Strengthening English Language Learners & Multilingual Learners (ELLs & MLs) Instruction

Topic 1: Using Translations as a Support Not a Solution

ELL Leadership Council

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New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

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The Strengthening ELL & ML Instruction Working Group

❖ The Strengthening English Language Learners & Multilingual Learners (ELL & ML) Instruction working group is a sub-group of the ELL Leadership Council. The group includes six ELL & ML educational leaders representing various regions across the state and one Associate of the Office of Bilingual Education and World Languages.

❖ The team collaborates and works on assessing the needs educators may have during and post-COVID-19 through remote learning experiences.

Introduction

Schools across New York State have the great fortune to serve over 260,000 English Language Learners. NYSED believes that all teachers are teachers of English Language Learners and Multilingual Learners (ELLs & MLs). NYS educators are charged with ensuring that all students, including ELLs & MLs feel safe/connected/included/ see themselves in their learning environments, have access to grade level content, meet grade-level standards, experience high quality instruction and use all of their languages in order to learn and express themselves.

This will require educators to shift their thinking from "I need to translate everything" to "I need to use the most valuable resource for instruction which is my student's home language" The targeted audience for "*Using Translations as a Support Not a Solution*" presentation, are all educators from K-12 that work with ELLs & MLs. Today, we will explore four instructional strategies: Bridging Languages, Using Students' Home Language (L1), Using Cognates, and Using Translations. It is highly recommended that educators implement the first three strategies, before using translations for instruction.

In this presentation, we are going to be referring to home language as L1 and target language as L2.

Overarching Goals

❖ Create practical and accessible resources for all teachers of English Language Learners and Multilingual Learners (ELLs & MLs) to support instruction.

❖ Close the gap by strengthening ELL & ML instruction by focusing on the following topics:

Topic 1. **Using Translations as a Support Not a Solution;**

Topic 2. Keeping the Communication with our Multilingual Families Alive;

Topic 3. Supporting our Multilingual Digital Learners; and

Topic 4. Building the Bridge from Content to Academic Language Development.

Topic 1-
Using Translations as a Support Not a Solution: Objectives

❖ To identify useful strategies for teachers before translating instructional resources;

❖ To use students' languages as a tool to help develop language, engagement, and participation;

❖ To review specific examples of how and when to use the student's home languages (L1s) as a resource for instruction;

❖ To bridge the student's home language (L1) to the target language (L2) by incorporating cognates; and

❖ To implement translation practices that will enhance the learning of the students.

From Monolingual Instructional Principles to Bilingual Instructional Strategies

❖ **According to Jim Cummins (2010) there are three held assumptions on how to teach language that continue to dominate classroom instruction. Cummins refers to these three interrelated assumptions as "monolingual instructional principles":**

1. Instruction should be carried out exclusively in the target language (L2) without recourse to students' L1 (home language);

2. Translation between L1 and L2 has no place in the teaching of language or literacy;

3. Within immersion and bilingual programs, the two languages should be kept rigidly separate.

❖ **Cummins argues that the three aforementioned principles, "…. also operate to exclude some extremely powerful opportunities for L2 learning and use from the classroom."**

❖ **Cummins encourages us to use bilingual instructional strategies that can promote identities of competence among language learners from socially marginalized groups, thereby enabling them to engage more confidently with literacy and other academic work in both languages.**

Cummins, J. (2010), "Rethinking Monolingual Instructional Strategies in Multilingual Classrooms", p. 221 - 240.

Welcoming Students' Home Language (L1) as a Teaching/Learning Resource

"...students' L1 is not the enemy in promoting high levels of L2 proficiency; rather, when students' L1 is invoked as a cognitive and linguistic resource through bilingual instructional strategies,

