Languages in the classroom

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The Final Frontier...

Thus, we are faced with the bizarre scenario of schools successfully transforming fluent speakers of foreign languages into monolingual English speakers, at the same time as they struggle, largely unsuccessfully, to transform monolingual English speakers into foreign language speakers.

(Cummins, 2005)

Why?

The Monolingual Habitus

(Gogolin, 1993)

What We Know

The level of development of children's mother tongue is a strong predictor of their second language development.

(Cummins, 2001)

What We Know

(They) also found that the main variable in students' achievement *in English* is whether or not they have kept up literacy in their mother tongue.

(Carder, 2007)

What We Know

Maintaining the home language while they are learning English or another school language of instruction ensures that students continue their cognitive development. If the students' home languages are allowed to lapse they may not develop sufficient proficiency in either of their languages to engage in higher level thinking skills.

Sears, 2015, p. 101

What can we do about this issue?

What we know about language development

What happens in schools
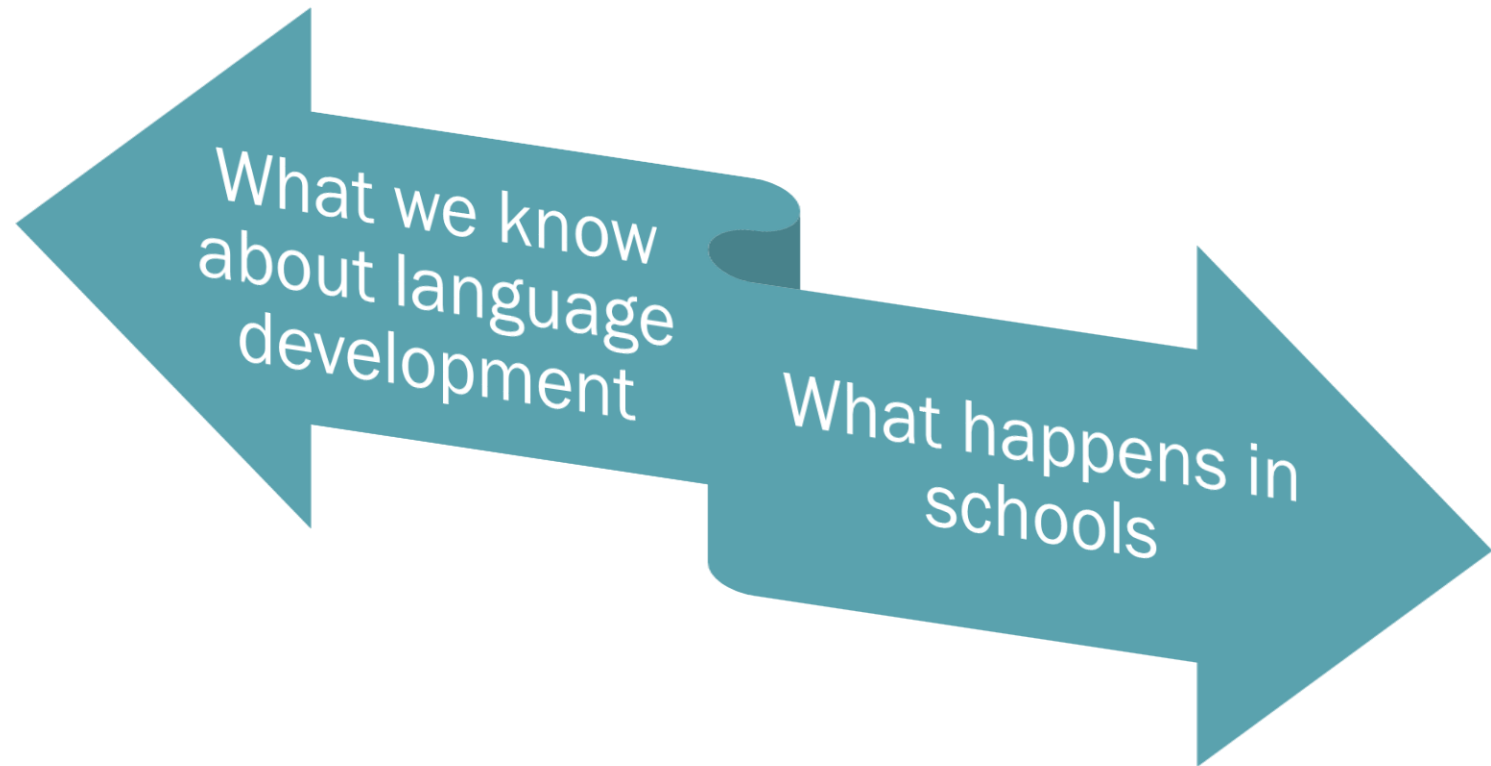
Bringing *Languages* into Schools

