

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.



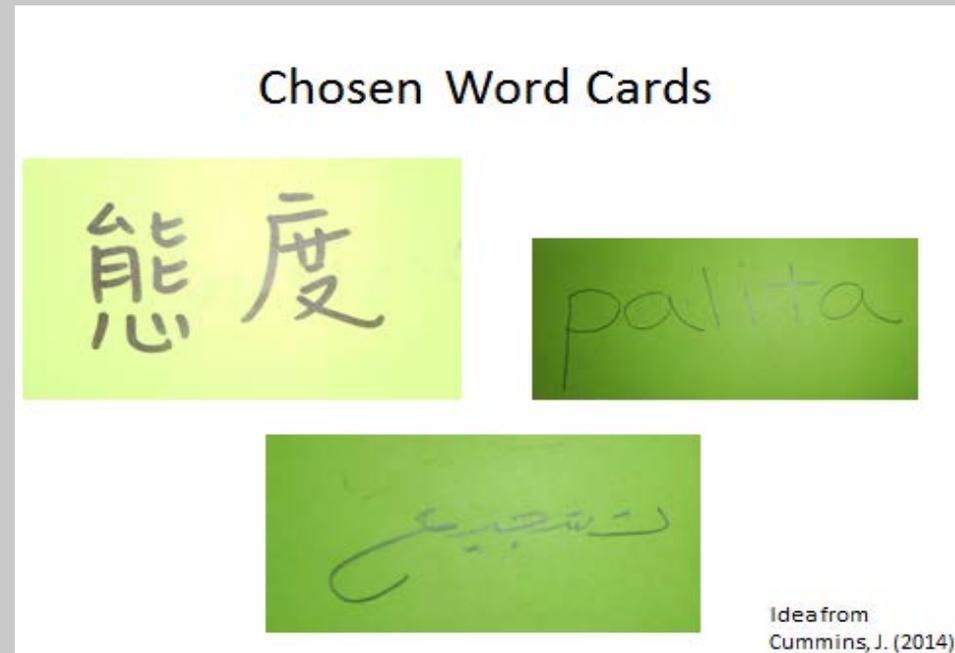
Intended audience: Those working in schools where instruction is primarily conducted in English

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

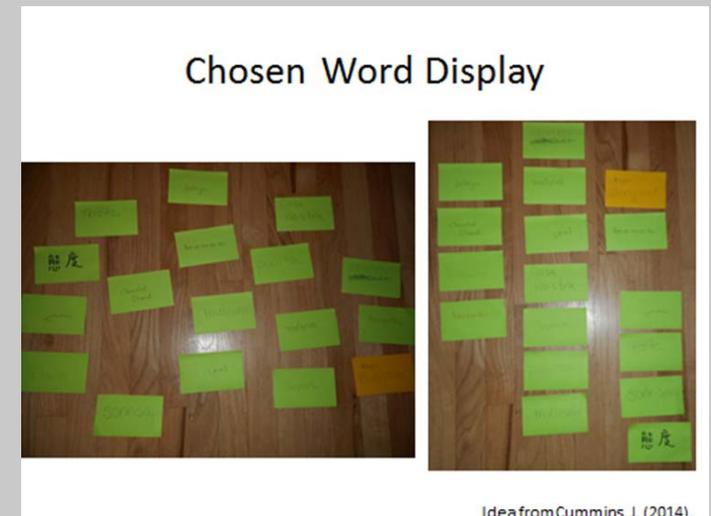
Chosen word

- 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.

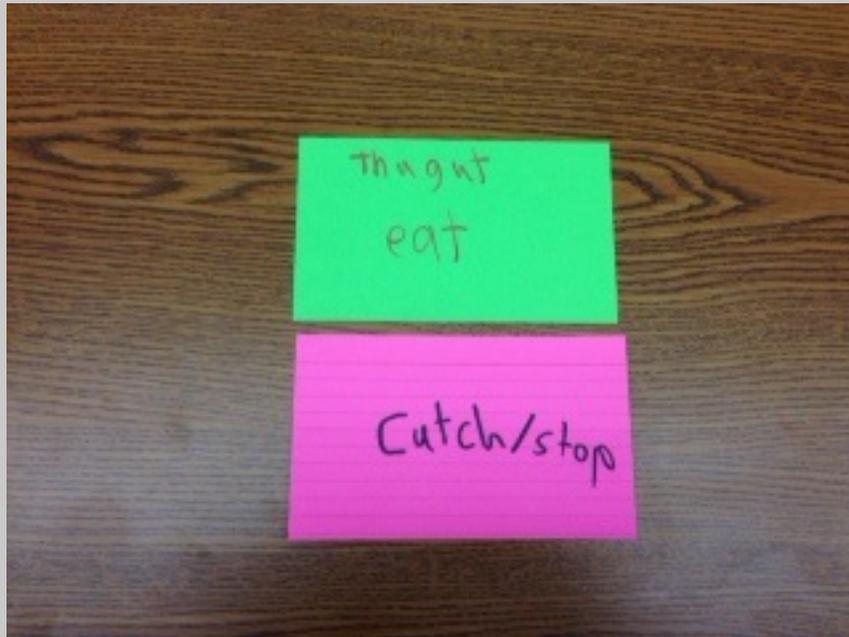


Chosen Word in the classroom

- 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



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)

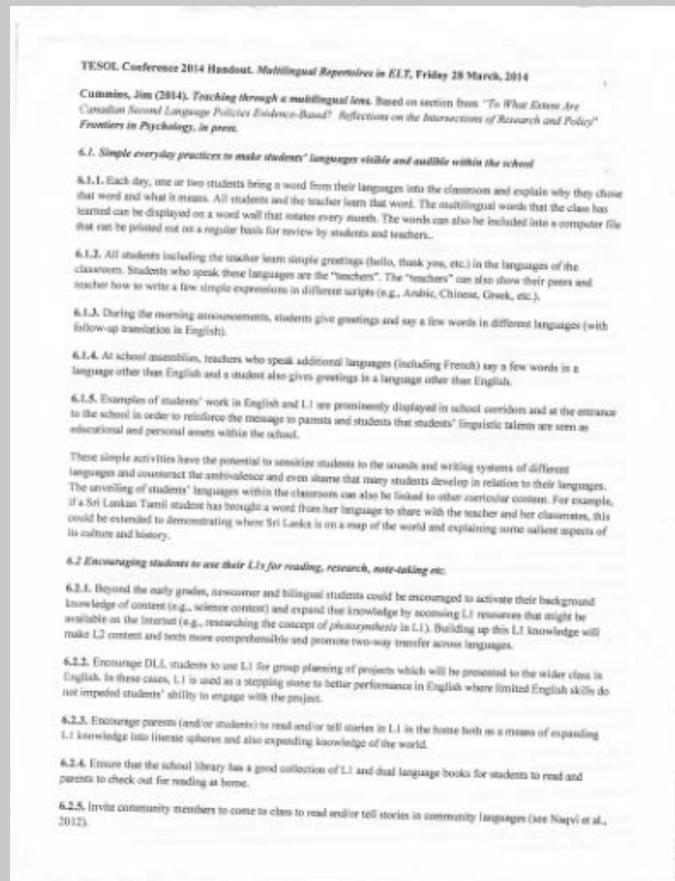
Why?

