


Intercultural/Multilingual Projects

- What's in a name?



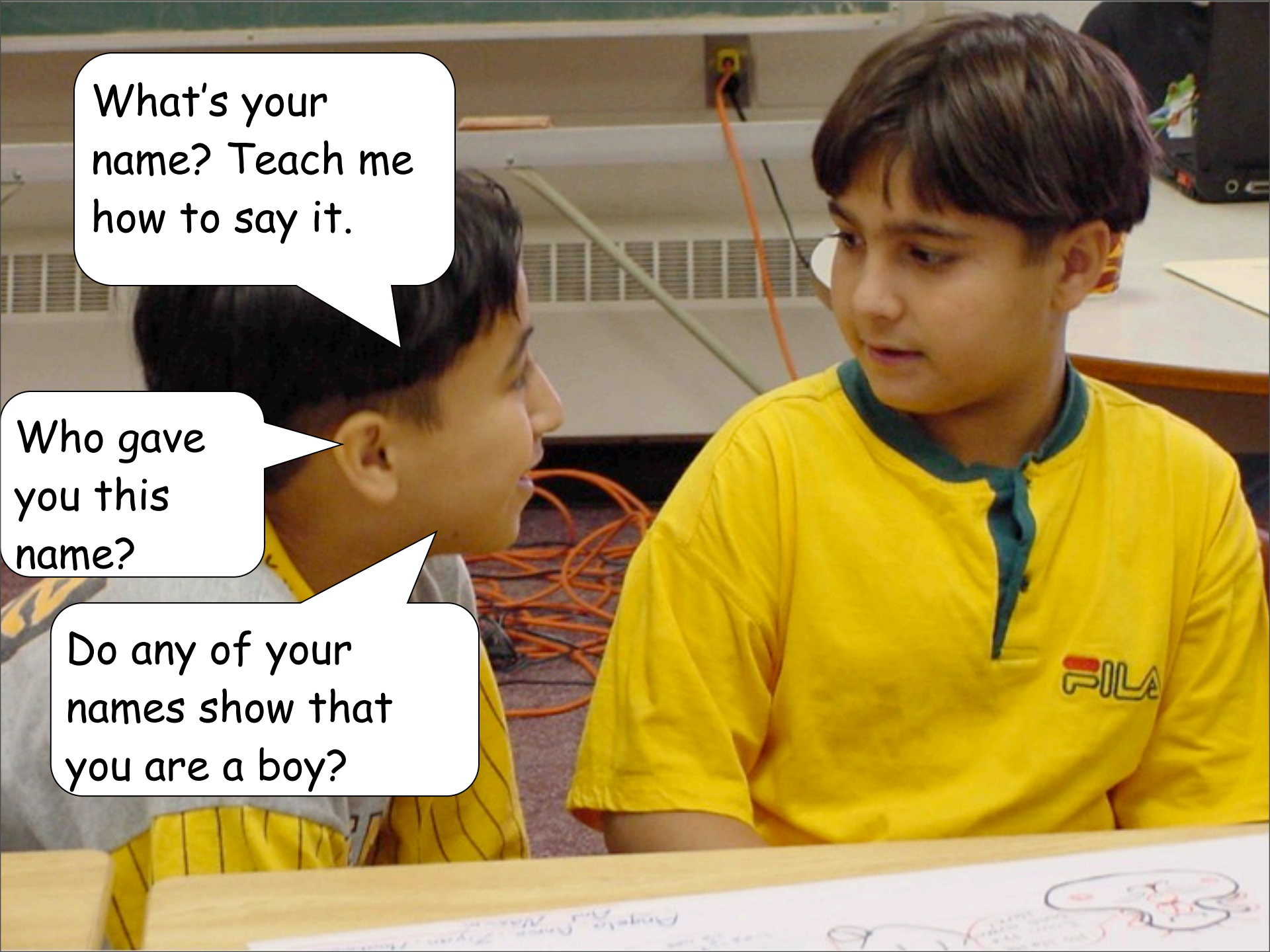
What's your name? Teach me how to say it.





What's your name? Teach me how to say it.

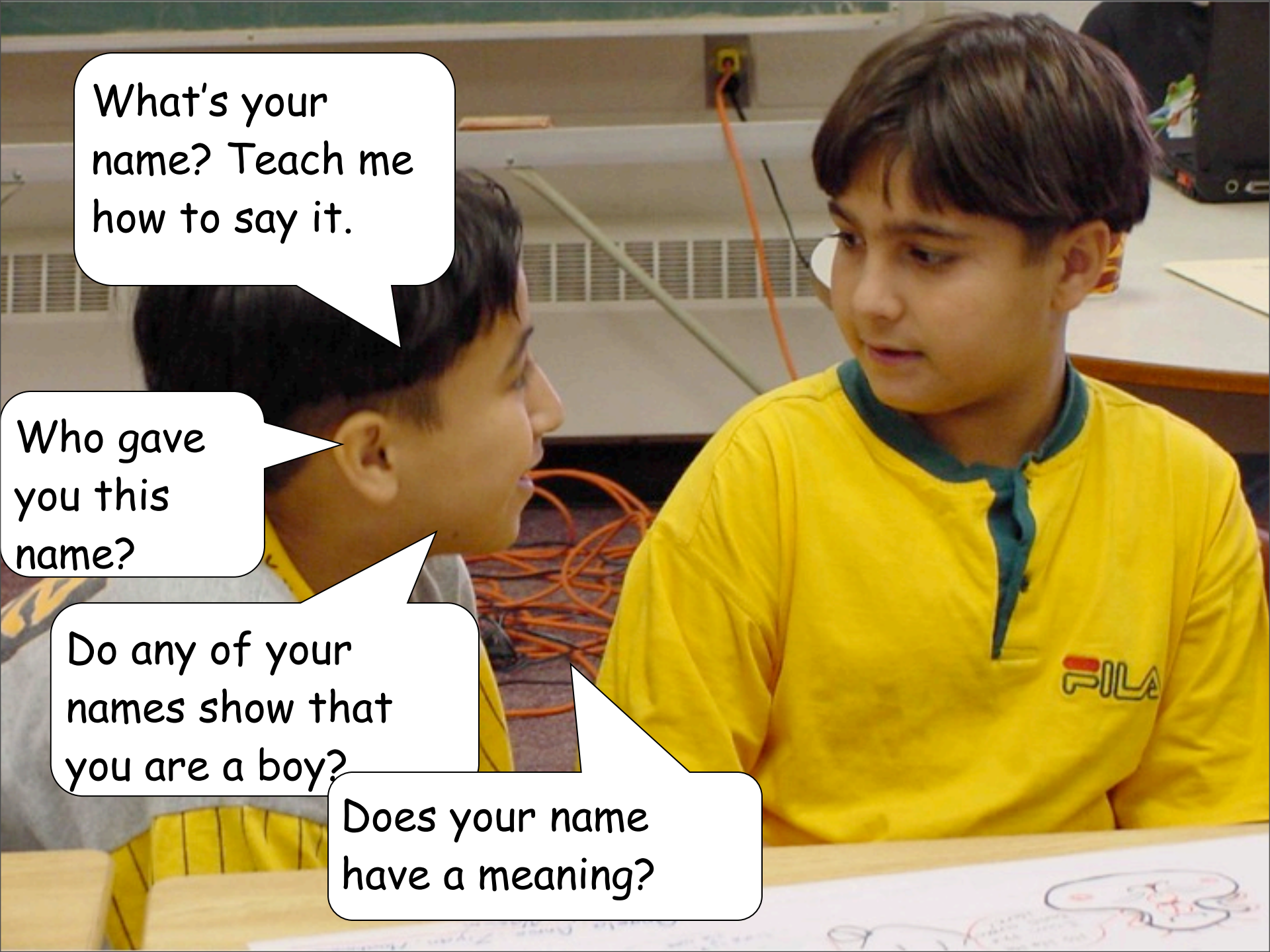
Who gave you this name?



What's your name? Teach me how to say it.

Who gave you this name?

Do any of your names show that you are a boy?

