Multi-cultural Education: Supporting and Enhancing Bilingualism in Mainstream Classrooms

Seminar for Principals and Teachers

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Take a Moment to Reflect With a Partner

- What do you hope to learn today?
- How has your student population changed?
- Can immigrant students integrate into the mainstream society and maintain their home language?

Guiding Questions

- What challenges does linguistic diversity bring?
- What is the relationship of students' learning in their first and second languages and why does it matter?
- Can knowledge of best practice in the U.S. support the work in Finland?
- What are the implications of these understandings in your role as an educator?

Big Ideas For Today's Session

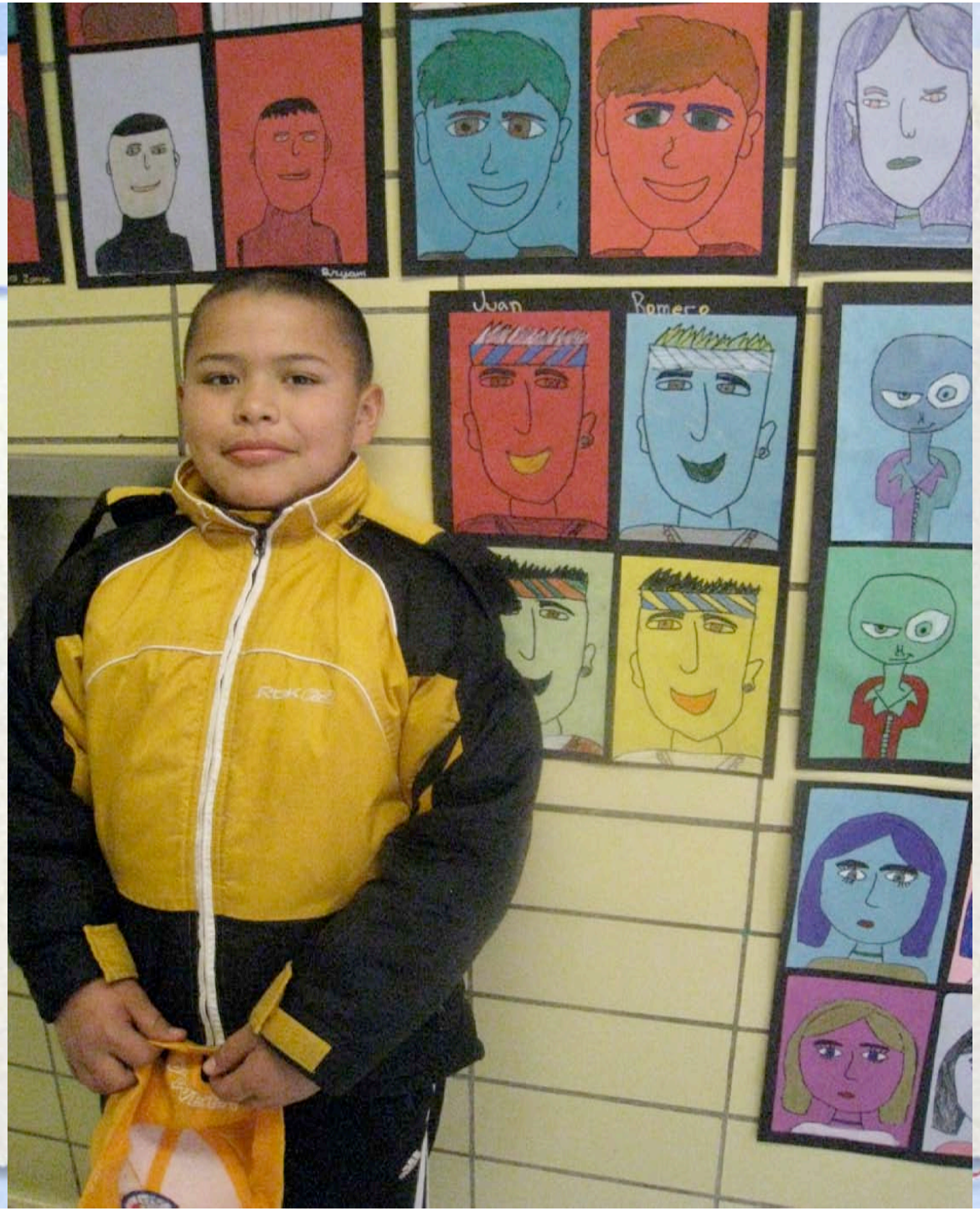
- Students' status in the society affect attitudes about bilingualism and multiculturalism.
- In the U.S., issues of linguistic diversity are connected to the larger issues of race and poverty
- Many steps can be taken to meet the needs of a linguistically diverse population.
- When we organize instruction with the needs of second language learners in mind, every student in the classroom and school will benefit.

Linguistic Diversity…

… includes all the students who attend the school

- Monolingual native speakers
- Monolingual second language learners
- Students who are already bilingual

In the U.S., successful schools meet the needs of second language learners, by putting linguistic diversity at the center of their work.


Juan
Romero

Essential Knowledge for Linguistically Diverse Settings

- An awareness of the larger political context
- First and second language acquisition
- The relationship of students' learning in their first and second languages
- Specific strategies for instruction that allow for differentiation.

Turn and Talk #1

What is the linguistic and cultural diversity in your school?

- What language groups?
- What levels of proficiency?
- What levels of prior academic experience?
- What resources exist in the larger community to support them?

In the U.S. - Bilingualism for Some

Bilingualism is desirable for people from the dominant culture

Immigrants are supposed to learn English and lose their first language

Second language learners are often seen as a different from the “normal” students - white, middle class, native-English speakers.

1879
ENGLISH ONLY!!!!
1880
Buffalo Disappear
By Dylan Jones
The building of the railroads would make the buffalo disappear. The workers would kill them for food. In 5 years the population of buffalo was almost gone.
Carlisle Indian School
By Mayra Castorena
The Indian kids got taken from their parents. They stayed in the school for 3-6 years. The purpose of the school was to learn the white men's ways and to take away their culture.

In the U.S. - A Deficit View

Immigrants students are often seen as “broken” and teachers think they have to “fix” them.

Many mainstream teachers see second language learners of English as a problem in their classrooms.

Teachers too often think that if students don’t know something in English, they don’t know anything.

What is a Danger?

Loss of Communication Between Generations

Without strong messages from schools and the larger community, immigrant children often

abandon their first language

reject their home culture and

lose the ability to communicate with their families.

This can weaken the family structure - which has long term consequences.

The Global Context

In an increasingly global society, it is critical to prepare children and adults who can

- interact with
- learn from
- work for
- care about

  people who are different from them.

It is more about <u>attitude and willingness</u>, than the precise steps to take

The Global Context

- Increasing cultural diversity can bring conflicts
- Schools need to plan ahead for solving problems
- Staff members need time to
  - Express themselves
  - Build trust
  - Acknowledge differences
  - Make agreements

Dear Ambassador
We are writing letters to
protect human rights & all
What are you doing?

Some of the Challenges

- Learning through a second language is much more than just “learning a second language”
- Teaching students who are learning through their second language is more challenging for teachers.
- When teachers and students come from different cultural and language backgrounds, there can be many misunderstandings in both directions.

Some of the Challenges

The status of students' language and culture in the larger society can affect academic success.

It is important to ask if learning a second language in school will add on to or replace the first language.

What We Have Learned in the U.S.

Different Kinds of Programs are Possible

- All English Instruction
- First Language Support in the Content Areas
- First Language Support in Literacy
- Total Bilingual Program - Content And Literacy

What We Have Learned in the U.S.

All kinds of programs can be successful.

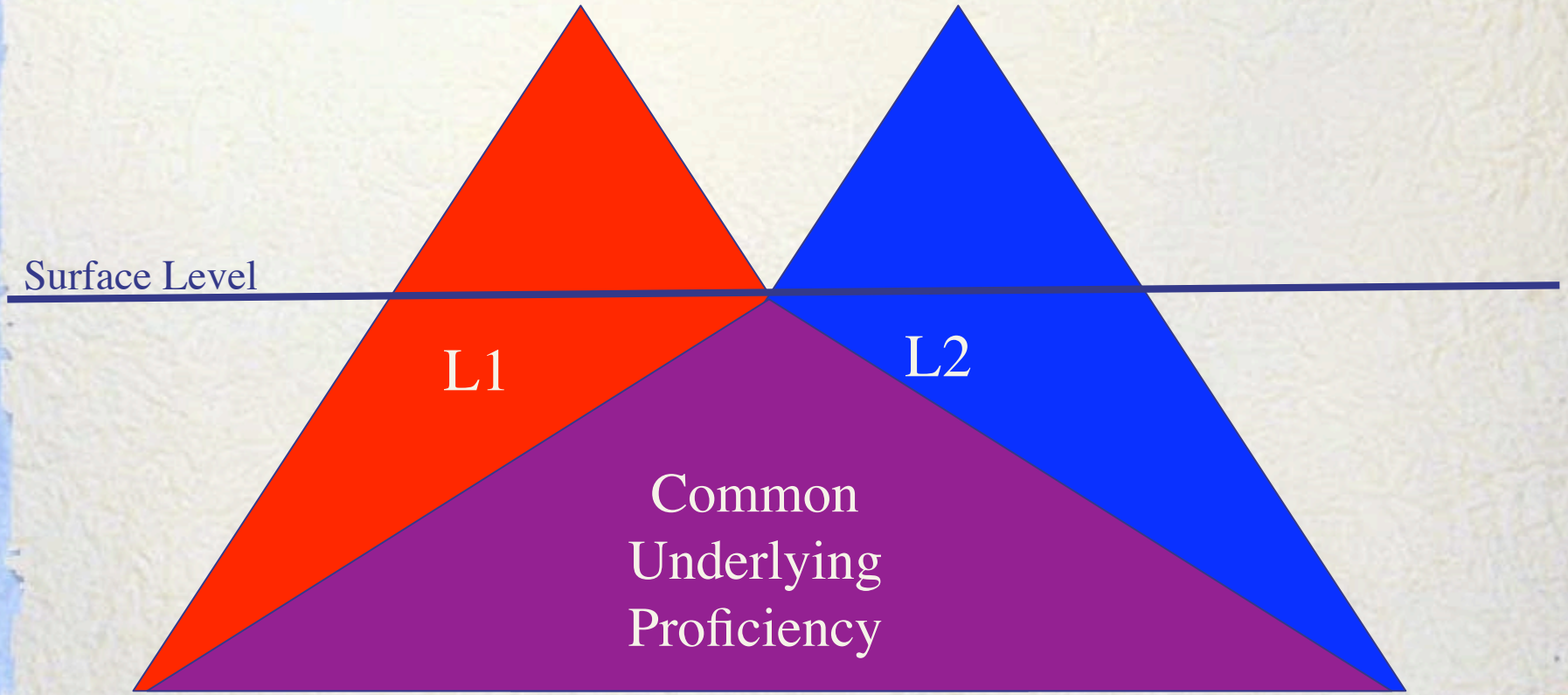
They vary in

- How long it will take for students to become academically successful
- How much teachers will need to modify the curriculum to make it understandable to all students
- Students' potential for lifetime bilingualism

