

Nice, November 2004



**Many Languages One Message:
*Equal Rights To the Curriculum***

Eithne Gallagher



What is comprehensible input?

(Stephen Krashen)

Language Input which consists of the New Language along with the clues to what that language means

We learn languages by understanding messages, i.e. by obtaining comprehensible input



Teachers can assist language learners by ...

- providing non-verbal information to accompany the language input
- providing many opportunities to use the new language in situations where there is a genuine purpose for communicating
- helping them to make use of their existing knowledge of the world in their learning (both in learning their new language and in learning new curriculum context through this new language)
- ensuring that the learning environment is one where learners feel supported and valued, where they are able to take risks and make mistakes in their learning
- helping them to build on and transfer their knowledge of how language works from their first language, through providing opportunities to reflect on and talk about language itself

(adapted from “Learning English while Learning in English”, Andrew Kay, 1988)



Strategies to Support Comprehensible Input...

- Use of visual aids, physical objects, gesture acting
- Repeating keywords and ideas
- Using the learners first language
- Allowing the learner to use first language
- Creating a communicative context
- Role-play
- Activity based learning

Ways to Support Comprehensible Output...

- Group activities
- Use of meaningful and purposeful reading and writing, not just copying notes or doing literal comprehension exercises
- Think aloud in learning tasks
- Brainstorming / revising topics before an assessment



"Human relations are at the heart of all schooling"

Cummins, ***Bilingual Children in the Crossfire***



Affective Filter Acquisition Theory

(Stephen Krashen)

Emotional states such as:

- anxiety
- stress
- low self confidence

**Raise the filter,
providing a barrier
to effective language
acquisition**

States of:

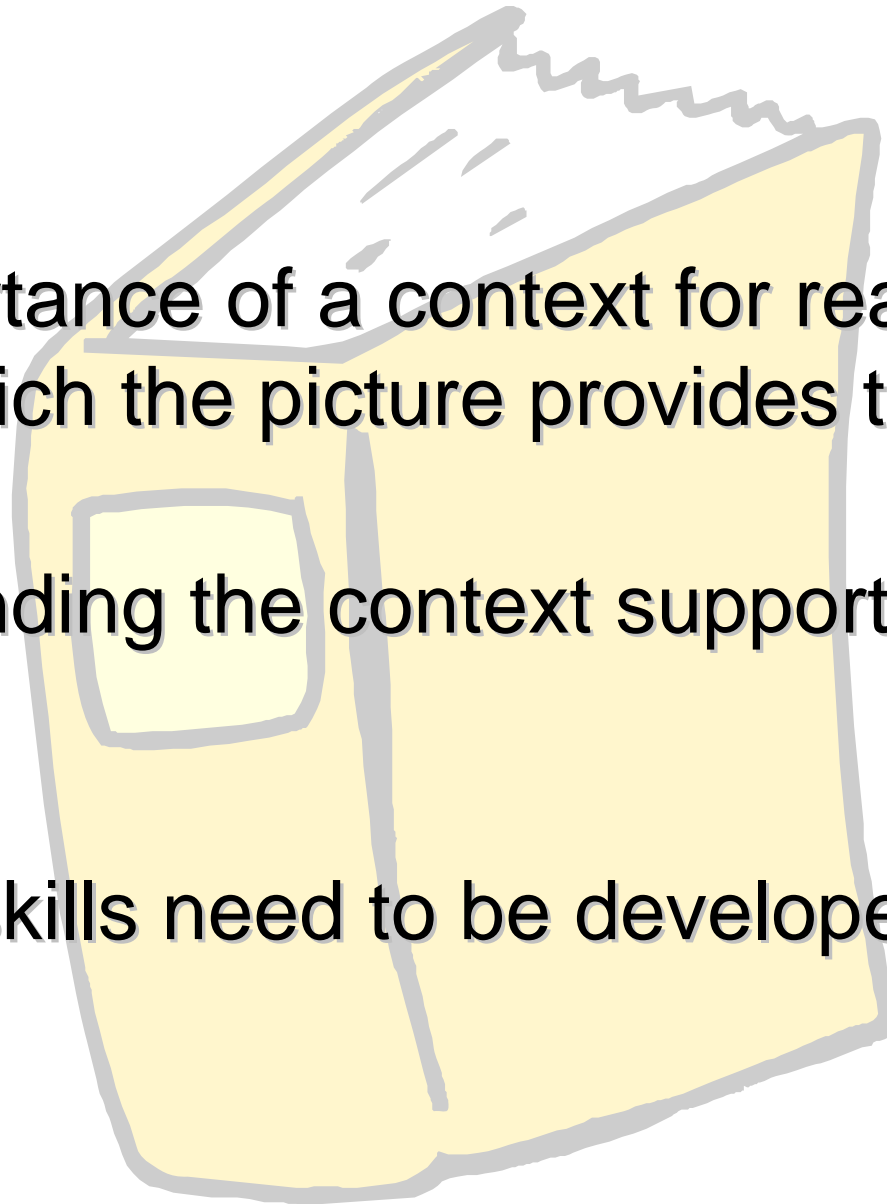
- low anxiety
- low stress
- high motivation
- high self confidence

**Lower the filter and
optimal language
acquisition occurs**



What does this activity illustrate about the reading process?