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



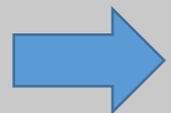
Plan for the Morning

I. Foundations

II. Welcoming all languages

III. Using home languages to connect to the curriculum

IV. Developing metacognition about bilingualism

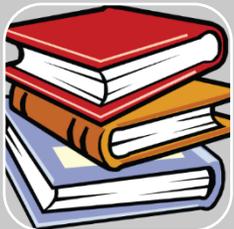


Taking it home, eCALLMs module

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.

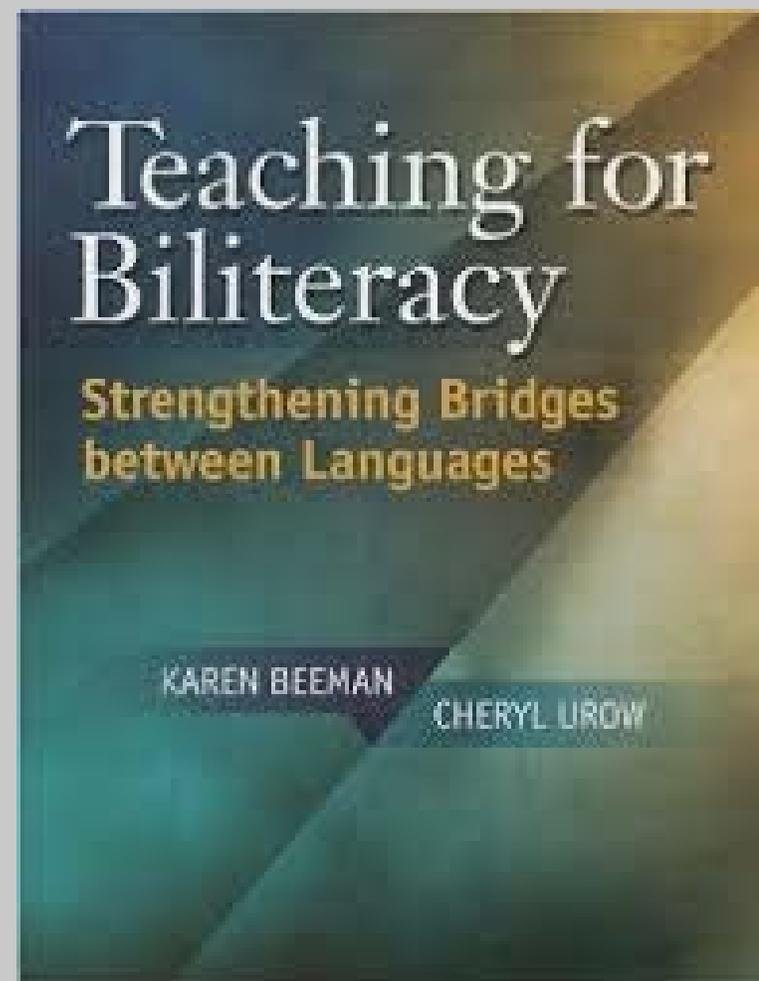
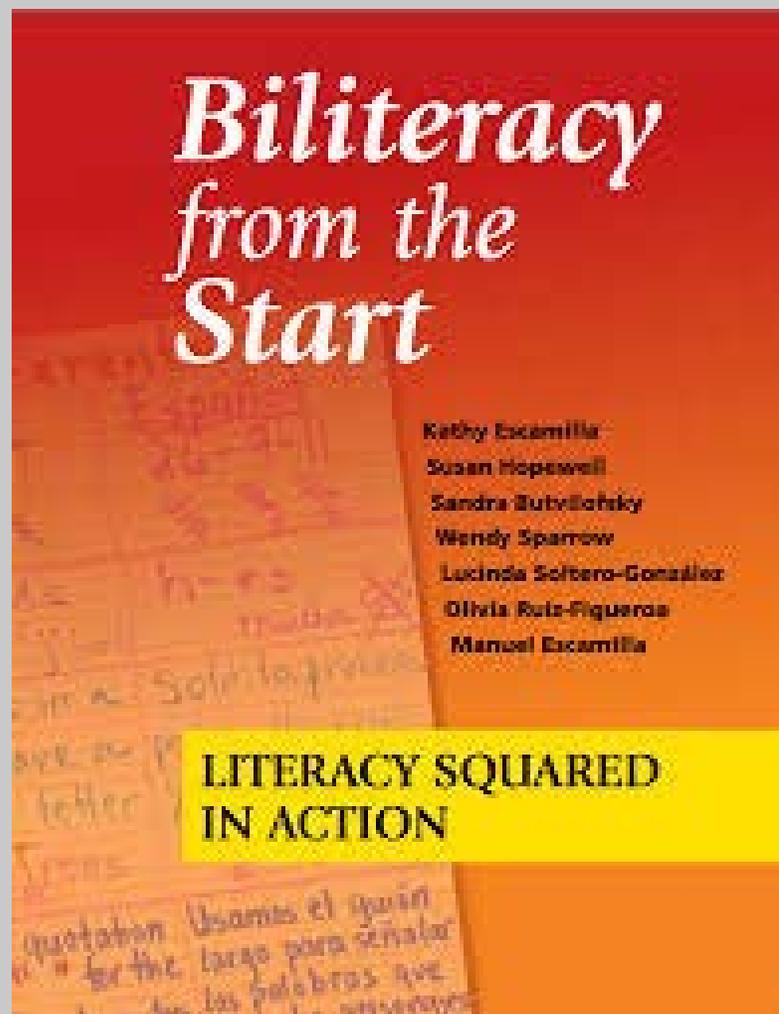
Con todos mis idiomas,

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

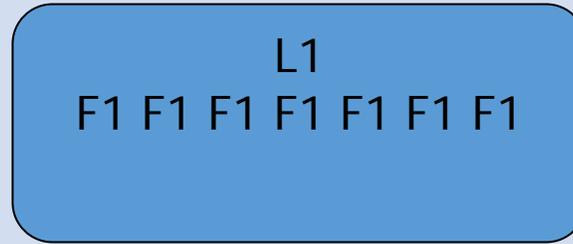
Simultaneous bilinguals
L3?

Strict separation of
languages, L1 literacy first
then add L2

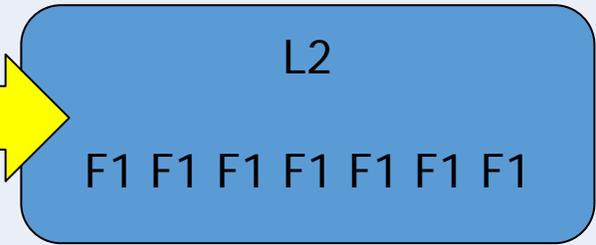
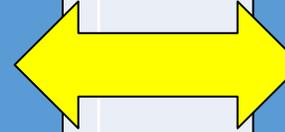
Teaching literacy in both
languages simultaneously;
the bridge

