

Leveraging Students' HOME LANGUAGES



نحن جميعًا معلمين لمتعلمين
متعددي اللغات

Мы ВСЕ учителя многоязычных учащихся
We are ALL teachers of multilingual learners

我们都是多语言学习者的老师

Dhammaanteen waxaan nahay
macallimiinta bartayaasha luqadaha
badan

Todos somos maestros de estudiantes
multilingües

کے تمام اساتذہ ہیں۔
ہم کثیر لسانی سیکھنے والوں

Nous sommes TOUS des enseignants
d'apprenants multilingues

Chúng tôi TẤT CẢ là giáo viên của những
người học đa ngôn ngữ



Imagine

you are a high school student and have just immigrated to a Chinese-speaking country...

You have been classified as a newcomer Chinese language learner (CLL) and have been given Chinese as a New Language (CNL) services. Their services mirror NY State's ENL service requirements in which you are given 360 minutes of CNL support per week, which includes two units of study:

- Stand-alone CNL instruction – one unit of study in CNL (180 minutes)
- Integrated CNL – one unit of study in CNL/Chinese language arts (180 minutes)

It's your first day of class and you are asked to complete the following problem in your math class:

已知下列陳述是正確的:

- 「羅勃(Rob)打籃球或網球。」
「羅勃(Rob)不打網球。」

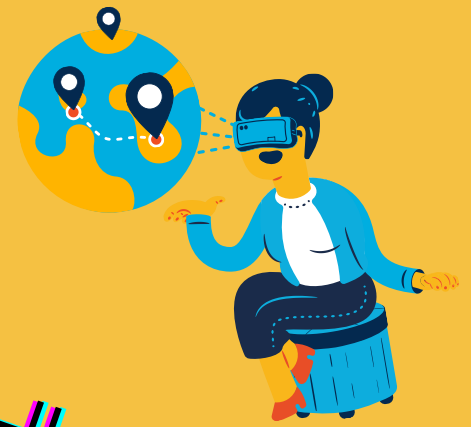
哪項陳述必定也是正確的?

- (1) 羅勃(Rob)打籃球。
- (2) 羅勃(Rob)不打籃球。
- (3) 羅勃(Rob)不打籃球，而且他也不打網球。
- (4) 羅勃(Rob)打美式足球。

Your math teacher modified the problem for you to include numbers and a name you would recognize in English. Unfortunately, your CNL teacher is not with you because she pushes in only during your Chinese language arts (CLA) periods. Also, you won't be given much support for this math problem during your stand-alone period because your CNL teacher is focused on supporting you with how to speak, listen, read, and write Chinese characters.

As a student, what scaffolds would you like to help you to solve this math problem? What scaffolds would you like in order to learn the Chinese language, your ultimate goal?

Is your learning experience equitable?



SIMULATION (continued)

Although you are lucky to have a caring math teacher and receive CNL services, what else do you need to make this an equitable learning experience for you?

As a newcomer and the only English speaker in the classroom, you need a lot of language support! Since Chinese is unlike English in many ways, you can't rely on **cognates** as a strategy to help you with this problem. The teacher has limited time to make modifications for you for each assignment, and there are no students to partner with who can help in your first language. The teacher is looking for ways to help you to access this grade-level content, as well as learn Chinese.

What if the content-area teacher were to leverage your home language by using Google Translate?



Given the true statements:

"Rob plays basketball or tennis."
"Rob does not play tennis."

Which statement must also be true?

- (1) Rob plays basketball.
- (2) Rob does not play basketball.
- (3) Rob does not play basketball, and he does not play tennis.
- (4) Rob plays football.



Remember. Online tools have limitations and may not always provide an exact translation. Use caution when relying on information obtained from such tools. In addition, exact translation without other supports will be most useful for students who can read and understand grade-level content in their first language.

The ability to use your home language gives you a voice in the classroom as you are learning Chinese; it allows you to engage with the content, share what you know, and gives you the opportunity to learn grade-level content. Now your teacher is able to evaluate your math content knowledge based on your performance in English. Your math teacher could also leverage your English language skills and cultural knowledge to talk about the sports in your country of origin and ask local students how they compare in China. As you study mathematical proofs, she also wants to focus on your development of Chinese.

While translation is beneficial as a newcomer, eventually you would like to actively participate alongside your peers. What scaffolds could she add to help you to learn the language of mathematics? If all the proofs in this unit involve sports, deep vocabulary instruction would not be necessary for the names of each sport, but pictures would help your comprehension. Other content vocabulary from this math problem might include the words true and false, as well as the strategy of elimination. Grammatically, it would be an opportune time to learn negation. As you learn Chinese characters in CNL class, you may start to recognize the characters for negation. Lastly, while studying mathematical proofs, it would be a useful time to learn conjunctions such as and, or, and but in Chinese. All of this attention to general academic language will serve you in other subjects, as well.

