

To have another language is
to possess a second soul.

- Charlemagne

Changing the Focus



- ∞ What's in a name?
- ∞ EAL/ELL/ESL/LEP
- ∞ What should be the goal for children in international schools who use another language at home?
- ∞ To learn English?
- ∞ To be *bilingual*

What successful bilingualism looks like

Where do (too) many international school students end up?

“Middle floor” bilinguals:
two languages, one age appropriate for learning

“Top floor” bilinguals:
two languages, both age appropriate for learning

“Ground floor” bilinguals:
two languages, neither age appropriate for learning



Baker, 2000

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)

Home languages at school

Extra curricular

Outside school hours

Independent curriculum

Better
than
nothing

Parallel

During the school day

Better for
status, not
always for
pedagogy

Integrated

In the curriculum and

Best option
but really
hard to
fund and
manage!

Why are they not making it to the top of the ladder?



- ∞ Gaps in subjects/topics covered
 - Limited “contexts and purposes”
- ∞ Reliance on “home country” curriculum and methods
 - Not relevant or suited to international students
- ∞ Focus is generally *language* as opposed to *learning*
 - Accuracy in writing, vocabulary etc.

Home languages in the classroom

For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home...

EYFS Guidelines (2014), paragraph 1.8

Supporting Successful *Bilingualism*



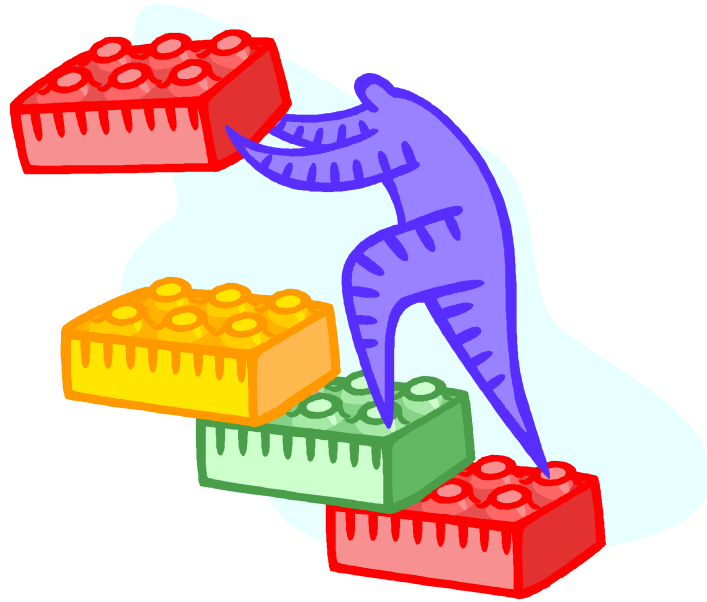
- ∞ How do we move past the “two solitudes” – English here and home language there?
- ∞ How do we integrate all the students’ language resources into our classrooms in a meaningful way?