- The importance of a context for reading (i.e. the way in which the picture provides the context)
- Understanding the context supports reading with meaning
- Reading skills need to be developed in context





ESL Students Require Additional Support in Using Cueing Systems

ESL students may have grammar experiences that are limited, faulty and/or very informal. They may not be able to determine appropriateness by the way the language sounds

Semantic
 Student uses prior knowledge and experience to make sense of the content

ESL students may lack prior knowledge of have different experiences from English speakers

Meaning is understood by interconnecting the cueing systems

Syntactic/Structural
 Student attempts to use knowledge of grammar rules to decide if a word is correct.

Graphophonic/Visual
 Student refers to letters and may make one or more sounds in the word; attempts to decide if the word looks visually correct

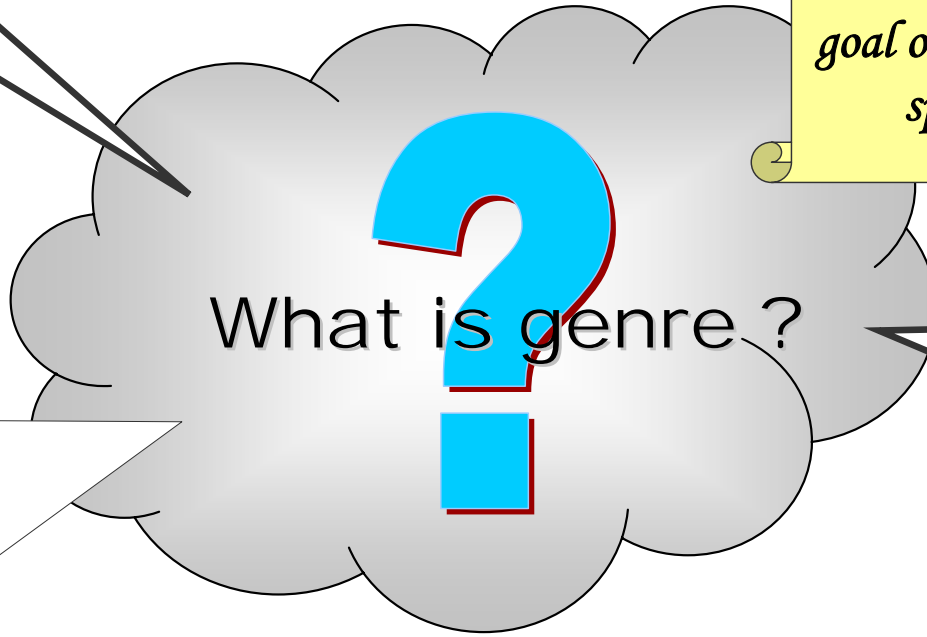
ESL students may require more time to learn to hear the variety of sounds in English, especially short vowels

From: The Centre for Applied Linguistics



Genres rarely exist in totally pure forms or in isolation

A term that refers to any language activity written or spoken that moves a particular social goal or purpose within a specific culture



The genres of spoken and written language are culturally specific

- Common English genres which are common and valued in formal schooling contexts ...**
- recounts
 - descriptions
 - reports
 - explanations
 - narratives
 - arguments
 - discussion

These texts contain different kinds of information and ideas ...

