



Teacher Instructions: Station Work – linguistic repertoire

Materials:

- Colored pencils/pens
- Paper
- Language portraits
- Worksheets 1-3 for Station 1-3
- Stickers
- (Scissors)
- (Glue)

In this guide, teachers can find suggestions on how to use the Udele workstations for classroom activities that explore students' linguistic repertoires and gets them talking about them in English. All stations can also be used as single worksheets and can easily be adapted to suit your context. When we did this activity, we finished the station work by creating a multilingual poster together that can be displayed in the school.

Station 1 is designed for students with special needs and/or emergent German (in our case, students with 'a.o. Status', meaning they have newly arrived in Austria and have emergent German). The purpose is to help them learn – whether English or German – and keep them engaged. They are also encouraged to participate in **Stations 2 and 3** if they feel comfortable with English.

Each worksheet provides space for teachers to give students a sticker (if the work was done well) and to write feedback.

Stations 2 and 3 can be completed by all students. At the beginning of the class, we showcased some language portraits. We asked the students in English what they remembered from the workshop on multilingualism and from drawing their own language portraits. All of our oral introductions draw on English but are repeated multilingually to aid comprehension, if necessary. If you have discussed languages in your class before, this is a good time to refer to that lesson. We then checked students' basic vocabulary, such as colors and body parts, using the board for notes.

- You could, for example, conduct a brief vocabulary check-up by writing German (or multilingual) words on the board and asking the students to copy them along with the English translation onto a small sheet of paper. They also should put their names on the sheets. After translating the words, students exchange their answers with a classmate for checking, and points were awarded. The correct answers are provided on the board. To get an overview of the class, you could ask questions like, "Who got two words correct? Who got five correct?" and the students raise their hands (or all of them stand up and sit down when the number of points they received have been called out. Who will be the last person standing?). Additionally, the students can translate the words into other languages, and they could compare whether words are similar or different.



After a preparatory exercise/introduction, the students are separated into three groups, and the desks/classroom need to be arranged accordingly. After everyone is seated again and the worksheets are distributed, the students receive their language portraits and are given the opportunity to improve or change them. We will provide enough paper and pencils for them to work on the portraits. Once they finish, they can proceed with the stations.

Students with special needs (a.o. Status) can remain at their tables throughout the activity. We handed out all the worksheets within the groups and first made sure the students with special needs knew what to do, although the worksheets are designed to be self-explanatory. The other students can familiarize themselves with the worksheets for their station in the meantime.

In our case, Station 2 and Station 3 each had an instructor. Each instructor explains all tasks and goes through the single steps with the students. After finishing one station, the students are allowed to proceed to the other station, but they have to present their worksheet to the teacher/instructor and receive feedback and a sticker/drawing. We suggest that students who struggle more start at Station 3.

Station 1 – (a.o. Kids)

Drawing & writing (Basic)

This station is designed for kids who do not participate in regular class. They have a (more or less) self-explanatory worksheet to learn body parts in English. Afterward, they are asked to draw themselves and connect lines to the respective body parts.

See: Worksheet_Station 1_drawing

Station 2 & 3

All students (except students with special needs, a.o. status) should finish stations 2 & 3.

We used station work activities to create a multilingual poster that was displayed in the hallway of the school.

Station 2 - reading and writing

The students receive a worksheet and first read a text from a multilingual speaker explaining their linguistic repertoire and portrait. They should underline all of the words they do not know, and they can be discussed in the group. We encourage the instructors to also provide a text/portrait of their own linguistic repertoire that could be printed or read out loud! After reading, the students are asked a few simple questions that get them thinking about their own linguistic repertoire. They are then tasked with writing, and they should use present simple tense. The instructor can explain that texts could be displayed in class/on a poster. Once they are finished, they should read it over one more time. They can then go to the instructor to have the text checked and receive feedback.



Station 3 - speaking

In the first part of this worksheet, the students revise vocabulary and think about things they would like to know about their peers' languages. They then have to plan and prepare a speaking exercise where they formulate questions and write down the answers they receive in full sentences. At the end, they should again receive feedback from the instructor.

Finalizing activity – making multilingualism visible!

We finalized the workstation activity with the creation of a multilingual, multilateral, colorful poster that was displayed in school.

The students were introduced to the idea of creating a multilingual poster during the station work. They were asked to provide their linguistic portraits as well as multilingual texts in big letters on colorful paper. We decided on a title for the poster and organized the multilingual texts and portraits nicely. Everybody can be involved, and the different texts can be discussed.

During this finalizing activity, our biggest challenge was to check the content of the text the students wrote in different languages and scripts. It was not our aim to check for accuracy or correctness – in this setting, the multilingual students are the experts for their languages and are always treated as such – but to see if any non-ethical text or, for example, nationalist content was displayed that could cause conflict.