Language Acquisition

Some Basic Understandings that Guide School Organization

First and Second Language Acquisition: Common Underlying Proficiency



Adapted from Jim Cummins by John Hilliard, IRC

The Conceptual Reservoir

The brain is a ‘conceptual reservoir’

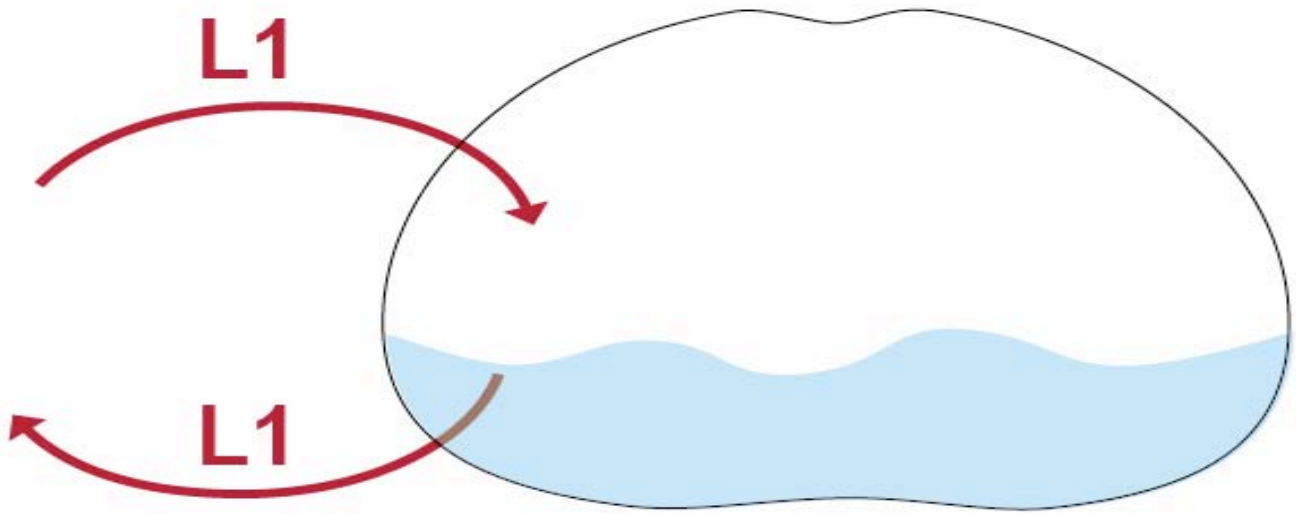
You can add to and take from it through any language a person knows.

GOAL: fill the conceptual reservoir as deeply as possible.

Challenge for teachers:

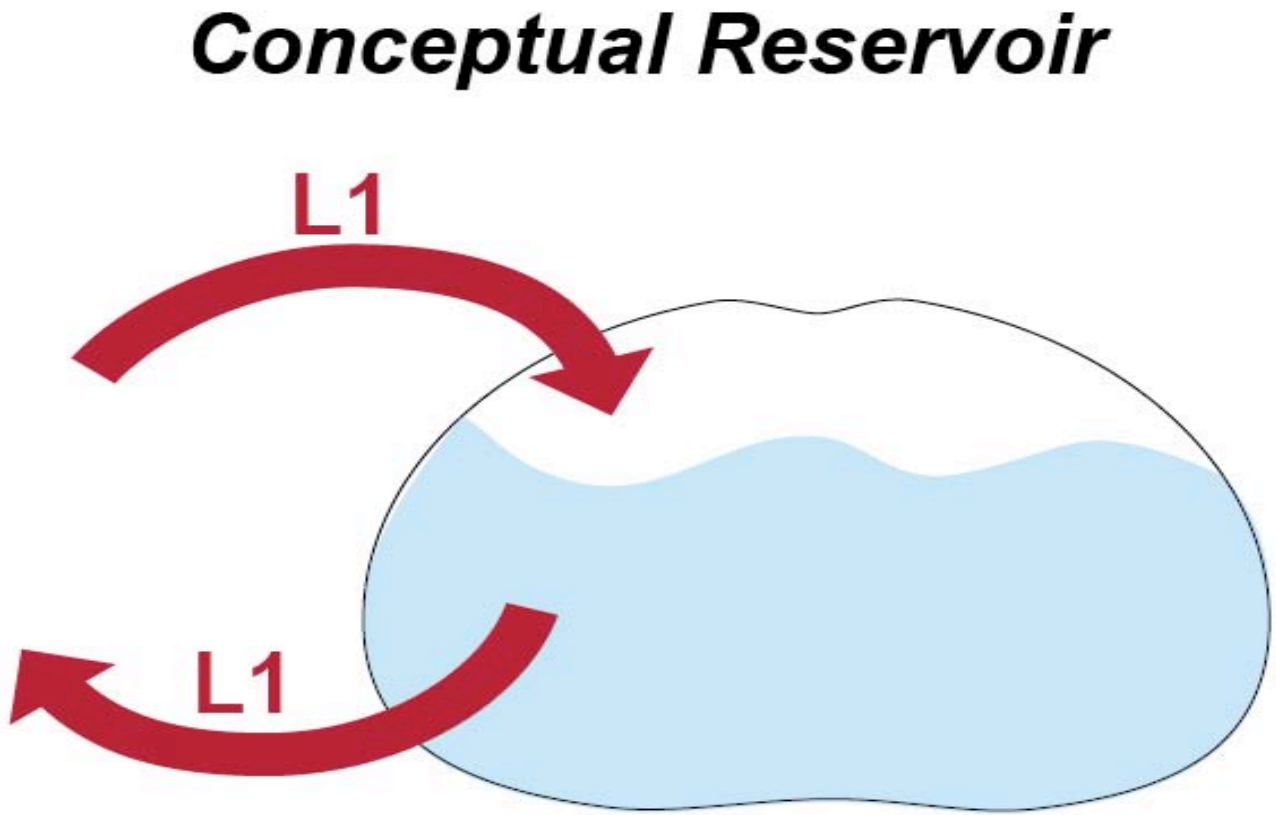
To make sure that students are learning even when they don’t speak the language of instruction well.

