

**M4-S2: Leveraging Students' Home Languages**

GK	<p>Hello, Christina and hello, listeners! Welcome to Session 2 in Module 4 of the TALE Academy, Leveraging Students' Home Languages.</p> <p>Christina, let's start this session by imagining that you are a high school student and have just immigrated to a Chinese-speaking country...</p>
CLH	<p>This sounds hard. I'm me, right, but, I now go to school in a whole new place, and I have no idea what people are saying?</p>
GK	<p>Exactly. You have been classified as a newcomer Chinese language learner and given Chinese as a New Language, or CNL, services. Their services mirror New York State's English as a New Language, or ENL, service requirements in which you are given 360 minutes of CNL support per week, which includes two types of support:</p> <ul style="list-style-type: none"> <li>• First, stand-alone CNL instruction for 180 minutes a week, and</li> <li>• Integrated CNL – push-in CNL/Chinese language arts for 180 minutes a week.</li> </ul>
CLH	<p>Sounds like what new English learners get at my school.</p>
GK	<p>It's your first day of math class and the teacher has everyone working on a word problem.</p>
CLH	<p>Yikes.</p>
GK	<p>Your math teacher has kindly modified the problem for you to include Western numerals and a name you would recognize in English. So what you recognize in the problem in a sea of Chinese writing are the numbers 1,2,3 and 4, and the name "Rob". That's it, solve the problem. Unfortunately, your CNL teacher is not with you because she pushes in only during your Chinese language arts 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.</p> <p>So tell me, as a student, although you are lucky to have a caring math teacher and receive CNL services, what other scaffolds do you need to really approach this learning?</p>
CLH	<p>Well, I can tell you that as a newcomer and the only English speaker in the classroom, I need a lot of language support! For one thing, written Mandarin is completely unlike English in every way. I can't rely on cognates as a strategy to help me with this problem. The teacher has limited time to make modifications for me for each assignment and may even give up a little. There are no students to partner with who can help me in my first language. And let's be honest, the job of the math</p>

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	<p>teacher is to teach grade-level math content. Which maybe I could do, if I had any idea what the rest of the words meant.</p>
GK	<p>So here's the deal. What if the content-area teacher were to leverage your home language by using <a href="#">Google Translate</a> or an app like <a href="#">iTranslate</a>? You would see that the problem actually says this:</p> <p>Given the true statements of "Rob plays basketball or tennis" and "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.</p> <p>Now can you solve it?</p> <p>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.</p>
CLH	<p>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.</p>
GK	<p>While translation is beneficial as a newcomer, eventually you would like to actively participate alongside your peers. What scaffolds could your teacher add to help you to learn the language of mathematics?</p>
CLH	<p>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.</p>
GK	<p>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.</p>
CLH	<p>In Session 1, we established the importance of leveraging the use of English language learners', or ELLs', home languages to give 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 for academics, it is also essential for the students' sense of belonging and overall engagement. In this</p>

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	<p>session, we will explore practices for accomplishing this, even when we don't speak our ELLs' languages.</p>
GK	<p>As a refresher on the mindset shifts we worked on in the last session:</p> <p>The old mindset required ELLs to use English exclusively. In the new mindset, we recognize multilingualism as authentic communication.</p> <p>The old mindset regarded students' home languages as problems. The new mindset regards students' home languages as instructional assets.</p> <p>The old mindset disregarded prior knowledge gained in students' home languages, while the new mindset uses students' home languages to bridge prior knowledge to new knowledge.</p> <p>The old mindset considered students' home languages to be used only at home, while the new mindset uses home languages and/or other scaffolds to assess student understanding and uses home languages and comprehensible input to ensure that content is meaningful and comprehensible.</p> <p>Finally, the old mindset considered ELL students a sub-community within an English school, while the new mindset establishes a welcoming environment for all students.</p>
CLH	<p>This is where <a href="#">New York state's Blueprint for Success for ELLs</a> comes in– you'll find this linked in the podcast transcript.</p> <p>The New York State Education Department's commitment to ELLs' success reminds us that <b>all</b> teachers are teachers of ELLs.</p> <p>The first principle for the state's Blueprint for Success is this, and I quote:</p> <p>"All teachers are teachers of English Language Learners/Multilingual Learners and need to plan accordingly by:</p> <ul style="list-style-type: none"><li>• Designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Education Programs, known as IEPs.</li><li>• Providing integrated language and content instruction to support language development through language-focused scaffolds. Bilingual, ENL, or English as a New Language, and other content-area teachers must collaborate purposefully and consistently to promote academic achievement in all content areas.</li><li>• Utilizing materials and instructional resources that are linguistically age-/grade-appropriate and aligned to the Next Generation Learning Standards.</li></ul>

