An abstract graphic on the left side of the slide. It features a solid red vertical bar on the far left edge. To its right, several thin, dark red lines of varying lengths and curves extend upwards and outwards from the bottom left towards the top right, creating a sense of movement and complexity.

EXPERIENCES OF USING MULTIPLE LANGUAGES IN LEARNING TO READ AND WRITE

Welcome!

My name is Abdulkhadir Mohamed

I am assistant manager and teacher at Hyllie Park folk high school in Malmö. I have been working at Hyllie Park folk high school for more than a decade. Today I will share with you my experiences of teaching reading and writing in both Somali and Swedish in SFI "Swedish for immigrants"

You are welcome to ask questions or give comments at any time.

Target group

The target group we work with are adults with little or no previous schooling background who need to receive teaching that is adapted to their individual needs in everyday life.

They always have widely varying school backgrounds with varying degrees of literacy.

Good to know as a teacher

When working with Somali students it is good to have a basic knowledge on somali alphabet, syllables and sounds. This can be very helpful for you as a teacher.

- ❑ The alphabet
- ❑ consonant and vowel combinations
- ❑ Syllables
- ❑ Short and long sounds
- ❑ Word pictures
- ❑ Words, phrases and sentences that have similar sounds in both Somali and Swedish

The alphabet

XURUUFTA WAAWEYN

B	T	J	X	KH
D	R	S	Sh	Dh
C	G	F	Q	K
L	M	N	W	H
Y				

SHAQALLO

A	E	I	O	U
AA	EE	II	OO	UU

Consonant and vowel combinations

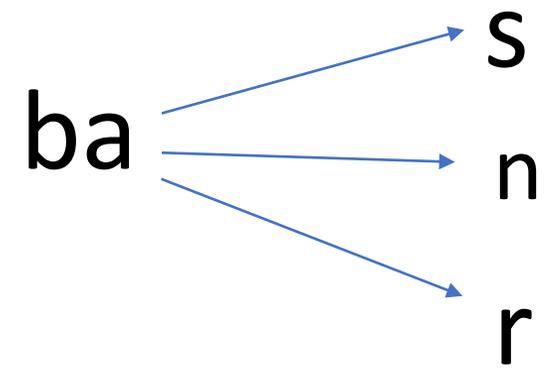
ISKU KICIN / HINGAAD

Akhri illaa aad ka barato!

<i>ba</i>	<i>be</i>	<i>bi</i>	<i>bo</i>	<i>bu</i>
<i>baa</i>	<i>bee</i>	<i>bii</i>	<i>boo</i>	<i>buu</i>
<i>ta</i>	<i>te</i>	<i>ti</i>	<i>to</i>	<i>tu</i>
<i>taa</i>	<i>tee</i>	<i>tii</i>	<i>too</i>	<i>tuu</i>

<i>ja</i>	<i>je</i>	<i>ji</i>	<i>jo</i>	<i>ju</i>
<i>jaa</i>	<i>jee</i>	<i>jii</i>	<i>joo</i>	<i>juu</i>
<i>xa</i>	<i>xe</i>	<i>xi</i>	<i>xo</i>	<i>xu</i>
<i>xaa</i>	<i>xee</i>	<i>xii</i>	<i>xoo</i>	<i>xuu</i>

<i>kha</i>	<i>khe</i>	<i>khi</i>	<i>kho</i>	<i>khu</i>
<i>kaa</i>	<i>khee</i>	<i>khii</i>	<i>khoo</i>	<i>khuu</i>
<i>da</i>	<i>de</i>	<i>di</i>	<i>do</i>	<i>du</i>
<i>daa</i>	<i>dee</i>	<i>dii</i>	<i>doo</i>	<i>duu</i>



From consonant and vowel combination to word

Qor oo akhri!

R-r



raa

shi

n

raashin



ra

qa

y

raqay



roo

ti

rooti

Use of consonants and vowels that have similar sounds in both languages

b t j x kh d r s sh dh c g f q k l m n w h y a e i o u

a b c d e f g h i j k l m n o p q r s t u v w x y z å ä ö

till - tin

han – haan

man - maan

Use of consonants and vowels that have similar sounds in both languages

Words I prefer to use when teaching reading and writing in Swedish are words that have letter that sounds similar in both languages for example:

han, hen, far, mamma, ren, bok, kan, hus, bil,

Han har ett hus. Hon har en son.

This does not mean that I do not use other types of words, but I avoid as long I can in the beginning.

The good thing about these types of words are that you can also write them in Somali.

han, hen, far, mamma, ren, bok, kan, bil,

haan, heen, faar, maamma, reen, buuk, kaan, biil

But this type of exercise gives them knowledge and skills that they can use in both languages

M m

M _____

m _____



Hon heter Maria.
Det är måndag.
Klockan är fem.
Maria lagar mat.



Hon heter _____.
Det är _____.
Klockan är _____.
_____ lagar _____.

