, invite pupils to write down in their heritage / home language examples of food names in their heritage / home language and also the name in English / Gaelic if they know it / exists or else write a short explanation and / or make a drawing (based on literacy skills).
  - Teacher (suggestion) > If pupils do not respond, you can ask "What is the most typical Scottish food / dish? (e.g. Haggis, oatcakes, Cullen skink)".
- ❖ Slide 9: Play sound files (auto play set) – to invite further reflection, characters ask about languages spoken at school and heritage / home languages. [2 min.]
  - Teacher (suggestion) > Invite pupils to discuss with shoulder peer answers to these questions in either language. On worksheet provided pupils write answers in their heritage / home language (pupils instructed to use their heritage / home language both to discuss and write answers). Remind pupils that besides parents / carers / guardians and siblings, by 'family' we also mean grandparents, uncles, aunts and cousins, who can be living here or abroad.
- ❖ Slide 10: Play sound files (auto play set) – characters ask about favourite lullaby or children's song. [15 min.]
  - Teacher > Invite pupils to discuss this activity in their heritage / home language. Pupils complete activity in their heritage / home language. When the heritage / home language is English or Gaelic, pupils use that language. Pupils should use the language(s) they use at home.
    - Pupils write down the name, first line, or chorus of their favourite lullaby or children's song (individual activity). Or a word that reminds them of the song (depending on literacy skills).
    - Pupils make a drawing of their favourite lullaby or children's song. They may work individually, in pairs, or in groups of three. If

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appropriate pupils sharing language and culture can work in larger groups. Groups need to come to a consensus on what song to depict if they decide to work collaboratively.

- Pupils write the words to the song if possible (depending on ability and time).
- Extension (suggestion): sing one or more of the songs if time.

- ❖ Slide 11: Play sound files (auto play set) – characters say goodbye [20 sec.]
  - Teacher (suggestion) > Ask pupils what they think characters are saying/doing. Confirm that the characters are saying goodbye.
  - Teacher (suggestion) > Ask pupils to bid the characters farewell in their heritage / home language. [1 min.]

## In the digital world

If iPads or tablets are available, instead of the printed worksheet, activities can be completed in a digital format promoting digital learning, skills and literacy. This adds an appealing technological aspect to the project. Without falling for favouring any particular educational application, 'Voki for Education' is a free tool compatible both with iOS and Android Systems. This application permits the creation of a Voki avatar to which you can give a voice. Initially pupils would create an avatar. Some pupils aim at creating a Voki who looks like them, while others avoid having a similar aspect to them. The Avatar will subsequently answer questions (translanguaging examples in Spanish below) using the microphone and the voice of the pupil [extracted and adapted from P2–P4 Worksheet]:

### ❖ The food I love

My favourite food is tortilla de patatas. /  
*Mi comida favorita es la tortilla de patatas.*

### ❖ Answer in the language you speak at home

At home, I speak *inglés y español.* /  
*En casa hablo inglés y español.*

At school, I speak *inglés.* / En el colegio hablo inglés.

At school, I learn *francés, inglés y gaélico.* / En el colegio estudio francés, inglés y gaélico.

### ❖ Does your family speak any other language?

My family speaks *inglés, español, francés y catalán.* /

*Mi familia habla inglés, español, francés y catalán*

### ❖ The children's song I enjoy the most

My favourite children's song is *la gallina turuleca.* / *Mi canción infantil favorita es la gallina turuleca.*

### ❖ My favourite children's song is...

**Title, first line or chorus**

**Title:** *La gallina turuleca*

**First line:** Yo conozco una vecina, que ha comprado una gallina...

**Chorus:** *La gallina turuleca ha puesto un huevo, ha puesto dos ha puesto tres*

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## PPTs 'TwinkleAudio' and 'OldMacDonaldAudio' – Ideas and takeaways

The author hopes you enjoy using these materials as the starting point for your own project. See below a brief summary of how our Creative Multilingualism project developed. Additional information can be found in the **Creative Multilingualism** blog <https://www.creativeml.ox.ac.uk/blog>

Following completion of these preparation activities, selected pupils from lower primary joined the second stage of the project: a multilingual performance. Creative partner, pupils, researcher and teachers suggested songs. We had an extended debate on whether we should choose a pop song or a traditional song. The issues to bear in mind are that non-traditional children's songs require to be translated from scratch into the relevant heritage languages, and they might not be cultural or age appropriate in other languages and cultures. We casted our votes and *Twinkle, Twinkle, Little Star* and *Old MacDonald had a farm* were the selected songs.

Two PowerPoints "TwinkleAudio" and "OldMacDonaldAudio" with the versions of the songs performed (and some other languages which never made the final cut to the performance) were created so the entire school could learn them (should they wish to) in their respective classrooms.

We would like to publicly thank parents, friends and teachers who produced written, phonetic versions of these traditional songs with their own voice recordings.

We also curated a song-resource bank with links to versions of these same songs available with subtitles on YouTube.

This project was run in under two months. It is the author's recommendation that schools work towards producing one creative multilingual performance per classroom. This could be achieved over one term culminating in a celebration, such as the European Day of Languages or a Languages Festival at the end of the relevant trimester.

## Further Research Collaborations and Offer of Support

**Please share your tips, ideas and activities at [eneida.garciavillanueva@glasgow.ac.uk](mailto:eneida.garciavillanueva@glasgow.ac.uk)**

The author would be delighted to be in contact with anyone who have used these materials. We invite you to treat these 'Teachers' Notes' as a *working document* for teachers to make their own. Please share what can be improved and how you intend to take the project forward in your school. If you would like to receive advice as to how to take the project forward in your own school and/or would like to join this research, please do not hesitate to get in touch.

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