Conceptual Reservoir

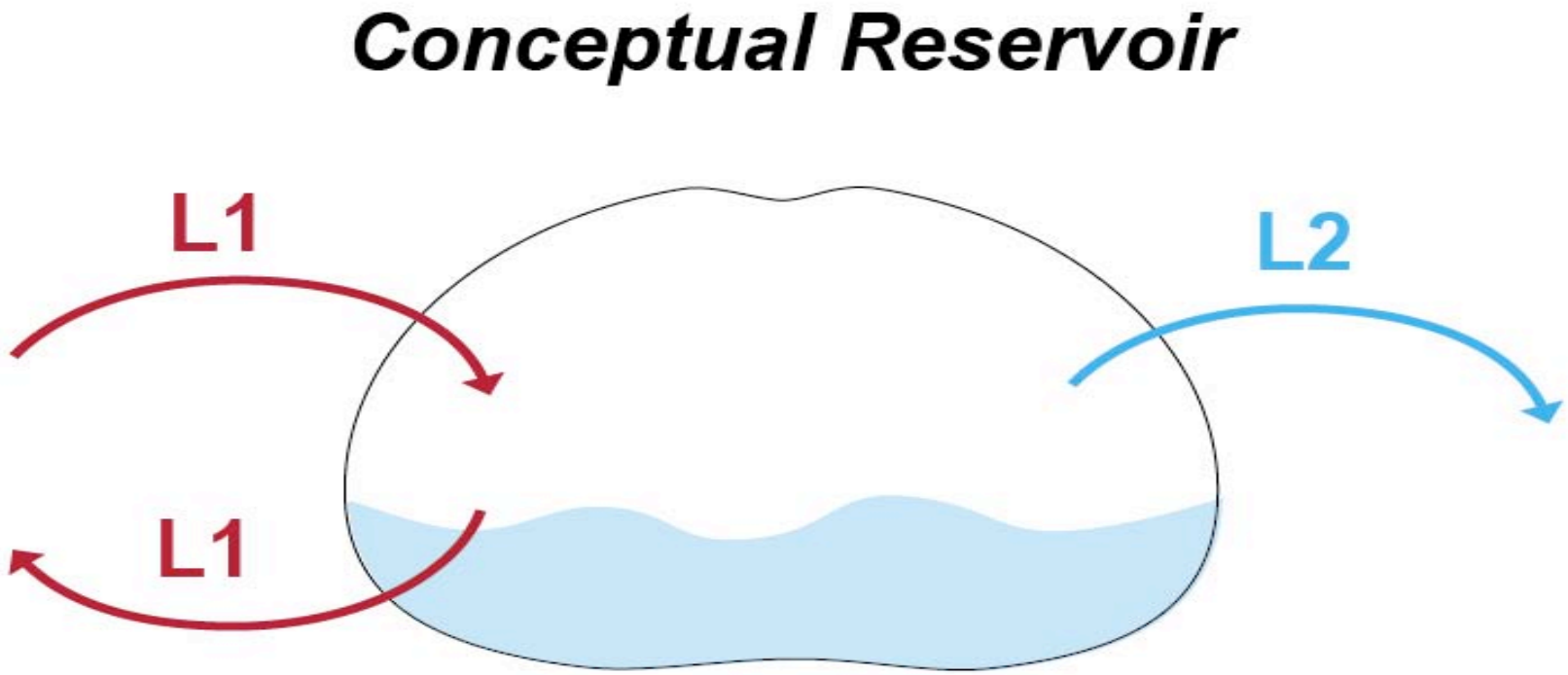


Adding to the reservoir through the first language

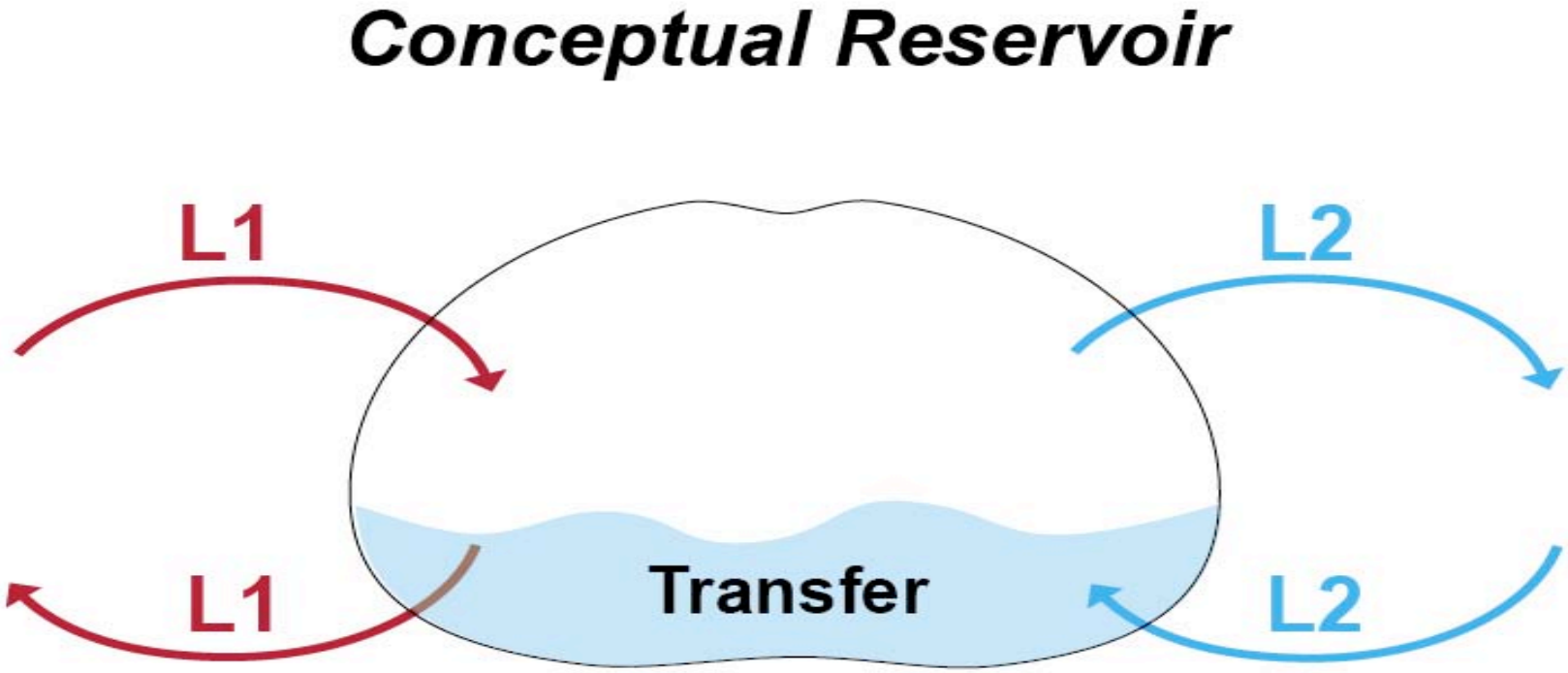
Deepening the Reservoir
Strengthening the Pathways



Learning a Second Language
Taking from the Reservoir



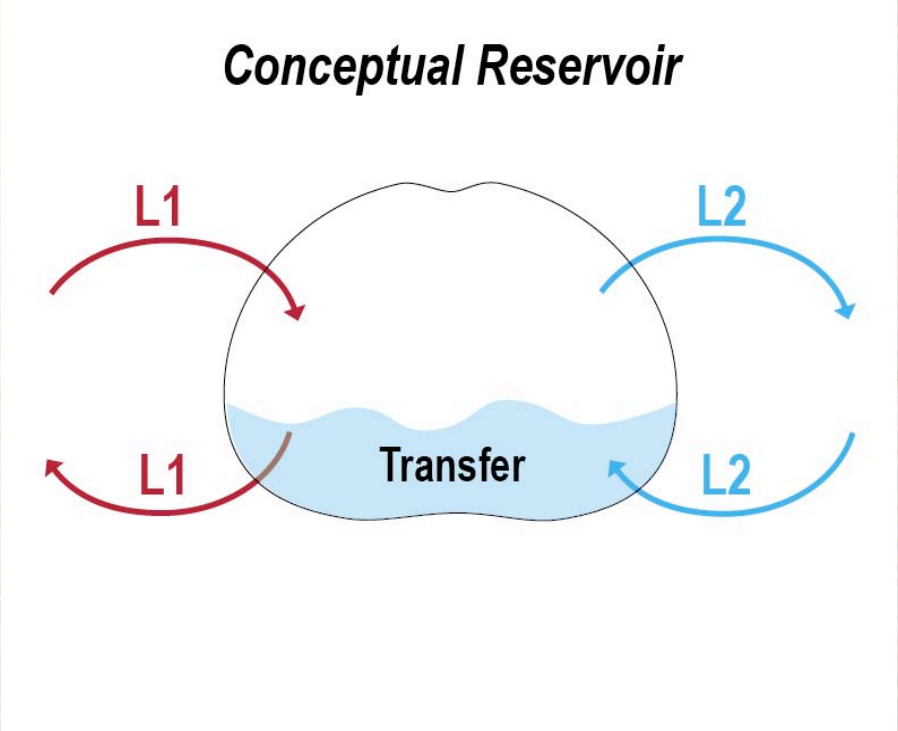
Using Both Languages



TRANSFER: Taking what is known in one context and using it in another

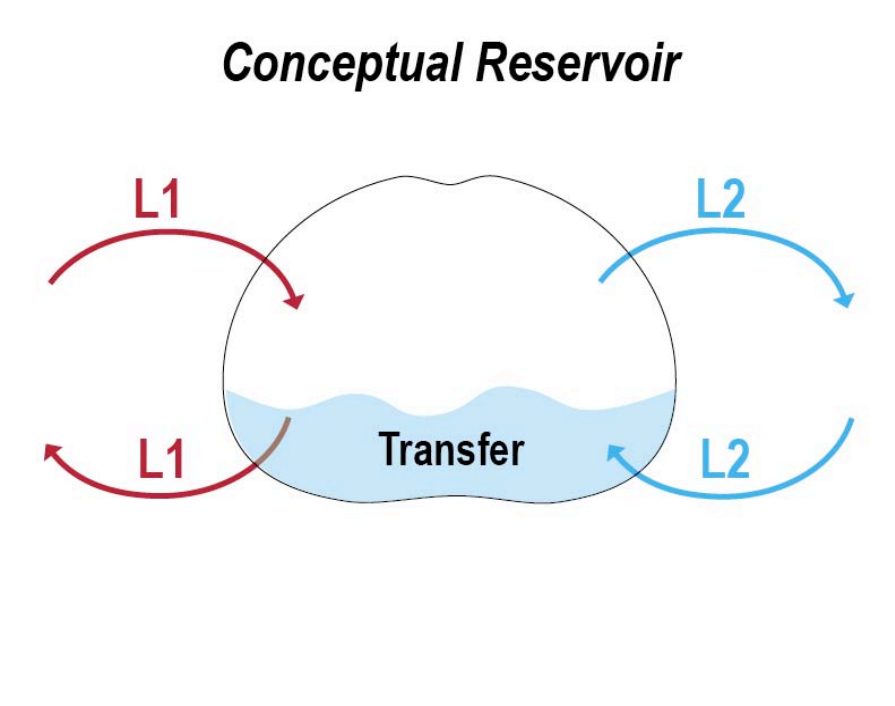
- The more you know in your first language, the easier it will be to acquire a second.

- When you learn something in school in your second language, you can also learn how to express that knowledge in your first.



TRANSFER: Taking what is known in one context and using it in another

- Transfer isn't automatic
- Teachers can help students transfer knowledge from one setting and/or language to another.
- Parents can play a critical role in this process.



Learning Through Two Languages

Students benefit when teachers organize instruction to help them take what they know in one language and express it through the other.

To Promote “Additive Bilingualism”

Focus instruction on “deepening the reservoir”

Value what students bring with them as a starting point regardless of their

- cultural backgrounds
- status in the larger society

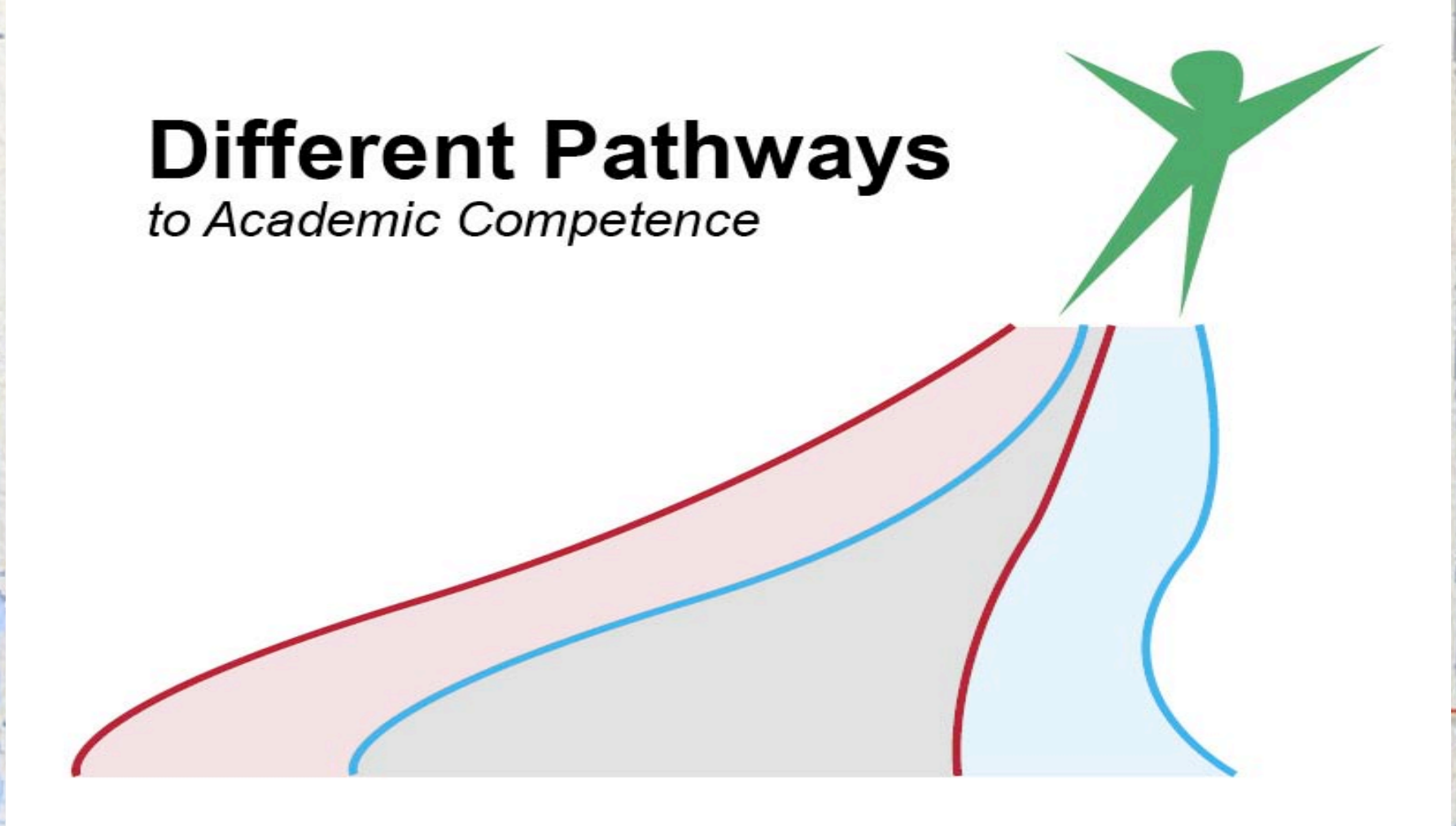
Turn and Talk #2

- Are all languages equally good for adding to the conceptual reservoir?
- How does the status of the students' language and culture affect how teachers view their potential?

