

# A LANGUAGE POLICY FOR THE JUNIOR YEARS

IN MALTA AND GOZO



**GOVERNMENT OF MALTA**  
MINISTRY FOR EDUCATION,  
SPORT, YOUTH, RESEARCH  
AND INNOVATION

THIS DOCUMENT IS AUTHORED BY:

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# EXECUTIVE SUMMARY

THE OVERALL PURPOSE OF THIS POLICY IS TO PROMOTE AND ENHANCE BILINGUALISM AMONG ALL CHILDREN ATTENDING THE JUNIOR YEARS (AGES 7-11).

1. The Language Policy for the Junior Years seeks to present the notion of agency where children, parents and educators are to be empowered to make informed decisions about the promotion of bilingualism at home and within educational settings.

2. All stakeholders are to foster positive attitudes towards Maltese, English and other languages and support school language education policies and practices.

3. Children are to be supported so that they are able to engage in activities that promote their development in Maltese and English.

4. Local classrooms are multilingual ones. The linguistic repertoires of all children are to be acknowledged. Multilingual children are to be supported to acquire Maltese and English.

5. Parents and other Caregivers are to:

5.1. use their home language/s and expose their children to Maltese and English

5.2. engage in meaningful dialogue with their children

5.3. promote a literacy-rich home environment in both languages.

6. Teachers and Senior Management Teams are to:

6.1. adopt strategies of bilingual education that cater for the specific needs of their learners and support them to develop age-appropriate language skills

6.2. engage in ongoing professional development training in bilingual education pedagogies.



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7. Teacher Educators are to:

- 7.1. train teachers to make maximal use of bilingual education strategies
- 7.2. prepare teachers to support children with different language needs.

8. Bilingual education strategies may range from separation of languages to language mediation ones. Teachers are to use their professional experiences and knowledge to formulate their

strategies according to the child's individual needs, language competencies, and lesson objectives.

9. Bilingual resources and assessment materials are to be designed to cater for various learner needs.

10. All stakeholders are to work together to ensure that all children develop their language skills in Maltese and English.





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# PREFACE

The Language Policy for the Junior Years for Malta and Gozo promotes the bilingual development in Maltese and English of pupils (7-11 years) in Malta and Gozo. It is intended to provide national guidelines for bilingual education for this age group. It builds on the recommendations outlined in *The Language Policy for the Early Years* (2016). The basic principle underlying these guidelines is that all children have a right to develop age-appropriate bilingual

competences to their full potential. All stakeholders must work together to ensure that all children achieve this.

Primary schools are to be supported to develop their own language policy and strategies to meet the needs of their learners within the framework of the National Policy and in line with the recommendations in the *National Curriculum Framework* (2012) and the *Learning Outcomes Framework* (2016).

## GOALS AND OBJECTIVES

The Policy strives to provide learners with opportunities to foster positive attitudes towards Maltese, English and other languages, and to develop competences in Maltese and English in different settings.

The Policy offers direction in the promotion of bilingual education to:

- children
- parents and caregivers
- teachers
- school management teams
- teacher educators.



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The Policy presents illustrative examples of how the key pedagogical approaches and strategies can be implemented in classrooms. These case studies are by no means to be taken as exhaustive, and simply provide a snapshot of possible learner and teacher characteristics. The scope of the policy is to illustrate a wealth of classroom possibilities where educators can choose what fits their own context and preferences.