Changes in the field of Second Language Acquisition

Traditional bilingualism:
Two autonomous linguistic
Systems



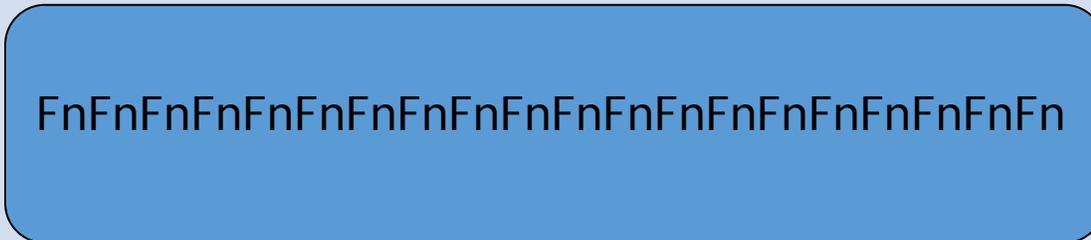
Linguistic Interdependence: Jim
Cummins

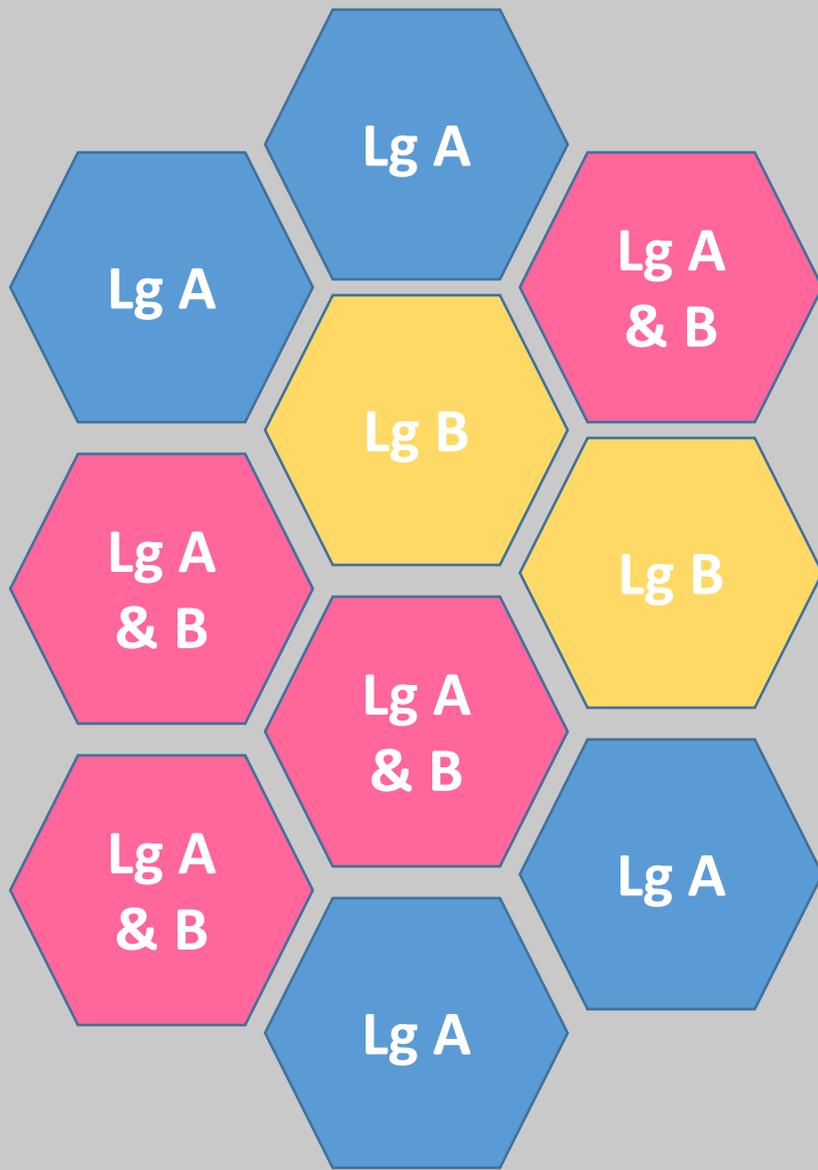


Linguistic Interdependence

A blue rounded rectangle containing the text 'Linguistic Interdependence'.

Dynamic Bilingualism:
Translanguaging
L = linguistic systems
F = linguistic features





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



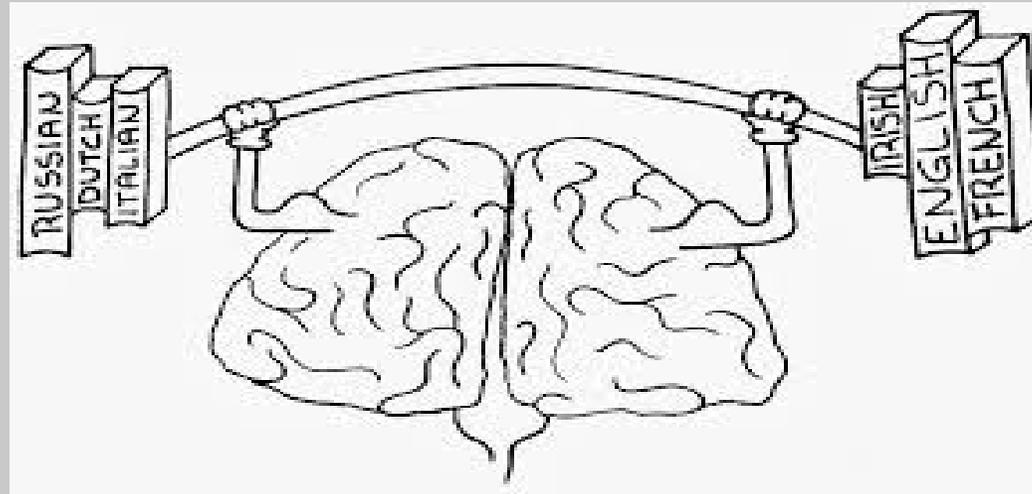
II: Welcoming all languages

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



I notice, I notice, I wonder

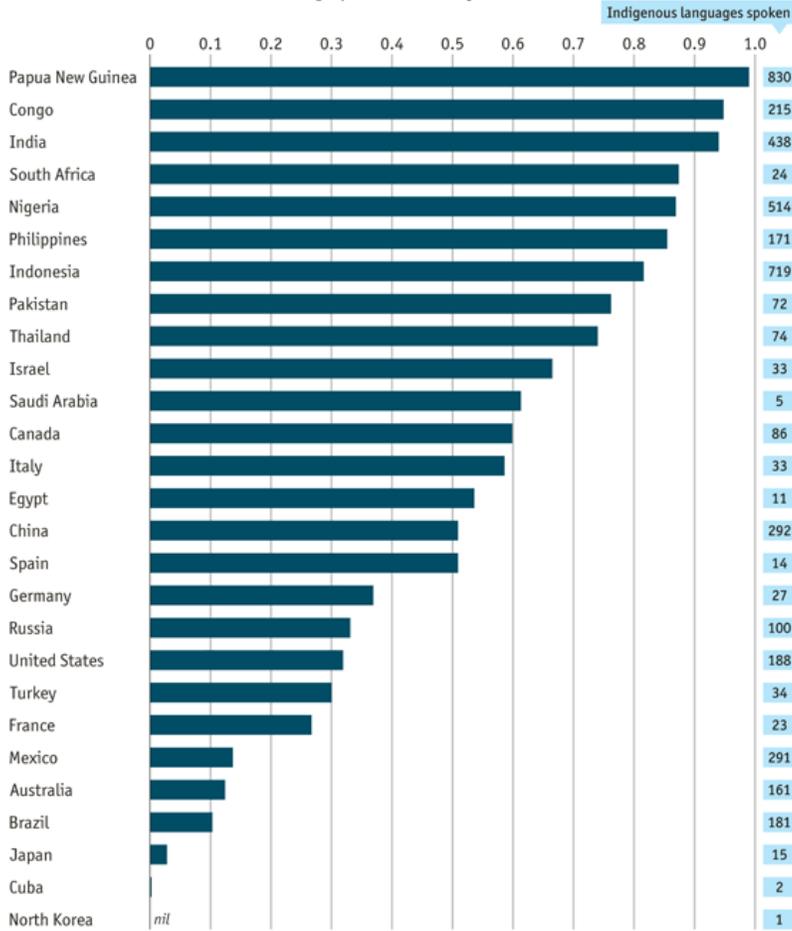




I notice it is a brain with arms,
I notice it has languages it is working
out with.
I wonder if your brain actually
gets bigger if you work it out.