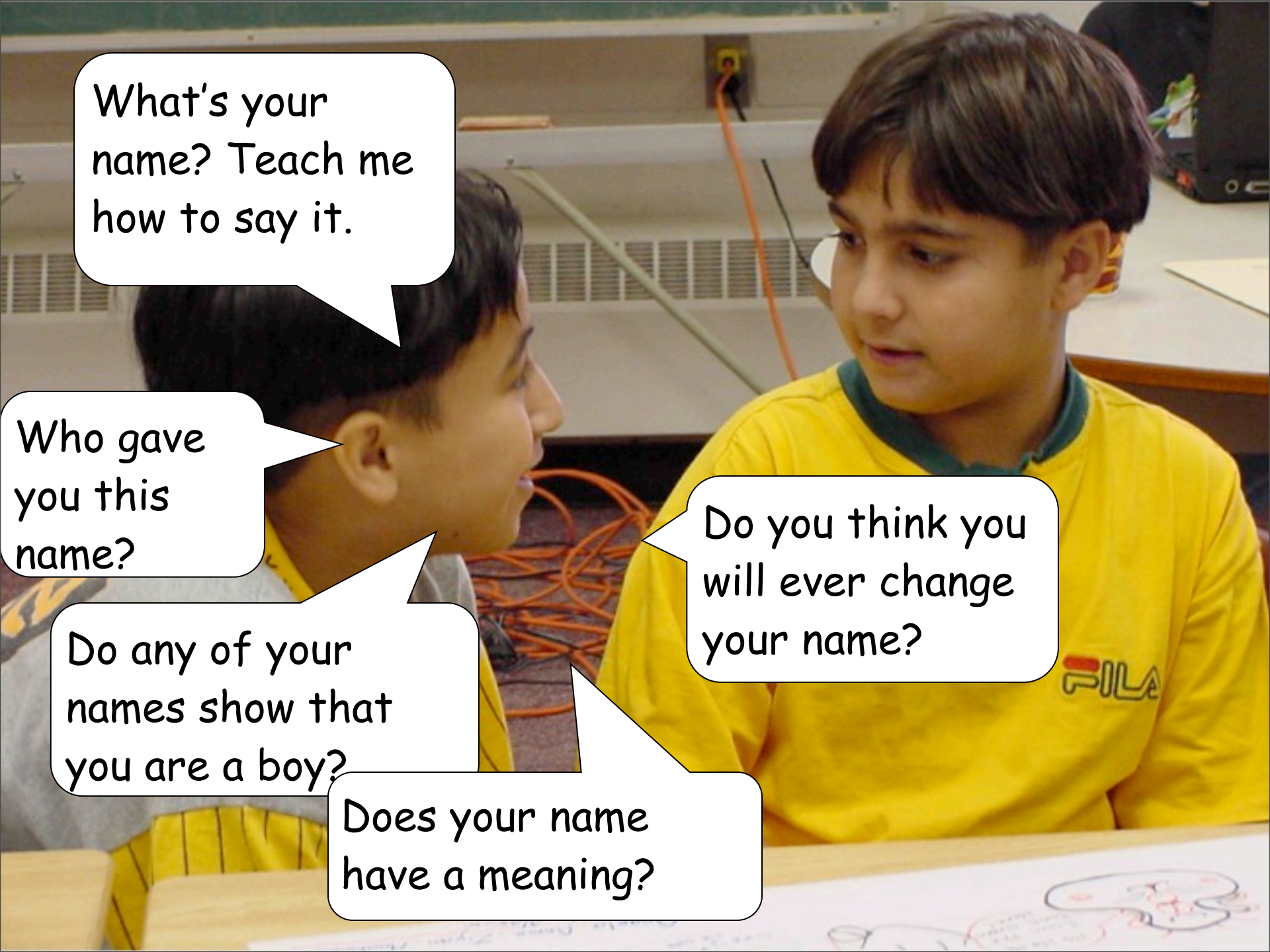


What's your name? Teach me how to say it.

Who gave you this name?

Do any of your names show that you are a boy?

Does your name have a meaning?



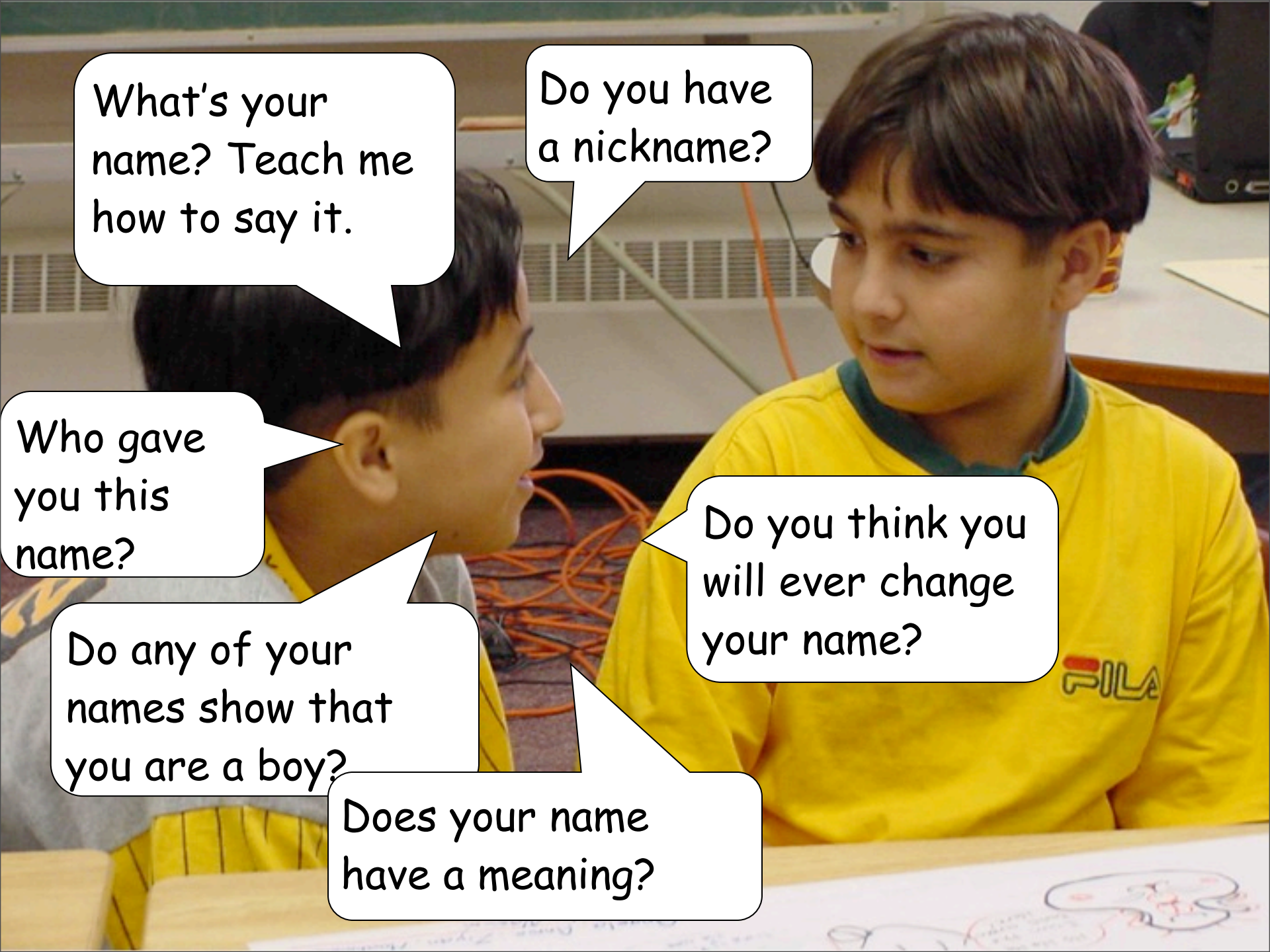
What's your name? Teach me how to say it.

Who gave you this name?

Do any of your names show that you are a boy?

Does your name have a meaning?

Do you think you will ever change your name?



What's your name? Teach me how to say it.


Do you have a nickname?

Who gave you this name?

Do any of your names show that you are a boy?

Do you think you will ever change your name?

Does your name have a meaning?



What's your name? Teach me how to say it.

Do you have a nickname?

Who gave you this name?

Do any of your names show that you are a boy?

Do you think you will ever change your name?

Does your name have a meaning?

What else can you tell me about your name?

Korean

Yoon



Korean

Yoon



Nepali
नेपाली

Divya

bandey

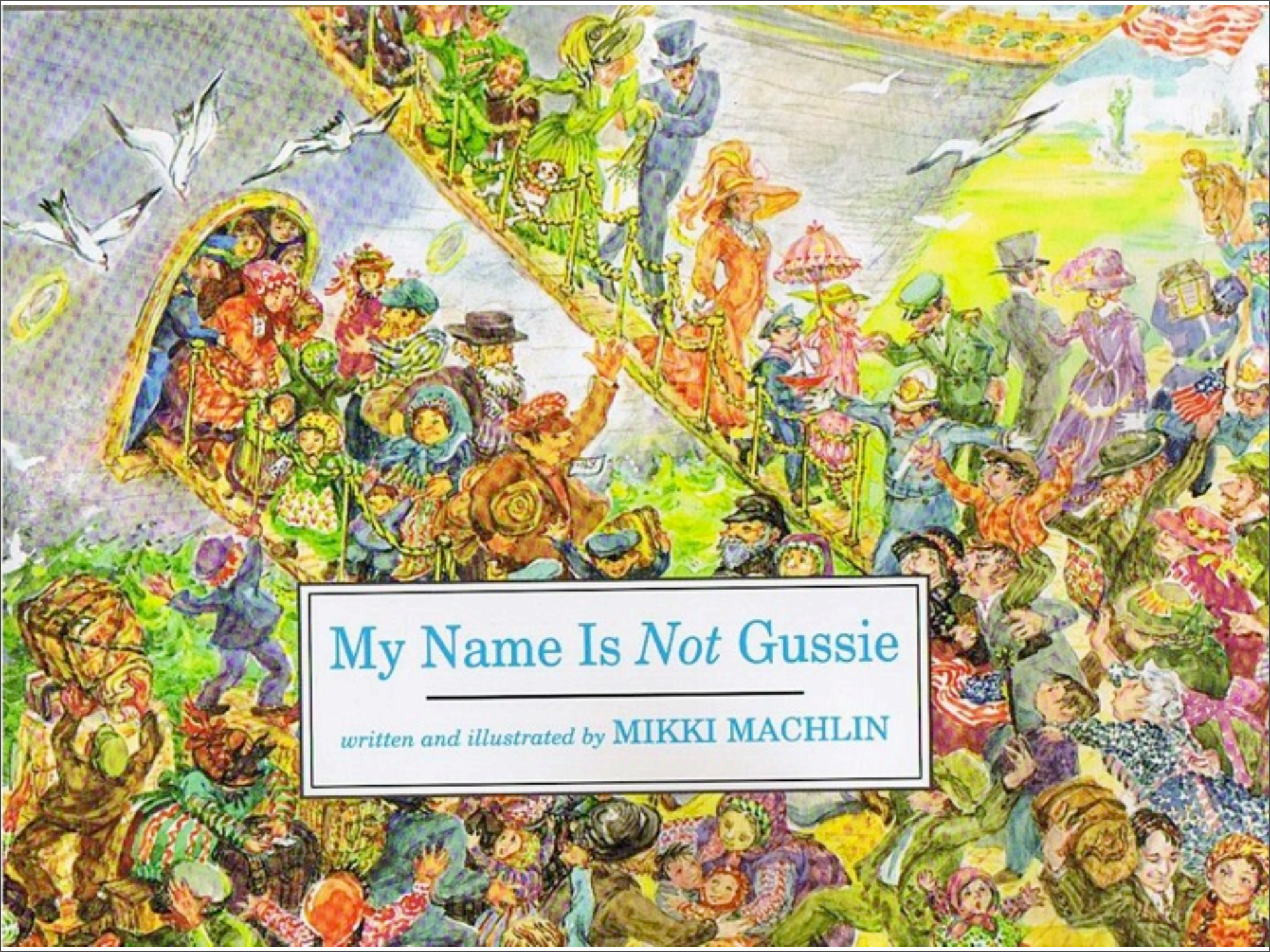
Divya means
in Nepali candle
light.