Working with Parents

Parent education programmes	Parent presence in schools

Home Language Programmes

Parallel (during school time)	Integrated (connected to curriculum)

Translanguaging

Integrating languages in the classroom	Across the curriculum

Translanguaging

- Observed practice in Welsh schools
- Teaching and learning across the boundaries of Welsh and English
- Languages working together
- Integration rather than isolation

So what is this translanguaging thing, exactly?

Translanguaging is the process of making meaning, shaping experiences, gaining understanding and knowledge through the use of two languages.

(Baker, 2011, p.288)

Translanguaging is not:	Translanguaging is:
Code-switching	Strategic language planning
Random	A scaffold for content learning
A transitional strategy	Considered use of language resources
One-size fits all	A long-term pedagogical tool

The Language Learner Student
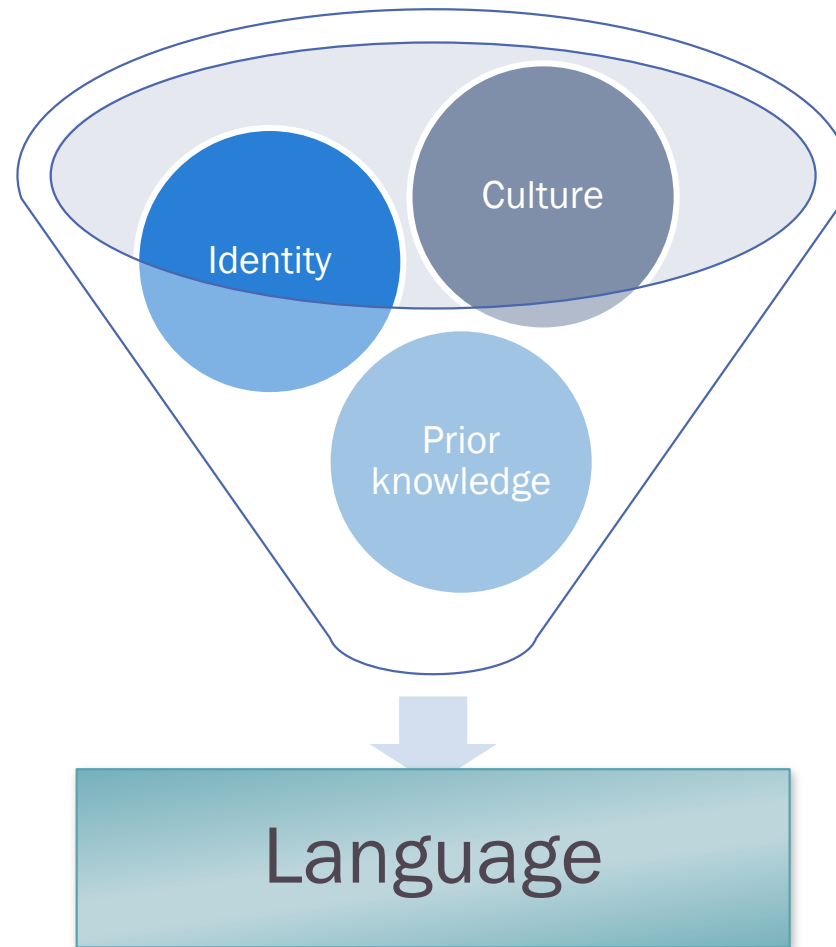
Benefits of translanguaging

Ensures understanding

Strengthens connections

Supports positive bilingualism

Promotes "belonging"