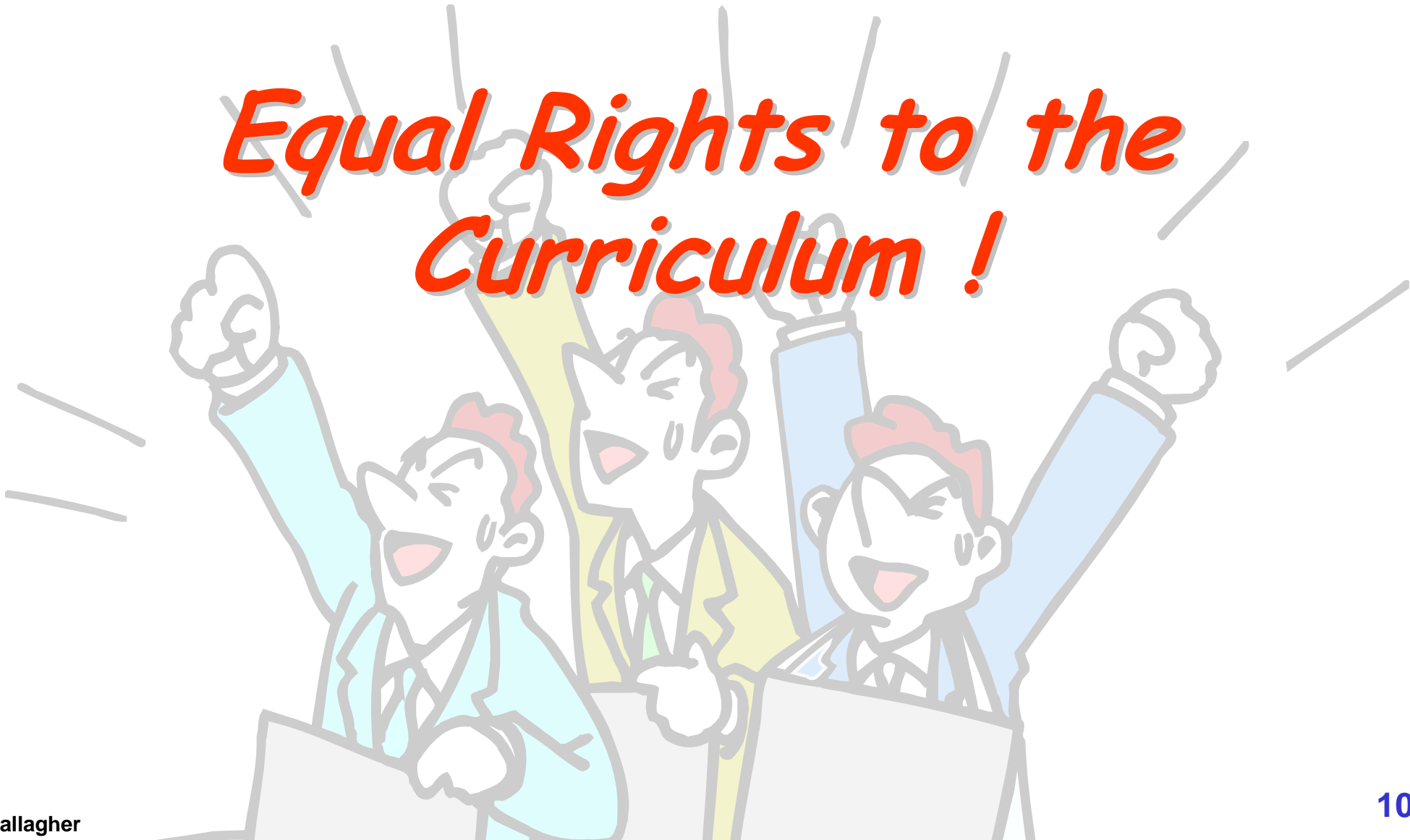
- They are structured in different ways;
- They use language differently;
- Each text has certain individual features and conforms to certain patterns;
- Competent language users are familiar with these patterns.

Context of a culture is a term used to describe the cultural environment within which the text is produced



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Some definitions

Additive Bilingualism
occurs when the
child's home language
is added to rather
than replaced

Biculturalism
is the near native
knowledge of two
languages including the
ability to respond
effectively to the
demands of two
cultures



The meaning of “International”...

- 1. What does it mean to us that our school is international?**
- 2. How does that make us different from other schools?**
- 3. How do we view language? Do we see it as a problem or a resource?**
- 4. In what ways do we need to change to reflect the needs and cultural diversity of our population?**



Being an “International” School - 1

What does it mean to us that our school is international?

- We have students and teachers from many different cultural backgrounds who speak many different languages. There is an ethos of acceptance. Everyone’s language and background is of equal value.
- English is the medium for education but no one language is seen as being more important than another.



Being an “International” School - 2

How does that make us different from other schools?

- A minority of our students are monolingual. Many of our students are learning a new language and learning through that new language.
- Our students may not be exposed to the language of school at home. Our students may be exposed to several languages in 24 hours:
 - School
 - Home (1 or 2 or 3)
 - Host



Being an “International” School - 3

How do we view language? Do we see it as a problem or a resource?

