



mlrc Multilingual Learning
Research Center

Action Research Project

Professional Development program:
Supporting teachers in multilingual
classrooms.

Institut Florimont 2025–2026
Timothy FRANK and Caroline GORIN



Introduction:

While Institut Florimont has a strong bilingual identity, the linguistic diversity of students has increased significantly in recent years. More students are now arriving with little or no proficiency in French and/or English, creating important disparities in access to learning.

In Primary classrooms, teachers often relied on intuitive strategies such as translation, gestures, visuals, or peer support. Although these adaptations helped students participate temporarily, they remained reactive rather than pedagogically structured.

At the Cycle level, especially within the Art & Sport stream, the issue became even more visible. Content subjects are taught in English, yet many Beginner and Intermediate students do not possess the academic language necessary to engage fully with lessons and assessments.

Teachers therefore faced a complex challenge:

how to maintain high disciplinary expectations while making content accessible to multilingual learners.

This situation also revealed an important tension: teachers were highly committed to supporting students, but often lacked concrete pedagogical frameworks and training in multilingual education.

This led us to explore whether a structured translanguaging-focused professional development programme could support teachers in moving beyond translation-based adaptations toward more effective and sustainable multilingual pedagogies.





Research Question:

To what extent does our translanguaging PD program support teachers in developing effective translanguaging tools in classrooms where students' access to content is limited by language proficiency?

This research aims to evaluate the impact of a translanguaging-focused professional development programme implemented across both Primary and Cycle contexts.

More specifically, it seeks to understand:

- whether the PD helps teachers move from quick solutions to more structured teaching practices
- whether it enables the development of structured translanguaging tools and practices
- whether these changes contribute to improving students' access to content

This question is grounded in a key challenge identified across the school: the gap between teachers' willingness to support multilingual learners and their capacity to do so effectively. The research therefore explores not only the use of tools, but also the evolution of pedagogical practices.

I- Context and rationale:

1. Primary Context

In the Primary school, an increasing number of students enter the classroom with little or no proficiency in either French or English.

Teachers initially respond using intuitive strategies such as: translation tools, gestures and visuals , peer support. While these strategies provide short-term support, they also remain cognitively demanding and pedagogically unstructured. This creates a need for more **systematic translanguaging approaches**.

2. Cycle Art & Sport Context

In the Cycle Art & Sport stream, the bilingual model introduces additional challenges. Content subjects such as History and Science are taught in English, yet a significant proportion of students (between 25% and 50%) have insufficient proficiency in English to fully access: instructions, academic vocabulary , assessment tasks This results in reduced comprehension, disengagement and, in some cases, behavioural difficulties. Teachers often respond by translating extensively, which is time-consuming , unsustainable , and does not promote language development.

3. Core Problem

Across both contexts, a shared issue emerges: **students' access to content is limited by language proficiency rather than cognitive ability**

At the same time, teachers report: a lack of concrete tools, uncertainty about how to adapt instruction and difficulty balancing language support with content integrity

This highlights the **need for a structured professional development approach** that supports teachers in:

- understanding multilingual learning processes
- developing effective translanguaging strategies
- creating tools that bridge language and content learning

I- Context and rationale:

THE BARRIER OF LANGUAGE IN CONTENT LEARNING

PRIMARY CONTEXT

- Students arriving with little to no French or English.
- High reliance on translation tools, visual aids, and peer support.



CYCLE ART & SPORT CONTEXT

- Subject content taught entirely in English.
- 25–50% of students are Beginner or Intermediate language learners.
- Results in unequal access to content.

LANGUAGE LIMITS ACCESS TO LEARNING.

II- Literature review:

1- On effective teacher Professional Development

- **Article title:** *What are the Characteristics of Effective Teacher Professional Development? A Systematic Review and Meta-analysis.*
- **Authors:** Sam Sims, Harry Fletcher-Wood, Alison O'Mara-Eves, Sarah Cottingham, Claire Stansfield, Jo Van Herwegen & Jake Anders (2021)
University College London & Ambition Institute
- **Theme connected to our research question:** Characteristics of effective professional development programmes that support sustainable changes in teachers' classroom practices and improve student learning outcomes.



II- Literature review:

1- On effective teacher Professional Development

- **Methodology:** This systematic review and meta-analysis analysed 104 experimental studies on teacher professional development conducted between 2002 and 2020 across OECD countries.

The researchers examined: the impact of professional development programmes on student achievement, the characteristics of effective PD, and the mechanisms that support long-term pedagogical change.

The review introduced the **IGTP framework**, identifying four essential dimensions of effective PD:

- **Insight**
- **Goals**
- **Techniques**
- **Practice**



II- Literature review:

1- On effective teacher Professional Development

Key points:

- 1. Professional development** has a positive but highly variable impact on student achievement.
- 2. Effective PD programmes** combine:
 - a. theoretical understanding,
 - b. practical techniques,
 - c. implementation support,
 - d. and opportunities for practice and feedback.
- 3. “Balanced” PD programmes addressing all four IGTP dimensions** (Insight, Goals, Techniques, Practice) produce stronger and more sustainable pedagogical change.
- 4. Coaching, collaborative planning, modelling, rehearsal, and classroom implementation** are among the most effective PD mechanisms.
- 5. Teacher change** is more likely when PD is embedded in real classroom practice and aligned with teachers’ immediate needs.