it can function as a stepping stone to scaffold more accomplished performance in the L2."
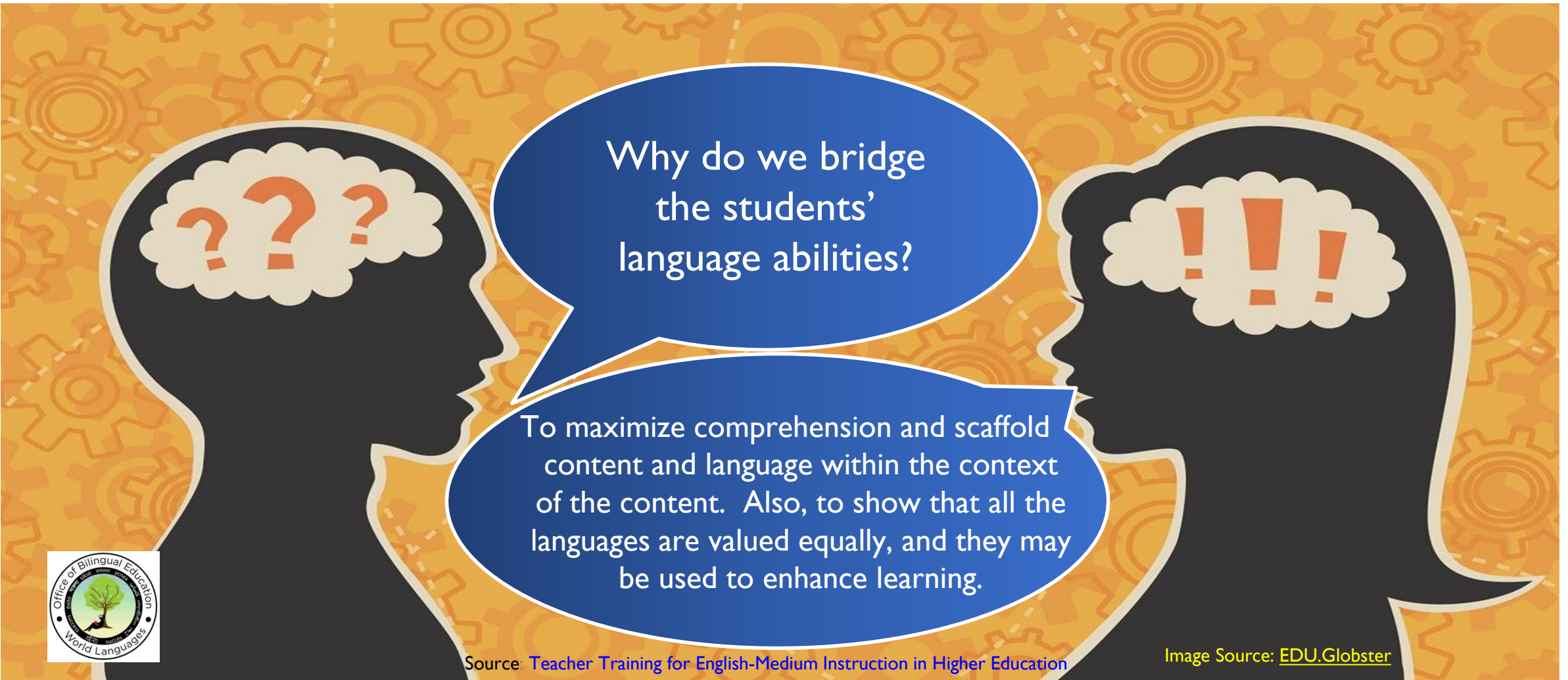
- Jim Cummins

Source: https://www.youtube.com/watch?v_xrQQVkCINPQ

What Can I Do Instead? – Bridge the Students Languages for English Content Area Classes and ENL Classes

Why do we bridge the students' language abilities?

To maximize comprehension and scaffold content and language within the context of the content. Also, to show that all the languages are valued equally, and they may be used to enhance learning.

Source: Teacher Training for English-Medium Instruction in Higher Education

Image Source: EDU.Globster

What is Bridging Languages?

Bridging a language might sound similar to "polylanguaging", "translanguaging", "multilanguaging", "hybrid language practices", "flexible bilingualism" among others, which are terms that have been defined in various ways by research. The intention behind these and bridging languages is to give the students a learning environment that allows them to flexibly use all of their languages at different times and for different purposes.

How Do You Bridge Languages?

❖ Bridging languages happens fluidly and is beneficial for the student when it is properly planned for.

❖ By carefully planning to use students' language abilities for all four modalities: Listening, Reading, Writing, and Speaking.

❖ You can bridge your students' languages by including all of the language abilities students bring with them. Be intentional!

❖ By allowing students to use all of their language abilities to address the different components of the lesson.

How Can I Create a Space for students to use all of their language abilities?

❖ Provide students the opportunity to use all their languages, prior, during, after lesson;

❖ Create opportunities for learning that goes beyond " content language";

❖ Support students as they engage with and comprehend complex content and texts;

❖ Provide opportunities for students to develop linguistic practices for academic contexts;

❖ Make space for students' bilingualism and bilingual ways of knowing;

Image Source: iStock by Getty Images

❖ Use languages to build bilingual students' socio-emotional development and bilingual identities.

Sources: https://www.little-sponges.com/index.php/2018/05/10/5-ways-teachers-can-create-translanguaging-classroom/ and https://blog.heinemann.com/what-is-translanguaging

How Can Teachers Bridge Languages? (cont.)