Translanguaging



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

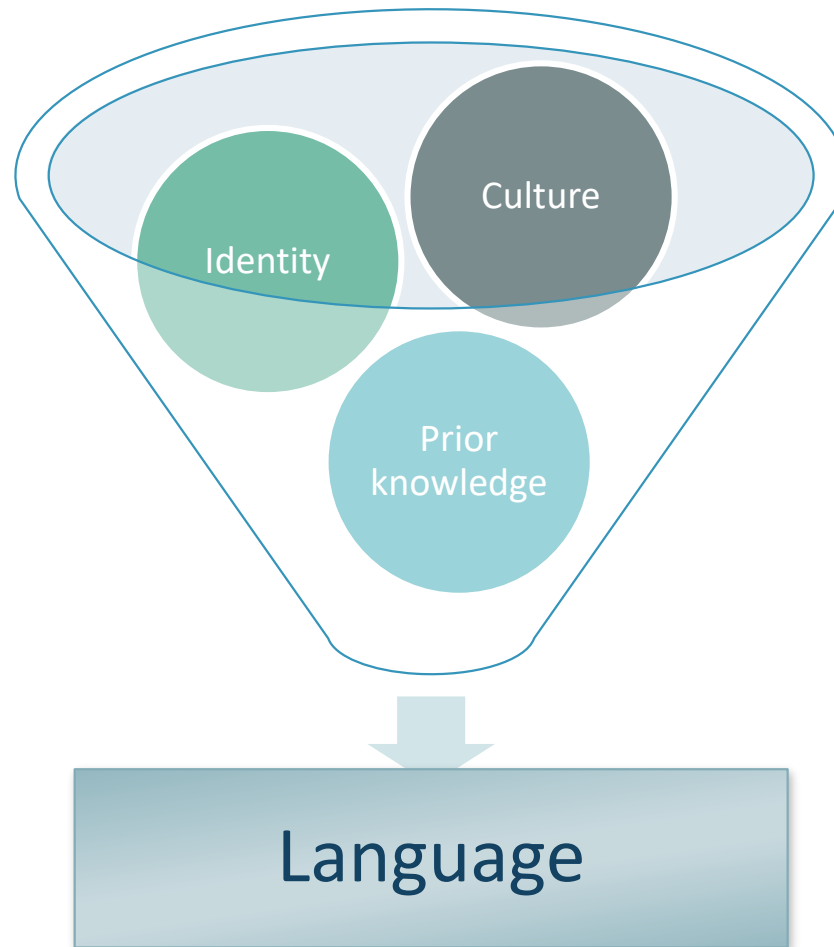
So why translanguaging?



1. To scaffold students' content knowledge while they are learning English
2. To ensure continued age-appropriate language growth while English is being acquired
3. To help students grow and develop their own language to full proficiency

Pre-existing knowledge for English language learners is encoded in their home languages. Consequently, educators should explicitly teach in a way that fosters transfer of concepts and skills from the student's home language to English.