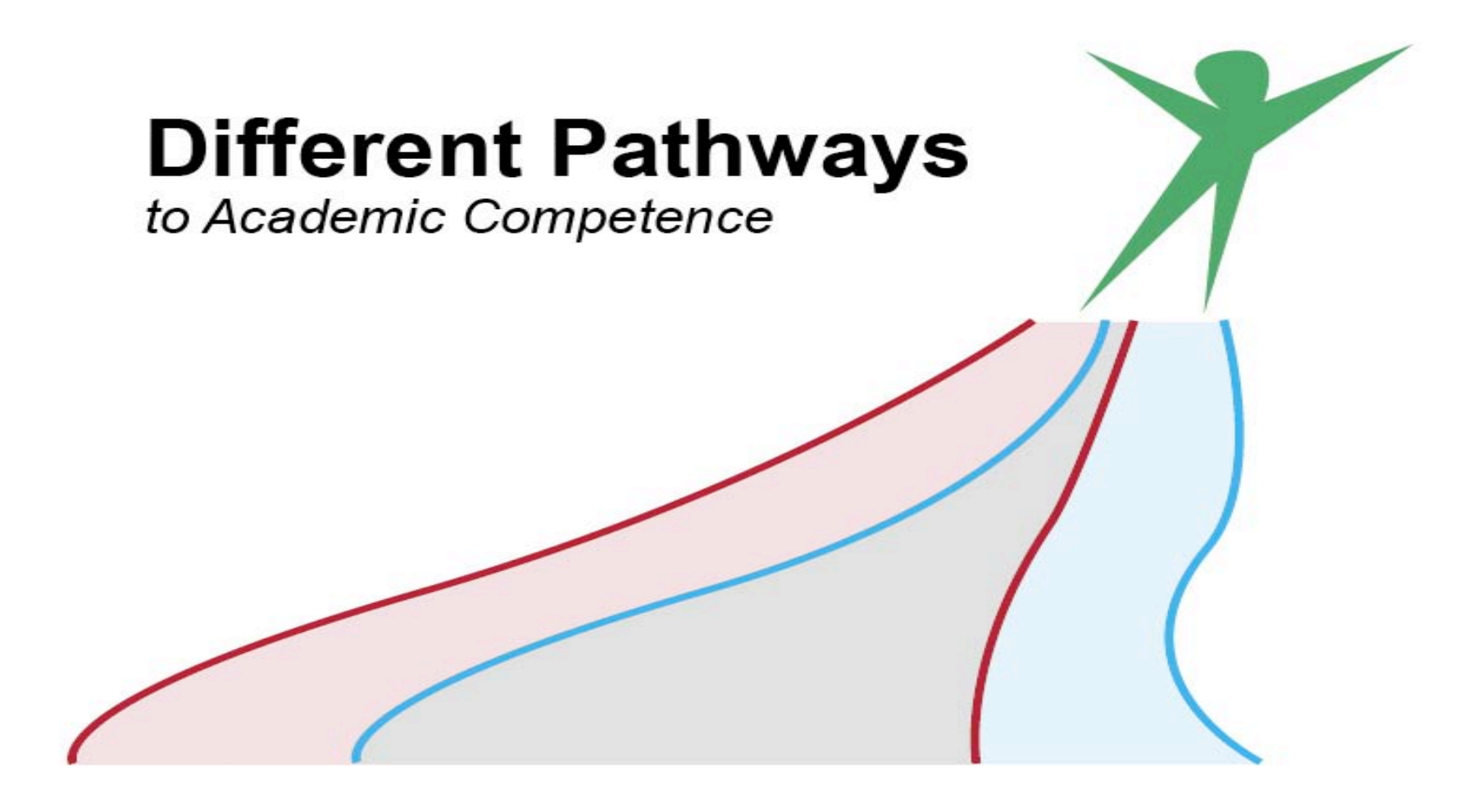
Classroom Instruction

What are the implications for school-wide organization?

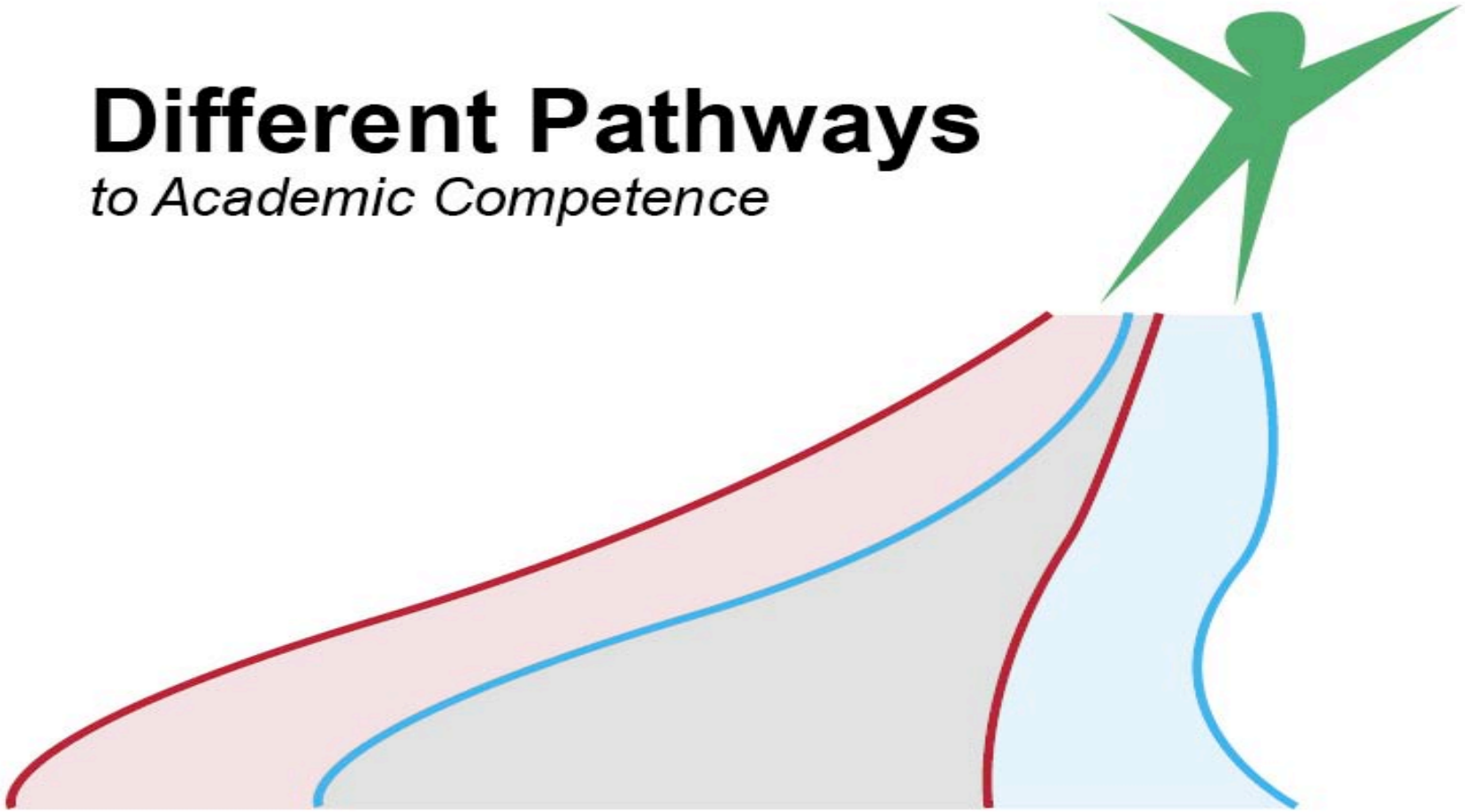
In the U.S. most teachers use strategies based only on understandings of how students learn through their first language - the Red Road



Students learning through their second language are trying to reach the <u>same academic goals</u> as native speakers. However, the road they follow to get there will be different.



In order to be truly effective, teachers need to use strategies better suited to the second language pathway - the Blue Road.



Teaching Through a Second Language

It is not the same to “teach Finnish” and “teach through Finnish”

It is important to have strategies for both

Teaching Content

and

Teaching Language

Teaching Through a Second Language

Second language learners need to learn the same content as native speakers

<u>and</u>

They need to learn the language native speakers already know

- Social Language
- Academic Language

To Teach Well Through a Second Language

Teachers do whatever is necessary to make the content meaningful and understandable.

They give students opportunities to

- interact with
- act on
- connect to
- talk about
- read about
- write about

the most important ideas and information

Teaching Through a Second Language

Begin with the most important understandings and make intentional connections between

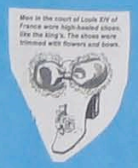
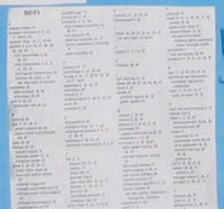
Concepts and

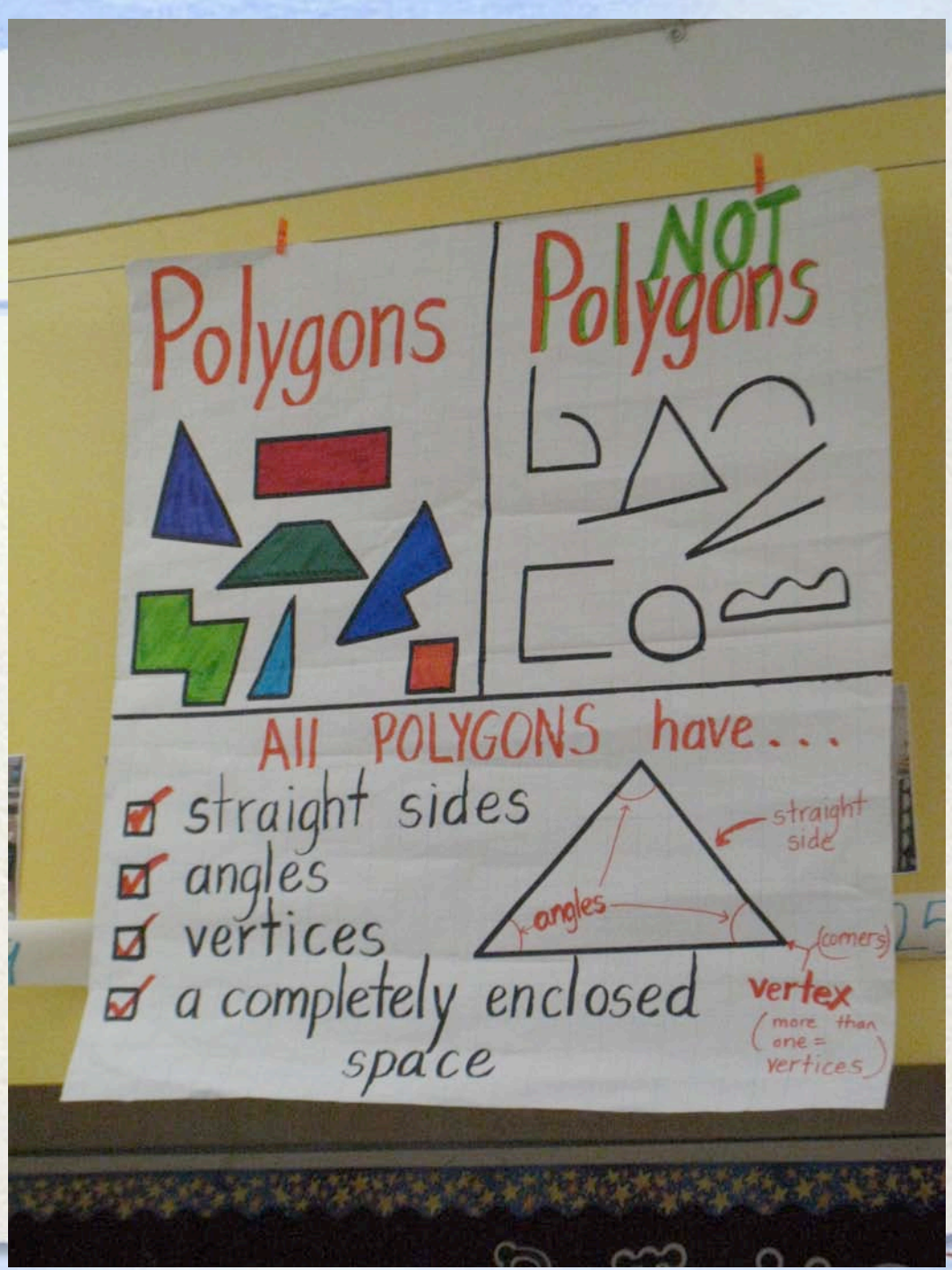
- how we talk about them
- how we represent the ideas in writing
- how we can read about the information