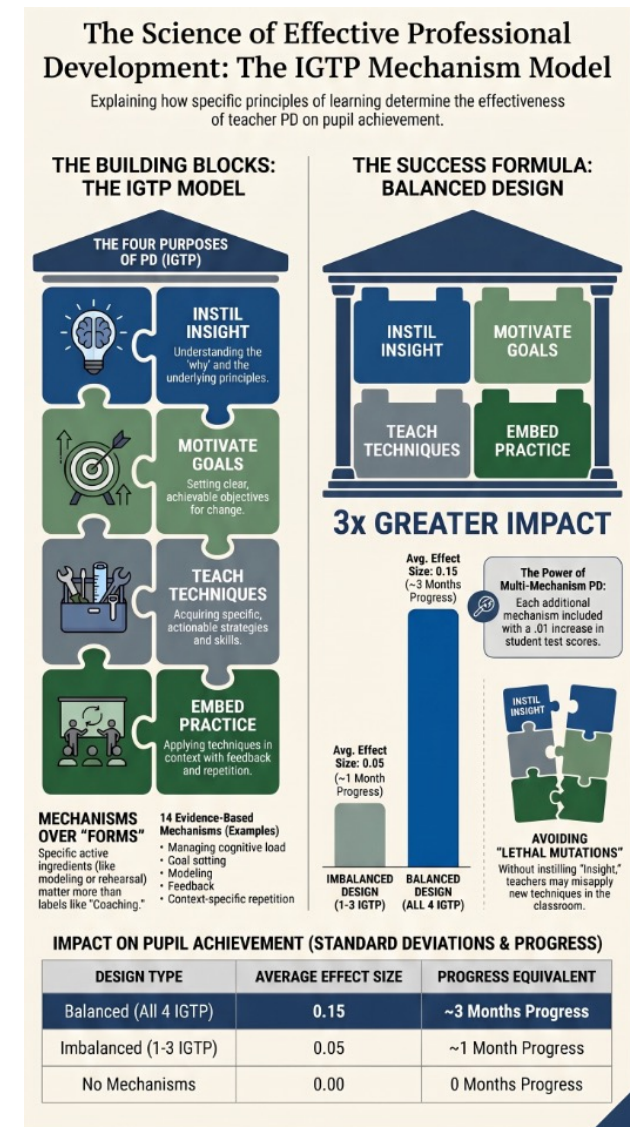
II- Literature review:



1- On effective teacher Professional Development

Guidelines for our project:

- Confirms the importance of combining: training, classroom implementation, and sustained pedagogical support.
- Supports our use of:
 - co-teaching,
 - collaborative planning,
 - and practical classroom scaffolding tools.
- Highlights the need to move beyond simple “tool sharing” toward structured pedagogical development.
- Suggests that future stages of our project should strengthen:
 - goal-setting,
 - modelling,
 - and structured classroom routines.
- Reinforces the importance of creating a long-term multilingual pedagogical culture across the school.



III- METHODOLOGY:

Context and implementation

Following informal discussions in the staffroom regarding the increasing number of multilingual students entering classrooms with little or no proficiency in the language of instruction (French and/or English), emergency and case-by-case interventions were progressively implemented to support teachers.

1- In the Primary school, these initial interventions focused mainly on supporting English teachers working with Beginner and Intermediate students who could not access classroom activities independently. As needs increased, dedicated time during weekly team meetings was introduced to share practical multilingual support tools, provide short professional development sessions, and encourage collaborative reflection around translanguaging practices.

Training focused on tools such as:

- Notebook LM,
- OneNote translation
- Immersive Reader,
- Multilingual scaffolding strategies,
- AI-supported classroom adaptations.

2- At the Cycle Art & Sport level, a more structured accompaniment programme was implemented with a volunteer group of six teachers teaching: History & Geography, Biology, and Physics/Chemistry in 6e and 5e bilingual streams.

Teachers received:

- in-class support,
- linguistic scaffolding tools,
- individual feedback,
- and three small-group coaching sessions focused on multilingual pedagogy and CLIL-informed practices.



III- METHODOLOGY:

Process

STEP 1:

Initial classroom observations and informal teacher feedback highlighted recurring difficulties linked to students' limited proficiency in the language of instruction.

STEP 2:

Targeted multilingual support interventions and translanguaging tools were progressively implemented: translation supports, adapted resources, visual scaffolds, linguistic support booklets, and classroom co-interventions.

STEP 3:

Professional development sessions and coaching meetings were organised:

- Primary: weekly pedagogical meetings focused on practical tools and multilingual strategies.
- Cycle : small-group coaching sessions combined with classroom accompaniment and feedback.

STEP 4:

Teachers completed feedback questionnaires (Microsoft Forms) to document their initial needs, perceptions of multilingual classrooms, usefulness of the support provided, and future professional development priorities.

Current data sources:

1. Teacher questionnaires (Forms)
2. Qualitative teacher feedback
3. Classroom observations
4. Reflective discussions during coaching sessions
5. Linguistic profile mapping of school families (Excel database)
6. Examples of classroom scaffolding tools and multilingual booklets



III- METHODOLOGY:

FUTURE DATA COLLECTION PERSPECTIVES

- **Student voice**

- student questionnaires on comprehension and engagement
- interviews/focus groups with Beginner/Intermediate students

- **Classroom observation grids**

- frequency of translanguaging practices
- teacher/student interactions
- use of scaffolding strategies

- **Teacher reflective journals**

- documentation of pedagogical evolution
- classroom successes/challenges

- **Comparative data**

comparison between supported and non-supported classes
evolution of participation and task completion

- **Learning indicators**

assessment accessibility
progression in academic language use
student autonomy during tasks

Our methodology emerged progressively from classroom realities rather than from a pre-planned research design.

The project initially began through emergency support interventions requested by teachers facing increasingly multilingual classrooms. These early interventions then evolved into a more structured professional development and accompaniment programme.

The methodology combines:

- classroom implementation,
- professional development,
- collaborative reflection,
- and qualitative data collection.

One important aspect of the project is that it remains strongly grounded in teachers' real classroom needs and immediate pedagogical concerns.

The current research mainly relies on qualitative data, including questionnaires, observations, and collaborative discussions. However, future stages of the project aim to strengthen the data collection process through student voice, observation tools, and comparative classroom analysis.



IV- FINDINGS:

Part 1: Primary interventions and workshops (English department)

The following findings focus primarily on the Primary school context, where the project first emerged through informal support requests from teachers working with multilingual students.

As interventions developed, more structured professional development sessions and collaborative discussions were progressively introduced during weekly team meetings.