Problem

- ✗ Interference from L1
- ✗ Children can't speak in clear sentences
- ✗ Can't write
- ✗ Can't spell
- ✗ View language in terms of what student can't do
- ✗ Focus on form over meaning

Resource

- ✓ Natural transfer from L1
- ✓ Awareness of length of time it takes to acquire L2 and benefits that this will bring in the long run
- ✓ Focus on meaning more important than form
- ✓ Use cultural and language diversity as a stimulus in the classroom



Being an “International” School - 4

In what ways does our school need to change in order to reflect the needs and cultural diversity of our population?

- o Develop an inclusive curriculum
- o Establish a coherent language policy stating clearly our shared vision of additive bilingualism
- o High priority given to ESL
- o Employ administration and staff that are bilingual
- o Promote the Linguistic Rights of all Students



”A curriculum can be described as inclusive when everything that happens in the school reflects and responds to the experiences, needs, rights and contributions of all learners”

D. Bourke, 1998



The Educational needs of ESL Learners

**Development of
English Language
Skills**

A supportive context for:

- learning generally
- the development of English language skills in particular

**Inclusive
curriculum**



Some acronyms

(Jim Cummins)

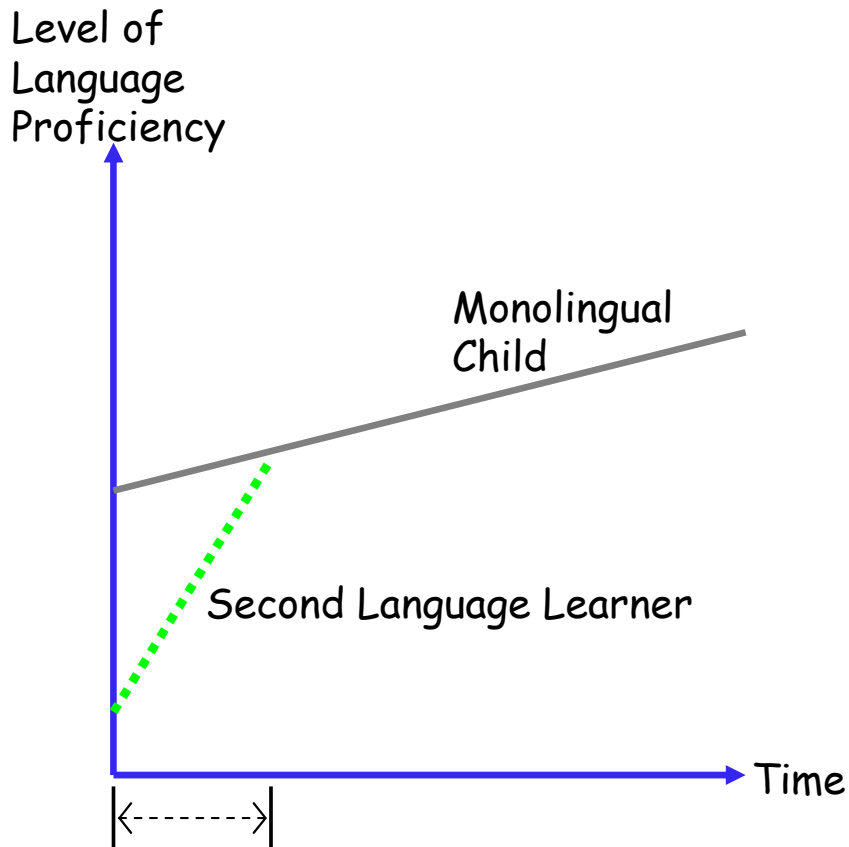
BICS = *Basic Interpersonal Communicative Skills*