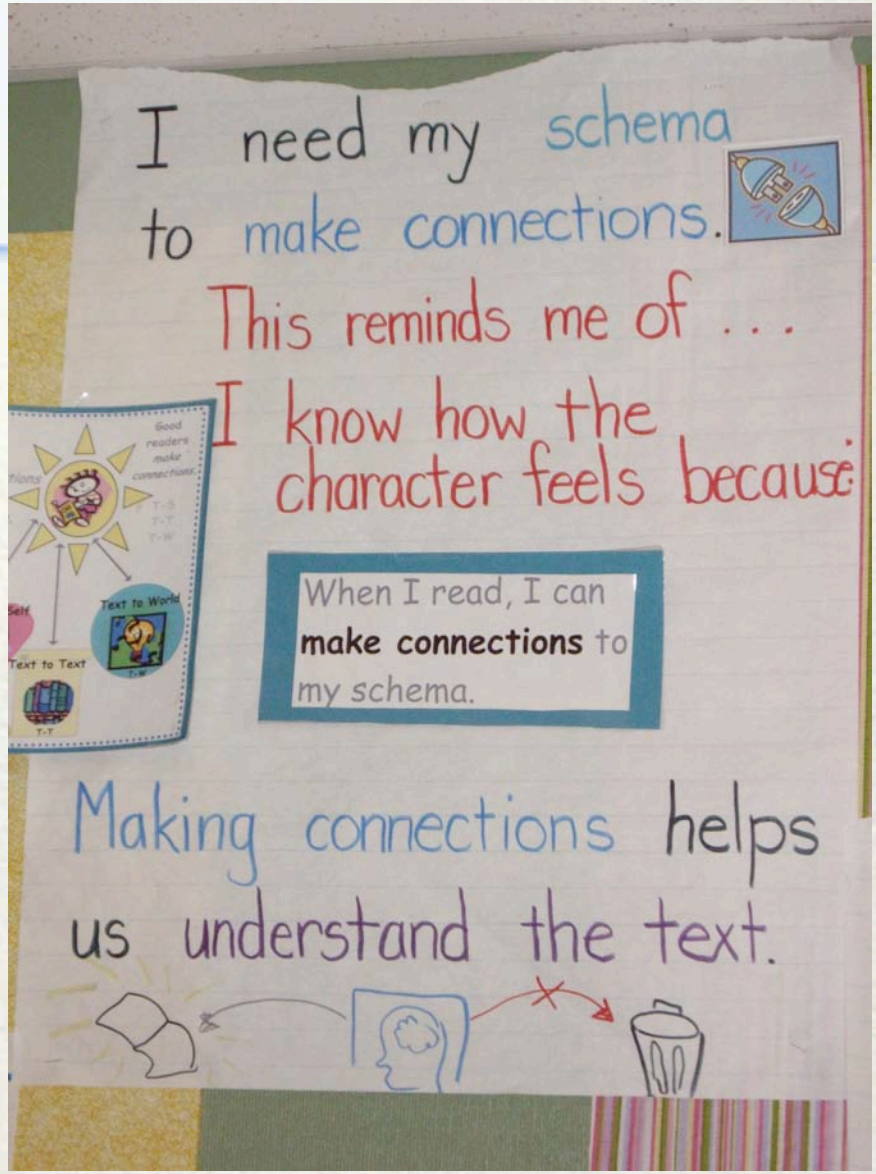
USING:

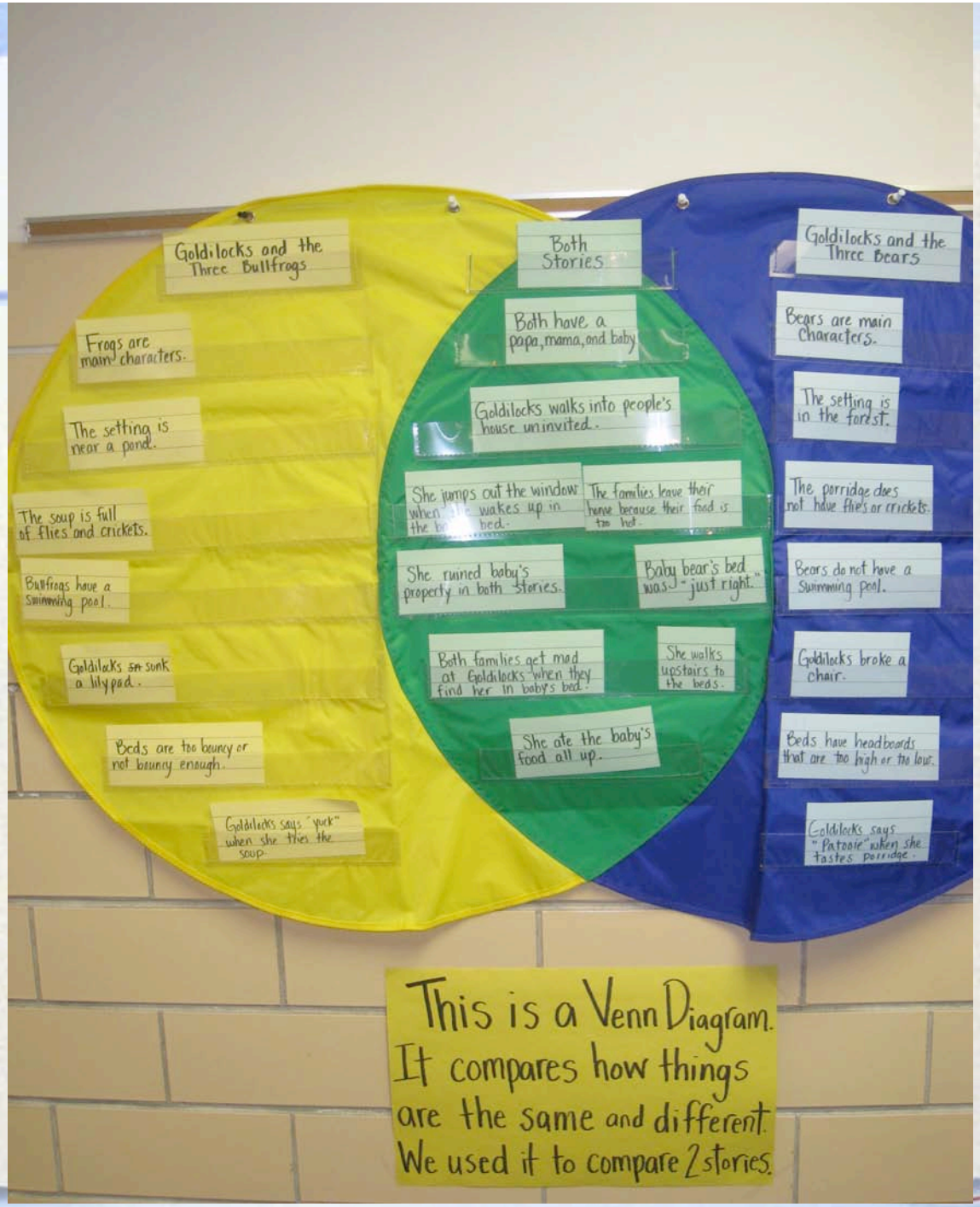
- visual images
- movement
- modeling
- demonstration.

Navigating Nonfiction

Trait of Nonfiction	Example	How does it help us?
Titles or Headings	School Lunch Gets Fresh Texas schools serve up a healthy new food policy. Will your school be next?	Give us clues about the main idea of the text that follows it
Subtitles or Subheadings	Too Young To Work Forced to Work As many as 500,000 kids in the United States work on farms for little pay. To help their families earn money, child farmworkers often leave school for long stretches. More than half never finish high school. The U.S. has a few meant to protect working kids. But it does not apply to children who **toil** on farms. The law allows kids as young as 12 to work many hours with their families. They use knives and scissors made for adult hands. Many are **exposed** to poisonous chemicals.	• Give us more clues about the main idea • Helps us locate different information about the main idea
Photographs and Illustrations	 Robinson left a team in Montreal for the majors. Duke Hubert holds some of his flat-tends at a talk in Ontario, Canada.  Men in the court of Louis XIV of France wore high-heeled shoes like the king's. The shoes were trimmed with flowers and bows.	• Give us mental pictures so we have an understanding of the text
Captions		• Explain the photos or illustrations
Table of Contents	 beginning of the book	• Tells us some of the big ideas in the book and what page to find them on
Index	 back of the book	• Helps us locate smaller topics in the book by giving us page numbers. • Organized in ABC order.