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	<ul style="list-style-type: none"> <li>Collaborating with school support personnel and community-based human resources in order to address the multiple needs of ELLs and Multilingual Learners, or MLLs.”</li> </ul>
GK	It's interesting that NYSED begins this document by stating that <b>all</b> teachers are teachers of ELLs/MLLs. I wonder why?
CLH	I think we have to 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 ELLs receive services to address their “language problem” to modify their “marginalized behavior.” <b>Instead</b> , Dr. Rosa urges us to redirect our attention from the ELL/MLL to instruction.
GK	Ah, because we have traditionally solved the “problem” of multiple languages by creating ENL and bilingual education programs, which kind of work like your experience in the Chinese math class. 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.
CLH	I mean, that makes sense. ENL teachers receive specialized training with language, but classroom teachers receive little to no ELL training in our teaching certification. However, English language learners spend the majority of their educational time in content classes alongside their English-speaking peers.
GK	Yes, and we're also required to teach grade-level content, but also must address the language development of their ELLs. Nowadays 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 from the <i>Blueprint for English Language Learner and Multilingual Learner Success</i> shifts the responsibility now to all teachers, including specialized content-area teachers.
CLH	<p>Honestly, Principle 1 demands a lot from teachers and schools, but it brings us closer to providing ELLs with an equitable education.</p> <p>My takeaway from this session is that teachers can use to put Principle #1 in action really using the student's home language as one of their assets. I mean, when we think about my harrowing experience learning math in a Mandarin-only environment, when my math teacher provided me with the question in English, I was back in the game.</p>
GK	<ul style="list-style-type: none"> <li>The translation leverages your home language - in this example, English.</li> </ul>

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	<ul style="list-style-type: none"><li>● By translating the problem, your content-area teacher regards your home language as an instructional asset.</li><li>● Your content-area teacher is using your home language to bridge prior knowledge to new knowledge.</li><li>● Your content-area teacher is using your home language to ensure that content is meaningful and comprehensible.</li></ul>
CLH	<p>Let's wrap up with a few key ideas of Principle #1:</p> <ol style="list-style-type: none"><li>1. We are all teachers of ELLs/MLLs, including those with IEPs (individualized education programs).</li><li>2. Bilingual, ENL, and content-area teachers and other support personnel need to collaborate to support ELLs' academic achievement.</li><li>3. We must design lessons that are culturally and linguistically appropriate.</li><li>4. We must utilize materials and instructional resources that are linguistically age- and grade-appropriate.</li><li>5. We must provide integrated language and content instruction to support language development through language-focused scaffolds.</li></ol>
GK	<p>In Session 3, we'll start to look at another approach for leveraging students' multilingualism in the classroom, and this is something called translanguaging. After that, we'll have enough content knowledge on multilingual learners to shift our focus to teaching across learning environments.</p>
CLH	<p>The goal of the TALE Academy is to help teachers rethink education so that everyone—students, families, educators, school leaders, and communities—all have the opportunity to succeed. You've just added another tool to your toolbox when you leverage students' home languages in your classroom.</p> <p>Thanks for listening!</p> <p>Bye.</p>