Development of a multilingual glossary of school-based terminology: Supporting partnerships between schools and bilingual learners and their families

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Education Horizon Research Forum

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MULTICULTURAL AUSTRALIA it's who we are

Acknowledgement of Traditional Owners

We acknowledge the traditional custodians of all the lands on which we meet, work, and live and recognise that this land has always been and always will be Aboriginal and Torres Strait Islander land.

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Partners

- Queensland Department of Education through the Education Horizon grant scheme
- Multicultural Australia Toowoomba
- Translators
- Community leaders and families in the Arabic-speaking, Kurdish Kurmanji-speaking, Portuguese-speaking and Swahili-speaking communities

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MULTICULTURAL AUSTRALIA *it's who we are*

Overview of the session

1. The Research Team
2. The Research Questions and Objectives
3. The Research Process: Iterative stages of the following:
    - Design Phase 1: Corpus Analyses
    - Design Phase 2: Collaborative input and discussion
    - Design Phase 3: Redesign
4. Research Outputs and Impact
5. Q&A

CRICOS No.00213J

The Research Team

CRICOS No.00213J

Research Questions and Objectives

Research Question: What resources can schools and communities develop to support two-way communication with bilingual learners and their families about schooling and school processes?

Research Objectives:

- improve information exchanges about teaching, learning and administration
- enable greater partnerships for supporting learning at school and at home, including with multicultural community organisations
- promote the capacity for informed decision-making by bilingual students and their families,
- demonstrate a commitment by schools to a culture of all members of the school community.

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Why a multilingual glossary of school-based terms is important

- Growing culturally and linguistically diverse (CALD) enrolments in schools, especially in regional areas in five community languages: Arabic, English, Kurdish Kurmanji, Portuguese, and Swahili.
- A gap in the resources available to schools to communicate with newly-arrived students and families from CALD backgrounds
- Lists of key words can support communication, language learning and social connections.

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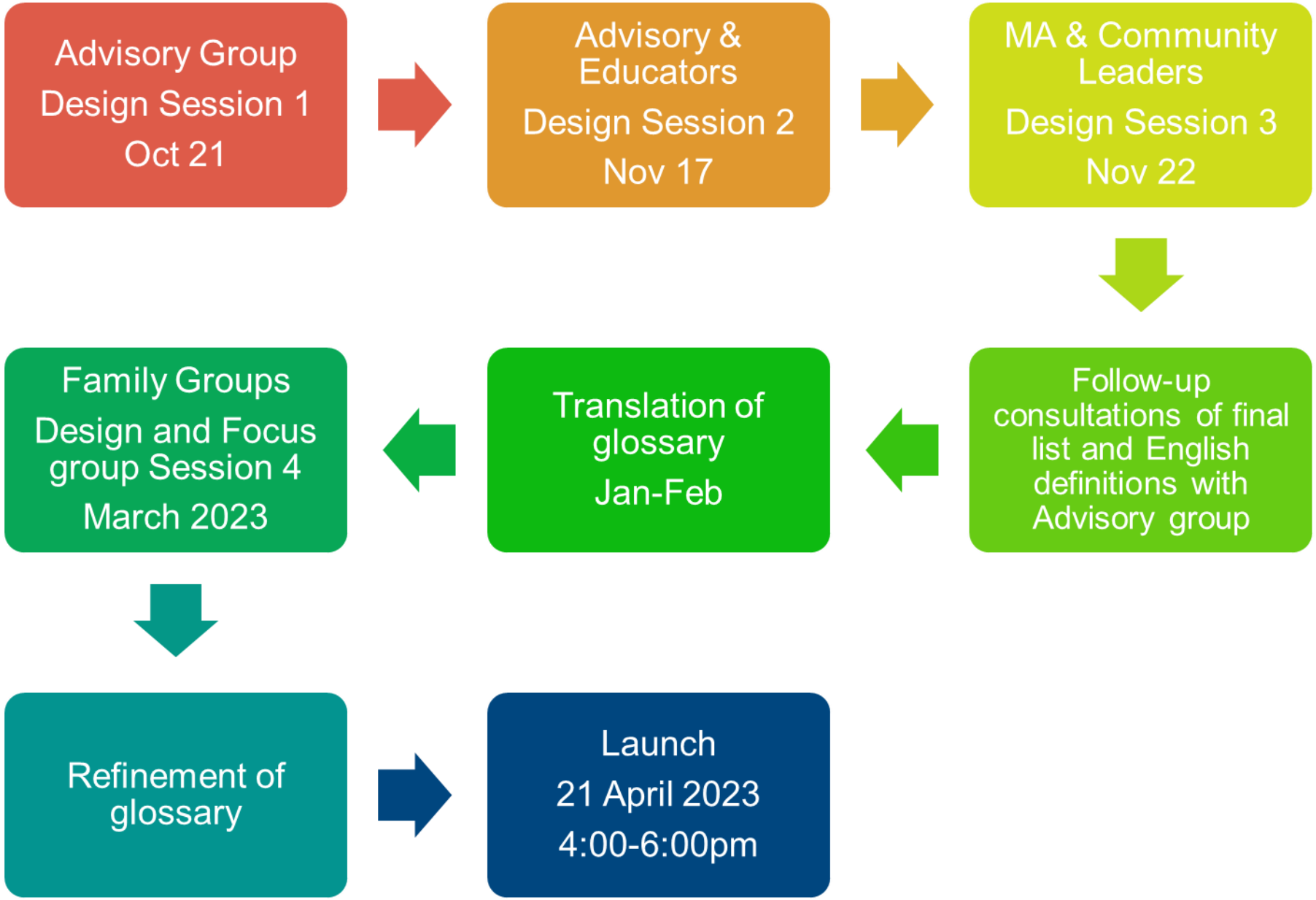
The Research Process

