

Bilingualism in Education



Understanding your learners

“Bilingual”

∞ What does that mean?

∞ Are you bilingual?



Hello!



Bonjour!



Morgen!

Bilingualism is...

“The ability to understand and use two (or more) languages in certain contexts and for certain purposes.”

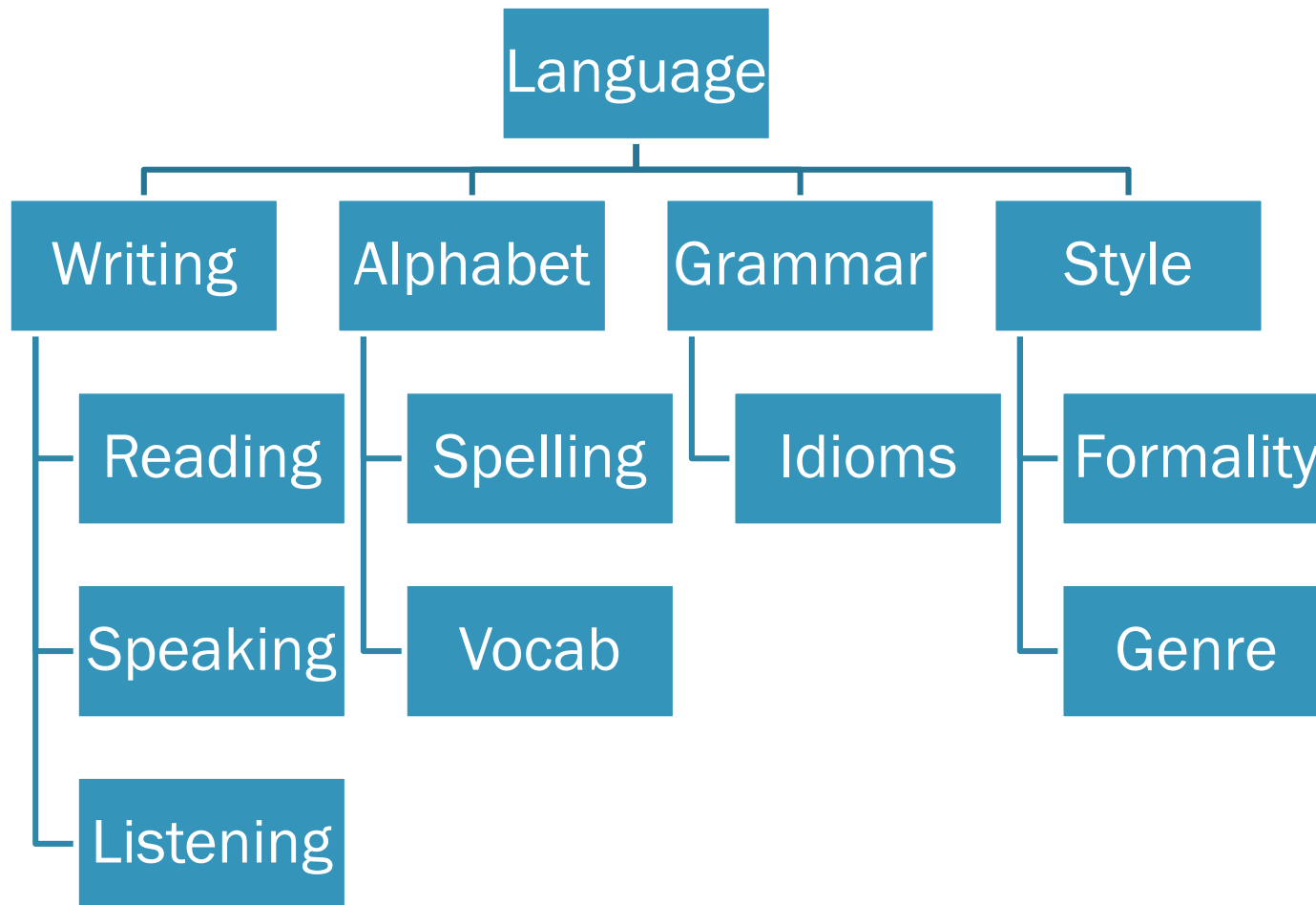
(Carder, 2007)

- ∞ Now are you bilingual?
- ∞ How hard is it to “become bilingual”?