Give students of all language abilities their <u>time to shine</u>.	**Learn <u>key words</u> in your students' home language (L1).**	**Display an Interactive Multilingual <u>Word Walls.</u>**
<u>Label objects</u> in your lesson in multiple languages *(ensure languages are color-coded however equal in size: English not larger than Spanish or Arabic).*	**Extend learning through <u>various online outlets</u>, to gain a deeper insight on how your students communicate and learn.**	**Stock your learning space with age-appropriate <u>books</u> and <u>multimedia resources</u> in the languages of your students.**
Allow for group work in their home language (L1) to <u>increase</u> student-to-student <u>verbal interaction</u>.	**Assign students to <u>write stories with bilingual/multilingual characters</u> who use two or more languages.**	**<u>Research</u> topics <u>in the home language (L1)</u>, but, <u>report in target language (L2).</u>**

Sources: <u>Translanguaging Guide: A CUNY-NYSIEB Guide for Educators</u>
<u>CUNY-NYSIEB On-line Series: Translanguaging</u>

What Are the Shifts That Need to Be Implemented During Instruction?

❖ Create a [Culturally Responsive-Sustaining](#) learning space.

❖ Be intentional and specific in delivering the message that all languages are welcomed in the learning space. This can be done by the teacher modeling his or her participation as a language learner by asking the students how things are said in students' languages.

❖ Ensure there is a message of language equity in the learning space, that is, not highlighting the importance of one language over the other.

❖ Model dialects of words used in different countries to validate students backgrounds and support culturally responsive and sustained practices.
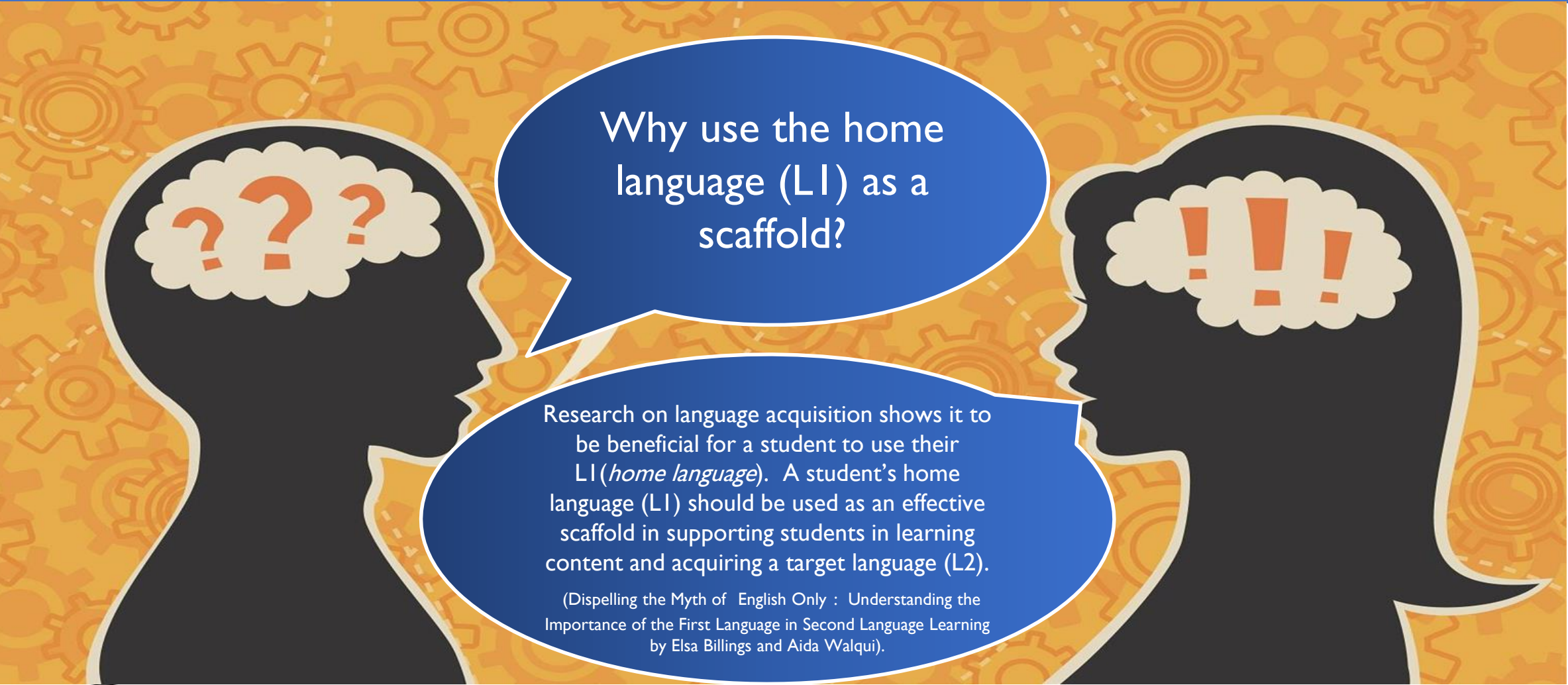
What Can I Do Instead? – Use the Home Language (L1) as a Scaffold for English Content Area Classes and ENL Classes

Why use the home language (L1) as a scaffold?

Research on language acquisition shows it to be beneficial for a student to use their L1 (*home language*). A student's home language (L1) should be used as an effective scaffold in supporting students in learning content and acquiring a target language (L2).