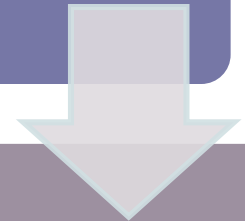Promotes cognitive growth

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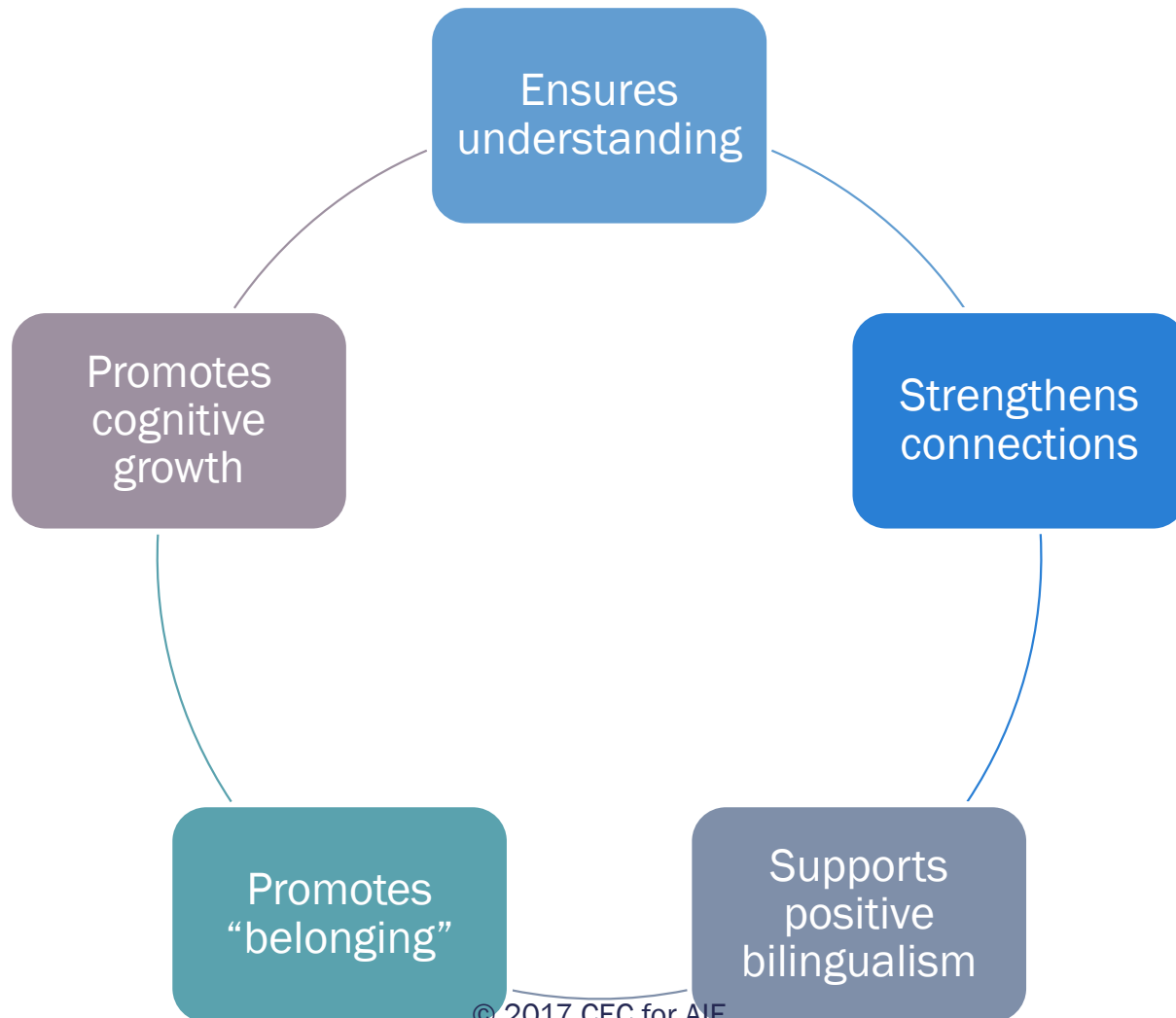
Translanguaging Pedagogy

