Promoting the use of home languages in classrooms





Liz Mahon, Elizabeth.Mahon@ucdenver.edu
Culturally and Linguistically Diverse Education
University of Colorado Denver

Our aims for the day

- 1. Build the foundation for the use of home languages.
- 2. Practice routines which bring home languages into the classroom.
- 3. Consider support for teachers to systematically use home languages in classrooms.



Intended audience: Those working in schools where instruction is primarily conducted in English

Who are you? Stand up if ...

- ELD director or coordinator
- An instructional coach, ELD, SPED or other role
- PK-5 th grade teacher
- Middle or high school teachers
- Bilingual or multilingual
- Work in a district that has bilingual programs
- Work in a district where most instruction is in English
- Have 3-5 different languages in your school/district
- More than 5 languages in your school/district

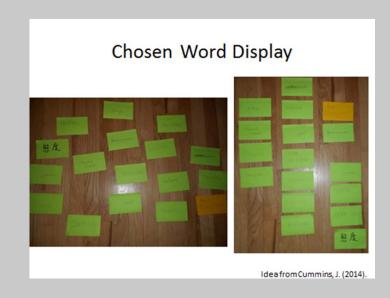
Chosen word

- Think of a word from home that you want to share
- All languages welcome
- Write your word on a sticky note
- Share with your neighbors
 - Why did you choose it?
 - What does it mean?
- Stand up make a word wall.



Chosen Word in the classroom

- Each day one or two students bring in a word from their languages into the classroom.
 - Why they chose it
 - What it means
- All students and teacher learn that word
- Word wall or display



Chosen word in Ute



"Ute is not a language that is phonetic, so the words do not sound as they are spelled. I have a few students who took home their assignment to ask their families how to properly spell the Ute words they have chosen to share.I liked the freedom this assignment seemed to give the students to choose a word they use at home. Most of them asked if they could write more than the one word I required for the assignment, and of course I let them choose to do more if they wished."

(Participant in eCALLMs module, 2015)

Why?

Classroom inventories.

- ...Spanish is used among students socially at lunch, during class changes and at recess, English is exclusively used within the classrooms.
- Although the social system outside of the school heavily relied on bilingualism, the educational system focused primarily on acquiring and developing English only.
- I know that the classroom I am in is only taught in English, and the students are expected to talk to the teacher in English as well. ...all letters that go out to the parents are doubled sided, one side in English and the other in Spanish.
- Very little of the actual instruction is linked back to the students' home language. However, in the fifth grade class for example, the teacher speaks Spanish as well and therefore the classroom is filled with both language (written and spoken) and many of her activities relate to both languages.

But how?

Thank you to Jim Cummins, TESOL, Portland, 2014

TESOL Conference 2014 Handout. Multilingual Repetitives in ELT, Friday 28 March, 2014

Cummins, Jim (2014). Teaching through a multilingual leve. Bused on section from "To What Extent Are Cummins Second Language Policies Endowne-Bunal" Reflections on the Intersections of Research and Policy' Proteins in Psychology, in general

6.1. Simple everyday practices to make students' languages visible and audible within the school

6.1.1. Each day, one or two students bring a word from their languages into the cinumous and explain why they chose that weed and what is means. All students and the transfer some that word. The multilingual words that the class has bearined can be deplayed on a word wall that notion every much. The words can also be included into a computer file that can be pointed out on a regular basis for review by students and teachers.

6.1.2. All abulents including the teacher learn simple greetings (hello, thank you, etc.) in the languages of the clasaroom. Students who speak there languages are the "teachers". The "reachers" can also show their poess and nuclear how so write a few simple expressions in different scripts (e.g., Anshie, Chinese, Greek, etc.).

6.1.3. During the morning atmossments, students give greatings and say a few words in different languages (with follow-up translation in English).

6.1.4. At school assemblies, teaders who speak additional languages (including French) any a few words in a language other then English and a student also gives greenings in a language other then English.

6.1.5. Examples of statems' work in English and L1 are prominently displayed in school coefficient and at the entrance to the whore in order to reinforce the message to parents and students that students' linguistic talents are seen as educational and personal awares within the exhaut.

These simple activities have the potential to sensitive students to the sounds and writing systems of different languages and countered the ambivulence and even shares that many students develop in relation to their languages. The arresting of students languages within the elaserore not also be listed to other serioular content. For example, if a Sri Lankan Tamil student has beingth a word from her language to share with the student and before sometimes, this could be extended to demonstrating where fire Lankan is on a map of the world and explaining some salient aspects of list calculate and biology.

6.2 Encouraging students to use thair L1s for reading, research, note-taking etc.

6.2.1. Beyond the early grades, nessorms and billingual students could be encouraged to activate their background knowledge of content (e.g., science content) and expost the knowledge by occurring i.l. resources that might be assistable as the internet (e.g., science accepts of photocymhetri in 1.1). Soulding up this LL knowledge will make L2 createst and noth more comprehensible and promise two-ways transfer across ingrugage.