दिव्या पन्दी

It means that its a
light in nepali. My Dad
give it to me.





My Name Is *Not* Gussie

written and illustrated by MIKKI MACHLIN

An Aladdin

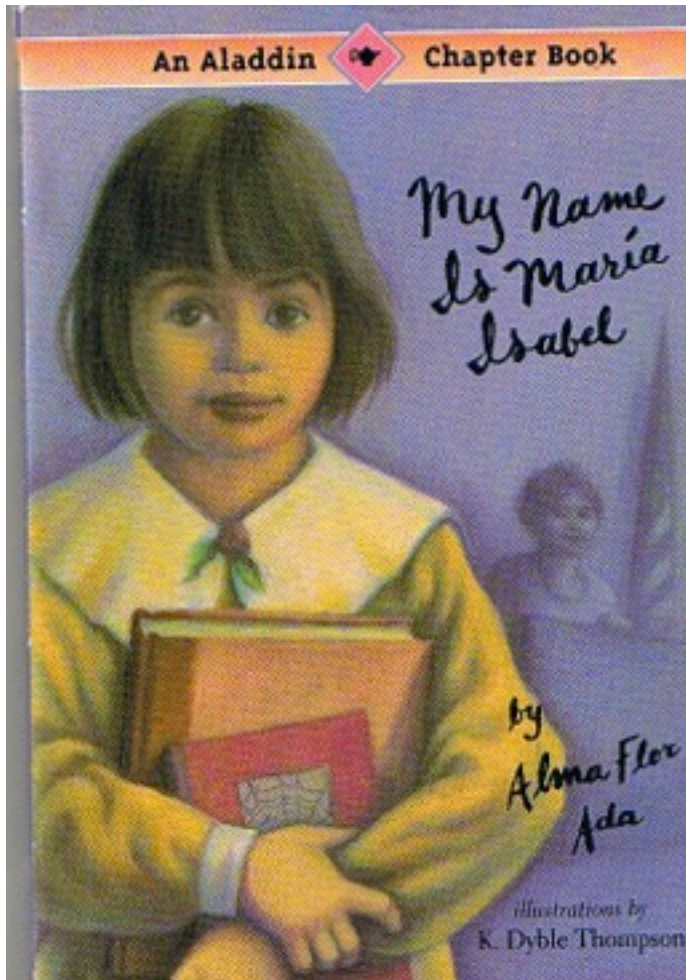


Chapter Book

My Name
Is María
Isabel

by
Alma Flor
Ada

illustrations by
K. Dyble Thompson



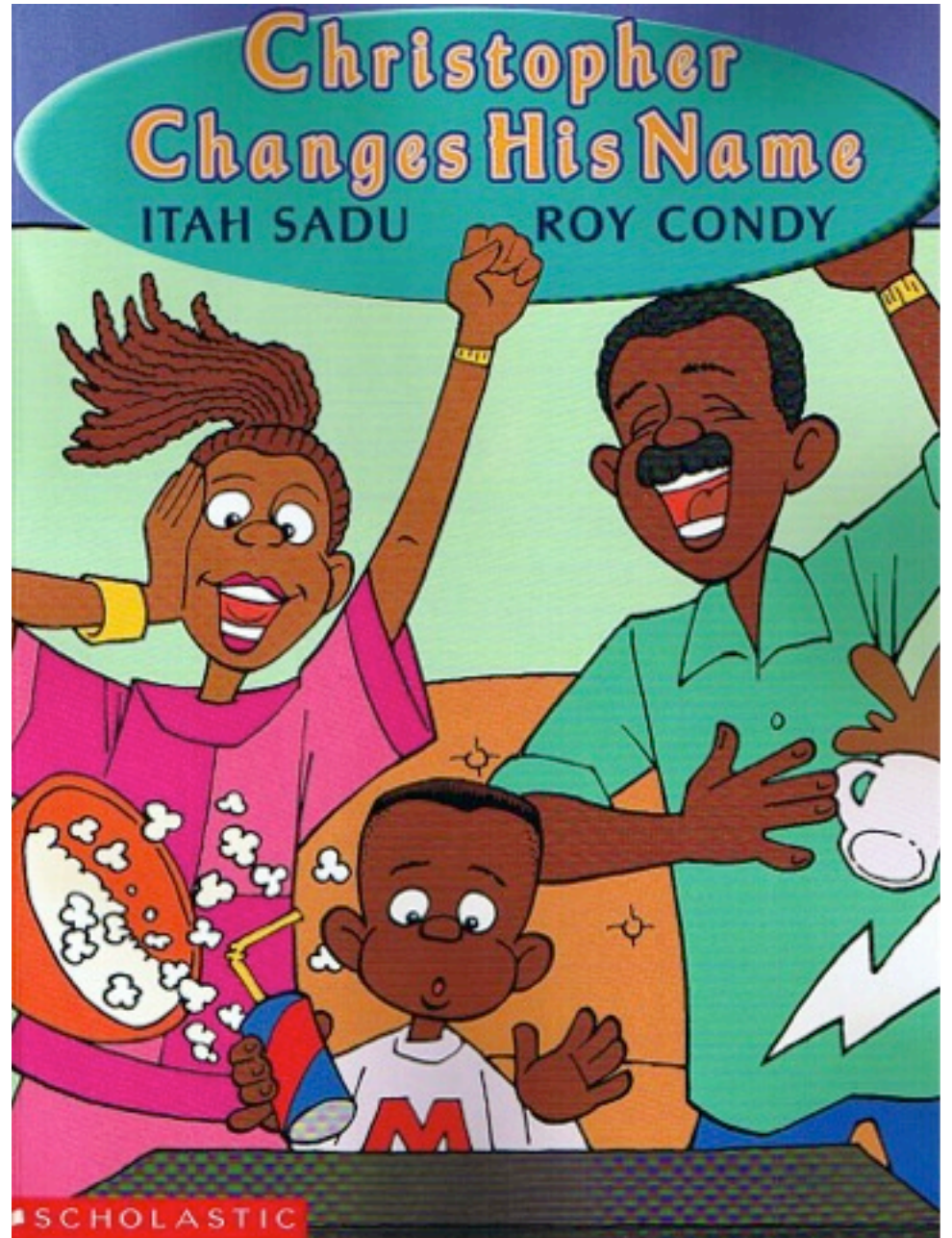
An Aladdin

Chapter Book

*My Name
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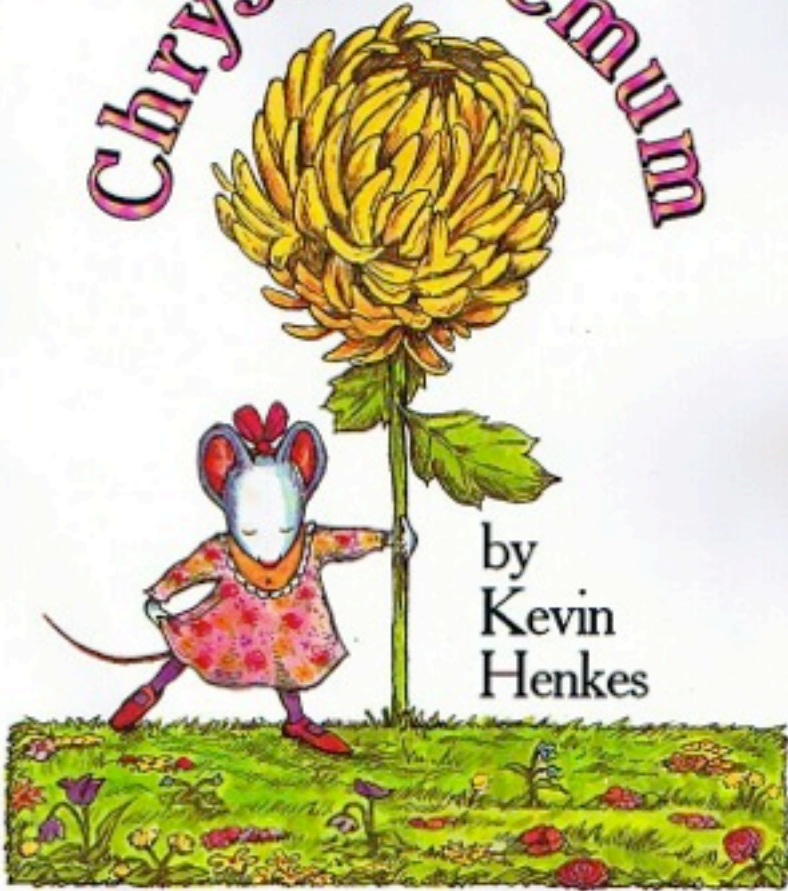
*by
Alma Flor
Ada*