Translanguaging Stance

Translanguaging Pedagogy

Translanguaging Assessment

Translanguaging stance

- Create an environment in which all languages are valued
- Integrate other languages into classroom routines (taking the register, transitions, table names, etc.)
- Represent other languages visibly in the classroom
- Let pupils "teach" their languages to their peers
- Identify success as separate from English proficiency
- Allow and encourage translation
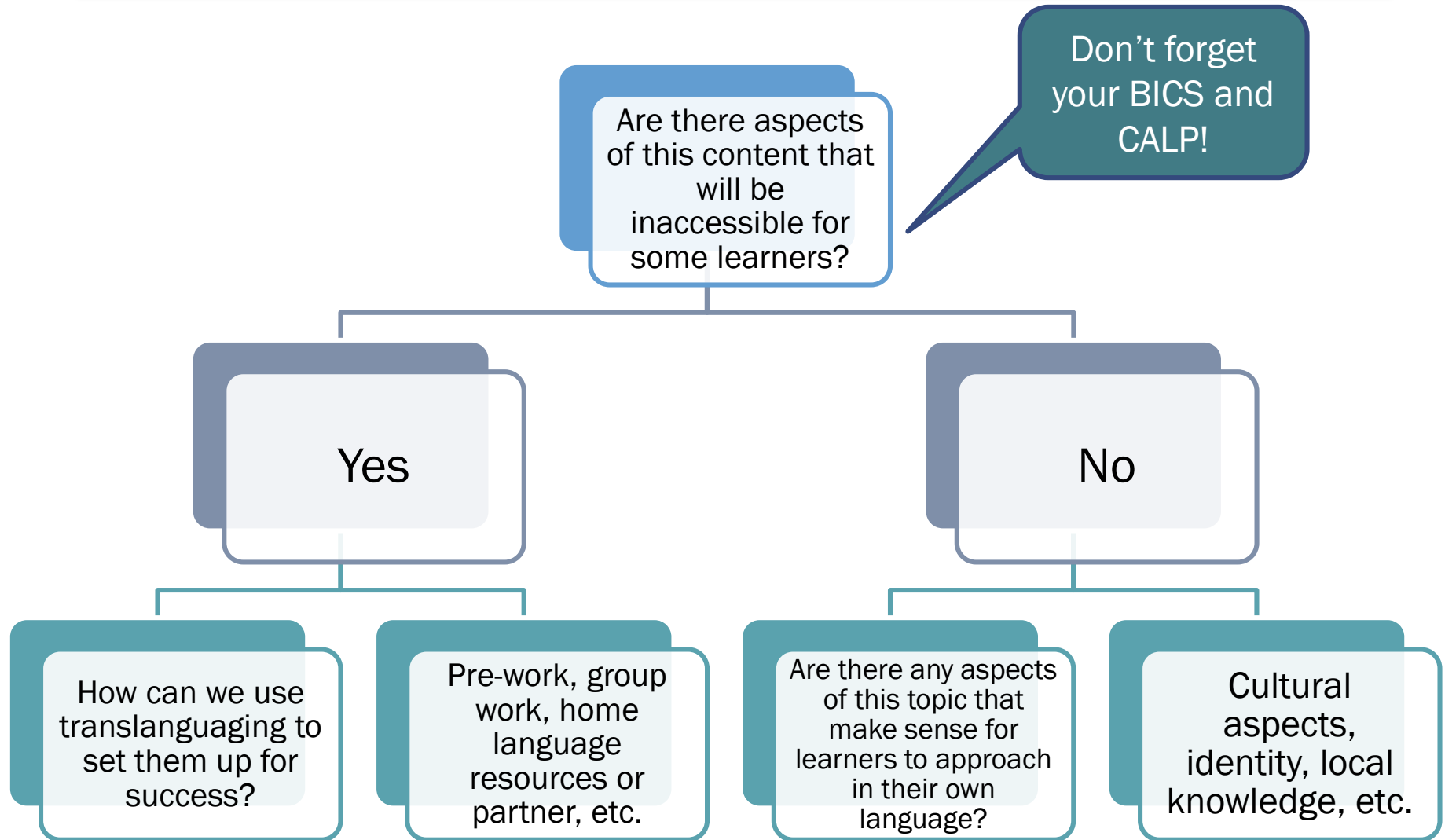
Two types of translanguaging

Planned
- Pre-set in the unit by the teacher
- Determined by language/learning needs
- Designed to scaffold content or language (or both)

Serendipitous
- Provided by the teacher or peers, at the moment of need
- Unplanned scaffolding
- Meaning-making

Planning for Translanguaging

Are there aspects of this content that will be inaccessible for some learners?