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



Extensions: maps and graphs



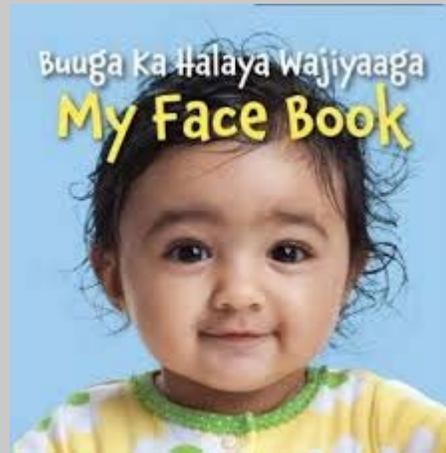
Multilingual learning environment



Bilingual labels – let's do it!

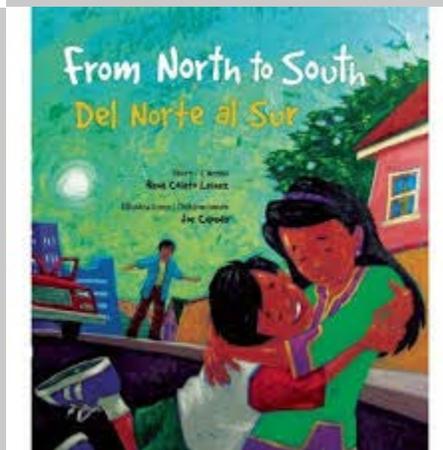


Multilingual learning environment



Word walls

Books



Bilingual announcements

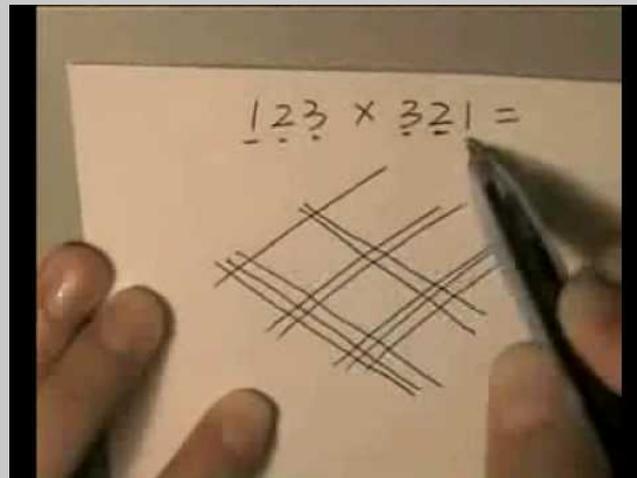
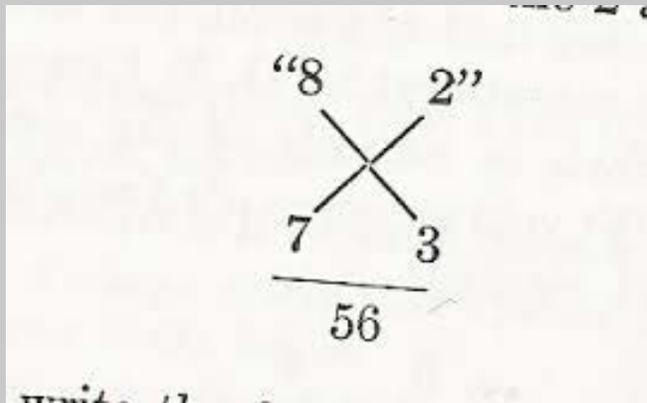
Three question family interviews



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

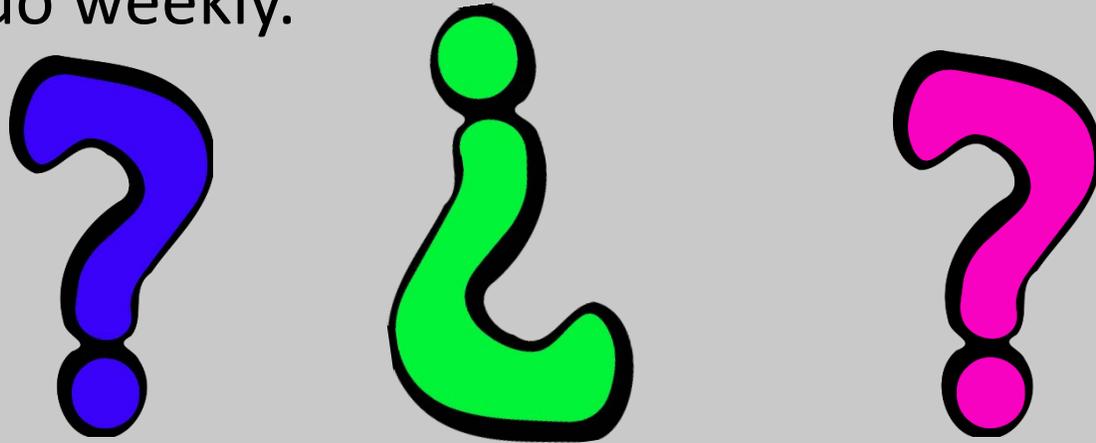
Cultural Celebrations:

- 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



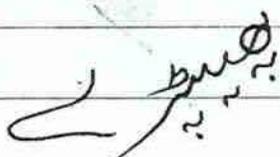
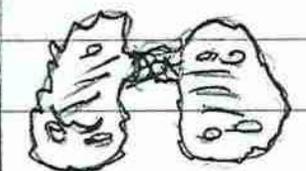
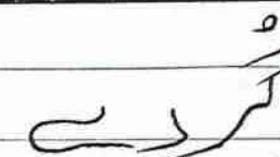
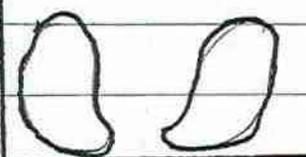
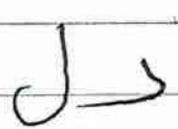
Vocabulary Routine: 4-square/ Frayer Model

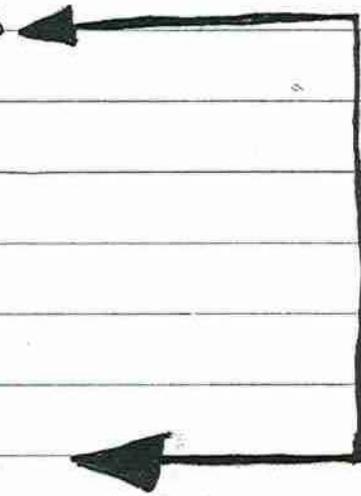
Definition in your own words	Word in your home language
Use it meaningfully in a sentence	Draw a picture of the word

Ostentatious

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

New words

English	UrDU	Pictur
Lungs		
Kidneys		
heart		



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	generoso	They look the same.