6.2.2. Encourage DLL students to use L1 for group planning of projects which will be presented to the wider class in finglish in these cases, L1 in used as a steppling stone to better performance in English where limited English skills do not imported students' shiftly to engage with the project.

6.2.3. Encourage poreons (and/or students) to read and/or tell oursies in L.1 in the home tests as a means of expanding L.1 isometedge into literate spheres and also expanding knowledge of the world.

6.2.4. Ensure that the subsoil library has a good suffection of L1 and dual language books for students to read and parents to check out for rending as home.

6.2.5. Invite constrainty members to come to class to read and/or tell stories in community languages (see Naqvi et al., 2012).

TESOL Conference 2014 Handout. Multilingual Repositives in ELT, Friday 28 March, 2014

Cummins, Jim (2014). Forching through a multilingual leve. Bused on section from "To What Extent Are Cummins Record Language Politics Endown-Band? Reflections on the Intersections of Research and Policy!" Providers in Rychology, in press.

6.1. Simple everyday practices to make students' languages visible and audible within the school

6.1.1. Each day, one or low students bring a word from their languages into the cinemons and explain why they chose that word and what in means. All students and the student learn that word. The multilingual words that the class has tearned can be classified on a word woll that makes every murch. The words can also be included into a computer file that one be privated and on a regular basis for review by weighters and seathers.

6.1.2. All absteres including the souther learn simple greetings (bello, thank you, etc.) in the languages of the classroom. Students who speak these languages are the "teachers". The "teachers" can also show their passs and mucher how in write a few simple expressions in different sariges (e.g., Arabic, Chinea, Greek, etc.).

6.1.3. During the morning amouncements, students give greatings and say a few words in different languages (with follow-up translation in English).

6.1.4. At school assemblies, teachers who speak additioned languages (including French) say a few words in a language other than English and a student also gives greetings in a language other than English.

6.1.5. Examples of malerns' work in English and L.1 me priminently displayed in subset coeridors and at the entrance to the school in order to reinforce the message to parents and students that students' linguistic talents are seen as effectived and personal senses within the school.

These simple activities have the potential to sensitize students to the sounds and writing systems of different temporage and construct the ambiodesce and even share that many students develop in relation to their languages. The aversing of tradeurs languages within the absences one also be listed to other seriousir consust. For example, of a Sri London Tarmili student has brought a word from her language to these with the nuclear and not classman, this could be extended to demonstrating where Sri Lanka is on a map of the world and explaining some sultent suppose of its active and biosery.

6.2 Encouraging students to use thair L1s for reading, research, note-taking etc.

6.2.1. Beyond the early grades, newsomer and billingual students could be mesouraged to activate their background know-ledge of contrast (e.g., science contrast) and expose that invokinting by accoming L1 resources that might be available on the Internation (e.g., resourcing the concept of phenogenetics in L1.). Building up this L1 knowledge will make L2 content and texts more comprehensible and parentse too-way terrefor arms (anguage).

6.2.2. Encourage D.L. students to use L.1 for group planning of projects which will be presented to the wilder clean in English to these cases, L.1 to used as a steeplalg store to better performance in English where limited English skills do not imposed students' ability or engage with the purpose.

6.2.3. Encourage poreins (and/or students) to read aed/or self-orself oreies in L1 in the home both as a means of expanding L1 isometedge into literate spheres and also expanding knowledge of the world.

6.2.4. Ensure that the school library has a good outlocition of L1 and dual language books for students to read and parents to check out fire reading at home.

6.2.5. Invite constrainty members to come to class to read and/or tell stories in community languages (see Naqvi et al., 2012).



Plan for the Morning

- I. Foundations
- II. Welcoming all languages
- III. Using home languages to connect to the curriculum
- IV. Developing metacognition about bilingualism



Taking it home, eCALLMs module

I. Foundations



Tensions for teachers



Changes in theory in bilingual education & SLA

Tensions



Tensions



- Slow down English development.
- Be confusing.
- Parents want English.
- Students resist.
- Schools forbid it.
- I won't know what they are saying.
- Languages other than Spanish.
- Too many languages.
- Too much to do.

What are the benefits of using home languages in classrooms?



Tensions



- Slow down English development.
- Be confusing.
- Parents want English.
- Students resist.
- Schools forbid it.
- Too many languages.
- Languages other than Spanish.
- Too much to do.

Yes!

Mi familia and my school

All my languages, all of me.

I am smart con todos mis idiomas

I belong here –

mi familia también.

I can show you how some words, some ideas go to English.

Algunas palabras, ideas – mejor en español.