Sorry...

1. You're in an important meeting. You've just drunk your colleague's coffee by mistake.
2. You didn't hear what someone just said.
3. Your boss, who you get on with quite well has just asked you to stay till 9pm tonight.
4. You're in a meeting and someone has just started to say something you completely disagree with.
5. You're at the airport and you want to get past some people with your heavy bags.
6. You've just said something you didn't mean to – nothing serious.
7. You've finally understood what someone has been trying to explain to you for ages.
8. You've forgotten – yet again – to give your partner an important message.

“Just” learn English...



Today's Program



∞ What we **will** do:

- Overview of critical theory on bilingualism in education
- Understanding the challenges for learners
- Meeting the challenges

∞ What we **won't** do:

- Answer *all* your questions about how to apply to classroom practice

Why “Bilingualism”?

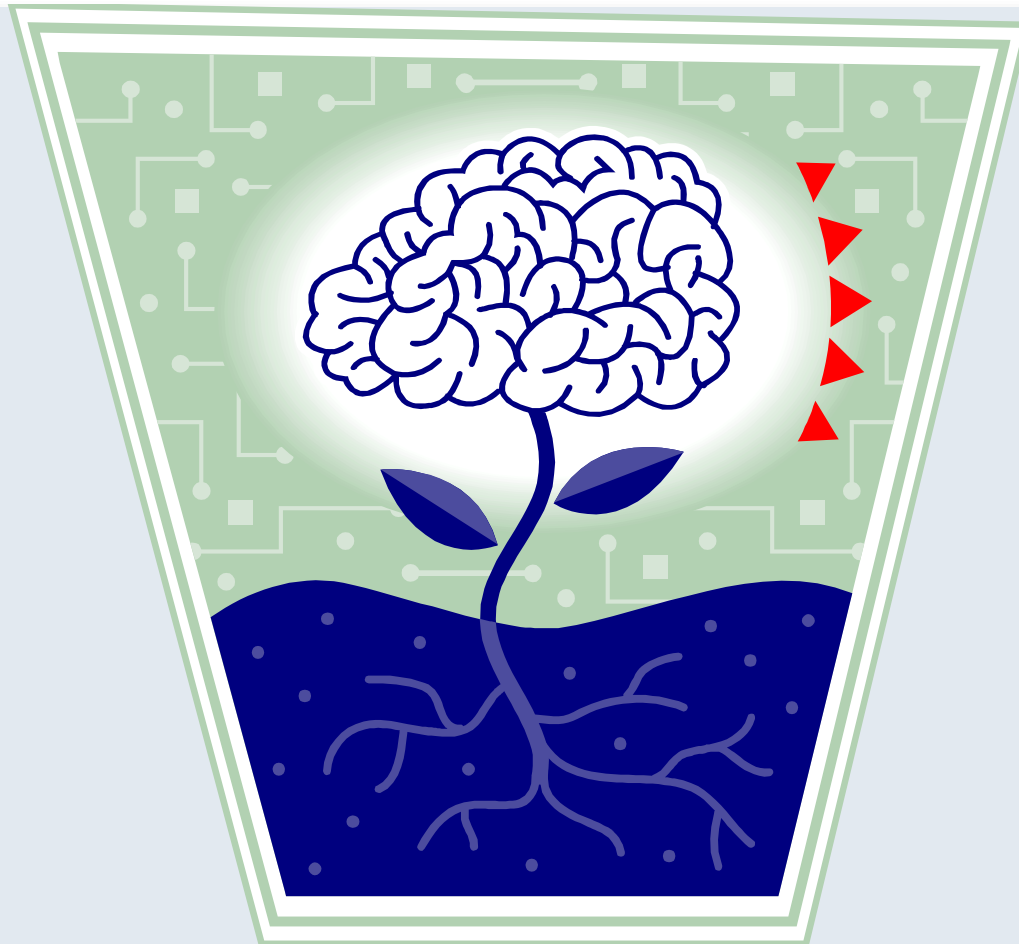
Bilingualism has positive effects of children’s linguistic and educational development.