*illustrations by
K. Dyble Thompson*





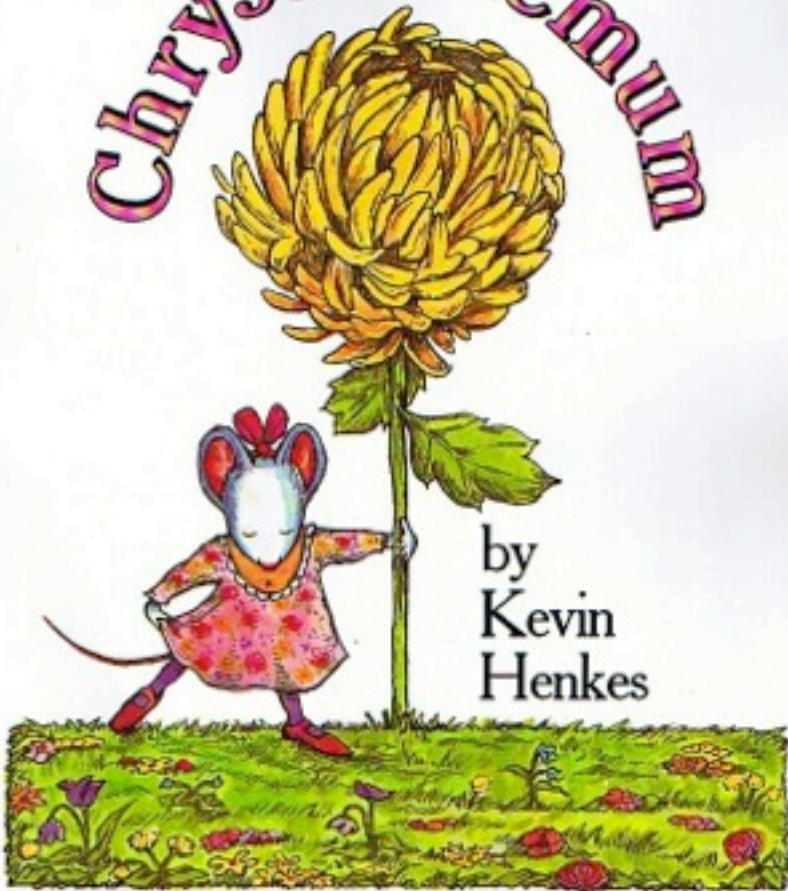
Chrysanthemum



by
Kevin
Henkes



Chrysanthemum



by
Kevin
Henkes

The Name Jar



Yangsook Choi

WHAT'S YOUR NAME

From Ariel to Zoe



photographs by Marilyn Sanders
text by Eve Sanders



VEERTA. My mother made up my name from a Hindi word. The word "veer" means "bravery" in Hindi. I think my name is like a gift from my mother. Sometimes I remember my name and I feel brave.

NAME CALLING

by Itah Sadu





E My name is Ege.
G I love geography.
E English is my favourite too.
S I am shy.
A And at the same time, I am really friendly.
R I also like run.
I I have been playing volleyball since grade 5.
K I would like to travel to United Kingdom.
A I like animals, especially dogs.
Y I would like to learn yoga.
A And finally I always smile. :)

NAME POEM



English-sounding names hold edge for job seekers

October 14, 2011

Looking for a job? If your name is Panav Singh, expect fewer callbacks than Matthew Wilson, even if your résumés are exactly the same. Employers in Toronto, Vancouver and Montreal “significantly discriminate” against applicants with Chinese and Indian names compared to those with English names, researchers have found. On average, résumés with English-sounding names received 35 per cent more callbacks, according to a study supported by Metropolis B.C., a federally funded immigration and diversity research centre.

<http://www.thestar.com/printarticle/1069897>

English-sounding names hold edge for
job seekers in survey

English-sounding names hold edge for job seekers in survey

- Why do you think the résumés of people with “English-sounding” names are viewed more positively?

English-sounding names hold edge for job seekers in survey

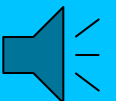
- Why do you think the résumés of people with “English-sounding” names are viewed more positively?
- What advice should we be giving to our students whose names do not sound “English”?

English-sounding names hold edge for job seekers in survey

- Why do you think the résumés of people with “English-sounding” names are viewed more positively?
- What advice should we be giving to our students whose names do not sound “English”?
- What other action may be needed?

English-sounding names hold edge for job seekers in survey

- Why do you think the résumés of people with “English-sounding” names are viewed more positively?
- What advice should we be giving to our students whose names do not sound “English”?
- What other action may be needed?



Indian girls, shedding names like “Nakusa” or “Nakushi” which mean “unwanted” in Hindi, hold up their name change certificates during a ceremony in Satara, 250 kms from Mumbai

Toronto Star, Saturday October 22, 2011



Intercultural/Multilingual Projects

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- What's in a name?

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- Heritage Box

Intercultural/Multilingual Projects

- What's in a name?
- Heritage Box
- Multicultural literature circles

Multicultural Literature Circles

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What are literature circles?

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- Teacher models and guides the process

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- Students have specific roles

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What are multicultural literature circles?

- Each group has a book related to a common theme: e.g., “Friendship”, “Loyalty”, “New Beginnings”, “People Who Changed the World”, in a different cultural setting

Multicultural Literature Circles

What are literature circles?

- Teacher models and guides the process
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What are multicultural literature circles?

- Each group has a book related to a common theme: e.g., “Friendship”, “Loyalty”, “New Beginnings”, “People Who Changed the World”, in a different cultural setting
- Each group presents the book to the class, to persuade other students to choose the same book for follow-up reading.

The old people in our stories were:

happy
secret helpful
wise
friendly
honest
curious
LOVE
gentle
sad
unusual
wonderful
adventurous
funny





WHAT WOULD HAPPEN IF...
JULY 13, 2000
IF PEOPLE CAN FLY...
IF PEOPLE CAN FLY...
IF PEOPLE CAN FLY...
IF PEOPLE CAN FLY...

Benefits of Literature Circles?

- Student choice and engagement
- Student talk and collaboration
- Language practice for ELLs
- “Falling in love with books” (Harvey Daniels)
- Differentiation
- Exploration of underlying commonalities across cultures

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- Language graphs and charts

Our Multilingual Classroom

Arabic	Yellow	Yellow	Yellow						
Croatian	Light Green	Light Green							
English	Blue	Blue	Blue	Blue	Blue	Blue			
Farsi	Red	Red	Red	Red					
Rumanian	Orange								
Tamil	Purple	Purple	Purple	Purple	Purple				
Turkish	Bright Green	Bright Green	Bright Green						
Twi	Light Blue								
Urdu	Light Blue	Light Blue	Light Blue	Light Blue					
Vietnamese	Dark Green	Dark Green							

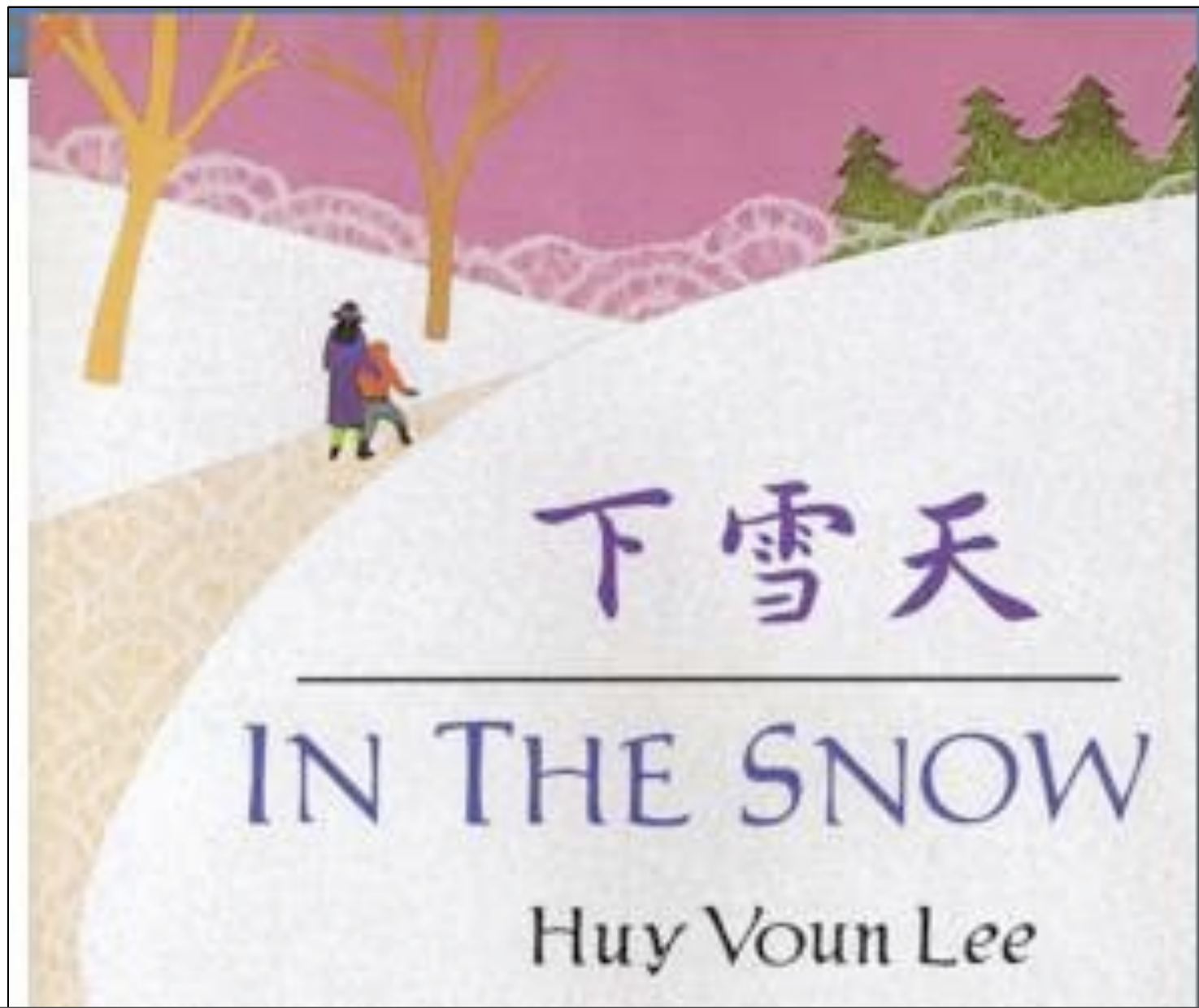
LANGUAGES IN OUR CLASSROOM			
Language	First Language	Second Language	Additional Language
Amharic	Adena		
Arabic	Fatima Hussein Samira	Daud Faisal	
Bulgarian	Stefan		
English	Miss Adams Alex Chinwe Emma Jason Johnson Wendy	Adena Fatima Hussein Mei Michel Ngozi Ramiro Samira Sofia	Chinwe Daud Djili Gloria Stefan
French	Michel	Miss Adams Alex Djili Emma Jason Jason Johnson Wendy	Adena Hussein Samira Sofia Ramiro Stefan
...and so on			

Intercultural/Multilingual Projects

- What's in a name?
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- Language graphs and charts
- Language profiles

Template for a language profile (adapted from Edwards, 1996: p. 12)

A PROFILE OF (NAME OF LANGUAGE OR LANGUAGE VARIETY)		
A sample of handwriting	A sample of printed text	Map showing where the language is spoken or where it originated
History of the language and people		Language family
Information about the naming system		Countries/regions where the language is spoken
Interesting proverbs or idiomatic expressions (with translation/explanation)		Number of speakers
Greetings, polite expressions, and forms of address		Information about the writing system (for example, direction of print, kind of script, punctuation)
Non-verbal language		Famous writers or books



下雪天

IN THE SNOW

Huy Voun Lee



木

With a sti
branch, ->

mother draws in t
to the ... of



林

“What character does
make when we put two

trees together?”