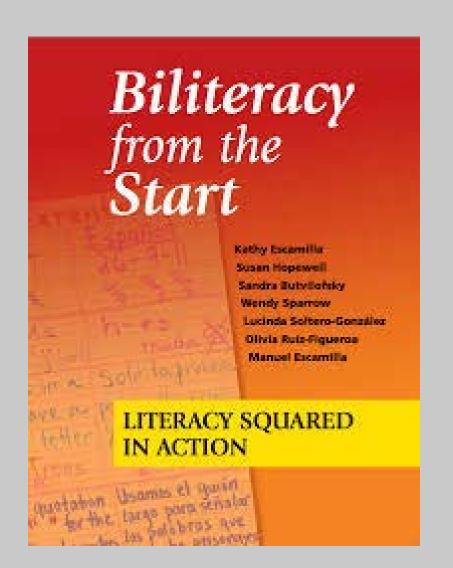
Con todos mis idiomas,

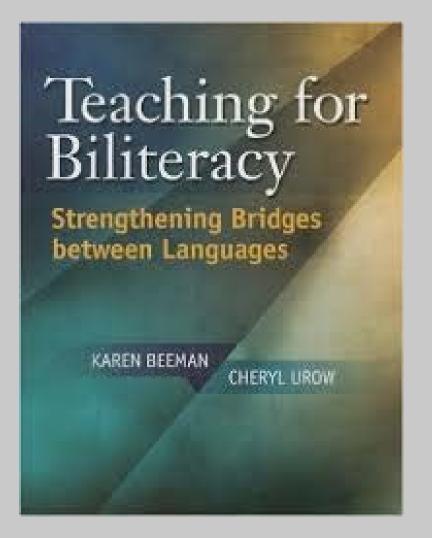
I belong

My family belongs

Soy inteligente.

Changes in the field of bilingual education





Changes in the field of bilingual education

Sequential bilinguals L1 + L2

Simultaneous bilinguals L3?

Strict separation of languages, L1 literacy first then add L2

Teaching literacy in both languages simultaneously; the bridge

Changes in the field of Second Language Acquisition

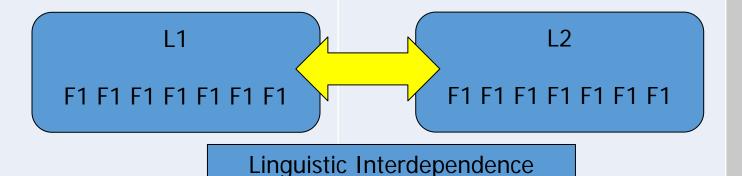
Traditional bilingualism: Two autonomous linguistic Systems

F1 F1 F1 F1 F1 F1

F1 F1 F1 F1 F1 F1

Linguistic Interdependence: Jim

Cummins



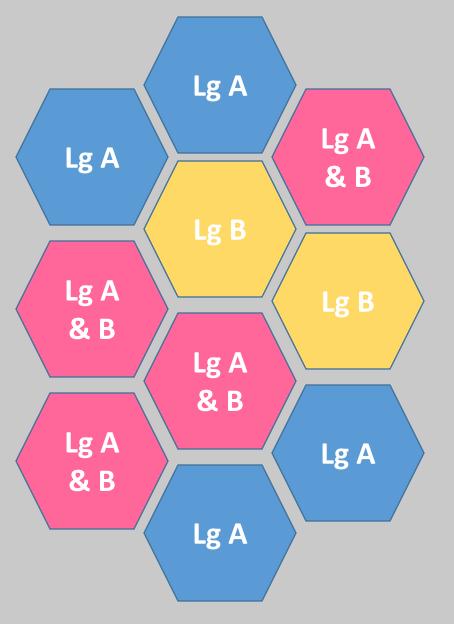
Dynamic Bilingualism:

Translanguaging

L = linguistic systems

F = linguistic features

Garcia, O. & Wei, L. (2014) Translanguaging: Language, bilingualism and Education



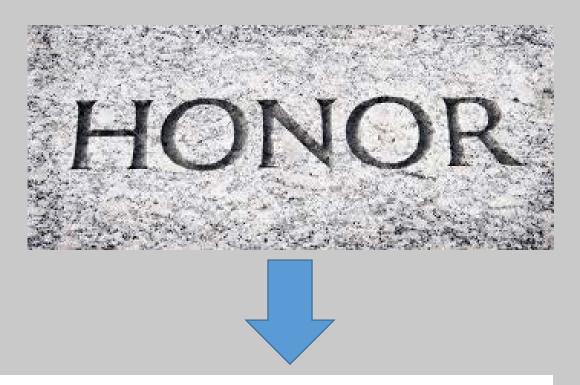
Multilingual environment, multiple languages mapped across domains of life and social networks

Implication: Use the child's entire linguistic repertoire to make meaning of the world.

Grosjean's (2008) Complementarity Principle Figure 3.1

This slide comes from from Lourdes Ortega, (2010), The Bilingual Turn, AALA conference, Atlanta, GA.