## BENEFITS OF BILINGUALISM

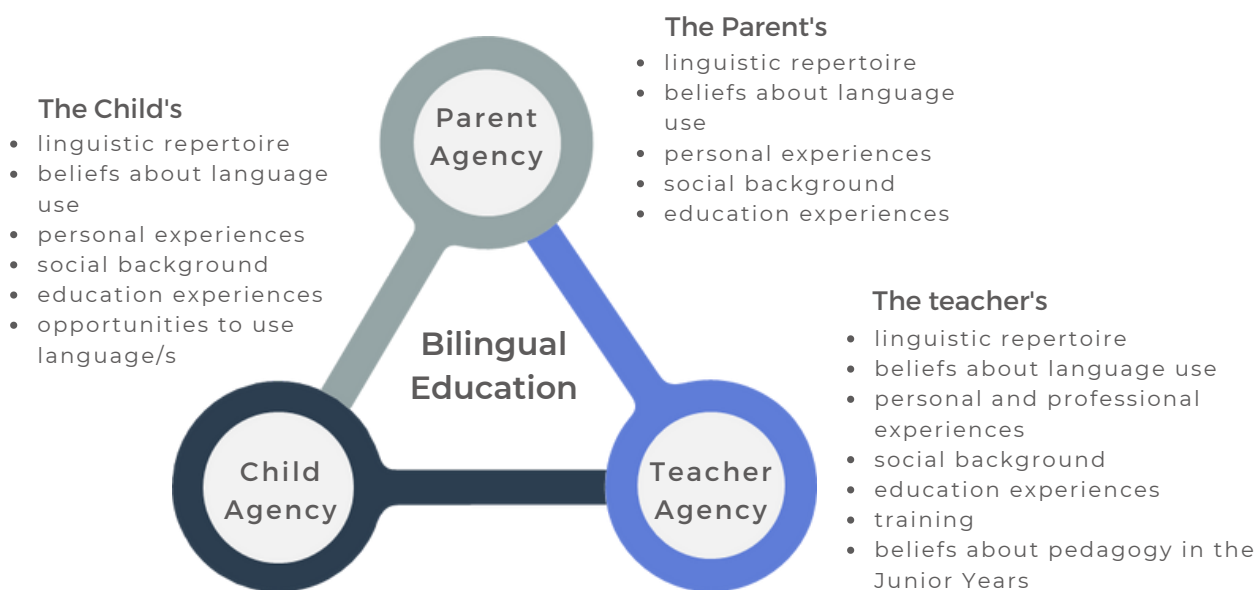
The benefits of bilingualism are primarily related to the use of two languages in Malta and elsewhere. Moreover, the general consensus of researchers is that growing up as abilingual has cognitive advantages (Grosjean, 2010). For example, research has shown that bilingual children perform better in nonverbal problem-solving tasks which depend on selective attention or inhibitory control due to their abilities to choose between different languages (Bialystock et al., 2005; Bialystock & Feng, 2010).

This advantage is not only seen in young children but is also sustained throughout a bilingual person's life. Research illustrates that all children benefit from bilingualism, including children with specific learning difficulties (Hambly & Fombonne, 2012; Valicenti-McDermott et al., 2021; Grosjean, 2017). The Council of Europe also recognises multilingual competence as one of the eight key competences for lifelong learning (Council of Europe, 2019).

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# CHILD, TEACHER, AND PARENT AGENCY IN THE JUNIOR YEARS

This Policy considers the child, the teacher and the parent as agentic actors, influencing bilingual education and being influenced by it. To promote bilingualism in the Junior years, we need to examine the child's, the teacher's, and the parents' agencies in interaction (Schwartz & Palviainen, 2016). The model (Figure 1) highlights how the child's bilingual education is constructed through the child, the teacher, and the parents acting not as separate actors, but in collaboration. Each actor contributes to the success of the child's bilingual education experiences.



**Figure 1: The interaction among child, teacher and parent agency in bilingual education. The diagram is based on the discussion of parent, teacher and child agency in Schwartz (2018).**

Children are viewed as agents of their own bilingual learning opportunities. Successful bilingual development can only take place with the child's willingness and positive attitude towards this process: "The fuel for learning in an ecological perspective is not 'input' or 'exercises,' but engagement" (van Lier, 2010, p. 98). Van Lier claims that a child's agency in

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the process of language learning depends not only on his or her individual characteristics, but also on the learning contexts conducive to the expression of this agency.

