

## MARILLE: Template for practice examples

Author of this description: Amy Thompson	
Title/ name of example: Dual Language Showcase	
Internet address (URL) of example (if available): <a href="http://thornwoodps.dyndns.org/dual/index.htm">http://thornwoodps.dyndns.org/dual/index.htm</a>	
Person responsible/ contact person: patricia.chow@peelsb.com	
Example from <input checked="" type="checkbox"/> Mainstream majority language teaching <input type="checkbox"/> Special classes for non-native speakers of majority language (second language classroom) <input type="checkbox"/> Other subject: _____	
Type of example: <input type="checkbox"/> Teaching material <input type="checkbox"/> Classroom video <input type="checkbox"/> Lesson plan/ scenario <input checked="" type="checkbox"/> Other:	
Target group (Age, type of school, languages,...):	Elementary school in the suburb of Toronto, Canada with over 40 languages spoken by the students.
Detailed description of example:	The project aims to promote literacy learning using a dual language approach. The project not only supports literacy development in both majority and minority languages, increases parental involvement, but also raises the self-esteem of minority language students. More about the project can be found at <a href="http://thornwoodps.dyndns.org/dual/about.htm">http://thornwoodps.dyndns.org/dual/about.htm</a>

Which aspects of knowledge, skills and attitudes relevant for plurilingualism are promoted in this example?

Knowledge and understanding

The aim is to develop literacy skills in the new language English and in the L1. With the help of bilingual media packages the children and the parents can work together on acquiring literacy in English and getting to know the Canadian culture.

**Skills (language use)**

Literacy skills like reading and writing are developed. But also listening is part of the package (all the books are recorded in English and the L1).

**Attitudes**

The children's attitudes towards people with little knowledge can change because they experience through the lessons using L1 how it feels if you don't understand. The children with a L1 other than English on the other hand can show that reduced literacy in English doesn't mean an overall reduced literacy.

**Evaluation of example**

**Positive:** Includes the parents and all languages spoken in the school. Enhances the status of the multilingual children.

**Negative:** Takes a lot of time for preparation of the book cases.

**Other comments:**