(Dispelling the Myth of English Only : Understanding the Importance of the First Language in Second Language Learning by Elsa Billings and Aida Walqui).

Using the Home Language (L1) as a Resource
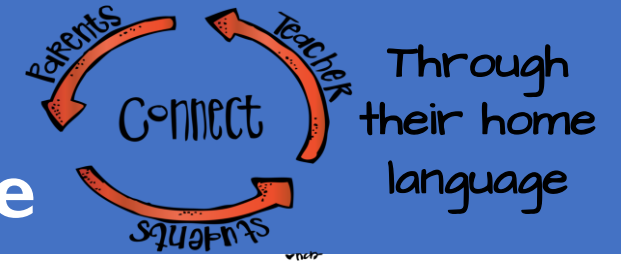
Meta-analyses have shown that educational programs that systematically incorporate use of ELLs' home language (L1) result in levels of academic success, including achievement in literacy and other academic subjects, that are as high as and often better than that of ELLs in English-only programs.

(Genesee, F., & Lindholm-Leary, K. (2012))

Why use it for instruction?

Source: https://youtu.be/joHM964tTVs

A multilingual language learner's most valuable resource is their home language (L1). A student's home language (L1) is tightly tied to a student's identity and family.
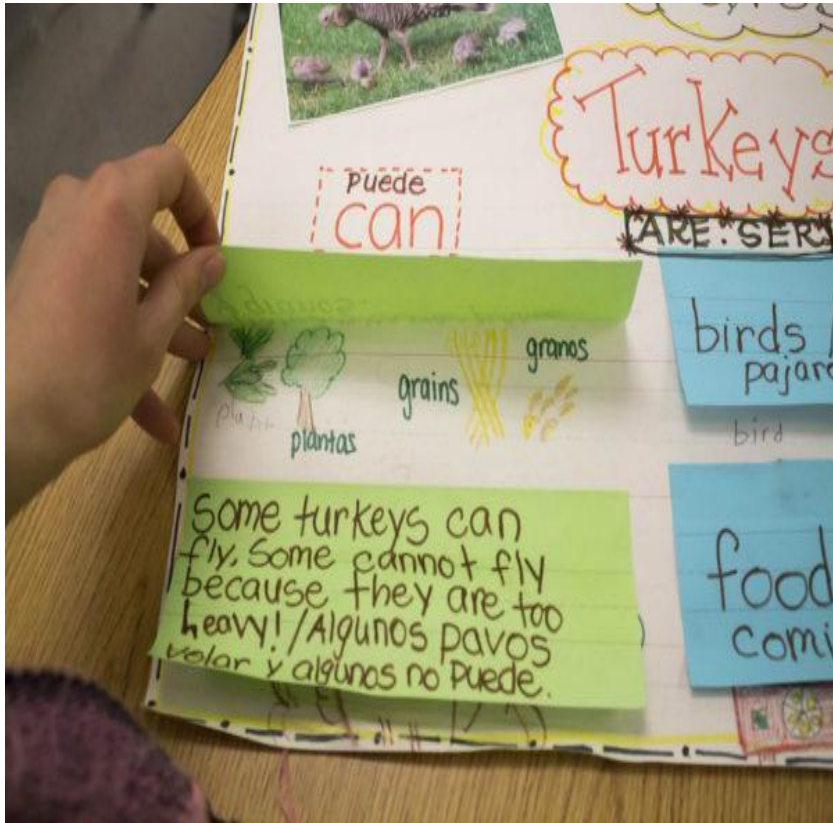
When Is the Home Language (L1) Used?

Image source: CUNY- NYSIEB

- Teachers should view home language (L1) as a communication tool that, like any other tool, can be used judiciously to support ELLs & MLs' learning.

- In making a decision about when it is appropriate to invite and support students' use of their home language (L1), two questions to think about are:
  - ➢ Can a task be completed more efficiently through the home language (L1) than the target language (L2)?
  - ➢ Will learning a target language and content matter be better supported by using the home language (L1) with the target language (L2) for a given task?

http://www.nysed.gov/bilingual-ed/topic-brief-5-dispelling-myth-english-only-understanding-importance-first-language). See pg. 5 in the aforementioned article,

What Is the Purpose of Using the Home Language (L1)?

The purpose of using the home language (L1) is not to replace one language with the other. Rather, it is to promote students' abilities to use both or more languages to support and deepen understandings of subject matter, strengthen academic interactions with their peers in and out of the learning environment, and develop their linguistic abilities themselves in the process. This integration of the home language (L1) thereby invites and encourages bilinguals to apply all their linguistic resources to communicate effectively. (Garcia, 2009).

Image Source: Shutterstock

Why Should I Use the Home Language During Instruction?

https://www.youtube.com/watch?v=1llwiSQNemw&t=8s

https://www.youtube.com/watch?v=H5ej0-BT880

Why is the Home Language (L1) Used During Instruction?