MINDSET SHIFT

In Session 1, we established the importance of leveraging the use of ELLs' home languages as a necessary practice that gives them a voice in our classrooms as they are learning English. This module's mindset shift pushes us to regard ELLs' linguistic repertoires as instructional assets that bridge prior knowledge to new knowledge, ensuring that content is meaningful and comprehensible. Not only is using the home languages of ELLs an essential practice, it also serves a social justice purpose, as it provides equitable instruction. In this session, we will explore practices for accomplishing this, even when we don't speak our ELLs' languages.

Refresher

Old Mindset

New Mindset

REQUIRING ELLS TO USE ENGLISH EXCLUSIVELY

RECOGNIZING MULTILINGUALISM AS AUTHENTIC COMMUNICATION

REGARDING THEIR HOME LANGUAGES AS PROBLEMS

REGARDING THEIR HOME LANGUAGES AS INSTRUCTIONAL ASSETS

DISREGARDING PRIOR KNOWLEDGE GAINED IN THEIR HOME LANGUAGES

USING THEIR HOME LANGUAGES TO BRIDGE PRIOR KNOWLEDGE TO NEW KNOWLEDGE

CONSIDERING THEIR HOME LANGUAGES TO BE USED ONLY AT HOME

USING THEIR HOME LANGUAGES AND/OR OTHER SCAFFOLDS TO ASSESS STUDENT UNDERSTANDING

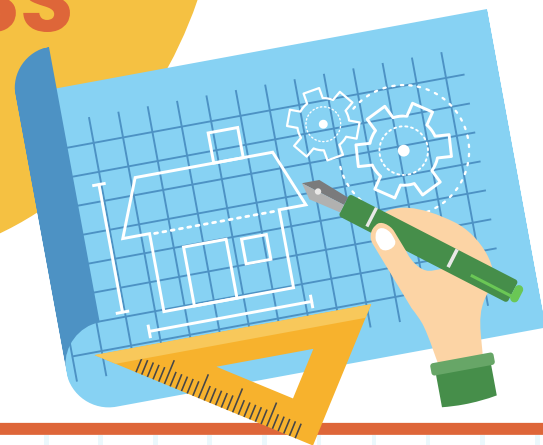
USING THEIR HOME LANGUAGES AND COMPREHENSIBLE INPUT TO ENSURE THAT CONTENT IS MEANINGFUL AND COMPREHENSIBLE

CONSIDERING ELL STUDENTS A SUB-COMMUNITY WITHIN AN ENGLISH SCHOOL

ESTABLISHING A WELCOMING ENVIRONMENT FOR ALL STUDENTS

BLUEPRINT FOR SUCCESS

for ELLs



The New York State Education Department's (NYSED) commitment to ELLs' success reminds us that ALL teachers are teachers of ELLs.

Principle #1 of Blueprint for English Language Learner/Multilingual Learner Success

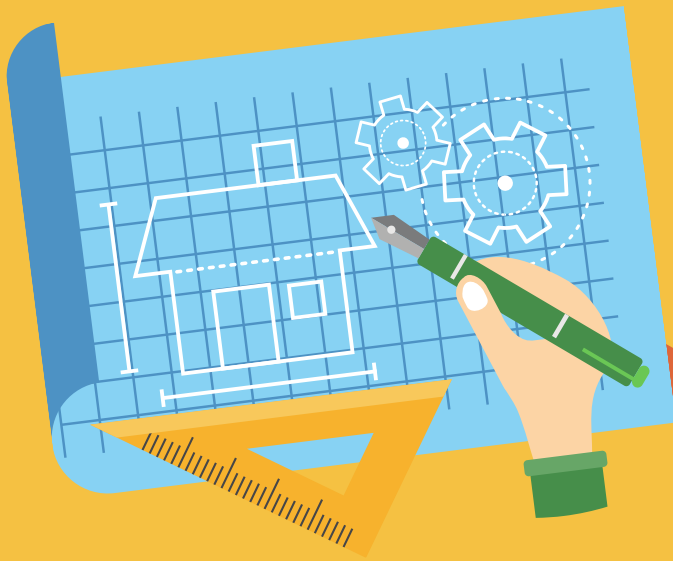
"All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly by:

- Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs (IEPs).
- Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL (English as a New Language), and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.
- Utilizing materials and instructional resources that are linguistically age/grade appropriate and aligned to the Next Generation Learning Standards.
- Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs/MLLs."