From...



Using the child's entire linguistic repertoire to interact with and make meaning of the world.

Systematic, routine use of home languages

VS.



Routines

- I. Foundations
- II. Welcoming all languages
- III. Using home languages to connect to the curriculum
- IV. Developing metacognition about bilingualism



II: Welcoming all languages

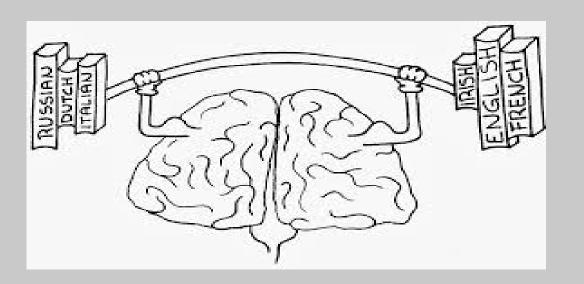
- Chosen word
- I notice, I notice, I wonder
- Multilingual learning environment
- Three question family interview





I notice, I notice, I wonder





I notice it is a brain with arms,
I notice it has languages it is worting
out with a brain actually
gets ligger if your brain actually.

gets ligger if you war I it out.



Inchice she is Egplan
Inotice she is singing in different
languages
(wonder if she is in conforma?

Language diversity Greenberg's diversity index, 1= total diversity (where no two people meeting at random would have the same mother tongue), latest available year Papua New Guinea 215 Congo 438 India South Africa 24 514 Nigeria 171 Philippines 719 Indonesia 72 Pakistan Thailand 33 Israel Saudi Arabia 5 Canada Italy Egypt China 292 14 Spain 27 Germany Russia 100 United States Turkey France 23 Mexico 291 Australia 181 Brazil 15 Japan 2 Cuba North Korea Source: Ethnologue.com

Extensions: maps and graphs



Multilingual learning environment

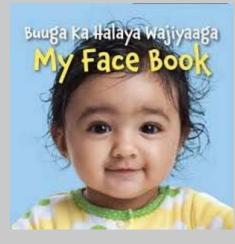


Bilingual labels – let's do it!

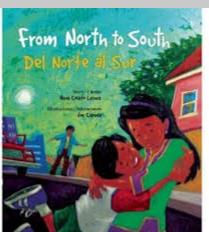


Multilingual learning environment











Word walls



Bilingual announcements

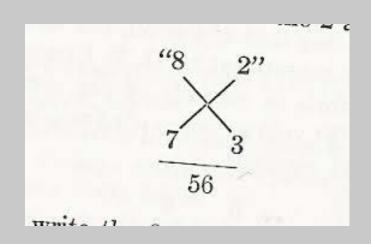
Three question family interviews

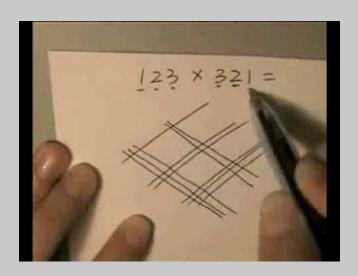


Weekly three questions: math

Multiplication:

- What do you remember about learning multiplication in school?
- How did you like learning about multiplication?
- How do you use multiplication in your life now?





Weekly three questions: science

Electricity:

- What do you learn about electricity in science class when you went to school?
- What kind of science topics do you like learning about?
- What ways do you use electricity in your life?



Three questions: Cultural connections

Cultural Celebrations:

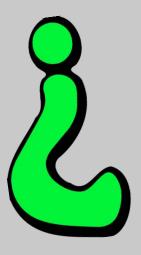
- What holidays did you celebrate when you were growing up?
- How did your celebrate your favorite holidays?
- What is it like to celebrate holidays in the United States?



Weekly three questions

- Open-ended questions, draw out family connections, languages and stories.
- Move towards students writing the questions themselves.
- A routine, do weekly.