To encourage students to see connections between their languages and, thus, to better understand how languages are structured and organized, talk to ELLs & MLs about their home language (L1) — ask the students:	As part of phonological and metalinguistic awareness exercises to facilitate reading acquisition — ask students:
Consider how the home language (L1) is the same and how it is different from the target language (L2)?	To say words that start with the same sound(s) in the target language (L2) or the home language (L1).
Are there words in the home language (L1) that sound the same and mean the same thing in both the home language (L1) and the target language (L2)?	How words are changed and formed in the home language(L1) — singular and plural forms, present tense and past tense forms of verbs — to enhance their word knowledge?
Are there words in the home language (L1) and the target language (L2) that sound and look the same but mean different things?	Who are new to your class, to read books in their home language (L1) to show you what they know about reading.

Source: Cloud, Genesee, and Hamayan (2009, Chapter 3)

What Are the Shifts That Need to Be Implemented During Instruction? (cont.)

❖ Recognize the value of using the home language (L1) and the target language (L2) for different purposes.

❖ ELLs & MLs use their home language (L1) and the target language (L2) at different times.

  ◼ During small group, discussions, conferencing

❖ Use of the home language (L1) and target language (L2) based on cultural practices and perspectives.

❖ Strategically implement the use of home language (L1) and the target language (L2) during instructional practices.

What Can I Do Instead? – Use Cognates as a Scaffold for English Content Area Classes and ENL Classes

What are cognates?

Cognates are words in two languages that share a similar meaning, spelling, and pronunciation. For many ELLs & MLs, cognates are an obvious bridge to the English language.

When Are Cognates Used?

Cognates can be used during:

❖ The introduction of the lesson;

❖ The review of instructions/directions;

❖ *Read alouds* and guided reading groups;

❖ Writing activities (students can have a reference chart with cognates on which they've helped to create);

❖ Peer engagement activities (i.e., scavenger hunts in a book or around the learning space);

❖ Conversations.

Image Source: Jason Hoffman/Thrillist

(Source www.ColorinColorado.org)

How Are Cognates Used During Instruction?