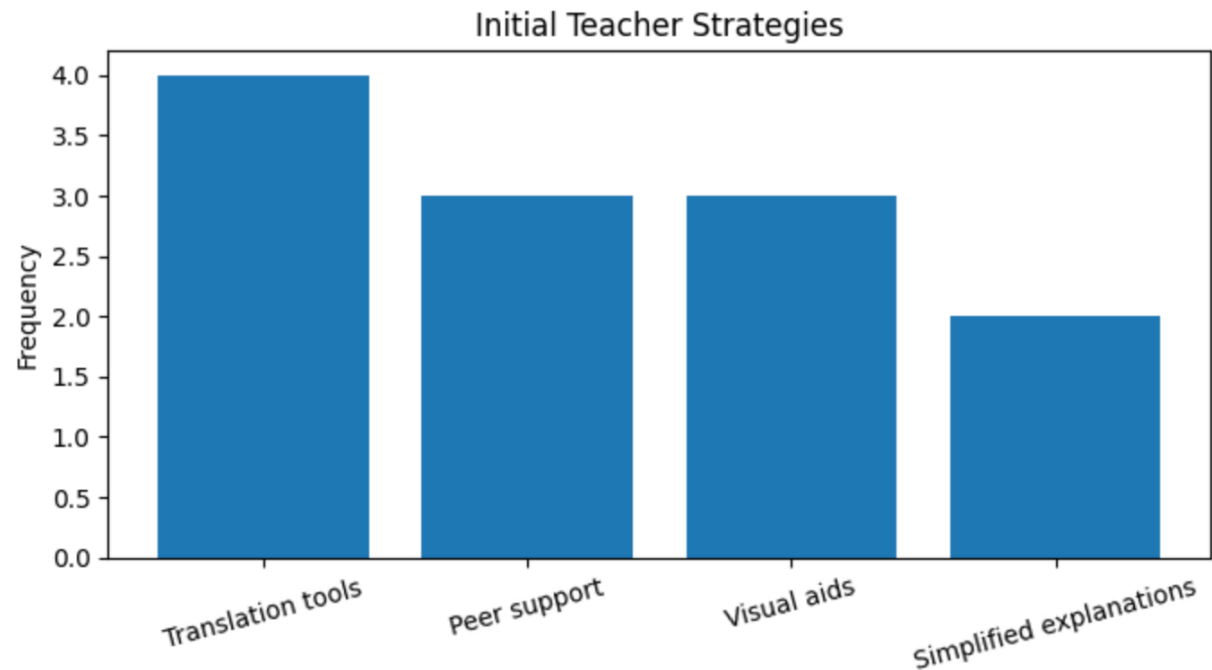
The data presented in this section comes mainly from teacher questionnaires and qualitative feedback collected throughout the implementation process.

These findings aim to highlight:

- how teachers initially responded to multilingual classroom challenges,
- how the PD programme influenced their practices,
- and what needs still remain for the future development of multilingual pedagogical support.



Point 1: Initial teacher responses *(Survey)*



The data shows that teachers initially relied on **intuitive and reactive strategies** to support multilingual learners.

The most dominant approach was translation, combined with peer support and visual scaffolding.

However, these strategies were not systematically planned, depended on individual teacher initiative, and did not constitute a coherent pedagogical approach

This highlights a key issue:

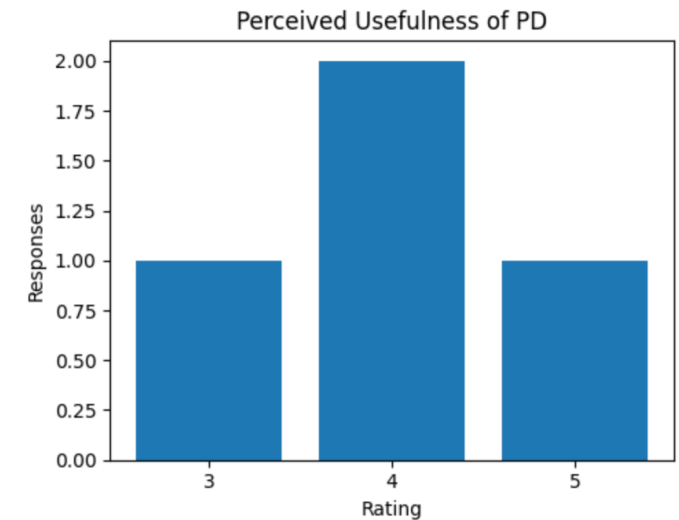
Teachers were in a “**survival mode**”, compensating for a lack of structured training



Point 2:

Teachers' awareness and impact of PD: support, workshop...
(Survey)

English accepting experimentation
awareness
multilingual
classroom
support
options tools opening flexibility



The qualitative data highlights a strong awareness shift among teachers.

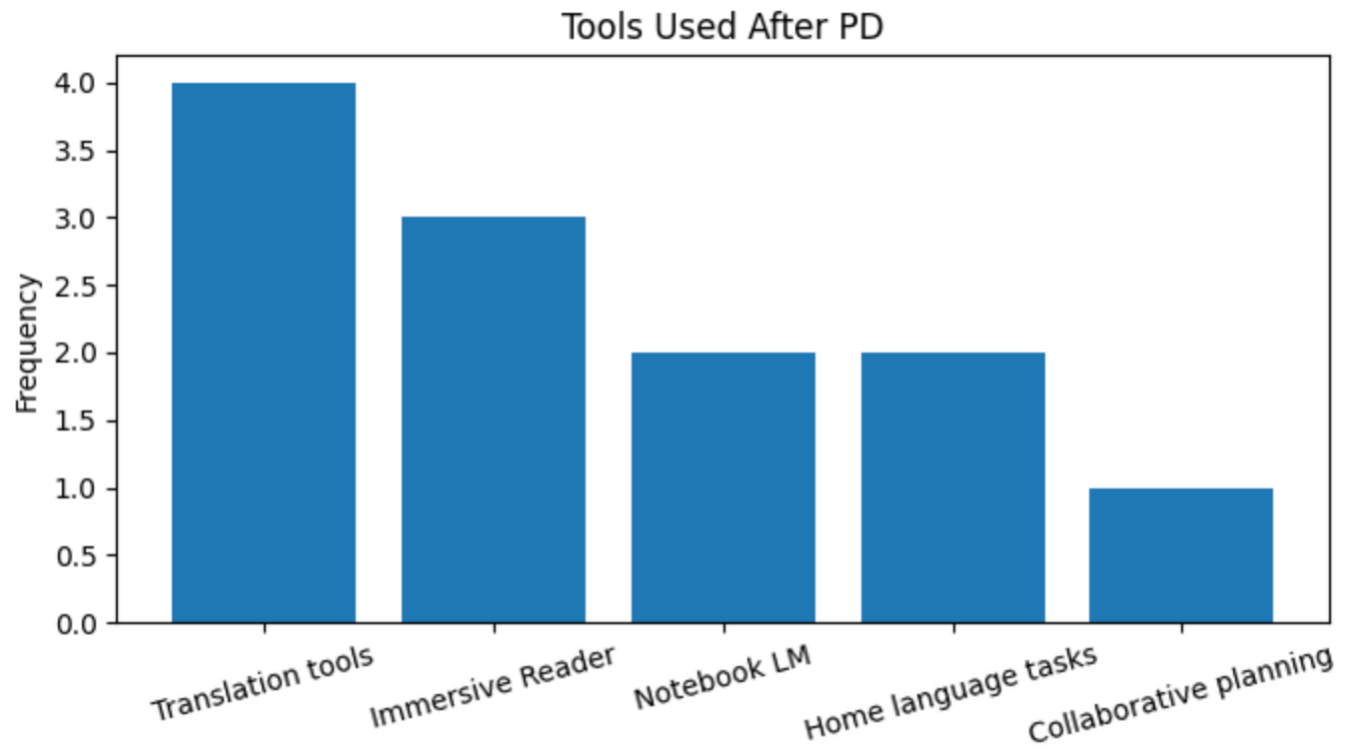
The PD programme:

- broadened teachers' understanding of multilingualism
- legitimised the use of multiple languages in the classroom
- introduced a wider range of possible strategies

However, the impact appears to be primarily at the level of: insight (understanding) and tool discovery.

Less evidence of deep pedagogical transformation and structured implementation. Impact is not uniform and depends on context and support

Point 3: Evolution of practices (Survey)



The qualitative data highlights a strong awareness shift among teachers.

The data shows a clear evolution from limited strategies to diversified tool use. Teachers are now experimenting with digital tools, multimodal supports, inclusion of students' home languages...

However, this evolution remains largely tool-driven and not yet fully embedded in structured pedagogy.

Key tension:
More tools ≠ more effective teaching (yet)



Point 4: Remaining needs (Survey)



The data reveals a critical shift: teachers are no longer asking for tools but for pedagogical structure.

Three key needs emerge:

- 1. STRUCTURE:** ready-to-use strategies and classroom routines.
- 2. PEDAGOGICAL TRAINING:** how to implement translanguaging effectively
- 3. TIME & SUPPORT:** planning time and in-class coaching

The PD successfully introduced tools, but teachers now need a structured pedagogical framework to use them effectively.



IV- FINDINGS:

Part 2: Secondary coaching and in-class support (Art & Sport section) "Multilingualism in the classroom"

Introduction

This section focuses on the findings collected from the Art & Sport bilingual section, following the classroom support program implemented with volunteer teachers in 6e and 5e History-Geography, SVT, and Physics/Chemistry classes.

The findings are based on:

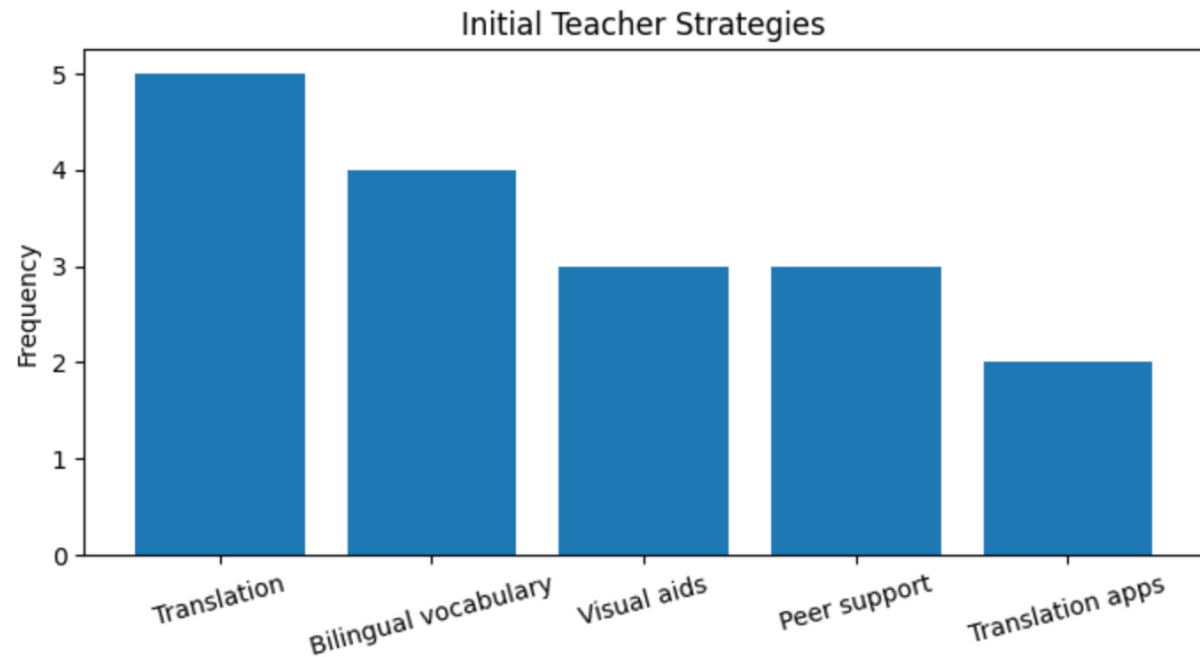
- teacher feedback questionnaires,
- classroom support program,
- coaching sessions,
- and qualitative reflections shared during the implementation process.

The objective of this section is to analyse:

- teachers' initial responses to multilingual classrooms,
- the impact of the support provided,
- and the evolution of translanguageing practices within disciplinary teaching contexts.