Iterative cycles of the following:

- Stage 1: Corpus Analyses
- Stage 2: Collaborative evaluation and adjustment
- Stage 3: Redesign and refinement to completion



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Design Stage 1: Corpus analyses

- Computer-assisted corpus analyses (RANGE program) were used to analyse publicly-facing school websites to identify and select key school-related terminology.
- A preliminary glossary was designed by researchers using the high-frequency words produced in the corpus analyses.
- The initial list of words was vast and included thousands of words.

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Types Found In Base List One

AND	FROM	USING
THE	USE	LANGUAGE
OF	HOW	MAY
TO	SCHOOL	TIME
IN	TERM	THESE
A	AT	APPLY
STUDENTS	WORK	ALL
FOR	DEVELOP	LEARN
WILL	THROUGH	ONE
IS	UNDERSTANDING	MAKE
ARE	STUDENT	YOU
WITH	BUSINESS	STUDIES
THEIR	MUSIC	ARTS
THAT	KNOWLEDGE	EACH
OR	UNITS	SOCIAL
SUBJECT	ABOUT	USED
BE	SUBJECTS	PRODUCTION
UNIT	SCIENCE	OPPORTUNITIES
THEY	HAVE	PROVIDE
AS	CAN	ART
COURSE	S	FURTHER
AN	GENERAL	DIFFERENT
ON	WRITTEN	ALSO
THIS	IT	COMPLETE
STUDY	MINUTES	OTHER
YEAR	ENGLISH	WORLD
BY	IDEAS	WHICH
LEARNING	INCLUDING	NOT

Initial results of corpus analyses

Design Stage 2. Collaborative evaluation and adjustment

- The initial list was refined through a series of collaborative design meetings with participants: the Education advisory and reference groups, community leaders and families speaking Arabic, Kurdish Kurmanji, Portuguese and Swahili as L1.
- Resulting glossary translated into the four community languages; checked project participants.
- Simple definitions of terms developed in collaboration with Education participants in English and then translated and checked in the four community languages.

