**Webinar 4: Handout 14**

# Strategies for preventing and addressing language-related issues

## Policy, Planning and Systems Issues

- Gather data and information to inform policy, practice and planning

- Identify policies and practices that do not support effective, evidence-based best practices around language use and literacy learning, and identify specific ways of remedying the situation

- Identify ways in which education goals are more likely to be achieved through improved literacy and language instruction and outcomes

- Identify potential leaders and "cultivate" them to be leaders on language-related issues

- Develop procedures for assigning an LOI to schools based on the language(s) students speak and understand best

- Identify how to increase instructional time for reading and language instruction

- Discuss language-related issues early and often with key stakeholders so they can be identified, discussed and addressed as soon as possible

- Build the knowledge and capacity of relevant stakeholders to help design, implement and evaluate an approach to language use in education, including all aspects of early grade reading programming

- Conduct pilot studies on language-specific approaches and outcomes to build evidence and support

- Conduct language-specific cost-effectiveness analysis and budgeting for all aspects of the program (e.g., language mapping, orthography standardization, materials development, materials procurement, data collection across language groups, outreach to different stakeholders on language issues, communications in different languages, etc.)

- Monitor and evaluate language-related issues, and report results by language; adjust implementation as needed

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## Instruction, Assessment and Materials

- Assess "orthography readiness" of languages to be used for instruction

- Standardize orthographies before developing materials

- Conduct language analysis and develop curriculum appropriate for the language

- Identify evidence-based approach for L1-based instruction, introducing an L2 or Lx

- Conduct an inventory of existing materials across languages; analyze quality for primary grade reading instruction

- Develop plan for developing materials, quality control processes and tools

- Engage language and reading specialists to develop instruction approach and materials

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**Teacher Effectiveness and Workforce Issues**

- Collect data on teacher language skills (develop and conduct assessment, analyze and communicate results)

- Conduct language mapping to identify where teachers are placed and whether their language skills "match" those of their learners/communities

- Identify what pre- and in-service training related to language and instruction is provided, and identify ways of addressing gaps (e.g., integration of language into existing courses/PD events, development of new courses/PD events, etc.)

- Integrate language-related issues into all aspects of pre- and in-service teacher professional development

- Address teacher placement issues do improve teacher-student "language match"

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**Stakeholder Knowledge, Attitudes and Beliefs**

- Conduct a survey of stakeholder knowledge, attitudes and beliefs and experiences around language-related issues to identify what they are and how to address

- Share with stakeholders information related to language to create a shared understanding of issues, address questions or concerns and support consensus-building

- Involve key stakeholders in all aspects of program design, implementation and evaluation—including education authorities, parents and teachers—to build knowledge and skills

- Educate stakeholders about evidence-based best practices for teaching and learning reading and language through formal workshops, informal discussions, production of communications materials, media and social media

- Explicitly address the attitudes and beliefs identified through the survey by conducting advocacy and awareness-raising campaigns and other activities targeted to different stakeholders

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