Point 1: Initial teacher responses (Survey)



Initial Teacher Strategies in Multilingual Classrooms

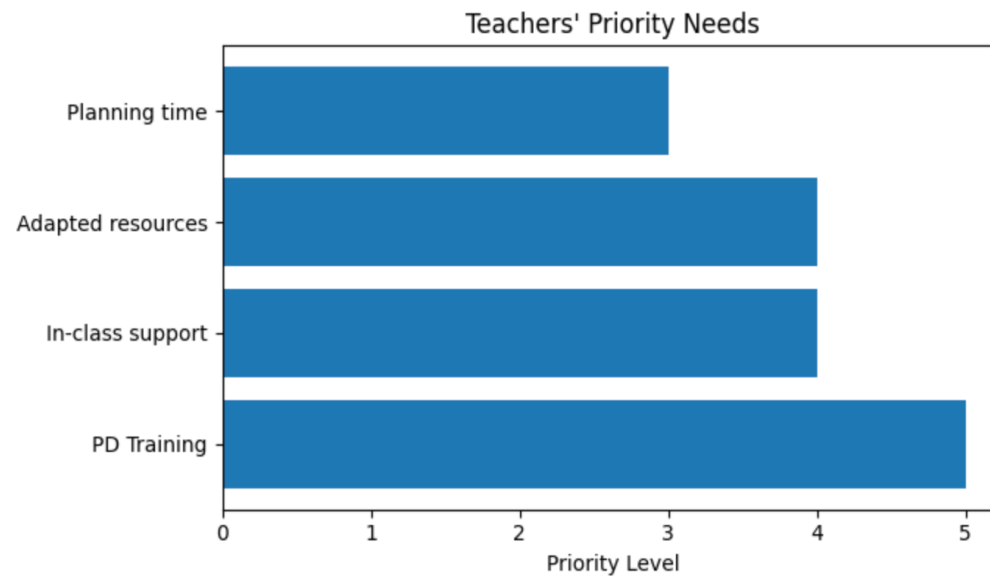
Teachers initially relied on:

- Repeating instructions in French
- Translating key learning points
- Writing key vocabulary in both languages
- Translation apps
- Visual aids
- Peer pairing

Immediate and practical responses to support comprehension



Point 2:
Teachers' perceived needs:
(Survey)



Highest priority needs identified:

- Targeted professional development
- In-class support
- Adapted curriculum resources
- Collaborative planning time

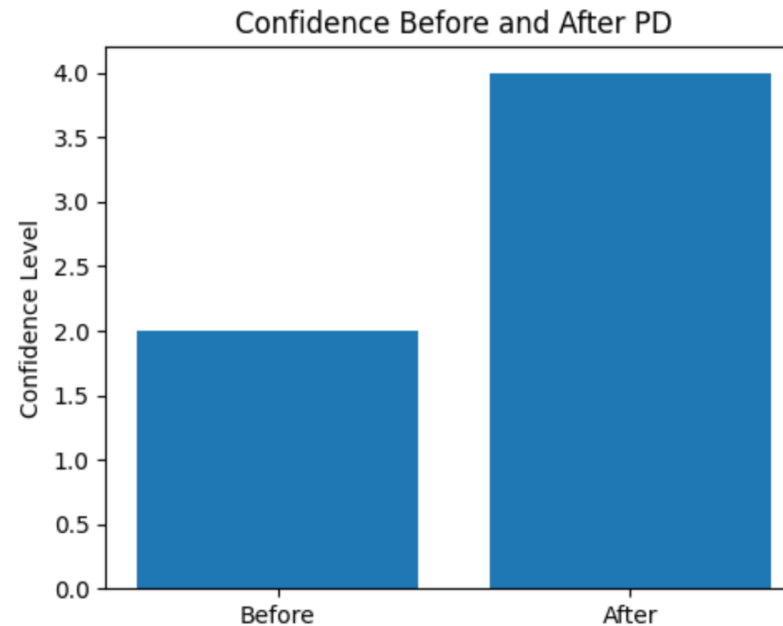
Teachers expressed the need for both pedagogical and structural support



Point 3:

Confidence and evolution of practice

(Survey)



Before the intervention:

- Teachers reported uneven confidence levels in supporting multilingual learners

After the intervention:

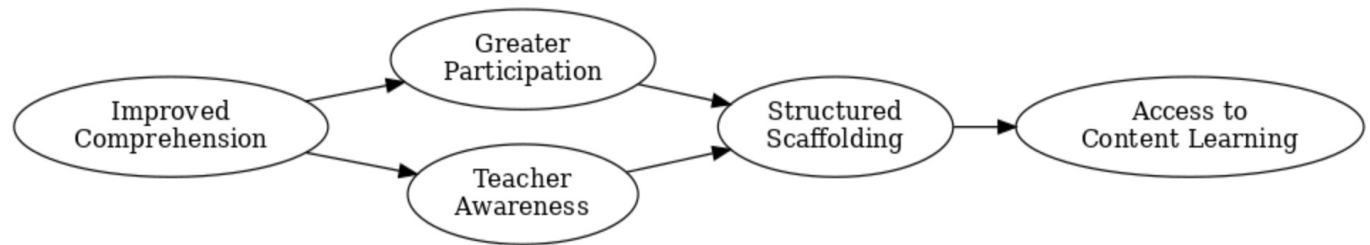
Teachers increasingly used:

- peer pairing,
- multilingual scaffolds,
- adapted instructions,
- and linguistic support booklets

Shift toward more intentional support practices



Point 4:
**Impact of the
support
programme**
(Survey)



Observed impact:

- Improved student comprehension
- Greater classroom participation
- Increased teacher awareness
- More structured linguistic support
- Stronger links between language and content learning

Translanguaging/language support became progressively integrated into classroom practice



V- FISRT IMPLEMENTATIONS:

Part 1- Development of AI Support Documents for Teachers

In collaboration with Yann Houry, we developed a practical support document designed to help teachers integrate AI tools into translanguaging practices in the classroom. One document provided a concise overview of the main tools available and their potential uses, while accompanying QR codes linked to more detailed explanations and tutorials showing teachers how to implement each tool in practice.

The aim was to create accessible and immediately usable guidance for teachers who may have little prior experience with AI-supported multilingual strategies.

AI & Multilingualism



Simplify texts
With the AI of your choice, simplify the text that you will be studying:

- create a version that helps prepare students for reading a text,
- create a version adapted to different student levels.



Work on vocabulary
AI can be used to create different lists and materials related to vocabulary:

- List of difficult words
- Definitions in the form of footnotes
- Flashcards
- Revision puzzles
- Crosswords
- Fill in the blank exercises
- Visual dictionary (illustrations of words)



Translate
Simply use Google Translate or DeepL to translate your text. Note that ChatGPT is perfectly capable of doing this. You will then be able to ask for several tasks to be done at once.