Base One Families

SCHOOL
MUSIC
YEAR
STATE
ENGLISH
STUDENT
USE
DEVELOP
LANGUAGE
TERM
WORK
LEARN
SCIENCE
READ
O
PEOPLE
SUPPORT
MAKE
CLASS
PROGRESS
HISTORY
WORLD
ALSO
SOCIAL
LISTEN
MEET
WRITE
PLACE
NUMBER
PLAN
WEEK
DESCRIBE

NORTH
OPPORTUNITY
SPECIAL
ACT
ART
FAMILIAR
LIFE
LOCAL
NEW
PROVIDE
QUALITY
TIME
VIEW
CHILD
DAY
FORM
OWN
PART
REPRESENT
WELL
ADD
CONTINUE
FACE
GROUP
PLAY
STANDARD
STUDY
VARIETY
COMMON
CONTENT
EARLY
EAST

PURPOSE
STRONG
SYSTEM
WAY
ACTIVE
END
EXPERIENCE
EXPRESS
IMPORTANT
MIDDLE
PARTICULAR
PAST
SENSE
SHARE
TAKE
TOGETHER
WHOLE
WIDE
YOUNG
ABLE
AGE
APPLY
ASK
BECOME
BEGIN
CARE
CHARACTER
COME
FEEL
FIND
FUTURE
GENERAL

Discussion with the Advisory and Education Reference Groups

QUT

Feedback from the Advisory and Education Reference Groups

Education Horizon 2022: The development of a multilingual glossary of school-based terminology

State School Curriculum – Oct 10

Base One Families

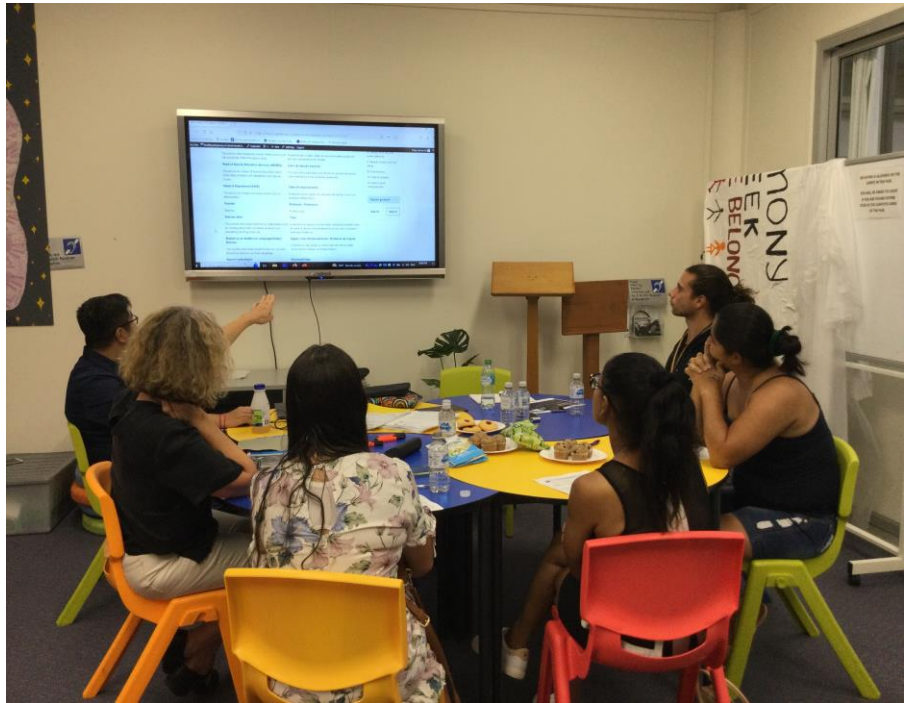
SCHOOL	NORTH	PURPOSE
MUSIC	OPPORTUNITY	STRONG
YEAR	SPECIAL	SYSTEM
STATE	ACT	WAY
ENGLISH	ART	ACTIVE
STUDENT	FAMILIAR	END
USE	LIFE	EXPERIENCE
DEVELOP	LOCAL	EXPRESS
LANGUAGE	NEW	IMPORTANT
TERM	PROVIDE	MIDDLE
WORK	QUALITY	PARTICULAR
LEARN	TIME	PAST
SCIENCE	VIEW	SENSE
READ	CHILD	SHARE
O	DAY	TAKE
PEOPLE	FORM	TOGETHER
SUPPORT	OWN	WHOLE