Preview/review



Peer groups
Bilingual paraprofessionals
Bilingual parents
Bilingual volunteers

Peer groups
Bilingual paraprofessionals
Bilingual parents
Bilingual volunteers

Preview/ Review

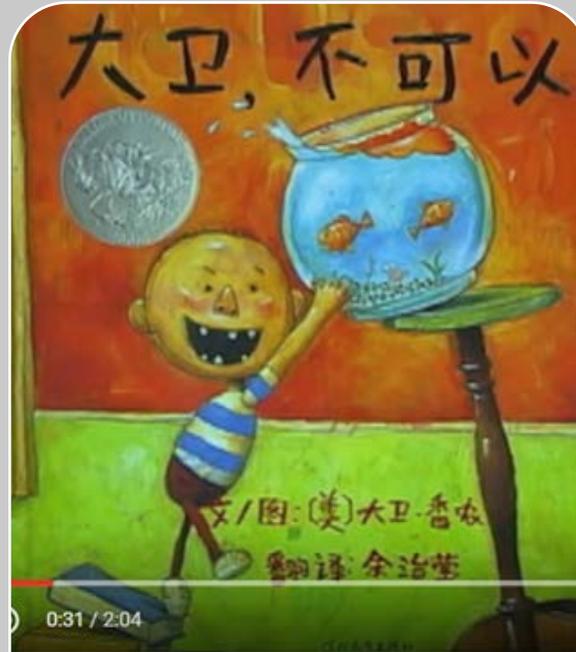
Home language

Preview:

Talk with
your table
about the
pictures.



Lesson in L2



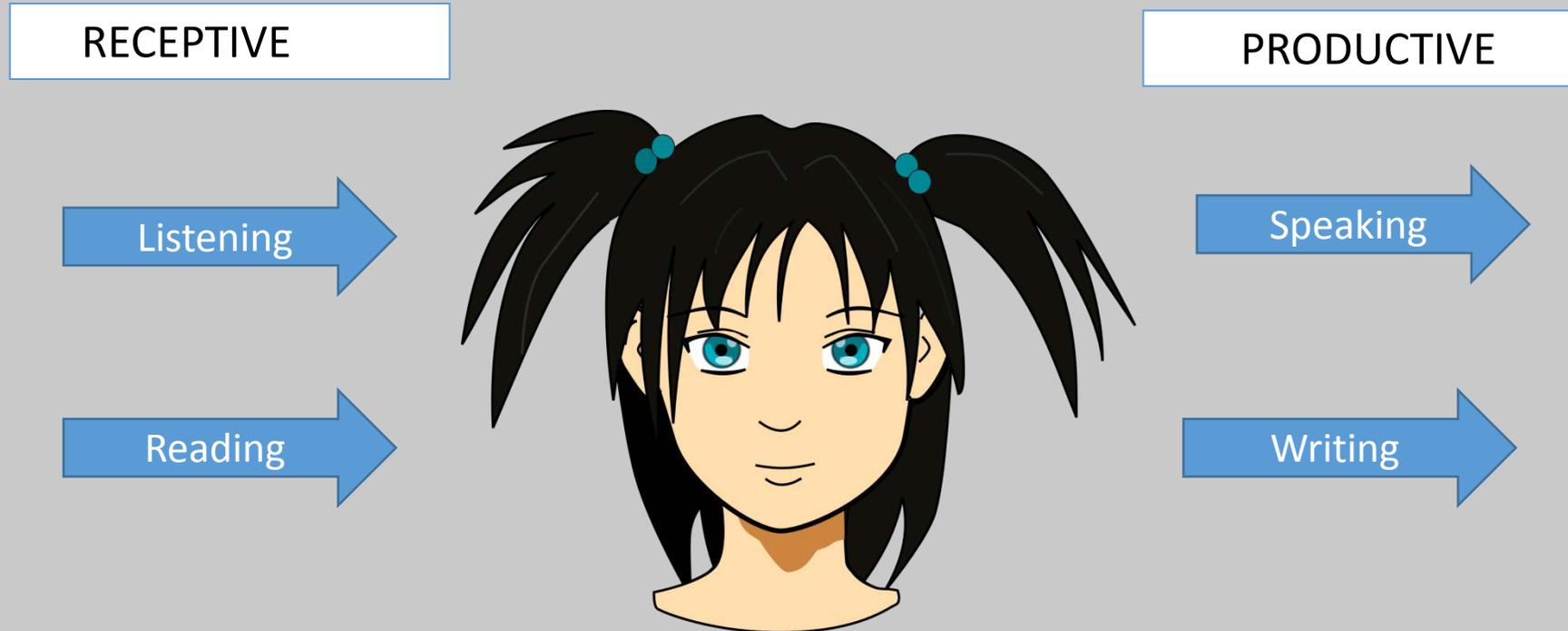
Home language

Review:

Talk with
your table
about the
pictures.

ok: No, David! 大卫, 不可以!

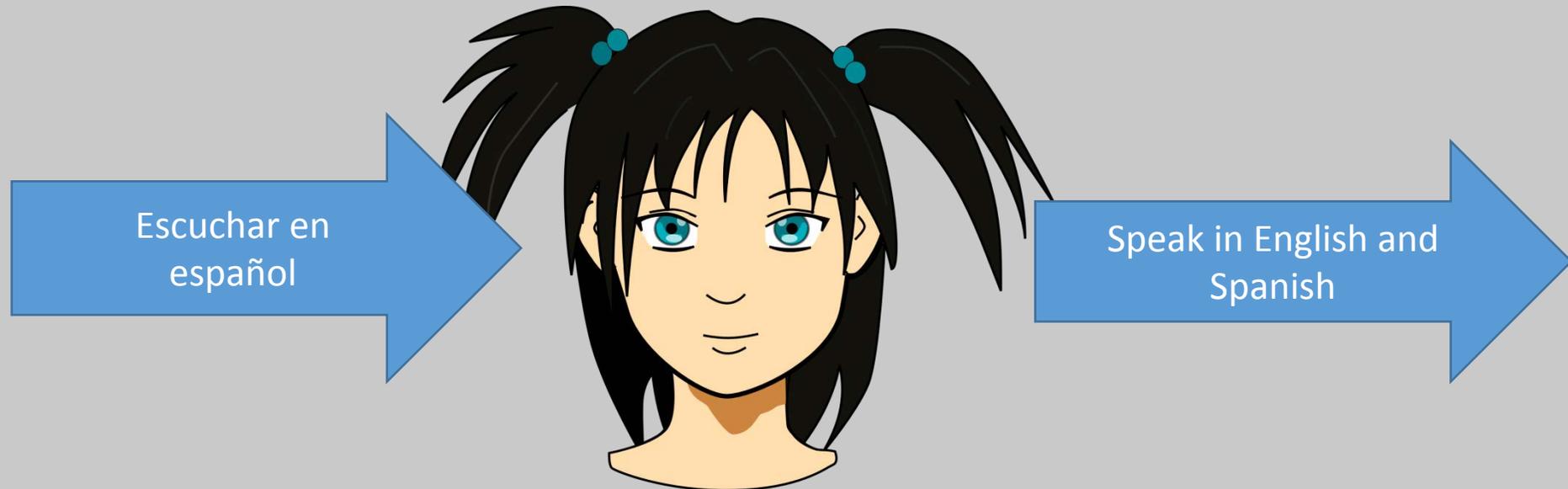
Bilingual input and output: The four language domains