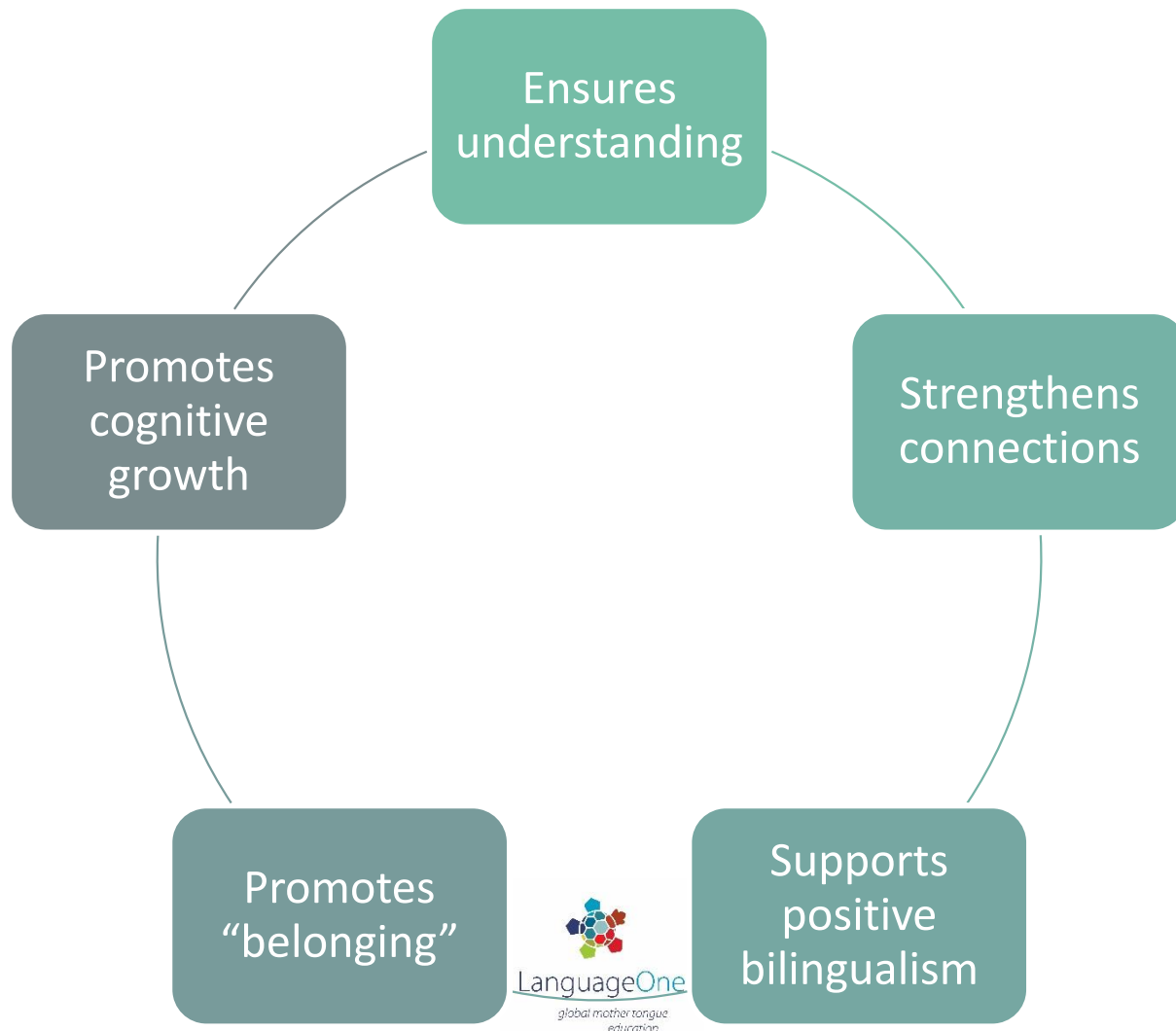
Cummins, et al., 2005



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

(Baker, 2011, p.288)

Benefits of translanguaging



Translanguaging is not:

Code-switching

Random

A transitional strategy

A crutch

Translanguaging is:

Strategic language
planning

A scaffold for content
learning

Considered use of
language resources

A long-term pedagogical
tool

Two types of translanguaging

Planned

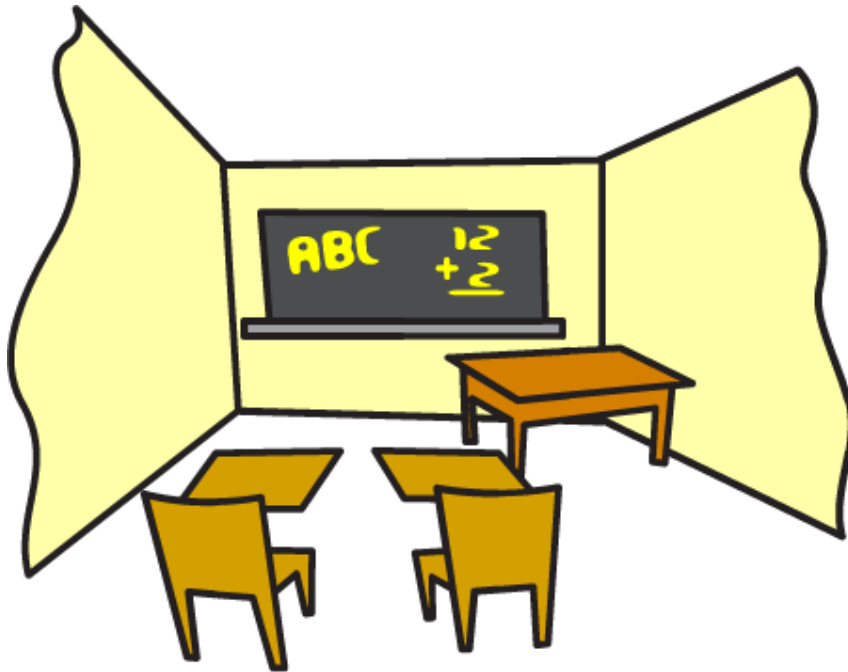
- Pre-set in the unit by the teacher
- Determined by language/learning needs
- Designed to scaffold content or language (or both)

Serendipitous

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




Classroom Strategies




- Is the scenario translanguageing or not?
- If yes, is it planned or serendipitous?
- Note the potential impact on language and learning

Is it, or isn't it?