Types not in any lists

CURRICULUM	DECIMALS	INTEGERS
⊤	EXCURSION	NUMERACY
AUSTRALIAN	LITERACY	ONLINE
¤	MATHEMATICAL	PERCUSSION
COMPREHENSION	NARRATIVE	STRAIT
PREP	PEERS	TORRES
CLASSROOM	PUNCTUATION	UNDERSTANDINGS
TOOWOOMBA	SEMESTER	WK
ACARA	V5	WOODWIND
AUSTRALIA	ALIGNED	ALONGSIDE
GEOGRAPHY	AUSLAN	AUSTRALIANS
MATHEMATICS	BARRIERS	CIVICS
QUEENSLAND	ENSEMBLE	CLASSROOMS
CHOIR	INDONESIAN	COMPETENCE
DISABILITY	INTERVIEWS	DEPARTMENT⊤
SETTINGS	ISLANDER	DIALECT
C2C	JUNIOR	DIGITAL
NEWTOWN	PLOT	EISTEDDFOD
ENGAGE	QLD	ENGAGING
VOCABULARY	SENIOR	ENROLMENT
FRACTIONS	TYME	EVIDENCE-BASED
HUMANITIES	WELLBEING	FANFARE

Designing with multilingual families and community members

11	Student welfare and well-being	• Student welfare, student services, students with disability, personalised learning plan (PLP), chaplaincy, National Disability Insurance Scheme (NDIS), • mental health • English Language support teacher, • School counsellor • Mental health, special school, different ideas about disability (keep to self), conversations about disabilities and options
12	School policy	• Fire drill, evacuation, uniform policy, behaviour policy, use of mobile phone policy, Technology permissions, sun safety, Outside School Hours Care (OSHC), Parents and Citizens Association (P&C), school website • School application (for enrolment) • How to connect/communicate with teacher – e.g., via email and how do teachers contact parents • First aid - communication with home • Different ideas about respect/discipline/teacher responsibility to enforce appropriate behaviour • Bad language



A summative list of words and their definitions

English Word	English Definition	Comments
People at our school / roles and titles		
Principal	The person who is the leader of the school.	
Deputy Principal	The person who assists the leader of the school and can substitute if the Principal is away.	
Head of Special Education Services (HOSES)	The person in charge of Special Education which looks after students with disabilities and special needs.	
Head of Department (HOD)	The person in charge of a subject area such as Mathematics.	
Teacher	Teacher.	
Teacher Aide	The person who helps teachers by doing tasks such as reading aloud with individual students and preparing teaching materials.	
English as an Additional Language/Dialect Teacher	The teacher who helps students who do not have English as their first or home language.	
Speech pathologist	A health professional who helps students who have communication problems such as voicing sounds and words.	

Curriculum	Mtalaa
Australian Curriculum (AC) This outlines what should be taught in all Australian schools.	Mtalaa wa Australia (AC) Huu unaeleza kile kinachopaswa kufundishwa katika shule zote za Australia.
Queensland Certificate of Education (QCE) A Queensland Senior Secondary schooling qualification which is recognised overseas. It is awarded to eligible students at the end of Year 12.	Cheti cha Elimu cha Queensland (QCE) Sifa ya elimu ya Sekondari Kuu ya Queensland ambayo inatambulika ng'ambo. Inapewa kwa wanafunzi wanaostahiki mwishoni mwa Mwaka wa 12.
Australian Tertiary Admission Rank (ATAR) ATAR is used nationally for entry to university. It indicates a student's position relative to other students.	Cheo cha Uandikishaji wa Vyuo vya Juu cha Australia ATAR hutumika kitaifa kwa kuandikisha kwa chuo kikuu. Inaonyesha nafasi ya mwanafunzi ikilinganishwa na wanafunzi wengine.