Children are to be empowered to seek opportunities to develop their own language skills in Maltese, English and other languages. They are to be given the necessary skills to analyse their own language abilities in relation to age-appropriate outcomes and to visualise themselves as future bilingual selves.

The parents' agentic role in forming the child's linguistic environment is also vital for a successful bilingual education. Parents' beliefs on the importance of bi- and multilingualism have to be taken into consideration as they will influence the extent of support that parents will provide in

the development of language competences, both at home and at school. Parents are to be informed about the benefits of a bi/multi-lingual education and the positive effects that this can have on their children's academic success. In this way, parents can make informed and agentic choices about the language development of their children.

Teachers are viewed as professional agents as they are the ultimate decision-makers in the classroom context on the use of strategies to promote bilingualism and in determining whether the child has reached specific learning outcomes. Teachers are to be empowered to use their professional experiences and knowledge to formulate their strategies according to the child's individual needs. This can only take place through on-going professional education and support.

**ALL STAKEHOLDERS  
ARE TO WORK  
TOGETHER TO  
ENSURE THAT ALL  
CHILDREN DEVELOP  
THEIR LANGUAGE  
SKILLS IN MALTESE  
AND ENGLISH.**



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Bronfenbrenner's (2005) bio-ecological perspectives view the world of the child as consisting of five ecological systems of interaction: (1) microsystem, (2) mesosystem, (3) exosystem, (4) macrosystem, and (5) chronosystem. Each system depends on the contextual nature of the child's life and offers an increasing diversity of options and sources of development. The link of home, community, and preschool is an example of such system enactment in developing and educating the bilingual child.

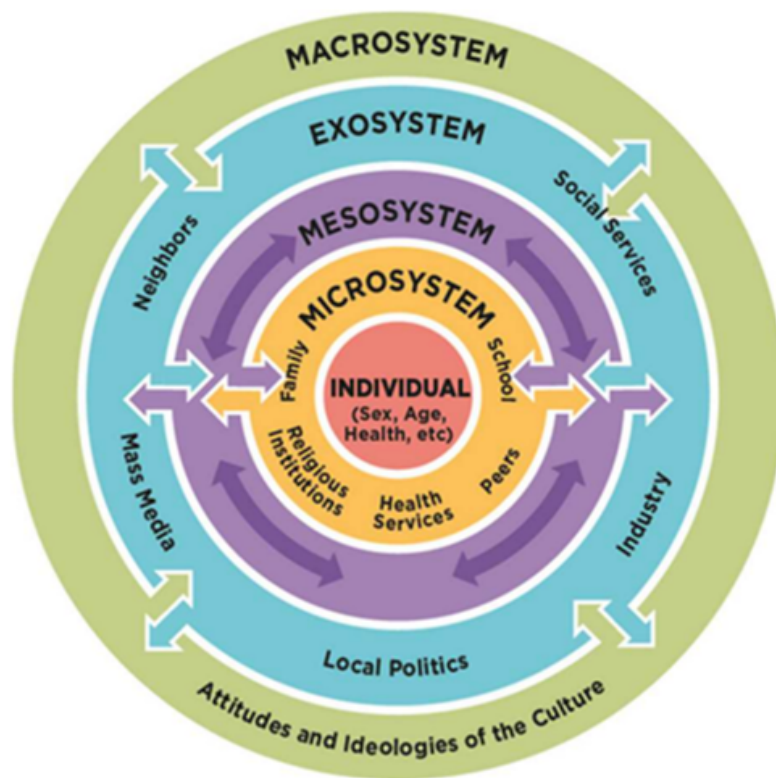


Figure 2: A visual representation of Bronfenbrenner's ecological model Source: National Academies of Sciences, Engineering, and Medicine (2016, p.73).