Welcoming Languages: Your ideas



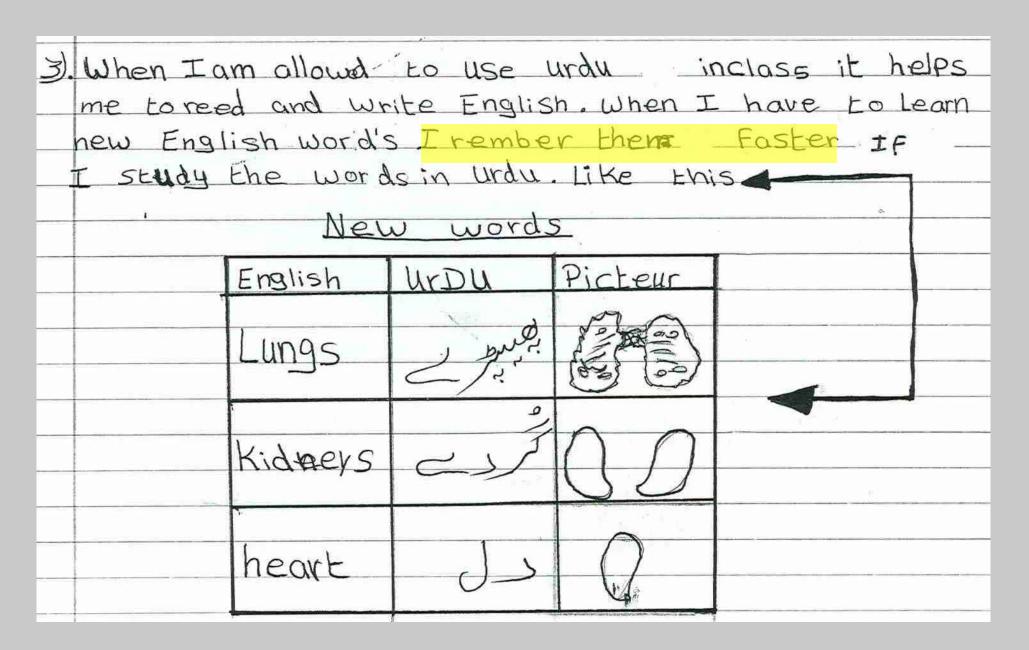
III: Using home languages to connect to the curriculum

- Vocabulary routines
- Preview review
- Bilingual input and output
- Mentor texts



Vocabulary Routine: 4-square/Frayer Model

Definition in your own words Word in your home language Ostentatious Use it meaningfully in a sentence Draw a picture of the word



Cummins, Jim. (2005). Teaching for Cross-language Transfer in Dual Language Education: Possibilities and Pitfalls. TESOL Symposium on Dual Language Education: Teaching and Learning in Two Languages in the EFL Setting. Istanbul, Turkey: Bogazici University.

3 Question interview variation: Family vocabulary

Word in English	Translation	Family comments
mischievious	travieso	My mom said I was muy travieso when I was little.
Generous	genereso	They look the same.

Preview/review

Preview in home language



Lesson in English



Review in home language

Peer groups
Bilingual paraprofessionals
Bilingual parents
Bilingual volunteers

Peer groups
Bilingual paraprofessionals
Bilingual parents
Bilingual volunteers

Preview/ Review

Home language

Preview:

Talk with your table about the pictures.



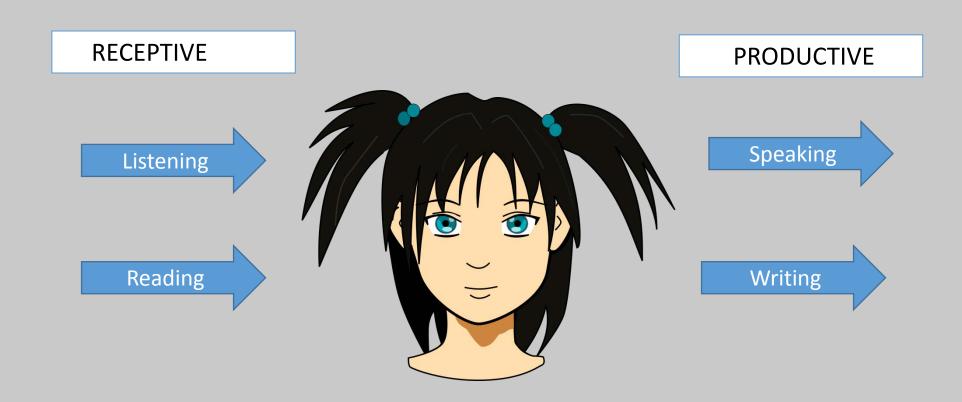


Home language

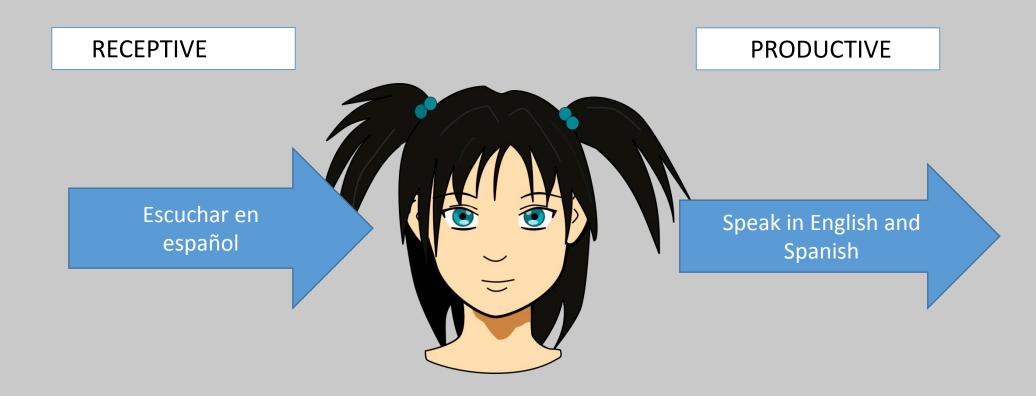
Review:

Talk with your table about the pictures.