Read aloud
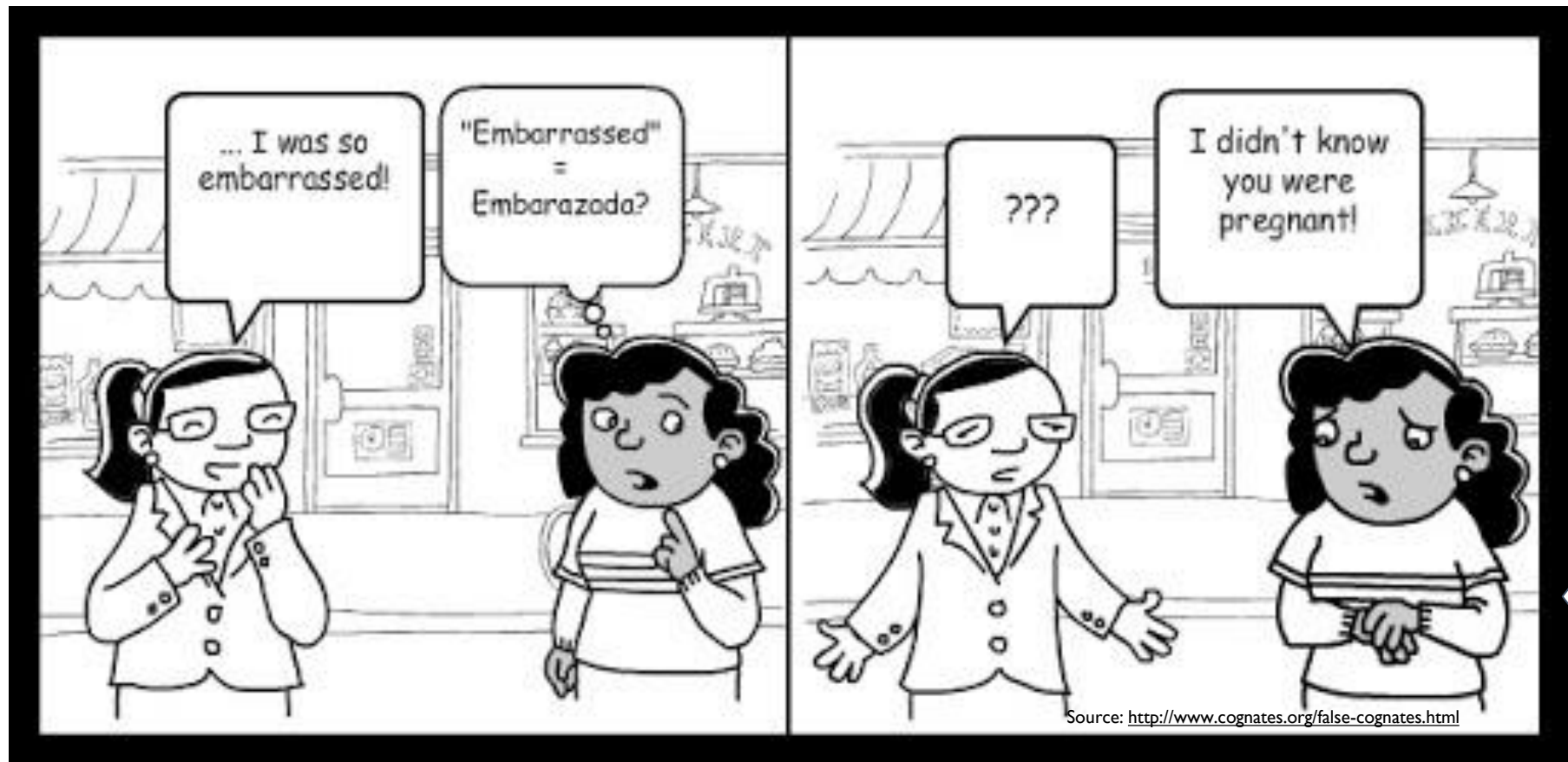
Vocabulary

Student Reading

Circle Differences

Word Sort

Teach False Cognates

(Source www.ColorinColorado.org)

Be Careful With False Cognates

Source: http://www.cognates.org/false-cognates.html

CAUTION:

Embarrassed= Avergonzada

Pregnant= Embarazada

Don't let false cognates trick you

How Can Cognates Help ELLs & MLs?

Why Use Cognates During Instruction?

Using cognates allows students to make connections to learning and language. In addition, it promotes metacognition and metalinguistic awareness. It can serve as a "Bridge" for students to connect learning from one language to another.
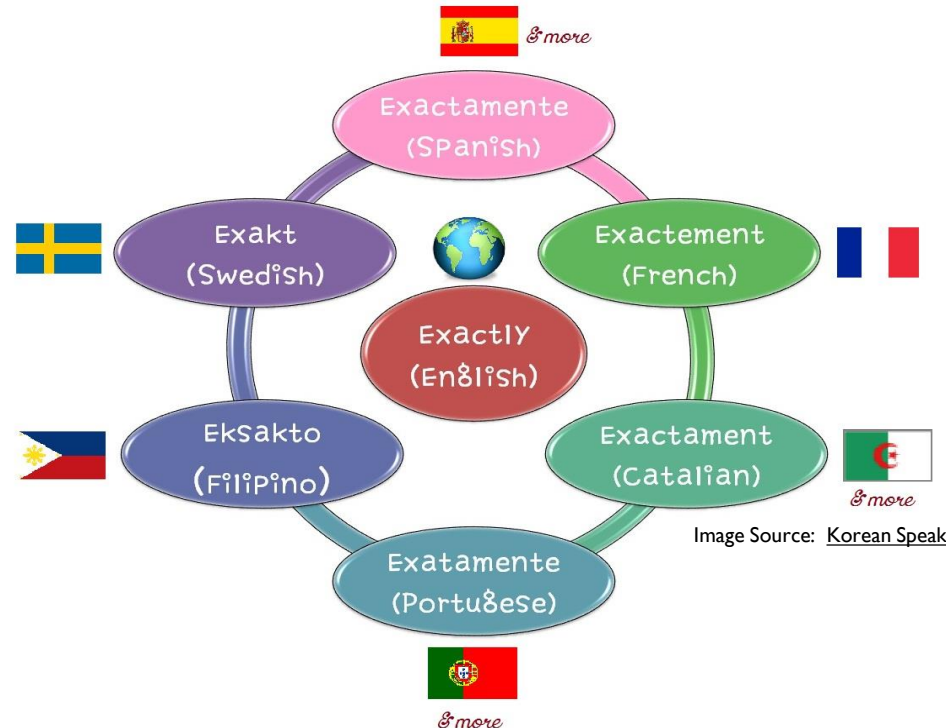

Image Source: Korean Speak

List of Cognates:
Glossaries of Cognates- NYU Language RBERN
Cognates List: www.readwritethink.org;
Cognates.org : Most Frequent English Cognates;

What Are the Shifts That Need to Be Implemented During Instruction?

❖ Introduce the concept of cognates and false cognates- build cognate awareness;

❖ Use cognates to develop comprehension and vocabulary development;

❖ Invite students to contribute cognates they know in their home languages;

❖ Provide students lists with cognates as a reference and encourage them to use it;

❖ Embed cognates throughout your lessons, and plan when to pause to talk about these;

❖ Highlight cognates on your word walls, vocabulary lists, instructional dictionaries;

❖ Ask students to pay attention to cognates, for group and independent tasks;

❖ Know that ELLs come to school with knowledge that you can use and build on.