Bilingual input and output

RECEPTIVE

PRODUCTIVE

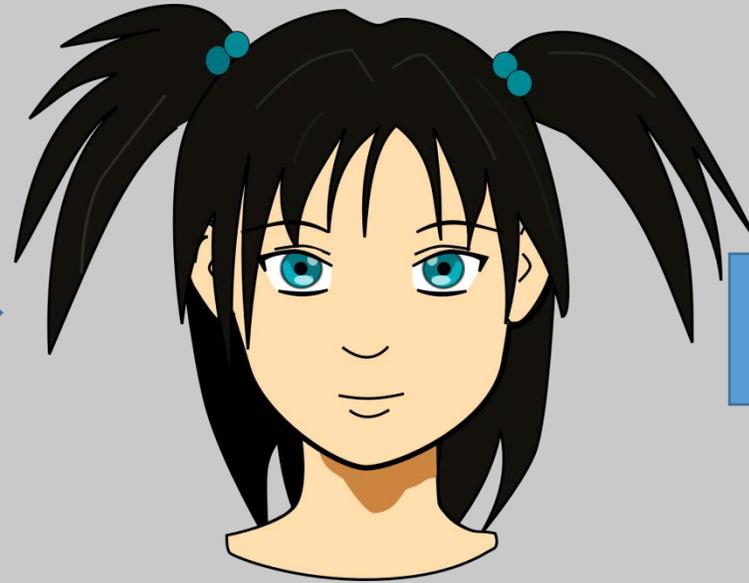


Bilingual input and output

RECEPTIVE

PRODUCTIVE

Read in English



Escribir en español and then report out in English

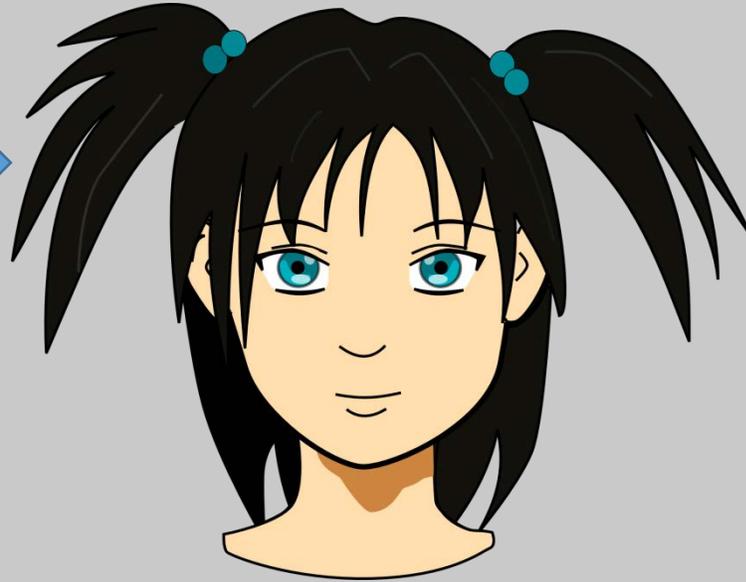
Bilingual input

RECEPTIVE

PRODUCTIVE

Watch the movie
In home language

Read the book in
English



Double the opportunity

Bilingual output

RECEPTIVE

PRODUCTIVE



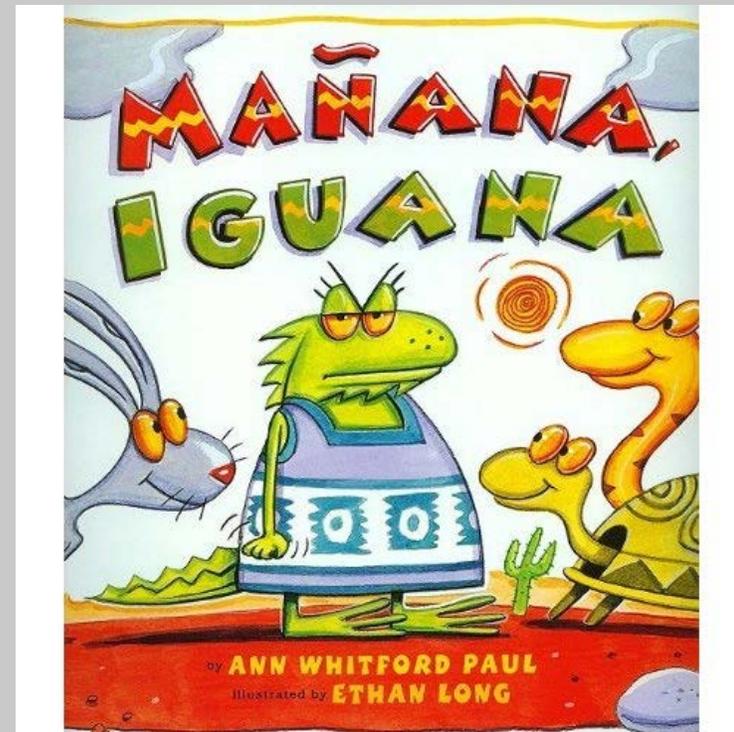
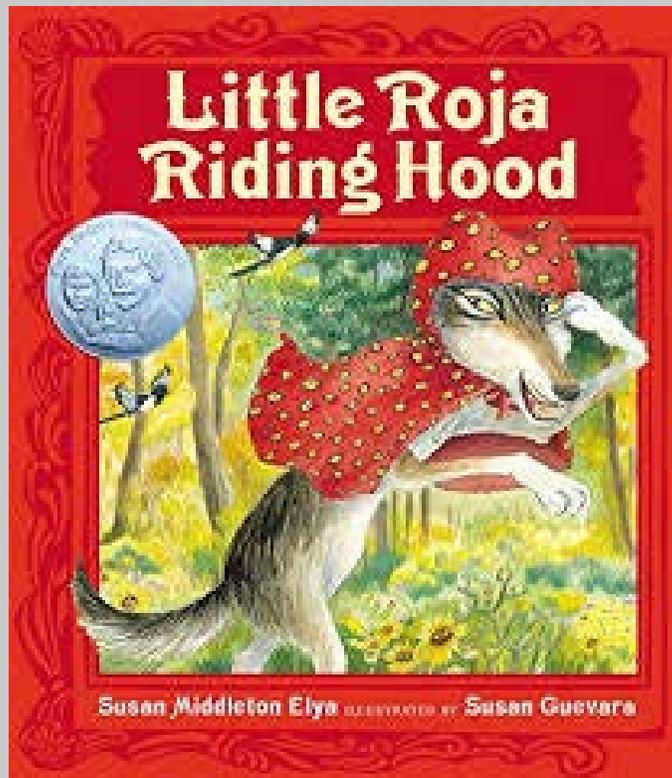
Gallery walk +
Summary

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 Wound Day School, Kyle, South Dakota

*"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.

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

Let's investigate...

Other ideas	Author's purpose/ effect
Font TRanslation	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?