Bilingual input and output: The four language domains



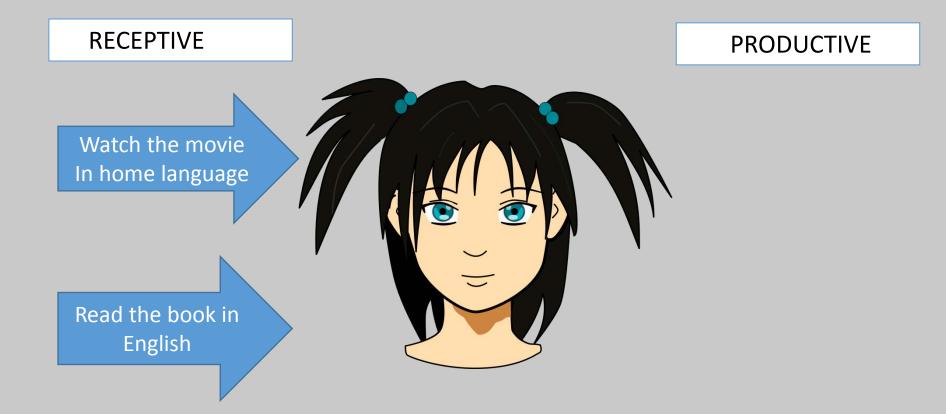
Bilingual input and output



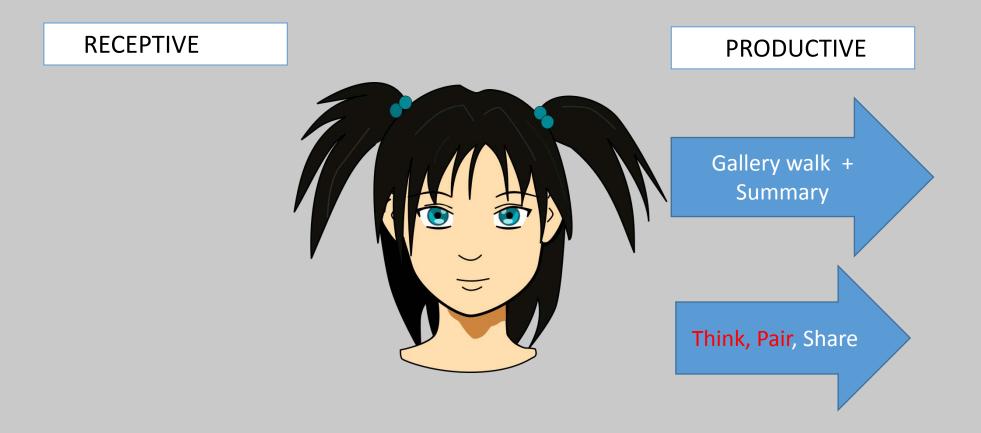
Bilingual input and output



Bilingual input

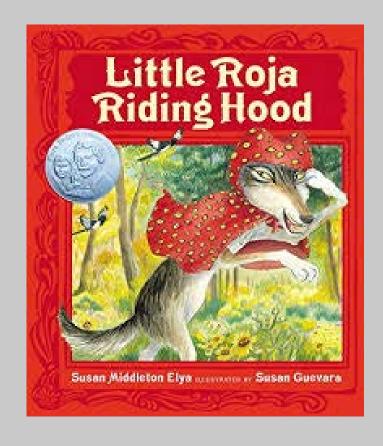


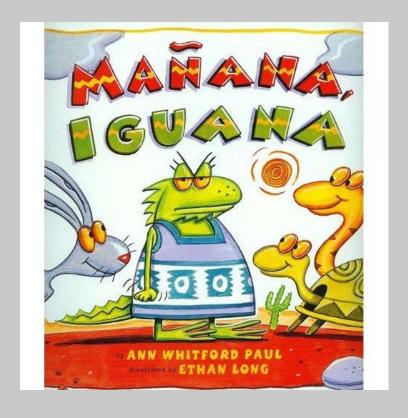
Bilingual output



Mentor texts: English plus

Why do authors use home languages in texts that are primarily written in English?





Ration Day

We camped around the fort, Pine Ridge While the agent made his report,

Pine Ridge

You promised our rations,

Pine Ridge

Being Indian was not in fashion,

Pine Ridge

You tried to take away our pride,

Pine Ridge

Our sacred ways we had to hide,

Pine Ridge

But someday our children will carry on,

Pine Ridge

And our beautiful culture will never be gone Ma Lakhóta!*

—Cokata Aupi**

—Quinton Jack-Maldonado

(Sicangu [Rosebud]—Oglala [Pine Ridge]) Grade 9; age 16; Little Wound Day School, Kyle, South Dakota

From: When the rain sings: Poems by young Native Americans. Simon & Schuster.