ABCDEFGHIJKLMNOPQRSTUVWXYZÄÅ
abcdefghijklmnopqrstuvwxyzää



		Maryan
		mind
		maraq

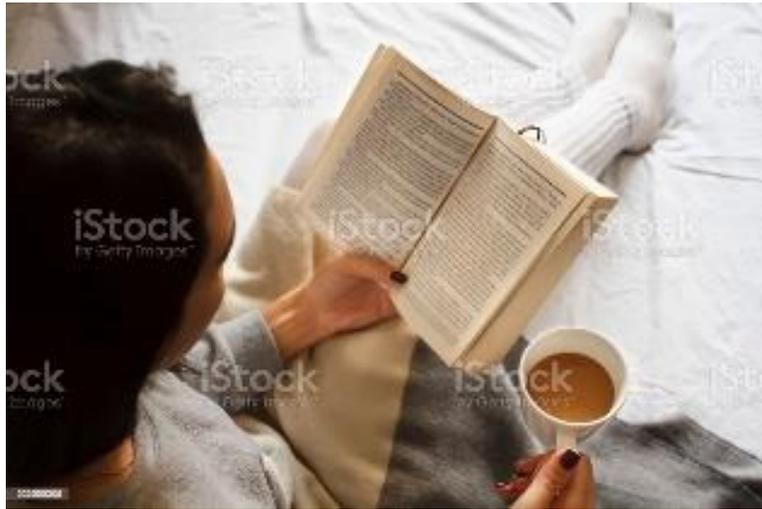
ABCDEFGHIJKLMNOPQRSTUVWXYZÄÅ
abcdefghijklmnopqrstuvwxyzää



Maryan waxa ay karin
rabtaa maraq macaan.

Mindi ayeey barbarooni ku
jarjareysaa.

BCDEFGHIJKLMNOPQRSTUVWXYZÄÅ
bcdefghijklmnopqrstuvwxyzää



- We talk about the picture in Somali.
- We write to the picture in Somali.
- We read the text we wrote.
- Now we have two texts, one in each language
- We use the texts as teaching material in reading and writing

Now we have two texts, one in each language



Waxa ay akhrinaysaa buug.

Waxa ay cabaysaa bun.

Waxa ay akhrinaysaa buug oo ayna cabaysaa bun.



Hon läser en bok.

Hon dricker kaffe.

Hon läser en bok och dricker kaffe.

Haye!

Waxaa la i dhahaa Aamina Maxamed.

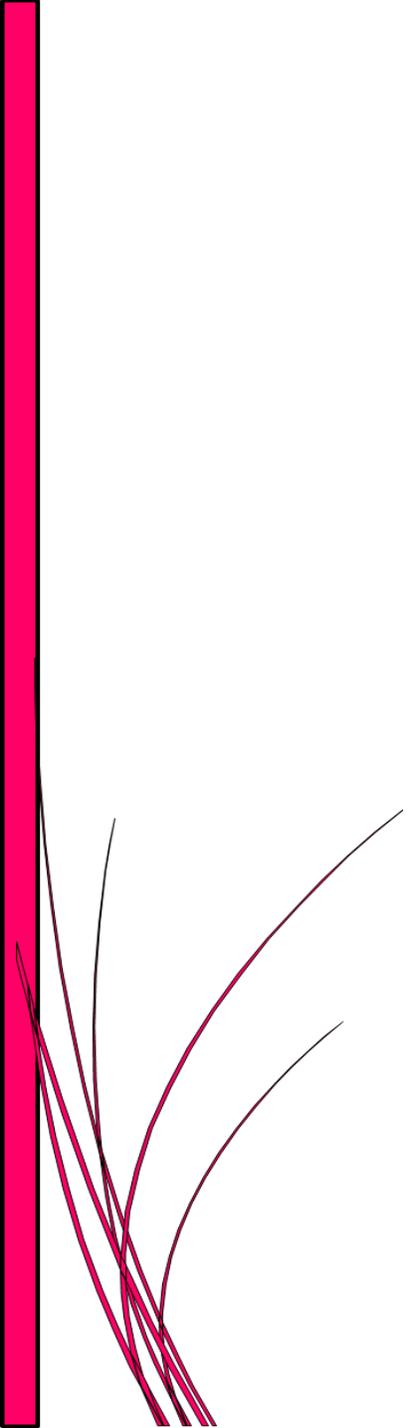
Waxa aan ka imid dalka Soomaaliya.

Waxa aan ahay xaas.

Ninkayga waxaa la dhahaa Axmed.

Waxa aan leeyahay labo carruur ah.

Waxa aan degganahay magaalada Maalmo.



Hello!

Jag heter Aamina Maxamed.

Jag kommer från Somalia.

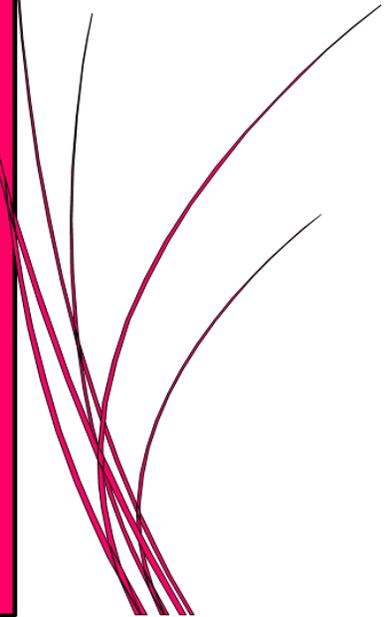
Jag är gift.

Min man heter Axmed.

Jag har två barn.

Jag bor i Malmö.

COURSE B



- ❑ In course B we work thematically and during each theme period we have a writing assignment that is linked to the present theme
- ❑ the writing task can be
 - tell us about your work
 - tell us about your previous work
- ❑ After presenting the writing assignment, we begin a work process.

- ❑ I explain the task in somali and give them time to talk with each other in small groups
- ❑ Each group presents to the class about what they talked about
- ❑ Then I write questions on the whiteboard as support and together we start writing an example text in Somali
- ❑ Then they write their own texts in Somali
- ❑ When they are done with the task, we process the texts together until we get a final products

Waxaan Alhaji Sifa Jarale

Waxaan Sifa Jeejale & Saac

Waxaan alhey Marcali dugsi

Waxaa ilasha peeya

dad Waxaagseer Sidaa

dar teed Sifa Jada Waxa Kullar
axsa Nafay



Hyllie Park
Folkhögskola



THANKS FOR COMING!