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HOW TO BE POLITE... in all our languages

English	Español (Spanish)		
---------	-------------------	--	--

Hello! (Hi!)	¡Hola!		
--------------	--------	--	--

Good morning	Buenos días		
--------------	-------------	--	--

Good afternoon	Buenas tardes		
----------------	---------------	--	--

Good evening	Buenas tardes		
--------------	---------------	--	--

Goodbye (Bye!)	Adios		
----------------	-------	--	--

Good night	Buenas noches		
------------	---------------	--	--

See you (later)	Hasta luego		
-----------------	-------------	--	--

Yes (Yeah)	Sí		
------------	----	--	--

No	No		
----	----	--	--

Please	Por favor		
--------	-----------	--	--

Thank you (Thanks)	Gracias		
--------------------	---------	--	--

OK! (All right!)	¡Vale!		
------------------	--------	--	--

Very good!	¡Muy bien!		
------------	------------	--	--

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- Posters, brochures, and web pages

Tourguide

By Edward Iron
(English)

Hi, I'm Mark
I work at the zoo
I've bought a shock
And I take care of the flu

Let me show you around
It's a great place
to see and play
So let's run with haste.

Ticket
FREE

AREAS	
↑ Blues	↑ Blue Jays
↑ Mats	
↑ Peacocks	

Maps Umbrellas		Ice-cream FREE
		

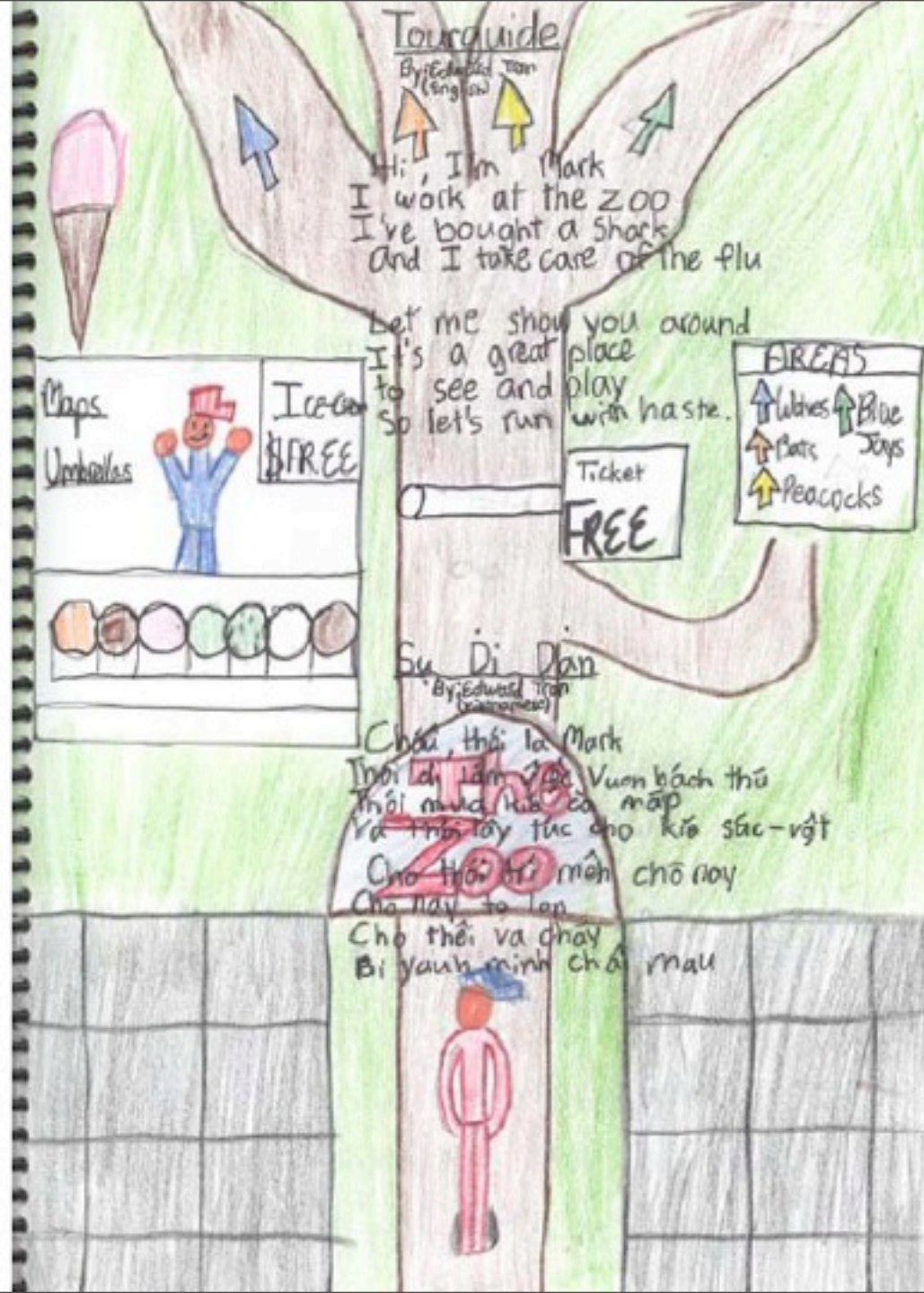
Su Di Dan

By Edward Iron
(Vietnamese)

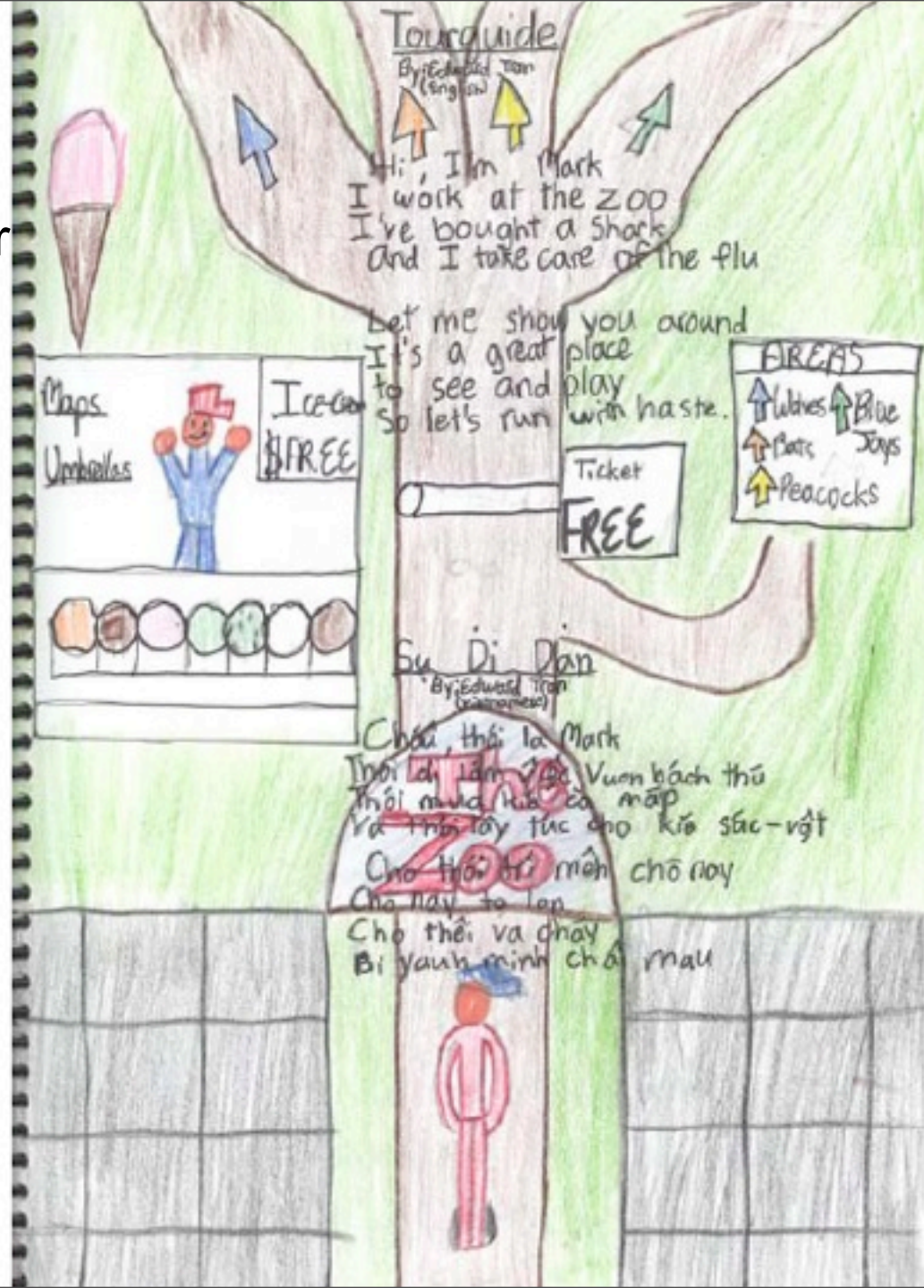
Chào, tôi là Mark
Thời đi làm 7 giờ Vườn bách thú
Thời mua hàng cá mập
Và thời lấy túi cho kẹo sắc-rớt
~~Cho thời~~ ~~trí~~ ~~miệng~~ ~~chờ~~ ~~ngồi~~
Cho này to lớn
Cho thôi và chạy
Bi yanh mình chát màu