^{*&}quot;I am a proud Lakota!"

^{**}Quinton signed off with his Lakota name—Cokata Aupi (Bring him to the center or in front of a gathering)—which was given to him at the age of three at a special naming ceremony. It is pronounced Cho-kha-tah-ah-oo-pi.

Let's investigate...

Other ideas	Author's purpose/ effect
Font TRanlsation	Identity marker Statement of power Lost in translation Language as a topic Connect to cultural roots Statements from father, mother family Formulaic -proverbs

Home languages in the curriculum: Your ideas



IV: Developing metacognition about bilingualism

- Reflection question
- Bilingual brains
- Community language photo project



Rea Goklish

If only I had known ...

Reflection Questions

- How does using your home language help you learn?
- How does using your home language in school make you feel?



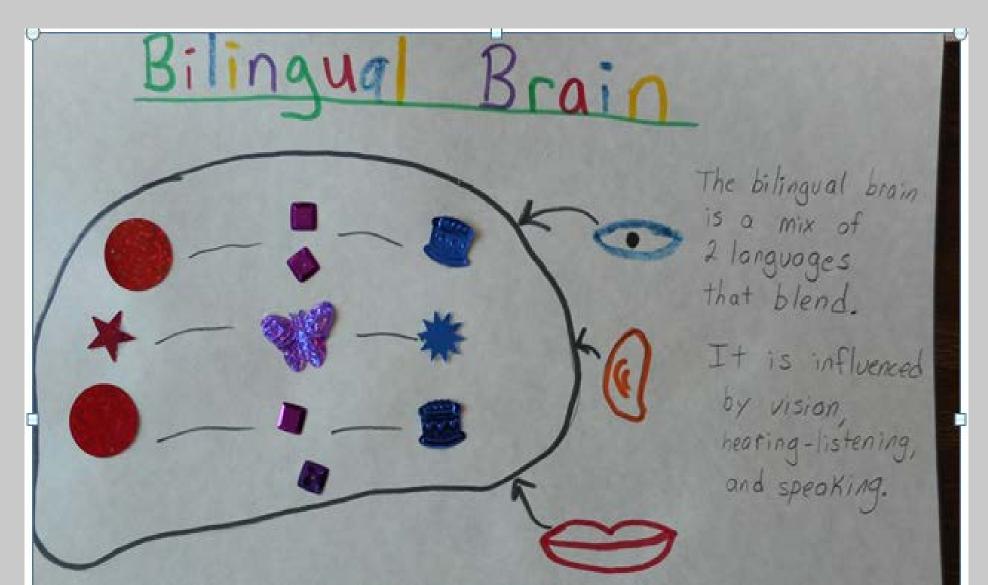
Cummins, Jim. (2005). Teaching for Cross-language Transfer in Dual Language Education: Possibilities and Pitfalls. TESOL Symposium on Dual Language Education: Teaching and Learning in Two Languages in the EFL Setting. Istanbul, Turkey: Bogazici University.

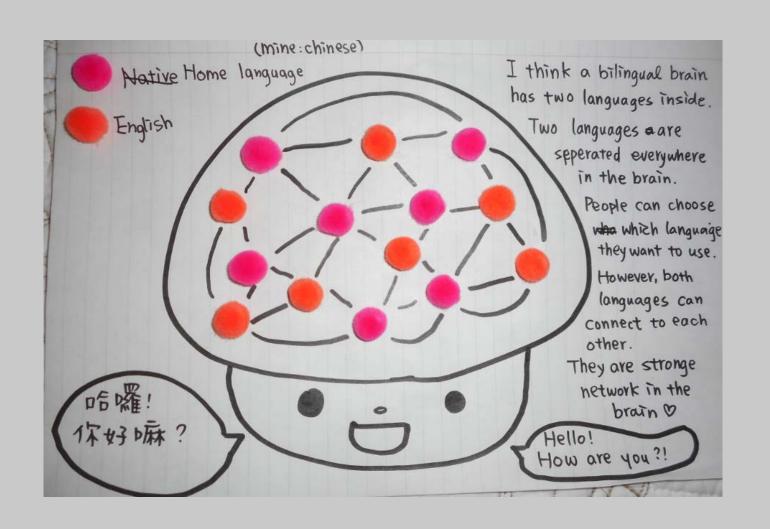
Reflection questions

Urdu I Feel Verey Confeteable and verey spashall and verey inportant. I Feel good that People See My Urdu and English story. I Feel verey confeteable because I no how to write in urdu and Ino why we write Urdu because we Leran more English. I Feel spashall because I don't wan't to For get My Language.