# THE LOCAL SOCIOLINGUISTIC CONTEXT

The Maltese context is characterised by a long-standing history of bilingualism in Maltese and English with both languages being recognised as official languages of Malta by the Constitution since 1934. Maltese and English are recognised as languages of the curriculum by the *National Curriculum Framework* (Ministry for Education, 2012). In the Junior Years, Maltese and English are taught formally in schools and used as languages of instruction. Studies on the use of language for the teaching of content subjects (for instance, Camilleri Grima, 2013; Farrugia, 2018; Vella, Mifsud & Muscat, 2020) show that teachers engage in bilingual pedagogies in the teaching of content subjects. This Policy serves as further guidance to the array of pedagogies that can be adopted by teachers to cater for their learners' linguistic needs.

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# LANGUAGES ACROSS THE CURRICULUM

Language has a central role in the discovery of new knowledge. In the Junior Years, children are formally introduced to content lessons. As a result, language proficiency across diverse knowledge domains is important for academic success in school. Each subject is responsible for achieving the goals in terms of **knowledge building and language development**. Therefore, each subject can be viewed as a **language learning opportunity** and all teachers are to be considered language teachers. For many students, the language of their day-to-day life either at home or in their peer group is markedly different from that of school and of subject learning. The Council of Europe (2014) recommends that resources using Maltese as the language of schooling should be developed, particularly in contexts where Maltese is the learners'

dominant language.

Language as a subject retains a central role in the development of language. During language-as-subject lessons, teachers have to ensure that learners are exposed to language/s in meaningful ways, where communication forms a key aspect of such lessons. Educators must reflect critically on the cross-curricular nature of subjects in terms of language use.

Educators should also ensure that learners are receiving support to develop what Cummins (2007) terms basic interpersonal communication skills (BICS), which refer to language used in everyday interactions as well as cognitive academic language proficiency (CALP), which refers to academic language and will enable them to deal with content learning.

**What do we mean by basic interpersonal communication skills and cognitive academic language proficiency? An example of language objectives:**

## Basic interpersonal communication skills

Ability to talk, read, or write about familiar content or about concrete experiences.

## Cognitive academic language proficiency

Ability to talk, read, and write about content that has fewer connections to prior learning or personal experience. Content is more abstract, and more distant in time or space.

(adapted from Coelho, 2012)



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# STRATEGIES IN BILINGUAL EDUCATION

Strategies that educators adopt in bilingual education range from those built on strict separation and to those based on the flexible use of languages (Garcia, 2009, p.310).

When adopting strict separation, languages are separated by time (for instance teaching through one language in the morning and another language in the afternoon), by teacher (one person – one language, monolingual teaching by each teacher), by place (separate classrooms for teaching in each language) or by subject (one subject is taught through one language and another through the other language), or a combination of these.

When adopting strategies of language separation, educators have to assess the children's proficiency in Maltese and English and devise ways in which teaching and learning will be scaffolded. Educators need to be confident in their own linguistic repertoires to be able to deliver all lessons in the language/s of instruction. Case study 1 illustrates ways in which teachers can move from one strategy to another throughout the scholastic year.





# CASE STUDY 1

CLASS: YEAR 3 (7-8-YEAR-OLDS)

USING SEPARATION STRATEGIES TO IMMERSE LEARNERS IN A LANGUAGE

Ms Farrugia is a Year 3 teacher. At the beginning of the school year she noticed that most of her learners in her classroom were struggling with Maltese. She therefore devised a plan to immerse her the learners in the Maltese language for prolonged periods of time during the day. Apart from using Maltese exclusively during the Maltese lesson, she also used the language during crafts, cooking and art activities. She did this so that learners will be exposed to Maltese during activities where she can use a lot of visuals and tangible experiences. She does not resort to English during these sessions but devises ways to scaffold learners' understanding. In this way, a need is created for the use of the language and learners become more motivated to understand and use the language so that they can complete the set tasks.

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When a **flexible bilingual education** strategy is adopted, two or more languages are used in combination (Garcia, 2009). A core classroom practice in a successful flexible bilingual model is responsible switching, where teachers should monitor both the quantity and the quality of their code-switching (Garcia, 2009).