(Cummins, 2001)

I. Bilingualism opens minds

Cognitive benefits

Linguistic benefits

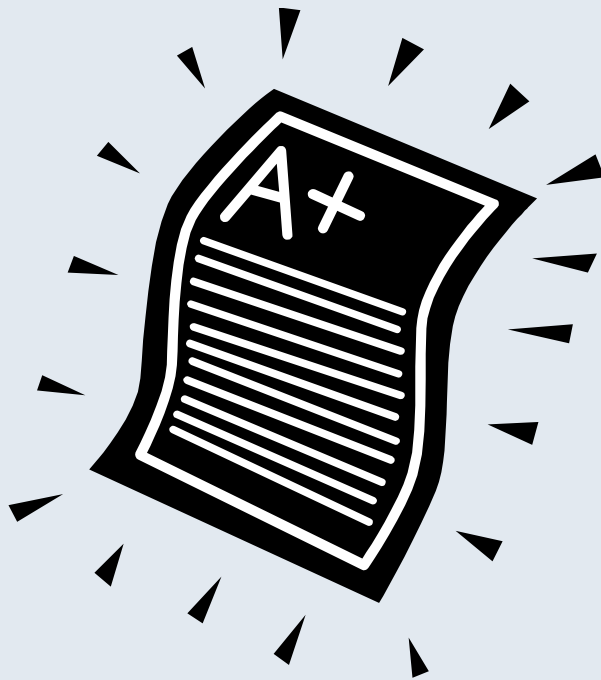


Are bilinguals “smarter”?

Abstract thought

Rule discovery

Creative thought



$$(x + a)^n = \sum_{k=0}^n \binom{n}{k} x^k a^{n-k}$$



Are bilinguals “smarter”?

Working memory
Long-term brain health



The “Bilingual advantage”

Concentration

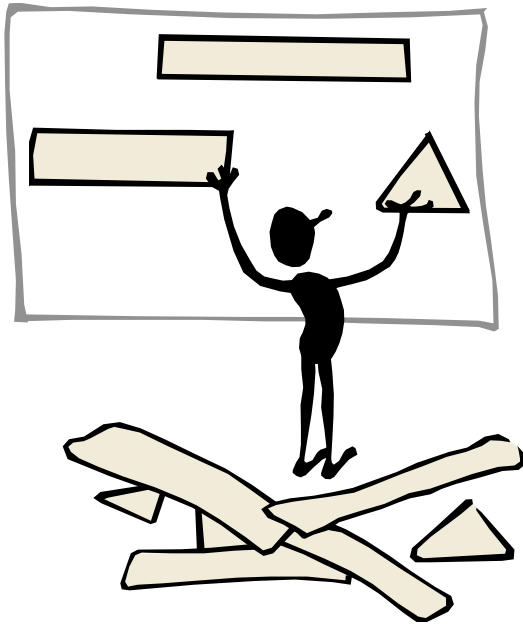
Multi-tasking

Decision-making



The “Bilingual advantage”

Focus
Planning



II. Bilingualism opens hearts

Open to “other”
Empathy

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

Nelson Mandela



III. Bilingualism opens doors

Post-secondary study

Job opportunities

Better pay



Being Bilingual “boosts brain power”

How being bilingual can boost your career

How the brain benefits from being bilingual

Bilingualism strengthens cognitive development

Bilingualism offers “huge advantages”

Why it pays to be bilingual

The Bilingual Businessman...

The Business Case for Bilingualism

School-based bilingualism: Does it work?



∞ Language status

- Maintenance of status in-home and at school

∞ Language in education

- Additive bilingualism
- Subtractive bilingualism

∞ Literacy

- School language
- Home language

How long will it take to “be bilingual”?



- ∞ Conversational versus academic proficiency
- ∞ BICS (Basic Interpersonal Communicative Skills)
- ∞ CALP (Cognitive Academic Language Proficiency)

Being realistic



- ∞ Lowering expectations
- ∞ Proving adequate support
 - Content support
 - Learning support
 - Reading
 - Vocabulary
 - Writing
- ∞ Language support

Issues for Learning



- I. Literacy
- II. Content learning
- III. Cognitive development
- IV. Confidence
- V. Socialisation

Looks like? Sounds like?

trawsieithu

I. Literacy in L2



∞ How does the school help?