What Are the Shifts That Need to Be Implemented During Instruction? (con't)

❖ Teachers need to be intentional in highlighting and pointing out cognates to students or engaging students in conversations to discover cognates. This can be done via modeling *think alouds*, modeling "wonderings" during *read alouds* and creating a space for cognates to live in the learning space, and students to use as a reference.

❖ The teacher first needs to open the space for observation and reflection of cognates, so that it is embedded in the makeup of your instruction.

contempla — contemplate
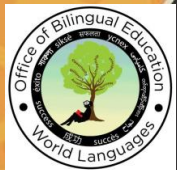Mirar con atención e interés
Considerar o tener en cuenta

enormidad — enormity
Exceso, cantidad o tamaño desmedido

dominancia — dominance
Influencia que un ser vivo ejerce en un sistema ecológico.

What Can I Do Instead? – Use Translations as a Scaffold for English Content Area Classes and ENL Classes

Image Source: EDU.Globster

What Are the Opportunities to Use Translations at the Beginning, Middle and End of Lesson?

Beginning of Lesson

- ❖ When presenting objectives (aim, TP);
- ❖ When providing directions'
- ❖ When presenting vocabulary (definitions with visuals);
- ❖ When presenting essential questions.

Middle of Lesson

- ❖ When providing prompts for student engagement;
- ❖ When providing sentence starters for Turn-and-Talks;
- ❖ Check for understanding.

End of Lesson

- ❖ When completing a
  - ■ quick-write
  - ■ ticket-to-leave
  - ■ share-out
  - ■ journal entry
  - ■ post-it
  - ■ survey

Note: teachers should assess the home language L1 level of their students.

What Are the Other Options I Can Use Before I Translate?

❖ Total Physical Response (TPR)/Gestures/Pantomiming;

❖ Explanation through videos or visuals;

❖ Using a same language peer (but we need to be careful the child doesn't become an instant translator);

❖ Front-loading information and assignments (i.e the teacher can send home resources or documents in preparation for what she will be teaching next allowing the child to build background);

❖ Look for cognates to help with explanations/directions.

How Does Home Language (L1) Literacy Impact the Decision to Use Translations?

Does the student have home language (L1) literacy on grade level <u>and</u> background knowledge for the content area?	
Yes	**No**
Use content glossary and/or native language dictionary for content specific vocabulary <u>and</u> academic vocabulary **Examples**: analyze/reparations Spanish Dictionary Urdu Dictionary	For content vocabulary use ENL strategies **Example**: cultural diffusion For high-incidence vocabulary use dictionaries/glossaries Example: write/wrote/written
Use of translation or dictionaries in the home language (L1) must be targeted based on the background of the student's education and language level.	

What Can I Do When I Translate?

|		
Translate key components of the lesson, such as the objectives/goals, the directions, and specific tasks. (Eddington, 2017).	Translate vocabulary words on your word wall/vocabulary charts.	Understand how "the home language is similar to or different from English…" (Colorín Colorado, 2014).
Know the English proficiency levels and the home language literacy levels for your students. (Al-Musawi, 2014).	Plan carefully and recognize the problems associated with traditional approaches to translation. (Kaye, British Council).	Allow students to translate to one another during group or independent work. (Donato & McCormick, 1994).

What Can I Do When I Translate? (cont.)
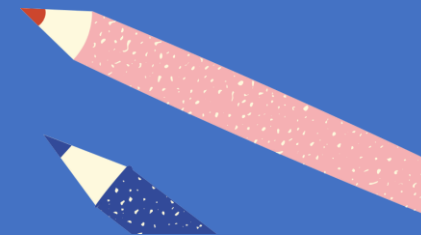
"Use bilingual textbooks, so that even newest learners can pull concepts directly from the text…" (Pillars, 2017).	"Translate the classroom routines (including rules and expectations)." (Eddington, 2017).	Use the Glossaries for ELLs/MLLs Accommodations for INSTRUCTION during the school year.
Support the content you are teaching by "offering a variety of books, both fiction and nonfiction, in the language(s) spoken by students (Ruvalcaba, 2017)."	"Discuss the differences and similarities during the translation process as it helps learners understand the interaction of the two languages and the problems caused by their L1." (Kaye, British Council).	Use translations to teach English vocabulary words, idioms, phrases, to check key components of the readings and for listening comprehension (Liao, 2006). Scaffold language (providing extra supports such as realia, graphic organizers, visuals, etc.) (Colorín Colorado, 2014).

What Are the Shifts That Need to Be Implemented During Instruction?

❖ Do not translate all documents and texts for students. It is not best practice!

❖ Exhaust all other ELL scaffolds and strategies (such as miming, realia, visuals, definitions, cognates, multiple examples, etc.) before you translate.

❖ The teacher is not the only source of translation. Allow the students to translate to one another.(Make sure students are not dependable on the translations provided by the teacher or by other students.);

❖ Ensure that any translations you share with the students are accurate. None of the translation tools replace learning a language or using a human translator.