Don't forget your BICS and CALP!

Yes

How can we use translanguaging to set them up for success?

Pre-work, group work, home language resources or partner, etc.

No

Are there any aspects of this topic that make sense for learners to approach in their own language?

Cultural aspects, identity, local knowledge, etc.

Integrating translanguaging into the activity cycle

Vary the language used in different parts of the task cycle

Input

Processing
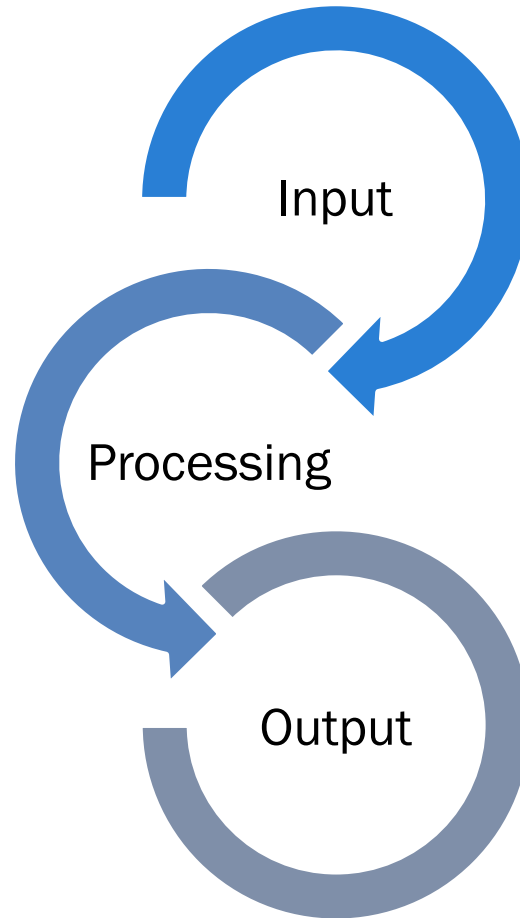
Output

Considering input and output

Input

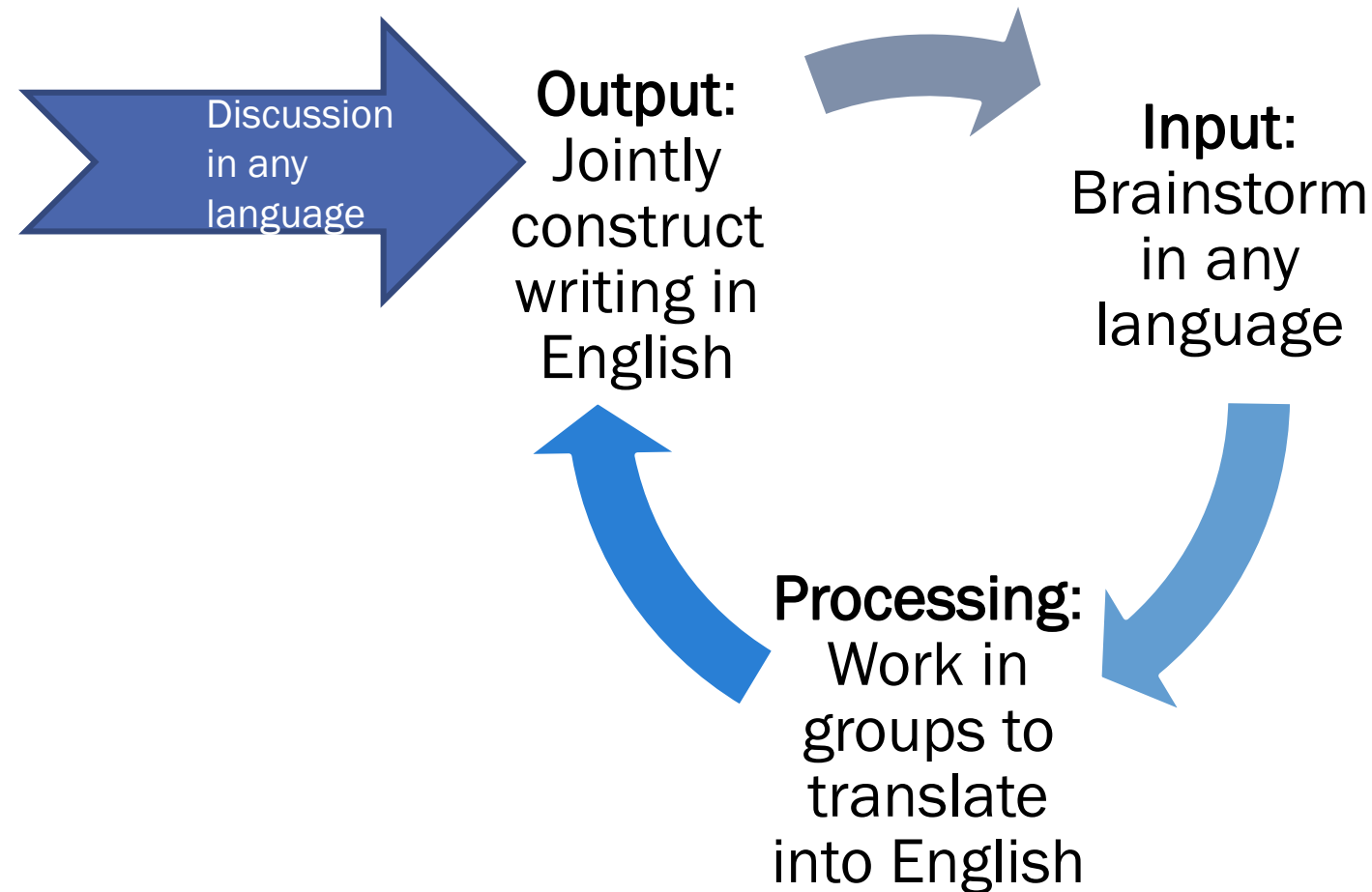Where could we scaffold input through home languages – teacher input, texts, research etc.