Vya

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Design Stage 3: Redesign and refinement to completion

The multilingual glossary in the five languages ‘redesigned’ into an online, web-based format.

Features for access and usability:

- digital versions of the glossary in the five languages
- downloadable PDF versions of each language
- an audio version in Kurdish Kurmanji language
- a postcard with a QR code for ease of access in the community.

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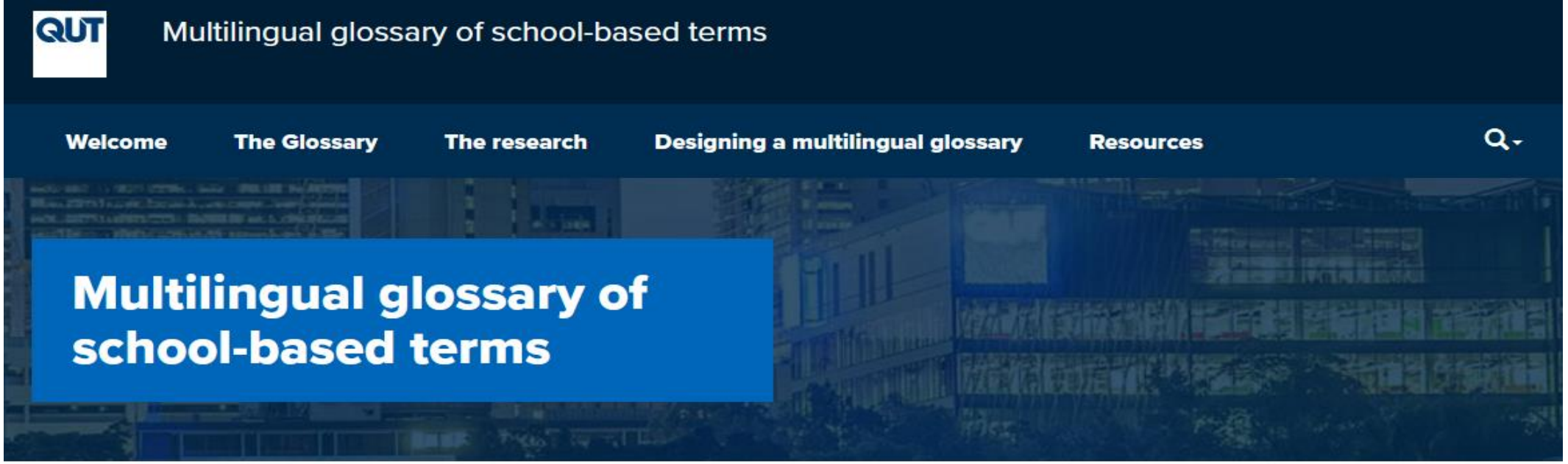

Welcome | مرحبا | أهلا بك | Bem vindos | Karibu

Multilingual Glossary of School-Based Terminology website

This website provides a multilingual glossary of school-based terminology in English and four key community languages: Arabic, Kurdish Kurmanji, Portuguese, and Swahili. These languages are the home languages of many recently-arrived families from culturally and linguistically diverse (CALD) backgrounds whose children are attending Queensland schools, and schools across Australia.

The multilingual glossary includes words and definitions in the five languages and is designed to promote two-way communication between school personnel and multilingual families. This website presents the multilingual glossary as well as an overview of the research study and the processes of developing the glossary. In addition, a list of online resources is provided which will be useful for the Queensland Department of Education, school systems, schools, and community organisations in their communication with multilingual students and their families.

