Promoting the use of home languages in classrooms

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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
“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
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

Strict separation of languages, L1 literacy first then add L2

Simultaneous bilinguals
L3?

Teaching literacy in both languages simultaneously; the bridge
## Changes in the field of Second Language Acquisition

### Traditional Bilingualism: Two Autonomous Linguistic Systems

<table>
<thead>
<tr>
<th>L1</th>
<th>L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 F1 F1 F1 F1 F1</td>
<td>F1 F1 F1 F1 F1</td>
</tr>
</tbody>
</table>

### Linguistic Interdependence: Jim Cummins

<table>
<thead>
<tr>
<th>L1</th>
<th>L2</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1 F1 F1 F1 F1 F1</td>
<td>F1 F1 F1 F1 F1</td>
</tr>
</tbody>
</table>

### Dynamic Bilingualism: Translanguaging

L = linguistic systems  
F = linguistic features

<table>
<thead>
<tr>
<th>L1</th>
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</thead>
</table>
| 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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 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

Wake Up and Smell the Routine
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 working out with.
I wonder if your brain actually gets bigger if you work it out.
I notice she is Egyptian.
I notice she is singing in different languages.
I wonder if she is in California?
Extensions: maps and graphs
Welcome to our Multilingual Primary School

Telephone: add your telephone number here
Email: add your email address here
Bilingual labels – let’s do it!
Multilingual learning environment

Books

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 you 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**

<table>
<thead>
<tr>
<th>Definition in your own words</th>
<th>Word in your home language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ostentatious</strong></td>
<td></td>
</tr>
</tbody>
</table>

- **Use it meaningfully in a sentence**
- **Draw a picture of the word**
3. When I am allowed to use Urdu in class it helps me to read and write English. When I have to learn new English words I remember them faster if I study the words in Urdu, like this.

<table>
<thead>
<tr>
<th>English</th>
<th>Urdu</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lungs</td>
<td>لungen</td>
<td><img src="image" alt="Lungs" /></td>
</tr>
<tr>
<td>Kidneys</td>
<td>کیدنیز</td>
<td><img src="image" alt="Kidneys" /></td>
</tr>
<tr>
<td>Heart</td>
<td>قلب</td>
<td><img src="image" alt="Heart" /></td>
</tr>
</tbody>
</table>
3 Question interview variation: Family vocabulary

<table>
<thead>
<tr>
<th>Word in English</th>
<th>Translation</th>
<th>Family comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>mischievous</td>
<td>travieso</td>
<td>My mom said I was muy travieso when I was little.</td>
</tr>
<tr>
<td>Generous</td>
<td>genereso</td>
<td>They look the same.</td>
</tr>
</tbody>
</table>
Preview/review

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.

Lesson in L2

Home language

Review:
Talk with your table about the pictures.
Bilingual input and output: The four language domains

- **RECEPTIVE**
  - Listening
  - Reading

- **PRODUCTIVE**
  - Speaking
  - Writing
Bilingual input and output

RECEPTIVE

Escuchar en español

PRODUCTIVE

Speak in English and Spanish
Bilingual input and output

**RECEPTIVE**

Read in English

**PRODUCTIVE**

Escribir en español and then report out in English
Bilingual input

**RECEPTIVE**
- Watch the movie
  - In home language

**PRODUCTIVE**
- Read the book in
  - English

Double the opportunity
Bilingual output

RECEPTIVE

PRODUCTIVE

Gallery walk + Summary

Think, Pair, Share

Double the opportunity
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 Wounded Day School, Kyle, South Dakota

*I am a proud Lakota!

**Quinton signed off with Co Lakota name—Cokata Aupi (Dying him to the corner or in front of a gathering)—which was given to him at the age of three at a special naming ceremony. It is pronounced Cheh-ah-tah Aupi\_pi.
Let’s investigate...

<table>
<thead>
<tr>
<th>Other ideas</th>
<th>Author’s purpose/ effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Font</td>
<td>Identity marker</td>
</tr>
<tr>
<td>Translation</td>
<td>Statement of power</td>
</tr>
<tr>
<td></td>
<td>Lost in translation</td>
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<tr>
<td></td>
<td>Language as a topic</td>
</tr>
<tr>
<td></td>
<td>Connect to cultural roots</td>
</tr>
<tr>
<td></td>
<td>Statements from father, mother family</td>
</tr>
<tr>
<td></td>
<td>Formulaic -proverbs</td>
</tr>
</tbody>
</table>
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?

Reflection questions

When I am allowed to write story in class using Urdu I feel very confident and very important. I feel good that people see my Urdu and English story. I feel very confident because I no how to write in Urdu and I no why we write Urdu because we learn more English. I feel spashall because I don’t want to forget my language.
Bilingual brains

The bilingual brain is a mix of 2 languages that blend.

It is influenced by vision, hearing-listening, and speaking.
I think a bilingual brain has two languages inside. Two languages are separated everywhere in the brain. People can choose which language they want to use. However, both languages can connect to each other. They are strong in the brain.

Hello! How are you?!
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

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
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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