How could students build input themselves, in their own languages?

Output

Will language limit the output of some students?

How can we balance demonstration of learning with demonstration of English ability?

Collaborative writing

Discussion in any language

Output: Jointly construct writing in English

Input: Brainstorm in any language

Processing: Work in groups to translate into English
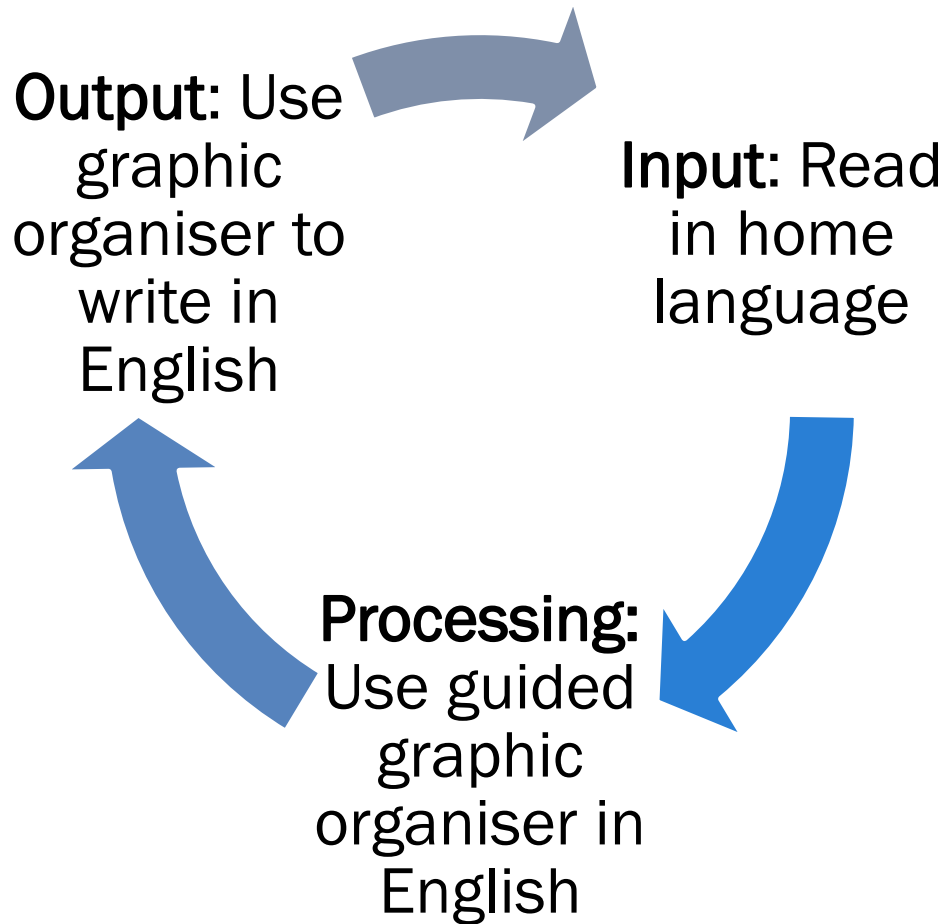
Critical Thinking and Writing

