

Identity texts (4)



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 27 children in this Third Class. 20 of these children speak home languages other than English. Within this group there are 11 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. The children's sense of enjoyment and achievement continues to be obvious as they read their texts in both languages for their classmates (→ active language learning).

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 the 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).

My name is
Mam dziewięć lat.
I am nine years old.
Moje ulubione zajęcie to Irlandzki.
My favourite subject is 'Gaeilge'.
Moje hobby to czytanie.
My hobby is reading.
Mój ulubiony owoc to arbuza.
My favourite fruit is 'watermelon'.
Mam chomika w domu.
I have a pet hamster.
Mam brata.
I have a brother called

Example 1: The child's home language is Polish. English is the language of schooling. The text is written independently