In adopting this strategy, educators have to assess the way in which language will be used to scaffold learning and the ways in which learners can acquire the academic language required to deal with content. The Council of Europe (2015a) recommends that the sharing of good practices and action research can enable educators to identify the most successful practices in flexible bilingualism currently being used by teachers, to work with them in problematic or difficult areas and to develop new ideas on what can work best.

The use of a flexible bilingualism model has important implications for assessment. Teachers can design bilingual assessment tools, which will help learners use both Maltese and English to deal with content. If monolingual assessment tools are designed, teachers have to ensure that learners have acquired the level of academic language needed for assessment purposes.

The case studies that follow present examples of how flexible bilingualism can be used in the curriculum. Case study 2 describes how Ms Gatt has moved from the use of flexible bilingualism strategies to instances where she adopts language separation during her lessons. As shown in the case study, using flexible bilingualism does not necessarily mean that the teacher does not use separation strategies during the school year. Case study 3 illustrates an example of how Mr Borg switches from English to Maltese during a Mathematics lesson. Case study 4 presents an example of a bilingual assessment resource.





## CASE STUDY 2

CLASS: YEAR 3 (7-8-YEAR-OLDS)

### MOVING FROM FLEXIBLE TO SEPARATION STRATEGIES

Ms Gatt teaches in a Year 3 classroom. At the start of the school year, she adopts flexible bilingualism strategies in her lessons where English is used as a medium of instruction. She does this to ensure that the learners who speak mainly Maltese at home understand the concepts being presented in class. By the end of the school year, most of her learners have progressed in their English language competence. Ms Gatt makes sure to link language covered during English lessons to the type of language needed in content lessons.

For instance, while planning for mathematics topics related to mass and to length, she linked the use of comparatives and superlatives such as 'larger', 'bigger' and 'longest' to the English language lessons where learners used this language structure in context.

When some learners encounter language difficulties, Ms Gatt makes sure that she scaffolds learning using visuals, examples and simplified language. Ms Gatt uses her professional knowledge to assess the instances when she needs to switch from English to Maltese to facilitate learning.

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# CASE STUDY 3

CLASS: YEAR 5 (9-10-YEAR-OLDS)

## USING FLEXIBLE STRATEGIES TO SUPPORT LEARNERS

Mr Borg teaches in a Year 5 classroom. His students consider Maltese to be their first language. While he is teaching content subjects, such as Mathematics, he adopts language mediation strategies to facilitate learning. For instance he switches to Maltese to make sure that his learners have understood what an angle is and how it is formed, as in the following interaction:

Teacher: *Ha tiffurma angle meta għandek żewġ linji jiltaqqgħu flimkien. Hares lejn il-linji. Hija angle? Issa hares lejn ix-shape. Għandek ittra L? Hija right angle mela? [You will form an angle when two lines join together. Look at the lines. I sit an angle? Look at the shape. Is there a letter L? Is it a right angle?]*

Student: *Iva. [Yes]*

Teacher: *It is called a right-angled triangle. Għax għandna letter L hemm isfel [because it has a letter L at the bottom].*

During these instances of language mediation, Mr Borg uses Maltese to provide support to those learners who might struggle with English. His main aim is for them to understand content. He therefore wants to make sure that language problems are not hindering her learners from accessing content.

# CASE STUDY 4

CLASS: YEAR 5 (9-10-YEAR-OLDS)

## BILINGUAL ASSESSMENT TO SUPPORT LEARNERS

Ms Zammit teaches in a Year 5 classroom. Some of her learners require language mediation to understand content during Mathematics lessons. She therefore switches from English to Maltese during the lesson to make sure that these learners grasp content. She is aware that her learners need this type of support in print resources as well. She has made use of bilingual resources to cater for all learners as in the example below.

10a) F'pakkett bżieżaq hemm 6 bżieżaq.  
(i) Jade xtrat 9 pakketti bżieżaq. Kemm-il bużżieqa xtrat? Uri l-working tiegħek hawn.