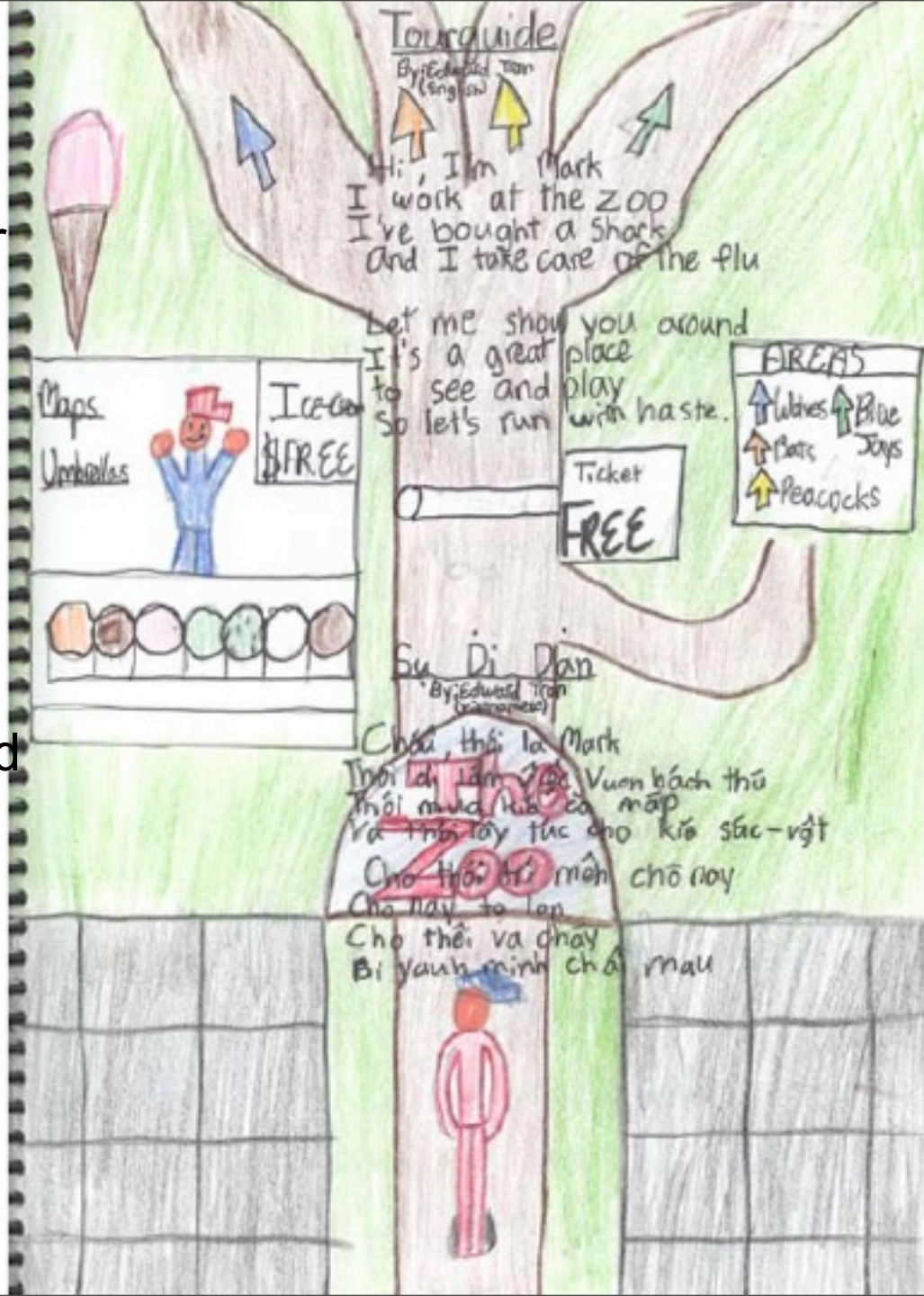
- Posters, web pages, or photo stories to record field trips.



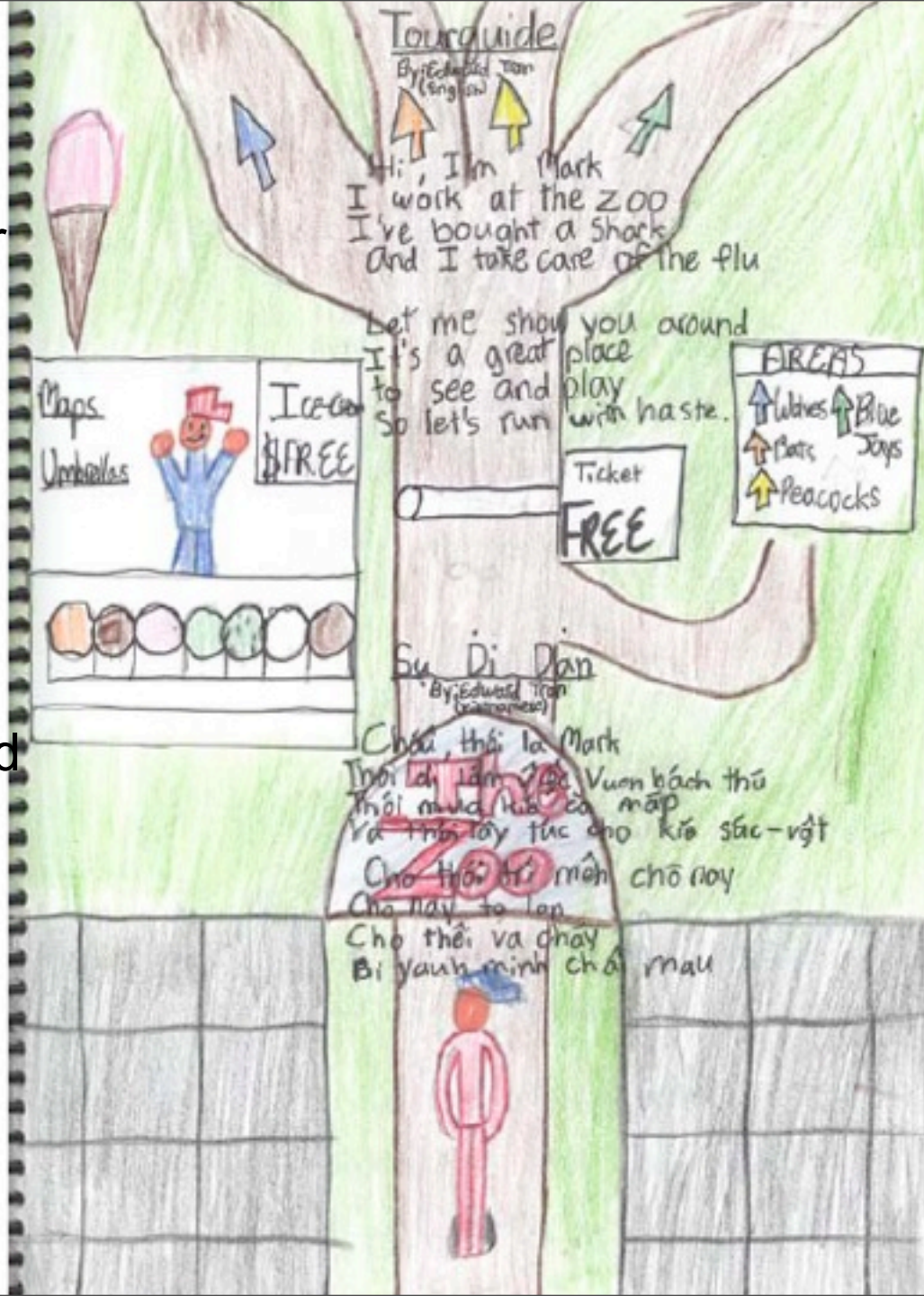
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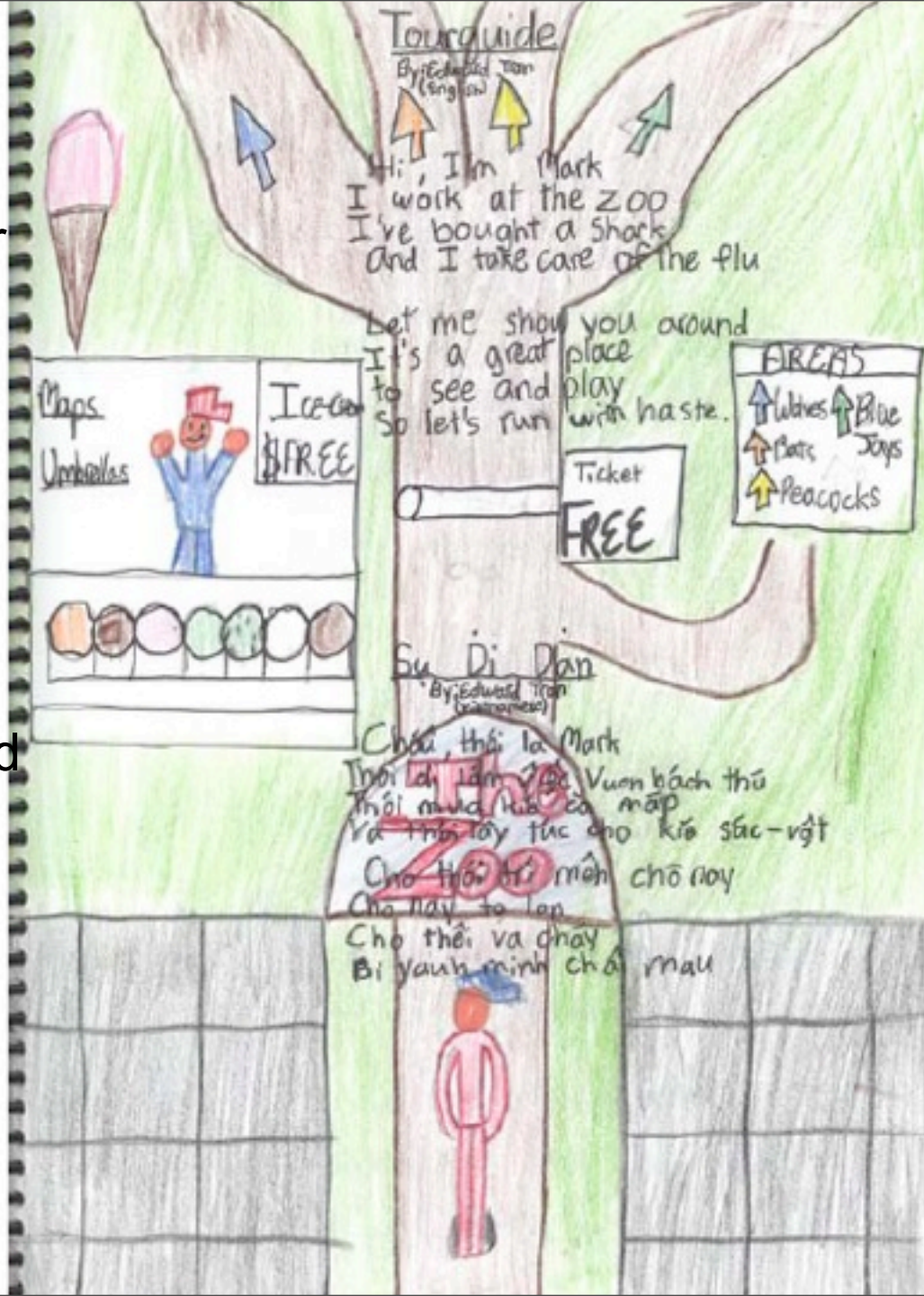
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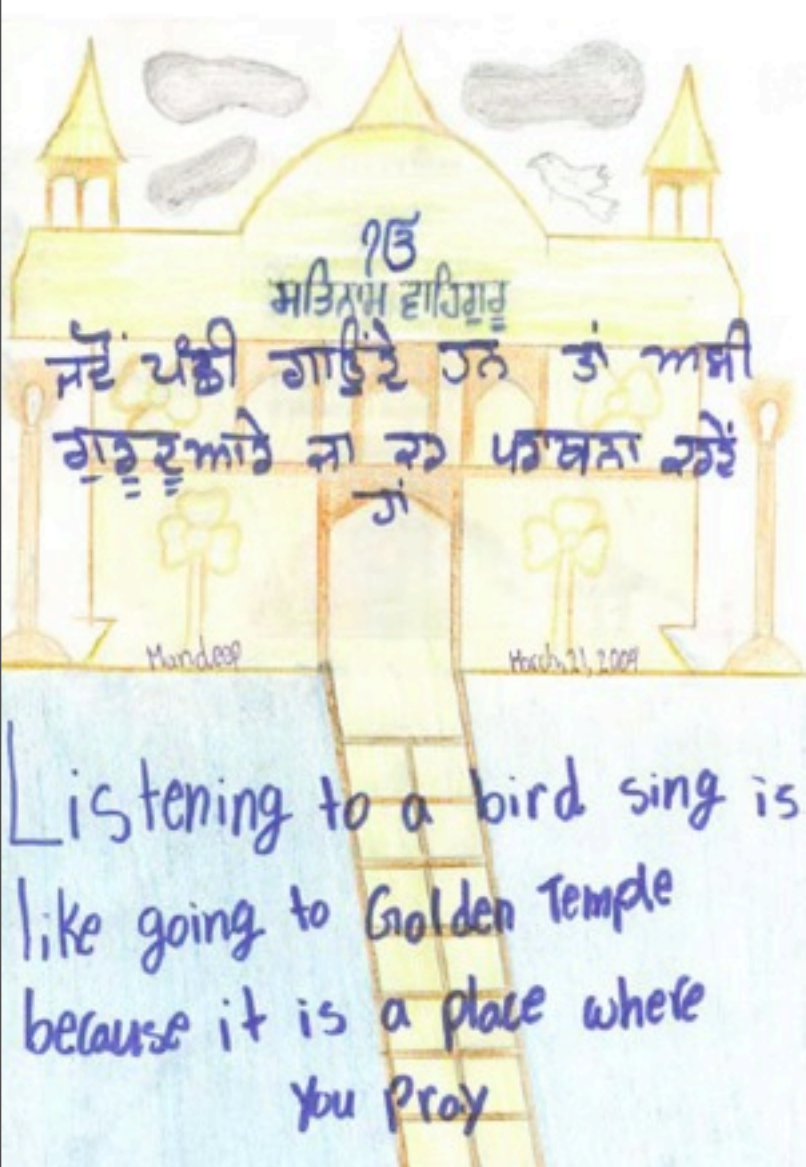