Output: Write a compare/contrast text in English

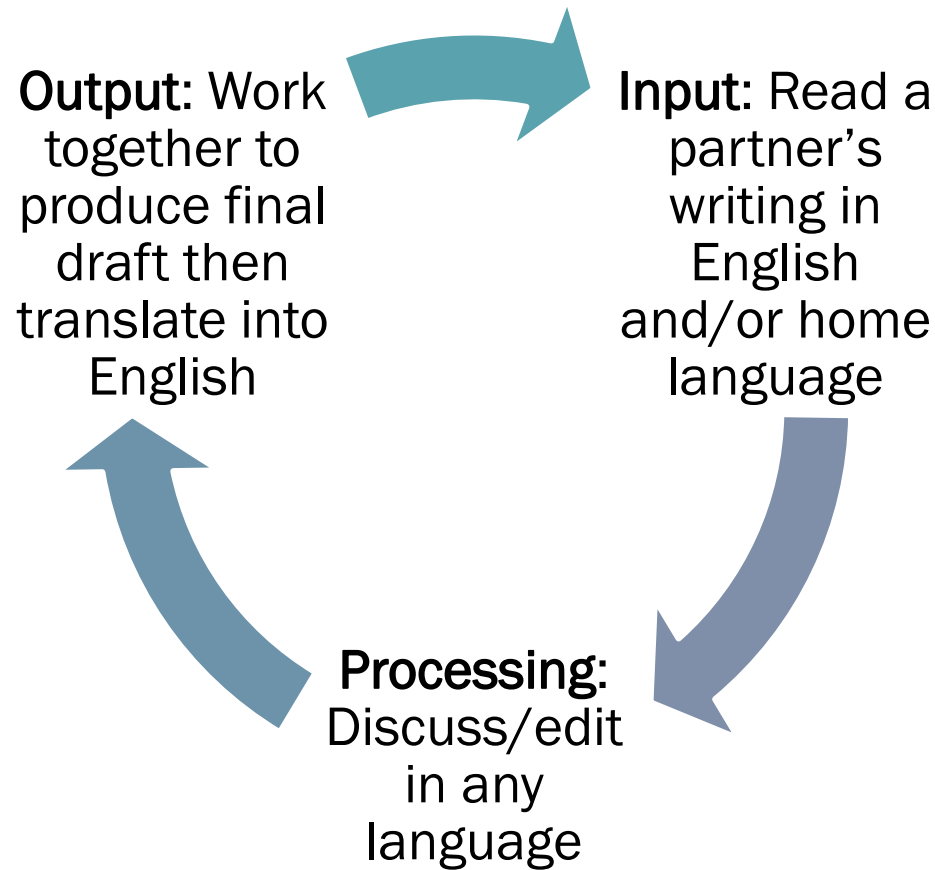**Input:** Read a text in one language then read a similar text in the other language

Processing: Complete a VENN diagram comparing the two texts

Opportunity to teach critical thinking!

Reading and Writing

Output: Use graphic organiser to write in English

Input: Read in home language

Processing: Use guided graphic organiser in English

Multilingual text production

Output: Work together to produce final draft then translate into English

Input: Read a partner's writing in English and/or home language

Processing: Discuss/edit in any language

Remember...

" Bilingualism is a <u>process</u>, not a product. "

Onraisingbilingualchildren.com

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Questions or Comments?

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