❖ Provide testing accommodations to ELLs who may take State examinations in mathematics, science, and social studies either in an alternative-language edition or in English, whichever is more appropriate to the student's reading skills. The translated versions need to be direct translations of the English assessment, so students identified as ELLs may be permitted to use both assessments simultaneously.

What Tools Can I Use?

Google Translate

"**Google's** free service instantly translates words, phrases, and web pages between English and over 100 other languages."

SpanishDict

"This tool offers Spanish-to-English dictionary, a **conjugation tool,** a **word-of-the day** feature, **quizzes**, **grammar lessons**, and more."

iTranslate Converse

"Is a two-way translation device. This App enables natural conversations in 38 languages, and automatically detects the correct language between two selected languages for a fast and accurate translation."

Microsoft Translator for Education

"The Translator for Education site provides free resources, tools, and how-to guides for live captioning and translation in the classroom."

Yandex

"Free online **translation** from English and other languages.

The **translator** works with words, texts, web pages, and text in photos."

Lexicool

"Lexicool offers a directory of "all" the online bilingual and multilingual dictionaries and glossaries freely available on the Internet. It is a resource intended for translators, linguists, language students and all those interested in foreign languages."

** Please know that none of the translation tools replace learning a language or using a human translator.

Home Language (L1) Resources

Colorin Colorado: The Home Language: An English Language Learner's Most Valuable Resource [The Home Language: An English Language Learner's Most Valuable Resource](#)	IDRA - Why is it Important to Maintain the Native Language: https://www.idra.org/resource-center/why-is-it-important-to-maintain-the-native-language/	Colorin Colorado: Supporting ELLs in the Mainstream Classroom: Language Tips [Supporting ELLs in the Mainstream Classroom: Language Tips](#)
Using of L1 at the L2 Classroom: https://www.youtube.com/watch?v=UmQ8_H-U7OQ	British Council [Translation activities in the language classroom](#)	Supporting ELLs in Distance Learning: https://padlet.com/diane30/hfesmfg0r2k3bxnp
Larry Ferlazzo [The Best Places To Get The "Same" Text Written For Different "Levels"](#)	Educator Week [Response: ELL Students' Home Language Is an Asset, Not a 'Barrier'](#)	Affirming Native Language in the ESL Classroom: https://www.youtube.com/watch?v=dAwI1H8wPXg
ASCD: Strategies for Supporting the use of the Target language: https://www.actfl.org/guiding-principles/use-target-language-language-learning/strategies	ASCD - Keeping Native Languages Alive: http://www.ascd.org/publications/newsletters/education-update/mar96/vol38/num02/Keeping-Native-Languages-Alive.aspx	Five Tips for Using Language at Home and in the Community: https://www2.ed.gov/documents/early-learning/talk-read-sing/language-en.pdf
Using the Native Language as a Resource - Nancy Cloud: https://www.youtube.com/watch?v=joHM964tTVs	Teaching English https://www.teachingenglish.org.uk/article/translation-activities-language-classroom	ESL/ELL Resources To Succeed In School https://www.accreditedschoolsonline.org/resources/esl-ell-resources-for-teachers-parents-and-students/

Final Thought

Let's use the language our learners bring with them to school, no matter the level or if you speak their language, and explicitly teach them how to bridge their home language with the target language you want them to acquire.

THANK YOU!

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http://www.p12.nysed.gov/biling/bilinged/
OBEWL@NYSED.GOV

ELL & ML Parent Hotline at 1-800-469-8224
nysparenthotline@nyu.edu

REGIONAL BILINGUAL EDUCATION RESOURCE NETWORKS
http://www.nysed.gov/bilingual-ed/regional-supportrberns

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Key Definitions

English Language Learner: A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as "English Learners," and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

Home Language: 1. The language first taught and most used in the home during childhood. 2. The language in which bilingual/multilingual speakers are most fluent, or which they prefer to use. Compare to First Language; L1; Mother Tongue; Native Language; Primary Language. Home language is also known as L1 and target language as L2.

Multilingual Learner: All students who speak or are learning one or more language(s) other than English, including: 1) current ELLs, 2) students who were once ELLs but have exited out ELL status, 3) students who were never ELLs but are heritage speakers of a language other than English, and 4) World Languages students.

Target Language: 1. A language selected to be learned. 2. The language into which a text is translated. (Harris, T.L. and R.E. Hodges, 1995) Compare to L2; Second Language. Home language is also known as L1 and target language as L2

Co-teaching: In ENL programs co-teaching can be characterized as a unique collaboration between a general education or content teacher and the English as a New Language teacher to: ◦ co-plan, co-deliver, and individualize instruction for all students in a class; ◦ work together creatively to accommodate the language proficiencies, cultural diversity and educational backgrounds of the students in the class; ◦ overcome instructional challenges constructively

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