- Linguistic support
 - Withdrawal/tutoring
 - Literacy strategies
 - Phonetics support

∞ How can the parents help?

- Content support
 - L1 materials concurrent with L2 materials

SL literacy for older learners



- ∞ Background knowledge of phonetics
- ∞ Influence of L1
- ∞ Cultural knowledge
- ∞ Content knowledge
- ∞ BICS vs. CALP

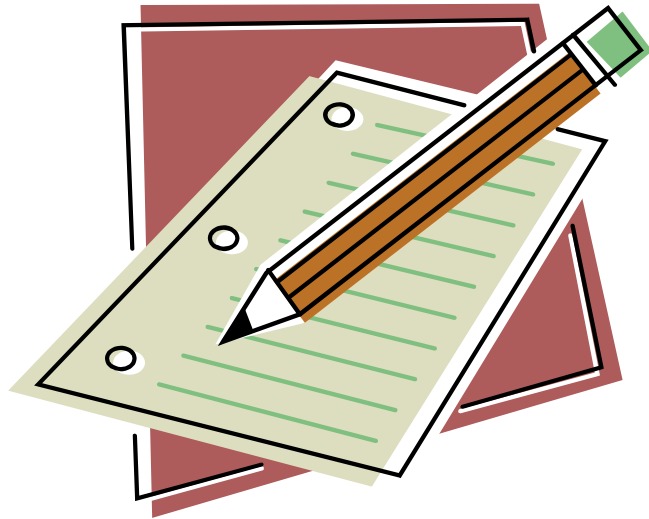
Translate into English

1. “Sat on the floor himself he was shoeing the rough boots.”
2. “In heart London she-stands square broad she-is-called Trafalgar Square.”
3. “That-man-that next day about we knowing taking need-not.”

In English...

1. “Sat on the floor himself he was shoeing the rough boots.”
 1. He sat on the floor putting on the rough boots.
2. “In heart London she-stands square broad she-is-called Trafalgar Square.”
 2. In the heart of London there is a broad square called Trafalgar Square.
3. “That-man-that next day about we knowing taking need-not.”
 3. There is no need for us to find out about his next day.

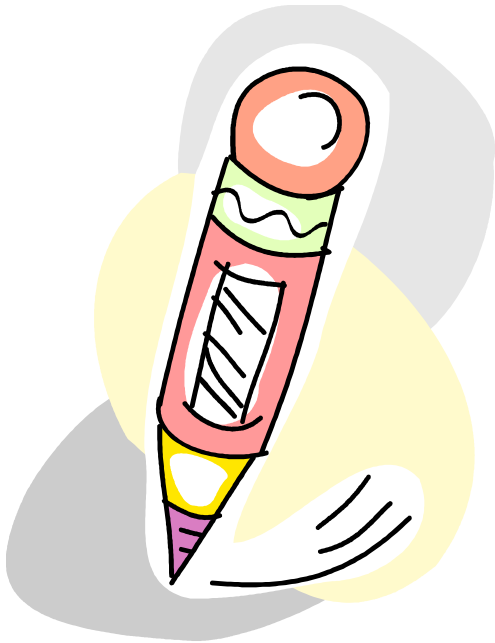
Second language writing



∞ Learning to write in English requires:

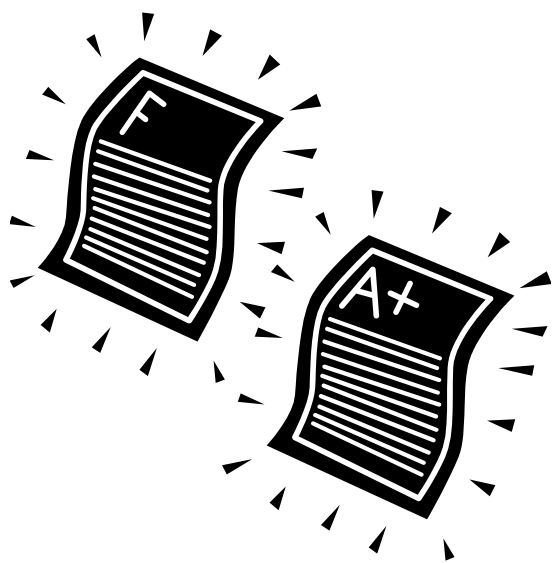
- Understanding the Roman script
- Spelling conventions (cough/tough/though)
- Sentence-level grammar
 - “Dog bit man.” vs. “Man bit dog.”
- Knowledge of text type