Polygons
NOT Polygons
All POLYGONS have...
straight sides
angles
vertices
a completely enclosed space
straight side
angles
(corners)
vertex
(more than one = vertices)

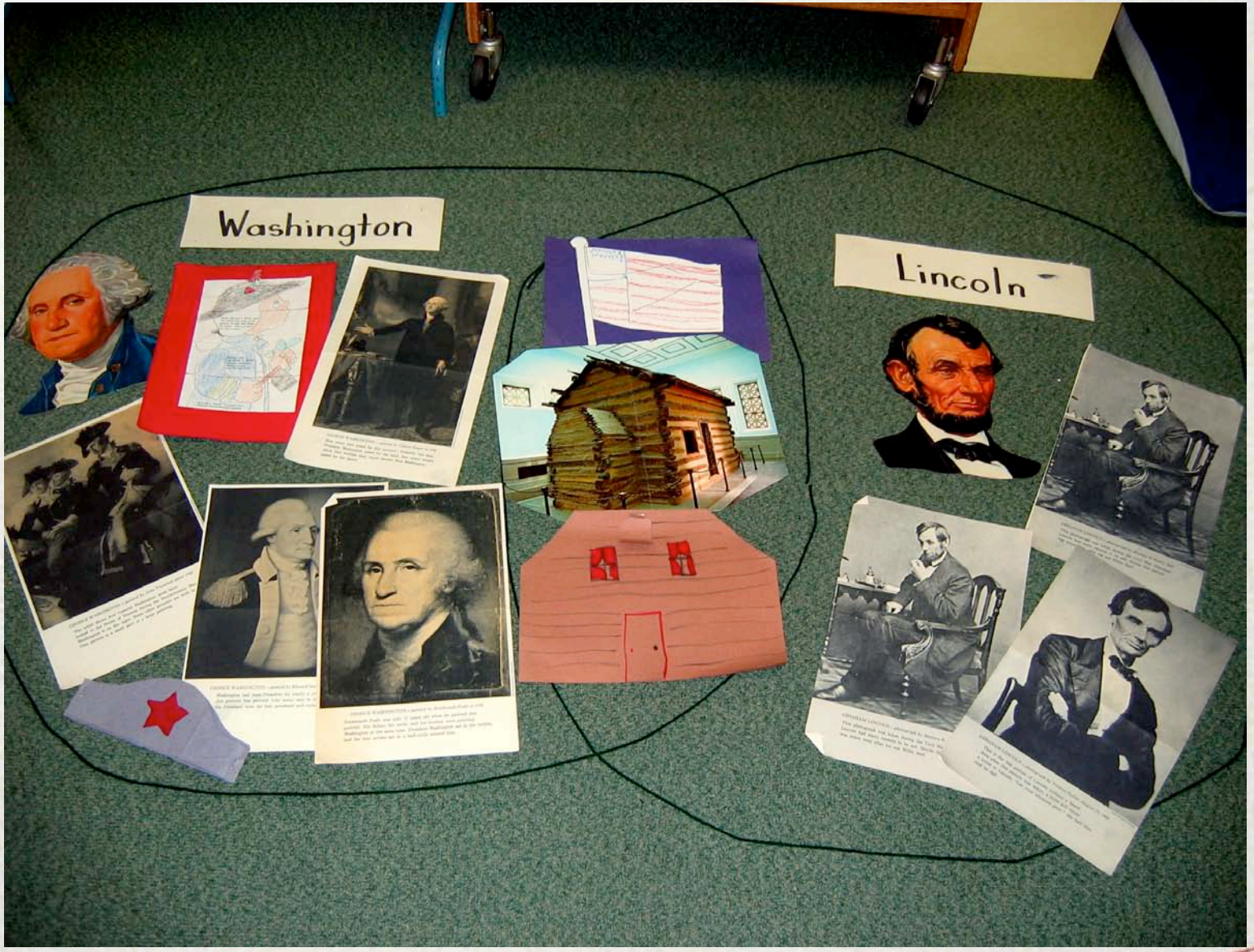

I need my schema
to make connections.
This reminds me of . . .
I know how the
character feels because:
Good readers make connections.
T-S
T-T
T-W
Text to World
Text to Text
T-W
T-T
When I read, I can
make connections to
my schema.
Making connections helps
us understand the text.


Goldilocks and the Three Bullfrogs
Frogs are main characters.
The setting is near a pond.
The soup is full of flies and crickets.
Bullfrogs have a swimming pool.
Goldilocks sat on a lilypad.
Beds are too bouncy or not bouncy enough.
Goldilocks says "yuck" when she tries the soup.
Both Stories
Both have a papa, mama, and baby
Goldilocks walks into people's house uninvited.
She jumps out the window when she wakes up in the bear's bed.
The families leave their home because their food is too hot.
She ruined baby's property in both stories.
Baby bear's bed was "just right."
Both families get mad at Goldilocks when they find her in baby's bed.
She walks upstairs to the beds.
She ate the baby's food all up.
Goldilocks and the Three Bears
Bears are main characters.
The setting is in the forest.
The porridge does not have flies or crickets.
Bears do not have a swimming pool.
Goldilocks broke a chair.
Beds have headboards that are too high or too low.
Goldilocks says "Patooie" when she tastes porridge.
This is a Venn Diagram. It compares how things are the same and different. We used it to compare 2 stories.

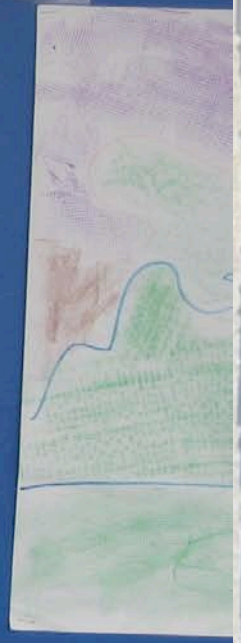
Some Examples of Best Practice in the US What are the Implications for Leaders?

To increase effectiveness, schools…

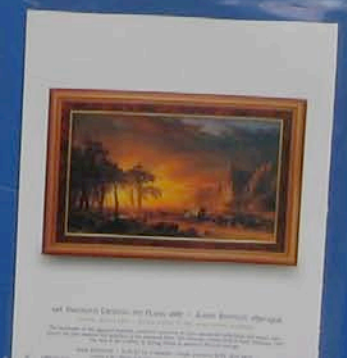
- Use the same visual images in more than one place to connect what students are learning across their day in any language
- Make rules and expectations consistent across grade levels and subject matters.
- Integrate curriculum and align instruction across subject areas
- Organize instruction with the needs of second language learners in mind, knowing every student in the classroom benefits

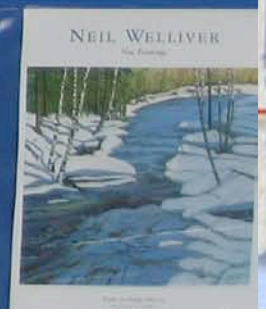

Washington
Lincoln

Landscapes are works of art that are about the land.



In a Colorado landscape, the prarie is in the foreground.





Grouping Students

In linguistically diverse schools students can be grouped in three ways

Grouping by Language Proficiency

First Language (Mother Tongue) - Native Finnish speakers in Finnish, Native Swedish speakers in Swedish etc.

Mixed Groups Native and second language learners of the instructional language. This is typically the mainstream classroom.

Second Language - All second language learners working in their second language

(May include students from different native languages)

Things to Think About…

- The opportunities each group provides for
  - Learning content
  - Speaking and listening
  - Reading and writing
- The challenges or limitations of the different groups
- The strategies that work best to meet the needs of the students in the group

Turn and Talk # 3
Think About Grouping at Your School

- How much time do students from different language backgrounds spend in the different groups?
    - Mother tongue
    - Second language
    - Mixed groups
- Is this the same for all languages?
- Do the instructional strategies change to meet the needs of all the students?
- What are the implications of your answers for organizing resources school wide?

Some Examples of Best Practice in the U.S. What are the Implications for Leaders?

To support the Mother Tongue, schools

- Put resources in the school library in the home languages of the students
- Believe children will acquire more of their second language when their home language is valued
- Create classrooms where all students can see themselves reflected
- Incorporate an anti-bias perspective into the curriculum for all students

¡En Columbine todos somos familia!
At Columbine we are all family!

Some Examples of Best Practice in the U.S. What are the Implications for Leaders?

Even if teachers can't don't speak the students' home language schools still….

- Show interest in the students and their hopes and goals
- Find out what students know - build from there
- Find and use materials that acknowledge students' cultures.
- Assign peer helpers and build friendships
- Help students feel like they belong in their classrooms

Some Examples of Best Practice in the US What are the Implications for Leaders?

To support the first language, schools

- Find resources to share in the languages of the students
- Group students by language proficiency. (even just for a few minutes)
- Allow students to use their first language to understand the content.

Cultural Competence
More than just
“Different Languages”

Share
Learn
Ask
teach
Explore
Think
Answer
Investigate
Act
Infer
1. The disposition to be timid and adventurous
2. The disposition toward wondering, problem finding, and investigating
3. The disposition to build explanations and understandings
4. The disposition to make plans and be strategic
5. The disposition to be intellectually careful
6. The disposition to seek and evaluate reasons
7. The disposition to be metacognitive

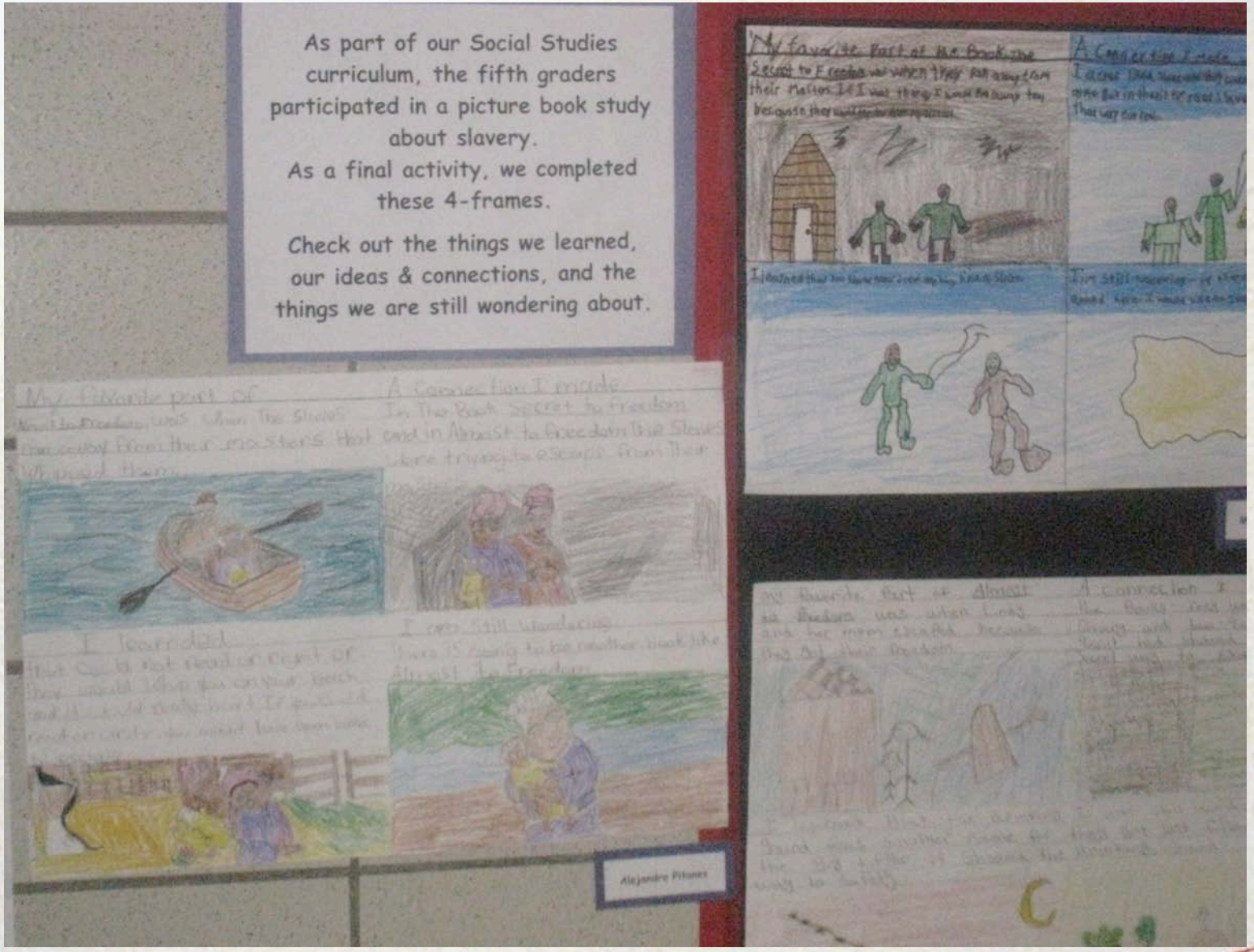
Being bilingual means we sometimes
translate for others....
Once I had to translat for my mom. I had to translat because she was get a shirt. I felt tired.
Once I had to translate for my grandma. I had to translate because she doesn't know English. I felt pretty because I
Diana
Once I had to translate for my mom because she didn't speak English. I helped her with her homework. I felt good, because I can help her speak English. I love my mom!