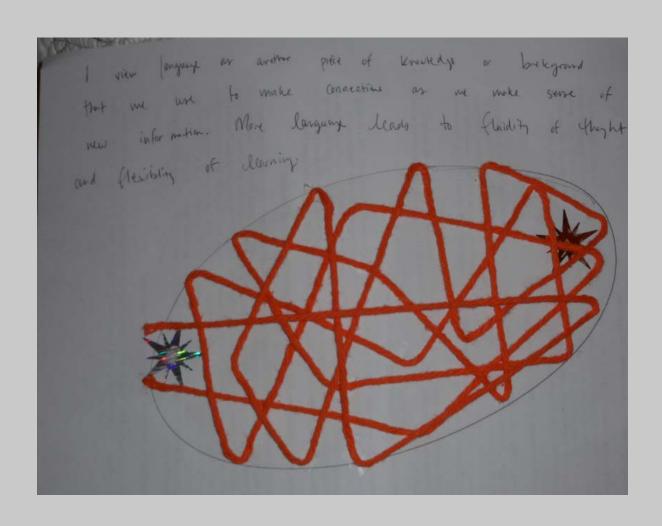
Cummins, Jim. (2005). Teaching for Cross-language Transfer in Dual Language Education: Possibilities and Pitfalls. TESOL Symposium on Dual Language Education: Teaching and Learning in Two Languages in the EFL Setting. Istanbul, Turkey: Bogazici University.

Bilingual brains





Bilingual Brains



I view language as another piece of knowledge or background that we use to make connections as we make sense of new information. More language leads to fluidity of thought and flexibility of learning.

Community language study

- Take pictures of signs in languages other than English
- Collect newspapers/flyers in languages other than English
- Listen for people speaking in languages other than English
- See how languages other than English are used in community institutions, such as libraries or schools



Celic, C. and Seltzer, K. (2011). Translanguaging: A CUNY-NYSIEB Guide for Educators.

Metacognition: Your ideas



Your ideas: Taking it home

Foundations

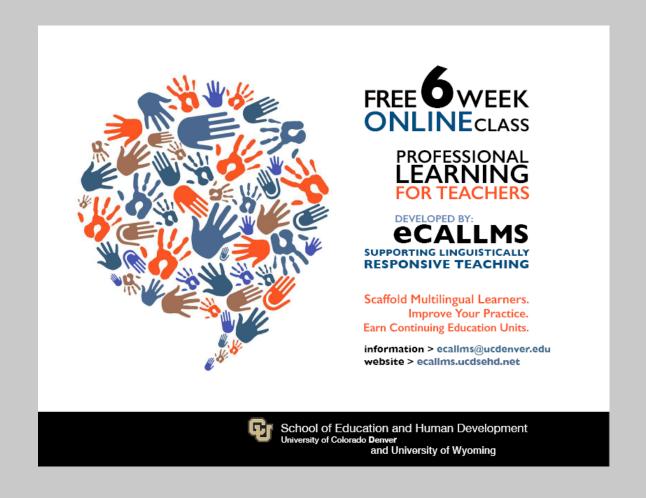
Welcoming all languages

Using home languages to connect to the curriculum

Developing metacognition about bilingualism

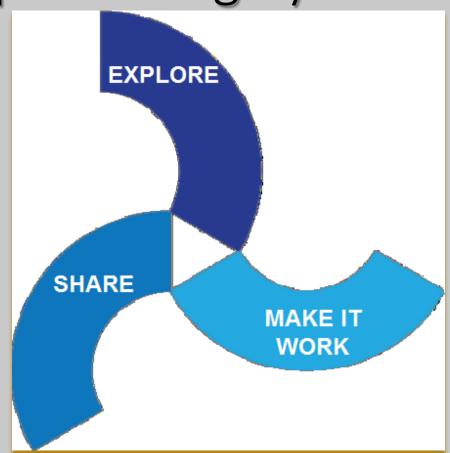


Resources: eCALLMS modules & handouts



Weekly 3-Step Learning Cycle

~2 hours a week -Unmoderated





elizabeth.mahon@ucdenver.edu

Dispositions...

Develop and sustain a high tolerance for ambiguity, maintain an ability to live within and negotiate contradictions in pedagogy, and deal with and resolve ethical and policy dilemmas while maintaining a resilient attitude toward social and economic challenges surrounding DLL children, their families, and themselves as DLL educators.

Dual Language Learner Teacher Competencies (DLLTC) Report, Winter 2012, alliance for a better community

Materials needed

- Notes handout / Jim Cummins sheet
- Sticky notes for show and tell words
- Video check & materials for preview/review
- Bilingual labels
- Mentor texts ... texts
- Ecallms flyers
- Golkish blurb
- Check links on handout
- Clock, speaker