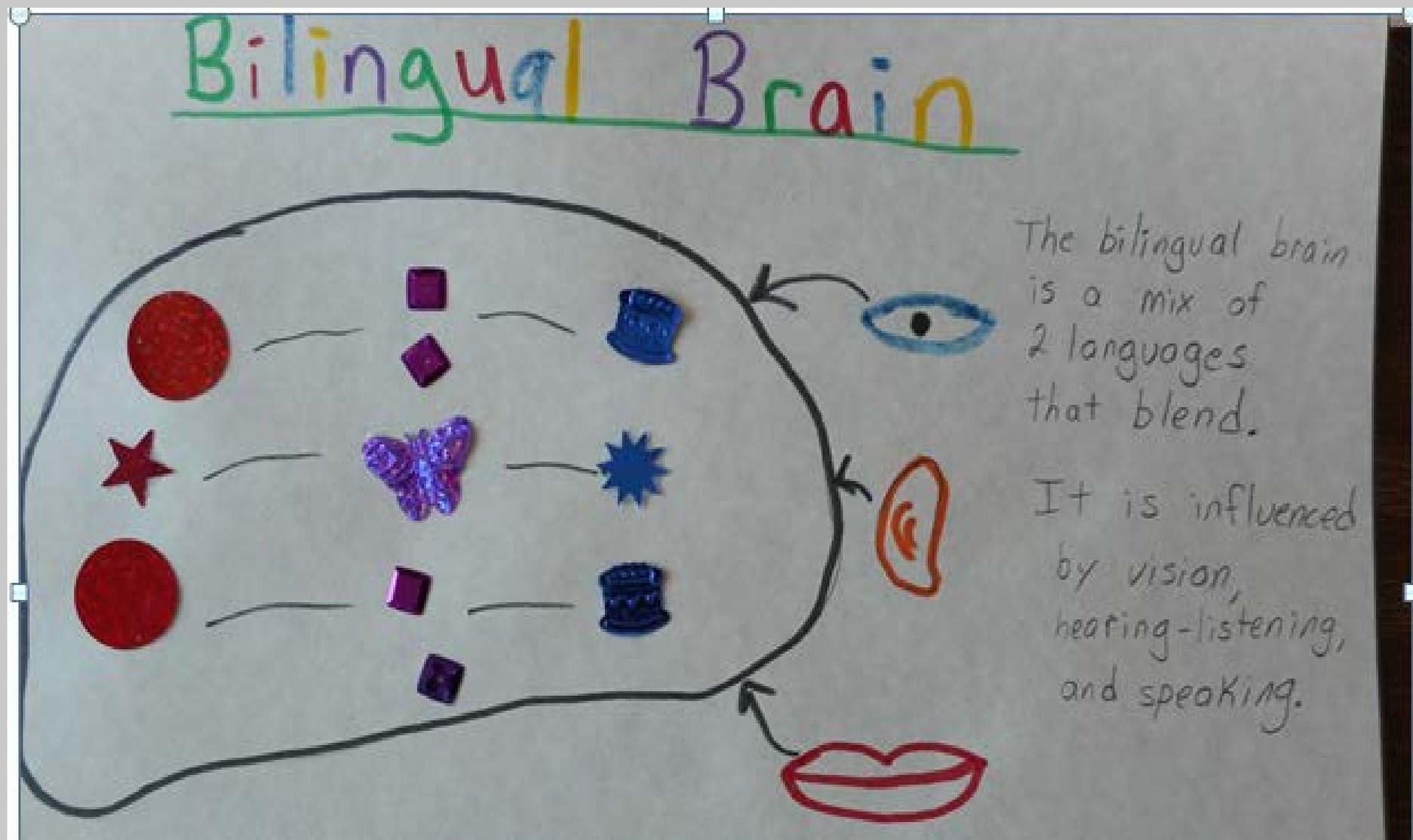
Cummins, Jim. (2005). Teaching for Cross-language Transfer in Dual Language Education: Possibilities and Pitfalls. TESOL Symposium on Dual Language Education: Teaching and Learning in Two Languages in the EFL Setting. Istanbul, Turkey: Bogazici University.

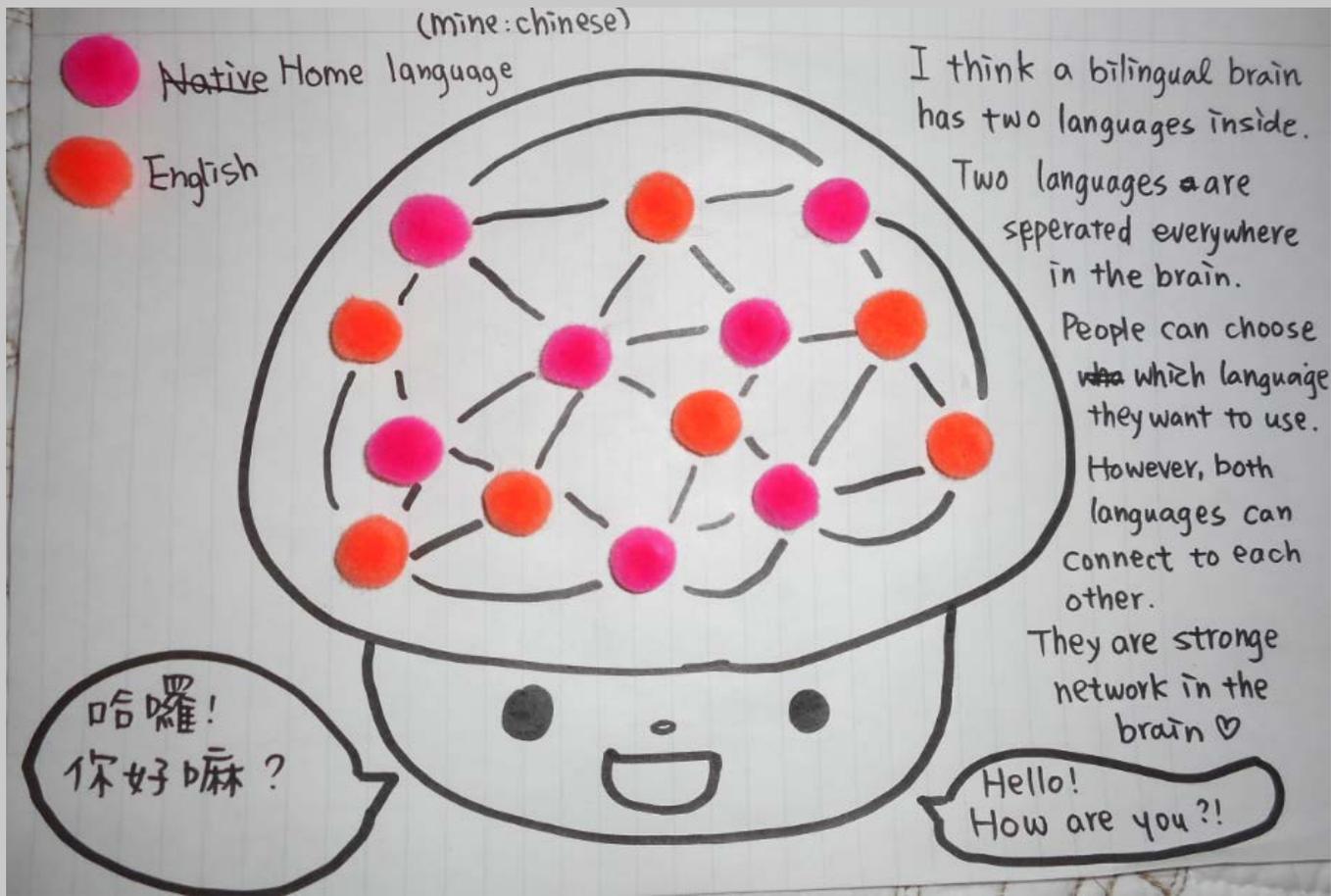
Reflection questions

Q. When I am allowed to write story in class using Urdu I feel very comfortable and very special and very important. I feel good that people see my Urdu and English story. I feel very comfortable because I no how to write in Urdu and I no why we write Urdu because we learn more English. I feel special because I don't want to forget my language.