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Website: https://research.qut.edu.au/multilingualschoolglossary/

Multilingual glossary of school-based terminology

Supporting partnerships and two-way communication between schools and bilingual learners and their families

Multilingual glossary website

https://research.qut.edu.au/multilingualschoolglossary/glossary/

More than 600 terms

5 Languages

Download, print, & audio resources

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Multilingual glossary of school-based terminology

Supporting partnerships and two-way communication between schools and bilingual learners and their families

Key school-related terms and plain language definitions currently available in 5 languages

- Arabic
- English
- Kurdish Kurmanji
- Portuguese
- Swahili

Scan the QR Code to access the **Multilingual Glossary** on the QUT Research website

Research team

Professor Margaret Kettle

Professor Annette Woods

Dr Jennifer Smith

Dr Do Na Chi

Multilingual glossary website

https://research.qut.edu.au/multilingualschoolglossary/glossary/

An Education Horizon research grant

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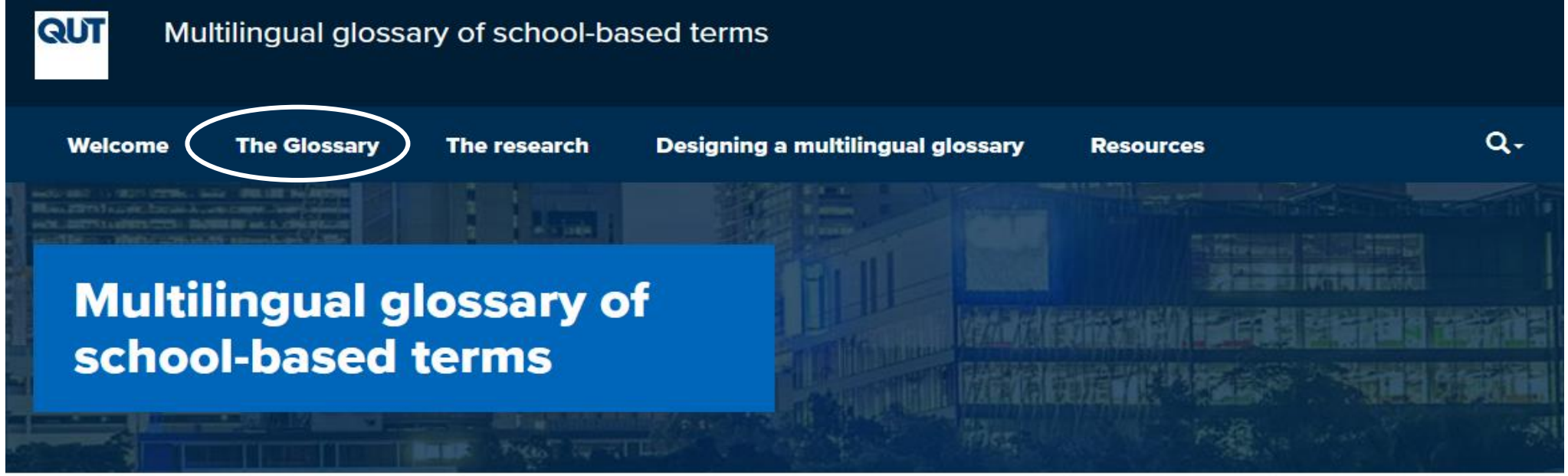

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Website: https://research.qut.edu.au/multilingualschoolglossary/

The Glossary

The Glossary

The Glossary

- مسرد العربيه
- English glossary
- Kurmancîya Kurdî glossary
- Glossário Português
- Kamusi ya Kiswahili

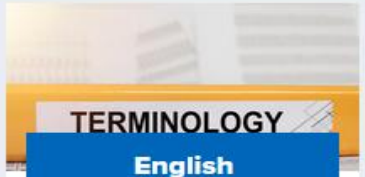
The multilingual glossary is a list of school-based words and definitions in five languages: Arabic, English, Kurdish Kurmanji, Portuguese, and Swahili. The glossary is informed by research that was a partnership between the researchers, Queensland Department of Education and Education Queensland school personnel with Multicultural Australia and community group members and families. The glossary is designed to assist communication between Queensland schools and families from culturally and linguistically diverse (CALD) backgrounds.

