SUPPORTING STUDENTS’ L1 IN MULTILINGUAL CLASSROOMS
Think of a lesson you recently taught. On a blank piece of paper, write down the following:

1. Grade level of the lesson
2. Content area/subject
3. Lesson Objective
4. Activity
5. If you had to teach this lesson in another language, what would be important to include/modify/change?
Warm-Up: Snowballs

Crumple up your piece of paper into a “snowball”.

Throw your snowball to the opposite side of the room.

Find a snowball and share the content with a partner.
Setting the Context:
What did you bring with you to school?

- Reading from Jim Cummins
  - Negotiating Identities: Education for Empowerment in a Diverse Society, 2nd edition

- While you read, make the following annotations:
  - ✔ by something that you share a common feeling with
  - ★ by something that has an implication for your own teaching/classroom
  - ✨ by something that shifts your thinking
Setting the Context: What did you bring with you to school?

Share your annotations with a partner:

- ✔ by something that you share a common feeling with
- ★ by something that has an implication for your own teaching/classroom
- ✨ by something that shifts your thinking
2 Important Principles: Funds of Knowledge

• A student’s community represents a resource of enormous importance.

• Essential cultural practices and bodies of knowledge and information that households use to survive, to get ahead, or to thrive.

Source: Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, Carlos J. Ovando and Virginia P. Collier (Moll, 1992, p. 21)
Negative feelings and lack of self-confidence and motivation can reduce a student’s ability to acquire a new language.

If a student suffers from low self-esteem and apprehension, an affective filter goes up like an imaginary wall, affecting the process of language acquisition.

Source: Classroom Instruction that works with English Language Learners, Jane D. Hill, Kathleen M. Flynn
Lesson without language support

- As you watch the following video, think about the following:
  - How are Funds of Knowledge being utilized?
  - In what ways is a student’s Affective Filter taken into consideration?

Science Lesson part 1
How can we support L1?

- Family and Community Resources
  - Inquire about student’s home languages through a survey.
  - Locate school and community resources who speak the language.
  - Create a multiliterate community with the help of others.
  - Bring in magazines, coupons, newspapers, other objects that contain print to give students real life experiences in their native language.
How can we support L1?

- Family and Community Resources
  - Utilize biliterate community members to help assess students’ native language proficiency.
    - Sends a message that biliteracy is valued and a resource rather than an obstacle.
    - Ask the student questions about the readings in their native language, such as:
      - What is the story about?
      - Who is the main character?
      - What happened in the beginning, middle, end?
Teacher Resources

- Learn how to write your name and students’ names in the home language.
- Explore simple phrases in the home language, such as:
  - How are you?
  - My name is _______________.
  - I am feeling __________ today.
  - Good job!
How can we support L1?

Classroom Environment

- Create a multiliterate print environment
  - ABC charts in native languages
  - Names of students in both languages
  - Phrases in all of the classroom languages
- Label school hallways and signs of importance in languages represented by the student body.
  - Invite students to be a part of making these signs and putting them up around the school.
How can we support L1?

Instruction
- Use literature in students’ native languages.
  - Ask a parent or sibling to read a book in the first language to the class.
  - Have books in all languages available in the classroom library.
  - Utilize audio-taped versions of the books in the listening center.
  - Prepare curricular language centers that are supported by multiliterate community members. Invite people to help teach relevant class themes in other languages.
Lesson with language support

As you watch the following video, think about the following:

- What L1 language supports did the teacher utilize?
- How did the teacher make the content more comprehensible?

Science Lesson part 2
You try!

- Take a moment to look through the texts and picture books at your table.
- Think about the students in your class and discuss with a partner how you might utilize one of the books for a future lesson.
- Discuss the following:
  - How can I support the L1 of students in my class?
  - Who can I ask for support in doing so?
  - What next steps can I take to incorporate L1 strategies into my classroom and instruction?
Wrapping up: What does it look like in action?

- Consider the following:
  - In what ways do students and teachers both leverage students’ native languages as an asset for learning?

Deeper Learning for ELs