10a) There are 6 balloons in one packet.  
(i) Jade buys 9 packets of balloons. How many balloons does she buy? Show your working here.



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# LANGUAGE MEDIATION

Language mediation refers to the use of two or more languages by teachers and learners to facilitate language learning (Cenoz & Gorter, 2015). Translanguaging is one example of this strategy. Williams (2002) defines this as using one language to reinforce the other in order to increase understanding and in order to augment the learner's understanding in both languages. Lewis, Jones and Baker (2012) state that translanguaging moves away from just translating from one language to the other. Baker (2011, p.289) explains the advantages of translanguaging in the teaching of content: "To read and discuss a topic in one language and to write about it in another language, means that the subject matter has to be processed and 'digested'".

Translanguaging pedagogies should be purposeful and strategic, designed to support student learning and metalinguistic awareness. Scaffolding in pedagogical translanguaging refers to the development of skills and strategies that enable students to use their resources as multilingual speakers (Cenoz & Gorter, 2021).

Translanguaging can be teacher-led and student-led. When it is teacher led, the teacher supports learners and scaffolds language use by using the two languages in the classroom. Student-led translanguaging occurs where students use their bilingual repertoire during tasks. Student-led translanguaging can take place when students use their home languages during group work before reporting back to the teacher in English or Maltese.



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Beyond the academic and linguistic benefits, language mediation in the classroom is also an important way to validate who students are and what they bring to the classroom. Language mediation opportunities contribute to learning, provided they are purposefully designed (Hamman, 2018).

As shown in case study 5, learners work on oracy tasks in their first language to grasp a concept, such as the 'life cycle of a plant,' and then write the process using their second language. In case study 6, Mr Sammut helps learners transfer skills from one language to the other.







## CASE STUDY 5

CLASS: YEAR 5 (9-10-YEAR-OLDS)

LEARNER DIRECTED LANGUAGE MEDIATION

**Learning Outcome: To know that plants have a life cycle.**

As part of the activities related to the learning outcome, Ms Cassar has asked her learners to plant a bean. Learners are to observe the life cycle of the bean plant and to take photos of the different stages. After one week, Ms Cassar asks her learners to compile all photos and to write a caption under each photo to describe the life cycle.

Ms Cassar directs the learners' attention to the use of language during group work. Learners can discuss in their preferred language, and then write the sentences in English. During the group work session, Ms Cassar notices that in some groups, children verbalise the life cycle process in Maltese or in another language. She informs her learners that have to transcribe their verbalisations in English. By allowing learners to choose the language/s for oral communication, she is allowing them to maximise their communicative potential.

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# CASE STUDY 6

CLASS: YEAR 6 (10-11-YEAR-OLDS)

## TRANSFER OF SKILLS IN LANGUAGE LEARNING

**Learning Outcomes: Jiktbu bi skopijiet varji u prattiċi, fejn il-kitba tkun aktar espressiva, funzjonali u aktar espożitorja [practical, functional and expository writing for various audiences and reasons].**

During a Maltese lesson, Mr Sammut discussed the characteristics of an effective description of an event with his learners. Mr Sammut showed pictures of events, analysed a writing model with his learners and made sure that they are equipped with the necessary language and vocabulary needed to describe an event.

As part of their homework tasks, the learners are to write 140-200 words to describe an event: Int attendejt mal-familja tiegħek il-Festival Nazzjonali tax- Xjenza u t-Teknoloġija. Iddeskrivi bil-kitba dan l-avveniment. [You attended the National Festival of Science and Technology together with your family. Write a description of this event].

The following day, Mr Sammut discusses a description of an event during an English lesson. Mr Sammut reminds his learners of the features of the text type that were discussed during the Maltese lesson. Mr Sammut directs learners' attention to the text features. In this way he is teaching his learners how skills learned for one language can be transferred to the other language.