CALPS = *Cognitive Academic Language Proficiency Skills*

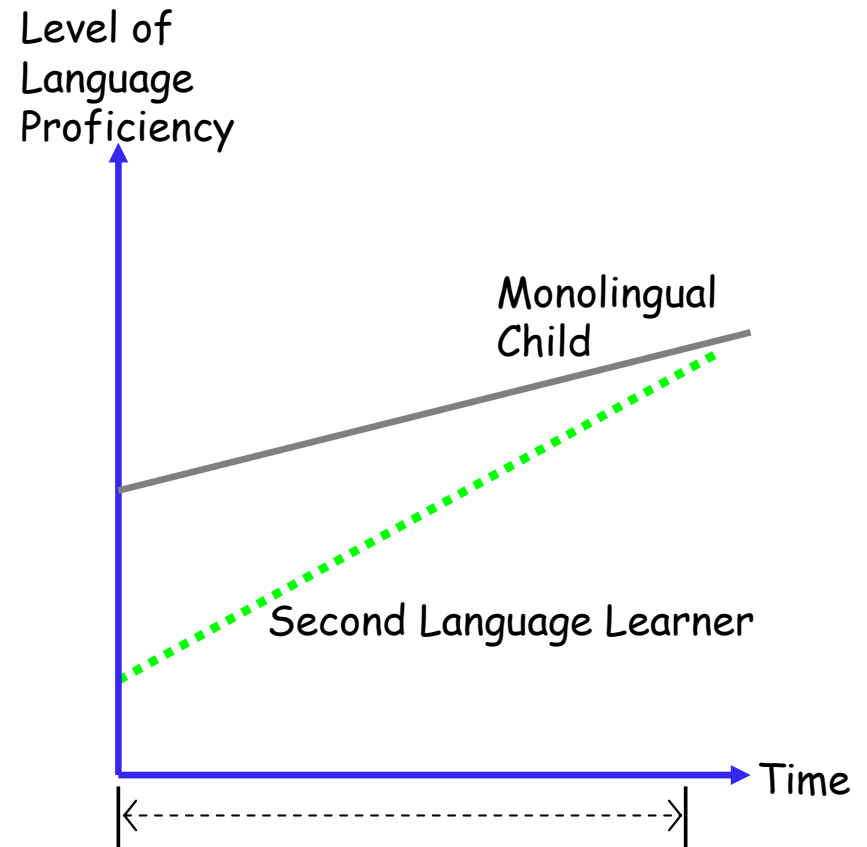


How long does it take?

(Jim Cummins)



It takes approximately **two years** for the second language learner to reach the same level of proficiency as a monolingual in **context embedded** language proficiency



It takes approximately **five to seven years** for the second language learner to reach the same level of proficiency as a monolingual in **context reduced** language proficiency



ESL In The Mainstream

Unlocking the World

- About Unlocking the World
- ESL in the Mainstream
- ESL in the Mainstream for the Early Learner
- Giftedness: Realising the Potential
- Language and Literacy

Professional Development Programs For Classroom Teachers

Government of South Australia

Department of Education and Children's Services

DECS PUBLISHING

<http://www.eslmainstream.com>



Collier and Thomas research, 1997

- Study included over 2 million language minority students between 1982 and 1996
- Over 150 home language were represented in the study



FINDINGS

- 1. Students who arrived between the ages of 8 and 11 and who had received 2-5 years of schooling through their primary language L1, took 5-7 years to acquire academic English**
- 2. Students who arrived during the early childhood years and who had received little or no formal schooling in their L1 took 7-10 years or more to become proficient in academic English**
- 3. L1 was the most powerful influence on language minority students long term academic success**



Reasons for Mother tongue Support as an integral part of the curriculum

- To ensure concepts are known in the mother tongue before they are taught in English
- To boost self-esteem and self-confidence
- To enable students to view themselves as competent writers and readers rather than readers and writers limited by their developing English skills





Maintaining and developing language and literacy skills in the mother-tongue

- Ensures continuous cognitive development
- Enables students to remain in touch with and maintain esteem for the language literature and culture of their home country
- Facilitates the learning of the second language
- Leads to additive bilingualism
- Has the potential to increase intercultural awareness and understanding both for the student and their peers
- Makes it possible for students to readjust to life in their home community and education system should they return to their home country



What can we do in the absence of Mother-Tongue programmes?

- Incorporate students home language and cultural experiences into curricula instruction
- Ensure that signs, posters and instructions use the various languages of the community
- Demonstrate through curricula content that rationality is not the monopoly of any one particular culture
- Create opportunities for home language development, invite parents in to tell stories in class in languages other than English
- Ensure that teachers have a good understanding of language acquisition and are aware of current research on language development





- ...
- Provide in-service training on linguistic and cultural awareness
- Encourage the on-going development of the mother-tongue whilst also acknowledging ESL as a priority
- Be aware that students need their mother-tongue when they return to their native country and if they take MYP or IB diplomas
- Encourage the keeping of mother-tongue / English rubrica, the writing of projects and stories in home languages and exhibit this work
- Give students the chance to use home languages during class presentations and assemblies
- Establish contacts with teachers and students in other international schools to share information about their cultures
- Employ teachers of foreign nationalities





A checklist

- Is our curriculum inclusive? - how does this manifest itself?
- Do we have a set of common beliefs about language learning?
- Do we welcome the many languages of our school?
- Are all class teachers and administrators aware of the benefits of maintaining and developing children's home languages?
- Does our school actively promote the learning and maintenance of our students' mother tongues?
- Is the ethos of the school communicated clearly enough for children to feel confident to identify with and use their home language in class and other school contexts?

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