What has
Martin
Luther King,
Jr. taught
you???

As part of our Social Studies curriculum, the fifth graders participated in a picture book study about slavery.

As a final activity, we completed these 4-frames.

Check out the things we learned, our ideas & connections, and the things we are still wondering about.



“Quick Write” Activity (in your strongest language)

- Read the following quote - *Also in the handout*
- In the space on your handout, write a two minute response to the ideas
- Exchange the paper with a neighbor
- Without talking - each person responds in writing to what the first person wrote
- Return papers, read the responses and then discuss your reactions

Quick Write:
What is Cultural Competence?

According to Peter Block (1997)

Cultural Competence is the ability to function well when there are cultural differences.

Cultural Competence is a journey of continual learning. We never fully arrive at our destination. All students need to understand and respect themselves and their own culture, as well as the other cultures in the school. To build strong multicultural schools, educators must see cultural competence as a part of the instructional curriculum. It is important to plan cross-cultural interactions that include all students.

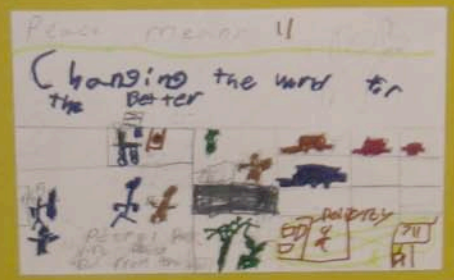
Why is Cultural Competence so Important?

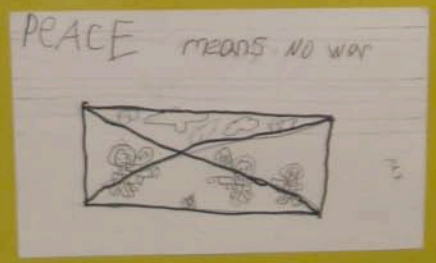
People from different cultures and countries have different experiences and expectations about schooling.

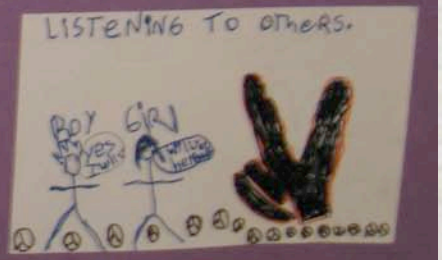
Language barriers can intimidate new immigrants and prevent them from taking part fully in the opportunities provided.

EMPATHY
Empathy is thinking about how others feel.
We can feel happy.
The girls are having fun.
They are laughing and feeling happy.
We can feel mad, angry and frustrated.

What does ☮ PEACE mean to you? Here's what Mrs. Edge's 3rd grade class said it meant to them. This is our ☮ PEACE QUILT







Valores de los nativos de Alaska
1. Respeta a tus semejantes- Cada persona es especial.
2. Comparte lo que tienes- el compartir te enriquece.
3. Conocete a ti mismo-eres un reflejo de tu familia.
4. Acepta todo lo que te da la vida- porque no puedes controlar algunas cosas.
5. Sé paciente-algunas cosas no se pueden apresurar.
6. Vive cuidadosamente-lo que hagas tendrá sus consecuencias.
7. Cuida de los demás-necesitas de ellos.
8. Respeta a las personas mayores- son tus maestros en la vida.
9. Haz conexiones con tu vida-
Respeto
Ser único
Compartir
Respetar
Familiar
Mi familia
Cuido a los animales
Cuida a los animales
Sé feliz con lo que te da tu papá y tu mamá
Sé feliz con lo comida que te dan tus padres
Cuida a los demás
Respeta y cuida a los demás
Respeta a los adultos
Respeta a tus abuelos
Respeta a tus padres
Ser único
Ser especial
Familias
Estoy feliz con lo que me da la vida
Usa ropa de niña
Sé paciente practica mucho fútbol para que seas buena
esperar
has ejercicio
Cuida a los animales
El mundo

Planning For Cultural Competence

All students need to understand and respect themselves and their own culture…

as well as the other cultures in the school

It is important to plan cross-cultural interactions that include all students.