Generate audio content

- Create audio transcriptions of text (e.g. ElevenLabs, TTSMaker, Odio).
- Helps develop listening comprehension and supports students with dyslexia.
- Integrate a recording using a QR code or in an application (OneNote, etc.).



Use Immersive reader

- Automatic translation of the text into the student's language
- Integrated visual dictionary
- Practice reading aloud with feedback
- Live captions (PowerPoint and OneNote)



Use Chatbots
Generate a chatbot limited to a specific domain or resource that can develop:

- Autonomy
- Formulating questions
- Clarification of needs
- Progressive method (question → correction → hint)



Create subtitles and adapt videos

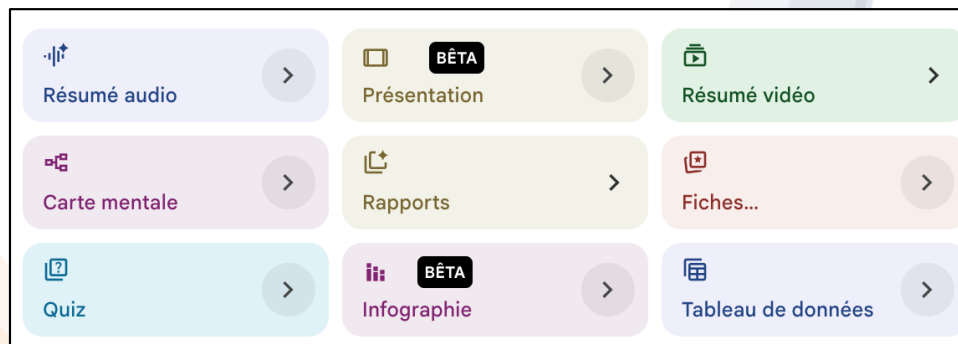
- With Capcut: automatically generate subtitles.
- Possibility of translating subtitles into other languages.
- Slow down the video to make it easier to understand.

Initial Support Document



Part 2- Teacher Workshop on AI Translanguaging Tools

A workshop was organised with the objective of presenting concrete examples of AI translanguaging tools and demonstrating how they could be implemented in real classroom situations. The session focused on practical classroom applications, highlighting which tools could support different pedagogical needs and how they could be integrated into daily teaching practices. Teachers were encouraged to bring their own classroom resources to experiment directly with the tools during the workshop. Immediate feedback from participants was very positive, with teachers expressing strong interest in the possibilities offered by the tools. However, despite this enthusiasm, long-term implementation remained limited for many participants, suggesting that additional follow-up, time, and support may be necessary to encourage sustained classroom integration.



Main tools presented to help multilingual learners using NotebookLM

Traduction Vocab FRA-POL		
French Term	Polish Translation	Polish Explanation
Problème	Problem	Tytuł zadania matematycznego, które masz rozwiązać 1 .
Recherche du tout	Szukanie całości / Znalezienie sumy	Główny cel zadania, oznaczający "Szukanie całości," co wymaga obliczenia sumy podanych ilości (np. sumy uczniów lub mieszkańców) 2 .
Combien	Ile	Kluczowe słowo pytające, które występuje w pytaniu kończącym zadanie. Oznacza "Jak dużo?" lub "Ile (czegoś)?" 1

Example of a maths vocabulary sheet created with NotebookLM and used in a 8ème class

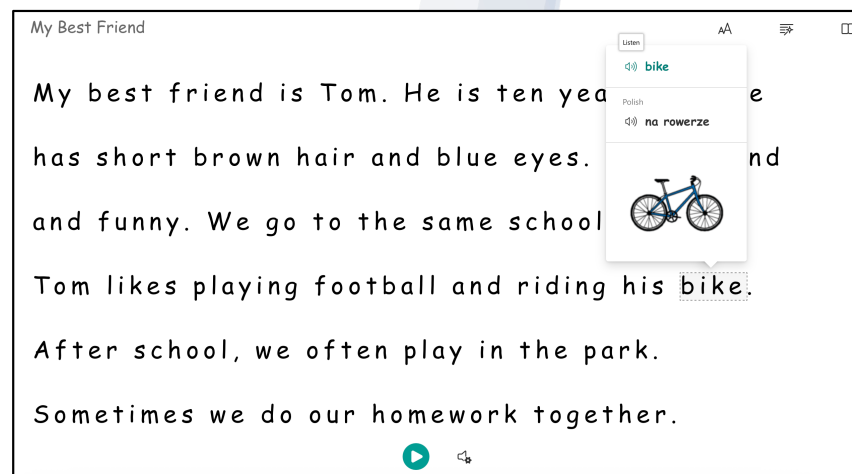


Part 3- Initial Classroom Implementation with some EAL colleagues

An initial implementation phase was also carried out with some teachers, combining digital tools and peer-language support strategies. OneNote was used extensively, particularly its built-in translation features, to help newly arrived multilingual students access classroom texts and instructions more independently.

In addition, CAS students who spoke the same home languages as newly arrived students were involved in supporting communication and classroom integration.

This combination of technological support and peer mediation aimed to facilitate both academic access and social inclusion for students with little or no English and French.



Example of the translation features available in OneNote's Immersive Reader. Students could translate unfamiliar words, listen to their pronunciation in English, and view visual representations to support comprehension and vocabulary acquisition.



Part 4- In Secondary (Art & Sport section)

Small-group professional support sessions (Session 1)

The first professional support session focused on helping teachers better understand the realities of multilingual classrooms and the challenges faced by Beginner and Intermediate students learning through a second language. **The session introduced key concepts related to bilingual language development, cognitive load, and the role of academic language in content learning within CLIL environments.** Teachers explored different multilingual learner profiles and reflected on how language barriers can impact access to disciplinary content, participation, and assessment performance.

Particular attention was given to practical classroom strategies that could support comprehension without oversimplifying disciplinary expectations. Discussions focused on the **importance of making instructions accessible, scaffolding academic vocabulary, and using translanguaging practices to support understanding and engagement.** The aim of this first session was to create a shared pedagogical understanding of multilingual learning while introducing practical and immediately applicable classroom strategies.