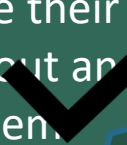
A teacher introduces 2-3 English vocabulary words and their definitions at the beginning of a lesson, and asks students to translate the definition into their own languages




A teacher does a word-for-word translation of a text and tells the students to read the text either in English or their MT; all students choose to read the English text.



A teacher has students design a bilingual brochure in which students educate their communities about an issue facing them.

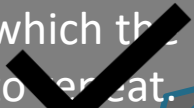


A teacher has students listen to a song in English about the topic of the day. She then has them answer a series of questions about the song in English.




Is it, or isn't it?


A teacher allows a student who is struggling to say something in English during a presentation to ask a classmate to translate what they are trying to say, which the student is then asked to repeat.




A teacher has students listen to a song in English about the topic of the day. She then has them answer a series of questions about the song in their own languages.



Students are permitted to only use English texts to gather information for a presentation they will do for the class.



Students write a story in their MT, and then work in groups to translate it into English.



Is it, or isn't it?

A teacher provides a short written summary in students' MT for a text that the students are going to read in English.



Students read a story in their MT, and then use a storyboard to retell the story in English.



A teacher has students look at a series of pictures and asks students to discuss in small groups what they see and what they can infer. Because their whole class share-out will be in English, the teacher instructs them to only work in English when preparing responses.



Translanguaging in the PYP



- ∞ Moving from translanguaging activities to translanguaging *pedagogy*
- ∞ How do we decide when translanguaging would be useful?
- ∞ How do we plan to use it in a systematic way?

Identifying areas for translanguaging

Content

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

Considering input and output

Input

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

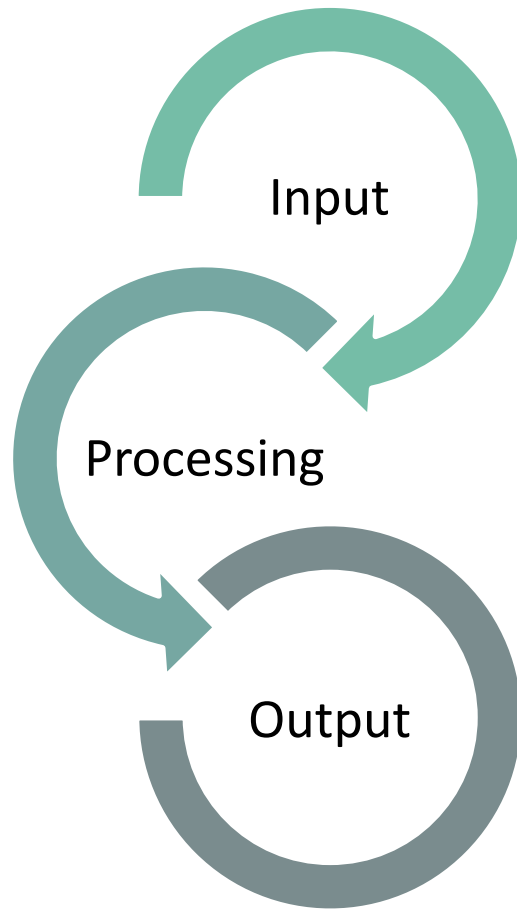
How could students build input themselves, in their own languages?

Output

Will language limit the output of some students?