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- Publicity brochures on cities or regions of the country.





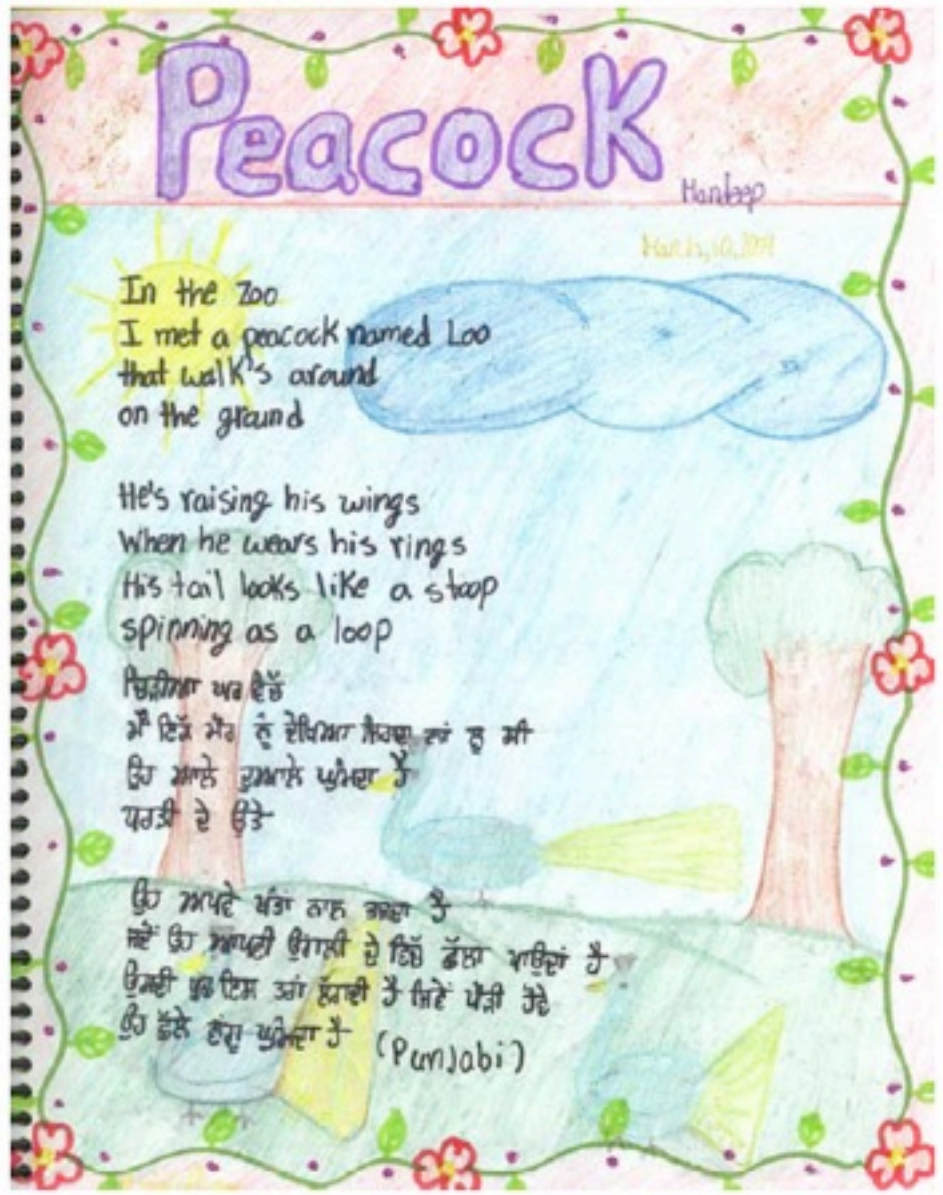
ੴ
ਮਤਿਸੁਖ ਵਾਹਿਗੁਰੂ

ਜੇ ਚੰਗੀ ਗਾਉਂਦੇ ਹਨ ਤਾਂ ਅਸੀਂ
ਗੁਰੂਆਂ ਨੇ ਜਾਂ ਕੋਈ ਪਾਠਕਰਾ ਕਰੇ
ਜਾਂ

Mandeep

March 21, 2009

Listening to a bird sing is
like going to Golden Temple
because it is a place where
you pray



Peacock

Mandeep

March, 10, 2009

In the Zoo
I met a peacock named Loo
that walk's around
on the ground

He's raising his wings
When he wears his rings
His tail looks like a stoop
spinning as a loop

ਚਿੜੀਆਂ ਪਾ ਵੇਖੋ
ਮੈਂ ਇੱਕ ਮੈਂਗ ਤੁੰ ਵੇਖਿਆ ਕੋਠਲਾ ਨਾਂ ਨੂ ਮੀ
ਉਹ ਮਾਲੇ ਦੁਮਾਲੇ ਪੁਠੇਲਾ ਤੈ
ਧਰਤੀ ਦੇ ਉੱਤੇ

ਉਹ ਮਾਲੇ ਖੰਗ ਨਾਨ ਕਾਲਾ ਤੈ
ਜਦੋਂ ਉਹ ਮਾਲੀ ਉਗਰੀ ਦੇ ਚਿੱਠੇ ਡੱਲਾ ਖਾਉਂਦਾ ਤੈ
ਉਸਦੀ ਚੁਠ ਇਸ ਆਂ ਖੁਲੀ ਤੈ ਜਿਹੇ ਪੈਰੀ ਤੇ
ਉਹ ਡੱਲੇ ਠੰਗ ਖੁਲੇਲਾ ਤੈ (Punjabi)

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- Language of the week
- Posters, brochures, and web pages
- Poetry café



IN SEVERAL LANGUAGES

春眠不觉晓
 处处闻啼鸟
 夜来风雨声
 花落知多少
 春眠不觉晓
 处处闻啼鸟
 夜来风雨声
 花落知多少
 春眠不觉晓
 处处闻啼鸟
 夜来风雨声
 花落知多少

KOREAN Kael Seoul School

Your love made a part of me.
 My beauty that you see
 is but a picture of your love for me.
 The sky, the wind and the light of the dawn
 look fondly at me as their own.
 The evening star of the setting day,
 and the rising sun of the east,
 stretching their arms to greet me.
 In all this love, because of your love for me?
 In your love my soul, my hidden and hidden
 and at your arrival my hope blossomed.
 You touched my heart and made my sword
 play the part of a flute.
 All my prayers are dedicated to you.
 Darling, for you do all my songs I sing.
 Your love made a part of me.
 My beauty that you see
 is but a picture of your love for me.