Activité 3 MODÈLE DE PLANIFICATION LANGAGIÈRE

Objectif: IDENTIFIER EXPLICITEMENT LE LANGAGE NÉCESSAIRE POUR RÉUSSIR LA TÂCHE/LA SÉANCE

Informations générales			
Classe :	Séquence/chapitre :	Séance :	Date/durée
Objectif disciplinaire principal QUE DOIVENT SAVOIR / COMPRENDRE / ÊTRE CAPABLES DE FAIRE LES ÉLÈVES À LA FIN DE LA SÉANCE/SÉQUENCE ?			

Vocabulaire-clé À ENSEIGNER :

CATÉGORIE :	MOTS-CLÉS À PRÉVOIR :
Tier 3 (spécifique à la discipline):	
Tier 2 (académique transversal / consignes):	

Fonctions langagières: CE QUE LES ÉLÈVES DOIVENT FAIRE AVEC LA LANGUE.

Cocher les fonctions nécessaires:	Structures de phrases pour les élèves en difficulté linguistique:
☐ Décrire ☐ Comparer ☐ Expliquer ☐ Justifier ☐ Argumenter ☐ Formuler une hypothèse ☐ Résumer ☐ Prédire ☐ Évaluer ☐ Autre : _____	

C.GORIN

Scaffolding: ÉTAYAGE PRÉVU (PRÉCISER AVANT / PENDANT / APRÈS LA SÉANCE)

Cocher les outils prévus:	Avant / pendant / après la séance
☐ Word bank affichée ☐ Sentence starters ☐ Modèle de réponse ☐ Schéma / visuel ☐ Travail oral avant écrit ☐ Travail en binôme ☐ Reformulation orale ☐ Traduction autorisée ciblée ☐ Autre : _____	



Part 5- In Secondary (Art & Sport section)

Small-group professional support sessions (Session 2)

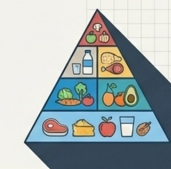
The second professional support session focused on the implementation and refinement of multilingual classroom practices following the first intervention phase. Teachers reflected collaboratively on their classroom experiences, the challenges encountered, and the effectiveness of the support tools and scaffolding strategies developed during the project.

Particular attention was given to the use of linguistic support booklets and the development of multilingual classroom routines that could help Beginner and Intermediate students access disciplinary learning more independently.

The session also explored **the importance of language functions in content subjects, such as describing, explaining, comparing, and justifying**. Teachers discussed how these functions could be explicitly scaffolded through sentence structures, adapted instructions, visual supports, and guided classroom interactions. This second session marked an important shift from isolated adaptations toward more structured multilingual pedagogical practices integrated directly into disciplinary teaching.

Fiche Pratique : Sciences de la Vie et de la Terre (SVT)

Thème : Pyramide Alimentaire | Activité : Observation & Classement



Fonction	Niveau 1-2	Niveau 3-4	Niveau 5+
Description	This is... / It is healthy.	This food is... / It is important.	This category includes... / It provides...
Comparaison	This is the same. / This is different.	This is different from... / They are similar because...	In contrast to..., this... / This differs from... because...
Explication	We eat this. / It is good because.	We should eat more... / This is important because...	A balanced diet requires... / This is essential because...



Part 6- In Secondary (Art & Sport section)

Language support booklets and resources (Humanities and Science)

As part of the multilingual support initiative implemented in the Art & Sport bilingual stream, linguistic support booklets were progressively developed for 6e and 5e students in History-Geography, SVT, and Physics/Chemistry. These booklets were specifically designed to support Beginner and Intermediate students with limited proficiency in English and help them access disciplinary content more independently.

The booklets aimed to reduce the linguistic barriers that often prevent students from fully engaging with classroom activities, instructions, and assessments. Rather than simplifying disciplinary content, the objective was to scaffold language in order to maintain academic expectations while improving accessibility.

III. MEASURING AND MAPPING DEVELOPMENT (pages 5-7)

Bilingual glossary: key Geography vocabulary

English	French	Definition (English)
indicator	indicateur	=tool to measure development
GDP per person	PIB par habitant	= average money per person
Life expectancy	Espérance de vie	=age people live to
Literacy rate	Taux d'alphabétisation	= % of people who can read/write
Infant mortality	Mortalité infantile	=deaths of babies
Accès à clean water	Accès à l'eau potable	=safe drinking water
Education level	Niveau d'éducation	=schooling level
healthcare	Système de santé	=medical services

Academic words

English	French	Definition (English)
increase	augmenter	= to become bigger or higher
decrease	diminuer	= to become smaller or lower
rate	taux	= a number that shows a percentage
average	moyenne	=the typical or usual value

Sentence frames: language for data interpretation

- This indicator shows _____.
- GDP per person measures _____.
- Life expectancy means _____.

Key content summary:
Development indicators measure living conditions.
Examples: life expectancy, literacy rate, GDP per person, access to clean water.

LA RICHESSE COMME INDICATEUR DE DÉVELOPPEMENT
Le PIB, ou produit intérieur brut, est l'un des indicateurs de développement les plus couramment utilisés. Il s'agit de la valeur totale des biens et services produits par un pays en un an. On peut le considérer comme le montant total gagné dans ce pays en un an (en additionnant ce que chacun gagne !).
Le PIB est souvent exprimé en dollars internationaux. Lorsque vous divisez le PIB par la population, vous obtenez le PIB par habitant. Cela nous permet de comparer équitablement des pays de toutes tailles, quel que soit leur nombre d'habitants.
Un PIB par habitant élevé est généralement le signe qu'un pays est développé.
Il est probable qu'il dispose de bonnes routes, d'hôpitaux, d'écoles, etc.
Les pays dont le PIB par habitant est faible sont appelés pays en développement (on espère qu'ils se développeront avec le temps).

LES LIMITES DU PIB COMME INDICATEUR DE DÉVELOPPEMENT
Il ne donne pas une image complète : le PIB par habitant indique la richesse moyenne des habitants d'un pays.
Dans la pratique, certaines personnes peuvent être extrêmement riches, tandis que les autres sont très pauvres. Les riches et le gouvernement peuvent dépenser leur argent dans des terrains de golf et des manoirs, plutôt que dans des écoles, des hôpitaux ou des routes.
Le PIB ne dit rien non plus sur le bonheur des gens ou leur niveau d'éducation. Enfin, le PIB ne nous dit rien sur les dommages causés à l'environnement. Un pays peut être très riche, mais avoir gravement endommagé son environnement.
Pour avoir une image claire du développement, il est donc préférable de se référer également à d'autres indicateurs.