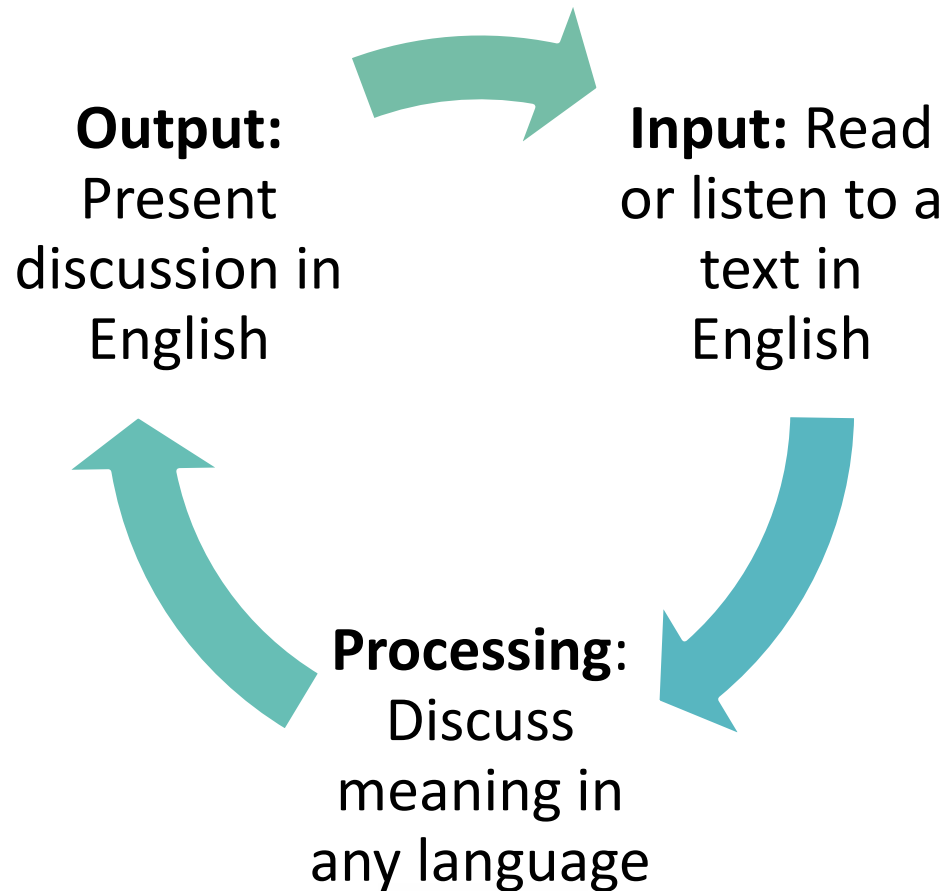
How can we balance demonstration of learning with demonstration of English ability?