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The use of language mediation does not exclude more ‘focused’ language learning opportunities, where students engage exclusively (or mostly) in the target language. When exercising their agency in bilingual education, teachers must constantly analyse the quantity and quality of language to which children should be exposed, and which is desirable for them to acquire, orally and/or in written form (Council of Europe, 2015b).

Finally, educators have to ensure that their language programme and strategies adopted reflect the social and language needs of their learners. They must also ensure that in the choice of strategies, they will enable learners to acquire and learn both languages to develop their bilingual competences. Ultimately, encouraging extended use of the target language is a fundamental outcome of bilingual education.



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# MULTILINGUAL LEARNERS

The world is irreversibly multilingual and Malta is no exception. Local classrooms are characterised by a heterogeneity of home languages, including multilingual children who speak Maltese and/or English at home and also those whose first language is not a language of schooling, including migrants, refugees and children born in Malta to parents who speak other languages. School settings are environments where children develop their social and cognitive competencies through oral and written language. Here, children should make a strong start to learn the languages of schooling, and the way classrooms foster multilingualism can impact these learning opportunities (Dockrell et, al., 2021).

In light of this, all stakeholders should raise awareness about the plurality of languages that exist in the teaching environment and beyond. The first languages of all children are to be valued and respected. Awareness raising is an important teaching goal and helps students recognise and challenge negative attitudes to multicultural difference.

This helps learners develop respect and tolerance to cultural diversity. It also highlights a key aspect of the teacher's role in taking a positive and welcoming attitude to the variety of languages and cultures that are inevitably found in the modern classroom. All multilingual learners are to be provided with opportunities to develop their bilingual and plurilingual competences.

The recommendations for the teaching and learning of Maltese as a foreign language can be found in the Consultation document *The National Policy for the Teaching of Maltese as a Foreign Language* (2019).



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# RECOMMENDATIONS FOR STAKEHOLDERS

THE SECTION OUTLINES RECOMMENDATIONS FOR CHILDREN, PARENTS, TEACHERS, SENIOR MANAGEMENT TEAMS AND TEACHER EDUCATORS. ALL STAKEHOLDERS ARE TO WORK TOGETHER SO THAT ALL CHILDREN CAN DEVELOP THEIR FULL POTENTIAL AS BILINGUALS.

## 10.1 Children

Children are to be supported so that they are able to:

1. foster positive attitudes towards Maltese, English and other languages
2. engage in activities that promote their development in Maltese and English
3. participate in school language education policies and practices.





## 10.2 Parents

Parents and other Caregivers are to:

1. communicate positive attitudes towards Maltese, English and other languages
2. promote their home language/s with their children
3. act as positive language models
4. engage in meaningful dialogue with their children
5. expose their children to Maltese and English consistently
6. promote a literacy-rich home environment in Maltese and English
7. support school language education policies and practices.

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### 10.3 Teachers

Teachers of the Junior Years are to:

1. promote positive attitudes towards Maltese, English and all languages in the classroom
2. adopt strategies of bilingual education that cater for the linguistic and specific learning needs of their learners
3. support children to develop age-appropriate language skills in Maltese and English according to the Learning Outcomes Framework
4. participate in courses which improve their own language proficiency in Maltese and English
5. engage in ongoing professional development training in pedagogies that promote bilingual education
6. use digital literacies to promote Maltese and English
7. support multilingual children to develop competences in Maltese and English
8. support children with specific learning difficulties to develop competences in Maltese and English.



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## 10.4 Senior Management Teams

Members of the Senior Management Teams are to:

1. implement a school development plan that promotes bilingual education which enables all learners to develop their bilingual competences
2. ensure that children's multilingual repertoires are celebrated in schools
3. work with teachers to identify appropriate strategies and resources for bilingual language use in school
4. ensure that the programmes and methodologies employed include opportunities for bilingual and biliterate development
5. support teachers to act as appropriate linguistic models for their children
6. provide teachers with opportunities to improve their own language proficiency in Maltese and English
7. provide teachers with the required continuous professional development in bilingual education strategies

8. foster and promote a bilingual ethos through, for example, having signs, assemblies and circulars in Maltese and English.