Supporting L2 Writing



- ∞ Teach phonetics explicitly
 - Find a fun method...
- ∞ Teach syntax
- ∞ Teach genre
- ∞ Use L1 extensively in writing

II. How can I learn when I can't understand?



☞ Supporting content learning

- Vocabulary work
- Content set-up
- Collaborating with EAL team

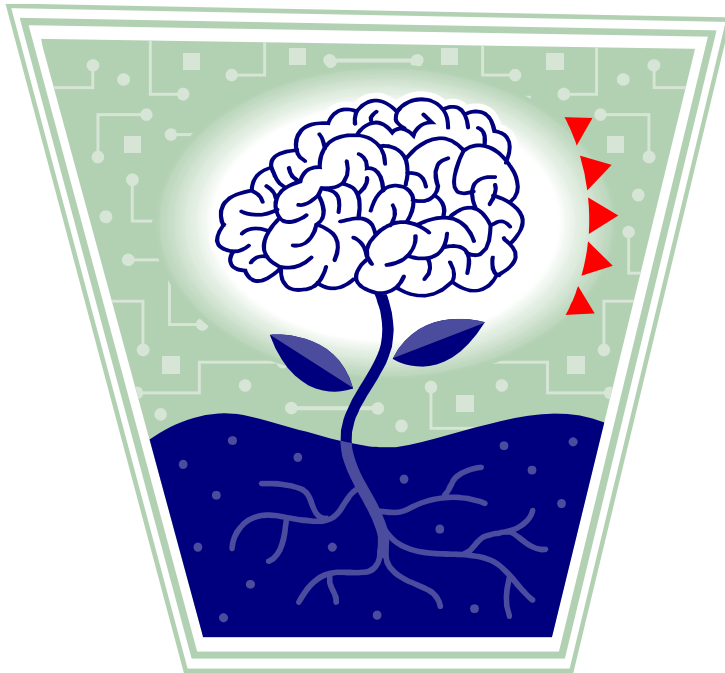
☞ L1 resources

- Books
- Websites

☞ L1 writing/translating

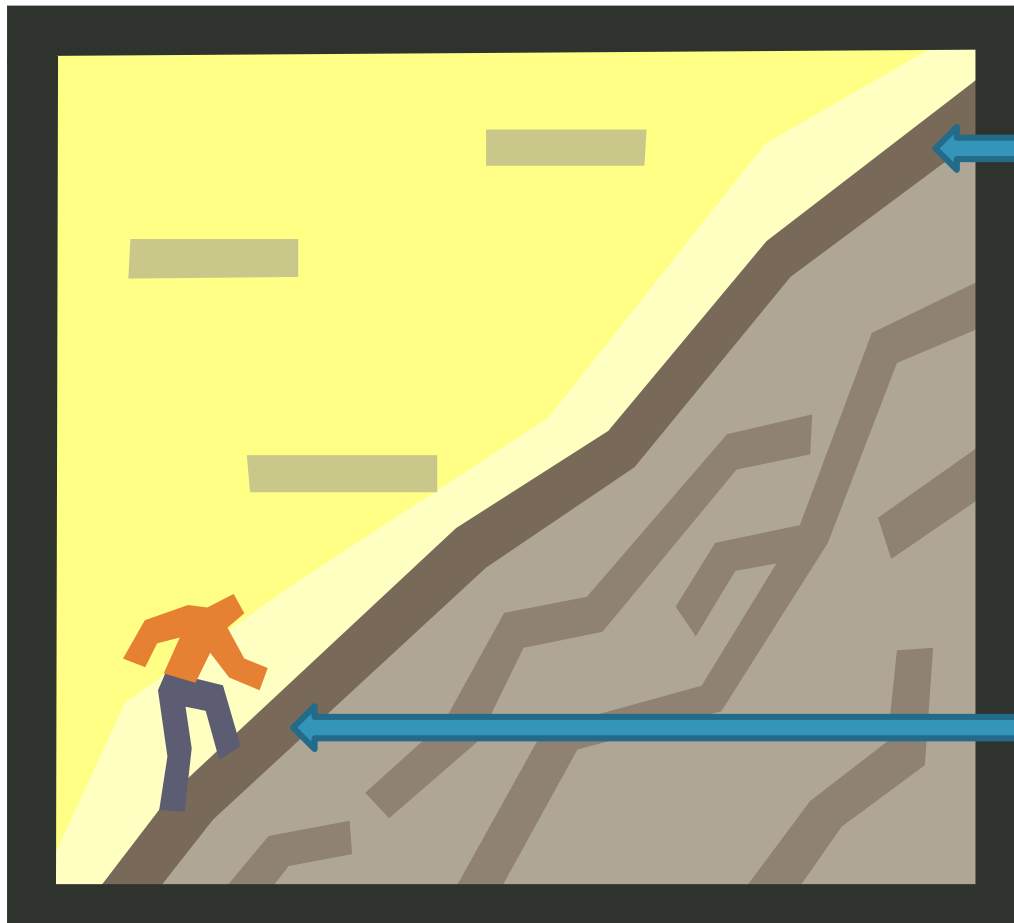
☞ Working with parents

III. Cognitive development



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

(Cummins, 2001)



Cognitive
maturity
(~12)

School age
(~4)

Age 0





- ∞ Explain what you did today, without using the letter “n”
- ∞ How did that feel?

IV. Confidence

V. Socialisation



- ∞ Build confidence
 - In self
 - In culture and identity
- ∞ Allow for experiences of “competence”
 - At home and at school
- ∞ Give students the message that their “whole self” is welcome at school

Mother tongue promotion in the school helps develop not only the mother tongue but also children's abilities in the majority school language.

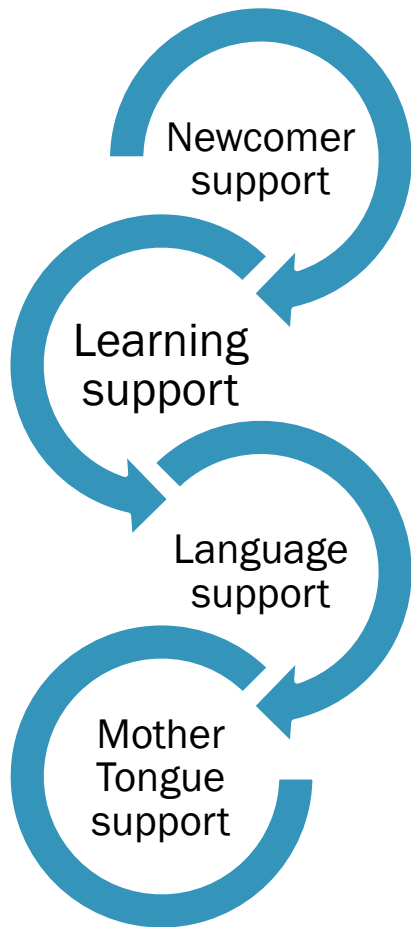
(Cummins, 2001)

Solving “Issues for Learning”



- I. **Literacy:** Build from stronger language to weaker
- II. **Content learning:** Establish content knowledge in L1
- III. **Cognitive development:** Promote cognitive development through L1
- IV. **Confidence:** Allow for experiences of competence
- V. **Socialisation:** Children who feel included and confident adjust better to school

Creating Resource Systems



- ∞ For integration of new arrivals
- ∞ For accelerating BICS/CALP
 - School skills
 - Content learning
 - Vocabulary learning
- ∞ For supporting MT at school

Newcomer Support



The image shows a green board with a black border. On the left, there is a photograph of a woman with dark hair, wearing a brown cardigan over a white top and a patterned scarf. The photo is framed by a yellow border and a blue border. To the right of the photo is a white sign with a blue border. The sign contains a speech bubble with the text: "My name is Mrs. Frechilla, I can speak Spanish, Dutch, Italian and a little bit of French." To the right of the text are the flags of Spain, the Netherlands, and France. Below the text are four vertical bars representing the colors of the Italian flag: green, white, blue, and red.