Integrating home language into the activity cycle

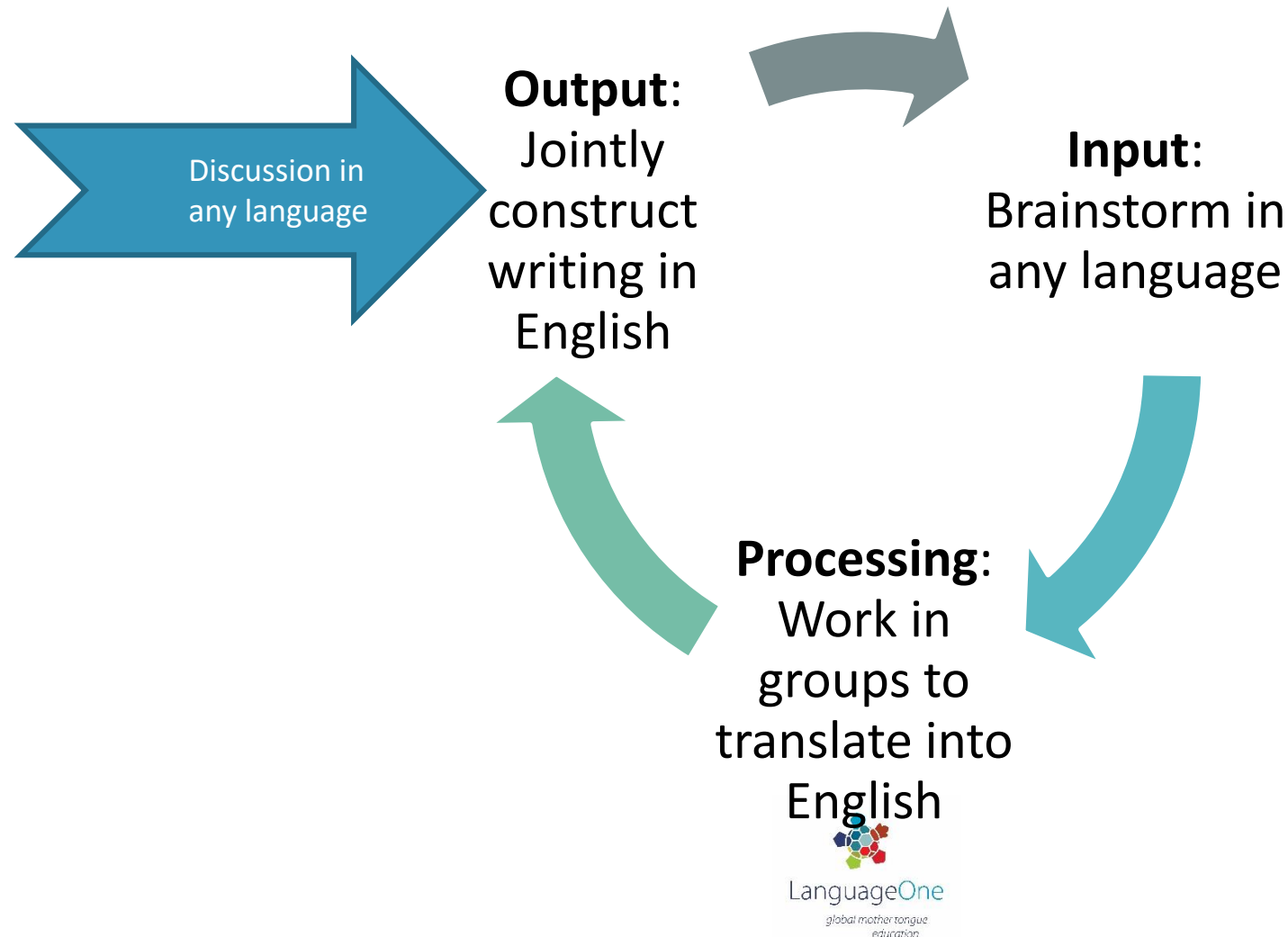


1. *Input* in one language
2. (*Processing* in either/the other language)
3. *Output* in the other/both languages

Sample activity cycles



Collaborative writing



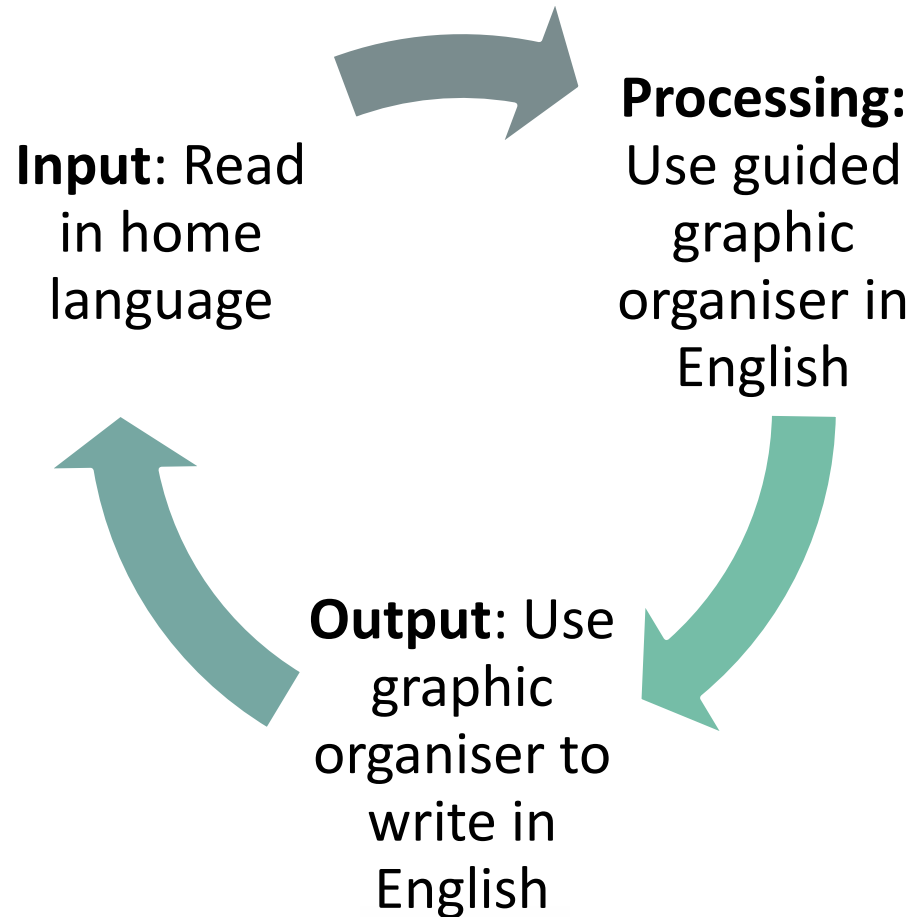
Output: Write a
compare/contrast
text in English