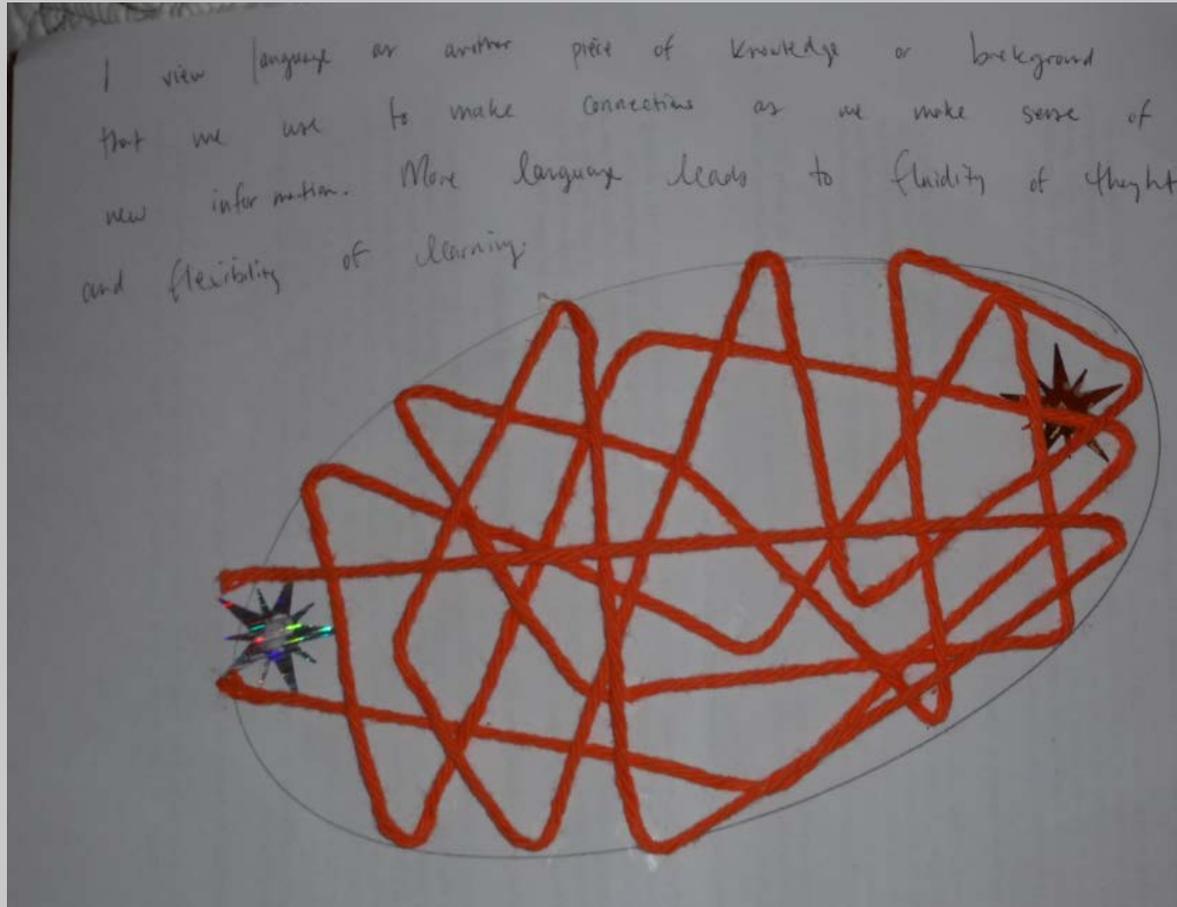
Cummins, Jim. (2005). Teaching for Cross-language Transfer in Dual Language Education: Possibilities and Pitfalls. TESOL Symposium on Dual Language Education: Teaching and Learning in Two Languages in the EFL Setting. Istanbul, Turkey: Bogazici University.

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



**FREE 6 WEEK
ONLINE CLASS**

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RESPONSIVE TEACHING

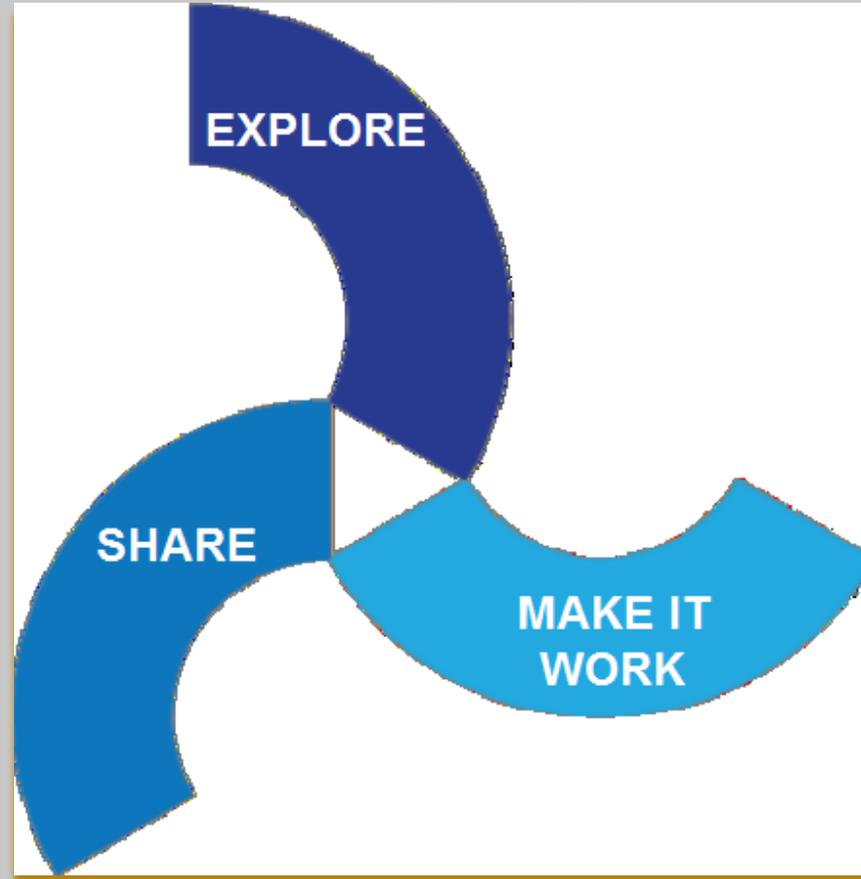
Scaffold Multilingual Learners.
Improve Your Practice.
Earn Continuing Education Units.

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 School of Education and Human Development
University of Colorado Denver
and University of Wyoming

Weekly 3-Step Learning Cycle

~2 hours a week
-Unmoderated



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