## 10.5 Teacher Educators

Teacher Educators should:

1. address issues related to bilingual education with a specific focus on language use and content
2. prepare intending teachers to enable them to provide the required language mediation in classrooms
3. train teachers to make maximal use of models of bilingual education and effective approaches to promote knowledge acquisition in a multilingual setting
4. prepare teachers to support children with different language needs.







## CONCLUSIONS

Bilingual education in the Junior Years enables learners to acquire and develop Maltese and English and to access knowledge in content lessons. Therefore, the provision in terms of quality of bilingual education can affect a child's educational prospects. It is to be ensured that all children have access to a quality bilingual education and that such provision is served on the basis of equity.

Different groups of children may need different strategies, depending on whether Maltese and/or English are considered first languages, second languages or foreign languages. To achieve this, empowerment and commitment are to be transmitted by parents, teachers, schools, social networks, as well as the community at large, so that each child can nurture their bi or multi-lingualism.

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# APPENDIX

THE FOLLOWING WERE CONSULTED DURING THE DRAFTING OF THE DOCUMENT, WHICH WAS COORDINATED BY LARA ANN VELLA.

## The Language Policy in Education Committee

Charles L. Mifsud (Chairperson), David Muscat (Deputy Chairperson), Romina Frendo, Norman Grech, Joseph Cachia, Marika Farrugia, Christine Firman, Helen Grech, Anthony Licari, Bernard Micallef, Anita Seguna, Odette Vassallo, Pia Zammit, JosAnne Pace Schiavone.

## The Language Policy in the Junior Years Sub-Committee

Christine Firman, George Mifsud, Anita Seguna, Marika Farrugia, Odette Vassallo, Romina Frendo.

## Members from The National Literacy Agency

Lara Ann Vella (Coordinator of the Language Policy in Education Unit), Janice Mifsud (Researcher), Joslyn Sammut (Researcher)



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## Consultation meetings were held with:

Schwartz, Mila	Oranim Academic College of Education, Israel
Gaetano Bugeja	Former Director, DLAP
Janet Cristina	Senior Manager, The National Literacy Agency
Sandra Ebejer	Director, DLAP
Maryanne Zammit	Former Education Officer for the Early Years
Mario Attard	Former Education Officer for the Early Years
George Mifsud	Education Officer for Maltese
Alice Micallef	Assistant Director, DLAP
Christine Borg	Education Officer for Italian
Antionette Debattista	Former Education Officer for English
Nadia Vassallo	Deputy Principal, MCAST

**In all, 18 consultation meetings were held.**



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## The Consultation Process

**The following stakeholders submitted feedback during the consultation process:**

Azzopardi-Ljubibratic, Sarah	The Maltese Association of Parents of State School Students
Bonnici, Roberta	Head of Department for Literacy
Camilleri, Michelle	Head of Department for Literacy
Caruana, Sandro	Faculty of Education, University of Malta
Farrugia, Analise	Teacher
Ciantar, Elaine	Head of Department for Literacy
Cluett, Michael	Human Rights Directorate, Ministry for Justice, Equality and Governance
Delceppo, Rosanne	Head of Department for Literacy
Morales, Amanda	Head of Department for Literacy
Pace, Thomas	The Maltese Language Council
Polidano, David	The National Literacy Agency
Portanier Mifsud, Jonathan	Head of School, Naxxar Induction Hub
Portelli, Raymond	Teacher
Sammut, Carmen	Teacher
Sammut, Jonathan	Head of Department for Literacy
Talbot, Rosann	Head of Department for Literacy
Vassallo Gauci, Phyllisienne	Faculty of Education, University of Malta
Vella, Eleanor	Head of Department for Literacy
Zammit, Nadia	Head of Department for Literacy
Zarb, Michelle	Head of Department for Literacy



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