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

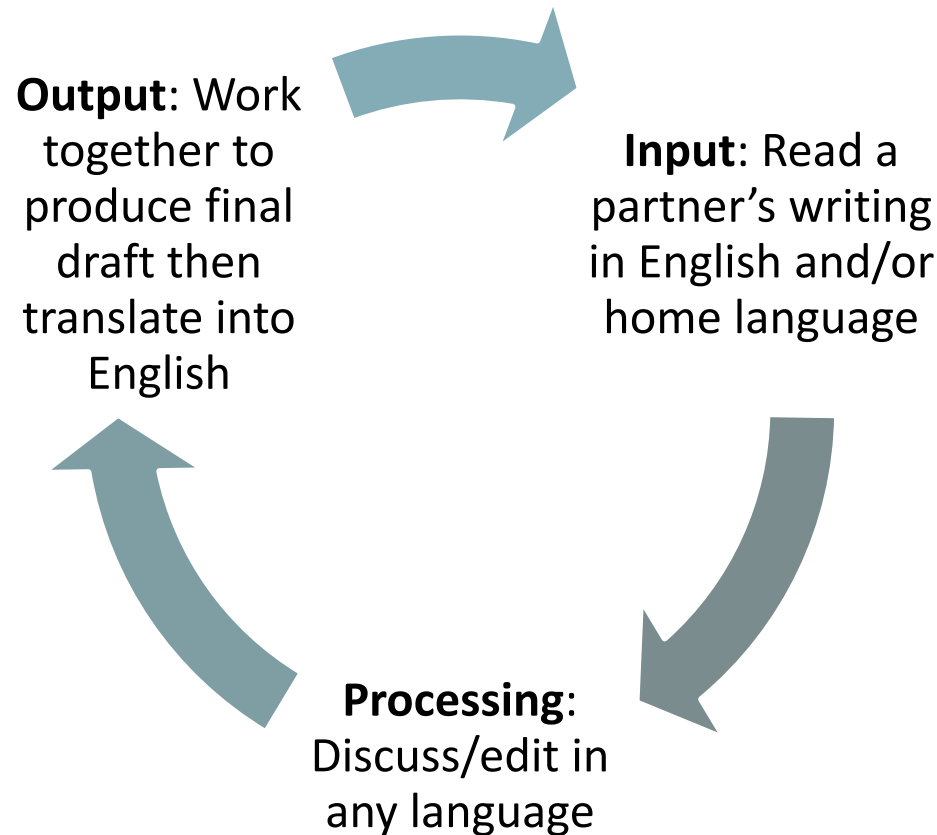
Processing:
Complete a VENN
diagram
comparing the
two texts

Opportunity to teach
critical thinking!

Reading and writing



Multilingual text production



Making Groups that Work



- ∞ Set them up for success – make the classroom feel language-friendly and discuss home language use
- ∞ When possible:
 - Same language, different level peers
 - With English or other language speakers

When you have no “group”...



- ∞ With literate single MT learners, use home language texts, dictionaries, written translations
- ∞ With non-literate learners use parents, technology
 - Know the language profiles of **all** staff members

Creating a Translanguaging-friendly classroom



- Can I integrate other languages into classroom routines (taking the register, transitions, table names, etc.)
- Represent other languages visibly in the classroom
- How can I let pupils “teach” their languages to their peers?
- Identify success as separate from English proficiency

Remember...

Bilingualism is a process, not a product.

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