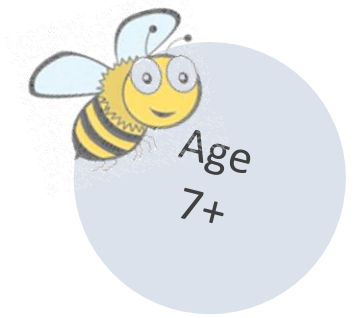


Identity texts (3)



Context:

- A primary school in Dublin, Ireland. English is the language of schooling. The Irish language is a curricular subject that is taught in an integrated manner with English. The official *Primary School Curriculum* allocates 3.5 hours per week for the teaching of the Irish language at this age level.
- There are 34 children in this Second Class. 26 of these children speak home languages other than English. Within this group there are 9 different language backgrounds.
- The *Social, Personal and Health Education* module of the Primary School Curriculum (PSC) requires that children be able to discuss and appreciate the strands of *Myself; Myself and others; Myself and the wider world*. The nature of the PSC is spiral, thereby allowing the same topic to become more complex as children develop.

Reasons for choosing this activity:

- The teacher chooses this activity to continue the process of developing children's self-awareness/self-reflection and to continue embedding in literacy (using their home language(s) and the language of schooling), the oral vocabulary and phrase structures they are in the process of learning.

Description:

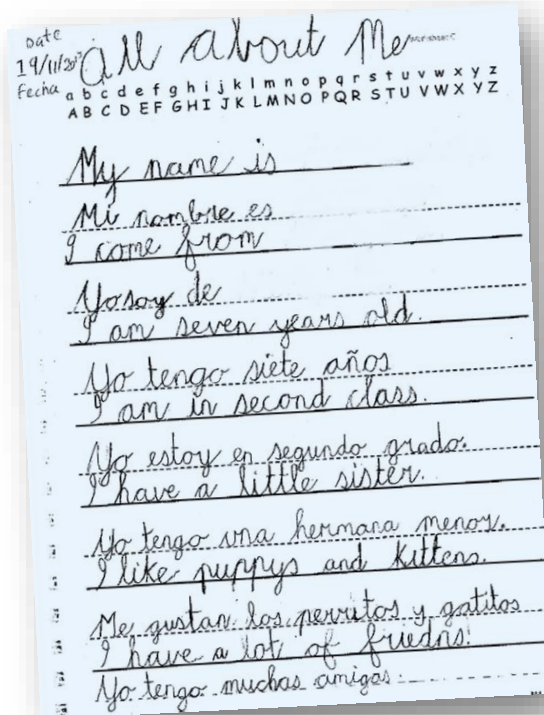
- Children are accustomed to discussing their linguistic and cultural backgrounds. As time goes on, they become capable of writing more complex sentences and adding additional information to their texts. They also become increasingly capable of writing independently in both their home language(s) and the language of schooling (→ relying on existing linguistic repertoires; autonomous and meaningful language learning). Children operate at different levels of proficiency with some being (more or less) proficient in either their home language(s) or the language of schooling.
- As always, children are encouraged to read aloud their texts for the class. Their sense of enjoyment and achievement continues to be obvious as they read their texts in both languages for their classmates (→ active language learning).

Variation:

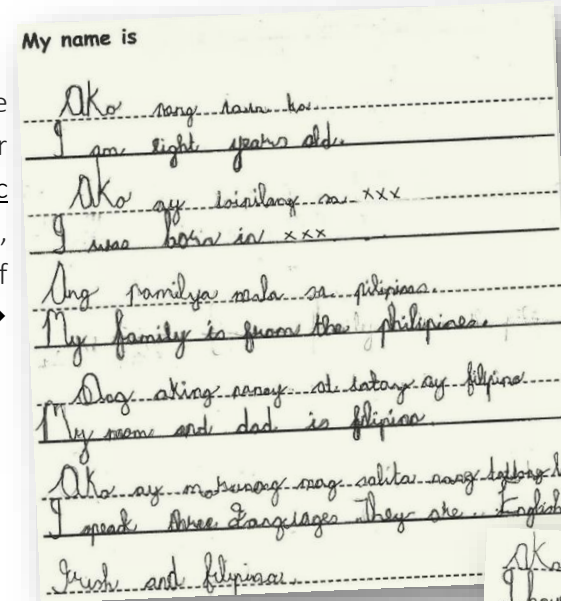
- Children themselves decide what they want to write as each of the examples below demonstrates.

Observation:

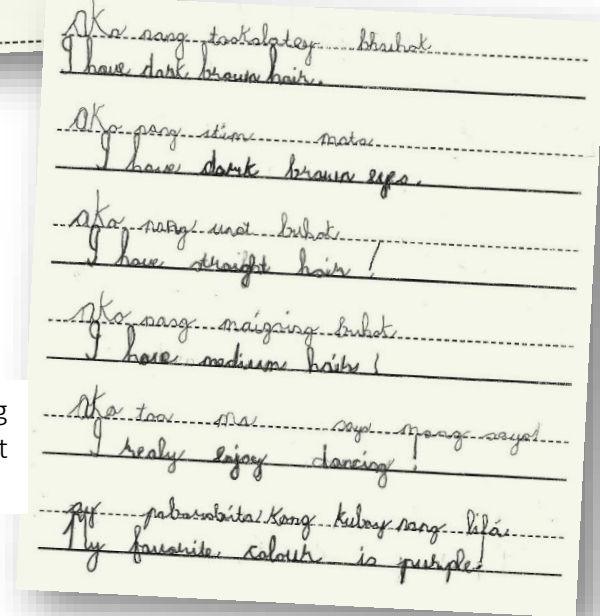
- As children progress through the school, they continue to derive cognitive benefits that aid their learning. All their languages act as a support for children's continued language learning (→ relying on existing linguistic repertoires). Giving children the freedom to choose which language they use, helps to support learner autonomy. This results in the development of increasingly complex language use and expanded content delivery (→ coherent and continuous language learning).



Example 1: Home language is Spanish. English is the language of schooling. The text is written independently.



Example 2a (Page 1): The child's home language is Tagalog. English is the language of schooling.



Example 2b (Page 2): Tagalog and English. Both pages of text are written independently.