Language support booklet
(Geography)



Part 6- In Secondary (Art & Sport section)

Language support booklets and resources (Humanities and Science)

Each booklet included:

- key disciplinary vocabulary supported by visuals and definitions,
- simplified and reformulated instructions,
- sentence structures and language functions to support classroom interactions,
- multimodal scaffolds such as diagrams, tables, and guided activities,
- and QR codes linking to audio or video explanations of the content in students' home languages to support comprehension and independent learning.

The booklets were designed to function both as classroom support tools and as bridges between EAL support and disciplinary learning. By explicitly linking language development with content acquisition, they encouraged greater student autonomy, participation, and comprehension within bilingual classrooms. These tools also marked an important pedagogical shift from isolated translation practices toward more structured multilingual scaffolding integrated directly into subject teaching.

CH3 - 45.10

ORGANS NEED ENERGY: EXCHANGES BETWEEN MUSCLES AND BLOOD.

LISTEN AND TICK THE WORDS YOU HEAR:

☐ énergie/energy ☐ sang/blood
☐ muscle/muscle ☐ respiration/breath
☐ oxygène/oxygen ☐ glucose/glucose

KEY VOCABULARY:

English word	French word	English word	French word
carbon dioxide	dioxyde de carbone	vein	veine
glucose	glucose	capillary	capillaire
nutrients	nutriments	cellular respiration	respiration cellulaire
blood	sang	digestive system	système digestif
blood vessels	vaisseaux sanguins	respiratory system	système respiratoire
artery	artère	circulation system	système circulatoire

ACTIVITY 1 - FILL IN THE BLANKS WITH THE WORDS: OXYGEN - GLUCOSE - ENERGY - CARBON DIOXIDE - BLOOD - CAPILLARIES - ARTERIES

VEINS - NUTRIENTS

- Every cell needs _____ to function.
- Energy is stored in _____.
- To release energy, cells need _____.
- During cellular respiration, _____ is produced as waste (=déchets).
- Exchanges happen in the _____.
- Blood rich in oxygen travels in _____.
- Blood rich in carbon dioxide travels in _____.

CH3 - 45.10

DEFINITIONS

- **Blood vessels:** tubes that carry blood such as veins, arteries, and capillaries. Capillaries are the smallest blood vessels, where the exchange can occur at cellular level.

- **Cellular respiration:** chemical reaction that releases energy from glucose + oxygen. The cellular respiration is the chemical reaction that occurs in the ALL CELLS. In this reaction, glucose (a nutrient) and oxygen are used and carbon dioxide is produced as a waste (=déchets): it exits the body during exhalation.

SUMMARY (=RÉSUMÉ):

NAME OF THE CHEMICAL REACTION: _____

Complete the formula (à la formule):

glucose + _____ → _____ + energy

ACTIVITY 3 - COMPLETE THE DIAGRAM (=SCHÉMA): SYSTEMS OF THE HUMAN BODY.

Body systems work together:

Complete:

- The _____ system brings glucose.
- The _____ system brings oxygen.
- The _____ system transports blood.

(Word bank: digestive / respiratory / circulatory)

MEMO:

All cells need energy to function. Energy is stored in glucose, which comes from food. To release this energy, cells need both glucose and oxygen. This chemical reaction is called cellular respiration. During this reaction, energy is produced and carbon dioxide is released as a waste product. The blood carries glucose and oxygen to the cells.

VI- CONCLUSION: NEXT STEPS.

Following the first implementation phase of the project, several future directions have emerged in order to strengthen, expand, and sustain multilingual pedagogical practices across the school.

A first priority will be to further develop and refine the practices introduced this year based on teacher feedback collected through questionnaires, classroom discussions, and coaching sessions. The objective will be to move from isolated adaptations toward more consistent and structured multilingual classroom practices.

At the Primary level, the linguistic profile questionnaires currently being developed will help identify classes with particularly complex multilingual needs. These profiles will allow the school to identify priority teachers and classrooms for future support and training, particularly in contexts where students have little or no proficiency in the language of instruction. This targeted support approach will be extended across different contexts within the school, including Primary, Secondary Art & Sport, Francophone, and bilingual streams.



VI- CONCLUSION: NEXT STEPS.

Another important next step will be the development of a more structured and coherent internal professional development programme tailored specifically to the needs of Institut Florimont. This programme will aim to combine:

- translanguaging strategies,
- CLIL-informed practices,
- classroom scaffolding techniques,
- and multilingual pedagogical support adapted to our bilingual context.

The project will also continue to expand the development of linguistic support tools across all content-based subjects, including History-Geography, Sciences, Mathematics, and other disciplinary areas. Particular attention will be given to strengthening links between language learning and content learning through closer collaboration between subject teachers and language support programmes such as EAL or FLSco.



VI- CONCLUSION: NEXT STEPS.

In parallel, the school's new language policy could integrate a specific multilingual support component focused on:

- classroom accessibility,
- multilingual pedagogical practices,
- teacher support,
- and equitable access to learning for multilingual students.

Finally, future stages of the project could strengthen data collection and classroom research through:

- student voice and feedback,
- classroom observation tools,
- teacher reflective journals,
- and comparative analysis of multilingual support practices across departments.

VI- CONCLUSION: NEXT STEPS.

Particular attention should also be given to **two important long-term considerations.**

The first concerns the **sustainability of the multilingual classroom practices** introduced during this project. Future research will need to explore whether these practices become fully integrated into teachers' everyday pedagogy over time or remain dependent on external support and specific contexts.

The second point relates to **teacher wellbeing and workload.** Supporting multilingual learners often requires significant pedagogical adaptation, planning time, and emotional investment from teachers. It will therefore be important to examine how multilingual support initiatives impact teachers' professional wellbeing and whether structured pedagogical support can help reduce feelings of overload, isolation, or classroom frustration in linguistically diverse settings.

The long-term objective is to progressively build a coherent **multilingual pedagogical culture** across the school, where **language support becomes an integrated part of teaching and learning** rather than an isolated intervention.