Learning Support



What is a working wall?



∞ A collaborative and cooperative record of learning

- Based on themes/units
- Content determined by level/unit type
- Useful across all subjects

Content

Words

Structures

WAGOLL

Text
builder

Vocabulary
parking lot

Language Support



Word Collections

Word	Translation	Example

- ∞ Collections of words by:
 - Topic
 - Class
 - Word type
- ∞ Encourage revision and use in class
- ∞ Encourage translation
- ∞ Word sorting (sound, spelling, meaning)
- ∞ Useful phrases

My Remember Folder



**A Collection of
Reception Words**

Mother Tongue Support

Hello Song

Hello, Bonjour, Buenos Dias,
G'day, Guten-Tag, Konichiwa....
Ciao, Ni Hao, Sawatdee Kaa,
Hello to all the children of the world.

We come from different places from
all around the world,
We speak in many different ways.
Though some of us are different,
We're children just the same
and we all like to sing and play.

Hello, Bonjour, Buenos Dias G'day,
Guten-Tag, Konichiwa....
Ciao, Nin hou, Sawatdee Kaa,
Hello to all the children of the world.

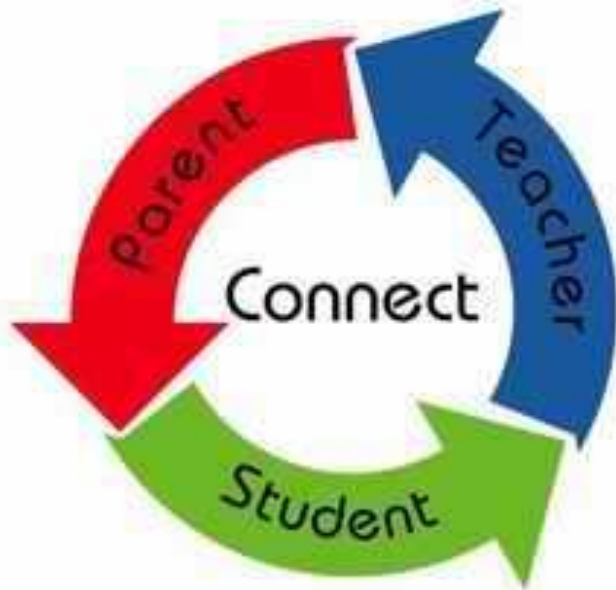
Hindu-Arabic	1	2	3	4	5	6	7	8	9	10
Arabic, Sorani Kurdish*	١٠	٩	٨	٧	٦	٥	٤	٣	٢	١
Bengali	১	২	৩	৪	৫	৬	৭	৮	৯	১০
Chinese, Japanese	一	二	三	四	五	六	七	八	九	十
Devanagari	१	२	३	४	५	६	७	८	९	१०
Farsi	۱	۲	۳	۴	۵	۶	۷	۸	۹	۱۰
Gujarati	૧	૨	૩	૪	૫	૬	૭	૮	૯	૧૦
Hebrew*	י	ט	ח	ז	ו	ה	ד	ג	ב	א
Gurmukhi (Punjabi)	੧	੨	੩	੪	੫	੬	੭	੮	੯	੧੦
Tamil	௧	௨	௩	௪	௫	௬	௭	௮	௯	௧௦
Thai	๑	๒	๓	๔	๕	๖	๗	๘	๙	๑๐

* Semitic scripts such as Arabic and Hebrew run right to left.





Working with Parents



Word Collection

- Home for review and discussion and translation

Working Wall

- Encourages parent participation, transfer of knowledge to L1, helps build knowledge that was missed due to lack of language

Bringing it all together



- ∞ Language as a resource
- ∞ Balance of languages in school
 - For good or for evil?
- ∞ Supporting positive models of bilingualism
 - Especially where no integrated MT support available
- ∞ Integration of language and culture in classrooms and across school

Questions or Comments?