The Chinese Poetry

春眠不觉晓，
 处处闻啼鸟。
 夜来风雨声，
 花落知多少。

Translate to:

Can't feel morning coming when you sleep in spring,
 Can hear the sound of the birds every where,
 Can hear the sound of what in the evening,
 Who knows how many pieces of petals have left?

by
Lindsey Yu

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- What's in a name?
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- Dual language books

Dual Language Book Projects

Dual Language Book Projects

Family Treasures: www.duallanguageproject.com

Dual Language Book Projects

Family Treasures: www.duallanguageproject.com

The New Country: www.multiliteracies.ca

Dual Language Book Projects

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Hawthorne Writes! <http://www.hawthorneps.ocdsb.ca/HawthorneWrites/index.htm>

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How Your Body Works

Dual Language Book Projects

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How Your Body Works

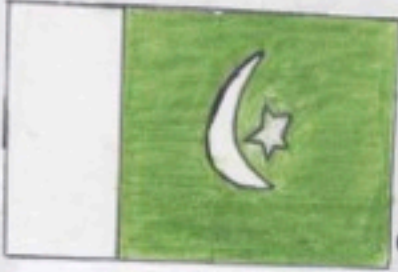
Something Special to Me

Written by:

Madiha Bajwa
Sulmana Hanif
Kanta Khalid

Illustrated by:

Jennifer Du



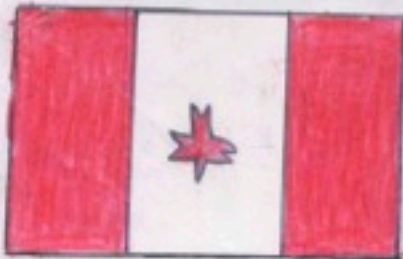
good bye...

Translated in

English
and Urdu

نیا ملک

THE NEW COUNTRY



...Hello!!

About The Authors

We are three best friends. Our names are Madiha Bajwa, Kanta Khalid, and Sulmana Hanif. We are in grade 7 at Michael Cranny E.S. in Maple, Ontario. This story we wrote mostly describes how hard it was to leave our country and come to a new country.

ہم تین بہت اچھے دوست ہیں۔ ہمارا نام ہے مادیہ باجوا، کانتہ خلیل اور سلمانہ حنیف۔ ہم ساتویں کلاس میں پڑھتے ہیں اور ہم مائیکل کریڈن ہائیڈینری اسکول میں پڑھتے ہیں۔ ہم جیبل اوٹیرو جو کینیڈا میں ہے۔ یہ ایک کہانی ہے جس میں ہمارا چاہنا ہے ایک ملک سے دوسرے ملک میں جاننا کتنا مشکل ہوتا ہے۔

Sonia is nine year old girl who was born in Pakistan. Sonia was born in a village named Kheevay Valley which is located in the city of Gujara Valley. In Pakistan, the winters are not very cold, the food is very tasty and sometimes spicy, and the clothing is very colourful. Sonia speaks Urdu which is one of many languages spoken in Pakistan.

سونیا ایک نو سال کی بچی ہے، جو پاکستان میں پیدا ہوئی تھی۔

سونیا ایک گاؤں میں پیدا ہوئی تھی اس گاؤں کا نام ہے

کھیوے والی جو گوجرا والی میں ہے، پاکستان کی سردیوں میں

زیادہ سوی نہیں ہوتی، اور وہاں کافی پھل اور میوے اور کئی

بھی بہت چٹا ہوتا ہے۔ پاکستان کے پشمین بہت رنگین ہوتے

ہیں۔ سونیا اور دو بولتی ہے جو پاکستان میں سب سے زیادہ

بولتی جاتی ہے۔





**Fatma's
Family Treasure**



**Fatma's
Family Treasure**



My family treasure is
a necklace.
إنها من أفريقيا



**Fatma's
Family Treasure**



My treasure is very
unique. The necklace
has elephants and
lions on it.

كنزي نادر, القلادة لها فيلة و
أسود



**Fatma's
Family Treasure**



**It came
from Africa.**

إنها من أفريقيا



Something Special to Me

When I came to Canada from Vietnam, my grandmother gave me her rosary so I would know she was praying for me and thinking of me.

Khi tôi từ Việt Nam đi đến Canada, bà tôi đã cho tôi tràng hạt của bà vì thế tôi biết bà sẽ cầu nguyện và luôn nghĩ về tôi.

I keep it on my wall hanging above my bed. It is special to me because I think of her and how much she loves me. I also think of the time I spent with her in Vietnam cooking and talking with her. She took care of me when my mom was working. She is amazing. I hope to go back to visit her in Vietnam when I graduate.

Tôi giữ nó và treo nó trên tường ở trên giường. Nó rất đặc biệt vì có nó tôi nhớ về người bà và tình thương của bà dành cho tôi. Tôi vẫn luôn nhớ về khoảng thời gian tôi sống với bà ở Việt Nam, chúng tôi cũng nấu ăn và nấu miến. Bà tôi rất tuyệt vời. Tôi hy vọng có thể về thăm bà khi tôi đã tốt nghiệp.

My rosary is special because it reminds me of happy times when I lived with my grandma and grandpa in Vietnam. Sometimes I am sad and I feel homesick. When I look at this rosary I think about her and I know she wants me to try hard and study in my new country Canada. It makes me feel happy and want to work hard and make her proud of me!

Tràng hạt này đặc biệt với tôi vì nó luôn gợi nhớ về những ngày tháng hạnh phúc khi ở Việt Nam cùng với ông bà mình. Tình thương tôi cảm thấy buồn và rất nhớ nhà. Khi tôi

Projects that draw on students' languages: why?

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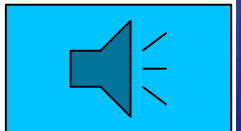
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- L1 and cognitive development

The Value of L1 (handout)

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2. Assign a different page to each member of the group.
3. Read your assigned page.
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- L1 can be a valuable tool for learning, at least until L2 is developed to an adequate level (5+ years).
- L2Ls who cease to use and develop L1 before they have acquired considerable competence L2 may not have sufficient linguistic capacity in either language for some academic tasks, particularly those that are more complex or abstract.
- In contrast, students who can think in more than one language appear to be more flexible thinkers and to develop cognitive skills that have a positive effect on their overall cognitive abilities.

Celebrating linguistic diversity

The predominance of English and its importance both for our nation and as an international lingua franca are not in doubt. But building on existing language skills and expertise is of direct benefit to individuals, fosters greater social cohesion, improves skills available to employers, contributes to our national prosperity and makes us better prepared to contribute positively on the global stage.

CILT: National Centre for Languages (UK): www.cilt.org.uk

Read the report *Positively Plurilingual*

Positively Plurilingual

The contribution of community languages to UK education and society



www.cilt.org.uk

A B C D E F G H I J K L M N O P Q R S T U V W

X Y Z

A B C D E F G H I J K L M N O P Q R S T U V W

X Y Z

لعباً
سویچ است؟ . مادم جغد زحمت می آید!

برای اولین بار خودم روی تخت بنام این ن احساس کردم خدای من چقدر بجهت و معنی او نگاهم کرده است من توی
 یک روز متولد شده بودم . یعنی من توی اونجا جغد را احساس بلش می کردم . یعنی همه اون چیزها هم احساسشون
 مثل من بود چقدر تخته بعد جانی تو که جلد ای سفید بر تن داشت و هر دو بالای سرم احساس کردم . او مرا آرام از
 روی تخت بلند کرد و به یک خانمی داد و بعد گفت این خانم ماد تو هست . و این آقا هم که کل دستش داره دیدارت و
 آن دو هم پدر بزرگ و مادر بزرگت هستند . احواله حرفهای خانم پرینا بر برای من مفید می نداشت . پوره . مادر ،
 پدر بزرگ . مادر بزرگ ! یعنی چه ؟ اینها چه هستند ؟ که هستند ؟ فنی برم حساب بود . و بعد که من چیزی نمی فهمیدم
 تیره یا شریح کردم . منی بودند و منی آدم در عالم کوسکی اسخ سفت و مایه زنده و به هر چیزی که روشن می خواهد دست برد
 کف می ده برای کلبه ای تله کار شی نده .

CT scans show bilingualism delays Alzheimer's

Researchers at St. Michael's Hospital have found the first physical proof that bilingualism delays the onset of Alzheimer's disease. Using CT scans, a team of scientists at the hospital found that people who speak more than one language have twice as much brain damage as unilingual people before they exhibit symptoms of the progressive, degenerative disease. "This is unheard of. No medicine comes close to delaying the onset of symptoms and now we have the evidence to prove this at the neuroanatomical level," said Dr. Tom Schweizer, a neuroscientist who headed the research.

Toronto Star: October 13, 2011

Pick one

On chart paper, write one specific strategy, activity, or project that you would recommend to your colleagues or principal in order to promote positive attitudes among students and staff towards linguistic and cultural diversity, and ensure that students and parents of all backgrounds feel valued and included in the school community. Give reasons for your choice.

It does not have to be something that was presented today: perhaps you have something different to share.

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- Cross-cultural and multilingual projects enrich everyone's cultural knowledge.
- Multicultural content can be infused across the curriculum.
- L1 is a precious resource and we must do all we can to encourage/enable students to continue to develop bilingually—including native speakers of English!