An Inclusive Multilingual Learning Environment

1. First Impressions

2. How to Create a Welcoming and Inclusive Social Environment in the Classroom

1. Intercultural/Multilingual Projects

2. Fostering Intercultural Communication through Co-operative Group Work

First Impressions

- Signs, notices, posters

- Display material in community languages

- Student guides

- Parent orientation materials

- Parent networks

How to Create a Welcoming and Inclusive Social Environment in the Classroom

- Roots and routes
- Interviews and biographies
- Peer tutors and partners

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- A warm welcome

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- A warm welcome
- Names and forms of address

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- A warm welcome
- Names and forms of address
- Support for language learning

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- Explicit classroom norms generated by students and teacher

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How to Create a Welcoming and Inclusive Social Environment in the Classroom

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- Support for language learning
- Explicit classroom norms generated by students and teacher
- Class News

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- Interviews and biographies
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Cross-Age Peer Tutoring shown to be effective on a large scale *(29 September 2011)*

Schoolchildren can boost their reading and mathematics levels when they tutor fellow pupils or are tutored by older pupils, according to new research.

Results from a project run in 129 elementary schools in Scotland, the largest ever trial of peer tutoring, show that children as young as seven to eight years old can benefit from a tutoring session as short as twenty minutes per week.

Peer tutoring is specific form of peer learning. It involves one student tutoring another where pairs are typically of differing academic standing and sometimes differing ages (cross-age tutoring). Cross-age tutoring was found to be particularly effective in age groups with two years' difference.

http://www.dur.ac.uk/education/news/news-items/?itemno=12871

Intercultural/Multilingual Projects

- What's in a name?

- Heritage Box

- Multicultural literature circles

- Language graphs and charts

- Language profiles

- Language of the week

- Posters, brochures, and web pages

- Poetry café

- Dual language books

Multicultural Literature Circles

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What are literature circles? (video)

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➢ Each group presents the book to the class, to persuade them to choose their book for follow-up reading.

Dual Language Book Projects

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Family Treasures: www.duallanguageproject.com

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How Your Body Works

Something Special to Me

Projects that draw on students' languages: why?

- L1 and cognitive development

- L1 as a component of identity

- L1 as a resource to the family

- Language diversity as a resource to the whole community

- L1 as a foundation for second language learning

L1 and cognitive development

- 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.

Fostering Intercultural Communication through Co-operative Group Work

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4. Together We Learn (video)

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- Academic achievement, especially for students of minority or marginalized backgrounds.
- Language acquisition

Cooperative Learning is one of the best researched of all teaching strategies. The results show that students who have opportunities to work collaboratively learn faster and more efficiently, have greater retention, and feel more positive about the learning experience.

Muir, M. (2006): p. 1

Muir, M. (2006). Cooperative Learning Skills. The Principals' Partnership
http://www.principalspartnership.com/library.html

Schools need to create a natural learning environment in school, with lots of natural, rich oral and written language used by students and teachers … meaningful, 'real world' problem-solving; all students working together; media-rich learning (video, computers, print); challenging thematic units that get and hold students' interest; and using students' bilingual/bicultural knowledge to bridge to new knowledge across the curriculum.

Thomas and Collier, 2002: p. 335

Thomas, W.P., & Collier, V.P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Berkeley, CA: Center for Research on Education, Diversity and Excellence. http:// crede.berkeley.edu/research/crede/research/llaa/1.1_final.html

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- Ask for help, explanation, and translation from classmates in a small non-judgmental group setting

- Interact with native speakers and receive the kind of modelling and feedback that promote language acquisition

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- Explain the value of CL to students and parents

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