Select a language | اختر لغة | Zimanek hilbijêre | Selecionar idioma | Chagua lugha

مسرد العربيه

مسرد العربيه

انقر هنا



English

To go to the list of English words and definitions

Click here

Kurmancîya Kurdî

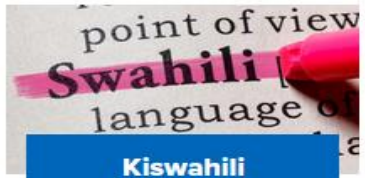
Ku biçe ser ferhengoka Kurmancîya Kurmancî

Li vir bitikîne

Português

Glossário Português

Clique aqui



Kiswahili

Kamusi ya Kiswahili

Bonyeza hapa

Completed glossary

English glossary

The multilingual glossary is a list of school-based words and definitions in five languages: Arabic, English, Kurdish Kurmanji, Portuguese, and Swahili. The glossary is informed by research that was a partnership between the researchers, Queensland Department of Education and Education Queensland school personnel with Multicultural Australia and community group members and families. The glossary is designed to assist communication between Queensland schools and families from culturally and linguistically diverse (CALD) backgrounds.

English glossary PDF

1. People at our school

Principal

The person who is the leader of the school.

Deputy Principal

The person who assists the leader of the school and can substitute if the Principal is away.

Head of Special Education Services (HOSES)

The person in charge of Special Education which looks after students with disabilities and special needs.

Head of Department (HOD)

The person in charge of a subject area such as Mathematics.

Teacher

Topics

1. People at our school
2. Enrolment
3. School books and resources
4. Curriculum
5. Assessment
6. Places in our school
7. Daily schedule
8. School events
9. Sport and extra-curricular activities
10. Subject selection and senior pathways
11. Student welfare and well-being
12. School policy
13. Code of conduct
14. Home-school communication

Kurmanciya Kurdî glossary

This glossary contains about 600 key school-based words developed in consultation with and students and parents from migrant and refugee background families, school leaders, as well as policy and community workers from organisations such as Multicultural Australia.

Kurmanciya Kurdî PDF

1. الأشخاص في مدرستنا

الأشخاص في مدرستنا

00:00 00:00

People at our school

Principal

مدير المدرسة

00:00 00:00

The person who is the leader of the school.

الشخص الذي هو القائد في المدرسة

Deputy Principal

نائب مدير المدرسة

00:00 00:00

The person who assists the leader of the school and can substitute if the principal is away.

الشخص الذي يساعد قائد المدرسة ويمكن أن يحل محله إذا كان المدير غائباً

موضوع

.1
الأشخاص في مدرستنا
.2
التسجيل
.3
الكتب والموارد المدرسية
.4
منهاج الدراسة
.5
تقييم/ امتحان
.6
الأماكن في مدرستنا
.7
الجدول اليومي
.8
أنشطة مدرسية
.9
الأنشطة الرياضية و اللامنهاجية
.10
اختيار الموضوع والمسارات العليا
.11

Research outcomes include …

1. The website with QR code and written and spoken functionality, downloadable PDFs for formatting into booklets for use in classrooms and school receptions.
2. Qualitative data from focus groups with multilingual families on points including challenges experienced in communicating with schools, the possible benefits of a multilingual glossary and how they will use it, and reflections on the process of participating in the research project.
3. A detailed description of the process of designing and developing a multilingual glossary for replication by other Education regions with different community languages.

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Some findings of the project

- Multilingual parents care deeply about their children's education and need to be listened to when systems and schools make decisions about what is best for these children.
- Multilingual families face challenges in their communication with schools due to mutual language barriers and different cultural experiences and expectations of schooling.
- School leaders and teachers can implement strategies which support multilingual family engagement with schools. These strategies should focus on belonging, participation and two-way communication.
- Resources such as a multilingual glossary need to emphasise commonly-used terms and plain language definitions.

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Where to next?

Widespread interest in translation to other fields

- Public health
- Domestic violence and the law
- Other languages in schools:
  - Dzonghka – the main language of Bhutan
  - Aboriginal and Torres Strait Islander languages such as Yumplatok.

Thank you.

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