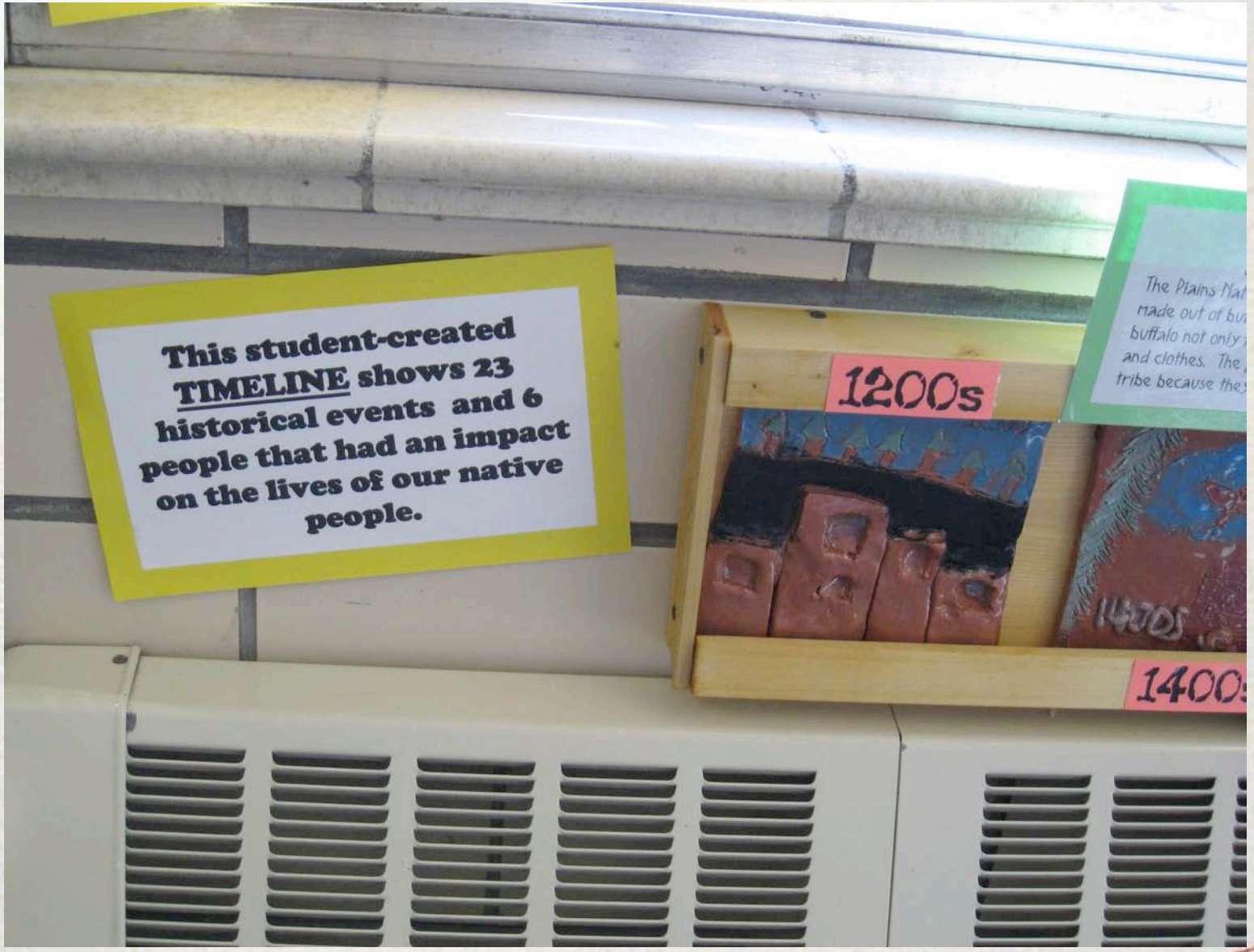
Planning For Cultural Competence

In the U.S. we have learned that just

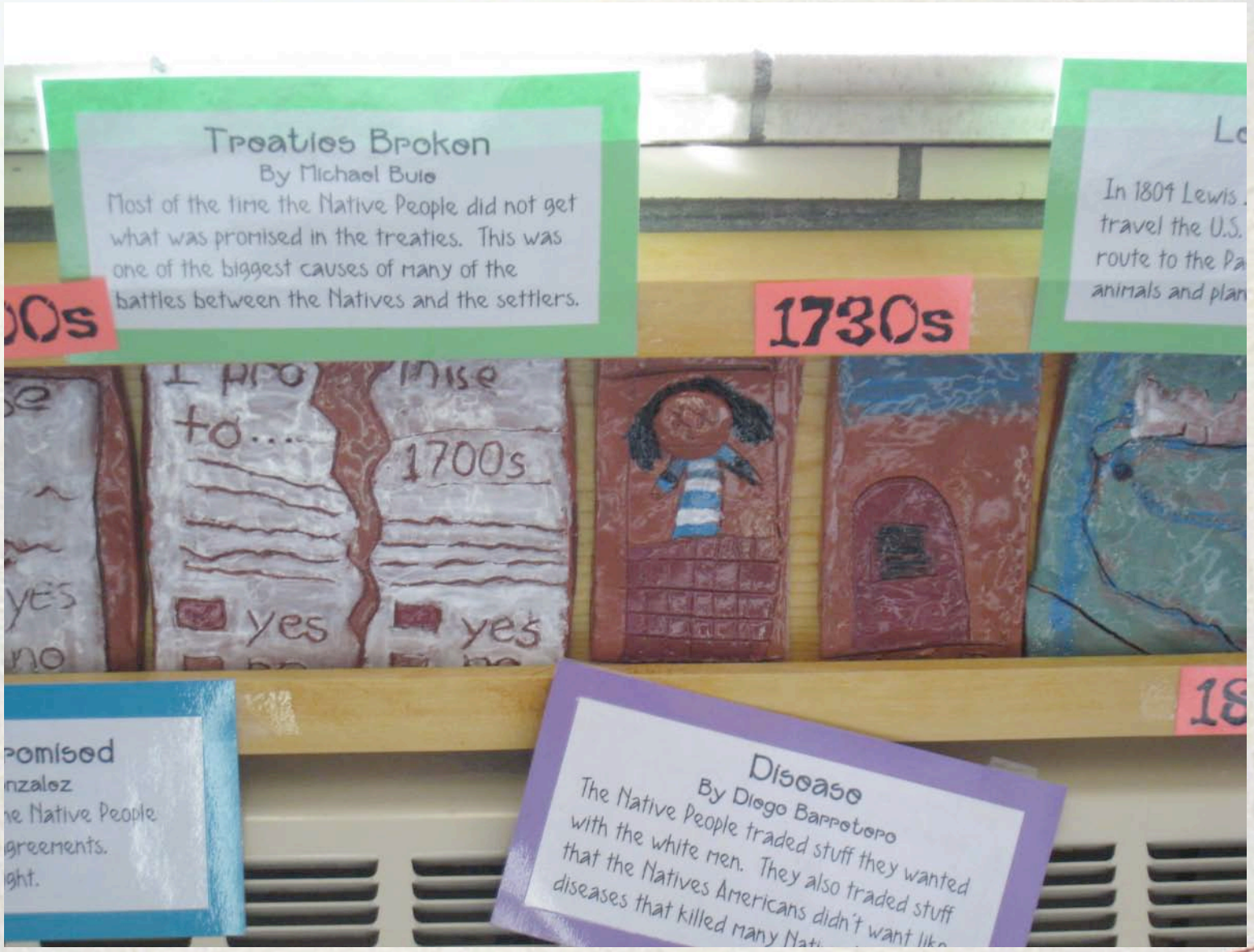
"putting students together" does not result in cross cultural friendships or understanding.

Interactions need to be purposeful.

Students need to practice communicating with others who are different from themselves.


This student-created TIMELINE shows 23 historical events and 6 people that had an impact on the lives of our native people.
1200s
1400s

Southwest Natives
By Irving Valenzuela
The Southwest Natives' homes were pueblos built with mud, sand, and grass. They were known for their pottery and weavings. The Southwest Natives didn't hunt because they almost all at fruits and vegetables.
Trading
By Jackie Evans
The Natives traded with the Europeans because they each had things that they wanted from each other. The Native People wanted things like beads, cloth, and knives. The Europeans wanted things like beaver pelts and buffalo robes.
1492
1400s
1500s
Columbus
By Vanessa Sanchez
Columbus was trying to find a trade route to China but Columbus landed in San Salvador. He thought he landed in India. When he saw the Taino people, he called them Indians. He told the Europeans he found a New World and that was the end for the Natives in San Salvador.


Treaties Broken
By Michael Bulo
Most of the time the Native People did not get what was promised in the treaties. This was one of the biggest causes of many of the battles between the Natives and the settlers.
1730s
In 1804 Lewis
travel the U.S.
route to the Pa
animals and plan
to....
1700s
yes
yes
yes
no
Disease
By Diego Barrotoro
The Native People traded stuff they wanted with the white men. They also traded stuff that the Natives Americans didn't want like diseases that killed many Nati

Today
This history will never be forgotten as it is a rich part of our country. We encourage you to learn more about these events and why they are so important to our culture.
National Pow Wow
By Caitlin Cook
The National Pow Wow is a gathering of Native people. The Native people dance and sing to keep their culture alive. It is held every March in Denver, Colorado.

Turn and Talk #4 -- Educational Equity Questions are in the Handout

Teachers ask about themselves…

About the students…

About the curriculum…

About the classroom…

What other questions would you ask?

First grade is learning that good readers are always making connections between their background knowledge (schema) and what they are reading. We found out that families are different in many ways and they are the same in many ways. We made connections to our own families.

FAMILIES

SUSAN KUKLIN

We also learned that we could make "text-to-text" connections. That means we found connections from one

My family is the same.

Tony says...
"My two sisters put make up on-they share."
Ian says...
"I am the oldest in my family, my brother is 3, he is always bothering me."

Moises says...
"My parents both work."
O'felia says...
"My mom works at Macy's."

Lani says...
"Me and my brother always share toys."
Hannah says...
"My brother bothers me when he cries at night."

Vicenta says...
"When I am sad, my dad gets a book and reads it to me."
Ian says...
"My father also helps cheer me up."

Austin say...
"My family is nice to each other like the family in the book."

My family is different.

Melissa says
"My big brother always cheered me up when I was sad."
Diana says...
"We don't really eat together."

Jake says
"My brother doesn't want to play with me."
Jessica says
"My mom cheers me up, I shield on my dad."
John says
"When I was sad, I go to my room and check my dream rock and other things."

Benji says...
"My older brother sometimes doesn't want to play with me."
Lani says...
"I don't have an older sister, its just me and my brother."

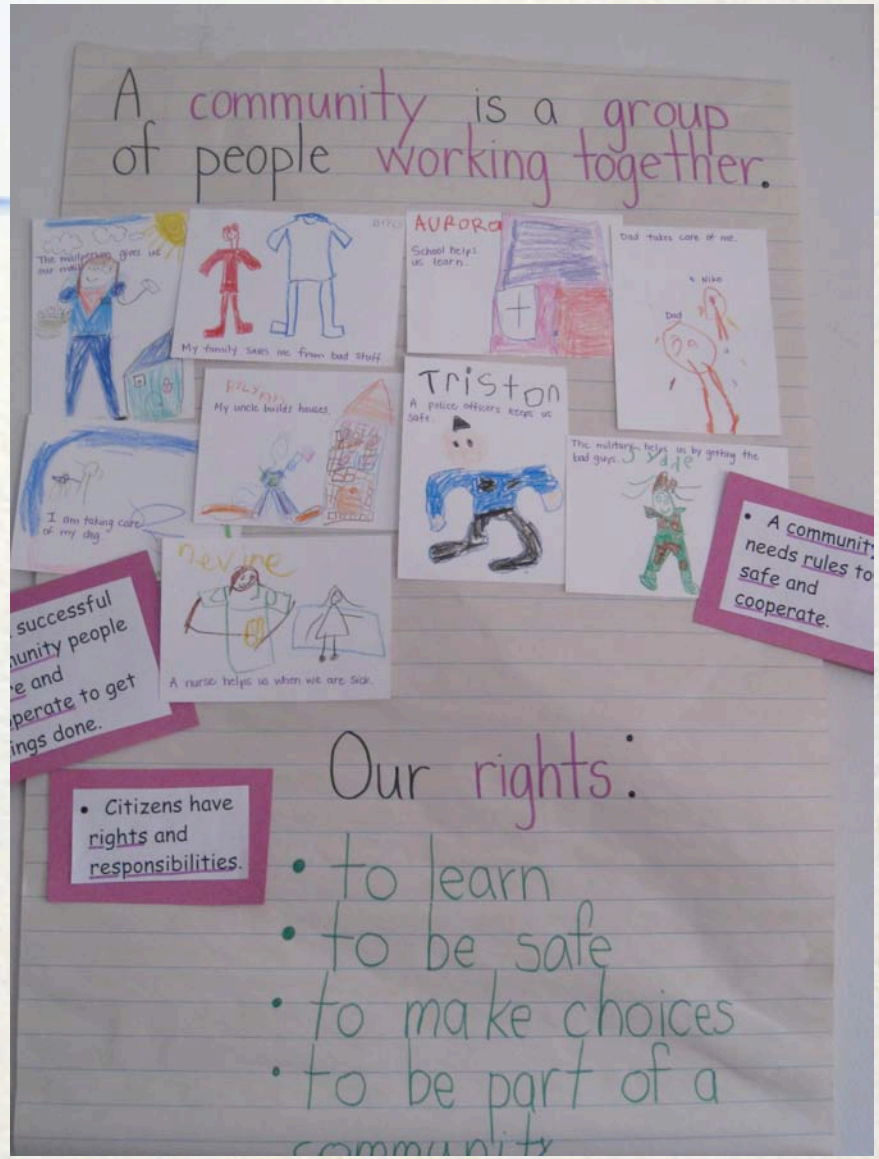
Emanuel says...
"All the time, when I do my homework, my dad goes with my sister to work. My other sister helps me with my homework."

Austin says...
"When I am sad, my mom reads a book."
Hannah says
"My dad works late and sometimes we don't get to eat with him."

Heidi says...
"My sister usually does not share with me. She is 2."
Poppy says...
"My brother always plays with me and shares his food."

What makes a community child-friendly?
Second graders are designing their own child-friendly communities with the help of volunteers from the University of Colorado and elder artists in the community.

Citizens have rights and responsibilities in a community.
In a successful community people share and cooperate to get things done
Our Rights
We have the right
to learn
to be safe
to make choices
to be a part of the community
When we take away someone's rights, we lose the priviledge to be part of the community.
A community needs rules to be safe
Classroom's Rules
1. Work quietly.
2. Cooperate.
3. Keep our room clean.
4. Be safe.
5. Do quality work
A community is a group of people that cooperates.
Cooperation is working together.
A representative speaks for a community.
Safety is being appropriate with our bodies, words and
Being appropriate means saying and doing things that are
enMotion
WASTE AND RECYCLING
GILBERTO


A community is a group of people working together.
AURORA
School help us learn.
Dad takes care of me.
Dad
My family saves me from bad stuff.
Triston
A police officers keeps us safe.
My uncle builds houses.
I am taking care of my dog.
The military helps us by getting the bad guys.
A nurse helps us when we are sick.
successful
unity people
e and
perate to get
ings done.
• A community needs rules to safe and cooperate.
• Citizens have rights and responsibilities.
Our rights:
• to learn
• to be safe
• to make choices
• to be part of a

Establish Two-Way Communication With Families

- Build trust
- Break down barriers that might be created by language and culture
- Establish mutual respect
- Accept that everyone is a learner
- Make a joint commitment to the good of the whole community.

Some Examples of Best Practice in the U.S. to Help Immigrant Families

To Build Understanding, schools

- Hold orientations and other regularly scheduled meetings to exchange information and solicit questions and concerns.
- Are explicit about school routines and requirements such as school timetables and calendars
- Help immigrants and residents build personal relationships and break down barriers
- Create connections between newcomers and long time residents by linking families one on one.

Final Reflection

- What steps might you take to promote multicultural education and bilingualism in the mainstream classroom?
- What are the 2 or 3 ideas that most interest you?
- Who could you work with to plan for any changes?
- What kind of support would you need?