Why would NYSED begin this document by stating that all teachers are teachers of ELLs/MLLs? To answer this question, we must return to Dr. Jonathan Rosa's ideas from Session 1. He tells us that language learning has been experienced as a "problem" in our society and schools, and, by extension, ELLs have also unfortunately been experienced as a "problem." Dr. Rosa says schools respond to ELLs by "simply trying to modify the behaviors of the marginalized." ELLs receive services to address their "language problem" to modify their "marginalized behavior." Instead, Dr. Rosa urges us to redirect our attention from the ELL/MLL to instruction.

Schools have traditionally solved the "problem" by creating English as a New Language (ENL) and bilingual education programs, in which ENL and bilingual teachers provide linguistic and instructional support for ELLs. Bilingual education programs, particularly dual language bilingual education, have been successful with helping ELLs achieve academic success using two languages. However, ELLs in monolingual classrooms receiving ENL services have been less successful. While ENL teachers receive specialized training with language, classroom teachers traditionally received little to no ELL training in their teaching certification. However, English language learners spend the majority of their educational time in content classes alongside their English-speaking peers. Content teachers are tasked with teaching grade-level content, but also must address the language development of their ELLs. NY State has changed teacher certification requirements to include instructional strategies for ELLs. Fortunately, **all students benefit when there is attention to language within content-area learning.**

PRINCIPLE 1 SHIFTS THE RESPONSIBILITY NOW TO ALL TEACHERS, INCLUDING SPECIALIZED CONTENT-AREA TEACHERS.



Principle #1 in Action

LEVERAGING HOME LANGUAGES

Principle 1 of the *Blueprint for English Language Learner/Multilingual Learner Success* demands a lot from teachers and schools, but it brings us closer to providing ELLs with an equitable education.

One practice that teachers can use to put Principle 1 in action is to leverage ELLs' home languages as instructional assets. Let's return to the simulation that we considered earlier. When your math teacher provided you with the question in your home language, they made a number of things possible for you as a learner:

- The translation leverages your home language (English).
- By translating the problem, your content-area teacher regards your home language as an instructional asset.
- Your content-area teacher is using your home language to bridge prior knowledge to new knowledge.
- Your content-area teacher is using your home language to ensure that content is meaningful and comprehensible.

Key Ideas of Principle #1

- We are ALL teachers of ELLs/MLLs, including those with IEPs (individualized education programs).
- Bilingual, ENL, and content-area teachers and other support personnel need to collaborate to support ELLs' academic achievement.
- We must design lessons that are culturally and linguistically appropriate.
- We must utilize materials and instructional resources that are linguistically age-/grade-appropriate.
- We must provide integrated language and content instruction to support language development through language-focused scaffolds.

In Session 3, we will look at another approach for leveraging students' multilingualism in the classroom: translanguaging.

Now It's Your Turn!



As you explore additional resources in this session and complete activities, remember that your TALE Academy Workbook includes key terms and space for your own notes and questions. **Key terms** for this session include the following:

- Cognates
- Dual Language (DL) Programs
- English as a New Language (ENL)
- Instructional Assets

Works Cited

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About Us

The TALE Academy

The TALE Academy is a series of virtual learning experiences available to all New York State educators and offers a rich array of resources on topics related to teaching across learning environments (TALE). The TALE Academy is built upon the work New York State educators carried out during emergency remote teaching (ERT) throughout the COVID-19 pandemic and extends it toward the future. TALE invites educators to think beyond online learning to consider a broader perspective on teaching and learning that encompasses teaching across multiple environments (in-person, remote, and hybrid).

The Teaching in Remote/Hybrid Learning Environments (TRLE) Project

The TALE Academy is part of a broader New York State Education Department (NYSED) initiative known as Teaching in Remote/Hybrid Learning Environments (TRLE). In July 2020, NYSED was awarded funding through the United States Department of Education's Education Stabilization Fund-Rethink K-12 Education Models Grant to implement TRLE – a three-year project to build the capacity of teachers and educational leaders to effectively implement remote/hybrid learning for all students. Launched in the depths of the pandemic, the first phase of the TRLE project focused on getting resources to the field through partnerships with Boards of Cooperative Educational Services (BOCES) and school districts across the state. The second phase, which began in February 2022, focused on aggregating lessons learned and emerging teaching and learning strategies to address a broader field of practice: teaching across learning environments.

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